



Institutional Effectiveness Assessment 2017-18 Annual Report

Don Sutherland
Institutional Effectiveness Coordinator

November 2018

A Year of Assessment

Over the course of the 2017-18 academic year, Lehman College was in the midst of a rigorous re-accreditation process. The campus community was engaged in a far-reaching examination of the College's mission, strategic goals, academic programs, student experience activities, operations, and assessment.

Lehman College's Administrative, Educational, and Student Support (AES) units continued to engage in systematic and organized assessment. These assessments included both support outcomes and student learning outcomes. Evidence that informed these assessments was direct and indirect. Assessments were also qualitative and quantitative in nature.

All of these assessment activities, ranging from the annual Performance Management Process (PMP) to the individual AES unit assessment initiatives contribute to Lehman College's institutional effectiveness. Institutional effectiveness concerns the College's ability to fulfill its mission, advance its vision, live consistently within its values, and make progress toward its strategic goals.

The College's assessment activities are making a difference in its activities, services, and in the lives of its students. The Library's assessment of its Open Educational Resources (OER) initiative has contributed to an intentional and sustained expansion of the program based on student and faculty feedback.

Campus Life evaluated its leadership program using a national instrument. Nearly 600 Lehman College students completed the study. Lehman's students "scored significantly higher in all eight scales (consciousness of self, congruence, commitment, controversy with civility, citizenship, omnibus SRLs, & resiliency) within the CUNY Coalition and scores significantly higher in five of the eight scales compared to the MSL National Sample Carnegie Peers: Master's Size Peers: 10,000-19,000 and Public Institutions." These outcomes demonstrated that Campus Life is enabling Lehman College to achieve its institutional learning outcomes and general education outcomes.

Nevertheless, in the spirit of promoting continuous improvement, there is latitude for the College to enhance its assessment processes and practices. Just as periodic assessment of the College's academic programs, AES units, and overall institution is good practice, periodic assessment of its assessment is also good practice. Without such assessment, there would be a risk that the College's assessment processes and practices could become less relevant over time as the Higher Education environment continues to change.

A working group comprised of Assistant Vice President for Strategy, Policy, and Analytics Jonathan Gagliardi; Interim Dean of Academic Affairs and Executive-in-Charge Daniel Lemons; Interim Vice Provost for Academic Programs and Executive in Charge Vincent Prohaska; Institutional Research Director Ray Galinski; and I, has been reviewing short-term and long-term changes. This work is already resulting in adjustments that will enhance the College's academic assessment.

Based on my role as Institutional Effectiveness Coordinator, I believe a number of potential changes are worthy of consideration. Those potential changes include:

- A revised template in the Taskstream Assessment Management System that would include new fields devoted to linking academic and AES assessment goals to relevant Strategic Plan goals and/or objectives and a field for further information of a change or improvement that resulted from assessment activities during the past year (even if such assessment occurred outside the assessment plan or resulted from an informal ad hoc assessment). The first change would provide stronger evidence of the linkage of program, department, and unit assessment to strategic priorities. The second would provide for a larger body of evidence related to the use of assessment results.
- Tighter integration of strategic planning, resource allocation, and assessment. These activities should be viewed as an integrated whole in which assessment informs both strategic planning and resource allocation.
- More regular assessment-related communication from Lehman College's senior leadership in periodic e-newsletters as part of a larger formal assessment communications plan. Senior leadership involvement would raise the visibility and credibility of commitment to assessment on the Lehman campus. Such communication could also relate in increased sharing of examples and practices across units.
- A regular annual assessment report presented to the Cabinet at the end of each academic year. Such reports would better inform the College's senior decision makers and provide expanded evidence of the role of assessment in campus decision making.
- Exploration of the Borough of Manhattan Community College (BMCC) assessment governance model that is comprised of an academic assessment council, AES assessment council, and a standing Senate Committee on assessment.

The intended outcomes from these changes include:

- An increase in academic and AES assessment unit participation and growth in full-time and adjunct faculty participation in assessment from the increased visibility and credibility given to assessment.
- More meaningful, impactful, and cost-effective assessment from potential synergies resulting from the closer integration of strategic planning, resource allocation, and assessment.
- Higher quality assessment of Student Learning Outcomes, Support Outcomes, and Operational Outcomes from increased transparency and exchange of assessment practices and ideas leading to improvements in student achievement and institutional effectiveness.

Lehman College has made substantial improvements in its assessment since its last Self-Study Report. Today, the College is in a position to expand on that foundation in helping make assessment a genuine engine for institutional success and student achievement. In doing so, the

College is in a position to leverage assessment in meeting its larger commitment to transforming the lives and opportunities of Bronx residents and all of the students it serves.

I thank President José Luis Cruz; Interim Vice Provost for Academic Programs and Executive in Charge Vincent Prohaska; the Vice Presidents; AES unit Directors and their staff; Assistant Vice President for Strategy, Policy, and Analytics Jonathan Gagliardi; Institutional Research Director Raymond Galinski; Associate Institutional Research Director Michael Goldberg; and, Institutional Research Staff Yajaira Alvarez and Alejandra Rodriguez for their support, collaboration, assistance, and insights. Without all of these dedicated people, Lehman College could not sustain a culture of meaningful assessment, much less the capacity to translate assessment outcomes into institutional improvement.

Don Sutherland,
Institutional Effectiveness Coordinator

Institutional Assessment: Background

Overview:

Assessment at Lehman College encompasses all major academic and administrative areas, ranging from the institution as a whole to individual units. Its major components include the Performance Management Process (PMP), academic unit assessment, academic program reviews, AES unit assessment, program accreditation participation, and Middle States Commission on Higher Education (MSCHE) accreditation participation. This report discusses the PMP and AES unit assessment in particular and institutional effectiveness in general.

Assessment of Mission

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

The College's regular, recurring range of academic and AES assessment measure its overall progress toward serving its mission (institutional effectiveness). The below chart provides a snapshot of the College's assessment of its mission.

| Mission | Assessment/Data |
|--|---|
| Serves the Bronx and surrounding region | Fact Book, Section 2: In Fall 2017, 58.9% of undergraduate students and 42.5% of graduate students were Bronx residents. 71.4% of undergraduates were Bronx or Manhattan residents and 51.8% of graduate students were Bronx or Manhattan residents |
| Intellectual, economic, and cultural center | Academic and AES assessment |
| Undergraduate and graduate studies in the liberal arts and sciences and professional education | Lehman College Undergraduate and Graduate Bulletins; Academic assessment |
| Dynamic research environment | Fact Book, Section 8; Performance Management Process (PMP); Key Performance Indicators (KPIs) |
| Embracing diversity | Fact Book, Section 3; Performance Management Process |
| Actively engaging students | Fact Book, Sections 4 and 5; Academic and AES assessment; CUNY Student Experience Survey data on ELOs, student satisfaction with the academic and social life at Lehman, etc. |

The Performance Management Process

The Performance Management Process (PMP) is a foundation of Lehman College's planning and assessment activities. The PMP, which was first initiated during the 2000-01 academic year, establishes goals and targets that are linked to the College's mission and to the larger mission and goals of the City University of New York (CUNY). It is anchored in CUNY's Master Plan.

The 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"> • Discusses the results from the previous academic year • Develops and implements strategies for addressing PMP-related issues and for continuous improvement • Studies school-related issues (e.g., student satisfaction) • Refines goals and targets for the next academic year based on the results from the most recent PMP report |

The Strategic Plan: 2010-2020

In fall 2008, President Fernández appointed a Strategic Planning Council to draft a new ten-year strategic plan for the College. The Strategic Plan is rooted in CUNY's Master Plan and Lehman College's mission.

Beginning in September, the Council held nineteen bi-weekly meetings, where the Council examined College data and reports, met with key College officers, and collaborated with the authors of the College's 2001 and 2005-08 strategic plans. A draft of the Council's report was circulated to the campus community for comment in fall 2009, and several Town Hall meetings to discuss the draft were held in the ensuing months. In January 2010, the Council released a 25-page report to the college community, outlining the College's direction for the next decade.

During the first half of 2010, the Council's report was condensed into four institutional goals and published in a document entitled: *Achieving the Vision by Building on a Strong Foundation: Strategic Directions for Lehman College 2010-2020*. It was introduced at a College Senate meeting and was distributed to the community and posted online in April 2010.

The College launched its strategic planning process in large part to respond proactively to the challenges and opportunities that lay ahead of it. Among other things, the Council cited the following realities that the College is likely to confront during the 2010-20 timeframe:

- CUNY's evolving vision of hierarchies among the University's senior colleges
- Growing competition from the region's public and private colleges and universities
- Likely reductions in tax-levy resources, especially during the next 3-5 years
- Expected significant turnover of the College's faculty due to retirements of long-term faculty members
- Growing emphasis on enhancing assessment and accountability

Enhanced and ongoing assessment is a fundamental aspect of the plan and is anchored in various provisions of it. The following table highlights the goals and objectives explicitly pertaining to assessment.

Assessment Goals and Objectives in the 2010-2020 Strategic Plan

| | |
|----------------|--|
| GOAL 1: | Excellence in Teaching, Research, and Learning. |
| Objective 1.2: | Support existing academic programs and develop new programs of exceptional quality informed by a rigorous review process. <ul style="list-style-type: none">• Foster a culture of continuous assessment focused on evaluating student learning outcomes to improve academic programs. |
| GOAL 3: | Greater Institutional and Financial Effectiveness. |
| Objective 3.1: | Integrate institutional planning and assessment to improve effectiveness. <ul style="list-style-type: none">• Modify the budget planning and resource allocation process to better integrate them with institutional assessment and achieve greater transparency.• Foster a culture of continuous assessment focuses on institutional effectiveness to improve overall performance.• Create the administrative infrastructure necessary to support ongoing planning, assessment, and continuous improvement initiatives. |

Assessment of Institutional Effectiveness

The Performance Management Process (Targets 1.3 and 3.6) and Lehman's 2010-2020 Strategic Plan (Objectives 1.2 and 3.1) embrace a culture of continuous assessment that is integrated into the College's academic and administrative activities. Both the PMP and strategic planning process engaged the entire campus community, including faculty, administrators, staff, and students. In connection with the PMP, Strategic Plan, and its last accreditation report, the Lehman College has made progress in building and implementing and sustaining its assessment activities.

Lehman College's assessment of institutional effectiveness is a component of the Middle States Commission on Higher Education's (MSCHE) four-step planning-assessment cycle.

Middle States Planning-Assessment Cycle

| |
|--|
| 1. Defining clearly articulated institutional and unit-level goals |
| 2. Implementing strategies to achieve those goals |
| 3. Assessing achievement of those goals |
| 4. Using the results of those assessments to improve programs and services and inform planning and resource allocation decisions |

Source: Middle States Commission on Higher Education, Assessing Student Learning and Institutional Effectiveness: Understanding Middle States Expectations.

The College's annual institutional effectiveness assessment process, designed in the spring of 2010 to complement the assessment-related activities carried forth under the PMP, aims to examine institutional effectiveness in greater detail than is possible under the PMP.

The initially-adopted timeline for the College’s institutional effectiveness assessment process was designed to mirror that of the PMP. During the 2010-11 assessment cycle, issues arose that led the Office of Assessment and Planning to review and refine its timeline. A prominent issue concerned a spike in workload for a number of administrative units, including but not limited to the Office of the Registrar, that occurs at the end of semester and academic years.

Based on the experience of the 2010-11 cycle and feedback from administrative units, the timeline was reviewed and refined. The current timeline moves reporting dates away from the end of semesters and academic years. This timeline provides administrative units greater flexibility to balance their workloads and assessment activities, avoiding a counterproductive competition for time.

The current timeline follows.

Institutional Effectiveness/AES Assessment Timeline

| | |
|--------------|--|
| August | <ul style="list-style-type: none"> • Written administrative unit assessment plans are collected by the Institutional Effectiveness Coordinator • The plans should provide the unit mission statement (if that has changed), the unit goal(s) that will be assessed, a specific reference to Lehman College’s goal(s) to which the unit’s goal(s) are linked (i.e., the specific PMP target or objective from the Strategic Plan), the related unit objectives, the assessment methods that will be deployed, and any targets or benchmarks that will be referenced • The Institutional Effectiveness Coordinator will provide assistance and suggestions to the units in advance of their assessment plans and will meet with the relevant unit heads |
| August | <ul style="list-style-type: none"> • Assessment Reports from the prior academic year are submitted • Unit assessment plans are submitted • The Institutional Effectiveness Coordinator maintains a copy of the plans |
| Sep – May | <ul style="list-style-type: none"> • Units conduct their assessment activities |
| May – August | <ul style="list-style-type: none"> • Units provide the assessment outcomes/findings • Units explain how the results were used or will be used • Units identify decisions/changes that resulted from the assessment findings • Units develop assessment plans for the next academic year |

Starting in the 2019-20 academic year, the AES and academic unit timelines will be harmonized.

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. Participation rates since Lehman College’s 2014 Periodic Review Report (PRR) follow:

| | |
|--|---|
| Participation Rate by Assessment Cycle: | |
| 2014-15 Assessment Cycle: | 92% of units submitted goals and objectives during the 2014-15 assessment cycle. 84% of units (91% with goals and objectives) submitted completed assessment reports. |
| 2015-16 Assessment Cycle: | 93% of units submitted goals and objectives during the 2015-16 Assessment Cycle. 62% of units (67% with goals and objectives) submitted completed assessment reports. |
| 2016-17 Assessment Cycle: | 87% of units submitted goals and objectives during the 2016-17 Assessment Cycle. 71% of units (82% with goals and objectives) submitted completed assessment reports. |
| 2017-18 Assessment Cycle: | 91% of units submitted goals and objectives during the 2017-18 Assessment Cycle. 84% of units (93% with goals and objectives) submitted completed assessment reports. |

The Office of Institutional Research, 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 (“closing the loop”).

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 2017-18 cycle:

| Criteria | Average Score |
|--|---------------|
| Explicitly stated goal | 1.0 |
| Strategic relationship of the goal | 0.5 |
| Explicitly stated objective(s) | 1.0 |
| Objective(s) is(are) measurable | 1.0 |
| Clear description of the assessment process | 1.0 |
| Clear description of the outcomes | 1.0 |
| Reasonable support | 1.0 |
| Clear explanation of the use of the assessment results | 0.9 |
| Total Score | 7.3 |

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. At the same time, the assessment template in Taskstream may need an extra section devoted strictly to strategic plan alignment.

PMP Outcomes

In past PMP reports, the College’s performance was described as “Having Met”, “Partially Achieved/Substantially Achieved/In Progress”, “Achieved” or “Achieved or Exceeded/Surpassed” its targets. For purposes of this report, that methodology continues to be applied to the PMP. During 2017-18, the College met or exceeded two-thirds of its targets.

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 |
|---------------|--------------------|----------------|---------|---|----------|--------------------------------|
| 2014-15 | 3% | 0% | 33% | 10% | 40% | 15% |
| 2015-16 | 0% | 0% | 28% | 10% | 25% | 38% |
| 2016-17 | 0% | 0% | 10% | 10% | 55% | 25% |
| 2017-18 | 0% | 0% | 17% | 17% | 44% | 22% |

Note: Data Not Available includes fiscal items for which final results are not in. Not Met: Target not met, not achieved/target changed going forward, target deferred, target delayed, target postponed. Partially Achieved/In Progress includes items for which progress or substantial progress has been made. Achieved also includes items listed as Achieved/Continuing and Achieved/Ongoing. Items excluded from the figures were contingent targets and indicators that are no longer in use.

Performance Management Report Outcomes (3-Year Moving Averages)

| 3-Year Period Ended | Data Not Available | Target Changed | Not Met | Partially Achieved/ In Progress | Achieved | Achieved or Exceeded/Surpassed |
|---------------------|--------------------|----------------|---------|------------------------------------|----------|--------------------------------|
| 2014-15 | 2% | 0% | 21% | 12% | 47% | 13% |
| 2015-16 | 1% | 0% | 25% | 12% | 41% | 21% |
| 2016-17 | 1% | 0% | 20% | 10% | 40% | 26% |
| 2017-18 | 0% | 0% | 18% | 12% | 41% | 29% |

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.

Snapshot of Select AES Assessment Reports and Activities

Representative assessment reports from 12 AES units are included as examples of the kind of assessment that takes place.

Under the latest MSCHE accreditation standards and MSCHE's expectations concerning assessment practices, AES assessment should be:

- Periodic (regular)
- Cover a substantial measure of AES units
- Assess Student Learning Outcomes (SLOs) and Support Outcomes (SOs) depending on the mission and services of the AES unit
- Include both Direct and Indirect Evidence
- Describe the use or intended use of the assessment results (and follow-up, where appropriate)

Metadata for the 12 AES units is summarized below:

| AES Unit | Type of Outcome | Type(s) of Evidence |
|--|------------------------|----------------------------|
| Academic Advising | SO | Indirect |
| Admissions & Recruitment | SO | Indirect |
| APEX/Athletics | SO | Indirect |
| Campus Life | SLO, SO | Indirect |
| Career Services | SLO | Direct |
| Community Services | SLO | Direct |
| Counseling Center | SLO | Direct, Indirect |
| Instructional Support Services Program | SO | Indirect |
| Library | SO | Indirect |
| Registrar | SO | Indirect |
| SEEK | SLO, SO | Direct, Indirect |
| Wellness Education | SLO | Direct |

The most common form of direct evidence was pre- and post-tests (with rubrics). Reflective writing (with a rubric) and observation included other forms of direct evidence.

Assessment of student learning outcomes (SLOs) among AES units is important, as student experiences within the context of AES units and the co-curricular experience contribute to students' achievement of institutional learning outcomes and general education competencies. These experiences allow students to gain the insight, capacity, and competency to lead productive lives upon graduation characterized by career growth and civic engagement.

Alignment of Select AES Unit Activities with General Education/Institutional Learning Outcomes:

| Institutional Learning Outcome | General Education Outcome | AES Unit/Activity |
|--------------------------------|--|--|
| Educated | Utilize critical thinking skills | <p>Athletics/APEX: team assessment of past performances and preparation for upcoming games</p> <p>Campus Life: student organizations; leadership program</p> <p>Career Services: resume preparation; interview preparation</p> <p>Community Services: international travel experience</p> <p>Library: information literacy and research skills programming (online and live instruction)</p> |
| Educated | Demonstrate skills in quantitative reasoning, information literacy, and research | <p>Career Services: student research into industries and companies in preparation for pursuit of career opportunities</p> <p>Campus Life: student organizations, especially student government</p> <p>Library: information literacy and research skills programming (online and live instruction)</p> |

| Institutional Learning Outcome | General Education Outcome | AES Unit/Activity |
|--------------------------------|--|--|
| Empowered | Demonstrate outstanding communication skills in diverse media | <p>Athletics/APEX: communication with coaching staff and fellow student athletes during games</p> <p>Campus Life: written and oral communication in student organizations and the leadership program</p> <p>Career Services: pre- and post-interview letter-writing; interview preparation</p> <p>Community Services: oral communication during international experiences.</p> |
| Engaged | Demonstrate multicultural, global and ethical awareness of diverse peoples and communities | <p>Athletics/APEX: student athlete team skills and communication among peers from diverse backgrounds</p> <p>Community Services: international travel experiences; community service in multiethnic neighborhoods in the Bronx</p> |
| Engaged | Demonstrate the ability to work collaboratively as part of a team | <p>Athletics/APEX: teamwork during games and its impact on wins and losses</p> <p>Campus Life: role of students in student organizations, especially student government</p> <p>Community Services: student participation in projects aimed at achieving larger social outcomes</p> |

| Institutional Learning Outcome | General Education Outcome | AES Unit/Activity |
|--------------------------------|--|--|
| Engaged | Demonstrate the potential for leadership | <p>Athletic/APEX: role of student athletes on teams, especially during critical moments and against difficult opponents</p> <p>Campus Life: leadership program; role of student leaders in student government</p> <p>Career Services: students' ability to identify and discuss examples of leadership in their own lives and activities</p> |

Select AES Unit Assessment Reports

Assessment Findings

Finding per Measure

Academic Advising Outcome Set

Goal 1

Improve effectiveness and efficiency of unit programs and services.

Outcome: Objective 1.1

Regularly assess core programs, services, and functions

▼ **Measure:** Survey Assessment of Reasons Why Student Stop Out and Return to Lehman

| | |
|---|---|
| Detailed Description of Plan: | Administer surveys to students who readmitted in Fall 2017 and will readmit in Spring 2018 to assess why they had left and chosen to return to the College. |
| Acceptable / Ideal Target: | Our ideal target is to develop strategic initiatives to support students and help them persist |
| Data and Resources: | Survey data will be supplemented by student demographic/academic data acquired through CUNYfirst or the BI tool. |
| Implementation Plan (timeline): | Over the Fall 2017 - Spring 2018 academic year. |
| Primary Contact and Additional Personnel: | Denise Sands Baez |

Findings for Survey Assessment of Reasons Why Student Stop Out and Return to Lehman

| | |
|----------------------|---|
| Summary of Findings: | Analysis of the fall '17 and spring '18 survey results showed consistency in responses across the two cohorts. <ul style="list-style-type: none">• With regard to initial attendance at |
|----------------------|---|

Lehman and reason for readmission:

- o Nearly 80% of the respondents are students for whom Lehman was their first choice college
- o Approximately 90% originally enrolled to obtain a degree (Fall 2017 – 89%; Spring 2018 – 96%)
- o 45% of respondents indicated that they returned in order to complete their degree
 - Analysis of respondents' reasons for stopping out indicated that:
 - o More students named “other personal/family issues” (Fall 2017–58%; Spring 2018–48%) as either “Somewhat Important” or “Very Important” in their decision to stop attending Lehman College than any other issue
 - o Financial issues (“insufficient funds” or “no financial aid”) was the second most common reason cited by students as a “Somewhat Important” or “Very Important” reason for interrupting their studies (Fall 2017–46%; Spring 2018–41%).
 - o Approximately 25% of our respondents indicated positive career developments (new job or increased responsibilities at current job) were “Somewhat Important” or “Very Important” in their decisions to take a break from their studies
 - o Amongst issues related to academics, students ranked the following factors as “very important” or “somewhat important” reasons for stopping out:
 - Change in career plans (Fall 2017–20%; Spring 2018–24%)
 - Course unavailability (Fall 2017–19%; Spring 2018–25%)
 - Inability to get into a preferred major (Fall 2017 – 15%; Spring 2018 – 12%)
 - Transferring to another school (Fall 2017–11%; Spring 2018–17%)
 - Confusion about graduation requirements (Fall 2017–16%; Spring 2018–12%)
 - Credits did not transfer to Lehman (Fall 2017–9%; Spring 2018–7%)

Problems with faculty (Fall 2017—8%;
Spring 2018—6%)
Lehman College did not meet expectations
(Fall 2017—7%; Spring 2018—9%)
Courses are “too hard” (7%)
Major did not meet my expectations (Fall
2017—3%; Spring 2018—17%)
Courses were not relevant (Fall 2017—1%;
Spring 2018—7%)

- When asked what the college could do to provide a better experience, students identified the following factors:
 - o Increasing course availability (especially for evening and weekend students)
 - o An increase in support staffing levels (both in the number of staff members and in the number of hours of availability)
 - o Improving staff attitudes that they characterized as “unprofessional,” “derogatory,” and “rude”
 - o Improving/easing bureaucratic processes
 - o Increasing availability of advising appointments

Results :

Acceptable Target Achievement: Met

Recommendations for
Future Action:

Many of the areas of concern noted by our readmitted students have been addressed or are currently under discussion at the college:

- Since last year, two additional staff members have been added to the Office of Financial Aid, thereby improving service delivery to students
- A new web-based queuing system was piloted in the Office of Financial Aid during the summer of 2018. Utilizing this system, students are now able to place themselves on the queue from any location, and receive text message updates of their estimated wait time. Although still very new, this system seems to greatly reduce wait time and improve service in the Office of Financial Aid. Once validated, the Office of Academic Advisement, along with other student services areas, will be adopting the system in

the coming semesters.

