



LEHMAN
COLLEGE

Lehman Summit on Student Success (LS3): Organizing People, Process, Technology and Data

September 13, 2019

WELCOME AND OVERVIEW

Daniel E. Lemons
President, Lehman College

FRAMING THE CONVERSATION

Daniel E. Lemons
President, Lehman College

ORGANIZING PEOPLE, PROCESS, TECHNOLOGY, DATA, AND RESOURCES TO ADVANCE STUDENT SUCCESS

Peter O. Nwosu

Provost and Senior Vice President for Academic
Affairs and Student Success

THE JOURNEY OF GEORGIA STATE UNIVERSITY

Timothy Renick

Senior Vice President for Student Success

Professor of Religious Studies

Georgia State University



Lehman College
September 13, 2019

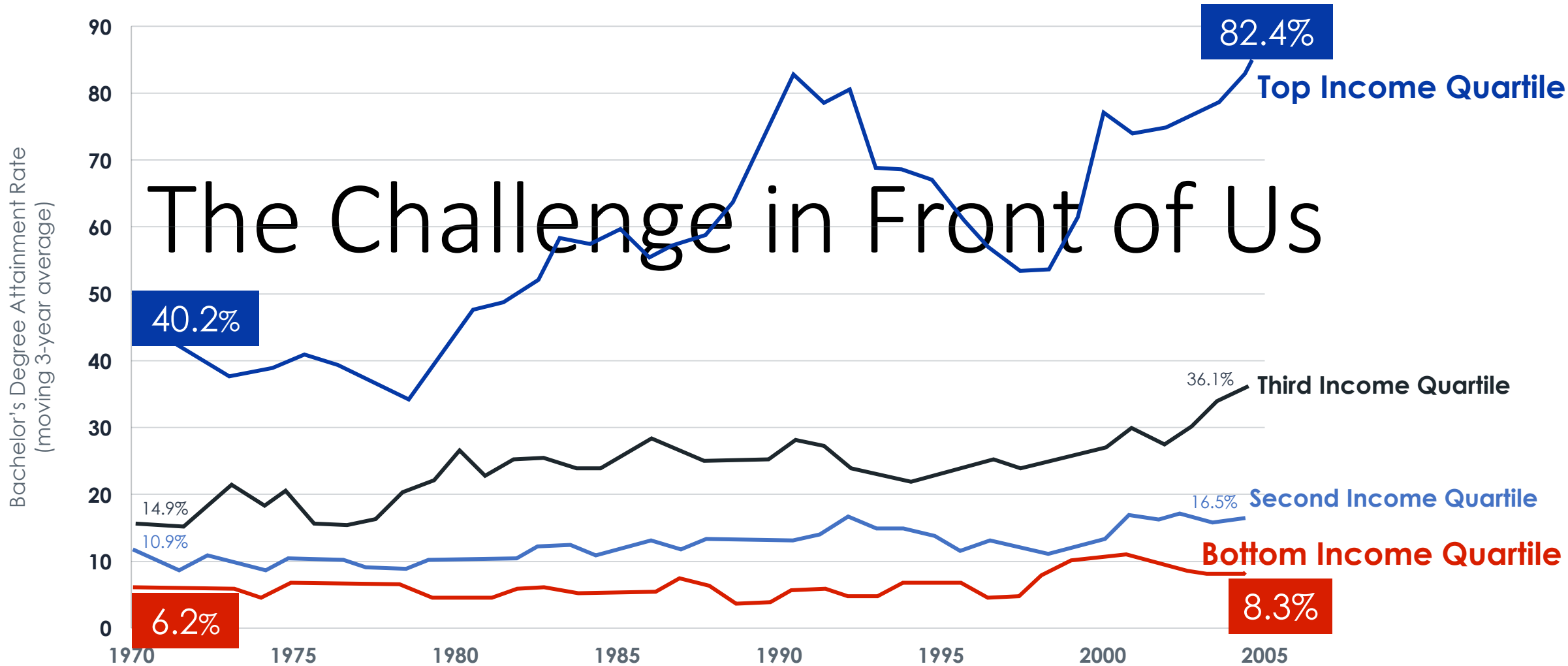
Transforming Student Outcomes Through Data and Institutional Change

Timothy M. Renick, Ph.D.
Sr. Vice President for Student Success
twitter: @tim_renick



Georgia State
University®

Baccalaureate Degree Attainment by Age 24 by Family Income Quartile

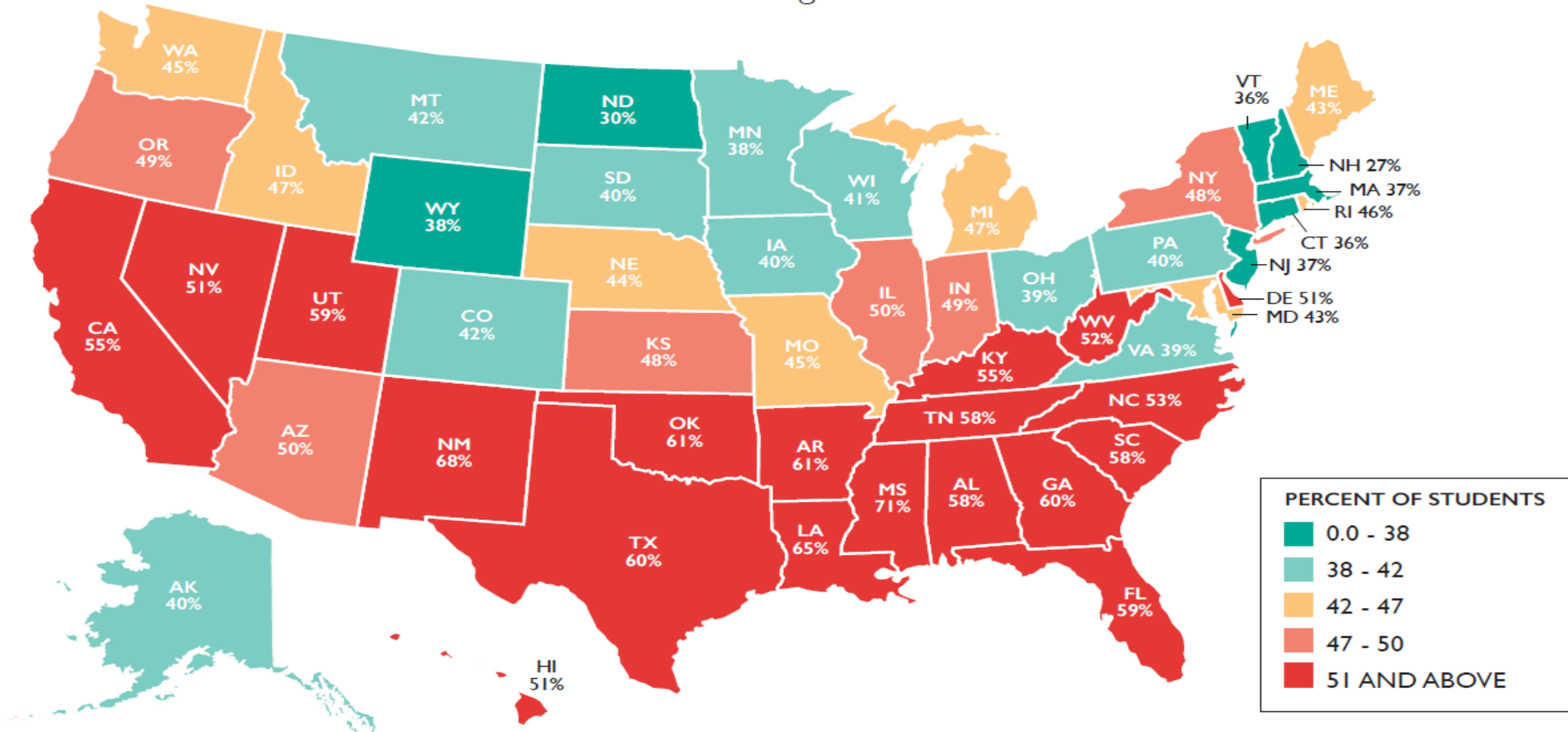


Source: New York Times, "The Reproduction of Privilege," March 12, 2012

Changing Demographics

PERCENT OF LOW INCOME STUDENTS IN U.S. PUBLIC SCHOOLS 2013

National Average: 51%



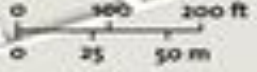
34,000 Students on the Atlanta campus
53,000+ Students as of 2016 with Perimeter College consolidation





SWEET AUBURN

Martin King Nat'l Histor

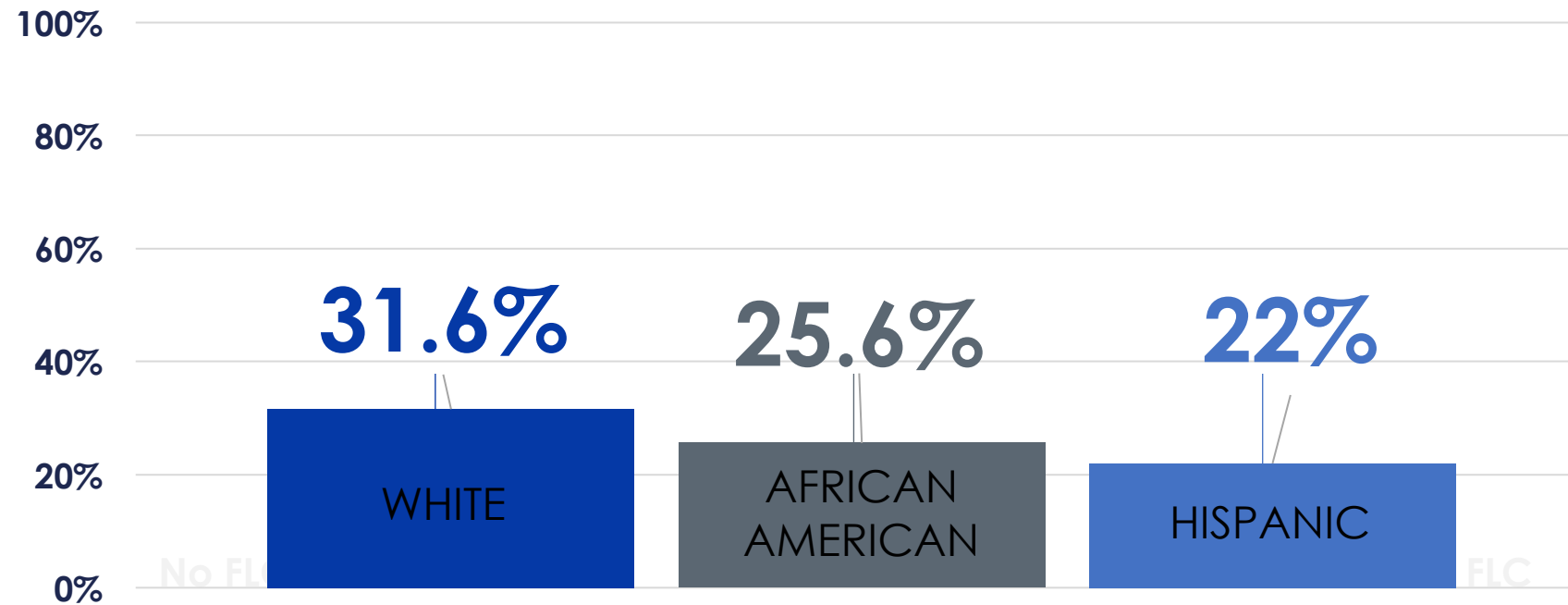




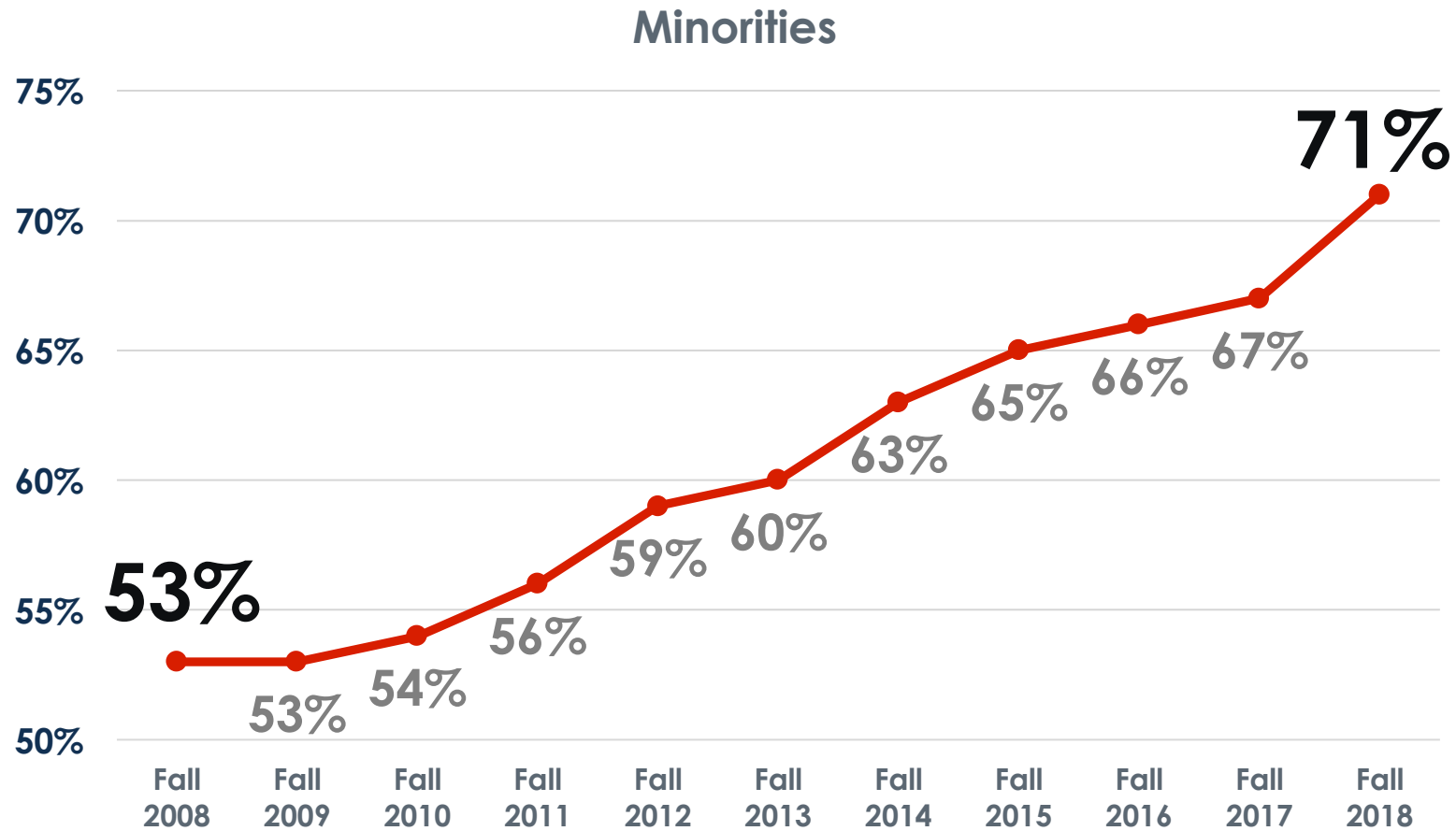
SYSTEM OF GA. CENTER
EVENING AND DAY CLASSES 24

