



Middle States Commission on Higher Education

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Team Report to the Commission on Higher Education

NAME OF INSTITUTION

Dates of Evaluation: *April 7-10*

**The Evaluation Team Representing the
Middle States Commission on Higher Education**

Section A: Team Members, Titles, and Institutional Affiliation

Dr. Sue Henderson, President, New Jersey City University

Dr. Catherine Andersen, Vice Provost for Institutional Effectiveness, Planning and Academic Quality, University of Baltimore

Dr. Jen Bacon, Dean of College of Arts and Humanities, West Chester University of Pennsylvania

Dr. Arthur Johnson, Provost Emeritus, University of Maryland, Baltimore County

Dr. Scott Miller, Dean, School of Business and Dean, College of Arts, Humanities, and Social Sciences, Edinboro University of Pennsylvania

Mr. James Sheehan, MBA, Interim Vice President of Finance and Administration, Chief Financial Officer, Edinboro University of Pennsylvania

Dr. Kara Turner, Vice President for Enrollment Management and Student Success, Morgan State University

Section B: Institutional Representatives at the Time of Visit

Officers of the Institution at the time of the visit:

President/CEO

President, Dr. José Luis Cruz

Chief Academic Officer

Provost and Senior Vice President for Academic Affairs and Student Success, Dr. Peter Nwosu

Chair of the Board of Trustees

Section C: Team Findings

I. Institutional Overview: Context and Nature of the Visit

General information about the institution, including the following:

- Public, Master's Colleges & Universities: Larger Programs » Four-year, medium, primarily nonresidential

Credential levels

- Postsecondary award (2-4 yrs)
- Bachelor's Degree or Equivalent
- Post-baccalaureate Certificate
- Master's Degree or Equivalent

No branch campuses, no additional locations

- **Distance Education**

Approved to offer two program by this delivery method

- **Correspondence Education**

Not approved for this delivery method

- **Institutional Priorities**

- The institution aims to double the number of high-quality degrees and credentials awarded by Lehman College between 2015 and 2030 to 90,000
- The institution, as part of CUNY, has as its priorities to strengthen its contributions to the advancement of CUNY's stated mission
- The institution is focusing on access and opportunity through new academic programs and more online programming
- The institution is increasing its retention and graduation rates, financial health through a healthy reserve and grant funding, public private partnerships, social mobility for its students and student satisfaction

II. Evaluation Overview

- With a strong, transparent governance structure throughout the organization and a clear mission dedicated to educating and improving the economic impact of the Bronx, Lehman College is well poised to implement its strategic focus. By creating new academic programs in the STEM fields and working tirelessly to improve retention and graduation rates, Lehman College is meeting its mission. Initiatives like the foodbank, Lehman 360, the Childcare Center, and the Experiential Learning Portal, the College works with its student body to ensure student success. Lehman's

tenets, “Student Success, equity and upward mobility through high-quality education in a vibrant and caring academic community” are inspiring, but even more than these tenets and its mission, the site team was inspired by Lehman’s incredible commitment to that mission, which was evidenced through every single interaction the site team had with your faculty, staff, and students over our three-day visit.

- To accomplish these goals, Student Affairs works closely with Academic Affairs to ensure that students are well served. Counseling services, Enrollment Management, and other initiatives like revised gateway courses all combine to result in higher retention rates than many of the other CUNY institutions.
- As a senior institution in CUNY, Lehman works closely with the other senior colleges and the community colleges to ensure a smooth transition for its transfer students, who comprise more than half the incoming students each fall.
- Throughout our visit, students, faculty, staff, administrators, Board members, and community members were singularly focused on the success of the students and the economic impact on the Bronx.

III. Compliance with Accreditation Standards

Standard I: Mission and Goals

The institution’s mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution’s stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Summary of Evidence and Findings

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

This self-study clearly identifies relevant documents, policies and offices that address each of the criteria for Standard I.

Through various meetings led by the Mission, Vision and Values Committees, and consultations across campus that included the Faculty Personnel and Budget Committee, MSCHE Committee and Working Groups, the Foundation Board and college community, the mission statement was approved by the Senate on May 16, 2007.

Following this work, the Strategic Planning Council made up of faculty, staff and students, put together the Strategic Plan (*Achieving the Vision 2010-2020*). This was accomplished over 18 months through a series of retreats and tailored outreach and included four goals tied to the mission, vision and values.

Each goal was then given a series of objectives that are tied to the goals. These goals are tied to the CUNY Master Plan and Strategic Framework (which must be approved by the state), CUNY Performance Management Process (PMP), and the 2008 MSCHE Self-Study findings and recommendations.

For the past 8 years, the strategic plan has guided the budgeting process through the Strategic Requests Spreadsheet, which must align with Lehman's goals as well as those of CUNY Central.

In response to the CUNY Compact, under which New York State authorized CUNY to retain the additional revenue from scheduled tuition increases, Lehman invested the funds toward strategic initiatives articulated in *Achieving the Vision*.

The result, along with other student success goals, increased the use of data driven decision-making in student retention and resource allocation.

Another aspect of the strategic plan helped to shape curriculum renewal and interdisciplinary and integrative student learning across campus. Using the vision and values of Lehman, they developed traits, Educated, Empowered, and Engaged that effectuated change in the classroom through active learning, undergraduate research, and experiential learning opportunities.

Finally, Lehman College, as one of eleven senior colleges in CUNY, is part of an integrated system where 'governance and operation of senior and community colleges should be jointly connected or conducted by similar procedures to maintain the university as an integrated system'. As such, 70% of incoming student population are transfers, and 68% transferred from another CUNY institution.

Using data from the PMP, and other relevant data, Lehman has used data driven decision making to increase retention and graduation rates as they grew their new student enrollment at a pace greater than their CUNY peers. Taskstream has been employed to help manage the assessment process. An institutional Effectiveness Assessment Annual Report offers an assessment of AES activities, including numerous offices around the campus.

Lehman College has begun the process of evaluating its mission, values, and vision statements as its strategic plan comes to a close. This will assist in the formulation of a new five year strategic plan, which will be informed by the work of the Self-Study. This will include meeting the needs of the changing demographics of the Bronx, where only 27.7% of the residents have an Associates degree or higher. The 90x30 initiative commits Lehman to increasing awarding of high-quality degrees and certificates from the expected 45,000 from 2015 to 2030 (based on 2015 levels) to 90,000

The mission and goals of Lehman College, as outlined in the above narrative, through the work of the strategic plan, the PMP, the yearly AES assessment document, and various materials indicates that Lehman has a clear mission, and that its goals and activities are in line and work to meet the needs of its students, faculty, staff, community and relationship to CUNY. This was verified in our interviews with the various stakeholders as they were consistent and enthusiastic in their work towards their unique mission for the Bronx.