- There were 25 additional course sections offered in Fall '18 over Fall '17
- Psychology, a department in which courses traditionally filled well before the start of the semester, increased capacity by over 200 seats in Fall 2018 (representing a 10% increase in number of seats offered)
- The Division of Enrollment Management is in the preliminary stages of a process mapping project to examine the complexities of the entry process funnel, from admission through enrollment and financial aid/payment. Gaining a clearer understanding of the intricacies of this process will allow us to identify points of inefficiency and overlap, with the goal of simplifying the steps required of students.
- The Office of Academic Advisement offered extended advising hours to students (from 8 am – 8 pm during peak registration periods) and utilized an online chat feature to supplement advisement support

Overall Reflection

No text specified

Last Modified: 09/14/2018 02:35:10 PM EDT

Assessment Findings

Finding per Measure

Admissions & Recruitment Outcome Set

Goal 1

Improve the effectiveness and efficiency of unit programs and services.

Outcome: Objective 1.1

Regularly assess core programs, services, and functions.

▼ Measure: Graduate Admissions Advisor One-On-One Sessions

Detailed Description of Plan:

The office of Graduate Admissions measured the effectiveness of three graduate admissions recruitment activities held during the academic year.

Acceptable / Ideal Target:

The purpose was to assess which recruitment efforts yield the most enrolled students and determine where the office energies were most beneficial.

Data and Resources:

We compared attrition rates for prospective students who attended program specific information sessions (on campus), virtual general admissions sessions, and one-on-one sessions with the graduate admissions advisor. We also reviewed the number of prospects who attended a combination of recruitment events, i.e., program information sessions and virtual sessions. We evaluated the possible impact.

Resources: Campus Management's Connect, Events and Interviews, and ApplyYourself (AY); CUNYfirst (CF); Business Intelligence (BI); Information Technology (IT) and Institutional Research (IR) Departments

Implementation Plan
(timeline):
Primary Contact and
Additional Personnel:

September 1, 2017 - August 31, 2018

Primary Contact: Valerie Brown

Additional Personnel: Erica Morales, Cynthia Vasquez; Office of Enrollment Research and Processes; Division of Information Technology; Institutional research

Findings for Graduate Admissions Advisor One-On-One Sessions

Summary of Findings:

Graduate Program Specific Information Sessions: 489 prospective students attended a graduate program specific information session. Of those who participated in an information session 49% (145) applied; of those who applied 60% (87) were admitted; and of those who were admitted 79% (69) enrolled. Overall, of those who attended an information session, 14% enrolled in graduate programs.

Virtual General Graduate Admissions Sessions: 51 prospective students attended a general graduate admissions virtual session. Of those who participated in a virtual session 29% (15) applied; of those who applied 40% (6) were admitted; and of those who were admitted 100% (6) enrolled. Overall, of those who attended a virtual session, 11% enrolled in graduate programs.

One-on-one Graduate Admissions Advisor Sessions: 62 prospective students attended a one-on-one graduate admissions advisor session. Of those who attended an advisor session 17% (11) applied; of those who applied 81% (9) were admitted; and of those who were admitted 55% (5) enrolled. Overall, of those who attended an advisor session, 8% enrolled in graduate programs.

Although the enrollment percentages vary

slightly, of the three recruitment activities, opportunities to meet with faculty and learn about the specific program of interest, continue to be essential parts of the recruitment and conversion process. Faculty play a key role in converting the applicant pool, as they assist the prospective students in their decision to apply. The more we make the specific program information available and faculty accessible; it seems the more favorable the response will be from students. Prospective graduate students, whether recent college graduates or working professionals, regard faculty as a credible source of information. It behooves the admissions office and faculty who desire better students, and increased applicant pool and enrollment, to become involved in more direct contact with prospective students during the conversion process.

Results :

Acceptable Target Achievement: Met

Recommendations for
Future Action:

There is the more significant percentage of the applicant pool who did not attend graduate program specific information sessions, general graduate admissions virtual sessions, or general graduate admissions virtual sessions. To increase success in recruiting students in general, we should partner with the Deans' offices as well as other offices, to implement some of the following strategies.

1. Spread the word. Host a reception for prospective students at national conferences; encourage faculty to recruit as part of scholarly trips.
2. Enrich the website. Make sure it is communicating what we want, has links to faculty and departments, and is updated regularly.
3. Grow and develop electronic recruitment. Use more virtual opportunities recruitment allowing prospective applicants to engage with faculty during virtual receptions and virtual open houses for example.

Substantiating Evidence:

 Graduate Admissions Event Tables (Adobe Acrobat Document)

▼ **Measure:** Transfer - UAPC Allocations vs. Direct Admissions

| | |
|---|--|
| Detailed Description of Plan: | A comparison of retention rates between transfer students admitted through the UAPC allocations versus direct admissions. Admitted and enrolled numbers of these two groups will also be reported. |
| Acceptable / Ideal Target: | Transfer applicants admitted between 2015 - 2017. |
| Data and Resources: | We will collect numbers of admitted and enrolled students. In addition, retention rates will be reviewed.. Resources - . UAPC, CUNYfirst, BI, Hobsons Connect Other Resources - Offices of Institutional Research and Information Technology |
| Implementation Plan (timeline): | August 31, 2018 - Submit draft. |
| Primary Contact and Additional Personnel: | Jose Mancebo, Peter Engel |

Findings for Transfer - UAPC Allocations vs. Direct Admissions

| | |
|----------------------|---|
| Summary of Findings: | In the Fall of 2015, 69.9% of transfer applicants admitted via direct admission enrolled. One year later, 66.9% of those students were still in attendance. In the same semester, 50.4% of transfer applicants admitted via the UAPC allocations enrolled. One year later, 73.6% of those students were |
|----------------------|---|

still in attendance.

In the Fall of 2016, 67.7% of transfer applicants admitted via direct admission enrolled. One year later, 68.6% of those students were still in attendance. In the same semester, 53.27% of transfer applicants admitted via the UAPC allocations enrolled. One year later, 75.1% of those students were still in attendance.

In the Fall of 2017, 69.8% of transfer applicants admitted via Direct Admission enrolled, vs. 53.1% of transfer applicants admitted via the UAPC allocations. One year retention rates will be available at the end of 2018.

We found that students admitted via the Direct Admission process enrolled at a higher percentage than those who were admitted via the UAPC allocations, however the students admitted via the UAPC allocations had a higher retention rate.

At first the retention rates were surprising. However, in order for applicants to be admitted via the UAPC allocations, they would have needed to submit their application and supporting documents on-time and by the priority deadline. On the contrary, most applicants who come to Lehman for Direct Admission are doing so at the last minute. If satisfying deadlines and planning ahead are stronger indicators of student success and retention, then our findings further support that notion.

Results :

Recommendations for
Future Action:

Acceptable Target Achievement: Met

It seems that it would be more worthwhile to dedicate time and resources towards converting the early applicants/admits to enrolled students. Now, we devote a few months a year and all staffing to handling the Direct Admit process during direct

admission but if we use those same resources in conversion activities for early applicants, it could yield higher retention rates moving forward.

Overall Reflection

No text specified

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Assessment Findings

Finding per Measure

Athletics/APEX Outcome Set

Attain retention and graduation rates that at a minimum reflect that of the Lehman College general student body. This is an NCAA requirement

Outcome : Objective 1.2

Improve each teams GPA by 1 full percentage points as compared to previous year

▼ Measure : Life Skills Program

Detailed Description of Plan :

The Department of Intercollegiate Athletics will participate in the NCAA CHAMPS Life Skills Program (Challenging Athletes' Minds for Personal Success). This program is a comprehensive progression of workshops, lectures, community service activities, campus wide events involving every area of the Division of Student Affairs. Our goal will be to provide meaningful programming in conjunction with all Student Affairs departments and services that will allow student-athletes to maximize their collegiate experience and help them develop the necessary "life skills" in order to improve student-athlete retention, 4 & 6 year graduation rates and to become responsible and productive alumni. The NCAA CHAMPS Life Skills program will concentrate on five key areas: academics, athletics, personal growth, career development, and community service.

Acceptable / Ideal Target :

All freshman student athletes, all new transfer student athletes, any student athlete who is under a 2.2 cumulative GPA and any student athlete who achieved less than 12 credits in the previous

semester.

Comparisons will be made between the student athletes not involved in the CHAMPS program against Student athletes who are involved. As year as year to year team GPA comparison and overall student athlete GPA comparison.

Data and Resources :

CUNYfirst will allow the academic monitoring. NCAA paperwork will identify all new student athletes

Implementation Plan (timeline) :

Fall of 2017 and Spring of 2018 students will be identified who will be participating in the program. Students will meet throughout the first two weeks of September and the first two weeks of Spring 2018 Semester with the Associate Athletic Director, the CHAMPS Life Skills Coordinator and the Senior Women Administrator to set up one on one meetings and study halls.

GPA's of all Student including students involved in the CHAMPS program and all Lehman student athletes will be compared about last years GPA's.

Primary Contact and Additional Personnel :

Erin Van Nostrand Associate Director of Athletics
Casey Melilli Senior Women's Administrator

Supporting Attachments :

 CHAMPS Skills (Adobe Acrobat Document)

Findings for Life Skills Program

Summary of Findings :

From the Spring of 2017 to the Fall of 2017 Student Athlete Cumulative GPA went from 2.80 in Spring 17 to 3.02 in the Fall of 17.

Student Athletes who regularly attended Participated in the academic portion of the CHAMPS program had a GPA of 2.97 in the Fall 17 while student athletes who did not attend CHAMPS program had a 2.44 GPA of the Fall 17.

Recommendations for

Future Action :

Outcome : Objective 1.1

Improve student-athlete 4 year and 6 year graduation rates by 1% point compared to previous year

- ▼ **Measure :** Graduation rates of student-athletes will be higher compared to that of the general student body
Institution level ; Direct - Other

Detailed Description of Plan :

Compare graduation rates with the NCAA Graduation Rates Report compiled by the Office of Institutional Research to track the graduation progress of student-athletes compared to the general student body in four and six year cohorts.

Acceptable / Ideal Target :

Data and Resources :

Student Athletes

Implementation Plan (timeline) :

End of Semester to compare NCAA report

Primary Contact and Additional Personnel :

Associate Director of Athletics, Director of Athletics, Office of Institutional Research

Findings for Graduation rates of student-athletes will be higher compared to that of the general student body

No Findings Added

Overall Reflection

No text specified

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The Office of Campus Life:
Using High Impact Practices to Facilitate Academic
and Personal Growth of Lehman Students

2017-2018
YEARLY EVALUATION REPORT



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The Office Of Campus Life

The mission of the Office of Campus Life is to actively engage students in their academic, personal, and professional development. This is accomplished through involvement in co-curricular and extracurricular programs and activities such as student government, clubs, leadership training, conferences, retreats, and dialogues. The Office of Campus Life provides an array of services and opportunities for students in the following ways:

- By providing student organizations with an environment in which students can collaborate, share ideas and resources, and create social spaces for community-building through a combination of dedicated office spaces, meeting rooms, conference facilities, common areas, Leadership Lounge and staff support.
- Advising student government officers at Lehman College which governs and advocates on behalf of the entire student body of approximately 12,000 students. The Student Government manages a budget in excess of \$200,000 to fund their initiatives. This experience creates the opportunity for students to build their business skills, budgeting capacity, and communication expertise.
- Hosting over 60 student clubs and organizations on campus which are open to all students—ranging from academic societies to co-curricular, religious and spiritual, social, and pre-professional groups. Each of the clubs hosts an array of events geared to engage community and create networking experiences.
- Teaching leadership at The Herbert H. Lehman Center for Student Leadership Development Program which aims to provide opportunities intentionally designed to empower responsible and ethical student leaders.
- Providing access to healthy food through the Lehman College Food Bank which allows all Lehman students the opportunity to primarily focus on their academic development.
- Employment opportunities by staffing over 30 students ranging from Campus Information Services workers, to Graduate Assistants, PEER Educators, Work-Study, CUNY Edge workers, NUFJ fellow, and interns.
- Ongoing research and evaluation of student needs, programs, and best pedagogical practices.

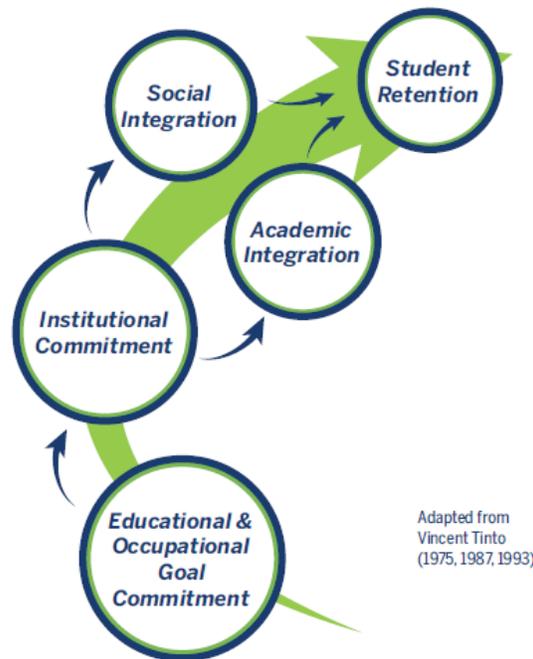
Year 2017-2018 Evaluation Report

The goals of the Office of Campus Life are aligned with the Lehman College's *Achieving the Vision Strategic Plan* as part of a comprehensive plan to integrate students' academic and personal development. More specifically, Campus Life is dedicated to serving Lehman students as per *Goal 2: Objective 2.3: Enhance student experience and life on campus*. In addition, the Office of Campus Life follows widely used casual models like that of scholar Vincent Tinto, which, as illustrated in Figure 1, shows that students must feel integrated both socially and academically in college to be retained and graduate on time (Tinto, 1998).

This report provides a summary of evaluation activities, Campus Life Outcomes and Highlights, from the 2017-2018 academic year including but not limited to student engagement and academic performance of student executive board members. Additionally, the report summarizes findings from the Summer 2018 Focus Group.

Clubs and Organizations

Figure 1: Vincent Tinto's Causal Model



Adapted from
Vincent Tinto
(1975, 1987, 1993)

Achieving The Vision. Objective 2.3.1

Create a College Center, a "center of gravity" for the campus, serving student government, student organizations, and students, faculty, and college activities, as well as providing space for college services.

Clubs and organizations is one way that the Office of Campus Life creates a center of gravity within Lehman. In the Fall 2017 term, a total of 57 clubs were registered and in Spring 2018, a total of 62 clubs were registered. An approximate total of 1,000 students are also actively engaged members of these student clubs and organizations which is approximately 10% of the total undergraduate student enrollment.

The Office of Campus Life hosted and guided clubs and organizations to create 749 events the entire academic year of 2017-2018. Highlights of these events include NSBE Hackathon, MAPS Health Fair,

ALPFA's Corporate Bootcamp, GOAT Music Club's Concert, Bollywood Annual Spring Showcase, and Student Government's Annual Thanksgiving Banquet.

The Office of Campus Life provides counsel and support for clubs and organizations including training for leadership, logistical planning, budgeting, and financing capabilities. Student clubs and organizations available at Lehman are very diverse and encompasses many unique and different interests (Table 1). The variety in clubs and organizations within Lehman campus allows students to relate and build connections with other students and staff with shared interest.

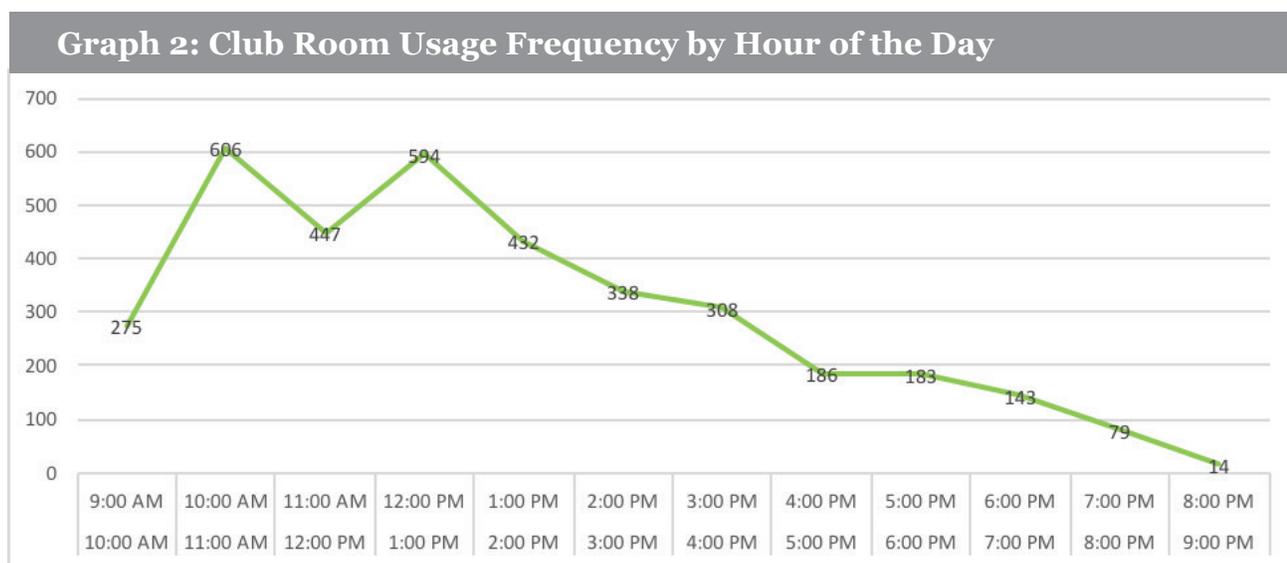
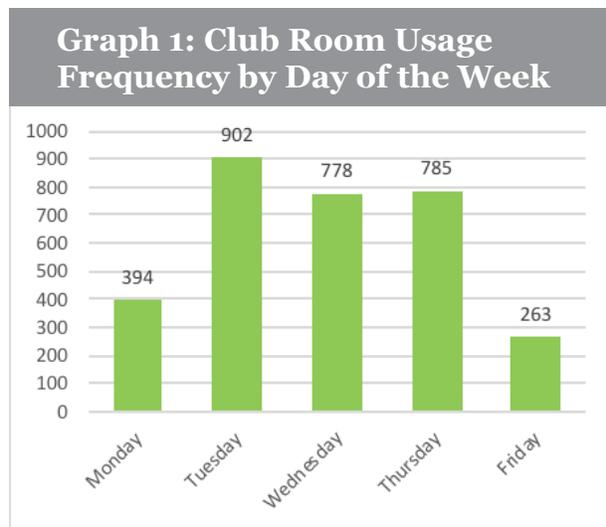
Table 1: Interest Diversity of Student Clubs and Organizations

| Types of Club/ Organization | Names of Clubs/ Organization | |
|--|--|---|
| Multi-cultural or Political (10) | <ul style="list-style-type: none"> • African & Caribbean Students Association • Black Student Union • Cultural Nutrition Club • Dominican Student Association • Hana Maru Club | <ul style="list-style-type: none"> • Lehman Francophone Club • International Socialist Organization • Latin American Student Organization • Lehman Bollywood Dance Club • Muslim Student Association |
| Academic and Educational (14) | <ul style="list-style-type: none"> • Health Services Administration Club • Leadership Initiative and Advocacy Club • Lehman College Literary and Arts Magazine Club • Lehman College MSW Student Club • Lehman College Nutrition Club • Lehman Legacy Playhouse | <ul style="list-style-type: none"> • Organization for Pre-Physical/ Occupational Therapy • Pathways to STEM Success Club • Pre-Dental Club • Pre-Law Society • Psychology Club • Research Club • Social Work Club • The Biology Club |
| Religious and Spirituality (4) | <ul style="list-style-type: none"> • ACTS Prayer Meeting • First Love Lehman Club | <ul style="list-style-type: none"> • Intersarsity Christian Fellowship • Seekers Christian Club |
| Community Service & Social Justice (7) | <ul style="list-style-type: none"> • Circle K International • Girls' Empowerment Matters • Greek Life Club • Intersectional Feminist Club | <ul style="list-style-type: none"> • Lehman D.R.E.A.M. Team • LGBTQ + Alliance • Muslim Women in Leadership |
| Pre-Professional Associations (11) | <ul style="list-style-type: none"> • African Nursing Students Association • Association of Latino Professionals for America • Lehman College's Veterans Club • Minority Association of Pre-Health Students • National Association of Black Accountants | <ul style="list-style-type: none"> • National Society of Black Engineers • Society for Human Resource Management at Lehman College • Society of Hispanic Professional Engineers • South Asian Student Association • National Student Speech Language and Hearing Association • Nursing Students Association |
| Recreation and Leisure (18) | <ul style="list-style-type: none"> • Breathe Dance • Collective Interests Social Club • Dumbledore's Army • Food Lovers Association • G.O.A.T. Music Club • Game Development Club (GDC) • Global Pop Culture Club • Lehman Artist League • Lehman College Underground Student Radio | <ul style="list-style-type: none"> • Lehman Drawing and Animation Club • Lehman Fashion Club • Lehman Self Defense Club • Lehman's Exercise and Fitness Club • Let's Get Ready • Namaste Yoga Club • Phoenix Animation Club • The Meridian • The Warlock's Den |

Campus Life also serves as a college center for students with the services and accessibility available for the students in the building itself. Students visited the Student Life building a total of 64,000 times during the 2017-2018 academic year. Across the entire Lehman Campus, this is the second highest visited building with the first being the Library. At the building, students took full advantage of the facility, common areas, club rooms, game room and laptop rental services. The clubs & organizations used their offices a total of 3,491 times throughout the 2017-2018 academic year. They also booked the Student Life facilities a total of 840 times and reserved it for over 2,500 hours.

Club office usage was also measured to figure out which day and time of the week is most popular among students. Graph 1 shows that Tuesday was the most popular day to

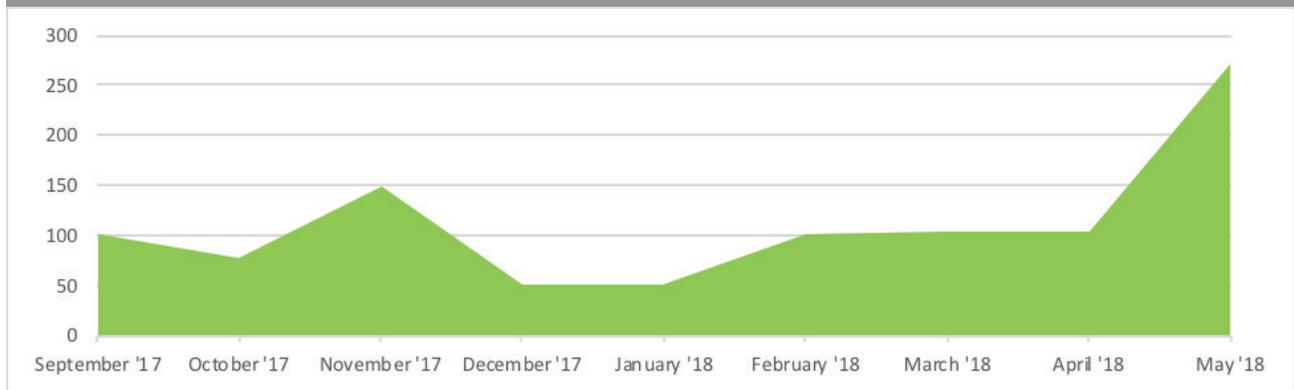
use the club room and closely behind it was Wednesday and Thursday. Graph 2 shows that the most popular time for clubs to use their rooms was during the 10 am - 2 pm period, with 10 am - 11 am being the most popular.