Graduation Rates by Race & Ethnicity

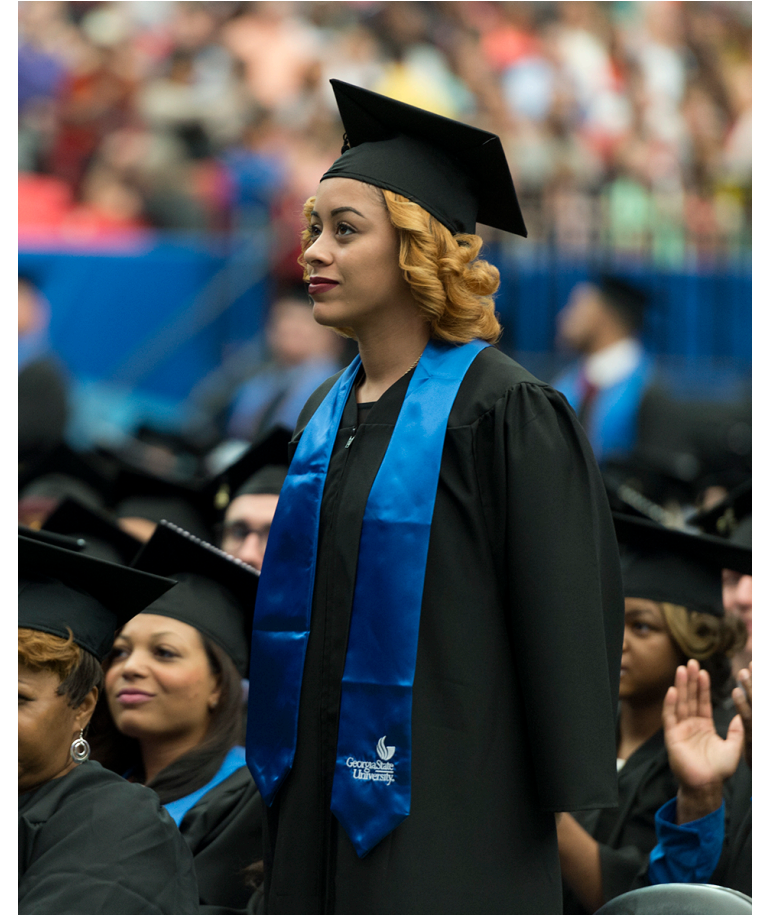
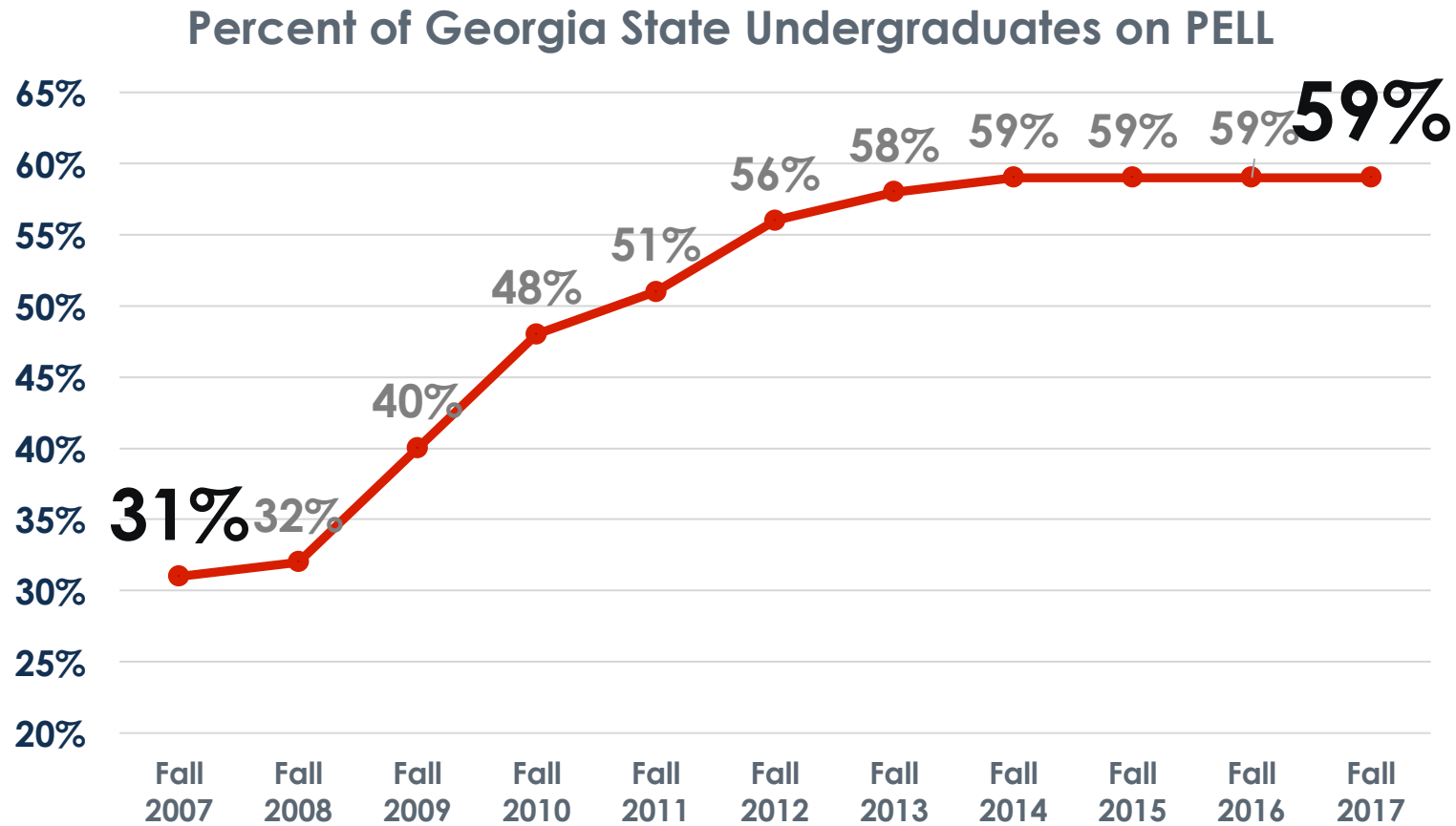
Where we were: 2003



Changing Demographics: Race & Ethnicity



Low-Income Students



A background image of a classroom with several students sitting at desks, focused on their work. The students are diverse in age and ethnicity. The room has large windows in the background, letting in natural light. A blue semi-transparent box is overlaid on the center of the image, containing text and a downward-pointing arrow.

SAT SCORES

-33 points



FORECLOSURE

Appropriations Cuts

-\$40 million

SALE





Are We the
Problem?

19%

Percent of Confirmed Freshmen Who Did Not Enroll
Summer 2015

Summer Melt



Fall 2015

Confirmed GSU Freshman Who
Never Attended Any College: **278**

Non-white **76%**

First Generation **45%**

Low Income **71%**

Avg. High School GPA **3.34**

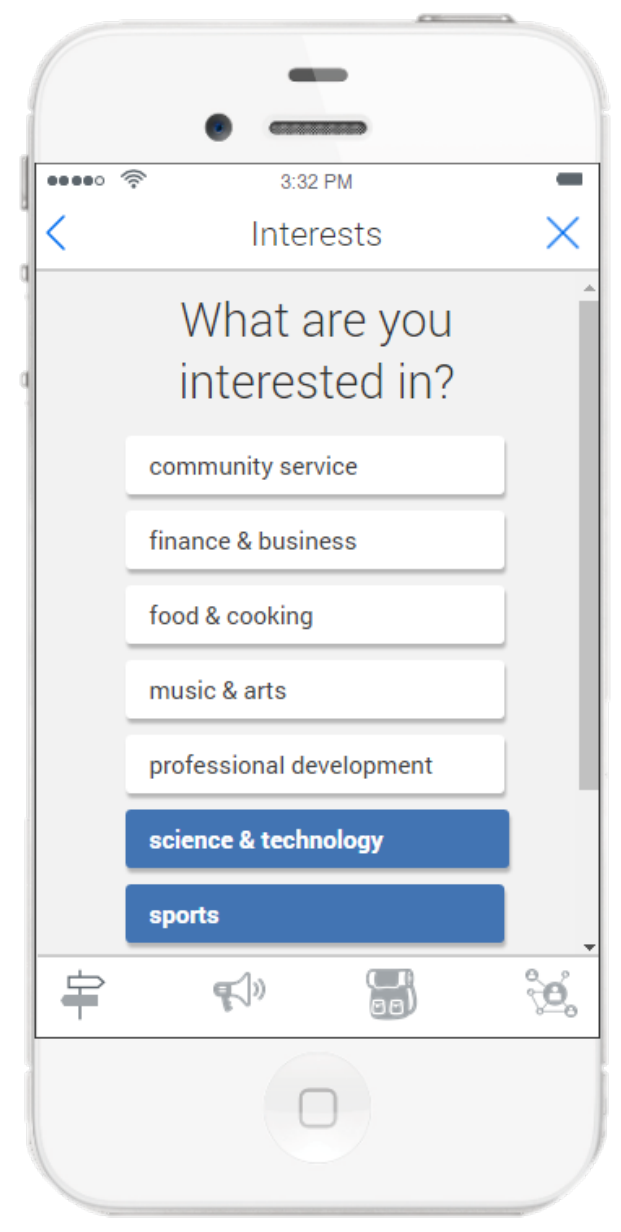
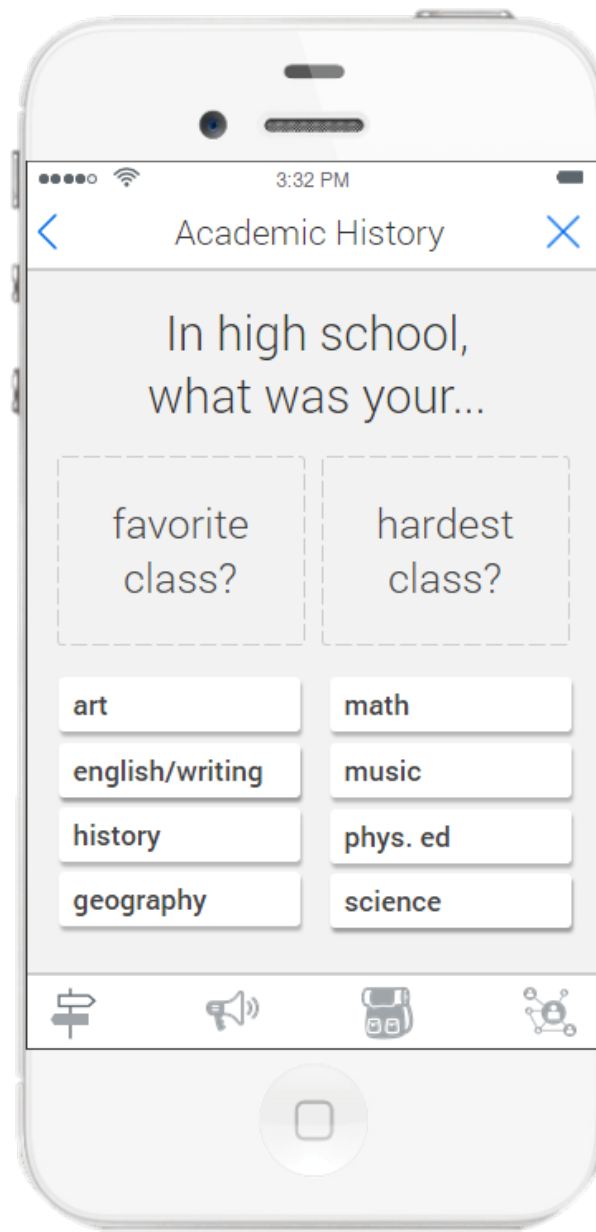
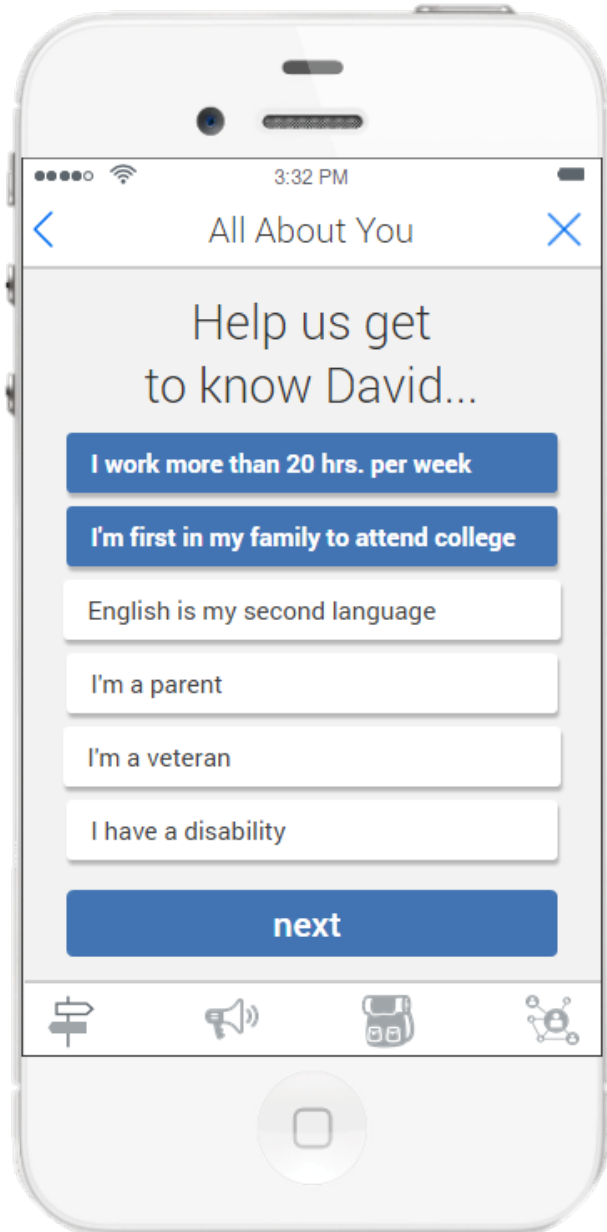
The Hidden Obstacles to Enrollment

- Federal Financial Aid Application
- Verification Request
- State of Georgia Immunization Proof
- Taking Placement Exams
- Registering for Classes



Personalized Interactions Before Enrollment

Source: EAB



Portal to Guide Students Through Next Steps

[My Path](#) [My Plan](#) [My Profile](#)

All Items ▾
This... Week Month Term

This Week

- Resource
Connect with campus resources that matter most to you.
- Resource
Explore services designed specifically for first-generation students.
- To Do
Meet with an academic advisor before your first term
- To Do
Take and review your Assessment Examination
- To Do
Pick your courses and schedule your first term
- Appointment
Open House: Campus Day Care

Which resources matter most to you?

● Select any of our student services that interest you, and we'll add appropriate information to your path.

A Few Recommendations:

<input checked="" type="checkbox"/> Child Care On campus and nearby child care options to help while you are in class.	<input checked="" type="checkbox"/> First Generation to Attend College Resources to help new students learn the ropes and lingo of college.
<input type="checkbox"/> Commuting Services Learn the different ways you can get to and from campus.	<input type="checkbox"/> Student Technologies Get help with all apps, gadgets, and sites that can enhance your campus experience.

All Student Services:

<input type="checkbox"/> Tutoring & Academic Support A great resource for help outside the classroom for your work inside the classroom.	<input type="checkbox"/> Housing Services Resources to help you find a place to stay near campus.
<input type="checkbox"/> Career Guidance Helping you find the right career path and prepare you for the job market. It's never too early to start!	<input type="checkbox"/> Clubs and Activities Grow and have fun! Get involved in one of our many on-campus activities.
<input type="checkbox"/> Mentorships Helping you connect with experience students who can help guide your way.	<input type="checkbox"/> Disability Services Providing support and equipment to qualified students with physical, mental, or educational needs.

Which parent do I use on the FAFSA?

Jan 19 2017 6:38:13 PM

For info on which parent's information to use on the FAFSA, reply with the option that best describes your parents' marital status: Never Married Unmarried and both parents living together Married Remarried Divorced/Separated Widowed If none of these options are applicable, check out 1.usa.gov/1OgfTcg

↶ Undo

✓ Approved by AdmitHub AI

Divorced

Jan 19 2017 6:38:40 PM

If your parents are divorced, the custodial parent (or the one you lived with the most in the past 12 months) is usually responsible for filling out the FAFSA. Check out this website to learn more: 1.usa.gov/1OgfTcg

↶ Undo

✓ Approved by AdmitHub AI

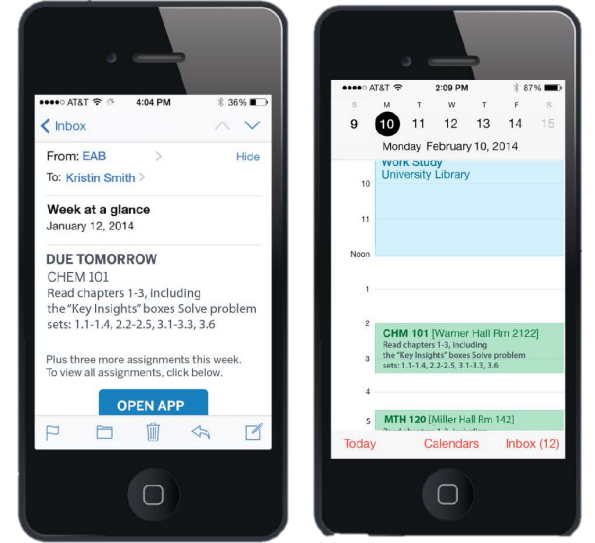
OK and when is it due?