STANDARD I

In the team's judgment, the institution appears to meet this standard.

- **Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices:** *none*

- **Suggestions:** Lehman should continue the focused work on meetings its mission for the Bronx within the context of its membership in CUNY, relying on the many stakeholders who are invested in the success of the institution.
- **Recommendations:**
- **Requirements:**

REQUIREMENT OF AFFILIATION # _____

In the team's judgment, the institution [*appears/does not appear*] to meet Requirement of Affiliation # or #s _____.

(If the institution tied Requirements of Affiliation to this Standard, note it here and indicate whether the institution appears to be in compliance with the Requirement of Affiliation as well).

Standard II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Summary of Evidence and Findings

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

Based on a review of the self-study, institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusion relative to Standard II:

The self-study clearly identifies relevant documents, policies, and offices that address each of the criteria for Standard II. Many of these policies are originated by CUNY and implemented by CUNY offices but the self-study also speaks to the many actions taken by Lehman College that address this standard. The descriptive nature of the narrative does not always demonstrate effectiveness in policy implementation and compliance. However, interviews with faculty, staff, students, and others suggest that the College faithfully implements existing policies. Therefore, the team concludes that Lehman College appears to meet Standard II (Ethics and Integrity) and satisfies each criterion.

Discussion

Relevant documents and policies relating to Lehman's mission are publicly available. For example, the Provost's website identifies and summarizes a number of policies relevant to faculty (i.e., sexual harassment, election of department chairs, human subjects research, workplace violence, multiple positions). The College's website and online platform are easily navigated to find relevant information. Policies related to legal requirements ranging from financial aid, Title IX, student services, conflicts of interest, research funding, etc. are also publicly available. It appears that policies are regularly reviewed and updated and that information publicly available is accurate. Every constituency within the university (i.e., faculty, staff, students, administrators, alumni) has opportunities to participate in discussions of policies and their development. A number of policies address the right of academic freedom, freedom of speech, and intellectual property rights. However, the team notes that the Committee on Academic Freedom has not achieved a quorum in several months.

Grievance procedures identified in union contracts are readily available to faculty and staff. Students have several formal means for pursuing different types of complaints and concerns.

This openness and willingness to promote a participatory environment in the College's operations likely explains the positive attitudes and favorable climate that the team experienced in its meetings with campus groups. Lehman has commissioned a campus climate survey for spring 2019 to better understand the existing campus climate. The self-study foresees, and the President confirms, on-going "campus conversations" addressing several strategic issues as the College develops its strategic plan for 2020-2025. This is further evidence of a participatory and inclusive governing process.

Additionally, the team notes three examples that are especially relevant to this standard.

The College declares in its mission statement its intent to serve the Bronx. The first paragraph of the self-study's executive summary asserts its pride in "its ability to transform the people, community, and economy of the Bronx." The 90x30 Challenge is a bold vision that speaks directly to the College's role in influencing the future of its community (i.e., the Bronx). It is a commitment to those whose futures are dependent on the economic development of the borough. The president's public statements, the college's public announcements, the assessment measures being developed, and the budgetary and programmatic commitments being made to this initiative demonstrate that the 90x30 Challenge is more than a symbolic effort or rhetoric. The 90x30 Challenge is a commitment of Lehman College to play a vital role in shaping the quality of life of its community and is evidence that the College is being faithful to its mission and representing itself truthfully.

Second, the self-study notes that Lehman is proud of and often recognized for its diversity. Indeed, the self-study and the strategic plan identify diversity as a core value of the college. Its students represent more than 130 nations; it is a Hispanic Serving Institution with 53% of its undergraduates Latino and more than 30% Black. Latino and Black students each make up more than 30% of the College's graduate enrollment. These are the highest percentages in CUNY. It also has the highest number (more than 5,000) and percentage of students older than 25 years of age in CUNY. And 37% of the College's full-time faculty is of color. Clearly, such demographics present challenges, including maintaining a climate of respect for each individual and their ideas.

Lehman has a number of activities to promote diversity among students, faculty, and staff and to create and maintain a climate of tolerance and respect. For example, with regard to faculty, the college has a Strategic Plan for Faculty Diversity, developed a year-long onboarding program for new faculty, and made improvement to physical spaces where faculty meet and work. The goals of the Strategic Plan for Faculty Diversity include refining and strengthening the search process to recruit an excellent and diverse faculty, retain diverse faculty, and maximize the likelihood of their tenure and promotion.

Third, the self-study asserts that a climate of tolerance and respect exists at Lehman and the team concurs based on its meetings and conversations with the Lehman College community, especially students. The College's concern for its students' security and welfare is demonstrated by such programs as a foodbank, micro-grants to meet students' emergency needs, and provision of clothing appropriate for professional meetings and job interviews.

It also will be critical that a strong tracking system be created to monitor the progress of the 90x30 Challenge as well as the implementation of the strategic plan for 2020 currently being developed. CUNY's and Lehman's data tracking systems and PMP allow Lehman to monitor its progress in a variety of areas. The array of assessment activities (to be discussed below for Standards V and VI) that have been put in place in recent years indicate concern for student outcomes and overall effectiveness. However, the strategic use of these tools has been inconsistent. More strategic use of data, open communication and sharing data publicly, and a strong ethos of integrity are essential if Lehman is to create a vibrant culture of assessment.

With regard to compliance issues, the annual financial audit is coordinated by CUNY's Office of the University Controller. Periodically, the College will also be audited by CUNY Internal Audit, New York State Comptroller, Internal Revenue Service, and other outside entities to ensure compliance with City, State, and Federal requirements. However, the self-study does not offer as much insight into the degree to which compliance takes place as perhaps it could have.

Based on the foregoing analysis, the team offers the following conclusions and recommendations:

STANDARD II

In the team's judgment, the institution appears to meet this standard.

SIGNIFICANT PROGRESS:

SIGNIFICANT ACCOMPLISHMENTS:

EXEMPLARY/INNOVATIVE PRACTICES:

- The continuing support of student welfare and security as exemplified in Lehman's foodbank (providing the equivalent of more than 18,000 meals to 610 students), micro-grants (funded by external grants and student fees approved by student representatives) to meet students' emergency needs, provision of clothing appropriate for professional meetings and job interviews, and availability of a campus childcare center that gives priority to students' families.