In addition, students use the game room to relax, socialize, and make connections with other students. During the 2017-2018 academic year, the game room was used 1,376 times and during this time, students rented recreational equipment. The recreational activities that could be used in the game room include pool, ping-pong, Chinese checkers, dominos, chess and air hockey. The most popular activity among these students was playing pool. Game room usage had the same most popular day and times as club room usage.

Campus Life involves students in civic engagement with the recent implementation of the Herbert H. Lehman Food Bank. A total of 10,190 meals were provided to 1,014 students in the 2017-2018 academic year. An average of 100 students accessed the meals provided by the Lehman Food Bank this academic year. The Food Bank visits have increased by 40% in comparison to last year, demonstrated in the following Graph 3.

**Graph 3:
Lehman College Food Bank Students Served in 2017-18 Academic Year**



The Food Bank is making a difference in the lives of the Lehman College community because it relieves students from the added

pressure of having to find a healthy meal throughout the day to be able to focus on their academic and professional development.

The Herbert H. Lehman Center for Student Leadership Development

Achieving The Vision. Objective 2.3.3

Enhance initiatives that support student leadership training and professional development, including internships, service learning, and civic engagement projects

The Office of Campus Life has spearheaded initiatives to support students in leadership training with the creation of the Hebert H. Lehman (HHL) Center for Student Leadership Development. The HHL Leadership Center provides student leadership development training through a variety of modules including:

- Seven-week “Introduction to Leadership” classes, intentionally designed as a learning community to introduce students to basic leadership models, peer mentors, and resources on campus
- “Advanced Leadership” classes which allows a high level of critical thinking, problem solving, and an in depth look at the application of leadership theories. The Social Change Model is used as a framework to assess a need and conceptualize a project by developing, implementing, and evaluating the success of that capstone project
- Advocacy Leadership classes in which students are taught leadership, policy making, and given the tools to advocate, lobby and get involved on campus, and local and national politics. It culminates in a trip to Capitol Hill with students meeting politicians, lobbyist, and social justice non-profit organizations. The Advocacy class has increased in size during the 2017 - 2018 academic year with 10 students in Fall 2017 and 16 students in Spring 2018. Students have been focusing primarily on Criminal Justice Reform and were taught by a former Obama Administration appointees and Lehman alumnus.
- Workshops to explore academic disciplines such as Leadership in Business, Leadership in Medicine, Leadership in Law. Students meet faculty and practitioners in their field of interest and get an experiential perspective
- Leadership Dialogue - Students and influential stakeholders meet to discuss

contemporary, controversial issues such as race, politics, culture, religion and financial inequity

- Conferences – Internationally and nationally known speakers are invited to share insight and best practices on a broad range of topics with the Lehman community. Past speakers include: Shaun Harper, Jillian Kinzie, Chris Hayes, and Sara Goldrick-Rab
- Networking Socials – Lehman alumni in various fields are invited to meet current students and connect based on career interests
- Experiential Learning Retreats – students are invited to off-campus retreats to an immersive leadership experience. They meet school administrators and other student leaders

The theoretical framework for workshops are informed by Transformational Leadership theories and critical thinking skills. The HHL Leadership Center’s leadership introductory course was completed by a total of 194 students and a total of 50 students completed the advanced course in the 2017-2018 academic year. These courses allow students to identify and develop their personal leadership philosophy by intentionally introducing students to seminal leadership theorists. The leadership programs are in part successful because of the peer mentors that are actively

involved in each course, a total of 18 peer mentors were hired in the 2017-2018 academic year to teach for this leadership program.

The success of the leadership development program has led to creating a new leadership orientation program for SEEK students as well as created two leadership classes for academic credit in partnership with the Business Department. In the 2017-2018 academic year, the HHL Leadership Center sponsored a Criminal Justice Reform Conference with over 200 people in attendance. Over 2,850 students were engaged in one or more elements of the leadership center this academic year.

The HHL Leadership Center was fully evaluated in Fall 2015 in a Multi-Institutional Study of Leadership with an instrument developed by leading experts in leadership (Komives, S., Dugan, J. et al.) and nearly 600 Lehman students completed the study. The overall scores for the Lehman cohort on the General Outcomes of the Study indicated that the Lehman students scored significantly higher in all eight scales (consciousness of self, congruence, commitment, controversy with civility, citizenship, omnibus SRLS, & resiliency) within the CUNY Coalition and scored significantly higher in five of the eight scales compared to the MSL National Sample Carnegie Peers: Master’s, Size Peers: 10,000-19,000 and Public Institutions.

Experiential Learning

Achieving The Vision. Objective 2.3.4

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

Campus Life engages students by helping them identify their individual values and making connections with their passions, strengths congruent with their major, find internships and hone in on their career interests. The Student Government Association (SGA) is one way that students prepare to live and work in the global community and obtain transferable soft skills that can be used in future careers.

SGA students are elected for one-year terms to advocate and work on the behalf of the student body. Every year, a total of 13 students were elected to serve as student executive officers and 33 students as student senators. These SGA elected members had to manage expenditure over \$200,000 for the entire academic year on campus-wide student activities. Serving as a liaison between the students, faculty,

alumni, and administration, SGA members are represented in more than 20 campus administrative committees and boards that make decisions on funds and priorities for Lehman College as a whole. SGA also serves as a resource that clubs and organizations may utilize for direct purposes, specifically as a source of financial and logistics support.

Campus Life also facilitates students with experiential learning opportunities by actively pursuing off-campus opportunities and building relationships with the community. In the 2017-2018 academic year, a total of 107 students engaged in off-campus experiential learning opportunities such as a retreat to meet politicians and advocates in Washington DC (with prior analysis on social justice issues), a trip to Albany to meet politicians, and other off-campus leadership opportunities.

Campus Life also engages students to be informed about their global community and current issues by hosting dialogues and events. Campus Life hosted a dialogue with nationally renowned researcher, Dr. Sara Goldrick-Rab, to raise awareness about food and housing insecurity among college students. Campus Life engages students with socials throughout the academic year so that students can network with alumni in their majors and make connections. In 2017-2018 academic year, Campus Life also hosted a 'social' in partnership with the Admissions Office to engage leadership alumni in promoting the new master's program in organizational leadership. Campus Life hosted a fundraiser in collaboration with the Lehman DREAM Team, student club, in benefit of a scholarship for undocumented Lehman students.

Students were able to express how Campus Life has given them experiential learning opportunities in the focus group conducted by an evaluation team. Students provided concrete examples of experiential learning opportunities and networking opportunities. In this way, students showed how participation in Campus Life has prepared them for the global community and out-of-campus opportunities. For example, in clubs, students got the opportunity to show their "business side", adding another dimension that cannot be seen in the classroom, the students were able to show their capacity by "organizing an event, contacting people, following-up, and running through until completion".

Another student provided an example about how they were able to apply what they learned to an actual visit to an assemblyman on a trip to Albany. The student stated "I knew that I needed to push my agenda even though it was scary, I realized it was my duty and what had to be done no matter what the outcome. I needed to use the opportunity to advocate for my issue". Students were able to apply what they learned in the leadership program and apply it to multiple situations. In these examples, students demonstrated how participation in Campus Life has prepared them within the global community and out-of-campus opportunities.

More examples and details from student's perspective of how they have gained experiential learning as being part of Campus Life can be found in Summer 2018 Focus Group section.

Assessment

Achieving The Vision. Objective 3.1.2
Foster a culture of continual assessment.

Campus Life is dedicated to providing services that support student success and strengthening the value of the Lehman degree. Campus Life is committed to best practices and one way Campus Life has evaluated itself is by hearing from students directly in a focus group. A focus group was conducted Summer 2018 in which several students replied to a series of questions related to their experiences as a club member/ leadership trainee. Questions were also asked in regards to their experience with campus life staff and faculty, and suggestions that can be made to further improve Campus Life. One of the goals of conducting a focus group was to receive constructive criticism to be able to make the appropriate changes based off of students' responses. Several responses were given in which students gave valid information in ways that student life can be optimized to meet the needs of the students.

Campus Life contracted an evaluation team to create a standardized annual survey to distribute every year. The annual survey will include questions related to learning outcomes as well as most effective components of Campus Life. The same surveys will be distributed every year. In this way, the surveys from the previous years will help improve Campus Life tailor the needs of students for each year. The responses received from the annual survey will be used to further enhance the experiences provided within Campus Life. In addition to that, this has also fostered a Campus Life culture of continual assessment to further improve the student life of Lehman College students for future years to come.

Campus Life helped clubs transition to new budget request procedures and deadlines during the Spring 2018 semester. The Lehman College Association for Campus Activities revised the process and deadlines that SGA and student clubs have to follow when requesting funds for events.

Therefore, the clubs and organizations had to accommodate to the changes presented to meet the CUNY fiscal accountability requirements. Campus Life upholds regulations of clubs and organizations and works to implement any necessary changes as efficient as possible. Campus Life is open for changing any aspect of the club and organizations' procedures so that students have a voice while respecting the CUNY policies and regulations.

Campus Life collected a self-reported learning outcomes from student club leaders. These outcomes follow the Council of the Advancement of Standards in Higher Education (CAS) Learning and Developmental Outcomes. Students were asked what learning outcome(s) the participants would acquire from attending club events. The learning outcomes have been divided into six categories: Cognitive Complexity, Knowledge Acquisition, Humanitarianism, Intrapersonal Development, Interpersonal Development, and Practical Competence. The results of these responses have been recorded as shown in Table 2. The highest percentage of self-reported learning outcome acquired was Interpersonal Development at 66.7%, and the lowest was reported to be Humanitarianism at 45.1%.

Achieving The Vision. Objective 2.2.2
Offer support services necessary to increase student retention, progression, and four-year and six-year graduation rates.

Campus Life creates all programming for Lehman students so that students feel integrated both socially and academically in college to be retained and eventually graduate. Academic performance is a key factor in assessing student's retention and progression to graduation. The belief is that if students are active in Campus Life and other support services, they will feel engaged and committed to their studies. Evaluating student's G.P.A. both for a term and cumulatively allows us to predict student's success at Lehman College.

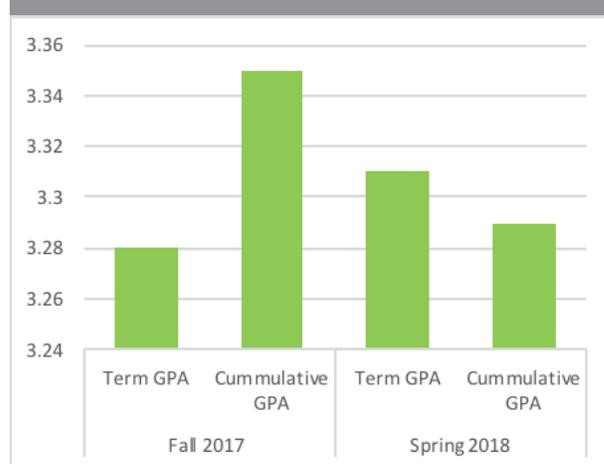
Table 2: Self-Reported Learning Outcomes of Events

| Learning Outcome of Event | Percentage of Events |
|--|----------------------|
| Cognitive Complexity defined as critical thinking, reflective thinking, effective reasoning, and creativity | 48.1% |
| Knowledge Acquisition defined as understanding knowledge from a range of disciplines, connecting knowledge to other knowledge, ideas, and experiences, constructing knowledge, and relating knowledge to daily life | 50.6% |
| Humanitarianism defined as understanding and appreciation of cultural and human differences, global perspective, social responsibility, and sense of civic responsibility | 45.1% |
| Intrapersonal Development defined as realistic self-appraisal, self-understanding, and self-respect, identity development, commitment to ethics and integrity, and spiritual awareness | 45.6% |
| Interpersonal Development defined as meaningful relationships, interdependence, collaboration, effective leadership | 66.7% |
| Practical Competence defined as pursuing goals, communicating effectively, technological competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life | 51.1% |

In the 2017- 2018 academic year, a total of 240 students held e-board club leadership positions and collaborated with 56 faculty advisors in the 59-62 clubs registered for the year. The average G.P.A. of club leaders in the 2017-2018 academic year was 3.321, which means students obtain a letter grade of B and higher in their classes. Academic progress of student club executive board members during Fall 2017 and Spring 2018 are shown in Graph 4, sorted by Term and Cumulative G.P.A..

It is also important to note that student club executive board members had a 73.5% retention rate within the 2017-2018 academic year meaning that those executive board members were registered in their respective club in the Fall 2017 semester and stayed until the end of Spring 2018 semester. Student club executive board members are required to participate in the training sessions offered at the start of every semester. Students are taught about the procedures for creating events, handling funds, managing schedules, keeping membership, and promoting participation. Students are also required to complete an online training on sexual harassment and domestic violence prevention (Everfi HAVEN Training). It is mandatory for each club to provide at least 3 events which are exclusively hosted by the clubs themselves and

Graph 4: F'2017 and Sp'2018 Term and Cumulative G.P.A. Trends of Club Executive Board



are open to all students. This is done so that each club is able to exercise their power to host new opportunities through the use of a meet-and-greet event, or even an event to collaborate with peers and further their networking opportunities. Ultimately, the students' active engagement in clubs/organizations ties in with student retention and participation due to the fact that it incentivizes the students to participate, leading them to access resources that they may have not known were initially available to them.

Main Findings

In summary, student participation in Campus Life programming activities has increased in most programs, like the Food Bank, and the data shows that students are participating and engaged in multiple programs that Campus Life offers. Some major accomplishments of Campus Life range from Campus Life being the second highest visited building, with students visiting the Student Life Building 64,000 times to 10,190 meals being provided from the Food Bank. The HHL Center for Leadership Development also formed major partnerships with the development of leadership classes for academic credit with the Economics and Business Department.

Clubs and Organizations were very active in the 2017- 2018 academic year, a total of 240 students held e-board club leadership positions and collaborated with 56 faculty advisors in the 59-62 clubs registered for the year. Proudly, Campus Life can report that the average G.P.A. of club leaders in the 2017-2018 academic year was 3.321.

All of these accomplishments shows that Campus Life is working on ensuring students feel integrated both socially and academically in college to be retained and eventually graduate. As suggested by a focus group participant, students who also stay on campus due to their involvement with any of the Campus Life programming activities tend to have higher attendances in their classes and be more engaged on campus in general.

Summer 2018 Focus Group Summary

During the Summer of 2018, a focus group was conducted with 15 students that have participated in programming activities hosted by the Office of Campus Life, specifically in either the leadership program, student clubs, student government as well as students who have worked in Campus Life. The focus group was conducted to learn about these student's experiences participating in Campus Life. Students were asked to describe their experiences with Campus Life and its benefits, as well as improvements, expectations, and skills obtained while participating in campus life. Focus group questions in Appendix.

Theme 1: Networking and "Go-Getter" Attitude

"I was like a really quiet person... I took the leadership program, I opened up and started to share my ideas. The program helps you grow as a person, and helps you with your communication skills, interaction and personal skills".

- Campus Life Participant

Lehman students appreciated the many connections and networking opportunities that the Office of Campus Life provided. They described that the programs like the Leadership Program and clubs within Campus Life gave them an opportunity to "broaden their horizons." One student mentioned the importance of networking by stating that you need to "network with multiple people to get things done." Another student reiterated that, at Campus Life, you learn "not to be afraid of networking with people outside of the college and bringing people from the outside," because that is what is necessary for "students to get internships and that has benefits for your future because you might need that connection at some point."

Some students attributed getting out of their comfort zone and successfully networking due to the leadership program. Another element of networking that gave students an advantage was stressed that, in Campus Life, students get to speak to one another and learn about other on-campus opportunities. "Your peers

actually know better than anybody else,” as stated by one student. Many of the students share among each other about how to find employment on-campus, importance of participating in other student support services like community engagement, library, Student Affairs Office, career services, tutoring support, and wellness center. Another student stated that “you got to know somebody who knows somebody who knows somebody. It’s all about who you know”, and the Campus Life building provides an opportunity for students to be able to share that information amongst each other.

Although these students attributed their networking capacity to Campus Life, the students also admitted that they needed to take the initiative to access all the resources. Some students admitted that they’ve heard about certain on-campus resources, but that they didn’t follow-up, initially. It took some students numerous times to finally take the initiative to take advantage of the resources available to them in Campus Life and other on-campus resources. One student stated that “it’s up to the students to do what they want to do on-campus and to basically come to any events.” Another student agreed by stating that “a lot of the time, it’s up to the students to decide if they want to get involved or not.” Therefore, many opportunities could be available to students at Campus Life, but students feel they cannot force students to engage and it’s up to the student to come to campus with a go-getter attitude.

Theme 2: Experiential Learning

The focus group participants shared that experiential learning obtained from clubs, leadership program and events was one of the greatest benefits of Campus Life. The University of Colorado Denver defined experiential learning as a process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting (University of Colorado Denver. *The City Is Our Campus, Denver Colorado*, 2018). Students feel supported because they receive hands-on

experience and are able to apply what they learn in the classroom to the real world. One student stated, “you can only do so much in a classroom, even though you learn a lot in a classroom for sure, but it’s just like there’s more to it than actually just talking about it, and here you can actually get to put it into action. For me, my major is political science, and a lot of the things that we do especially when you are involved in leadership, can give you hands-on experience, instead of just textbooks.” Other students agreed and provided examples like “what I have learned in the leadership class, I’ve been able to apply to my house, with my friends, also by prioritizing and taking a step back to decide what really takes priority to make better judgments, and that’s going to help me of course on my career path.” In a trip to Albany visiting an assemblyman, a student stated “I knew that I needed to push my agenda even though it was scary, I realized it was my duty and what had to be done no matter what the outcome, I needed to use the opportunity to advocate for my issue.” Students were able to apply what they learned in the leadership program and apply it to multiple situations. In clubs, students got the opportunity to show their “business side” adding another dimension that cannot be seen in the classroom. The students were able to show their capacity by “organizing an event, contacting speakers, following-up, and running through until completion.” In these examples, students provided concrete ways of how participation in Campus Life has prepared them within the global community and out-of-campus opportunities.

Theme 3: Soft Skill Acquisition

“In the clubs, you are taught other skills that are not taught in the classroom like interpersonal skills, management, organization, how to interact with one another, patience, you know, these things are good to apply to a job when you do graduate.”

- Campus Life Participant

In general, students expressed specific soft skills that they acquired as being part of Campus Life. Students believed that the specific soft skills they have developed were improvements for communication, problem-solving, leadership, teamwork, time-management, and commitment. Many students expressed that they learned how to deal with others' different perspectives and improved their communication skills in the process. One student stated that "it has prepared me for the outside world in terms of dealing with other personalities and other kinds of people, because in the real world, there are a lot of people that don't share your same views; sometimes, you just get caught off-guard and don't expect that you're going to come across certain levels of ignorance, but you do. You kind of learn how to keep your composure and just deal with it in a professional manner. You can't just yell at somebody even if they say something that is ridiculous. You just have to approach it differently." In this example, the student was able to connect problem-solving skills with the importance of professional communication even if it's with someone that you do not share the same values with. One student learned that "leadership is about service and, specifically, serving others, not about making yourself feel better or even making others feel that way...it's about serving others with a smile." Leadership skills were even learnt from how students interacted with staff from Campus Life. One example was given of how Mr. Sullivan shows "quality of character" by going out of his way to apologize to a student after a mistake occurred and, in this example, the student admired that kind of leadership. Students who participated in clubs as executive board or club members also gained skills related to teamwork, communication, and commitment. In one example, a student suggested that it was best to be devoted and consistent in a few clubs than to over extend yourself in multiple clubs and not be "fully committed." This student also stated, "I expect that if you cannot come to a meeting, at least contact me to let me know what happened," with this expectation, the student is expressing how communication and

commitment is key to running a successful club. The student went on to emphasize on teamwork and how communication helps students to know what task to appoint a club member for more consistency. These soft skills that the students acquired will give them the edge they need to be able to land a job after graduation.

According to a University of Cincinnati article, companies are looking for the "best of both worlds" in their new hires. These employees have more than the standard background knowledge and basic requirements of their position. Regardless of the field, they have the people-oriented soft skills that employers seek, and in interviews, they can point to specific situations where they successfully applied these skills (Oberpeul, Hillary. "The 'Soft Skills' That Will Land You Your Dream Job." University of Cincinnati). Since these students were able to express what soft skills they learned and provide specific examples, these Campus Life students have an advantage over others that don't have the opportunity to practice and implement learnt soft skills in different situations.

Theme 4: Improve on Outreach, Communication and Accessibility

Students felt connected to their peers regarding other club activities but expressed a desire for some clubs to be more active in their outreach, communication and accessibility, like a student stated, "I like to see that clubs are active in getting more people, and not just try to keep it in the circle that they already have. Being more welcoming to everyone and to do so in different ways like you could do that by just talking to people, but there is also promotion through social media, events, or whatever." Students really valued clubs that were inclusive, and more organized in their outreach and communication to the general student population. Students felt that some clubs were better at being more creative in sharing what they are about.

Since most of these students are actively involved in Campus Life and feel that most

students do use the Campus Life facilities in one capacity or another, these students believe that all Lehman opportunities and resources should be housed under Campus Life. Students requested to have more direct access to all Lehman College opportunities. One student suggested, “To have a bulletin board available at Campus Life building” with detailed information about how to get involved with Lehman College on-campus opportunities. Another student responded that “information should be available on a website but specifically under Campus Life.” Students indicated that they were receiving too much broad or limited information and would get the “Lehman run-around” about Lehman College student support services and wanted Campus Life to be the go-to place to receive all focused and general information on all Lehman College opportunities.

Theme 5: Program Benefits and Suggestions for Improvement

Students provided information on Campus Life components that were most effective, and what could be added or improved upon (see Table 3). The helpful and dedicated Campus Life staff, the support received across all components of Campus Life (specifically the leadership skills acquired), were generally regarded as the most beneficial components of Campus Life. The Leadership Program was highly regarded and mentioned multiple times; the students specified what specific skills they acquired from being part of program as well as how transferrable these skills are outside of the class and into their work, personal, and family lives. Many students felt they gained confidence and matured by participating

in Campus Life programming activities. Students also enjoyed that Campus Life feels like a “home” to them and believes that it helps students stay motivated, retained, and ultimately graduate. Finally, students also described the usefulness of being part of a club and the connections made in these clubs are extremely helpful.

The aforementioned beneficial components were stressed but participants also provided useful ideas for improvement. Centralized area for all resources to be posted and/or house campus directory with detailed information at Campus Life was stressed numerous times. It was common for students to feel frustrated and discouraged about the “Lehman run-around” and students believe that Campus Life should be the central access point for all campus-related activities and opportunities. Increased participation of students in club meetings and events as well as some club’s disorganization was mentioned as an area of improvement, expressing that when it comes to all the work it takes to arrange an event, the students should take advantage of these opportunities. A challenge that was also mentioned was student motivation throughout the semester when the pressure of academics takes priority. Most other suggestions were related to facility operations; students reported on the maintenance of the building and management of club rooms. Some suggested that clubs should be more inclusive and welcoming as well as monitor their volume to take into consideration surrounding club rooms. In addition, students stated that they would really like the upgrade of the water filters to be a priority for students.