Jan 19 2017 6:39:07 PM

The FAFSA is available starting Oct. 1. Fill it out ASAP! (Use last year's tax info.) Some aid is first-come, first-served, so don't delay! fafsa.gov

✓ Accent

⚠ Reject



201,000



Three-Year Drop in
Summer Melt: 37%

+362

Pilot: Continuing Students

Supported by the Dell and ECMC Foundations

Students who started the semester with a balance: **-49%**

Students with Account Balance Who Opened a ticket with Financial Aid: **+33%**

Student meeting with Advisor within one week of being contacted: **+28.5%**



2.6

Average Number of Majors Cycled Through By
Graduating Seniors in 2010



LOST

CONFUSED

UNSURE

UNCLEAR

PERPLEXED

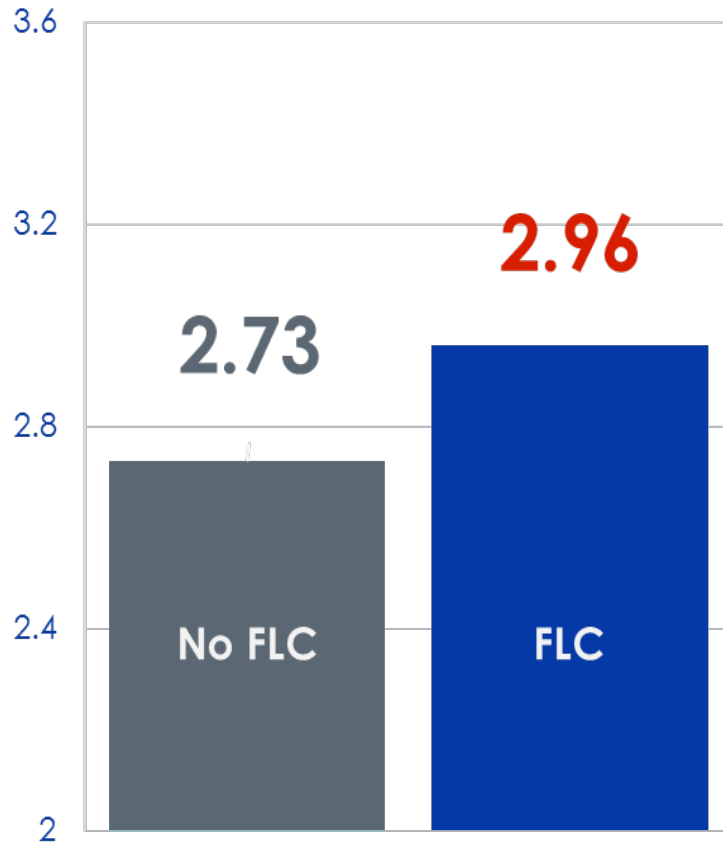
DISORIENTED

BEWILDERED

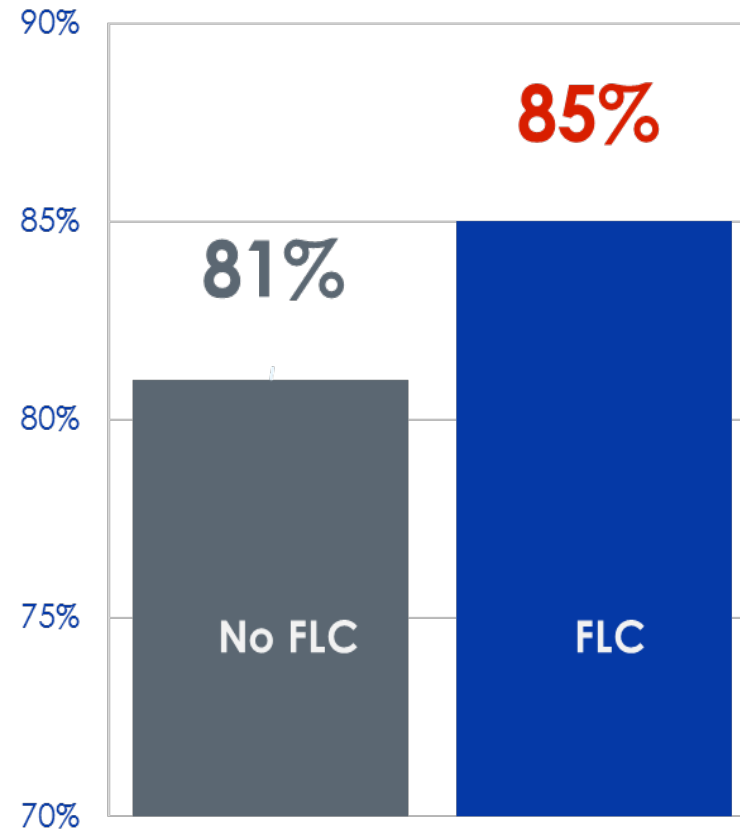
Freshman Learning Communities & Meta Majors

Freshman Learning Communities with block schedules of 5 to 6 courses:
95% of non-Honors freshmen (Opt-out model)

1st Year GPA



Retention



Choice Architecture: Meta Majors

Business
Education
Exploratory
STEM
Humanities & Arts
Health Professions
Policy/Social Science



Academic Guides with Live Job Data

Program Picker 🕒 Est. Time: 00:00				
Take control of your future! Explore majors and certificates that work for you.				
You chose this... on your application		Would you consider... Explore these possibilities for you based on your interests and priorities Find more options		
	Nursing A.S. Learn More <input checked="" type="checkbox"/> Selected	Medical Office Assistant Certificate Learn More <input type="checkbox"/> Explore	Radiologic Technology A.A.S Learn More <input type="checkbox"/> Explore	Health Studies A.S. Learn More <input type="checkbox"/> Explore
<i>Classes/Credits</i>	20 classes / 60 credits	8 classes / 24 credits	20 classes / 55 credits	20 classes / 62 credits
<i>Time to Complete</i>	2 years	1 year	2 years	2.25 years
<i>Financial Aid</i>	✓	May not be Financial Aid eligible	✓	✓
<i>Total Tuition</i>	\$9,176 in state	\$3,641 in state	\$8,850 in state	\$9,427 in state
<i>Outcomes</i>	High rate of transfer to 4-year colleges	Students seek employment or another stackable certificate	Most students seek employment post-graduation	High rate of transfer to 4-year colleges
<i>Average Salary</i>	\$38,500 \$51,100 with BA degree	\$29,129	\$37,819	\$42,774 \$51,553 with BS degree
<i>Hiring Demand</i>	129 job posts <input checked="" type="checkbox"/> Selected	137 job posts <input type="checkbox"/> Explore	459 job posts <input type="checkbox"/> Explore	661 job posts <input type="checkbox"/> Explore

Faculty and Department Seed Grants

The Department of History Skills-Based Approach to U.S. History Survey Courses

- Use Tableau to interpret historical data
- Data viz software as tool for presenting historical findings
- Did NOT require any alteration to existing SLOs





Katon Vicknair

Georgia State University student proudly showcasing my work and projects

<https://portfolium.com/KatonVicknair>

+ CONNECT



PROFILE

PORTFOLIO

CONNECTIONS

Overview

Education
 Studio Concentration - Interior Design (2020) at Georgia State University

Work Experience
 Sale Representative at Vector Marketing




Lives In
 Atlanta, GA

21 Projects
45 Skills
49 Connections

Skills

Search Katon's skills... 

Photography 20

SHOW  SORT BY   Clear current search query, filters, and sorts



The Other Side of Me
 For this project, we were suppose to use mainly cardboard to create a head two times the size of our...

Art & Design

 4 

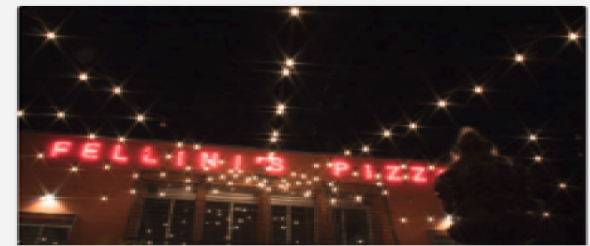


STAFF PICK

Aperture Demo (Shallow Depth of Field)
 Five Images with a shallow depth of field (one thing in focus). Only used natural light, no flash. White...

Photography

 2 



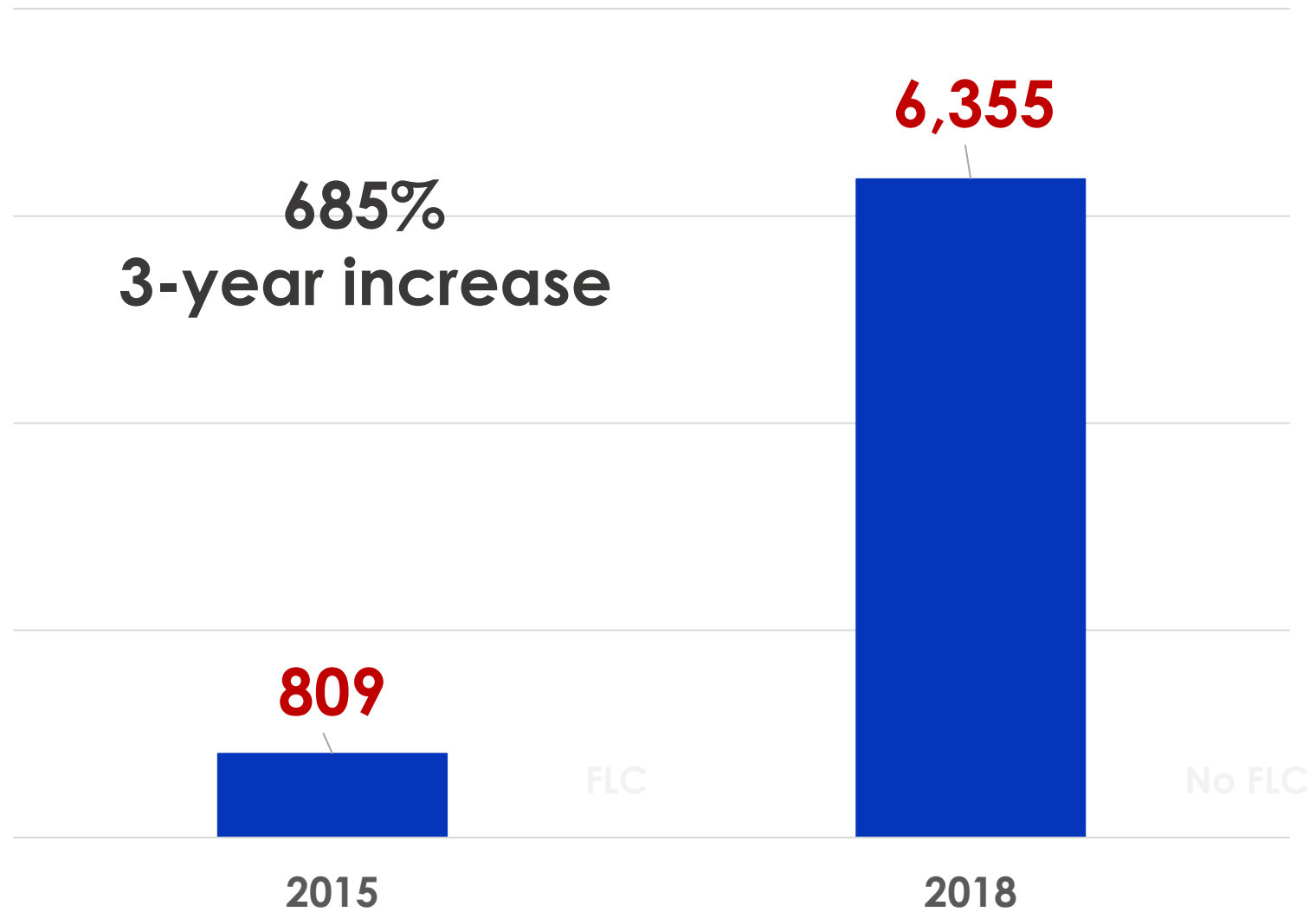
Night Photography: Long Exposure (Pt. 1 of 2)
 Ten Images during night with long exposures (under 1/15 of a second). Tripod was used to prevent camera...

Photography

 2 



Meetings of Pre-Seniors with Career Counselors





-32%

Drop in Major
Changes After the
Freshman Year

43%

Percent of Students Receiving Non-Passing Grades in
Introductory Math Courses in 2008

Strengthening Math Pathways

Pre-Calculus, College Algebra, Intro to Statistics

- DFW Prior to Change: **43%** DFW
Today: **28%** (**35% drop**)
- Number of Students enrolled in courses taught through the MILE, 2017-18: **8,500**

+1,275 Students Passing



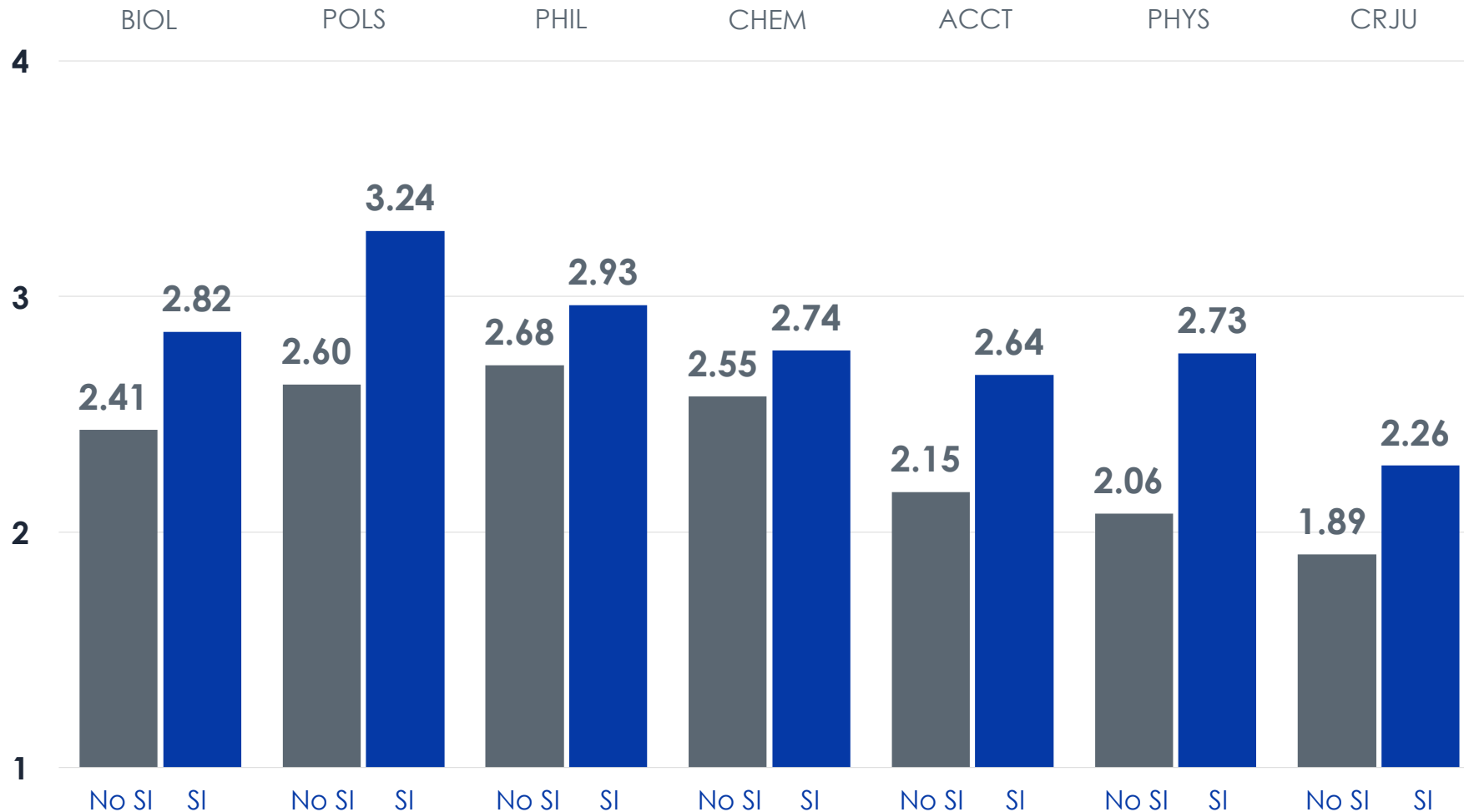
Adaptive Learning at Scale



		STUDENTS	SECTIONS	DFW
POLS 1101	American Government	4694	55	16.3%
MATH 1070	Elementary Statistics	2701	76	25.2%
ECON 2105	Principle of Macroeconomics	2340	38	19.2%
PSYC 1101	Introduction to General Psychology	2252	26	21.8%
POLS 2401	Global Issues	2250	35	18.9%
FILM 2700	History of the Motion Picture	2226	59	15.2%
ECON 2106	Principles of Microeconomics	2122	31	24.7%
MATH 1101	Introduction to Mathematical Modeling	2019	56	26.5%
MATH 1111	College Algebra	1540	45	20.2%
SOCI 1101	Introductory Sociology	1432	29	20.2%
MATH 1113	Pre-calculus	1289	34	27.5%
CHEM 1211	Principles of Chemistry I	1096	37	17.2%
BIOL 1103	Introductory Biology I	1051	48	24.8%

Eliminating Bottlenecks: Peer Tutors

Supplemental Instruction (SI)



Course GPA

No SI: **2.41**

SI: **2.91**

One-Year
Retention

No SI: **83.5%**

SI: **91.2%**

Students: **9,700**

1,000+

Number of Fully Registered Students Being Dropped
Each Semester for Non-Payment in 2010-2011

Who were we dropping?