SUGGESTIONS:

- Lehman make a stronger effort to provide empirical evidence of compliance with specific policies and their effectiveness. Responding to the past and future suggestions of the Institutional Effectiveness Officer in his annual reports should provide a sound foundation for future assessment efforts.
- Lehman has effectively pursued initiatives based on the results of past national surveys. Lehman should give special attention to the 2019 COACHE survey to determine if

campus climate has in fact improved since the previous survey in order to support a new round of planning, assessment and action, especially regarding campus climate.

- Given the emergence of academic freedom issues on campuses nationally, Lehman Senate should ensure that the quorum issues of the Committee on Academic Freedom are being addressed, as explained by a professor in the Standard Two discussions with Site Team members.

RECOMMENDATIONS

- Lehman College should report before the end of spring semester 2020 on the completion of its strategic plan for 2020-2025, with metrics to monitor progress. Such metrics should include Lehman specific data beyond CUNY prescribed measures.

REQUIREMENT OF AFFILIATION # ____

In the team's judgment, the institution [*appears/does not appear*] to meet Requirement of Affiliation # or #s _____.

(If the institution tied Requirements of Affiliation to this Standard, note it here and indicate whether the institution appears to be in compliance with the Requirement of Affiliation as well).

Standard III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence of all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, and setting are consistent with higher education expectations.

Summary of Evidence and Findings

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

1. Sources of information and data used to support our findings and conclusions:
 - a. Self-Study Report
 - b. Appendices (9, 11, 22, 24)
 - c. The Lehman College website, including:
 - i. [The List of Academic Programs](#)
 - ii. A description of the [Program Review](#) process
 - iii. [The Mission, Strategic Plan, People, and Organization](#)
 - iv. The [Office Of Online Programs](#)
 - v. [Assessment Process](#)
 - vi. The [Experiential Learning Portal](#)
 - vii. The Program Review [Calendar](#) and [Guidelines](#)
 - viii. The [Student Experience Survey](#)
 - ix. The [2017-18 Fact Book](#)
 - d. The CUNY website, including:
 - i. A description of the [Pathways initiative](#)
 - ii. A description of the [Common Core](#)
 - e. The Lehman 360 mobile app (Which houses faculty evaluation data)
 - f. Taskstream (The Assessment data collection tool)
 - g. Meetings and Interviews
 - i. President José Luis Cruz
 - ii. Provost Peter Nwosu
 - iii. Cabinet
 - iv. Members of the Board of Trustees
 - v. Steering Committee for the Self-Study
 - vi. Self-Study Work Group for Standard III
 - vii. Standard III Workgroup (25 members)
 - viii. Standard IV Workgroup (25 members)
 - ix. Student Affairs/Student Success representatives (14 members, including 2 students)
 - x. Members of the Faculty (21 members)

2. Brief Narrative about the Standard

As stated in the Self-Study, and validated by Team Members assigned to Standard III, Lehman College offers certificate, undergraduate, graduate, and professional programs of study that lead to degrees or other credentials. Across 140 different undergraduate and graduate degree programs, we found that curricular pathways were clearly presented. We were particularly

impressed by the success that Lehman has in supporting transfer students to degree completion. The Pathways program, including the 30-credit General Education Core, allows students to join Lehman's educational community without losing time in their path to degree completion, as evidenced by the 58.3% 4-year graduation rate for students who started at another institution and transferred to Lehman. The rigor and coherence of courses and programs is evidenced by Lehman's retention and graduation rates, numerous programs with specialized accreditation, including nursing, education, and health sciences, and the number and quality of experiential learning opportunities available to students that carry academic credit. The academic programs described are clearly laid out in university publications, and Lehman has made substantial progress in creating degree "maps" for each program, with 50 programs already mapped and 30 more anticipated by fall 2019.

The general education curriculum, in addition to offering a streamlined transfer process, allows students to gain some common core skills while also allowing them to explore intellectually. The "Flexible Core" component of their curriculum includes courses in World Cultures and Global Issues, but also courses in the Scientific World and other areas that appear well-suited to developing students' analytic abilities to make well-reasoned judgements. The core curriculum requires written communication courses, quantitative reasoning, and scientific reasoning, and the general education learning outcomes included measures related to information literacy. While oral communication skills are not explicitly referenced, the ability to work collaboratively as part of a team and the potential for leadership are, which seem likely to require activities that would develop oral communication competencies. Multicultural, global, and ethical awareness of diverse people and communities is also delineated as a specific competency in the general education plan. The challenge that Lehman must tackle next, then, is to synthesize its assessment efforts and coordinate the ways they are shared with the university community. It is not quite clear, for example how "technological competency" is demonstrated, or how the specific general education goals are assessed.

Lehman's self-study offers evidence that the faculty who are delivering student learning experiences are qualified to do so. Though the number of lecturer positions (which do not require a terminal degree and which carry a heavier teaching load) is high, Eighty-six percent of all faculty have a terminal degree, which is impressive. The reported increase of both Lecturers and part-time faculty, (from 52.2% to 61.3% over a four-year period) suggests that both enrollment growth and financial pressure may be driving hiring decisions in ways that may ultimately impact the scholarly output and reputation of the faculty as a whole.

The self-study clearly lays out the policy and procedure for the evaluation of faculty, including criteria that are clear, accessible, and at face value fair. Impressively, Lehman's student evaluation data is not only collected for every class taught by every faculty member in every modality, that data is then available to students in summary form through the Lehman 360 platform, which gives students very helpful information about faculty as they schedule classes and plan their path to degree. Faculty research productivity is also impressive, with an average of 1.2 scholarly outputs per faculty per year, according to the Performance Management Plan – in line with the CUNY average for all senior colleges. Faculty also have a strong record of writing and securing external funding. The faculty-student ratios suggest that the number of faculty is

indeed sufficient for the delivery of the programs offered. The Graduate Consortium is a novel approach to graduate education, and 100+ faculty participate. Those faculty who teach graduate courses are vetted by CUNY system, and their academic credentials and opportunities to develop research are appropriate.

Lehman's self-study describes a robust assessment plan, but offers less evidence than needed on the outcomes of that plan, leaving the team unable to document whether and how students are indeed meeting the benchmarks identified in the plan and how courses and programs are guided to continuous improvement over time. Similarly, Lehman's self-study does not offer compelling evidence that the general education program, as a whole, is currently being assessed, an issue that is described in more detail in the Standard V report. Relatedly, program review is on a five-year schedule, but it was not evident from the self-study where the results and recommendations from program review action plans are stored and who is responsible for assuring that the action plans are followed and achieved. From 2013 to 2016, thorough Program Reviews were conducted for all programs and units as a part of the Prioritization process. Those reviews were in place of the normal Program Review cycle. There is no evidence of an official hiatus in Program Reviews following 2016. There is a schedule for sequencing regular five-year Program Reviews post-Prioritization.