Table 3: Selected Students' Quotes on Campus Life Feedback

| Theme | Selected Quotes |
|--|--|
| Most Effective Campus Life Components | <p>“When it comes to staff, they are extremely helpful. For example, I told them that I didn’t have anything going on this (summer), so they know my major and know what I need and provided me an opportunity for the summer”.</p> |
| | <p>“In the clubs, you are taught other skills that are not taught in the classroom like interpersonal skills, management, organization, how to interact with one another, patience, you know, these things are good to apply for a job when you do graduate”.</p> |
| | <p>“This is where I meet the friends that I have right now, they are well-rounded people, accepting and they all have different personalities and issues, but at the end of the day, they always make time for you and if they see you going through something, they are going to help you”.</p> |
| | <p>“I think one of the issues in college is keeping students there...I believe that campus life is that push, that thing that is outside of classes that gives them that extra motivation to stay”.</p> |
| | <p>“What I’ve learned in both leadership classes at Campus Life, is that leadership is service, you are serving others, it’s not to make yourself better than others, or even to have others even feel that way”.</p> |
| | <p>“So, I started to get leadership training skills and even now it is very easy for me to go to a podium and speak and express my views and not have to back myself from saying what I have to say. I think that this leadership experience is very crucial because if you don’t know how to present yourself in the real world, you will have a hard time”.</p> |
| | <p>“I vouch leadership. I’m actually a leadership mentor too and I like to teach other students. When they come to me and ask me, I want to make sure I know, and if I don’t know, I would just figure it out and use resources, because at the end of the day, we’re all graduating together at one point or another”.</p> |
| <p>“For many students, Student Life, is like a home, you can find a place where you fit in. There is no-one that cannot fit in because there is always that club or that person that you could relate to or has the specific interest that you do, so that connections with people start growing and you start becoming more confident with yourself. You start speaking to faculty and staff. I feel like this is the heart of Lehman”.</p> | |
| Suggestions for Improvement | <p>“The biggest challenge that I deal with in student clubs is students staying motivated all the way through the semester, especially when things come down to finals, midterms and projects that are due. It is easy to start a club up and have an aggressive agenda of what you want to accomplish in the year, but then when you have to tie it back into your schoolwork, you have to weigh your options on what gets priority and I think, at the end of the day, it’s usually the G.P.A. over everything else, unfortunately”.</p> |
| | <p>“The water filters. I feel that in every department should have the filtration that they have in the old gym and the Apex.”</p> |
| | <p>“A lot of students when they come in the building say they would like the club rooms to be more inviting, to be more open instead of closed when they walk-in.”</p> |
| | <p>“The maintenance of the building, like the leaks, water coming in to people’s offices, and in the winter, it’s extremely cold, and in the summer, it’s extremely hot.”</p> |
| | <p>“When you put all this effort into arranging events, you expect people to come and to appreciate the effort that you put into it as well. Unfortunately, sometimes, there is an awful lot of events that go unnoticed.”</p> |
| | <p>“There were a lot of things that I actually didn’t know about. Like, there have been so many times where I’m trying to find something, and then I go to one office, and then they’re like, “Okay, just go to this office”, and I’m like okay, am I here now? The other office says, “No, go to that office”, and I’m like Please, send me to the right office! So, yeah, I think Lehman, in general, needs to improve on that.”</p> |

Main Findings

In general, students expressed that they were satisfied with the services provided by the Office of Campus Life. Students expressed the most beneficial part of being in Campus Life was the opportunities to be able to network, practice acquired soft skills, experiential learning opportunities and general support received from staff, faculty, and other students involved in Campus Life. They have received helpful advice, resources and skills from Campus Life, especially as being part of the leadership program and serving in a club. Students also expressed some needs including having Campus Life be the center where all information related to Lehman College be available, in this way, students do not get the “Lehman run-around.” Students also suggested improvements to be made to the facility and ways to improve some clubs’ communication and organization.

Conclusions

Overall, students are satisfied with the Office of Campus Life. Comprehensive feedback was provided through the focus group interviews and quantitative data, such as academic performance, and outcomes that can be

used to inform future programming. Table 4 summarizes students feedback and provides recommendation for program improvement and future offerings.

Table 4: Recommendations

| Area | Suggestion |
|--|--|
| Student Engagement & Development | Continue to provide trainings for e-board members and, as suggested by students, trainings related to accountability and teamwork for members of e-boards, ways to recruit and maintain open door policy as well as ways to increase engagement between faculty advisors and club members. |
| Increase Communication & Accessibility | Additional methods of communication, such as a website/bulletin board. Possibly have website display scheduled event dates and event description in a 2-week time frame in order to increase the awareness of events, or have student’s post up their club’s upcoming events within a bulletin board in Campus Life. |
| Programing | <ul style="list-style-type: none">• Conduct focus groups every year as well as distributing an Annual Survey to all Campus Life participants so each year’s student needs and outcomes can be evaluated.• HHL Center for Student Leadership Development engages students in multiple ways. It would be interesting to see how students who have participated are performing academically with credits, G.P.A., and graduation. It is suggested that this data be recorded as well collected longitudinally to compare among cohorts.• Most of other suggestions were related to facility operations, therefore, work on the maintenance of the building, prioritize installment of new water filters, and management of noise in club rooms.• Continue recording self-reported outcomes and participation in Multi-Institutional Study of Leadership and National Survey of Student Engagement studies. |

References

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4. "University of Colorado Denver." *The City Is Our Campus*, Denver Colorado, 2018, www.ucdenver.edu/life/services/ExperientialLearning/about/Pages/WhatisExperientialLearning.aspx.

Appendix

Focus Group Questions*

1. Describe what it has been like to participate in Campus Life thus far.
2. What has been some of the biggest benefits of being part of a student club?
3. Describe some of the challenges you have faced as being part of a student club?
4. Reflecting on your experiences as a club leader/leadership program, what kind of leadership experience have you gained?
5. Do you think that Campus Life is a good support network? Why or Why not?
 - a. Describe your interactions with other Lehman students and/or club members.
 - b. Describe your interactions with Campus Life Staff and faculty members.
6. As a club leader/member, what are some of your expectations?
7. What other on-campus resources did you take advantage of (e.g. library, ACE, tutoring, career services etc....)?
8. How has student life prepared you for participation within the global community and out of campus opportunities?
9. Please describe any components of Campus Life that you would like to improve upon.
10. Is there anything else that you would like us to know about your experience in Campus Life overall?

*Focus group and evaluation designed and conducted by Jamie Camino, M.S.W., B.A., Data Analyst, and Kevin Miller, B.A.

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Assessment Findings

Finding per Measure

gain knowledge about employers' expectations and work environments, explore career options, expand professional network, and strengthen future applications.

Goal 2.2 Enhanced student success

As a result of participating in Career Conversation sessions students will gain knowledge about employers' expectations and work environments, explore career options, expand professional network, and strengthen future applications.

Outcome : Students will be able to use the knowledge in meaningful ways resulting in purposeful self-managed careers.

As a result of participating in Career Conversations 90% of the students will learn about the skills and knowledge required for effective performance in future roles.

▼ Measure : Career Conversation Rubric

Detailed Description of Plan :

Research supports what is widely known among career services professionals that preparing students for their careers will be highly predictive of their engagement in both career and academic planning. According to Blustein, 1997, "As individuals explore, they also gain greater levels of competence, and they may be able to experience an increasing feeling of "ownership" of their adaptive career behaviors and attitudes. Developing a capacity to explore one's environment and one's own internal psychological experiences, especially early in one's career, may offer a unique advantage in an era of rapid social and economic change. One of the most important outcomes of career exploration is improved occupational decision making. Exploration generates useful information about oneself and alternative occupations, thus helping individuals make the right occupational decisions at any point in their careers."

A career conversation is a casual discussion where professionals engage with a group of students regarding students' career goals and how they can help foster the achievement of those goals.

Career conversations set the stage for students to clarify goals and set plans. This result is intended to benefit students to help them articulate their own career aspirations, the competencies that they possess or would like to develop, and career opportunities and patterns within the organization where those competencies could be put to use in a manner that these students would find optimally satisfying and fulfilling

Acceptable / Ideal Target : Students will be able to use the knowledge in meaningful ways resulting in purposeful self-managed careers.

Data and Resources : Career Conversation Session

A Career Conversation Worksheet will be used to allow students to reflect on session.

A Career Conversation Rubric will be used to assess students' knowledge as a result of engaging with professionals and related activities in career conversation sessions.

Implementation Plan (timeline) : Fall 2017 and Spring 2018

Primary Contact and Additional Personnel : Bascillia Toussaint

Findings for Career Conversation Rubric

Summary of Findings :

OVERVIEW

- 143 students participated in career conversations offered in Fall 2017 and Spring 2018.
- Each career conversation was a casual discussion where professionals engaged with a group of students regarding students' career goals and how they can help foster the achievement of those goals.

- All workshops were advertised via NACELink SYmplicity, at on-campus events, and via email, flyers and Social Media (Instagram, Twitter and FaceBook) to all currently registered students.
 - Students were encouraged to RSVP and on the day of the activity all attendees were required to sign the attendance sheet.
 - Sample attendance, reservation, Career Conversations Rubric, Career Conversations Worksheet are attached.
 - Companies represented include BASF, Bronx Element Strategies, Exit Realty, Fedcap, KPMG, Little African Stars Foundation, Mediapost.com, Mental Health Association of NYC, Mount Sinai Hospital, NBC Sports, Northwestern Mutual, TD Bank, Verisk, White House Office of Intergovernmental Affairs.
 - Industries represented include, Media, Technology, Accounting, Real Estate, Healthcare, Finance, Human Resources, Public Health, Government, Entrepreneurship, Social Justice, Advocacy, Public Service and Social Services.
 - According to Chart #1, the top majors represented were Health Sciences, Business Social Science, Technology and Liberal Arts. Chart #2 illustrates class standing with more than half of the participants representing juniors, seniors and recent alumni.
- NOTE: Charts #1 and #2 attached,

UNIT GOAL:

As a result of participating in Career Conversation sessions students will gain knowledge about employers' expectations and work environments, explore career options, expand professional network, and strengthen future applications.

Objective 1:

As a result of participating in Career Conversations 80% of the students will learn about the skills and knowledge required for

effective performance in future roles

Outcome:

After participating in the career conversation an average of 83% of the students assessed had advance knowledge of the skills and knowledge required for the effective performance in future goals. Data for the respective categories include Task and Responsibilities [81.1%]; Work Setting [86.7%]; Education and Training [84.6%]; Career Related Qualities and Skills [81.1%].

Supporting data for objective 1:

TABLE # 1 - DEFINITION OF ROLE PRESENTED

Definition Student was able to provide a solid overview of his/her understanding of the role discussed.

[100%] Student was able to provide a brief overview of his/her understanding of the role discussed.

[0%] Student had difficulty in articulating his/her understanding of the role discussed.

[0%] Student had difficulty in articulating his/her understanding of the role discussed.

Table #2 - DESCRIPTION OF CAREER

Description of Career

- Task and responsibilities

Detailed description of the job is provided.

Information on job responsibilities is given

[81.1%] Partial description of the job is provided along with some job responsibilities.

[9.1%] Very little description and job responsibilities provided.

[9.8%] Very little description and job responsibilities provided.

Table #3 - WORK SETTING

Work Setting Student was able to provide comprehensive list of related strengths needed to excel in this role.

[86.7] Student provided partial list of related

strengths needed to excel in this role.

[3.5%] Student provided one or less related strengths needed to excel in this role.

[9.8%] Student provided one or less related strengths needed to excel in this role.

Table #4 - EDUCATION AND TRAINING

Education and Training

- Type and amount of education/training needed

- How long will it take?

[84.6%] Student provided detailed description of the education/training requirements – degrees, certificates, licenses or other special requirements.

[7%] Student provided detailed description of the education/training requirements including degrees but applicable certificates, licenses or other special requirements were left out.

[8.4%] Very little description of the educational/training requirements provided.

Table #5 - CAREER RELATED QUALITIES AND SKILLS

Career Related Qualities/Skills

- Hard skills required

- Qualities required

[81.1%] Student provided a comprehensive list of skills and qualities required for the position.

[8.4%] Student provided partial list of skills and qualities required for the position.

[10.5%] Very little information was provided on skills and qualities required.

Table #6 - CAREER ADVICE

Career Advise

- Career advice as take away to be applied to students very own career journey

[87.4%] Student was able to list 2 or more career advise as takeaways from this session

[5.6%] Student was able to list at least one career advise as takeaways from this session

[7%] Student did not provide any career

advise as takeaways from this session

Chart # 3 Overall Level of Knowledge:
84.6% of the students were advance or proficient while 15.3% were basic in their overall level of knowledge after completing the career conversation. Chart #3 is attached

Results :

Acceptable Target Achievement: Exceeded

Recommendations for
Future Action :

CEDC's goal of ensuring every student has a cold career plan can serve as a reliable roadmap to get students to wherever they would like to go. It's very rare that someone will simply fall into their dream job. Most commonly, it takes years of planning, work and even a little bit of luck to learn what it takes to get into the career of one's dreams. By isolating exactly what is required to get into a particular profession, students' chances of success are much higher. The career conversations allowed students to:

1. Know what skills and responsibilities to look for in a job
2. Identify and gain the skills and training needed to take on more responsibility
3. Understand where a specific job or responsibility fits into their overall career path plans
4. Look at a situation within a larger context and better evaluate career options
5. Move in a career direction that is designed to meet their lifestyle, interest and goals

Based on the sample of 143 students who completed the career conversations overall level of knowledge was advanced and surpassed the set goal of 80% for each category assessed. These results validate the need to continue to actively engage students in their career exploration process in order to demonstrate work readiness and prior

relevant experience to prospective employers.

University Goal - University Goal (University goal(s) to which the unit's goal(s) and objectives are related):

CUNY will be an engine of economic development, connecting with workplace partners to ensure that students are prepared for successful careers and leadership in the knowledge-based economy (from Connected-CUNY)

Student Affairs Goal - Student Affairs goal(s) to which the unit's goal(s) and objectives are related):

Goal 2.2: Enhanced Student Success - Strengthen academic resources and student support services (from Achieving the Vision)

Divisional Priority - Develop Globally Minded Students

Increase knowledge of social, cultural and political perspectives and how a student contributes to an ever-evolving global society as a leader and responsible citizen.

Outcome : 80% of the students will be able to clarify their career goal(s) to match with their values, motivations and abilities.

As a result of participating in Career Conversations 80% of the students will be able to articulate their career goal(s) in order to design an action plan for moving forward.

▼ **Measure :** Career Conversation Rubric

Detailed Description of Plan :

Research supports what is widely known among career services professionals that preparing students for their careers will be highly predictive of their engagement in both career and academic planning. According to Blustein, 1997, "As individuals explore, they also gain greater levels of competence, and they may be able to experience an increasing feeling of "ownership" of their adaptive career behaviors and attitudes. Developing a capacity to explore one's environment and one's own internal psychological experiences, especially early in one's career, may offer a unique advantage in an era of rapid social and economic change. One of the most important outcomes of career exploration is improved occupational decision making. Exploration generates useful information about oneself and alternative occupations, thus helping individuals make the right occupational decisions at any point in their careers."

A career conversation is a casual discussion where professionals engage with a group of students regarding students' career goals and how they can help foster the achievement of those goals. Career conversations set the stage for students to clarify goals and set plans. This result is intended to benefit students to help them articulate their own career aspirations, the competencies that they possess or would like to develop, and career opportunities and patterns within the organization where those competencies could be put to use in a manner that these students would find optimally satisfying and fulfilling

Acceptable / Ideal Target :

80% of the students will be able to clarify their career goal(s) to match with their values, motivations and abilities.

Data and Resources :

Career Conversation Session

A Career Conversation Worksheet will be used to allow students to reflect on session.

A Rubric will be used to assess students' knowledge as a result of engaging with professionals and

related activities in career conversation sessions.

Implementation Plan
(timeline) :

Fall 2017 and Spring 2018

Primary Contact and
Additional Personnel :

Bascillia Toussaint

Findings for Career Conversation Rubric

Summary of Findings :

Outcome:

Chart #4 - ABILITY TO CLARIFY CAREER GOALS

After participating in the career conversation 96.5% of the students were able to clarify their career goals by specifically identifying their respective careers by profession and designed an action plan for moving forward.

Chart #5 - CAREER INSIGHT

96.5% of the students reported that the session they attended gave them insight into their very own career preparation/aspirations.

NOTE: Chart #4 and #5 attached

Chart #6 - Some of the insights reported include:

"It confirmed that I am in the right place. His story confirmed to me to stop holding myself back for fear of the unknown"

"He was able to answer questions I had about entering the field"

I am definitely interested in this path and will pursue internships/jobs to explore the field"

"This session gave me a better understanding of my career"

"The ability to prepare and apply oneself. The motivation to research, to seek knowledge

and be able to demonstrate skills learned"

"Helped me understand what other industries look for and the perspective of a recruiter hiring employees"

"I feel inspired and energized to pursue my dreams after listening to Michelle"

"I acquired a lot of information unknown to me until today"

"Definitely piqued my interest in the field"

"It gave me the chance to work on my weaknesses"

"I now know all the credentials and experience I need to take the CPA exams"

"These are real people in real careers. They are not robots!!!"

"This session has taught me to keep my eyes and ears on everything"

"Tailor my resume for the positions I really want"

"Clarified what I need to do to excel in my career"

Results :

Acceptable Target Achievement: Exceeded

Recommendations for
Future Action :

CEDC's goal of ensuring every student has a cold career plan can serve as a reliable roadmap to get students to wherever they would like to go. It's very rare that someone will simply fall into their dream job. Most commonly, it takes years of planning, work and even a little bit of luck to learn what it takes to get into the career of one's dreams. By isolating exactly what is required to get into a particular profession, students'

chances of success are much higher. The career conversations allowed students to:

1. Know what skills and responsibilities to look for in a job
2. Identify and gain the skills and training needed to take on more responsibility
3. Understand where a specific job or responsibility fits into their overall career path plans
4. Look at a situation within a larger context and better evaluate career options
5. Move in a career direction that is designed to meet their lifestyle, interest and goals

Based on the sample of 143 students who completed the career conversations overall level of knowledge was advanced and surpassed the set goal of 80% for each category assessed. These results validate the need to continue to actively engage students in their career exploration process in order to demonstrate work readiness and prior relevant experience to prospective employers.

University Goal - University Goal (University goal(s) to which the unit's goal(s) and objectives are related):

CUNY will be an engine of economic development, connecting with workplace partners to ensure that students are prepared for successful careers and leadership in the knowledge-based economy (from Connected-CUNY)

Student Affairs Goal - Student Affairs goal(s) to which the unit's goal(s) and objectives are related):

Goal 2.2: Enhanced Student Success – Strengthen academic resources and student support services (from Achieving the Vision)

Divisional Priority - Develop Globally Minded Students

Increase knowledge of social, cultural and

political perspectives and how a student contributes to an ever-evolving global society as a leader and responsible citizen.

Substantiating Evidence :

 Career Conversation Rubric (Microsoft Word)

 Career Conversation Worksheet (Microsoft Word)

 CEDC Assessment Project 2017/2018 (Word Document (Open XML))

This is the full report with supporting data graphs and charts.

 Employer Prep Sample (Word Document (Open XML))

 Sample Student Advertisement (Adobe Acrobat Document)

This is an example of a typical event advertisement to students.

Overall Reflection

USING RESULTS FOR IMPROVEMENT AND IMPLEMENTING CHANGE

Planning for life after college is challenging for most students because most often they do not have a realistic picture of the options available to them. Research supports what is widely known among career services professionals that preparing students for their careers will be highly predictive of their engagement in both career and academic planning. The ultimate goal is to positively impact students' career decision making, self-efficacy, career commitment, and career maturity. The data presented above overwhelmingly supports CEDC's drive to impact as many students as possible. The data will be used to continue to model best practices that can assist students to:

- Engage in the development of their career goals and how they can help foster the achievement of those goals
- Articulate their own career aspirations, the competencies that they possess or would like to develop

- Learn about career opportunities and patterns within the organization where those competencies could be put to use
- Make informed choices of a major(s) that is related to their interests and career aspirations
- Apply skills from academics and co-curricular activities (ie., clubs, professional associations, leadership) to the workplace and continue their development of soft skills (ie., communication, multi-tasking, critical thinking and time management)
- Understand the requirements of their chosen career and how to seek opportunities
- Engage in lifelong learning and be resilient when changes in personal, professional and economic changes occur

GOAL FOR AY 2018/2019

Due to the impressive feedback and success of the career conversation program, CEDC will set the goal for AY 2018/2019 at 20 offerings. To meet that goal and to diversify the offerings, each professional staff will be encouraged to set up 3 career conversations for the said year.

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Operational Plan

Mission Statement

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

Action Details:

Due to the impressive feedback and success of the career conversation program, CEDC will begin to offer them as part of our regular programming and set the goal for AY 2018/2019 at 20 offerings. To meet that goal and to diversify the offerings, each professional staff will be encouraged to set up 3 career conversations for the said year.

Implementation Plan:

This action will be implemented for AY 2018/2019

Key/Responsible Personnel:

Bascillia Toussaint in collaboration with 4 career counselors and one Internship Coordinator

Measure:

At the completion of each session, every student will be required to do a reflection by completing the Career Conversation Worksheet. Respective career counselor will review and address needs of student if needed and encourage student to create an action plan to work towards accomplishment set goals.

Budget Approval/Request:

Each presenter will receive a CEDC mug - \$374 for 72 mugs, pen and Employer Relations brochure. The goal is to tap into the company of the presenter for future collaborations. Tea/coffee and cookies need for each

event - \$50 per session

Actions

Last Modified: 06/01/2018 03:55:46 PM EDT

Assessment Findings

Finding per Measure

Community Engagement Outcome Set (prior draft)

Lehman L.I.F.E. - Positive Social Change

Lehman L.I.F.E. participants will explore social issues through meaningful direct service that is supplemented with training and reflection. Students will be able to gain the skills and knowledge needed to collaborate with others to create positive social change.

Outcome : Thinking Critically about Social Issues

As part of the Lehman L.I.F.E. program students travel to other communities where they work alongside local residents to address pressing needs. As students immerse themselves in meaningful direct service, they become more educated about social issues. Students that participate in the program will become active citizens who think and act critically around the root causes of social issues.

▼ Measure : Reflective writing that will be assessed with a rubric

Detailed Description of Plan :

The Lehman L.I.F.E. alternative break program supports service opportunities for students by creating awareness of need in communities around the world and fostering action through volunteer work. Students that participate in the program travel to communities outside of New York City to perform community service efforts and aid other communities in their own sustainability. As published in the Journal of Higher Education Outreach and Engagement, these service learning trips "immerse students in direct service and education, resulting in the creation of active citizens who think and act critically around the root causes of social issues."

Using reflective writing and a rubric we will focus on assessing this result by evaluating the following areas. Their:

- Ability to demonstrate knowledge of relevant

social issues and their root causes.

- Ability to demonstrate knowledge of concepts of social justice, including power, privilege, oppression, and difference.
- Ability to cultivate mutual relationships with people of diverse backgrounds and identities on campus and in communities.
- Ability to integrate academic experiences with community engagement.
- Ability to practice reflective thinking.
- Ability to share information with others about social issues.
- Ability to demonstrate that they have gained the tools needed to become engaged in community efforts and act on social issues throughout their lives.