- Seniors
- Academically on track
- Balance below \$1,500

Panther Retention Grants

**AVERAGE
GRANT** **\$900**

Seniors Graduated: **78%**

Grant Recipients
Graduated 2016-17: **1,321**



Panther Retention Grants



15,600+

***Grants awarded
since 2011***

5,760

Students Who Dropped Out of
Georgia State in 2010

Advisement: GPS Advising

Predictive Analytics Project with EAB

10 YEARS
OF DATA

2.5 MILLION
GRADES

800+

ANALYTICS-BASED

ALERTS

144,000
STUDENT RECORDS

30,000 STUDENTS
TRACKED **DAILY**

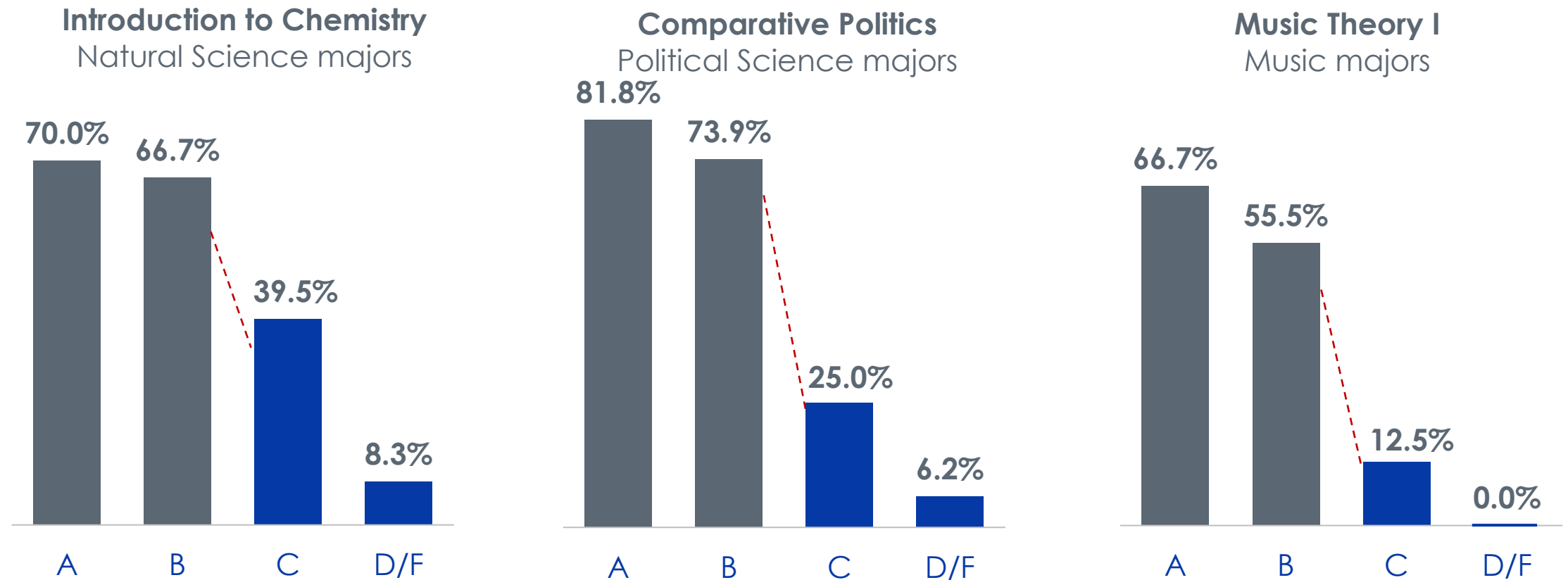
Registration Tracking and Academic Maps

B.S. in Chemistry

SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none">• Complete 1 of ENGL 1101, ENGL 1102 or ENGL 1103 (C or Better)• Complete MATH 1113 or Higher (B- or Better)• Complete CHEM 1211K (B- or Better)	<ul style="list-style-type: none">• Complete ENGL 1102 or 1103 (C or Better)• Complete MATH 2211 or Higher (B- or Better)• Complete CHEM 1212K (B- or Better)• Maintain a cumulative GPA of 2.25 or Better
SEMESTER 3	SEMESTER 4
<ul style="list-style-type: none">• Complete CHEM 2400 (B- or Better)• Complete MATH 2212 (C or better)• Complete PHY 2211k (C or better)	<ul style="list-style-type: none">• Complete CHEM 3410 (C or better)• PHY 2212k (B- or Better) (C or better)• Maintain a cumulative GPA of 2.25 or Better
SEMESTER 5	SEMESTER 6
<ul style="list-style-type: none">• Complete CHEM 4000 with a C or Better• Complete CHEM 4110 with a C or Better	<ul style="list-style-type: none">• Complete CHEM 4010 with a C or Better• Complete CHEM 4120 with a C or Better
SEMESTER 7	SEMESTER 8
<ul style="list-style-type: none">• Complete CHEM 4160 with a B- or better	<ul style="list-style-type: none">• Complete CHEM 4190 with a C or Better

Performance in 'Marker' Courses

Graduation Rate in Major by Introductory Course Grade

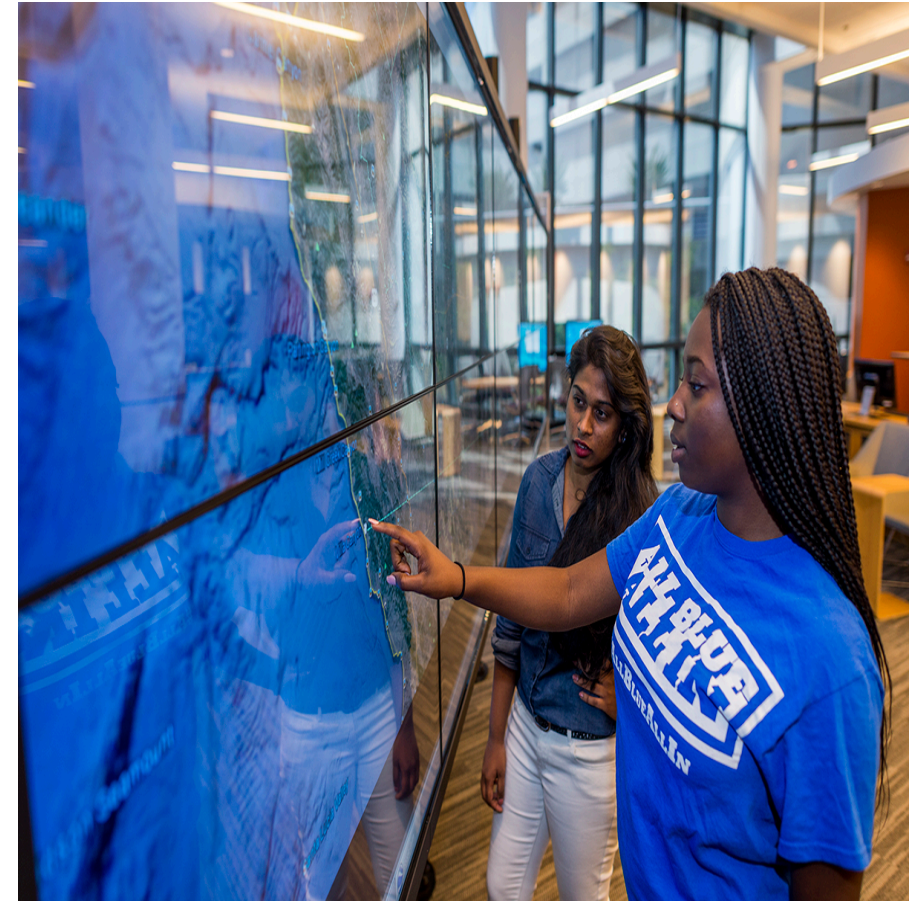
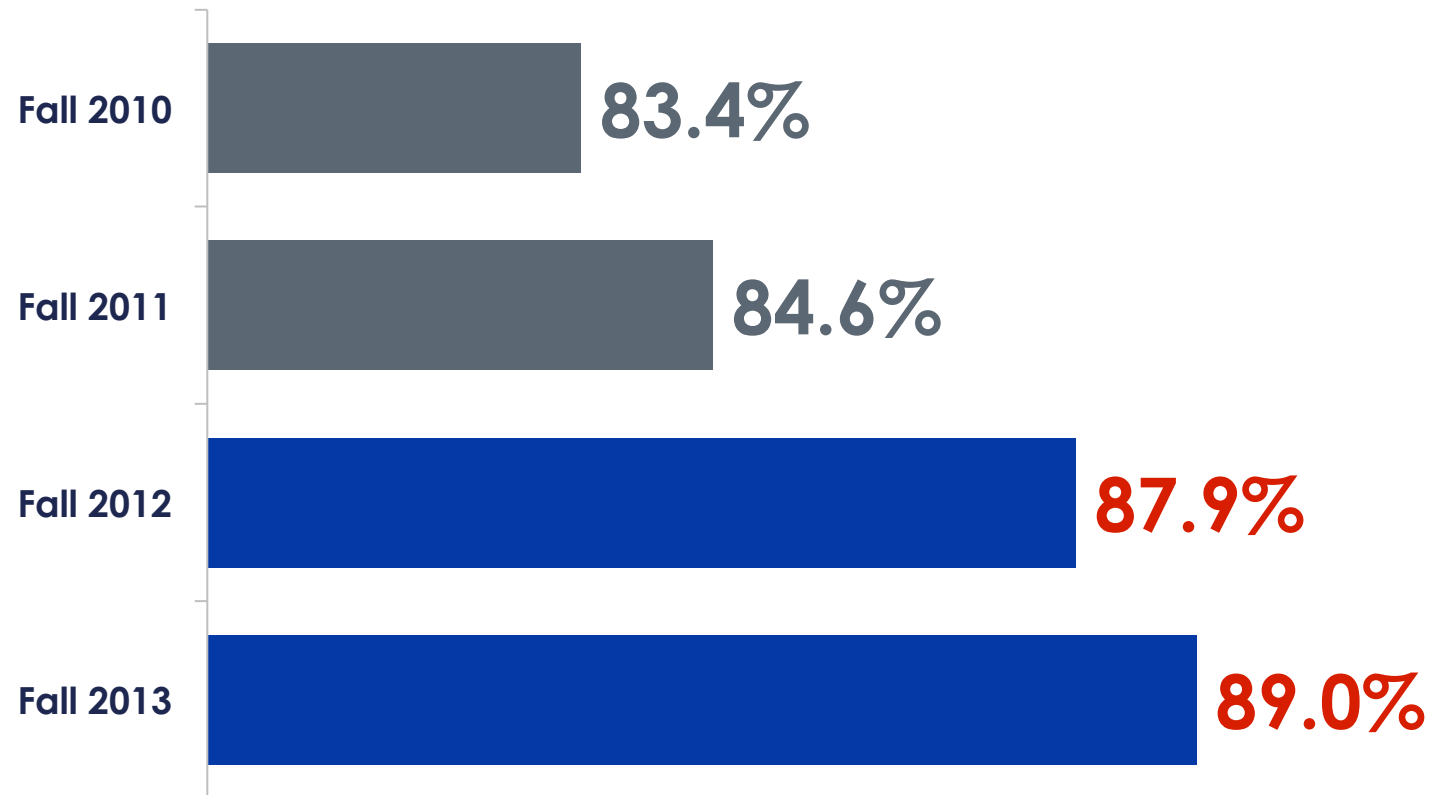




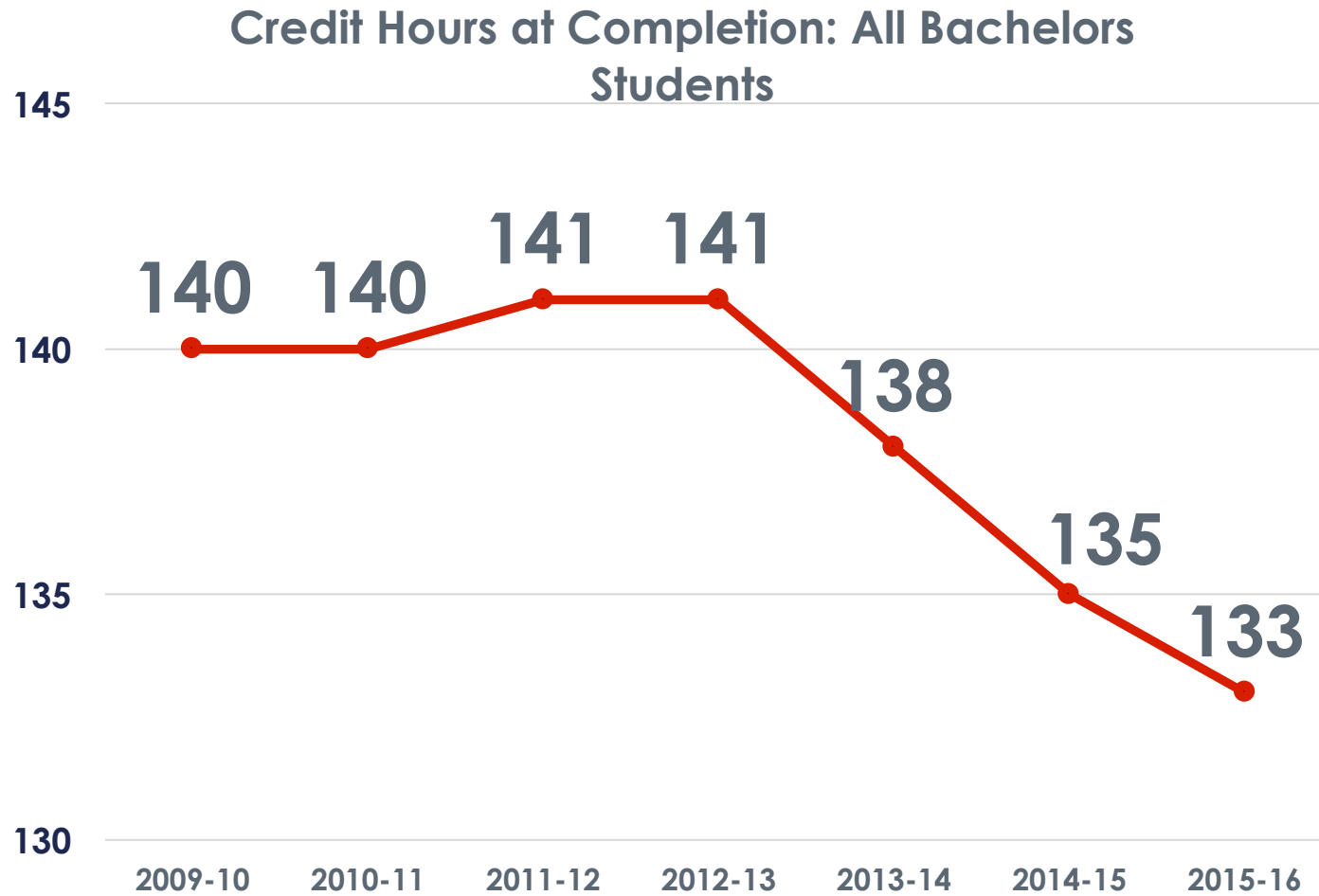
58,260

Results: Increased Retention

Increased Average First Term Retention
Fall to Spring Retention



Results: Decline in Time to Degree



ROI for Students



\$18 million

Savings to the Class of 2018 in tuition and fees when compared to the Class of 2012

Confounding Expectations



STEM Degrees Conferred Since 2011 (with enrollment change)

Black **+167%** (50%)

Black Male **+221%** (54%)

Hispanic **+388%** (118%)

Impacts



JUNIOR

ST. TRACK

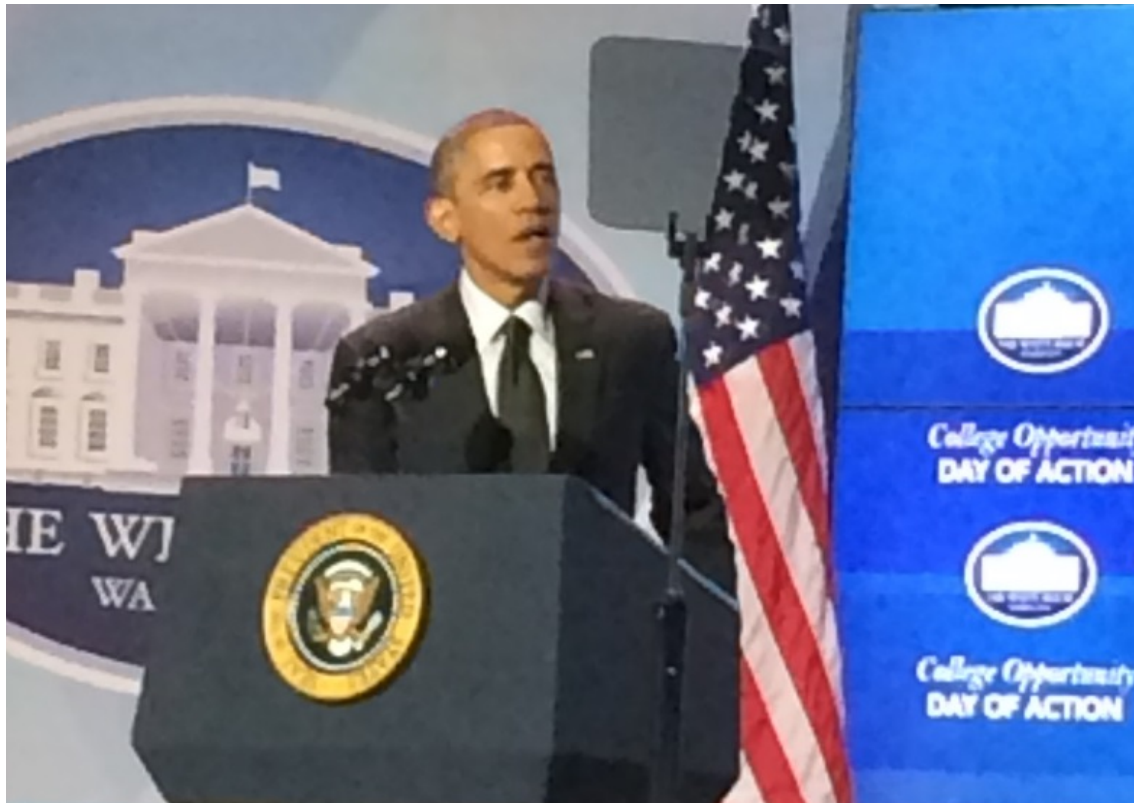
Retention Rate of
Former Success
Academy Students
87%