However, programs with specialized accreditation have continued their accreditation efforts, and, therefore, have essentially continued their program reviews.

STANDARD III

In the team's judgment, the institution appears to meet this standard.

Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices: *(Be consistent with narrative and suggestions, recommendations, requirements, if any, below)*

- Lehman 360 – the digital platform, developed in-house, that students use to access a range of critical information about their degree progress – is an innovative, data-rich, game changer. Lehman's willingness to collaborate across divisions under the leadership of IT to create this resource is indeed commendable. We believe other universities will be very interested in the product if they choose to license it.
- The Experiential Learning Portal is another resources that really demonstrates Lehman's commitment to its mission. While they will no doubt expand their experiential learning options over time, the concept of a single website that helps students identify these opportunities is to be commended, and the site team encourages them to expand on the resources and the promotion of the resource more generally: <http://lehman.edu/experiential-learning/>
- The statistics about what students are doing after they graduate are truly impressive. For example: “[m]ore than 80% of the last four cohorts of Lehman's Baccalaureate degree graduates were employed in New York State within one year of graduation.” This is marketing gold considering Lehman's incredible commitment to upward

mobility, and the more you can share data like this, the closer you will be to your 90 x 30 vision.

- Lehman’s tenets, “Student Success, equity and upward mobility through high-quality education in a vibrant and caring academic community” are inspiring, but even more than these tenets and its mission, the site team was inspired by Lehman’s incredible commitment to that mission, which was evidenced through every single interaction the site team had with your faculty, staff, and students over our three-day visit.

Suggestions: (*Non-binding suggestions for improvement*)

1. Lehman should develop and implement a comprehensive assessment of Oral Communication. The CUNY Pathway General Education curriculum does not require Oral Communication, but MSCHE Standard III (III.5.b) states that an institution “offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication.”
2. Lehman should develop strategies for an evidence-based culture that demonstrates the evidence is being used to close the loop. There were dozens of examples during our site visit that suggest important data is being collected and used to drive decision and further the strategic plan in ways that clearly align with the standard of accreditation, but Lehman doesn’t always reference that evidence, including in the self-study.

Recommendations: (*Institutional action(s) needed for the institution to continue to meet the Standards of Accreditation and Requirements of Affiliation*)

1. Lehman must re-launch its program review process.

Requirements:

REQUIREMENTS OF AFFILIATION

In the team’s judgment, the institution *appears* to meet Requirement of Affiliation # 8, 9, 10 and 15

Standard IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributed to the educational experience, and fosters student success.

Summary of Evidence and Findings

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

- The College has a comprehensive array of programs and services in place to support its socially and ethnically diverse population throughout their matriculation.
- Technology is leveraged to support student success at the College, examples include Lehman 360, Degree Works for auditing and advising notes, and two-way texting to nudge students into taking beneficial actions (like signing up for advising appointments).
- The College has put significant effort into reviewing and strengthening advisement, culminating in the implementation of a new advisement structure in Fall 2017 and the development of a Graduation Specialist team in Spring 2018.
- Student support services are assessed regularly and the results are used to enhance the services provided, as documented in the 2017-2018 Institutional Effectiveness Assessment 2017-2018 Annual Report.
- The College has a clear vision of its role as a ladder toward upward mobility and for its students and larger community. Evidence of its commitment to this vision includes the 90x30 Challenge, which seeks to double number of degrees and credentials award by the College from 45,000 to 90,000 by 2030.
- Enrollment is increasing. In fall 2017, the College welcomed its largest freshman class in nearly a decade. In 2018, there were 14,787 students enrolled, representing the largest enrollment in 40 years. There has been 17% growth in overall enrollment since 2013.
- The first-to-second year retention rate is significantly higher than the CUNY senior college average (79.5% in fall 2017 vs 69.9%). The six-year graduation rate, while lower than the senior-college system-wide rate, has increased significantly (37% for fall 2007 cohort up to 45.6% for fall 2011 cohort), and represented the largest rate of increase of any CUNY senior college during the period. The four-year graduation rate of students who transferred to Lehman from a CUNY Associate degree program in Fall 2013 was 58.3%, 7.5 percentage points higher than the CUNY average (50.8%).

STANDARD IV

In the team's judgment, the institution **appears** to meet this standard.

Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices:

- The College has engaged in numerous successful initiatives to support student success. Highlights on the academic end include course redesign in areas such as math, chemistry, and English. In both gateway math and English, the College's pass rates surpass the system-wide rate (77.5% vs. 69.1% for math; 87.9% vs. 81.7% in English). In General Chemistry, pass rates were around 35% prior to 2015. After moving from the traditional lecture format to a technology-infused course with no lecture, pass rates in the redesigned course increased to over 80%. The Math Department has designed three introductory

level math pathways to get students who might otherwise have been placed into 0 credit developmental math workshops into a credit-bearing math in their first semester, with 85-90% pass rates.

- Student support through Student Affairs provides valuable services to students. The Counseling Center provided over 4000 individual counseling sessions in 2017-2018. Over the past four years, student participation in workshops and other programs of the Wellness Education Program increased by 23%, with close to 1,500 student participants. Student Disability Services, which serves approximately 650 students, has an Assistive Technology Center where students can access an array of hardware and assistive technology software, and an equipment loan program where students may borrow assistive hardware. The Herbert H. Lehman Food Bank provided a total of 10,190 meals to 1,014 students in the 2017-2018 academic year. Food Bank visits increased by 40% over the previous year, according to the 2017-2018 Office of Campus Life Annual report.
- Enrollment Management works collaboratively with Student Affairs and academic departments to promote student success. Several departments expressed appreciation for the way Enrollment Management communicates data-based insights that departments can then utilize to better assist students (smarter course scheduling, for instance). Graduation Specialists report to the Registrar but spend a significant amount of time embedded in departments. The Registrar's Office has automated numerous workflows, including most popularly, the declaration of major/change of major form, which allows students to initiate the process electronically and for departments to act on the requests electronically.
- Students at the College consistently rate the institution more highly than students at the other CUNY senior institutions and higher than students across the entire system. In overall student experience, advisement, learning labs, tutoring, athletic facilities, career services, health services, child care, and disability services, among others, Lehman students were more satisfied with their experiences than students at other CUNY institutions. Interviews of students by the evaluation team confirmed that students have a very high level of satisfaction with the myriad support programs and by College faculty and staff.
- The College has received grant funding to further enhance its support for students. In December 2018, the College received over 4 million dollars from the Robin Hood Foundation to implement the Accelerate, Complete, Engage (ACE) program to increase four-year graduation rates for freshmen and transfers with Associate degrees to 50%. The program will provide comprehensive wraparound services including tuition assistance, textbook and transportation subsidies, academic advisement, career counseling, to 125 freshmen and 125 transfer students. The College was the first CUNY institution to receive funding (\$2M in 2017) for CUNY2X, which aims to double the number of CUNY students who graduate annually with technology-related Bachelor's degrees by 2020 by enhancing classroom instruction, promoting specialized advising, and offering on-the-job experiences.
- Students participating in The Search for Education, Elevation, and Knowledge (SEEK) program, which provides comprehensive support services for students who may not have

qualified for admission under the regular admission criteria, have higher retention and graduation rates than regularly admitted students. For the fall 2011 cohort, SEEK students graduation rate was 50% vs. 43.4% for regular admits. For the fall 2016 cohort, the retention rate was 89.2% retention for SEEK students and 80.4% for regular admits.