After their trip, students will answer a series of question and we will use the Branch Out Assessment Rubric which was originated by the College and William and Mary and published in the book Working Side by Side : Creating Alternative Breaks as Catalysts for Global Learning, Student Leadership, and Social Change.

Acceptable / Ideal Target :

Acceptable Target: 80% of participants will have reflective writing samples that demonstrate their ability to think and act critically around the root causes of social issues.

Ideal Target: 100% of participants will have reflective writing samples that demonstrate their ability to think and act critically around the root causes of social issues.

Data and Resources :

Tool: Branch Out Assessment Rubric from the College of William and Mary
Source: Working Side by Side : Creating Alternative Breaks as Catalysts for Global Learning, Student Leadership, and Social Change by Shoshanna Sumka, Melody Christine Porter, Jill Piacitelli, and Tanya O. Williams

Implementation Plan (timeline) :

September 2017 - May 2018

Primary Contact and Additional Personnel :

Jenny Landsman and Amanda Dubois-Mwake

Supporting Attachments :

📎 Branch Out Assessment Rubric (Adobe Acrobat Document)

📎 Reflective Writing Prompts.pdf (Adobe Acrobat Document)

Findings for Reflective writing that will be assessed with a rubric

Summary of Findings :

As part of the Lehman L.I.F.E. program students traveled to other communities to help address pressing social needs. The expectation was that as students worked alongside local residents, immersing themselves in direct service, they would become more educated about social issues. Studies show that students immerse in direct service are able to think and act critically around the root causes of social issues. Students that are able to think and act critically demonstrate a set of abilities that fall under the following topics:

Topic: Social Issue & Root Causes

Topic: Social Justice, Power, Privilege and Oppression

Topic: Mutual Relationships with People of Diverse Backgrounds

Topic: Integrating Academic Experiences with Community Engagement

Topic: Reflective Thinking

Topic: Sharing Information

Topic: Gaining Tools to Become Engaged Throughout Lives

We focused on assessing these abilities by using the Branch Out Assessment Rubric, which was originated by the College of William and Mary. The rubric includes, reflective writing prompts for each of the abilities. For the survey, instead of listing the abilities, the topic that corresponded was

listed along with the prompt questions associated with it.

For each topic a student could score 1-3 points for a maximum total score of 21 points. Students who scored 80% or higher, were considered to have demonstrated the ability to think and act critically around the root causes of social issues. The acceptable target was to have the combined mean percentage for all students who completed the survey to be 80% or higher. All figures for this assessment can be found in the PDF Figures for Thinking Critically about Social Issues.

The survey was distributed to students once they completed their Lehman L.I.F.E. trip. In total 19 students who traveled to Apopka, Florida (Apopka) and Jinotega, Nicaragua (Jinotega) completed the survey. As seen in Figure 1, the acceptable target for this assessment was met as the combined mean percentage was 80%.

As seen in Figure 2, the combined mean score for each topic was 2 or higher. The highest combined score was for the topic Mutual Relationships with People of Diverse Backgrounds, the score was about 2.7. In their responses for this topic, students were able to discuss in fine detail how their life experiences differed from those of their team members and the community in which they completed service. Students also wrote about how their experiences changed how they perceived themselves, since it showed them that they had the strength and ability to tackle social issues. One student wrote “this experience change me as a person because I didn't realize the power that I had as an individual” and another student wrote “I hope to...be a voice for those who can't defend themselves.”

The combined score was also high for the topics Social Issues and Root Causes and Reflective Thinking, both topics had a combined score of 2.58. For the topic Social Issues and Root Causes students were able to identify the social issues affecting their service trip communities, as well as connecting these issues to their overall experiences on the trip. One student, from the Jinotega group, identified the lack of health care as an issue even with efforts of the Nicaraguan government, “individuals living in rural communities like Jinotega often struggle with having adequate access to health care resources...Despite the effort made by the Nicaraguan government to ensure every geographic department had at least the minimum number of health care facilities, this effort was not enough to sufficiently treat individuals in rural areas.” In the Apopka group, one student discussed the connection between the current political climate and the immigrant community, “we are in a political climate that is targeting the immigrant community and I was able to see how it is affecting the lives of young and older immigrants directly. I was able to personally understand how the laws and inequalities in the U.S and particularly Apopka are affecting the individuals in Florida.” For the topic Reflective Thinking students were able to discuss the benefits of the reflection sessions during their service trip. Students were also able to address how taking time to reflect in other areas of their lives could be beneficial. One student wrote “group reflections helped to broaden my perspectives and see the experience in ways I never would have on my own. It shun light on issues and details I overlooked...these reflections are applicable in all parts of my life as they contribute to my understanding of the world, the issues in it, and how I wish to make change.”

On the other side, the lowest combined score was for the topic Gaining Tools to Become Engaged Throughout Lives, the combined score for this topic was 2.11. For this topic, while students were able to identify how they would stay connected to the social issues, they had a more difficult time identifying concrete actions that they had taken or could take, to continue to address the issues. Although this did not apply to all students, for example a student in the Apopka trip discussed starting a club and joining AmeriCorps in Florida to fight alongside the Farmworkers Association. It would be interesting to explore why some students were able to identify actionable items and others not.

As seen in Figure 3, on the individual group level for most of the topics the scores were similar between the groups. However, the scores were not on par for the topic Social Justice Power Privilege and Oppression. The Apopka group scored a 2.5, while the Jinotega group scored a 2.09. The Apopka group was able to better define the concepts of social justice, power, privilege and oppression, while connecting the concepts to their lives and service trip experience. For example, after defining the concepts one student wrote, “we saw oppression in the lack of respect some farm owners have for the farm workers in terms of pay and how much labor they extort out of these hard working people.” The Jinotega group was unable to define the concepts, with some of the group members indicating that the concepts did not apply to their service trip. This may be due to how the concepts were explored during their team meetings. Both of the groups may benefit from a more structural model that properly defines the concepts and helps the students establish a connection to their service trips.

While a more structure curriculum could be introduced into the program, overall the student's writing shows the positive impact in their lives of completing a Lehman L.I.F.E. service trip. The student's reflective writing demonstrated that they are able to think and act critically around the causes of social issues. As one student wrote immersing themselves in direct service, learning from the host community, helps them realize that they can "fight for those who cannot fight for themselves".

Results :

Acceptable Target Achievement: Met

Recommendations for
Future Action :

Using these findings, a formal social advocacy curriculum can be established and assessed for the Lehman L.I.F.E. Program. The curriculum would focus on defining concepts and exploring a wide variety of causes that lead to social issues. The curriculum could act as a building block for all programs, and based on the location of the trip the curriculum could be customized. An assessment could then be created to compare student's ability to think and act critically about social issues pre and post curriculum.

Substantiating Evidence :

 Figures for Thinking Critically about Social Issues (Adobe Acrobat Document)

Outcome : Agents of Positive Social Change

Students that complete the Lehman L.I.F.E. program will gain the skills and knowledge that are needed to become agents of positive social change.

▼ **Measure :** Pre and Post Program Survey

Detailed Description of Plan :

The Lehman L.I.F.E. program aims to act as a catalyst of social action by helping students gain the skills and knowledge needed to promote positive social change in their communities. The Walden University social change module defines positive social change as a “deliberate process of creating and applying ideas, strategies, and actions to promote the...development of...communities... Positive social change results in the improvement of human and social conditions.” Using the Skills You Need training module and the Walden University social change module and impact report, this measure will focus on assessing the program's impact on the following areas: interpersonal skills, emotional intelligence and social change knowledge.

Interpersonal skills enable people to work effectively with others. This skill set is vital in all areas of life and a necessity when promoting positive social change. For this measure we will focus on the following interpersonal skills:

- Communication Skills: The ability to clearly convey information to others.
- Teamwork Skills: The ability to efficiently and effectively work with others in a team or group.

We will also focus on measuring emotional intelligence, which is the ability to identify and manage your own and other's emotions. This includes self-awareness, empathy, self-regulation and social skills.

On the knowledge side, we will explore the students' understanding of positive social change, its importance and their perceived role in its advancement. Overall we will examine their attitudes, behaviors and motivations as it relates to

positive social change.

This measure will consist of the same pre and post survey, that was created using the interpersonal skills training, social change module and impact report mentioned above. The pre-survey will be completed on the first day of the program and the post survey will be completed at the end of the program.

Acceptable / Ideal Target :

Acceptable Target: 80% of program participants will demonstrate the skills and knowledge needed to promote positive social action.

Ideal Target: 100% of program participants will demonstrate the skills and knowledge needed to promote positive social action.

Data and Resources :

Pre and post program survey

Implementation Plan (timeline) :

September 2017 - May 2018

Primary Contact and Additional Personnel :

Jenny Landman and Amanda Dubois-Mwake

Supporting Attachments :

 Survey Lehman L.I.F.E. 2017 - 2018_Positive Social Change Agents (Adobe Acrobat Document)

Findings for Pre and Post Program Survey

Summary of Findings :

As mentioned in the Methods section, using a pre and post survey, this assessment focused on determining if students that completed the program gained the skills and knowledge necessary to become agents of positive social change. Using the Skills You Need training module and the Walden University social change module and impact report, a list of the following skills and knowledge was established: interpersonal skills, emotional intelligence and social change knowledge.

Focus: Interpersonal skills enable people to work effectively with others, the focus was

on listening, communication and teamwork skills. Emotional intelligence determines someone's ability to identify and manage their own and other's emotions, the focus was self-awareness, empathy, self-regulation and social skills. For social change knowledge the focus was students' understanding of positive social change and their perceived role in its advancement.

Students completed an identical pre and post self-assessment that explored these skills and knowledge. In total, 29 students completed the assessment. The acceptable target was met as over 85% of students demonstrated these skills and knowledge. Figures can be found in the PDF Figures for Agents of Positive Social Change Assessment.

Starting with the listening skills section, Figure 3a, there was a 13% increase on the number of students who reported rarely interrupting the speaker to immediately make a point instead of listening. There was a 10% increase on the number of students who reported often or always using positive gestures and facial expressions, like nodding their heads, when listening to others to show interest. Finally, there was a 7% decrease on the numbers students who reported to always keeping their arms and legs crossed while listening to others.

On the communication section, Figure 6a, there was a 12% increase on the number of students who reported always being able to restate the essence of what others have communicated. There was also a 14% increase on the number of students who reported often or always varying the tone, volume and pitch of their voice according to the conversation. Finally, there was a 1% increase on the number of students who reported always being able to express their ideas clearly.

On the emotional intelligence section, Figure 9a, there was an 8% increase on the number of students who reported never avoiding a difficult conversation or confrontation. There was an 18% increase on the number of students who reported often or always being able to tell how others feel about each other in a group setting. There was also a 12% increase on the number of students who reported often being confident about their existing skills and abilities and willing to learn new ones. On the other side, there was an 11% increase on the number of students who reported rarely being able to avoid getting angry when discussing disputes with others.

On the teamwork skills section, Figure 12a, there was a 13% increase on the number of students who reported always participating in a group setting. There was a 16% increase on the number of students who reported emerging as leaders, often selected by peers or others in a group setting. There was also a 10% increase on the number of students who reported often or always feeling comfortable and confident in a group setting. There was, however, a 19% increase in the number of students who reported often and always dominating a group and doing the majority of the talking.

On the social change section, we started with social change perception, Figure 15a. In this area there was an 8% increase on the number of students who agreed that they could make the world a better place. There was a 1% increase in the number of students who strongly agreed that a person's involvement with positive social change today contributes to changes that will improve people's lives in the future. However, there was a 7% increase on the number of students who strongly agreed that engaging on positive social

change is a waste of time.

On social change engagement, Figure 18a, there was an 11% increase on the number of students who reported very often educating others about a cause or issue. There was an 18% increase on the number of students who reported often or very often participating in volunteer work or service. There was a 26% increase on the number of students who reported expressing an opinion on a positive social change by posting a comment on a blog or other medium. There was a 24% increase on the number of students who reported often or very often attending a political rally, speech or protest, a 27% increase on students who signed an online or written petition and a 19% increase on students who donated money, goods or services. The biggest increase was a 29% in the number of students who reported organizing or uniting friends or neighbors to work together for a cause.

On social change satisfaction, Figure 21a, 7% of students reported being satisfied with the frequency that they are engaged in positive social change activities. 8% of students reported being satisfied or very satisfied with how much they are helping to improve the lives of individuals and communities. Finally, 24% reported being satisfied or very satisfied with the availability of opportunities to be involved in positive social change activities.

While students demonstrated being more engaged in positive social change and satisfied with their level of engagement, there was a decrease on the level of impact, Figure 24a, that students felt they were having on society. There was a 19% decrease on the number of students who reported feeling that they can change behaviors of others to improve people's lives.

Overall, the program supports students becoming agents of positive social change with the biggest increase seen in the amount of social engagement completed by students. However, there were decreases in some areas. Since this is a self-assessment, the increases in some of the reporting of negative behaviors, like students reporting dominating group conversations, could be due to an increase in self-awareness. The next step to this could be exploring what happens once self-awareness has been reached, this could mean exploring the actions students take to correct negative behaviors. On the aspects of social change, the current state of our country and its political climate could be contributing to some of the negative perceptions. For example, the decrease on the number of students who believe they can change other people's behaviors could be linked to this. As students demand and work for positive social change, but see no change, students may find themselves feeling helpless and may conclude that behavior of others cannot be changed. If this is the case, then a push for a model for instilling perseverance on our students should be explored.

Results :

Acceptable Target Achievement: Met

Recommendations for

Focusing on the large increase of social engagement reported by students, a further study could be done to assess how this new drive for social engagement has impacted our local community. The study can explore, how students are implementing their new drive for social engagement and what they learned from their host community to benefit their local community. The assessment can also look into how long after the program do students continue being engaged and can students become engaged for life.

Future Action :

Substantiating Evidence :

 Figures for Agents of Positive Social Change (Adobe Acrobat Document)

Overall Reflection

No text specified

Last Modified: 06/29/2018 11:54:03 AM EDT

Assessment Findings

Finding per Measure

Counseling Center Outcome Set 1

Goal 1 Personal Development

Students who attend counseling will develop personal life skills that contribute to an enhanced sense of self, well-being and resilience so as to cultivate satisfying and productive lifestyles.

Outcome : Outcome 1.1 Intrapersonal Attributes and Competencies

During the directed interview of the triage screening students will develop an awareness of their psycho-emotional experience. They will be able to identify; their coping skills, their social supporters and their psychosocial needs.

▼ Measure : Triage Screening Assessment

Detailed Description of Plan :

The Counseling Center created new procedures for serving the needs of Lehman students for the 2016-17 academic year. We instituted a Triage Screening Procedure. This new service allows students to be seen immediately and assessed for need for services. Students come in and request services:

- They are told they will have a short 20 minute screening process
- o Students complete paperwork and then are questioned by a counselor
- o These questions are more directive and employed Motivational Interviewing (MI) and Solution Focused Brief Therapy (SFBT) techniques.
- This is meaningful, measurable and evidence-based
- Students are told this is a screening counselor from the beginning and they will be matched with an appropriate counselor to meet their needs
- o We hope this helps with engagement as the students feel they are being heard and matched purposefully

- Students are assessed for suicidal ideation (SI) /homicidal ideation (HI) using the CCAPS-34 (a psychometric test designed by Penn State and used a Counseling centers nationwide)
 - o If they are positive at all for SI/HI they are seen for a Crisis Intervention Session and will not be eligible for this assessment survey.

At the beginning of the appointment subsequent to the Screening appointment, students will be given a short 10 question survey. The survey will have 6 multiple choice rating questions and a brief reflection essay. The survey will also contain a repeat of the Likert- type Distress Rating scale given to them at screening. Students can also self select to being interviewed instead of completing the survey.

The survey will allow them to rate the screening process and display what they learned about themselves, their stress reactions and coping resources.

Acceptable / Ideal Target : N= 50 students

Acceptable target: 60% of students can identify at least one coping skill, 1 social supporter and clearly state their need.

Ideal target: 80% of students can identify at least one coping skill, 1 social supporter and clearly state their need.

Data and Resources :

Data will be collected on paper and the survey will not have identifying PHI. Surveys will be labeled with a survey number. Students will give demographic information.

Surveys will be collected and stored by Ingrid Hiraldo in a manila envelope in her locked filing cabinet.

Costs are for copying and will be minimal.

Implementation Plan (timeline) :

We will try to have 25 students in the fall and 25 students in the spring semester complete the survey. 50 students is 10% of our population. The front desk staff will give students the option of

completing the survey when they check in for their first Consultation appointment.

Primary Contact and
Additional Personnel :

Primary contacts are Megan Wilen, LCSW and Ingrid Hiraldo, BS.

Supporting Attachments :

 Screening survey (Word Document (Open XML))

Findings for Triage Screening Assessment

Summary of Findings :

We hypothesized that students will be able to identify their coping skills, their social supporters and their psychosocial needs. There was a total of 53 students who participated in a 10 question survey. Six of the questions were on a 5 rating Likert scale and the last 4 questions were brief reflection essays. Three of the essays were scored based on the number of needs/coping skills/people in their support team, the students were able to identify. The final essay which asks about the students overall feeling about the screening process were read and scored as 1= good, 2= bad, and 3= neutral. The average response for question 10 was 1.66 (good) with a SD=.915.

In order to determine if any of the questions had significant responses a chi-squared test was run as well as the crosstabs to allow researchers to see if there was a correlation between each question and gender identity, race/ethnicity, sexual orientation, or class rank. Sexual orientation and gender identity did not have any effect on any of the responses and the responses for class rank have been omitted because more than half of the participants did not answer this question.

For question one; "he screening appointment made me feel like I got my needs addressed right away", 57.9% of African

American/Black/Caribbean students responded absolutely, 66.7% of Hispanic/LatinX students responded average, 50% of White/AngloAmerican students responded definitely not, 66.7% of Asian American students responded not quite, and 6.7% of Mixed students responded average. $X^2(16, N=49) = 52.16, P < .01$.

For question two, "The screening appointment made me feel heard/validated", 53.6% of African American/Black/Caribbean students responded absolutely, 66.7% of Hispanic/LatinX students responded better than average, 100% of White/AngloAmerican students responded not quite, 7.7% of Asian American students responded not average, and 7.7% of Mixed students responded average. $X^2(16, N=49) = 56.36, P < .05$.

For question six, "I felt I was provided with the resources to cope with my concern after the screening appointment", 50% of African American/Black/Caribbean students responded better average, 58.3% of Hispanic/LatinX students responded absolutely, 10% of White/AngloAmerican students responded average, 33.3% of Asian American students responded not quite, and 8.3% of Mixed students responded absolutely. $X^2(20, N=47) = 32.84, P < .05$.

For question 10; "My feelings about the screening process are", 51.9% of African American/Black/Caribbean students responses were good, 76.9% of Hispanic/LatinX students responses were neutral, 7.7% of White/AngloAmerican students responses were neutral, 7.7% of Asian American student responses were neutral, and 50% of Mixed students responses were bad. $X^2(8, N=42) = 18.87, P < .016$.

The majority of Black and Hispanic students feels like their needs were addressed right away and that they were provided with the resources to cope with concerns.

Additionally, Black students had a better response to the triage process as a whole.

Results :

Acceptable Target Achievement: Met

Recommendations for Future Action :

Continue to refine triage process to meet the needs of all students well.

Substantiating Evidence :

 Triage Results Charts (Word Document (Open XML))

Charts with raw data from screening evaluation.

Outcome : Outcome 1.2 Intrapersonal attributes and competencies

During the directed triage screening students will identify their level of overall distress before and after the screening interview.

Measure : Distress scale

Detailed Description of Plan :

In the Screening paperwork we ask students to rate their level of distress using a 10 point Likert rating scale. We ask them verbally to rate their level of distress at the end of the Screening session as well. We use their second rating as motivation for change (using Motivational Interviewing techniques). We will also ask students their level of distress on the survey when they check in for their Consultation appointment (the appointment after the Screening appointment). Comparison between

| | |
|--|---|
| Acceptable / Ideal Target : | <p>the three scores will be made.</p> <p>Acceptable target: 50% of students will rate less stress from the 1st to the 3rd rating.</p> <p>Ideal target 70% of students will rate less stress from the 1st to the 3rd rating.</p> <p>Some students may not be able to decrease stress rating due to life circumstances.</p> |
| Data and Resources : | We will use a 10 point Likert-rating scale to rate stress pre-session, post-session and longitudinally post-session. |
| Implementation Plan (timeline) : | <p>This will be ongoing with each client throughout the school year.</p> <p>Longitudinal-post (n=50) will only be done for students who consent to the survey. All students who have a triage screening appointment will have pre/post (n= 100).</p> |
| Primary Contact and Additional Personnel : | Primary contact is Megan Wilen, LCSW, all counselors and interns will use these measures in session. |

Supporting Attachments :

 Concern Scale (Word Document (Open XML))

Findings for Distress scale

Summary of Findings :

We hypothesized that students reported stress would decrease 50% between the first to the third rating. During the triage appointment students were asked to rate their level of distress using a 10 point Likert scale, then again asked to verbally rate their distress at the end of their session. Additionally, students were asked to rate their level of distress on the Screening Survey when they checked in for their Consultation appointment. The average triage distress score is 7.02 with SD= 2.83. The average reported stress score at the end of the sessions is 6.22 with SD=1.41 and the

average distress score before the consultation appointment is 7.12 with SD=2.12. The percent change between initial distress and distress at the end of the initial session is 6.12% with the most common response at the end of the initial session being a 6. The Percent change between initial distress and distress at the beginning of the Consultation appointment is -.08 % and the most common response at the beginning of the Consolation appointment being 7.

It appears as that students are significantly less distressed at the end of their triage appointments. However, due to many of their life circumstance students are still in a significant amount of distress between their first and second appointments.

Results :

Acceptable Target Achievement: Not Met

Recommendations for Future Action :

The process of the initial screening decreased students' stress by 6%. This change did not significantly affect their overall level of distress due to the dynamic nature of their lives. This does show that counseling has an immediate (if short-term) ameliorating effect. In the future we should observe the overall change in stress from initial appointment through end of treatment. Our Assessment Plan for the 2018-2019 academic year will assess and analyze changes in distress and symptoms over the course of treatment.

Substantiating Evidence :

 Likert scale results (Excel Workbook (Open XML))

The raw data and results of stress rating on a 10-point Likert scale at 1)pre-triage, 2)post-triage, 3)follow-up appointment.

Outcome : Outcome 1.3 Cognitive Complexity

Students will examine their experience during the directed triage screening session. they will assess the effectiveness of the triage screening session as an initial aspect of mental health treatment. They will identify if they felt heard, cared for, treated with dignity and respect and their needs valued. This is an experiential learning tool, if they access services outside of the college environment they will know what to expect.

▼ **Measure : Qualitative Interview**

Detailed Description of Plan :

Students will self-select to be part of a 10 minute qualitative interview about the Triage Screening process. These students will be interviewed by Dr. Lucinda Bratini and asked questions about their experience with the Screening and what they learned about themselves, their metal health, their social supporters, and accessing services. These responses will be coded using a rubric. Interviews will all be given by the same staff member to reduce bias. Students will be diverse and representative of the Counseling Center client demographics.

Acceptable / Ideal Target :

Acceptable target: 10 students will be interviewed and will be able to speak about 3 things they learned.

Ideal target: 12 students will be interviewed and will be able to speak about 3-5 things they learned.