SENIOR

GRADUATING AND
Pursuing



Growing Recognition



The Cost of Inaction

The Calculus of Student Success: ROI

y

1-point increase in retention =
325 students

Average student tuition
& fees annually/student = **\$9,800**

ROI for each 1-point increase =
\$3.18 million/year



x

Georgia State Undergraduate Degrees Awarded



2010-11: | 2018-19:
4,222 | **7,303**

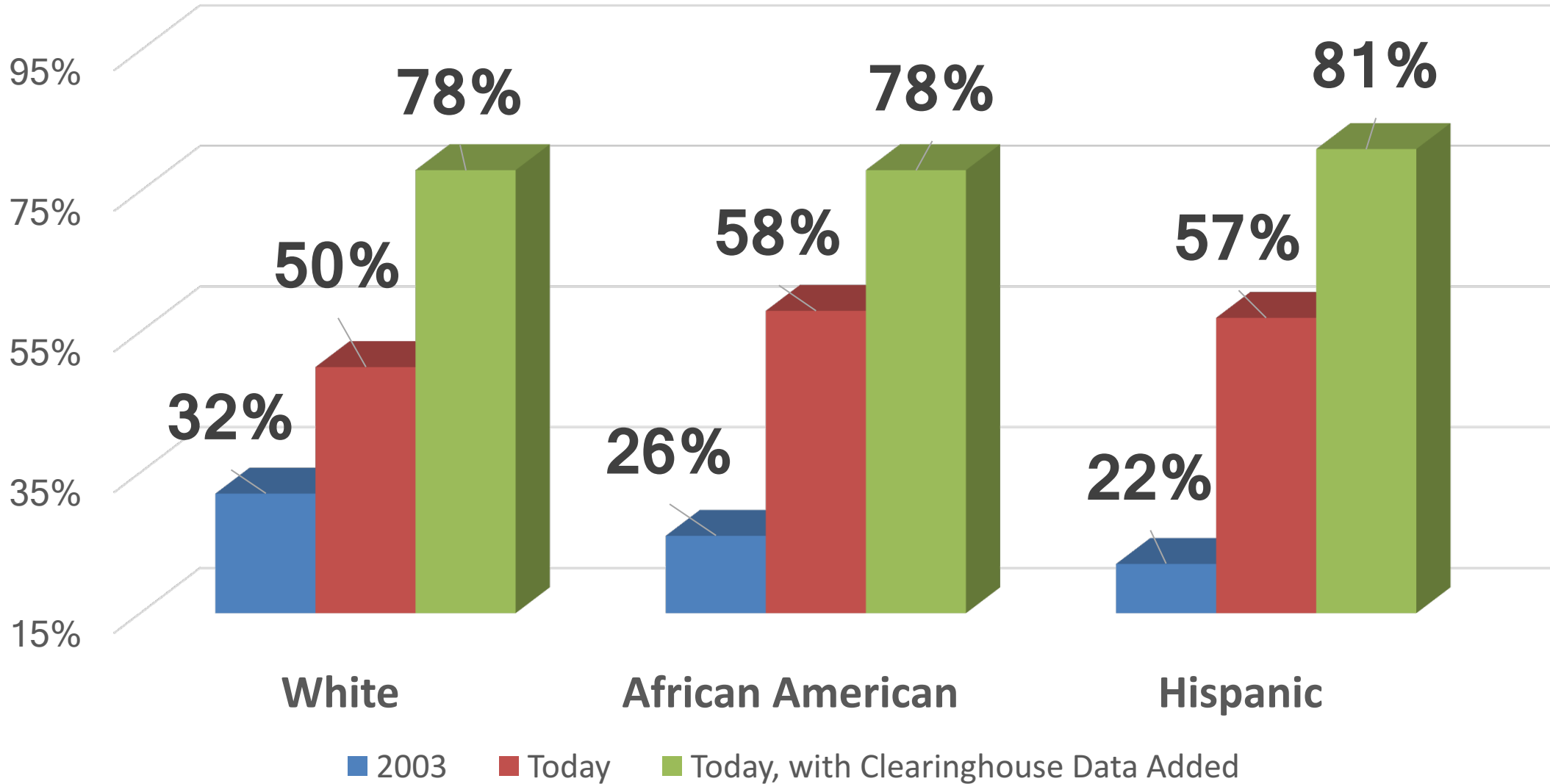
INCREASE:
3,081 (+73%)

Bachelor's Degrees Awarded by Group

	2009-10	2018 - 19	Change	% Change
African American	1,001	2,241	+1,039	+124%
Pell	1,298	3,711	+1,659	+186%
Hispanic	196	567	+313	+189%



Graduation Rates by Race & Ethnicity



#1 in Degrees Conferred to African Americans

Top 100 Degree Producers: Non-Profit Universities

2018 African-American Bachelor's - All Disciplines Combined



	Institutions	State	Total	%Grads	%Chg
1	Georgia State University	GA	1,930	38%	7%
2	FAMU	FL	1,477	95%	-7%
3	University of Central Florida	FL	1,401	24%	-1%
4	University of Maryland-University College	MD	1,443	11%	8%
5	Howard University	D.C.	1,194	78%	0%
6	North Carolina A & T State University	NC	1,227	91%	6%
7	Florida International University	FL	1,087	19%	7%
8	Florida Atlantic University	FL	1,054	11%	9%
9	University of Memphis	TN	1,011	33%	3%
10	The University of Texas at Arlington	TX	992	13%	-7%

Source: Diverse Issues in Higher Education, 2018



<http://success.gsu.edu>

twitter: @tim_renick



LEHMAN
COLLEGE

15 Minute Break
Stretch and Grab a Snack! 😊

September 13, 2019

APPROACHING STUDENT SUCCESS WITH INTENTIONALITY

Jonathan Gagliardi
Assistant Vice President
Strategy, Policy and Analytics



APPROACHING STUDENT SUCCESS WITH INTENTIONALITY

SCALING IMPACT THROUGH STRATEGIC ALIGNMENT

LS³
September 13, 2019

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COLLEGE



Government



Civic Society



Private Sector



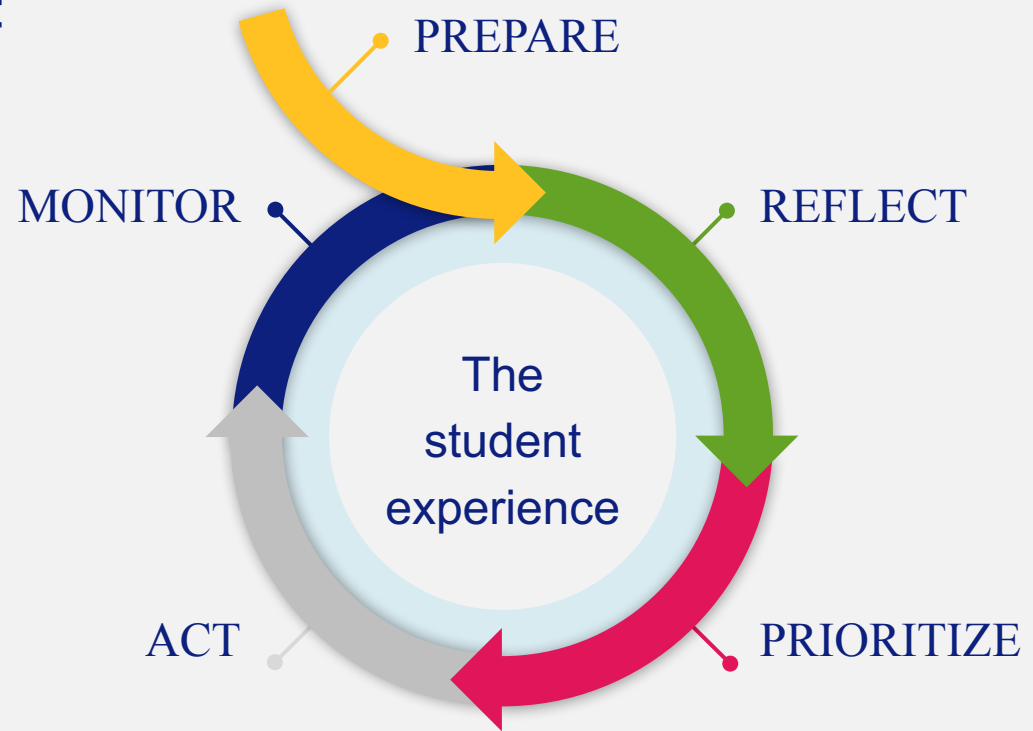
Higher Education

Colleges and universities operate in a dynamic environment

The AASCU Cycle of Transformation is an Organizing Framework to Facilitate Student-Centered improvements

According to the ACOT, transformation is a process that:

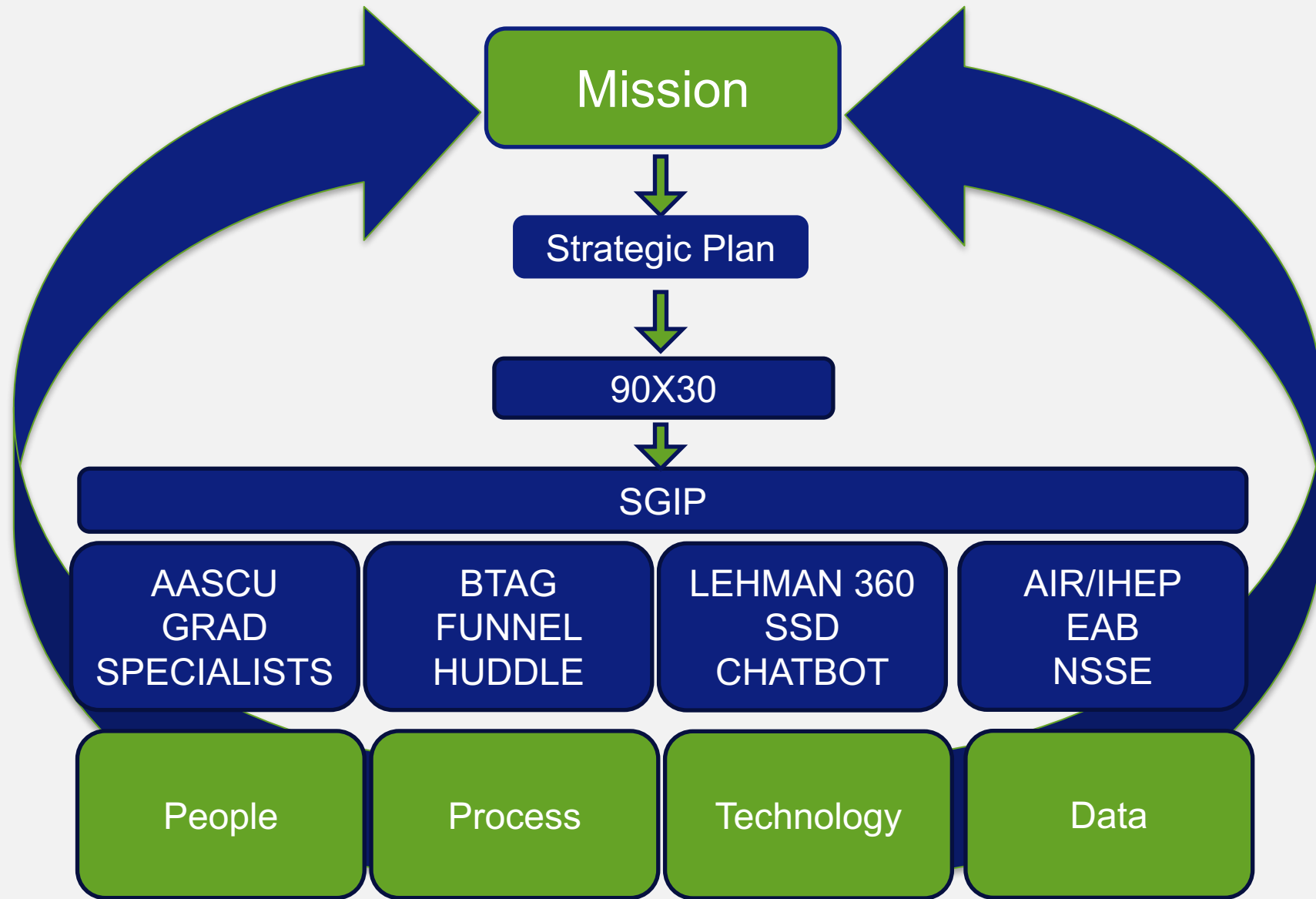
- leverages **continuous improvement** strategies
- revolves around the **student experience**
- leads to the redesign of **institutional functions**
- results in **equitable students outcomes**



- 1 Have a clearly defined aspiration
- 2 Understand our capacity to deliver
- 3 Develop systems to monitor and facilitate progress
- 4 Adopt strategies to ensure our success

Adapted from Education Delivery Institute (EDI)

A strategic approach to student success is multidimensional and collaborative by nature



We are currently in the process of organizing and aligning our efforts

1

Have a clearly defined aspiration

Together, the Lehman College community has rallied around the 90X30 Challenge-our aspirational and inspirational goal

In 2017, Lehman launched a grand challenge—to double the number of high-quality degrees and certificates our students will earn by the year 2030 from 45,000 to 90,000

2

Understand our capacity to deliver



Strategic Growth and Investment Plan

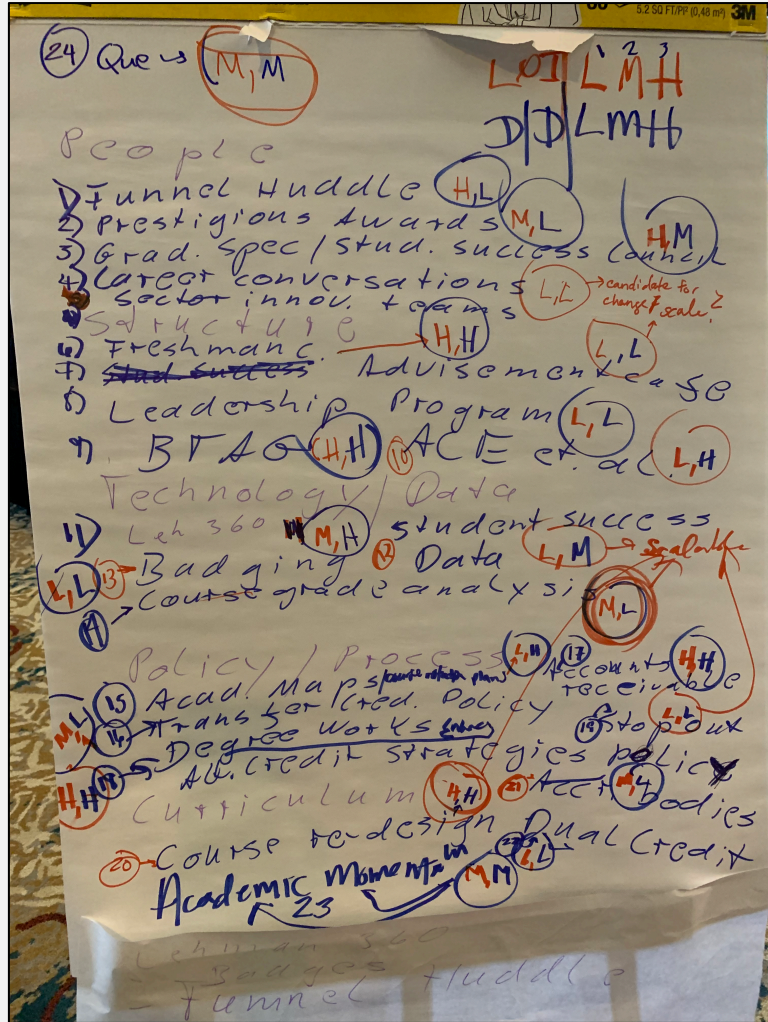
A Blueprint for the Future



SPRING 2019

The Strategic Growth and Investment Plan (SGIP) represents a campus wide effort focused on ensuring the long-term sustainability of the College

Lehman has also joined the AASCU Center for Student Success (CSS)



As part of the CSS, we have engaged in a campus institutional transformation assessment, and taken inventory of our student success work

There's a lot to be proud of!