- The College has an array of support programs to assist diverse groups of students with college access and success, in addition to SEEK. A few such programs include the Urban Male Leadership Program, the Adult Degree Program, and the Office of Prestigious Awards, which, among other accomplishments, assisted five students in winning Fulbright awards this year; more than double the number of Fulbright winners in the past twenty years combined .
- Lehman 360, launched in fall 2017, integrates vital data from numerous systems to allow students to access critical information related to their academic progress in one central, visually appealing place. Lehman 360 won CUNY’s IT Collaboration Award, and Lehman College was selected as an “exemplar institution” by Educause 2018 New Media Consortium Horizon Report for this innovative, user-friendly platform.

Suggestions

- It is suggested that the College review its organizational structure in areas related to the student experience to ensure any overlap in responsibilities and function are purposeful and intentional. With so many competing demands on resources, there may be opportunities to restructure in ways that free up funding for other priorities.
- While the College is clearly engaging in strategic enrollment management, it is suggested that, as the College prepares its next strategic plan, the College develop a formal strategic enrollment management plan aligned with the strategic plan.

REQUIREMENT OF AFFILIATION # 8, 10

In the team’s judgment, the institution **appears** to meet Requirement of Affiliation #s 8 and 10.

Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution’s students have accomplished educational goals consistent with their programs of study, degree level, the institution’s mission, and appropriate expectations for institutions of higher education.

Summary of Evidence and Findings

Clearly stated educational goals at the institution and degree program levels, which are interrelated with one another, with relevant educational experiences, and with the institution’s mission.

Lehman College's (the "College") mission statement (2007) is supported by the college's first Vision and Values Statement and is aligned with Lehman's Institutional Learning Goals and the Strategic *Plan Building a Strong Foundation (Achieving the Vision)* 2010-2020. These goals also align with the *CUNY Master Plan, Strategic Framework* and *CUNY Performance Management Process*. Institutional Learning Goals (ILO's) are based on three Institutional Learning Domains (Educated, Empowered, Engaged – which result in seven Institutional Learning Outcomes (ILO's)-which are aligned with Program Learning Goals (PLG's). Relevant educational learning experiences appear to be in place to achieve these outcomes and these are made available on department websites.

Organized and systematic assessment, conducted by faculty and /or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals.

There is a dedicated structure put in place three years ago by elevating the Office of Institutional Research, Planning, and Assessment (OIRPA). A new unit within it, Strategy, Policy, and Analytics was recently established headed by an Assistant Vice President who manages this educational effectiveness function. In Spring of 2019, a newly restructured Assessment Council was established that includes the Vice Provost for Academic Programs, OIRPA Director, and eight faculty assessment liaisons from across the College's five Schools to coordinate assessment of student learning and curricular and programmatic improvements. In addition, the college recently developed a six-step assessment process to facilitate, focus and strengthen the assessment of institutional effectiveness.

The Self-Study describes a process for annual departmental assessment reports and annual institutional timelines are in place. Assessment workshops have been held since 2011.

Rubrics are in place and norming activities have occurred. Since 2011, Taskstream, though not consistently used by programs, has been adopted as a repository for assessment plans and reports. There is an assessment point person for each school working with the school faculty to improve assessment of student learning. In an effort to better align ILO's, PLO's and SLO's degree maps have been created for most all academic departments. The Self-Study indicates that OIRPA will continue to work with academic programs to develop and or refine existing outcomes to assure they can be assessed.

It is acknowledged that this ongoing work is critical, as on inspection of a cross section of programs and courses, program learning goals (PLO's) do not appear on all department webpages, or student learning outcomes (SLO's) on all syllabi. While courses have been identified as meeting the ILO's for General Education, a number of courses that are marked as meeting this requirement do not contain SLO's or ILO's (example, Phil 170). Syllabi for 250 out of 287 (87.1%) of lower division General Education courses contain SLOs.

Examination of multiple documents identified pockets of excellent assessment of student learning outcomes, particularly in accredited programs and some administrative units. However, while there is a document on the Lehman website titled "General Education Strategic Plan"

evidence of implementation was scant and process details limited. The Self-Study indicates that in order to integrate some of the General Education competencies across the curriculum, the college has implemented Writing Across the Curriculum (WAC) and Quantitative Reasoning (QR). While this approach is admirable and certainly supports some of the competencies, it does not constitute a well-documented approach or plan to assess General Education outcomes. When queried, the faculty were not clear what was meant by this, and in some cases articulated that there was an assumption that the CUNY system would be providing guidance for assessing these outcomes. While the approach to student learning outcomes, particularly in General Education is inconsistent and episodic, many, many faculty are genuinely engaged in assessment activities for the sole purposes of improving student learning.

Consideration and Use of Assessment Results:

Multiple examples were provided during our site visit that suggest important data is being collected and used to improve student learning. On particularly stellar example, is the Chemistry Department when presented with data on high DFWI course information, redesigned a gateway course and significantly improved the pass rates. Other examples include The School of Business where meetings are held to discuss assessment results and make recommendations for improvements. However, on examination in Taskstream there was insufficient documentation to attest that Lehman College consistently uses data to improve student learning. In a number of cases, SLO's were identified and plans in place but closing the loop information was not provided. While there is evidence of organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals not all programs have participated, the quality is uneven and often lacks examples of closing the loop activities.

Assessment of Administrative, Educational and Student Support (AES) aligns its goals with the colleges but the absence of SLO's in key areas such as Academic Advising is of concern. SLO's are critical to these unit functions. Many assessment reports do not report closing the loop activities (i.e. Quantitative Reasoning Report Spring 2017, Outstanding Communication Skills in a Diverse Media). meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals.

Although the summary report does not discuss closing the loop on this matter, the Assessment website was updated to provide information aimed at providing training at:

<http://lehman.edu/institutional-research/tabs-online-new.php#reasoning>.