Data and Resources :

Standardized interview questions will be provided to interviewer, Dr. Lucinda Bratini. All interviews will be recorded. No PHI will be provided but demographic data will be recorded. Interviews will be coded using a rubric. Recording will take place on an ipad. the counseling center currently has two ipads for use.

A Kindle Fire tablet will be raffled. The Counseling Center purchased one this year for this purpose.

Implementation Plan (timeline) :

Students will identify their agreement to participate when they return to their consultation

appointment. No negative consequences of non-participation will occur. students will be incentivized and told they will be in a raffle for a Kindle Fire tablet if they participate. Ideally half of the students will participate from the fall semester and half from the spring semester.

Primary Contact and
Additional Personnel :

Primary contact is Dr. Lucinda Bratini and the front desk staff of the Counseling Center.

Findings for Qualitative Interview

Summary of Findings :

We hypothesized that during a qualitative interview students will be able to assess the effectiveness of the triage process by identifying if they felt heard, cared for, treated with dignity and respect and if their needs were valued.

Ten students participated in a 6 question phone interview.

90 % of students did not feel like the screening process was confusing and felt that their needs were addressed right away (reverse score).

50% of students interviewed felt "less stressed" after their appointment and 70% of students felt that "they were provided with the resources to cope with their concerns."

30% of the students were able to identify two or more coping skills and 70% percent students were able to identify at least 1 coping skill.

Results :

Acceptable Target Achievement: Met

Recommendations for
Future Action :

Will continue to assess student's gaining coping resources and try to improve the number of resource learned and applied during treatment.

Overall Reflection

No text specified

Last Modified: 06/12/2018 11:52:31 AM EDT

Assessment Findings

Finding per Measure

Instructional Support Services Program

Goal 3
Greater Institutional Effectiveness

Outcome: Objective 3.1

Foster a culture of assessment and continuous improvement

Strategy 3.1a

Develop assessment instrument for online tutoring in the natural sciences

Strategy 3.1b

Design a qualitative study of Latino student experiences with tutoring

Strategy 3.1c

Develop an embedded tutoring empirical assessment

Strategy 3.1d

Conduct an assessment of PLTL

Strategy 3.1e

Develop a two-year assessment plan

▼ Measure: Peer Led Team Learning

Detailed Description of Plan:

C. Measurable Objective(s) that You Intend to Assess (no more than 3)

1. The program would like to assess whether there is a difference in the academic performance of students participating in PLTL and SI and non-participants in terms of certain academic outcomes. We would compare the following:
PLTL Non-PLTL Difference
Number of students
Average student grade for supported class
Pass rate (D or above)

Grade Distribution of PLTL vs. Non PLTL

A A- B+ B B- C+ C C- D+ D D- F WU W
PLTL % % % % % % % % % % % % %
Non-PLTL % % % % % % % % % % % % %

PLTL Participation Rate by GPA
Null GPA <2.0 2.0-2.49 2.50-2.99 3.00-3.49 3.50+
%

PLTL Participation Rate by Prior Earned Credit
Null GPA <2.0 2.0-2.49 2.50-2.99 3.00-3.49 3.50+
%

PLTL Participation Rate by GPA for Students with 3
or More Visits
Null GPA <2.0 2.0-2.49 2.50-2.99 3.00-3.49 3.50+
%

Pass Rate (and N of Group) by PLTL Sessions

PLTL Participation Rate by Prior Earned Credit for
Students with 3 or More Visits
Null GPA <2.0 2.0-2.49 2.50-2.99 3.00-3.49 3.50+
%

Grade Distribution of PLTL vs. Non PLTL
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14
of Students
Pass Rate % % % % % % % % % % % % %

Pass Rate (and N of Students) by Number of API
Sessions
0 Sessions 1-2 Sessions 3+
#of Students (N)
Pass Rate % % % %

Pass Rates and Ns by Previous Earned Credits

Previously Earned Credits None 0.5-5.5 6.0-11.5
12.0-29.5 30+
of Students Attended PLTL
Pass Rate% % % % % %
of Non-PLTL Students
Pass Rate% % % % % %

PLTL Participation Rate by Prior GPA for PLTL and
Non-PLTL Students

Null GPA <2.0 2.0-2.49 2.50-2.99 3.00-3.49 3.50+
of Students Attended PLTL
Pass Rate%
of Non-PLTL Students
Pass Rate%

We would also like to obtain the same data for
students participating in our Supplemental
Instruction program

Acceptable / Ideal Target:

Because there are currently no baseline measures
for this program at Lehman, there is not an ideal
target. I would expect to see a positive effect of
participation in PLTL.

Data and Resources:

1. What type of data will you collect and where will
you find it (e.g. CUNYfirst, BI tool, survey, etc.)?
a. We will collect academic data (students' end of
semester grades and GPA) to quantify students'
academic performance, as well as students rate of
participation in PLTL and SI. We would like to
compare the performance of PLTL and SI attendees
with non-attendees.

The data on students' academic performance is
available through CUNYFirst. Data on students'
participation in PLTL and SI is available through
TutorTrac, the program's scheduling and data
tracking system.

2. What other resources do you need to complete
the assessment?

a. We need the assistance of staff in Institutional
Research. Specifically, we require the assistance of
IR staff to obtain data on students' academic
performance and earned credits.

| | |
|---|--|
| Implementation Plan (timeline): | To be conducted in the Fall of 2017-Spring of 2018. Data will be collected and analyzed in Spring of 2018. |
| Primary Contact and Additional Personnel: | Marisol Jimenez, Ainsley Parkinson |

Findings for Peer Led Team Learning

Summary of Findings: The findings of this assessment affirm the benefits of academic support, and specifically of participation in PLTL. For example, comparison of end-of-semester grades in PLTL indicate, on average, students who attend PLTL have lower rates of F, WD, WN, WU, and INC grades in both the Fall 2017 and Spring 2018 semesters. PLTL participants in the semesters studied also, on average, had higher cumulative GPAs. For instance, in the Fall of 2017, approximately 35% of participants had a GPA of 3.0 or above. Additionally, of students who attended PLTL 3 or more times in Fall of 2017, over 20% had a GPA of 3.5 or above. The data also revealed surprising results about who uses PLTL. Specifically, when usage data was examined by class year, it was evident seniors and juniors showed higher rates of PLTL participation than lower freshmen and sophomores. One explanation for this could be the high number of transfer students at Lehman, but this finding could also have implications for differences in how students access support services by class year.

Results : Acceptable Target Achievement: Met

Recommendations for Future Action: Analyzing these data suggests several areas where the program can improve data collection. Specifically, while we have collected end of semester grades, we've not made it easy to run analyses of the kind conducted for this study. We can more effectively track the correlation between PLTL participation and positive impact on

grades by collecting in one spreadsheet the number of PLTL visits, grades received in PLTL supported course(s), and end of semester grades for participants and non-participants. In future semesters, this data will be collected, as will data on who accesses PLTL (for example, we have not collected data on class year and academic performance prior to participation in academic support). Additionally, aside from collecting end-of-semester grades for both PLTL participants and non-participants, we have not collected academic and demographic data on non-participants. In future semesters, the program would do well to collect this data to conduct analyses that compare course outcomes such as grades by matching characteristics of participants and non-participants. By comparing matched groups, we can begin to ascertain whether differences in end-of-semester grades and credits accumulated for PLTL participants correlate with participation in PLTL or whether there are some other unidentified characteristics of these students that account for differences in performance. Additionally, this study showed that our staff needs to capture the performance of PLTL participants at the start of the semester. For example, the program should explore whether it is possible to obtain the academic status of all students registered for PLTL courses and compare beginning-of-semester status to end-of-semester status.

Overall Reflection

While the program has for years collected data on student performance after receiving tutoring, we've reported on this data but not met as a group to discuss the implications of student performance after participation in specific group level interventions such as PLTL. The findings of this study suggests that student performance should be collected both for reporting purposes, but also to be shared with students. Students may be more likely to access academic support if presented with group level comparisons of grades for PLTL participants versus non-participants, as well as how performance varies by number of sessions of PLTL attended. That is, this study suggests that while we have used program data for internal assessment and to present to administrators, students should also be made aware of the results of PLTL support.

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Lehman College Scale-Up Initiative FY 2018
End of Year Report

Prepared by:

Kenneth Schlesinger, Chief Librarian, Kenneth.Schlesinger@lehman.cuny.edu

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Madeline Cohen, Head of Reference, Madeline.Cohen@lehman.cuny.edu

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Lehman Student Responses from Zero Textbook Cost Course Student Experience Survey

If all classes were like this, I believe that more students would succeed. Accessing college material/books can become very expensive and also a heavy burden on students who can't afford.

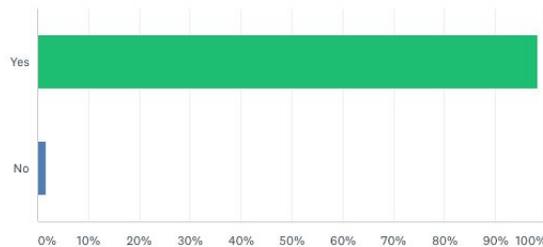
One of the advantages was that we use different materials from different sources. Also, it was not as expensive as buying several books.

Because there is no hassle I can afford to pay it. I didn't have to choose between having food for two weeks or buying a book for a semester.

Less stress on prioritizing which books to buy causing me to start off behind in certain class. Access allows me to start my work on time and often move ahead.

Would you recommend a course using zero-cost materials like those offered in this course to other students?

Answered: 125 Skipped: 3



| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|------------|
| Yes | 98.40% | 123 |
| No | 1.60% | 2 |
| TOTAL | | 125 |

[Comments \(68\)](#)

Budget Spreadsheet

| Budget Item | Fall | Spring [projected] |
|--|--------|--------------------|
| Course Development [\$2000 per course] | | 30,000 |
| Faculty Training [\$500 per section] | | 3,500 |
| Library Adjuncts | 25,000 | 25,000 |
| Professional Development for Library Faculty | 3,380 | 3,945 |

| | | |
|--------------------------------------|--------|--------|
| <i>Academic Commons</i> Enhancements | | 10,000 |
| OTN Workshops | | 2,600 |
| OER Video | | 8,000 |
| Adjunct Hours - Accessibility | | 9,760 |
| | | |
| Total Spent by Semester | 28,380 | 92,805 |

Milestones

- Stacy Katz and Olena Zhadko - with Susan Ko and Annika Boyd - co-facilitated *Enhancing Your Course Through OER* workshop for Lehman and CUNY SPS faculty
- Stacy Katz and Madeline Cohen attended Open Education Conference in Anaheim, CA, learned more about approaches to OER, and connected with colleagues in CUNY, SUNY, and beyond
- Madeline Cohen, Stacy Katz, and Kenneth Schlesinger were invited to present on OER and Innovative Pedagogy for Institute of Higher Education Policy's visit to Lehman College
- Jennifer Poggiali is partnering with CUNY's *Academic Commons* team to enhance *Commons* as an OER hosting platform. Lehman invested \$10,000 to facilitate *Academic Commons* enhancements with part of OER allocation. Poggiali was invited to join *Academic Commons'* Advisory Board.
- Yuri Gorokhovich of Earth, Environmental, and Geospatial Sciences invited to present on OER at Sigma Xi for Lehman Science faculty
- Library's Fall *Innovation* event featured OER Showcase for Lehman and CUNY communities
- *Biblio-Tech*, the Library's Newsletter, included articles by Madeline Cohen on OER and Accessibility and Stacy Katz on OER and Student Success:
http://www.lehman.cuny.edu/library/documents/Biblio-Tech_Spring2018_final.pdf
- Madeline Cohen and Alison Lehner-Quam successfully conducted Open Textbook Network Workshop for 18 faculty
- Stacy Katz presented with CUNY Office of Library Services colleagues at Open Education Global 2018 in Delft, Netherlands
- Lehman President Jose Luis Cruz's *State of the College* highlighted OER as innovation helping students succeed
- Director of Online Education Olena Zhadko soliciting enrollment in June 2018 *Enhancing Your Course Through OER*, facilitated by Susan Ko with Stacy Katz as content advisor
- Stacy Katz had two proposals accepted for OpenEd18.

Challenges

- Course Developer faculty were not consistently successful in convincing colleagues to adopt OER for Spring 2018. However, faculty appears interested to adopt OER in Fall 2018.
- Spending out funds when number of adopters has varied. It's difficult to budget for adoption without knowing whether faculty will definitely adopt - and there are limited means to enforce adoption.
- Number of students per section - or if section has enough enrollment to run - beyond our control - and can affect number of students and savings amounts
- Unclear how to factor in faculty who have never assigned textbook or who adopted OER before State funding
- Faculty expresses interest in OER who don't have large course sections or enrollment. Formula in this funding cycle made this difficult to include.
- Funding for more discipline faculty to attend Open Education conferences would help supplement interest and support those who have curated or developed OER.

Internal Assessment

- OER Working Group expresses awe at how much Lehman and Library accomplished this year - as well as overwhelming interest from faculty to get involved in next cycle
- OER Data Collection on savings and students affected:
https://docs.google.com/spreadsheets/d/1bfSb62kGMjTNbeU0upZL31DflpN22c6v6rW9E_EJE_Ao/edit?usp=sharing
- Student Experience - We deployed collectively developed survey on OER and are analyzing student responses
- Faculty Experience - Thus far, assessment of faculty experience with OER is informal and anecdotal. Katz is working with Anne Hays and Shawna Brandle to develop comparable faculty survey.

Assessment Findings

Finding per Measure

Registrar Outcome Set

Goal 2

Implement new technologies that will automate paper based processes that will improve student services and outcomes throughout Lehman College

Outcome: Increase usage of our automated iDeclare system

iDeclare is our automated declaration of academic plan/sub plan form. Fall 2016 was the go live term for iDeclare. Using fall 2016 and spring 2017 as the baseline we want to see if iDeclare usage has increased.

▼ Measure: New Technologies replacing our paper based processes

| | |
|---|--|
| Detailed Description of Plan: | Increase usage of our automated iDeclare system (iDeclare is our automated declaration of academic plan/sub plan form. Fall 2016 was the go live term for iDeclare. Using fall 2016 and spring 2017 as the baseline we want to see if iDeclare usage has increased.) |
| Acceptable / Ideal Target: | A 10% increase of usage since the first term of launch(fall 2016) |
| Data and Resources: | CUNYfirst data and IT reports |
| Implementation Plan (timeline): | There are future enhancements coming for iDeclare(2nd degree students and Graduate students)At the end of Fall 2017 term we will do a fall to fall comparison and at the end of spring 2018 will will provide a spring to spring comparison. |
| Primary Contact and Additional Personnel: | John Lucente,Milagros Gonzalez-Gallardo, Rudranauth Tulsiram |

Findings for New Technologies replacing our paper based processes

Summary of Findings:

iDeclare has greatly exceeded our expectations. Below are the statistics for the last 4 terms:

Fall 2016: 6

Spring 2017: 190

Fall 2017: 1227

Spring 2018: 1827

The iDeclare process has been successful in transitioning our students from using paper form to using the new automated process,

Results :

Acceptable Target Achievement: Met

Recommendations for Future Action:

In the near future we will be opening up iDeclare to the second degree students and the graduate students. We will also be adding a new feature to the existing iDeclare process. the new feature will allow students to drop an academic plan/sub plan using the iDeclare process.

Goal 4

Evaluate Classroom Space and Utilization

Outcome: Evaluate room space

We will be looking at the enrollment capacity and the room capacity to see which classrooms are under-utilized or over-utilized.

▼ **Measure:** Classroom Space and Utilization

| | |
|---|--|
| Detailed Description of Plan: | Compare classroom capacity size to the number of actually students enrolled in an attempt to see which classrooms are under -utilized and which classrooms are over-utilized. This is essential as the college enrollment continues to grow. |
| Acceptable / Ideal Target: | We will be creating a baseline for the fall 2017 and spring 2018 to find classrooms that are under and over utilized. |
| Data and Resources: | Collaborate with institutional research and Informational technology. |
| Implementation Plan (timeline): | the end of the spring 2018 term. |
| Primary Contact and Additional Personnel: | John Lucente, Rudranauth Tulsiram, Milagros Gonzalez-Gallardo |

Supporting Attachments:

 classroom_utilization v2.1.pptx (PowerPoint Presentation (Open XML))

Findings for Classroom Space and Utilization

Summary of Findings: We have space available at 8AM all week and all day Friday and on the weekends. The bell schedule is flawed. We offer many classes that are off the bell schedule and this causes problems when trying to room the classes. The Office of the Registrar only has a 63% ownership of all the Lehman College classrooms.

Results : Acceptable Target Achievement: Met

Recommendations for Future Action: Possible Quick fixes:

- 1) Offer more 8:00am courses
- 2) Offer courses all day Friday & weekends
- 3) Offer more classes fully online & online

Recommendations:

- 1) Offer more 8:00am courses - Add an 8AM class to the Incoming 39 Freshmen Blocks on Mon,Wed,Fri , this will help to alleviate some

of the pressure on the Monday and
Wednesday Classes
2) Offer courses all day Friday & weekends
3) Offer more classes fully online & online
4) See if we can rent space from Walton High
school and Bronx High School of Science

Overall Reflection

No text specified

Last Modified: 06/28/2018 02:08:10 PM EDT

Assessment Findings

Finding per Measure

New SEEK Outcome Set

Goal 1
Enhance Student Success

Outcome: Objective 1.1 - Student Retention

Increase the retention of SEEK students

▼ Measure: Self-Regulation

| | |
|---|---|
| Detailed Description of Plan: | To measure the change of the following scales of the Learning and Study Strategies Inventory (LASSI): Time Management (TMT), and Using Academic Resources (UAR) |
| Acceptable / Ideal Target: | Expect a statistically significant improvement in the following two components of LASSI: Time Management and Using Academic Resources. |
| Data and Resources: | LASSI 3rd Edition |
| Implementation Plan (timeline): | June 2017 - Incoming first year student take the LASSI November, 2017 - Student Re-Take the LASSI Inventory November, 2017 - Data Analysis |
| Primary Contact and Additional Personnel: | Pedro Luna, SEEK Counselors, SEEK Learning Center Staff |

Findings for Self-Regulation

| | |
|----------------------|--|
| Summary of Findings: | The results of the pre and post LASSI analysis show that there was an increase in the scores for Time Management (TMT) and Using |
|----------------------|--|

Academic Resources (UAR) services, however, the increase was not statistically significant. A total of 188 out of 225 SEEK students took the Pre/Post LASSI assessment in the summer and fall 2017.

The areas in the LASSI assessment where students had statistically significant improvement in the LASSI assessment were: Information Processing (INP), Selecting Main Ideas (SMI), Test Preparation (TST) and Self-Testing (SFT). These results show that SEEK students from cohort 2017 made significant improvement in the skill component of strategic learning and improve some aspects of self-regulation as indicated by the Self-Testing scores of LASSI.

Results :

Acceptable Target Achievement: Not Met

Recommendations for Future Action:

The SEEK Program needs to continue implementing strategies to positively influence the Will (attitude and motivation) and Self-Regulation (time management, concentration, using academic resources) components of strategic learning. We recommend that every student meets one-to-one with their assigned counselor during the month of September and October of each year to review their unique LASSI scores and develop a plan of action to make improvement in the areas of need.

Substantiating Evidence:

 LASSI Results- Cohort 2017 (Word Document (Open XML))

▼ **Measure:** Student Engagement

| | |
|---|--|
| Detailed Description of Plan: | Measure the number of contact hours with the SEEK Advisement and Counseling and the SEEK Learning Resource Center. |
| Acceptable / Ideal Target: | <p>1. Each student from cohort 2017 will have at least 15 contact hours of SEEK Counseling including the FYI Seminar and 85 Hours of academic support from July 2017 to December 2017.</p> <p>2. Create a baseline of students from cohort 2016 who are actively involved on campus, local community and professional development activities such as community service, internships and fellowships.</p> |
| Data and Resources: | Data Source: Advisor Trac and Tutor Trac; Student Survey and SEEK Counselors Reports. |
| Implementation Plan (timeline): | <p>July 2017 - Inform students about program expectations for engagement</p> <p>September 2017- Review expectations with students</p> <p>November 2017 - Measure the number of visits to SEEK Advisement and Counseling and SEEK Learning Center</p> |
| Primary Contact and Additional Personnel: | Pedro Luna and & Walter Valero, SEEK Counselors and SEEK Learning Center Staff |

Findings for Student Engagement

| | |
|------------------------------------|--|
| Summary of Findings: | <p>The SEEK Program at Lehman College exceeded the student engagement goal. The results show that each student engaged on average with 43 contact hours with their academic counselor and 108 contact hours per student of academic support.</p> <p>Based counselor's report, the program estimates that about 51.8% of students from cohort 2016 (N=141) are actively engaged on and off campus extracurricular activities.</p> |
| Results : | Acceptable Target Achievement: Exceeded |
| Recommendations for Future Action: | The SEEK program should continue utilizing the Advisor and Tutor Trac systems or |

something similar to monitor student contacts. The program should document all the various forms of contact with students including drop- in, emails, phone calls and text messaging.

We also recommend that the SEEK program sends out a survey to all students at least once a year to determine students' level of engagement on and off campus.

Substantiating Evidence:

 Counseling Contact Hours (Excel Workbook (Open XML))

 Student Engagement Benchmark- Cohort 2016 (Word Document (Open XML))

 Tutoring Contact Hours- SEEK Cohort 2017 (Microsoft Excel)

Goal 2 Support Student Learning

Outcome: Objective 2.2

Demonstrate understanding of SEEK Program policies

▼ Measure: High Expectations: Knowledge of SEEK Policies

Detailed Description of Plan:

If the CUNY Special Program Office distribute last year's survey, We expect our students to achieve the following: By the end of their first semester, at least 85% of SEEK first year students will know the Policies as measured by correctly identifying 4 out

| | |
|---|--|
| | of 5 of the following: Minimum # of contacts with counselor; Minimum # of hours of academic support; Minimum retention standard as established by CUNY (GPA requirements and credit accumulation), maximum # of semesters of eligibility for SEEK and attend college full time |
| Acceptable / Ideal Target: | 85% of incoming first year student of cohort 2017 will be able to describe four out of the five SEEK policies correctly. |
| Data and Resources: | Key to Success SEEK Student Manual |
| Implementation Plan (timeline): | Summer Program - July 2017 FYI Seminar - Fall 2017 |
| Primary Contact and Additional Personnel: | SEEK Counselors and SEEK Learning Center |

Findings for High Expectations: Knowledge of SEEK Policies

Summary of Findings: The results from a survey administered by the Office of Special Programs in CUNY shows that 96% of incoming first year student from cohort 2017 answered four out of the five questions correctly about SEEK Policies.

Results : Acceptable Target Achievement: Exceeded

Recommendations for Future Action: Continue teaching students about the program policies during the SEEK Summer Program and the FYI Seminar. For the upcoming year, the SEEK Program will give each student a copy of the SEEK Student Handbook and a bookmark listing SEEK policies and benefits.