3

Develop mechanisms to monitor and facilitate progress

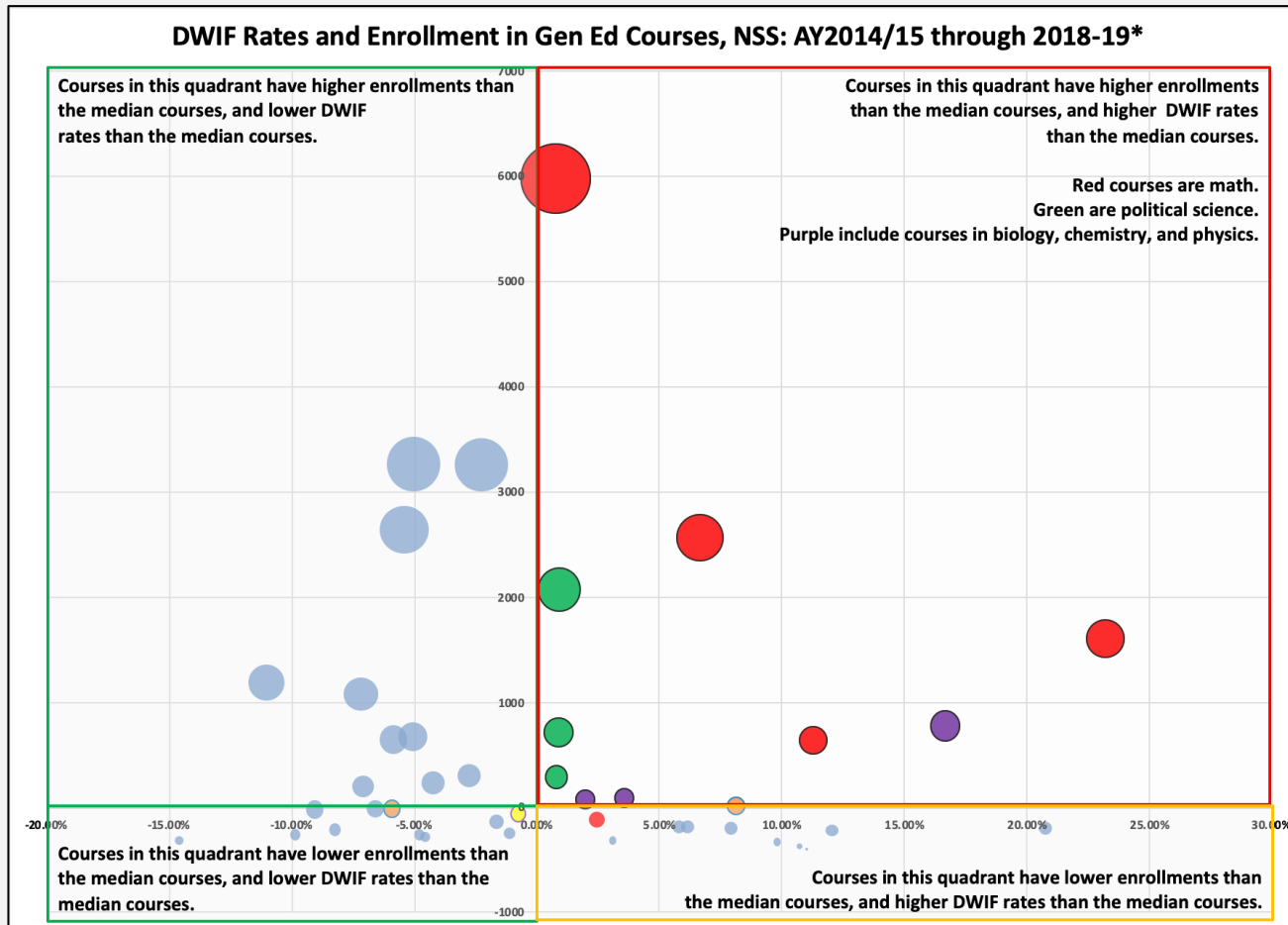
Mission: The Strategy, Policy, and Analytics function engages the campus in an evidence-based process of continuous improvement

Vision: The Strategy, Policy, and Analytics Function will become a national model for using evidence to facilitate transformational change and student success

We work collaboratively with AA, IT, EM, and Finance to:

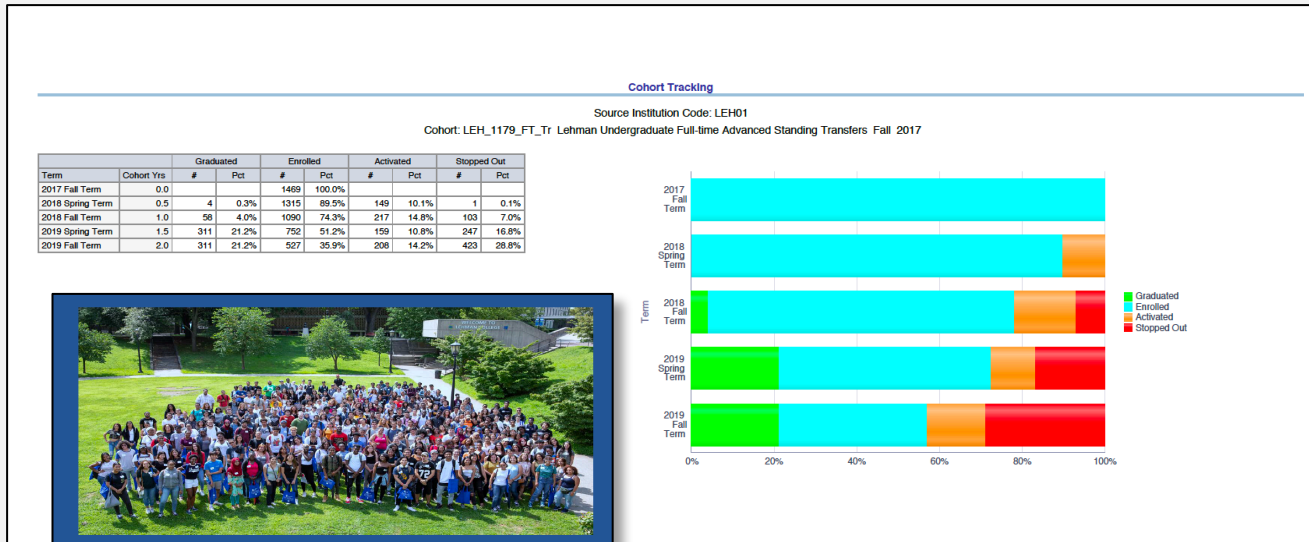
- Cultivate a culture of evidence-based decision making, continuous improvement and assessment
- Facilitate better data utility
- Successfully fulfill the transactional work of IR while transitioning to a change leadership role; and
- Develop and produce a series of analytics products that center around the campuses shared vision and goals



Together with Academic Affairs, the college has taken a deeper dive into DWIF patterns and course grades



The findings have revealed opportunities for grantmaking and continuous improvement in critical thinking and quantitative reasoning

Combining Factbook data and Student Success Dashboard data has helped us better understand 90X30




LEHMAN COLLEGE


Office of Institutional Research,
Planning and Assessment

2018-19 Fact Book

Additionally, cross-divisional efforts have led to the development of enrollment dashboards, and efforts are underway to develop tools for deans, department chairs, and other important community members!

New York State Labor data has given us insight into post-graduate outcomes and academic program renewal

Environmental Scan Supplement High-Demand Majors Prepared by: Donald Sutherland, OIRPA

Purposes: The purposes of this examination are to gain insight into:

1. The occupational areas that are defined by high employment growth and high wages over the past three years in New York State
2. The majors that most commonly are associated with the subset of the occupations within those occupational areas that require a Bachelor's Degree or more.

This information can allow a college or university to assess how its programs and curricula are connected to labor force needs. Labor force needs are an important aspect of post-graduate outcomes, but not the only element. Other post-graduate outcomes, including further study, civic engagement, and overall personal growth and satisfaction of a school's graduates are important. Those outcomes are beyond the scope of this examination. Together, the broad definition of post-graduate outcomes (satisfaction of labor force needs and entry into/success within graduate degree programs) are key indicators of educational and institutional effectiveness.

Key Takeaways:

- The skills and knowledge provided to students enrolled in Lehman College's five most popular majors are in-demand in the New York State labor market (particularly those in business, management, and healthcare-related areas). The employment growth/wage growth data in this report coupled with the employment and wage outcomes published by CUNY Central confirm the connection of these majors to the New York State labor market.
- Lehman College has allocated substantial resources (faculty and funding) and constructed substantial infrastructure to offer these majors. That puts Lehman College in a position to scale up its teaching in those fields through on-campus and online courses (at lower incremental course than if the College had a much smaller presence in those areas).
- Lehman College's strengths in developing students with in-demand skills and knowledge gives the College leverage to pursue an expansion of its partnerships with local companies, non-profits, and the New York City/Bronx governments.
- Lehman College can use the New York State employment and wage data in combination with its offerings to increase public awareness of its work, attract promising students, and strengthen the crucial social- and economic-mobility value of its brand.
- Lehman College has opportunities that include:
 - Leveraging its programs to strengthen its Continuing and Professional Studies program and expand access to opportunity to Bronx/New York City residents who are aged 25 and older with some college education, but do not yet possess a college degree or high quality credential.
 - Expanding the range of its offerings in fields in which it has popular majors and in which employment/wages in New York State have been growing
 - Bundling credentials with in-demand majors to strengthen the skills, knowledge, and labor force competitiveness of its graduates.
- Lehman College should take a closer look at the skills and knowledge provided through its General Education and Liberal Arts offerings (and their student learning outcomes) and map those skills and knowledge to high employment growth/wage fields. Based on employer surveys (e.g., "Fulfilling the American Dream: Liberal Education and the Future of Work," July 2018) that go beyond the scope of this short report, employers value those skills. Such a mapping exercise would better connect the College's Liberal Arts graduates with career opportunities and increase the relative attractiveness of Liberal Arts majors.

Profile of High-Growth Occupational Areas in New York State:

Nine high-growth occupational areas had median wages that exceeded the New York State median wage. Five (56%) were in areas with employment that was below the New York State median for occupational areas; Four (44%) were in areas with employment that exceeded the New York State median for occupational areas. In addition, five of the high-growth occupational areas were defined by median wages that were below the New York State median figure.

Higher Median Wage	Architecture & Engineering	Business & Financial Operations
	Community & Social Service	Construction & Extraction
Lower Median Wage	Computer & Math	Healthcare Practitioners & Technicians
	Legal	Management
	Protective Service	
	Farming, Fishing, Forestry	Food Preparation & Serving
		Healthcare Support
		Personal Care and Service
		Transportation & Material Moving
	Below Median Employees	Above Median Employees

High-Growth, High-Wage Occupational Areas:

Occupational Area	2017 Employees	2017 Median Wage	3-Year Annualized Employment Growth	3-Year Annualized Wage Growth
Architecture & Engineering	112,340	\$79,500	1.8%	2.0%
Business and Financial Operations	543,880	\$79,240	4.2%	2.1%
Community & Social Services	178,390	\$47,940	2.3%	1.4%
Computer & Mathematical	259,090	\$87,930	5.0%	2.2%
Construction & Extraction	332,420	\$57,550	3.0%	2.6%
Healthcare Practitioners & Technicians	535,900	\$76,880	2.0%	2.6%
Legal	111,100	\$103,250	2.1%	1.2%
Management	470,690	\$129,840	1.9%	2.7%
Protective Services	299,880	\$45,000	2.3%	0.0%

All (New York State)	9,207,870	\$43,690	1.5%	2.2%
----------------------	-----------	----------	------	------

Growth Rate Key:

- 75% of the New York State Average or Less
- 125% of the New York State Average or More

We are also developing a deeper understanding of the impact we have on civic engagement

NSLVE NATIONAL STUDY OF LEARNING, VOTING, AND ENGAGEMENT **JULY 2019**

Strategy, Policy, and Analytics
Office of Institutional Research, Planning, and Assessment

Issue Brief: Lehman College Student Voting Summary, 2012 and 2016
Donald Sutherland

Lehman College actively engages students “in their academic, personal, and professional development”¹ and contributes to “the transformation of lives and communities.”² Lehman College’s institutional learning goals aim to prepare its graduates for “leadership roles to build capacity in their communities.”³ Civic engagement, of which participation in elections is one indicator, provides insight into the College’s efforts.

The National Study of Learning, Voting, and Engagement provided voting data for Lehman College’s students (not graduates) for the 2012 and 2016 elections. Electoral participation by students provides a snapshot into how well the College is doing with its current student body. The data is encouraging. Lehman College’s students vote at a higher rate than the average for students at other institutions, including Master’s Institutions and Public Master’s Institutions.

Highlights:

- 2016 voting rate: 53.1% vs. 50.4% for all institutions (2012 voting rate: 49.5% vs. 46.9% for all institutions)⁴
- 2016 voting rate: 53.1% vs. 52.9% for Master’s Institutions and 52.1% for Public Master’s Institutions (2012 voting rate: 49.5% vs. 49.4% for Master’s Institutions and 48.7% for Public Master’s Institutions)⁵
- Lehman’s undergraduate voting rate rose from 48.9% in 2012 to 50.1% in 2016; its graduate voting rate rose sharply from 50.0% in 2012 to 57.2% in 2016.⁶
- During both the 2012 and 2016 elections, Lehman College’s part-time students voted at a higher rate than its full-time students (6.5 percentage points and 5.3 percentage points respectively).⁷
- Lehman College’s younger students (age 18-21 and 22-24 cohorts) voted at a higher rate than the nation’s respective voter cohorts.⁸

Age Group	2012 Election		2016 Election	
	Lehman	National	Lehman	National
18-21	39.5%	38.3%	46.5%	40.0%
22-24	47.5%	45.1%	48.9%	46.5%

- Four of the five fields (80%) in which data was available for 200 or more students in both 2012 and 2016 had 2016 voting rates that exceeded the Lehman College average of 53.1%: Education: 56.7%; Health Professions: 54.6%; Public Administration and Social Service Professions: 57.4%; and, Social Sciences: 56.1%.⁹ The voting rate for Business, Management, and Marketing was 46.7%.¹⁰
- Four of the five fields (80%) in which data was available for 200 or more students in both 2012 and 2016 saw a higher voting rate in 2016 than 2012: Business, Management, and Marketing: +3.7%; Education: +1.3%; Health Professions: +9.9%; and, Public Administration and Social Services Professions: +0.6%.¹¹ Social Sciences recorded a 1.2% decline.¹²

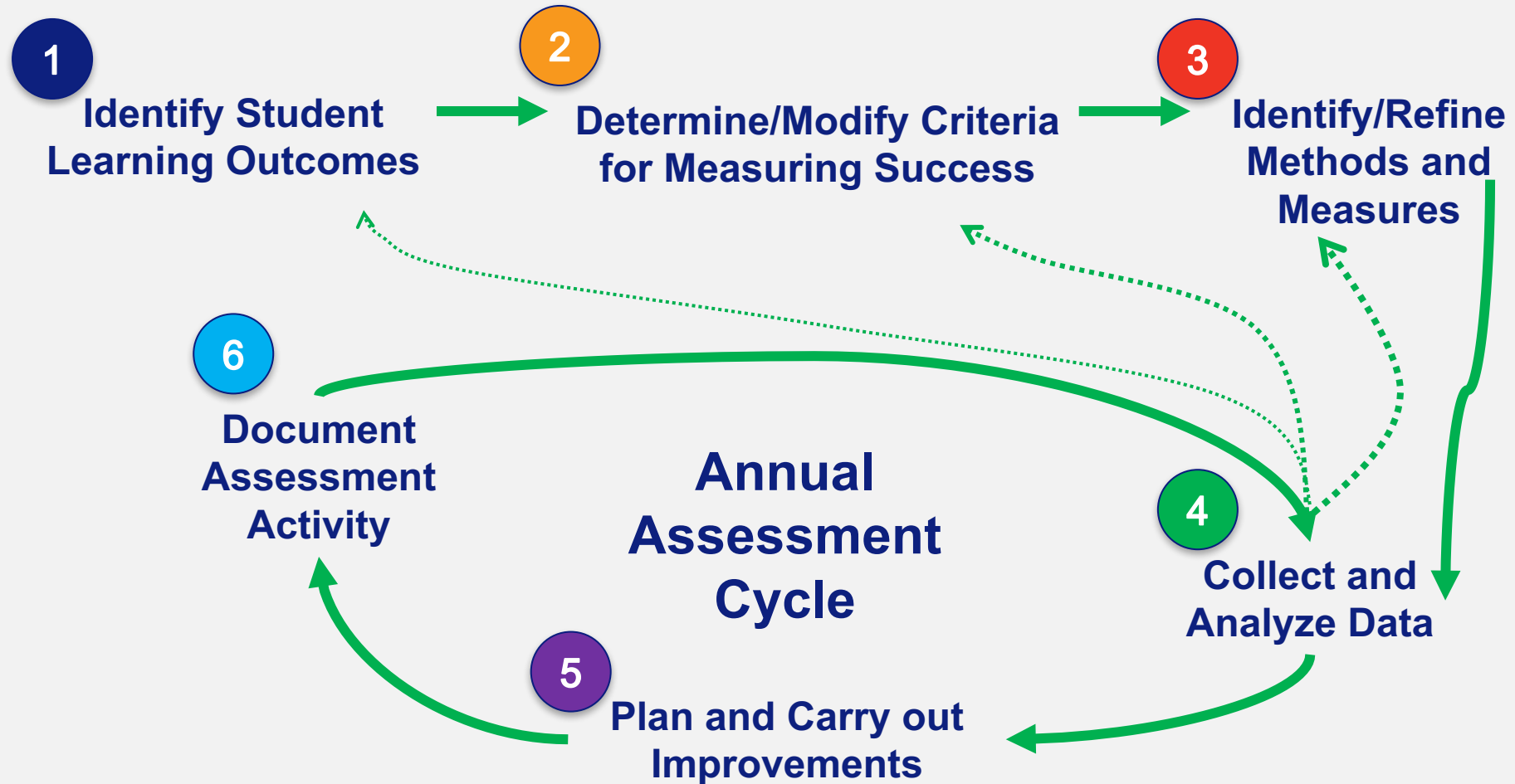
Endnotes:

¹ Lehman College Mission Statement.
² Lehman College Values Statement.
³ Characteristics of a Lehman Graduate at <http://www.lehman.edu/omaaes/>.
⁴ Jonathan M. Tisch College of Civic Life, Tufts University, “2012 & 2016 Campus Report,” July 2019, p.3.
⁵ Jonathan M. Tisch College of Civic Life, Tufts University, “2012 & 2016 Campus Report,” July 2019, p.4.
⁶ Jonathan M. Tisch College of Civic Life, Tufts University, “2012 & 2016 Campus Report,” July 2019, p.7.
⁷ Jonathan M. Tisch College of Civic Life, Tufts University, “2012 & 2016 Campus Report,” July 2019, p.7.
⁸ Jonathan M. Tisch College of Civic Life, Tufts University, “2012 & 2016 Campus Report,” July 2019, p.6, U.S. Census Bureau, “Voting and Registration in the Election of November 2012” and U.S. Census Bureau, “Voting and Registration in the Election of November 2016.”
⁹ Jonathan M. Tisch College of Civic Life, Tufts University, “2012 & 2016 Campus Report,” July 2019, p.10.
¹⁰ Jonathan M. Tisch College of Civic Life, Tufts University, “2012 & 2016 Campus Report,” July 2019, p.10.
¹¹ Jonathan M. Tisch College of Civic Life, Tufts University, “2012 & 2016 Campus Report,” July 2019, p.10.
¹² Jonathan M. Tisch College of Civic Life, Tufts University, “2012 & 2016 Campus Report,” July 2019, p.10.