A second QR assessment had not yet been conducted at the time the Self-Study Report was submitted. Further examples of assessment are below:

Fall 2017 Written Communications Assessment:

"...students appear to be having more difficulty using Genre and Disciplinary and Conventions, and utilizing Sources of Evidence in their writing. To help improve performance in the latter area, a new information literacy module was developed in spring 2018. The College should seek ways to leverage this module in future semesters."

Spring 2018 Written Communications Assessment:

The report revealed (Table 1) that the mean score for Genre and Disciplinary Conventions rose to 0.80 from 0.72 during Fall 2017. Likewise, the mean score for Sources and Evidence increased to 0.79 from 0.74 during Fall 2017. More visible follow-up, not absence of follow-up was the issue

The Assessment website contains a variety of instructions, videos, and resources for facilitating assessment of Written Communications.

While there is improvement since 2014 in the described use of assessment plans, the number of submitted plans, and completed plans dipped in 2015-2016 during Prioritization. The use of results has increased by 17% over the past four years.

Year	Submitted	Completed	Use of Results
2014-15	92%	91%	68%
2015-16	93%	67%	72%
2016-17	87%	82%	94%
2017-18	91%	84%	85%

It is not clear how the use of assessment results for the improvement of educational effectiveness is broadly communicated and acted upon (i.e. NSSE, Noel Levitz, CIRP) in systematic ways. The self-study documents demonstrated that assessment is inconsistent across academic programs and support units and may not be used systematically throughout the educational experience to improve student learning in academic programs, including the core curriculum

Periodic Assessment of the Effectiveness of Assessment Processes Utilized by the Institution for the Improvement of Educational Effectiveness:

Administration

Assessment Calendars were provided in the annual AES and academic Assessment Reports. An academic Assessment Calendar is provided on the Assessment webpage:

<http://www.lehman.edu/institutional-research/calendar.php>

Given the recent reconfiguration of the Assessment Council and recent new hires, as well the Provost and Senior Vice President's vision for assessment "Are our Students Learning" it is clear

an examination of the state of assessment of student learning was not sufficient at Lehman College, a new approach needed to be implemented.

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

STANDARD V

In the team's judgment, the institution does not appear to meet this standard.

Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices

Suggestions:

Consider focusing significant efforts in a Teaching and Learning Center or similar function faculty led by faculty to support student learning efforts especially in the area such as culturally competent pedagogy and course re-design and basic assessment functions such as writing measurable student learning outcomes (SLO's). A new 61,000 square foot, \$5.5 million Teaching and Learning Center is at 90% design completion, with an estimated completion in three years, which will provide the appropriate space for these activities.

Recommendations:

- Review the structure for assessment to be sure there is sufficient support for assessment efforts.
- Plan yearly assessment activities to showcase assessment efforts at Lehman – include students to further support the development of a culture of evidence
- Decide upon a repository to collect and house all assessment. Fully utilize this.

Requirements:

- Develop and implement a comprehensive General Education Assessment Plan that includes timelines, processes especially closing the loop activities, and accountability.
- Develop and implement a written a comprehensive institutional Effectiveness Plan that includes both Student Learning Outcomes and Administrative Units that includes timelines, processes especially closing the loop activities, full university participation and accountability.

Evidence used:

1. Lehman College Strategic Plan – [Achieving the Vision](#)
2. Achieving the Vision Strategic Plan [Progress Report](#)
3. [Institutional Effectiveness Assessment 2016-2017](#)
4. Institutional Effectiveness Assessment 2017-2018 Annual Report
5. Institutional Effectiveness Assessment 2017-2018 Annual Report [Inventory of Suggested Non-Teaching Unit Assessment Measures](#)
6. Appendices

- a. The Lehman College website, including:
 - i. [The List of Academic Programs](#)
 - ii. A description of the [Program Review](#) process
 - iii. [The Mission, Strategic Plan, People, and Organization](#)
 - iv. The [Office Of Online Programs](#)
 - v. [Assessment Process](#)
 - vi. The [Experiential Learning Portal](#)
 - vii. The Program Review [Calendar](#) and [Guidelines](#)
- b. The CUNY website, including:
 - i. A description of the [Pathways initiative](#)
 - ii. A description of the [Common Core](#)
- c. The Lehman 360 mobile app (Which houses faculty evaluation data)
- d. Taskstream (The Assessment data collection tool)
- e. Syllabus Repository
- f. General Education Strategic Plan
- g. Meetings and Interviews
 - i. President José Luis Cruz
 - ii. Provost Peter Nwosu
 - iii. Cabinet
 - iv. Steering Committee for the Self-Study
 - v. Self-Study Work Group for Standard V and Assessment Council
 - vi. David Sutherland

REQUIREMENT OF AFFILIATION #8, 9, 10

In the team's judgment, the institution appears to meet Requirement of Affiliation #8, 9, 10

Standard VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Summary of Evidence and Findings

Based on a review of the self-study, institutional documents and interviews with faculty and staff, the team developed the following conclusions relative to Standard VI:

Institutional objectives are clearly stated, assessed and linked to achievement of mission and goals.

- The strategic plan, *Achieving the Vision*, clearly presents the objectives that Lehman College seeks to achieve by 2020. This plan focuses on student empowerment and faculty achievement within the context of a sustainable financial structure.
- The President and other senior campus administrators provide updates, on a regular basis, on institutional priorities articulated in *Achieving the Vision*.

The institution has clearly documented and communicated planning and improvement processes that involve constituent participation and use of assessment results.

- The planning process for the strategic plan, *Achieving the Vision* (2010-2020), began with the creation of a 21 member Strategic Planning Council which included a cross section of the campus community. The campus community is updated on the progress being made on the elements of the strategic plan. The communication channels include Convocation, State of the College address, Faculty Personnel and Budget committee meetings and Cabinet meetings. However, it appears that the first written progress report, entitled *Advancing the Vision*, was issued in 2016 and there is no indication of any subsequent written update.

The institution has a financial planning and budgeting process that is aligned with mission and goals and linked to units strategic plans and objectives.

- The University has a well-documented budget process.
- Divisions prioritize and align their requests with the Strategic Plan.
- College created a Strategic Fund to invest in strategic initiatives committed to continuous improvement, revenue generation and advancement of the College's mission.
- A "Smart Budgeting" model was introduced after a committee of faculty and staff was tasked to formulate a new OTPS (other than personnel services) allocation methodology, resulting in a distribution of funds to academic departments better aligned with the strategic plan. Academic departments and the Library realized \$100k more than in the previous year.