Substantiating Evidence:

[Office of Special Program Learning Outcome Survey 2017 \(PowerPoint Presentation \(Open XML\)\)](#)

Outcome: Objective 2.3

Demonstrate understanding of CUNY academic integrity policy

▼ Measure: High Expectations: CUNY Academic Integrity

| | |
|---|---|
| Detailed Description of Plan: | By the end of the first semester, 85% of incoming SEEK students will know the CUNY Academic Integrity Policy as measured by correctly identifying instances of 3 out of 4 of the following: Cheating, Plagiarism, Obtaining Unfair Advantage and Falsification of Records |
| Acceptable / Ideal Target: | 85% of incoming first year students from cohort 2017 will be able to describe three out of four instances of academic integrity. |
| Data and Resources: | CUNY Academic Integrity Policy |
| Implementation Plan (timeline): | Summer Program - Summer 2017 Critical Inquiry - Summer 2017 FYI - Fall 2017 |
| Primary Contact and Additional Personnel: | SEEK Counselors, Critical Inquiry Coordinator, Writing Tutors |

Findings for High Expectations: CUNY Academic Integrity

| | |
|------------------------------------|---|
| Summary of Findings: | The results from a survey shows that about 98% of the SEEK students answered 3 out of 4 questions correctly for academic integrity. |
| Results : | Acceptable Target Achievement: Exceeded |
| Recommendations for Future Action: | The current mechanism the SEEK program is utilizing to teach students about academic integrity is working. Students learn about academic integrity during the SEEK Summer Program and the FYI Seminar during the fall semester. |

Substantiating Evidence:

 Office of Special Program Learning Outcome Survey 2017 (PowerPoint Presentation (Open XML))

Overall Reflection

The results from the 2017-2018 assessment show us that students are learning essential skills and knowledge to succeed in college, but they need stronger personal interventions to influence their Will and Self-regulation components of LASSI. One of the intervention that that SEEK program plans to implement for the 2018-2019 academic year is to do an Educational Action Plan with each student to help them monitor their level of engagement and achievement in college. During the first semester, each student will complete a survey that asks them about their goals and engagement on campus. The SEEK counselor and student will then meet to develop an action plan for the academic year. By the end of the academic year, each student will be evaluated by their assigned SEEK Counselor in their level of engagement. We expect that this intervention increase will the Will and Self-Regulation components of LASSI.

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Finding per Measure

Wellness Education & Promotion Program Outcome Set

Goal 1: Build individual and community capacity

To empower students with the tools to live a healthy and balanced lifestyle both during their academic career and in preparation for life after college.

Outcome: 1.1. Provide education to teach and reinforce health enhancing skills

Students participating in wellness education programs will learn about different college health topics and acquire new skills to make healthier decisions.

▼ Measure: Pre-Post Wellness Coach Assessments

Detailed Description of Plan:

The Pre-post Wellness Coach Assessment is provided to students participating in the Wellness Coach program. Students participating in the program are trained in three knowledge areas:

- Peer education via the Bacchus Certified Peer Education Program
- Wellness dimensions and health topics competency
- Wellness Coaching training

The Wellness coach assessment measures student learning outcomes, self development and self-efficacy for participants.

Knowledge of the CPE training will be measured through the CPE Pre-post test and certification exam developed by the Bacchus Initiative. These exams are valid and tested by the initiative.

Acceptable / Ideal Target:

Ideal Sample size: 9 students participating in the Wellness Coach Program
Ideal target: 100% completion rate

Data and Resources:

Acceptable target: 90% completion rate

Wellness Assessment description: The Wellness coach assessment measures student learning outcomes, self development and self-efficacy.

Student learning outcomes:

- Students will be able to list and describe different communication strategies needed to be effective peer educators
- Students will be able to describe basic program planning
- students will be able to describe the basics of bystander intervention, know the difference between a crisis, critical incident and disaster.
- Students will be able to discuss and define identity and how to create more inclusive programs
- Measured through the CPE Pre-post Test and successful completion of certification exam (with at least a 80%)

Implementation Plan (timeline):

Personal

CPE Pre-test distributed in August/Post test and CPE Examination in November

Primary Contact and Additional Personnel:

Dugeidy Ortiz

- Research intern TBD

Findings for Pre-Post Wellness Coach Assessments

Summary of Findings:

We were able to retain 7 students throughout the entire year. 3 dropped out and 3 were recruited and added in the spring semester

Students that participated in the program passed their post-test exam with an average score of 90%

We found the highest increase in students rating their knowledge in areas:
Empowered Bystander Intervention: 47% vs 51%
Behavior change theory and techniques to

elicit change: 75% vs 84%

Results :

Acceptable Target Achievement: Met

Recommendations for
Future Action:

The simple pre and post test were too simple to measure to measure the effectiveness of the training. A new measure will be Incorporated to rate students progress in the program.

Substantiating Evidence:

 pre-post test results assessment report.docx (Word Document (Open XML))

Outcome: 1.3 Education on Wellness Dimensions

Provide Education and Consultative Services to Lehman Community in different areas of the wellness dimensions model

No measures specified

Overall Reflection

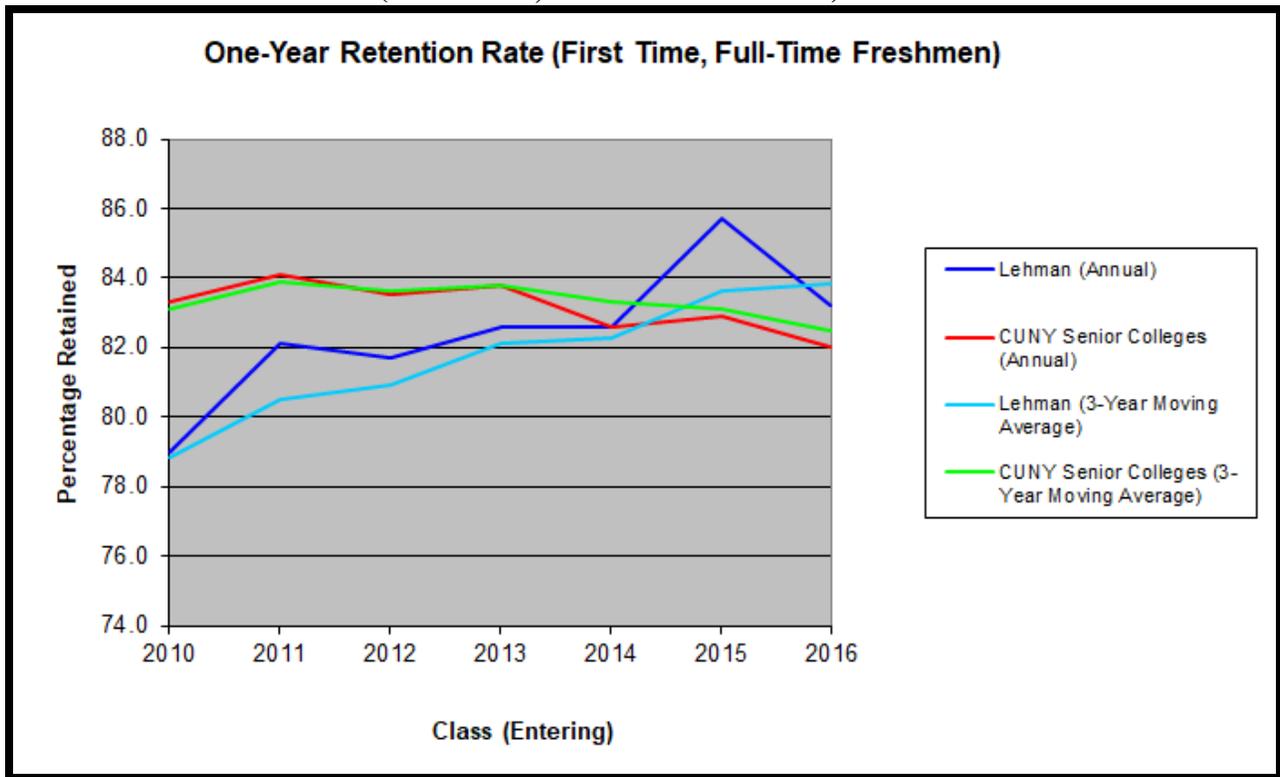
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**Select Indicators of Institutional
Effectiveness and Key Performance
Indicators**

Indicators of Institutional Effectiveness

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

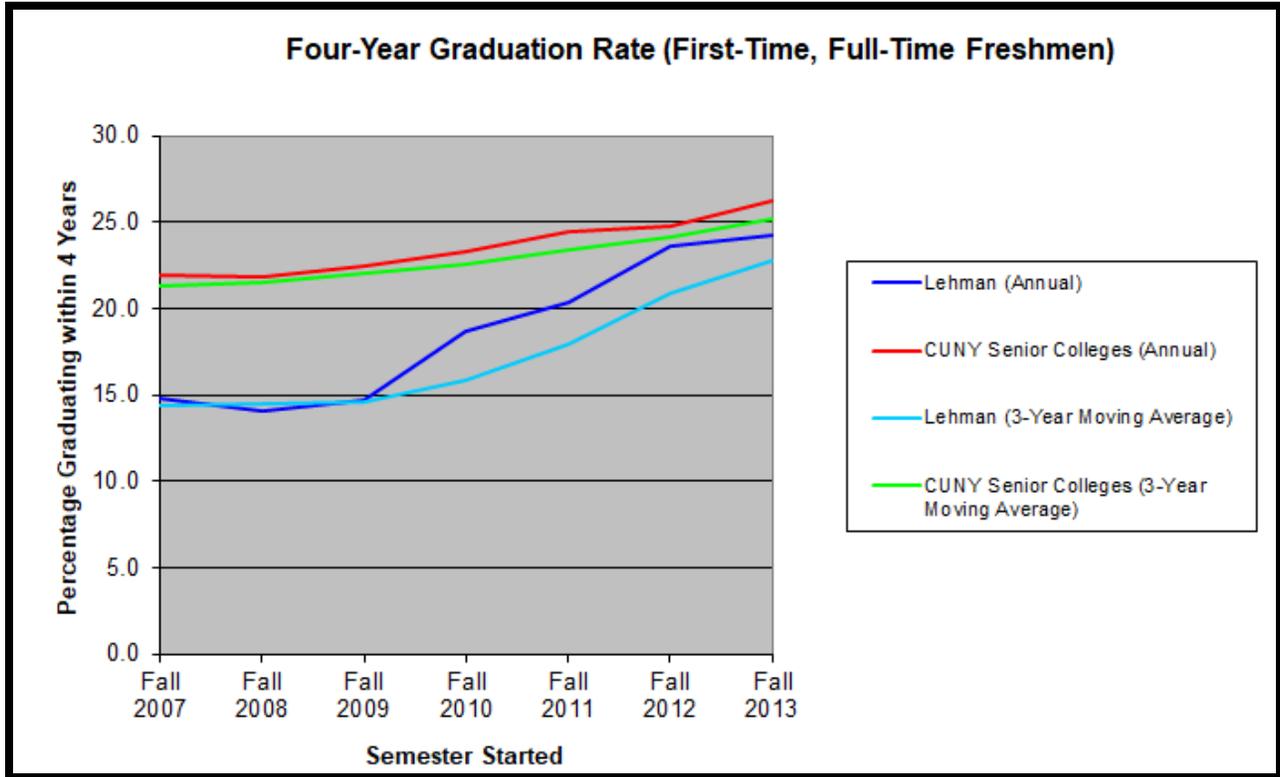


Ratios:

| | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|---|-------|-------|-------|-------|-------|-------|-------|
| Lehman : Sr. Colleges (Annual) | 0.948 | 0.976 | 0.978 | 0.986 | 1.000 | 1.034 | 1.015 |
| Lehman : Sr. Colleges (3-Year Moving Average) | 0.949 | 0.960 | 0.968 | 0.980 | 0.987 | 1.006 | 1.016 |

Note: Senior College average excludes Medgar Evers, NYCCT, and CSI to be consistent with earlier CUNY PMP methodology.

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

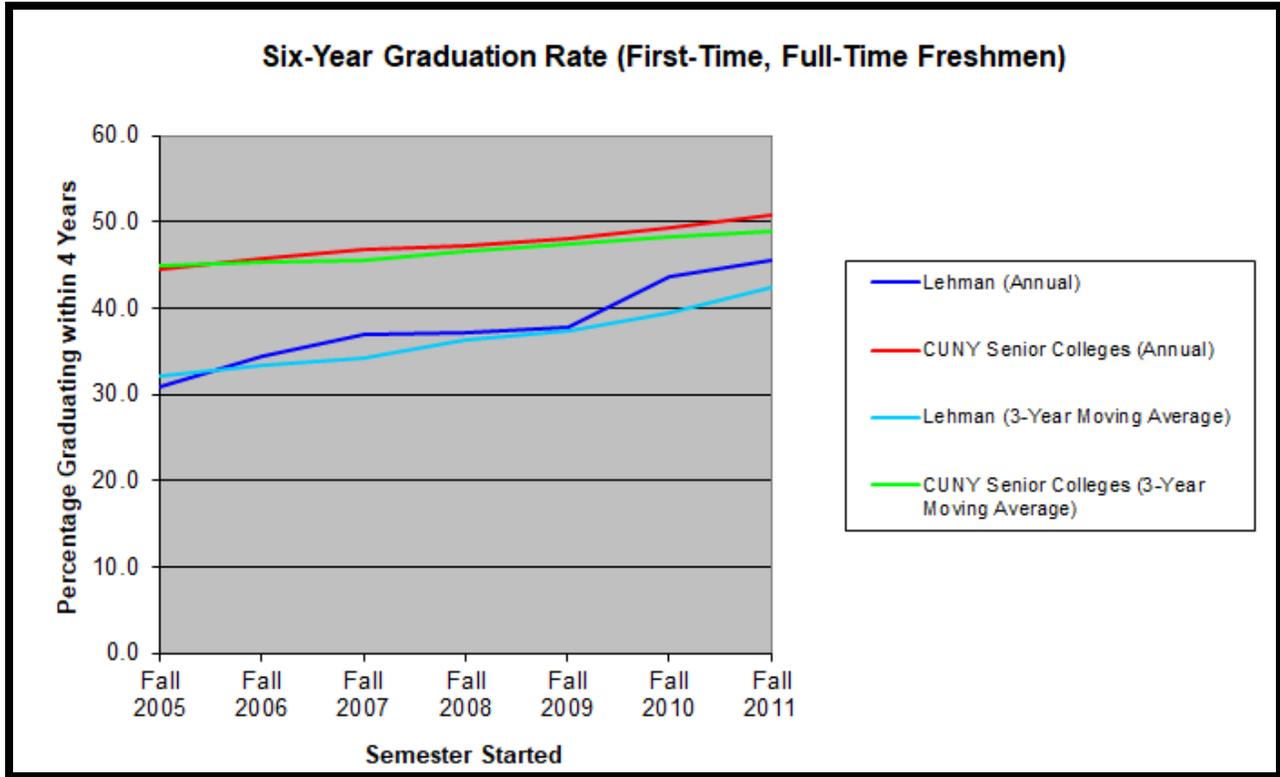


Ratios:

| | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Lehman : Sr. Colleges (Annual) | 0.677 | 0.647 | 0.653 | 0.803 | 0.836 | 0.952 | 0.924 |
| Lehman : Sr. Colleges (3-Year Moving Average) | 0.676 | 0.670 | 0.659 | 0.703 | 0.766 | 0.865 | 0.905 |

Note: Senior College average excludes Medgar Evers, NYCCT, and CSI to be consistent with earlier CUNY PMP methodology.

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

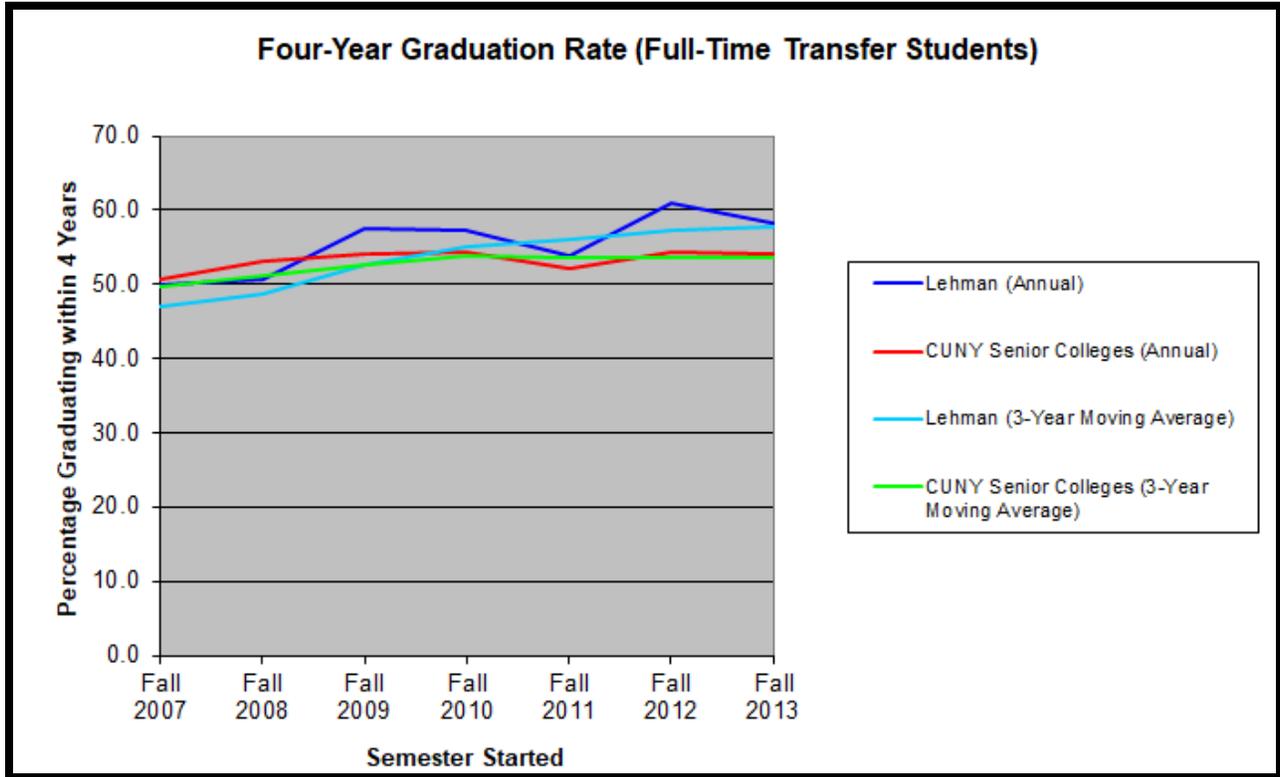


Ratios:

| | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Lehman : Sr. Colleges (Annual) | 0.692 | 0.755 | 0.792 | 0.784 | 0.786 | 0.883 | 0.898 |
| Lehman : Sr. Colleges (3-Year Moving Average) | 0.713 | 0.734 | 0.750 | 0.778 | 0.787 | 0.820 | 0.867 |

Note: Senior College average excludes Medgar Evers, NYCCT, and CSI to be consistent with earlier CUNY PMP methodology.

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

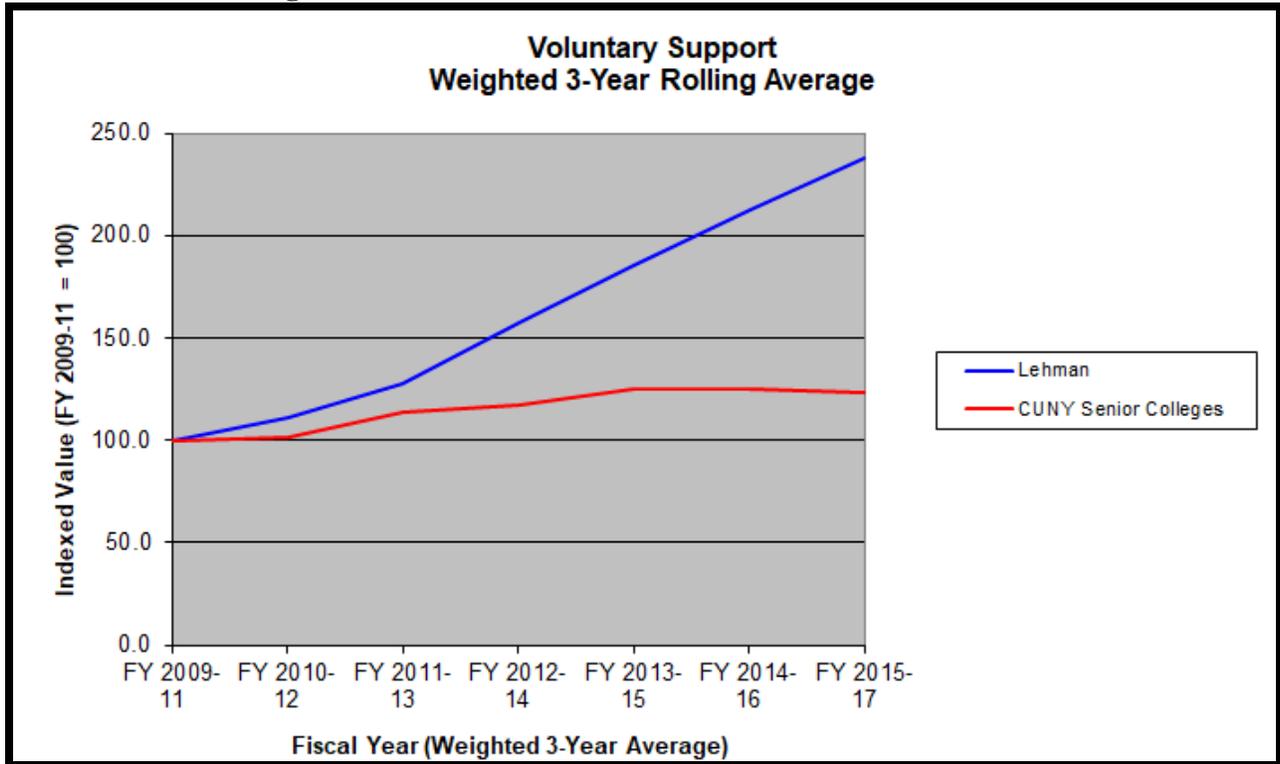


Ratios:

| | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Lehman : Sr. Colleges (Annual) | 0.984 | 0.957 | 1.063 | 1.055 | 1.031 | 1.119 | 1.076 |
| Lehman : Sr. Colleges (3-Year Moving Average) | 0.946 | 0.953 | 1.002 | 1.025 | 1.050 | 1.069 | 1.076 |

Note: Senior College average excludes Medgar Evers, NYCCT, and CSI to be consistent with earlier CUNY PMP methodology.

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



Common Size Data:

| | FY 2009-2011 | FY 2010-2012 | FY 2011-2013 | FY 2012-2014 | FY 2013-2015 | FY 2014-2016 | FY 2015-2017 |
|---|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Lehman College as a % of CUNY Senior Colleges | 3.6% | 3.9% | 4.1% | 4.8% | 5.3% | 6.1% | 6.9% |

Note: Senior College average excludes Medgar Evers, NYCCT, and CSI to be consistent with earlier CUNY PMP methodology.

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. These metrics are by year (not cohort).