- 2016 voting rate: 53.1% vs. 50.4% for all institutions (2012 voting rate: 49.5% vs. 46.9% for all institutions)
- 2016 voting rate: 53.1% vs. 52.9% for Master’s Institutions and 52.1% for Public Master’s Institutions (2012 voting rate: 49.5% vs. 49.4% for Master’s Institutions and 48.7% for Public Master’s Institutions)
- Lehman’s undergraduate voting rate rose from 48.9% in 2012 to 50.1% in 2016; its graduate voting rate rose sharply from 50.0% in 2012 to 57.2% in 2016.

4

Adopt strategies to ensure our success



Our six-step process for continuous improvement ensures we move to actions that promote student success and equity

Conclusions

- **Our student success work has contributed to the Lehman College's unprecedented success**
- **As we continue to work towards our 90X30 challenge, a coordinated and organized approach will magnify the opportunity of our work**
- **By focusing on the intersection of people, process, technology, and data, the College can continue to improve student outcomes, and ensure equity, upward mobility, and sustainability**
- **We are on the cusp of being a national model!**

Exercise

At your tables, discuss and answer the following questions:

- a) What have you learned this morning about Lehman that most surprised you? (write on Blue Card).
- b) Are there lessons or strategies you learned from Dr. Renick that you plan to apply to Lehman? (write on **Yellow** Card).
- c) What is the one thing you could do to align and enhance your ongoing work? (write on **Green** Card)

Put the cards on the corresponding post-it notes throughout the room



THANK YOU!

**APPROACHING STUDENT SUCCESS WITH INTENTIONALITY:
SCALING IMPACT THROUGH STRATEGIC ALIGNMENT**

LS³
September 13, 2019

LEHMAN
COLLEGE



LEHMAN
COLLEGE

LUNCH
BON APPÉTIT! 😊

September 13, 2019



LEHMAN
COLLEGE

LUNCHTIME PANEL

September 13, 2019

MEETING STUDENTS WHERE THEY ARE

Stanley Bazile
Executive in Charge, Student Affairs
Dean of Students

MEETING STUDENTS WHERE THEY ARE

Moderator

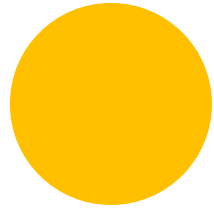
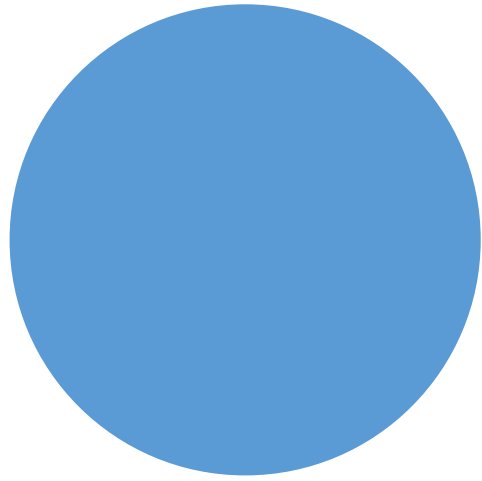
Stanley Bazile

Panelists

- Karen Smith Moore, Director, Counseling Center
- Dugeidy Ortiz, Director, Wellness Education and Health Promotion Program
- Suzette Ramsundar, Associate Director, Campus Life
- Conrad Walker, Director, Strategic Initiatives and Special Projects

Ronald Bergmann

Vice President for Information Technology and
Chief Information Officer



Enhancing the Student Experience Through Technology

Lehman College Summit
on Student Success

September 13, 2019



LEHMAN
COLLEGE



Digital
experience
planning
considerations

Student journey

Consistent, frustration-free
experiences

Collaborative, personalized,
self-service

Metrics

Agenda



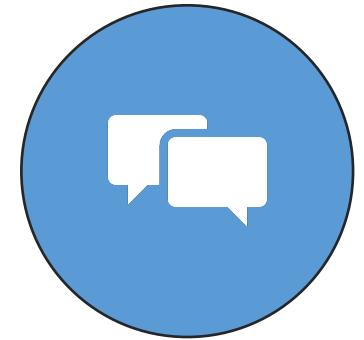
LEHMAN 360



ENHANCED MOBILE
APP



CHATBOT PILOT



DISCUSSION

Lehman 360

- 360 Dashboard
- Back to Profile
- Lehman One Access ▾
- Academic Calendar
- iDeclare ▾
- Student Evaluation of Teaching and Learning (SETL) Results
- Transcript
- My CUNY Links ▾
- My Campus Links ▾



Anthony Soler

Major: Health Services Admin BS
 Concentration: 55 Credit Option
 Email: anthony.soler@lc.cuny.edu
 Phone: 646/353-3754
 Emplid: 13157850
 Library ID: 21982019211923

Notifications

You have earned 60 or more credits. Please declare your major. (This is just an example)

[Click here and declare your major](#)

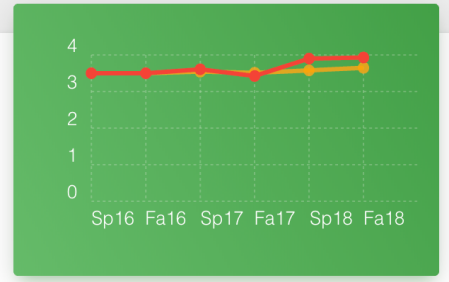
 8:00 AM,
09/01/17



Overall Academic Standing

You are doing great! Keep up the good work.

Factors that impact your academic standing

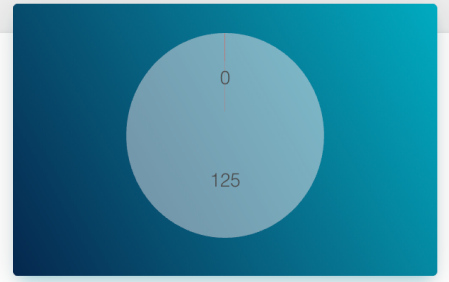


FA - Fall, SP - Spring, SU - Summer

Grade Point Average (GPA)

Cumulative GPA by Term
 Term GPA

Current Cumulative GPA: 3.649



Credits

Earned at Lehman: 125.0
 Transfer Credits: 0.000
 Total Credits: 125.000

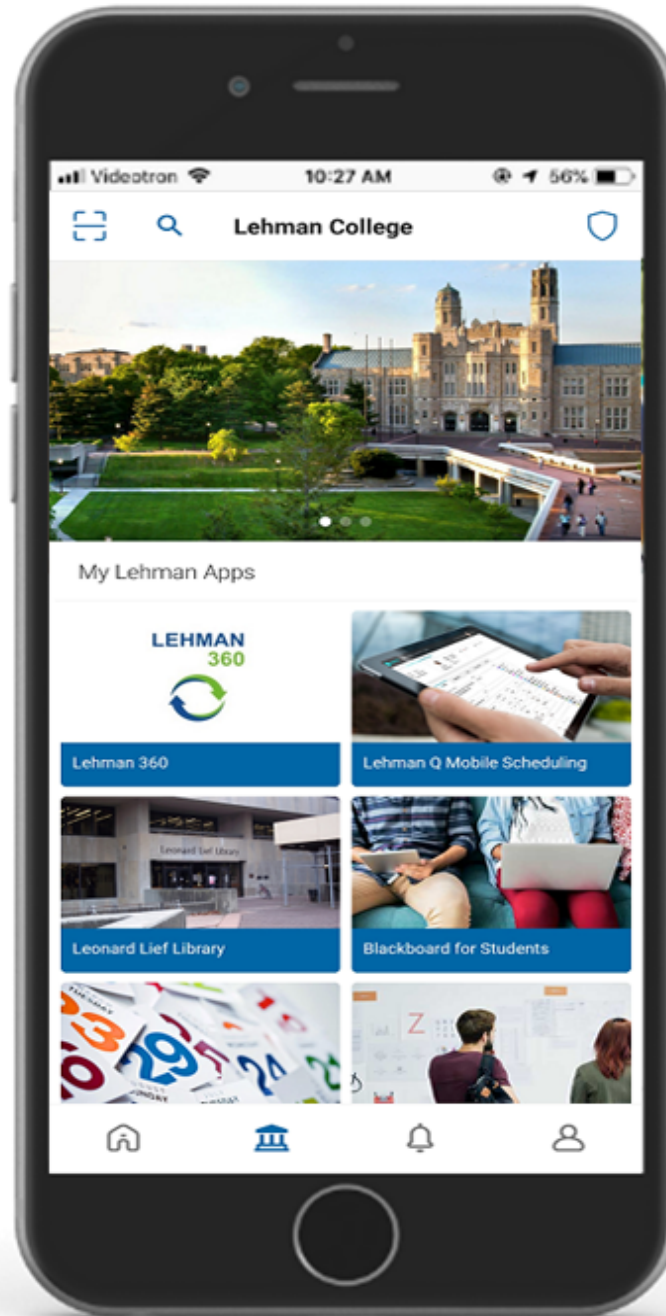
Factors that impact your earned credits

A dark grey circle with a white border, containing the text "Lehman 360" in white. The circle is positioned on the left side of the slide, overlapping a dark green vertical bar.

Lehman 360

- Total Visits: 10/2017 to present: 446,600
 - Unique visits: 18,913
 - Desktop visits: 44,400
 - Mobile visits: 402,200
- Visits from 8/27/19 – 9/10/19: 38,400
 - Summer 2019: 107,300
 - Spring 2019: 123,750

Enhanced Mobile App



Mobile App Visits

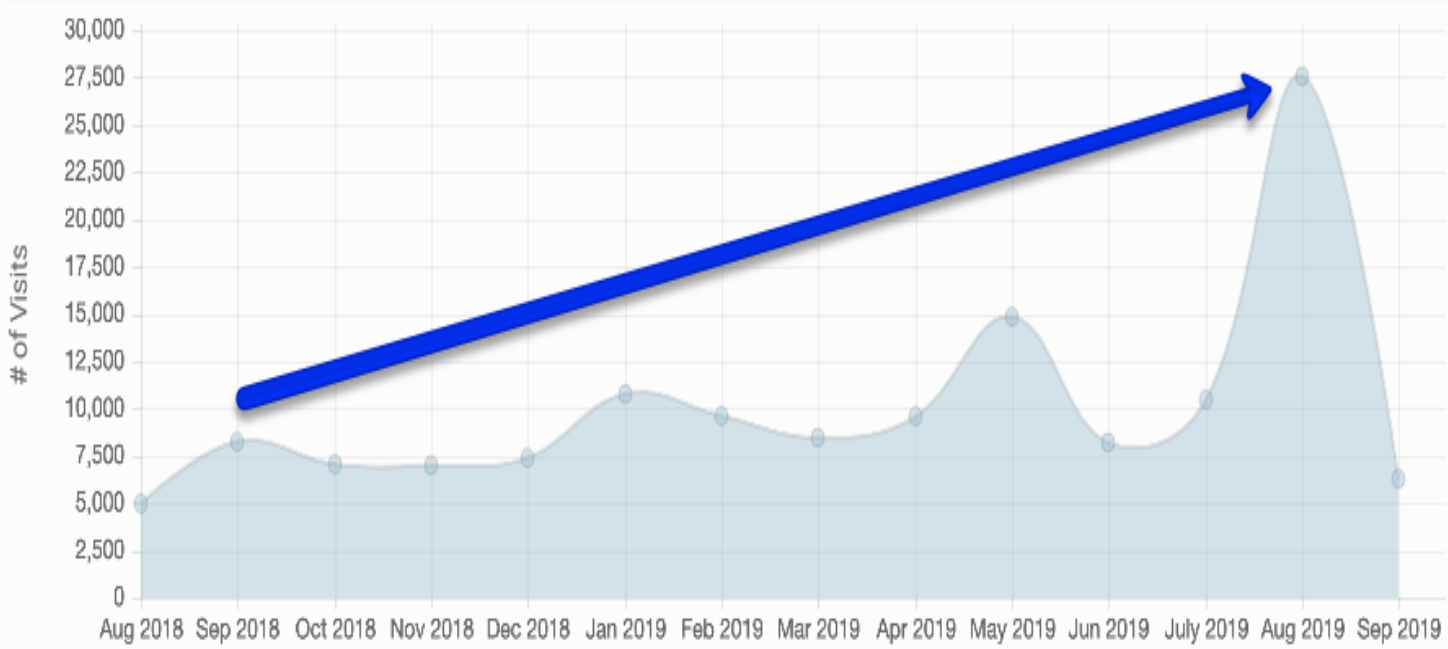
App Name From Date To Date

- App Usage
- Module Usage
- Chat Bots
- Notifications
- App Downloads
- App Reviews

App Usage	Total Visits	Unique Visits	New Visits Percent	Total Activities	Activities Per Visit	Average Time
	140,499	8,053	5.02%	412,360	2.93	00:00:24

- All Visits
- Unique Visits
- New Visits Percent
- Total Activities
- Activities Per Visit
- Average Time

All Visits



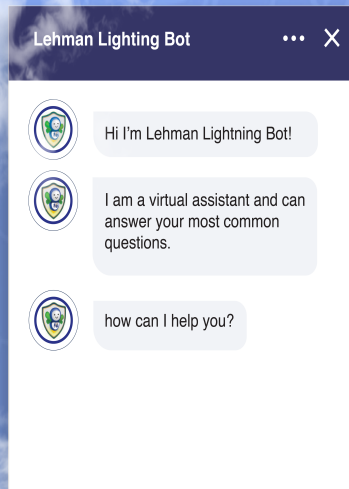
Chatbot Pilot

LEHMAN COLLEGE

INTRODUCES

Lehman Lightning Bot!!!

Try it out



Chatbot Pilot



Hi, I'm Lehman Lightning Bot!



I am a virtual assistant and can answer your most common questions. Please be patient with me, I'm just learning to spread my wings and fly! How can I help you?

What are directions to Lehman



Lehman College is located on Bedford Park Boulevard West and Goulden Avenue in a residential area in the northwest Bronx, south of Van Cortlandt Park and west of the New York Botanical Garden- near the border of Westchester County.



[Maps and Directions](http://lehman.edu/admissions/m...)
<http://lehman.edu/admissions/m...>



Lehman College is located at [250 Bedford Park Boulevard West, Bronx, NY 10468](#).



Discussion & closing remarks





LEHMAN
COLLEGE

15 Minute Break
Stretch and Grab a Snack! 😊

September 13, 2019

Stacy Katz

Open Resources Librarian-STEM Liaison

Leonard Lief Library

Open Educational Resources at Lehman College

- Stacy Katz, Assistant Professor, Open Resources Librarian-STEM Liaison
- Alexander Nunez-Torres, Assistant Professor, Economics and Business
- Jennifer Van Allen, Assistant Professor, CLLSE
- Dhipinder Walia, Lecturer, English
- Anne Rice, Assistant Professor, Africana Studies

Open education is not a
single-issue struggle
because our students do not
live single-issue lives.

The cost barrier kept

2.4 million

low and moderate-income college-qualified
high school graduates from completing college
in the previous decade



NBC NEWS

TOP VIDEOS

MORE ▾



FEATURE > FRESHMAN YEAR

FRESHMAN YEAR AUG 6 2015, 11:35 AM ET

College Textbook Prices Have Risen 1,041 Percent Since 1977

by BEN POPKEN

Nearly 40% of CUNY students come from households with annual incomes of less than \$20,000

The average student should budget

\$1,230 - \$1,390

for textbooks and course materials in 2016-2017

CUNY = \$1,364

A student just emailed to ask me what her options are for buying books so she will know HOW MUCH PLASMA SHE NEEDS TO DONATE.