The institution has the fiscal and human resources as well as physical and technical infrastructure to support its operations.

- The major source of revenue for Lehman College is a line item appropriation from New York State as well as some additional funding through the CUNY system office. The Colleges' projections call for a 1.7% increase for FY 2020 and a 1.5% increase for FY 2021.
- Capital funding from New York State and New York City have allowed the college to open 109,000 square feet of new academic and student facilities between 2010 and 2013.
- Since 2009, Lehman College has received \$81 million to address deferred maintenance.
- The FY 2019 budget includes funding for 5 new faculty positions and the expectation is that an additional 5 new faculty positions will be included in the FY 020 budget to support projected enrollment increases and the 90x30 Challenge.

The institution has a well-defined decision-making process with clear assignment and accountability.

- It appears that the College has a defined and clear decision-making process. Budget decisions are made via a process whereby the Office of Budget and Planning prepares baseline budget reports, reviews and analyses priority requests from the College divisions and prepares a summary report for the Vice President for Administration and Finance who subsequently makes recommendations to the President and Cabinet.
- Ultimately, the "President reviews, approves, or declines priorities for any new funding request based on college priorities,..."
- The College is required to annually submit to the CUNY a multi-year financial plan which is made in consultation with elected faculty and student leaders. College administration is responsible for monitoring revenue and expenditures and for updating the financial plans which are regularly presented to the Joint Senate and Faculty Personnel and Budget Long-range Planning Committee.

The institution does comprehensive planning for facilities, infrastructure and technology that addresses sustainability and deferred maintenance and is linked to strategic and financial planning processes.

- In 2010, CUNY engaged the architectural firm of Perkins&Will to prepare the Swing Space Planning Study, an update to the 2002 Facilities Master Plan, to address current needs of the campus.
- Science Hall, the science research and teaching facility that opened in 2012 was the first CUNY project to be designed for LEED certification.
- Plans are underway to build a \$63 million Nursing Education, Research and Practice center to accommodate one of the Colleges' largest degree programs.
- The Information Technology department has automated numerous manual processes since 2011. This resulted in Lehman College receiving the 2016 CUNY Excellence in IT Award for Innovation.

- Since FY 2015, \$9.4 million of Technology Fee funds have been invested in technology to help maintain an effective technology infrastructure as outlined in the Information Technology Roadmap.

The university has annual independent audits confirming financial viability.

- As part of the CUNY system, Lehman College’s annual audit is coordinated by CUNY Office of the University Controller.
- The audit report issued is a consolidated report without information on individual colleges.

Measures and assesses the adequacy and efficient utilization of institutional resources to support the mission and goals.

- The self-study states that the majority of academic and administrative units establish annual goals and targets supportive of the strategic plan, assess these goals and targets, and incorporate their findings into the development of subsequent goals and targets. The evidence presented to the team supports this assertion. The team was presented with an *Institutional Effectiveness Assessment* annual report for 2017-18 and copies of annual assessment documents for administrative units not included in the *Institutional Effectiveness Assessment*.
- The College annually assesses its performance using the Performance Management Process, (PMP). The PMP, a creation of CUNY, also includes a section to list and evaluate College goals.

The university assesses the effectiveness of planning, resource allocation, institutional renewal processes and resource availability.

- “..... an average of 80% of the College’s non-academic units completed yearly assessment reports during the past five years.” The College published an *Institutional Effectiveness Assessment* that provided assessment data on 12 AES units and subsequently provided the team with unit assessments for non-academic administrative units.

STANDARD VI

In the judgement of the team, Lehman College appears to meet this standard. In the section of the self-study report that relates to this standard, Lehman College has addressed all of the Standards and Criteria put forth by MSCHE.

- **Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices:**
- **Suggestions:**

- **Recommendations** : That the College expand its assessment process to include the non-academic and non-student services operating units.
- **Requirements:**

REQUIREMENT OF AFFILIATION # _____

In the team's judgment, the institution appears to meet Requirement of Affiliation #'s 8, 10, 11.

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

Standard VII: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituents it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Summary of Evidence and Findings

Governance Structure:

Lehman College (the “College”) has a clearly articulated governance structure that is transparently available to the community-at-large. Roles and responsibilities are outlined in the various governance documents, including the CUNY Bylaws, organizational chart, Governance Structure of Lehman College, Bylaws of the Lehman College Senate, Bylaws of the Faculty, and Constitution of the Campus Association of Student Activities, and Bylaws of the Student Conference of Lehman College Senate, the Constitution of the Student Government Association and related CUNY and College Policies.

Governing Body Powers and Duties:

The CUNY Bylaws and related policies clearly outline the establishment of a governing body that serves the public interest, serves independently (and ensure the appointment of the appointment of independent directors), oversees policies related to the quality of teaching and learning, approval of degree programs and awarding of degrees, approval of policies and bylaws, and assurance of strong fiscal management. The governing body plays an important role in policy-making for financial affairs as outlined in its governing documents. In addition, the governing body appoints and regularly evaluates the President of the College pursuant to Board policy.

Review of the Board website illustrates a practice of the Board being informed in all the College’s operations by principles of good practice in board governance. In addition, it maintains a clear Code of Conduct designed to ensure impartiality and addressing matters of payment for services, contractual relationships, employment, and financial and other interests for him/herself or others that may pose such a conflict.

The College is provided autonomy to provide advice to the Chancellor on its operations, budget, and academic programming. The Interim Chancellor indicated during the visit that the President

is given this autonomy from the University and the President indicated during the visit that he feels he has sufficient autonomy to perform his duties and move the College forward.

It is not clear from the governing documents that procedures are in place to prevent the governing body nor its individual members from interfering with the day-to-day operations of the institution; however, discussions with the President, Interim Chancellor, and Board, along with other interviews, indicate that this is not a concern.

President's Powers and Duties:

The President of the College is appointed by the governing body at the recommendation of the Chancellor. The current president, consistent with the CUNY Bylaws, has the appropriate credentials and experience to carry out the mission of the College. In addition, the powers outlined in the Bylaws allow the President to fulfill the responsibilities of the position of president. The President has appointed a Cabinet that consists of individuals with the qualifications and experience to perform the duties delegated to them. There is an open search for the Vice President of Finance and Administration; however, the Executive in Charge of Finance and Administration has sufficient experience both in administration and at the College to fulfill the duties during the interim and the University provides support by allowing the University's Deputy Vice President for Finance to work at the College on a part-time basis.