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):

| | 2015 | 2016 | 2017 |
|---------------------------------|-------|-------|-------|
| Lehman College | 82.2% | 83.6% | 83.8% |
| Vs. CUNY Baccalaureate programs | -1.0% | +0.5% | +1.3% |

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

| | 2015 | 2016 | 2017 |
|---------------------------------|-------|-------|-------|
| Lehman College | 17.9% | 20.9% | 22.7% |
| Vs. CUNY Baccalaureate programs | -5.4% | -3.3% | -2.4% |

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

| | 2015 | 2016 | 2017 |
|---------------------------------|--------|-------|-------|
| Lehman College | 37.3% | 39.5% | 42.3% |
| Vs. CUNY Baccalaureate programs | -10.1% | -8.7% | -6.5% |

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

| | 2015 | 2016 | 2017 |
|---------------------------------|-------|-------|-------|
| Lehman College | 56.2% | 57.3% | 57.7% |
| Vs. CUNY Baccalaureate programs | +2.7% | +3.7% | +4.1% |

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 2013 | Entering 2014 | Entering 2015 | Entering 2016 | Entering 2017 |
|--------------------------------|------------------|------------------|------------------|------------------|------------------|
| First-Time, Full-Time Freshmen | 33.7% | 35.3% | 31.9% | 33.0% | 38.1% |
| Transfer Students | 66.3% | 64.7% | 68.1% | 67.0% | 61.9% |

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

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

| | Entering 2011-13 | Entering 2012-14 | Entering 2013-15 | Entering 2014-16 | Entering 2015-17 |
|--------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| First-Time, Full-Time Freshmen | 37.3% | 36.3% | 33.6% | 33.4% | 34.3% |
| Transfer Students | 62.7% | 63.7% | 66.4% | 66.6% | 65.7% |

One-Year Retention Rate:

| | Entering 2012 | Entering 2013 | Entering 2014 | Entering 2015 | Entering 2016 |
|--------------------------------|------------------|------------------|------------------|------------------|------------------|
| First-Time, Full-Time Freshmen | 81.5% | 82.6% | 82.6% | 85.7% | 83.2% |
| Transfer Students | 73.0% | 72.8% | 74.4% | 74.4% | 74.6% |
| Weighted Average | 76.4% | 76.1% | 77.3% | 78.0% | 77.4% |

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

| | Entering 2010-12 | Entering 2011-13 | Entering 2012-14 | Entering 2013-15 | Entering 2014-16 |
|--------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| First-Time, Full-Time Freshmen | 80.9% | 82.1% | 82.2% | 83.7% | 83.8% |
| Transfer Students | 72.3% | 72.4% | 73.4% | 73.9% | 74.5% |
| Weighted Average | 75.8% | 76.0% | 76.6% | 77.1% | 77.6% |

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

| | Entering 2012 | Entering 2013 | Entering 2014 | Entering 2015 |
|--------------------------------|------------------|------------------|------------------|------------------|
| First-Time, Full-Time Freshmen | 67.5% | 72.5% | 67.3% | 72.5% |

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

| | Entering 2010-12 | Entering 2011-13 | Entering 2012-14 | Entering 2013-15 |
|--------------------------------|---------------------|---------------------|---------------------|---------------------|
| First-Time, Full-Time Freshmen | 67.1% | 70.1% | 69.1% | 70.8% |



Lehman College during the fall

Strategic Plan

Key Performance Indicators

| Goal | KPI | Description | F13/2013-14 | F14/2014-15 | F15/2015-16 | F16/2016-17 | Trend |
|----------|-----|--|--------------|--------------|--------------|--------------|-----------|
| 1 | | Excellence in Teaching, Research, and Learning | | | | | |
| 1 | 1a | # of FT Faculty | 378 | 376 | 374 | 373 | Declining |
| 1 | 1b | # of PT Faculty | 415 | 442 | 496 | 565 | Rising |
| 1 | 1c | Ratio of FT Faculty-to-PT Faculty | 0.91 | 0.85 | 0.75 | 0.66 | Declining |
| 1 | 1d | Ratio of Undergraduate Enrollment-to-FT Faculty | 26.15 | 27.46 | 28.88 | 30.35 | Rising |
| 1 | 1e | Ratio of Graduate Enrollment-to-FT Faculty | 5.82 | 5.51 | 5.37 | 5.39 | Declining |
| 1 | 2a | Ratio of Undergraduate Enrollment-to-FT Staff | | | | | Flat |
| 1 | 2b | Ratio of Graduate Enrollment-to-FT Staff | | | | | Flat |
| 1 | 3a | Library Budget | \$1,502,000 | \$1,486,000 | \$1,518,000 | \$2,064,000 | Rising |
| 1 | 3b | Library: # of Volumes | 693,922 | 693,922 | 362,674 | 369,119 | Declining |
| 1 | 3c | Library: # of Titles | 668,565 | 668,565 | 299,414 | 304,733 | Declining |
| 1 | 3d | Library: # of Current Serial Subscriptions | 9,665 | 9,665 | 4,448 | 4,562 | Declining |
| 1 | 3e | Library: Circulation Transactions (Physical +Digital/Electronic) | 191,211 | 167,011 | 142,038 | 141,411 | Declining |
| 1 | 4 | Total Grants and Contracts | \$14,919,859 | \$13,490,687 | \$22,009,863 | \$13,786,303 | Declining |
| 1 | 5a | Total Assignable Space (sq. feet) | 854,122 | 854,122 | 854,122 | 854,122 | Flat |
| 1 | 5b | Total Non-Assignable Space (sq. feet) | 479,649 | 479,649 | 479,649 | 479,649 | Flat |
| 1 | 5c | Ratio of Assignable-to-Non-Assignable Space (sq. feet) | 1.78 | 1.78 | 1.78 | 1.78 | Flat |
| 1 | 5d | Ratio of Assignable Space-to-Undergraduate Enrollment | 86.40 | 82.72 | 79.09 | 75.45 | Declining |
| 1 | 5e | Ratio of Assignable Space-to-Graduate Enrollment | 388.41 | 412.22 | 425.57 | 425.15 | Rising |
| 1 | 5f | Ratio of Assignable Space-to-Total Enrollment | 70.68 | 68.89 | 66.69 | 64.08 | Declining |
| 1 | 5g | Ratio of Assignable Space-to-Undergraduate FTEs | 123.68 | 119.94 | 113.84 | 108.03 | Declining |
| 1 | 5h | Ratio of Assignable Space-to-Graduate FTEs | 658.54 | 677.87 | 709.99 | 728.15 | Rising |
| 1 | 5i | Ratio of Assignable Space-to-Total FTEs | 104.12 | 101.91 | 98.11 | 94.08 | Declining |
| 2 | | Enhanced Student Success | | | | | |
| 2 | 1a | Undergraduate Enrollment | 9,886 | 10,326 | 10,800 | 11,320 | Rising |
| 2 | 1b | Graduate Enrollment | 2,199 | 2,072 | 2,007 | 2,009 | Declining |
| 2 | 1c | Total Enrollment | 12,085 | 12,398 | 12,807 | 13,329 | Rising |
| 2 | 2a | Undergraduate FTEs | 6,906 | 7,121 | 7,503 | 7,906 | Rising |
| 2 | 2b | Graduate FTEs | 1,297 | 1,260 | 1,203 | 1,173 | Declining |

| | | | | | | | |
|---|-----|---|--------------|--------------|--------------|--------------|-----------|
| 2 | 2c | Total FTEs | 8,203 | 8,381 | 8,706 | 9,079 | Rising |
| 2 | 3a | Average FT Undergraduate Credits Attempted | 13.7 | 13.6 | 13.7 | 13.8 | Rising |
| 2 | 3b | Average FT Graduate Credits Attempted | 13.5 | 13.5 | 14.2 | 13.9 | Rising |
| 2 | 4a | First-Year Retention FTFT Freshmen | 82.6% | 82.6% | 85.7% | 83.2% | Rising |
| 2 | 4b | Second-Year Retention + Graduation FTFT Freshmen | 72.5% | 67.6% | 72.5% | N.A. | Flat |
| 2 | 4c | First-Year Retention + Graduation FT Transfer Students | 75.0% | 77.5% | 75.6% | 78.0% | Rising |
| 2 | 5a | 4-Year Graduation Rate FTFT Freshmen (see Note 1) | 18.7% | 20.4% | 23.6% | 24.5% | Rising |
| 2 | 5b | 6-Year Graduation Rate FTFT Freshmen (See Note 2) | 37.1% | 37.8% | 43.6% | 45.6% | Rising |
| 2 | 5c | 2-Year Graduation Rate FT Transfer Students (See Note 3) | 23.0% | 23.0% | 24.1% | 21.3% | Declining |
| 2 | 5d | 4-Year Graduation Rate FT Transfer Students (See Note 4) | 51.8% | 54.0% | 55.1% | 57.1% | Rising |
| 2 | 6 | Total Grants and Contracts | \$14,919,859 | \$13,490,687 | \$22,009,863 | \$13,786,303 | Declining |
| 2 | 7 | Financial Aid: Grants-to-Loans Ratio Undergraduate Students | 2.67 | 2.88 | 3.12 | 3.31 | Rising |
| 2 | 8a | Student Satisfaction: Value of Education (%VS +%S) | N.A. | 64% | N.A. | 66% | N.A. |
| 2 | 8b | Student Satisfaction: Overall Academic Experience (%VS +%S) | N.A. | 70% | N.A. | 77% | N.A. |
| 2 | 8c | Student Satisfaction: Overall Social Experience (%VS +%S) | N.A. | 61% | N.A. | 60% | N.A. |
| 2 | 8d | Student Satisfaction: Would choose college (%VS + %S) | N.A. | 64% | N.A. | 72% | N.A. |
| 2 | 8e | Student Satisfaction with Academic Advising (%VS + %S) | N.A. | 54% | N.A. | 62% | N.A. |
| 2 | 8f | Student Satisfaction with Tutoring (%VS + %S) | N.A. | 49% | N.A. | 55% | N.A. |
| 2 | 8g | Student Satisfaction with Career Services (%VS + %S) | N.A. | 42% | N.A. | 52% | N.A. |
| 2 | 9a | Course Availability: Able to register for every course | N.A. | 70% | N.A. | 67% | N.A. |
| 2 | 9b | Course Availability: Unable to register for at least one course | N.A. | 30% | N.A. | 33% | N.A. |
| 2 | 9c | Course Availability Ratio: Register-to-Unable to Register | N.A. | 2.33 | N.A. | 2.03 | N.A. |
| 2 | 10a | ELO Participation: Internships (Note 5) | N.A. | 26% | N.A. | 20% | N.A. |
| 2 | 10b | ELO Participation: Service Learning/Community Service (Note 5) | N.A. | 29% | N.A. | 16% | N.A. |

3 Greater Institutional and Financial Effectiveness

| | | | | | | | |
|---|----|--|---------------|---------------|---------------|---------------|-----------|
| 3 | 1 | Total Grants and Contracts | \$14,919,859 | \$13,490,687 | \$22,009,863 | \$13,786,303 | Declining |
| 3 | 2a | Total Voluntary Support | \$6,449,650 | \$8,210,484 | \$9,262,189 | \$10,314,836 | Rising |
| 3 | 2b | CUNY Senior College Total Voluntary Support | \$153,728,706 | \$153,534,294 | \$170,291,653 | \$157,316,983 | N.A. |
| 3 | 2c | Lehman Voluntary Support (% of CUNY Sr College figure) | 4.2% | 5.3% | 5.4% | 6.6% | Rising |
| 3 | 3 | % of Tax-Levy budget for student services, instruction, research | 68.9% | 65.4% | 66.2% | 68.2% | Declining |

4 Commitment to Engagement and Community Service

| | | | | | | | |
|---|----|--|------|-----|------|-----|------|
| 4 | 1a | ELO Participation: Internships (Note 5) | N.A. | 26% | N.A. | 20% | N.A. |
| | 1b | ELO Participation: Service Learning/Community Service (Note 5) | N.A. | 29% | N.A. | 16% | N.A. |

| | | | | | | |
|----|--|-------|-------|-------|-------|-----------|
| 2a | % of College Now Enrollment Achieved | 98.9% | 95.0% | 95.9% | 94.9% | Declining |
| 2b | % of Freshmen previously Enrolled in College Now | 26.4% | 28.2% | 27.1% | 29.0% | Rising |

Supplemental: Post-Graduate Outcomes

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | |
|---|----------------|----------------|----------------|----------------|-----------|
| % of Bac. students continuing education 1 year after graduation | 10.7% | 10.6% | 9.1% | 9.7% | Declining |
| % of Bac. students employed in NY State 1 year after graduation | 76.6% | 77.8% | 79.5% | 80.8% | Rising |
| % of Bac. students studying/employed in NYS 1 yr after graduation | 87.3% | 88.4% | 88.6% | 90.5% | Rising |
| Ratio: Lehman Total vs. CUNY Average | 1.03 | 1.05 | 1.05 | 1.05 | Rising |
| Median earnings of Baccalaureate students 1 year after graduation | \$37,381 | \$35,537 | \$36,827 | \$38,280 | Rising |

APPENDIX 1:
MSCHE Expectations concerning
Assessment

Middle States Commission on Higher Education's Expectations on Assessment

Requirements of Affiliation:

ROA #8: Systematic evaluation of all programs

“The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.”

Accreditation Standards:

Assessment is explicitly embedded in all accreditation standards

Standards III, IV, V, and VI are particularly critical in demonstrating compliance with ROA #8.

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

Standard IV: 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, contributes to the educational experience, and fosters student success.

Standard V: Assessment of student learning 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 the institutions of higher education.

Standard VI: 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.

MSCHE Standards and Assessment:

| Standard | Assessment |
|---|--|
| I. Mission and Goals | Institutional effectiveness, academic, AES |
| II. Ethics and Integrity | Institutional effectiveness |
| III. Design and Delivery of the Student learning Experience | Academic |
| IV. Support of the Student Experience | AES |
| V. Educational Effectiveness Assessment | Academic |
| VI. Planning, Resources, and Institutional Improvement | Institutional effectiveness, academic, AES |
| VII. Governance, Leadership, and Administration | Institutional effectiveness, academic, AES |

MSCHE Self-Study Outcomes: 2017 through 2018

MSCHE's current standards were adopted in 2014, piloted in 2017, and fully-implemented in 2018. Since 2017, 51 institutions received citations related to one or more accreditation standards. Standards V (Educational Effectiveness Assessment) and Standard VI (Planning, Resources, and Institutional Improvement) were the most frequency cited standards.

Citations by Standard for Follow-Up:

| Standard | % Cited (citation/# of institutions with follow-up) |
|-----------------|--|
| V | 73% |
| VI | 51% |
| III | 14% |
| VII | 12% |
| II, IV | 10% |
| I | 2% |

Assessment-related matters:

Standard I: All (very small sample size)

Standard II: 20% of citations related to assessment

Standard III: 29% of citations related to assessment

Standard IV: All citations related to assessment

Standard VII: 50% of citations related to assessment

Most common assessment issues with Standards V and VI:

Standard V:

- Organized, systematic, and sustainable assessment of student learning goals
- Use of assessment results to improve teaching/learning, educational effectiveness, and student achievement

Standard VI:

- Use of assessment results linked to planning, budgeting, and resource allocation
- Strategic plan with priorities, performance measures, and assessment



Lehman College during winter

APPENDIX 2:
**First-Time Full-Time Freshmen Retention
and Graduation Expectations**

Experimental

Experimental:

First-Time Full-Time Freshmen Retention and Graduation

Expectations:

Note: This analysis is an extension of the experimental methodology that was used in the 2016-17 annual report.

Statistical regression modeling based on 2007-16 cohort 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 all other factors held constant.

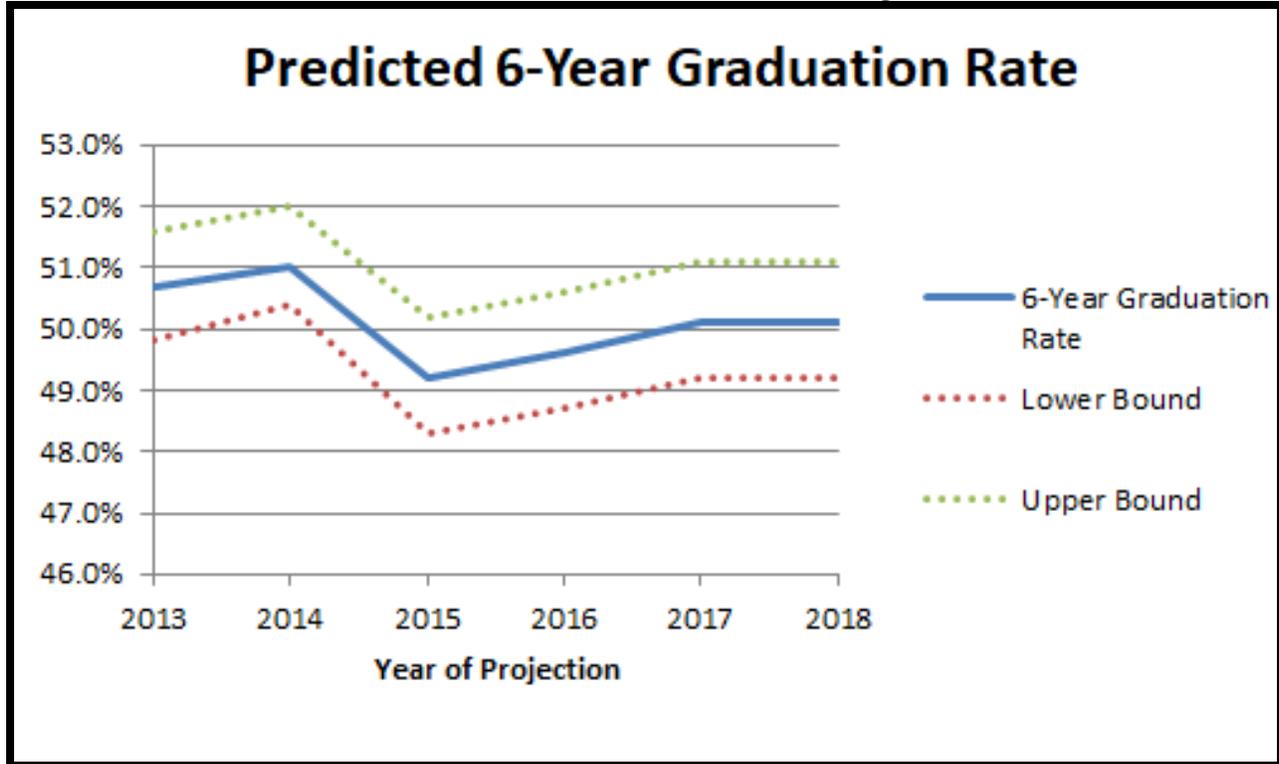
The most recent four- and six-year graduation rates were 24.5% and 45.6% respectively. Based on that model, the College's four-year graduation rate for first-time, full-time freshmen will likely approach or exceed 25% and then fluctuate afterward based on the recent one-year retention data for the fall 2016 cohort. Its six-year graduation rate will likely reach 50% and then continue to rise slowly afterward.

The first-year retention rate for the fall 2016 cohort wound up at 83.2%. That was 1.2 percentage points below the initial baseline estimate. Running the numbers against this new figure implied reductions in the expected four-year and six-year graduation rates of 0.6 percentage points and 1.0 percentage point respectively from the initial baseline projections.

| Cohort | Ratio (6-Year Graduation Rate to 4-Year Graduation Rate) |
|------------------------------|---|
| Fall 2008 | 2.6 |
| Fall 2009 | 2.6 |
| Fall 2010 | 2.3 |
| Fall 2011 | 2.2 |
| Fall 2012 | 2.1 (predicted) |
| Fall 2013 | 2.1 (predicted) |
| Fall 2014 | 2.0 (predicted) |
| Fall 2015 | 2.1 (predicted) |
| Fall 2016 | 2.1 (predicted) |
| Fall 2017 | 2.1 (predicted) |
| Latest 3-Year Average | 2.2 2.4 |

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

Fall 2013 Cohort: Based Retention and Graduation Data through 2017

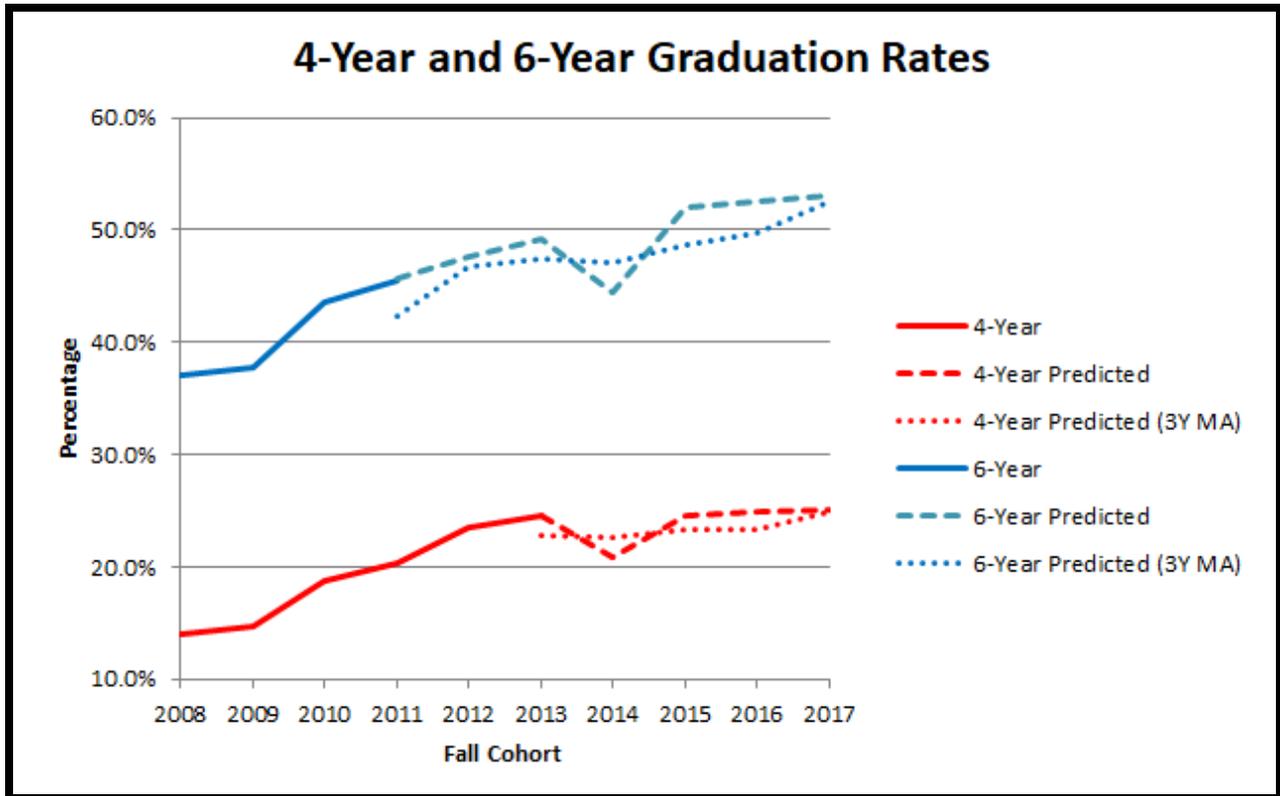


10 Most Recent Cohorts: Latest Predicted Graduation Rate v. Actual Graduation Rate:

| Cohort | Last Predicted 4-Year Graduation Rate | Actual 4-Year Graduation Rate | Last Predicted 6-Year Graduation Rate | Actual 6-Year Graduation Rate |
|------------------------------|---------------------------------------|-------------------------------|---------------------------------------|-------------------------------|
| 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% | 45.6% |
| Fall 2012 | 22.7% | 23.6% | 50.1% | |
| Fall 2013 | 24.9% | 24.5% | 50.1% | |
| Fall 2014 | 25.1% | | 51.7% | |
| Fall 2015 | 25.4% | | 53.4% | |
| Fall 2016 | 23.7% | | 51.6% | |
| Fall 2017 | 24.6% | | 52.1% | |
| Latest 3-Year Average | | 24.5% 22.8% | | 45.6% 42.3% |

Note: Model based on 2007-16 cohort data.

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



Context and Notes:

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