THE CLIPPER
Signal TO ADVERTISE HERE
CALL 310.657.6269

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Salt Lake City, UT 84119
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1000 North 1000
San Jose, CA 95128
Phone: 408-272-1000

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Open Educational Resources

“teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.”

13 Peer Reviewed Studies of Efficacy



119,720 Students





95% Same or Better Outcomes



Zero Textbook Cost Courses

Open Educational Resources

- Creative Commons Licensed Materials

- Public Domain Materials

- Faculty Developed Materials

Library-Licensed Resources

- Traditional Copyright - but no cost to students

Fair Use

- Traditional Copyright - but no cost to students

OER Panel

Moderator

Stacy Katz, Assistant Professor, Open Resources Librarian-STEM Liaison

Panelists

- Alexander Nunez-Torres, Assistant Professor, Economics and Business
- Jennifer Van Allen, Assistant Professor, CLLSE
- Dhipinder Walia, Lecturer, English
- Anne Rice, Assistant Professor, Africana Studies

Tell us about your
course and why you
chose to use OER.

How did you find and
select the OER for your
course?

In what ways, if any, has using OER changed your teaching practices?

What do your students
think about the OER
course materials?

What advice would you
have for faculty
considering using OER?

STRENGTHENING THE STUDENT LIFECYCLE

Presenters

- Reine Sarmiento, VP for Enrollment Management and Associate Provost
- Ronald Banks, Director, Strategic Persistence Initiatives

Bronx Transfer Affinity Group (BTAG)

Introduction to BTAG



Kickoff meeting was on February 9, 2018



**Provosts from BCC, Guttman, Hostos and Lehman College;
strong support from CUNY Central**



Building relationships across all 4 campuses

Why is the focus on transfer students important?



75-80% of our incoming students each year are transfers



Nationally, 80% of incoming community college students have completing a bachelors degree as their ultimate goal (87% at CUNY).



The six-year bachelors degree graduation rate for these students is 17%. At CUNY it is only 11%.



Improving the outcomes for transfer students is one of the keys to accomplishing 90x30.

Articulation Team Activities

Guaranteed Admission Agreements

Analysis of
Transfer Pathways

Blanket Articulation
Agreements

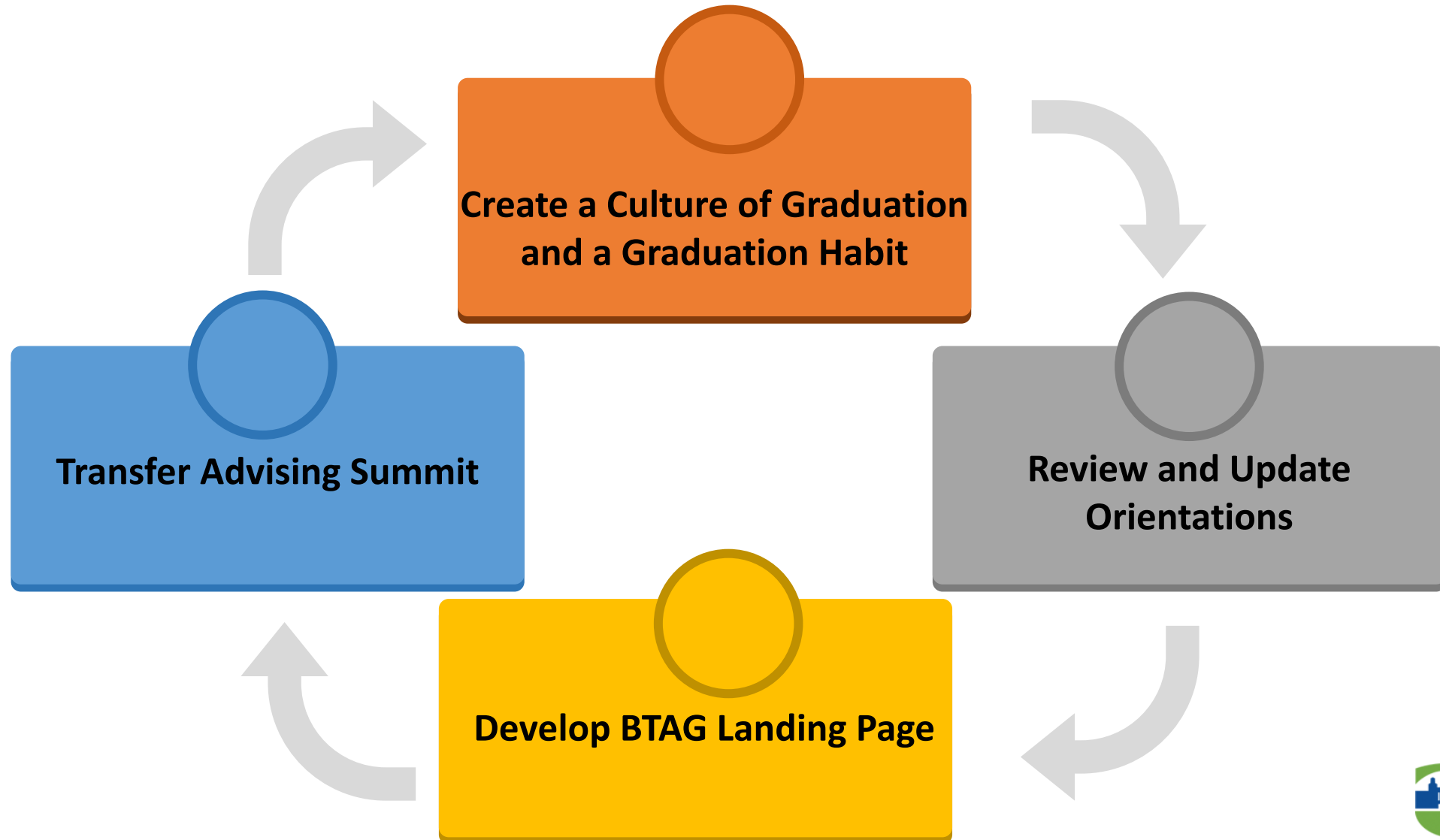
“Transfer What If”
In DegreeWorks

Program Alignment
Tables



Pre-Transfer Advisement

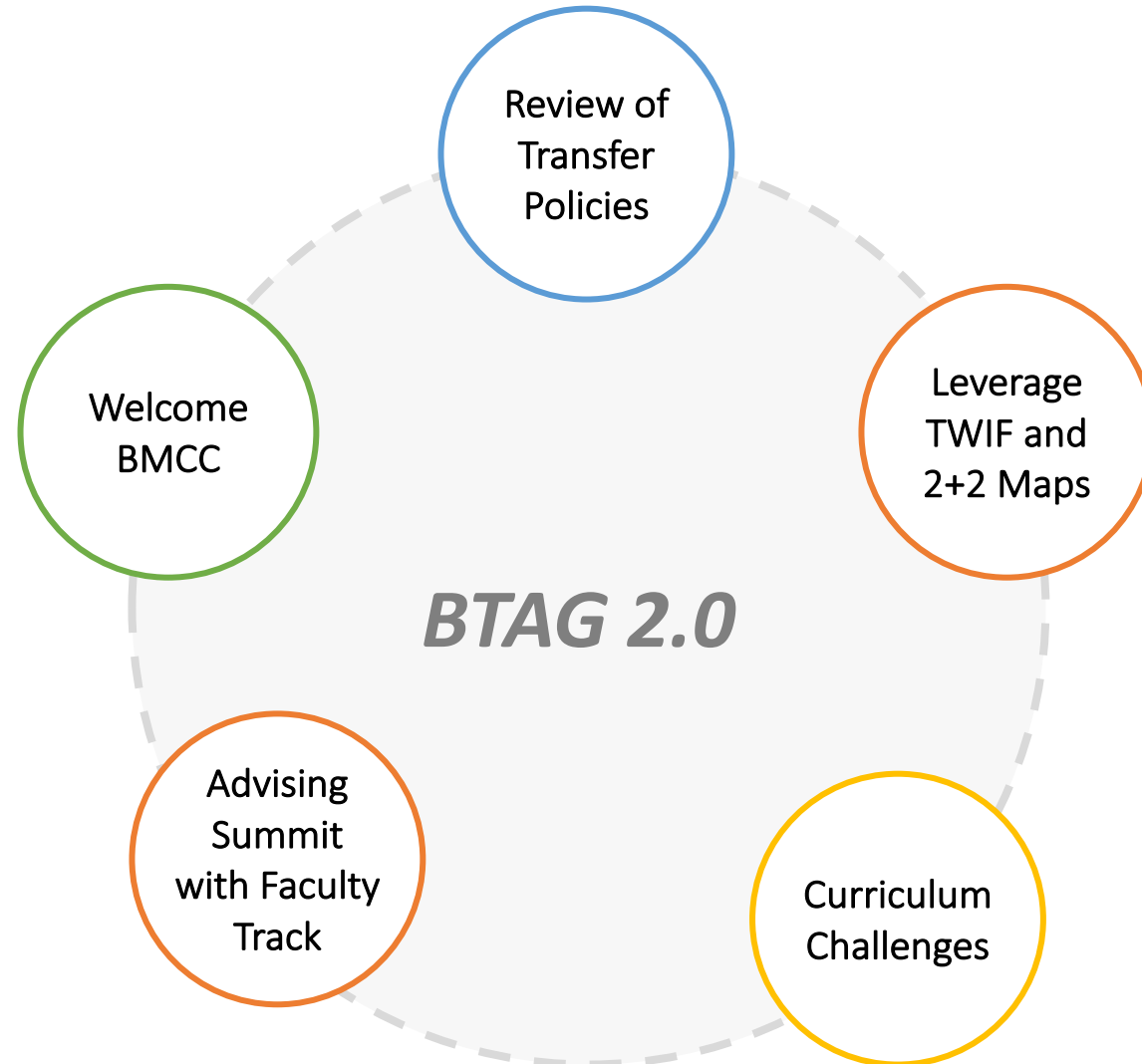
Advising and Student Supports Team Activities



Transfer Advising Summit



Next Steps for BTAG



STRENGTHENING THE STUDENT LIFECYCLE

Presenters

- Reine Sarmiento, VP for Enrollment Management and Associate Provost
- Richard Finger, Senior Director of Enrollment Management

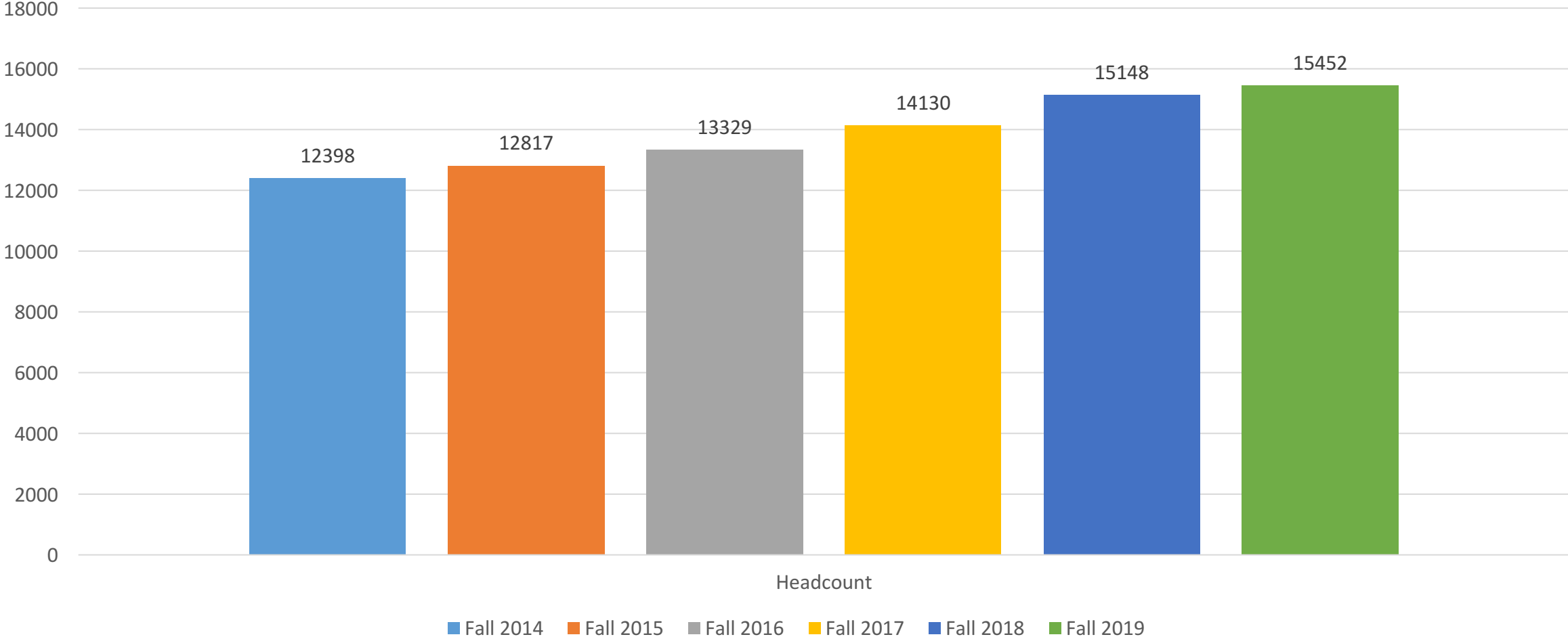


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The Lehman College “Funnel Huddle”

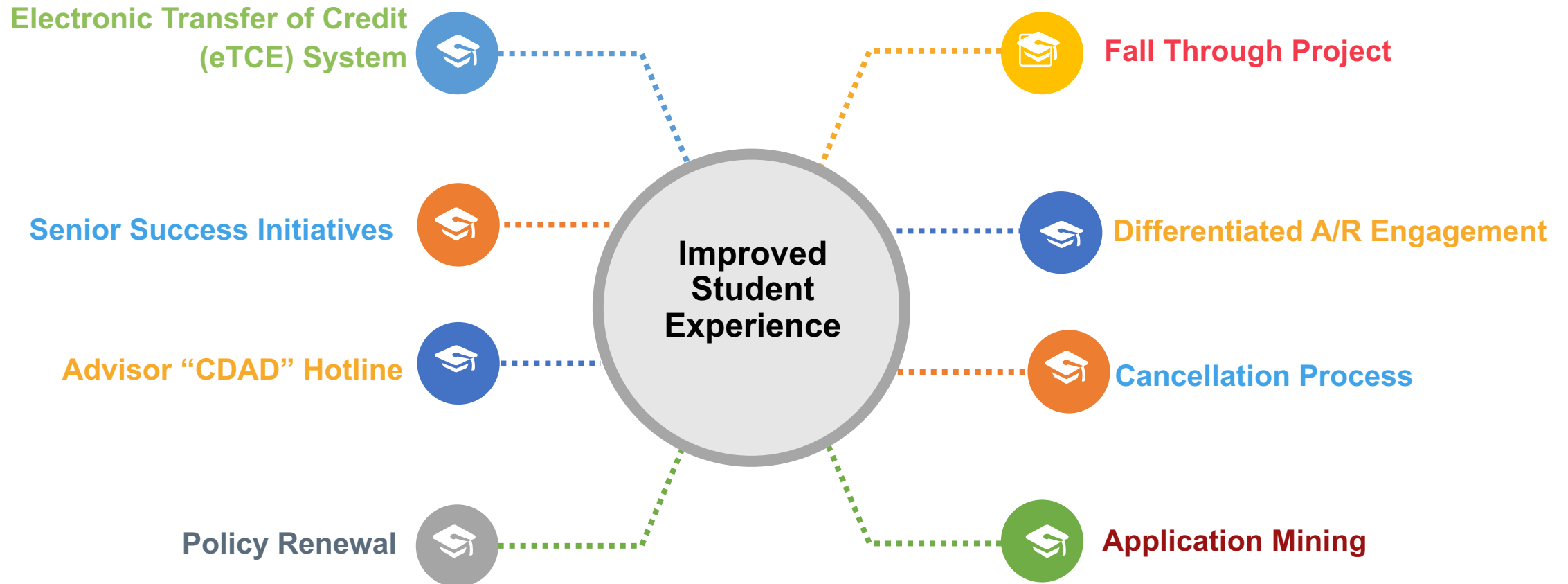
Enrollment Growth



FUNNEL HUDDLE



Innovation via Collaboration





LEHMAN
COLLEGE

AFTERNOON PANEL

September 13, 2019

ENGAGING PRACTICES BY FACULTY AND STAFF TO INCREASE STUDENT SUCCESS

Moderator

Pamela Mills

Faculty and Staff Panelists

- Vani Kannan, English
- Bret Maney, English
- Christine McKenna, Journalism and Media Studies
- Merrill Parra, Disability Services
- Chris Buonocore, Enrollment Management
- Esther Wilder, Sociology
- Robyn Spencer, History

FINAL THOUGHTS

Peter O. Nwosu

Provost and Senior Vice President for Academic
Affairs and Student Success

CLOSING

Daniel E. Lemons
President, Lehman College



THANK YOU

Thank you for being part of the first
**Lehman Summit on Student Success (LS3):
Organizing People, Process, Technology and Data**

On your way out, please complete the LS³ evaluation!

Happy Weekend!! 😊