Administration

The organization's structure of the College is clearly documented, as are the reporting relationships. The size and relevant experience of the Cabinet and administration of the College is sufficient to provide the President with the support and assistance needed to successfully fulfill his role. The President indicates that he feels his Cabinet brings sufficient experience and expertise to meet his needs. The biographies of the Cabinet illustrate competent individuals with the credentials and experience to fulfill their functional roles and with the skills, time, assistance, technology, and systems expertise to do the same. The President has an interesting method to allow the Cabinet to meet without his presence in a Senior Leadership Team to allow for open dialogue without the President's influence.

Through the inclusive governance structure, faculty and students regularly engage with the administration in furthering the institution's goals and objectives.

While the University has a robust reporting of academic outcomes assessment and institutional effectiveness, reporting on assessment measures for non-teaching units is scant in the self-study with only an Inventory of Non-Teaching Unit Assessment Measures reported. However, the Future Assessment Plan indicates that assessment plans have been submitted by Administrative Educational and Student Support Units, but no mention is made of other, non-Academic Affairs units. During the site visit, the University provided several examples of assessment of non-academic units; however, not all areas are assessed, and for those areas that are assessed, there is little evidence of reflection and closing the loop to ensure continuous improvement.

Assessment of Effectiveness of Governance, Leadership, and Administration:

While the individual leaders within each unit are assessed on a periodic basis, pursuant to board governance practices, there is no documentation on the assessment of the governance of the College (or the Board). The Board of Trustees indicated during the site visit that it does not engage in a self-assessment of its efforts. While the self-study did not identify much assessment of the effectiveness of the administration beyond institutional effectiveness and academic outcomes assessment, during the site visit, it was discovered that significant assessment is done in this area and the assessments are used to engage in continuous improvement – this is addressed further in standard VI.

STANDARD VII

In the team’s judgment, the institution appears to meet this standard.

Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices:

- Lehman College has a governance structure that is clear and very inclusive of the stakeholders in the institution.
- The College has a very strong culture of shared governance. The College Senate’s leadership (past and present) is very complementary of the culture of shared governance at the College. This is a pattern seen throughout the two days of interviews. The campus clearly feels that there are sufficient opportunities for all stakeholders to be heard and to engage in the government of the College.
- Lehman’s information is readily available to the public, providing a transparent governance model.
- The President’s approach to engaging his administration through the Cabinet, Senior Leadership Team (led by the Provost and allowing the Cabinet to meet without the President’s influence), the President’s Advisory Board (which engages the Deans in the strategic discussions about the University appears to be effective), and an Administrative Leadership Council.

Suggestions:

- The Board of Trustees should consider engaging in a self-evaluation to ensure its governance practices are both effective and meet best practices.
- The College Senate should consider engaging in a self-evaluation of its effectiveness and the need and impact of its various committees to ensure that it is both operating optimally and meeting the needs of the College.

Recommendations:

- None

Requirements:

- None

Evidence used:

7. [CUNY Bylaws](#)
8. [College Governance Documents](#)
9. Lehman College Strategic Plan – [Achieving the Vision](#)
10. Achieving the Vision Strategic Plan [Progress Report](#)
11. [CUNY Master Plan](#)
12. [Cabinet Biographies](#)
13. [President’s Biography](#)
14. [Constitution of the Student Government Association](#)
15. Biographies of [CUNY Board of Trustees](#)
16. Lehman College [Policies](#)
17. CUNY [Policies](#)
 - a. [Policy 2.05](#) Code of Conduct
 - b. [Policy 2.08](#) Governance of the University
 - c. [Policy 2.14](#) Orientation of New Members
 - d. [Policy 5.05](#) Chancellor and Presidents, Review and Assessment
18. Lehman College Organizational Chart
19. VP of Finance and Administration job posting
20. [Enabling law](#) – New York Consolidated Laws, Education law – EDN §6201 et seq.
21. [CUNY Board of Trustees website](#), minutes, meeting schedule, and related topics.
22. [Institutional Effectiveness Assessment 2016-2017](#)
23. Institutional Effectiveness Assessment 2017-2018 Annual Report
24. Institutional Effectiveness Assessment 2017-2018 Annual Report [Inventory of Suggested Non-Teaching Unit Assessment Measures](#)
25. Future of Assessment Plan

REQUIREMENT OF AFFILIATION # 12, 13

In the team’s judgment, the institution [*appears/does not appear*] to meet Requirement of Affiliation #s 12, 13.

Section D: Verification of Compliance

I. Affirmation of Continued Compliance with Requirements of Affiliation

Based on a review of the self-study and accompanying materials, interviews, and the Verification of Compliance with Accreditation-Relevant Federal Regulations, the team [*affirms/cannot affirm*] that the institution continues to meet all of the *Requirements of Affiliation*.

If the institution cannot affirm continued compliance with the Requirements of Affiliation, specific details must be provided here and, where appropriate, reference related Standards for Accreditation and/or elements of the Verification of Compliance review.

II. Compliance with Accreditation-Relevant Federal Regulations

The team affirms that the institution meets all accreditation-relevant federal regulations, which is based upon the review of the self-study report, accompanying materials, and the Verification of Compliance with Accreditation-Relevant Federal Regulations and the evaluation visit.

Section E: Verification of Data and Student Achievement

I. Verification of Data and Self-Study Information

The team confirms that data and other information provided by the institution are reasonably valid and conform to higher education expectations.

II. Student Achievement

After interviewing institutional stakeholders and visiting the institution's student achievement information available at its website, the team confirms that the institution's approach to its student achievement goals is effective, consonant with higher education expectations, and consistent with the institution's mission and that the student achievement information data available at its website is reasonably valid and accurate in light of other data and information reviewed by the team.

NOTE: Section E does not need to be read during the Exit Report

Section F: Third-Party Comments (if applicable)

If the Commission receives third-party comments that must be considered by the Team, you will receive instructions from the Commission. In this section, you will indicate that the Team received third-party comments and describe the process the Team used to consider them while on site. The Team Chair will include an appropriate proposed action in the Confidential Brief, if any specific action relating to the third-party comment is necessary.

NOTE: Section F should not include a summary of the third-party comments.

Section G: Conclusion

The team again thanks the institution, and we hope that the institution will be open to the ideas contained in this report, all of which are being offered in the spirit of collegiality and peer review.

As a reminder, the next steps in the evaluation process are as follows:

1. The institution replies to the team report in a formal written Institutional Response addressed to the Commission.
2. The team Chair submits a Confidential Brief to the Commission, summarizing the team report and conveying the team's proposal for accreditation action.

3. The Commission's Committee on Evaluation Reports carefully reviews the institutional self-study document, the evaluation team report, the institution's formal response, and the Chair's Confidential Brief to formulate a proposed action to the Commission.
4. The full Commission, after considering information gained in the preceding steps, takes formal accreditation action and notifies the institution.