CLAIMING PROSPERITY
THE MEDGAR EVERS COLLEGE REVITALIZATION INITIATIVE

DRAFT STRATEGIC PLAN 2014-2018
Medgar Evers College (MEC) is at a crucial point in its history. With a new administration reviving passion and commitment among faculty and students, MEC is ready to take the steps required for fundamental institutional change. What follows is an overview, summarizing Claiming Prosperity: the Medgar Evers College Strategic Investment Plan for 2014-2018. This plan is a comprehensive look at where MEC is, where it needs to be, and how it plans to get there.

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Photo Credit: Brooklyn Bridge: Dr. G. Schmitz; all other photos © Medgar Evers College 2014
A LETTER FROM THE PRESIDENT

In the summer of 2014, a third grader from a Central Brooklyn elementary school was participating in the first Pipeline Summer Immersion Program at Medgar Evers College. That boy, along with 850 other elementary, middle and high school students, is an important pioneer, testing our belief that increased hours of learning and expanded experiences in the world will prepare more Brooklyn children to succeed in college. On that July day, when a passing faculty member asked the boy where he was going, he replied without hesitation, “Me? I am going to college now.”

One month earlier, 1,000 students from Medgar Evers College, witnessed by family and friends, received their Associate or Baccalaureate degrees in an extraordinary commencement ceremony held at a new, iconic symbol of Brooklyn, the Barclay’s Center.

These two events bookend the educational lifecycle. Medgar Evers College graduates have labored long and hard, some under the most difficult of circumstances, to achieve a better life economically, socially, culturally and intellectually. As they look over their shoulders, they can know that they form the foundation — have paved the way — for the achievements and successes of that third grader and his fellow students.

This educational continuum is fundamental to this Investment Plan. It will ensure that Medgar Evers graduates are prepared to lay claim to prosperity. To do so, we will lay a Pipeline that helps parents, public schools, and students in thirty local elementary,
middle and high schools start smart in creating college readiness. In parallel with that work, we will amplify our own capacity as an institution of higher learning, strengthening our Promise to prepare graduates for a life of service and prosperity.

The Claiming Prosperity Plan intends to answer two groups of questions. First, who, what, and where are we? This question addresses not only the college's forty-year history but also our location in one of the most dynamic geographic spaces in the world, the Borough of Brooklyn. There is also a second set of questions: What do we want to become and why? How will we get there?

Both sets of questions can be answered partially with data and metrics. However, full answers to such fundamental questions are more nuanced. Questions of mission; responsibility and relationship to community; educational content, quality, and performance; and the means of linking college learning to lifetime self-actualization are complex and must be thoughtfully and comprehensively addressed.

This Investment Plan is a work in progress. It balances on a critical edge, where ambitious vision and the challenges of reality meet. It invests in better serving the community, equipping parents, building confident minds, partnering with public schools, jump-starting college learning, strengthening student advisement, igniting campus life, fortifying scholarship, optimizing academic options, and linking learning to career. It helps students start strong and stay the course so their lives are prosperous, fulfilling and whole.

Like a game plan devised by a coaching staff but executed by the players on the field, the Investment Plan will live within changing conditions and must be subject to strategic course corrections over time. Still, the basic strategies and performance measures described in this document will be maintained, even in the context of adjustments necessitated by time and events.
This plan will result in a qualitatively stronger Medgar Evers College. It will be beneficial to current and future students, faculty and staff and the many external communities of which the college and its alumni are a part.

The breathtaking rise of technology and concomitant globalization increase the urgency of providing equitable access to college for all students. This is a critical time to reshape education for a new, dynamic world. I believe that Medgar Evers College can be in the forefront of that change, always holding as a touchstone the dreams and aspirations of that third-grader who, in the very first weeks of Pipeline programming, is already riding a new wave from home to college and the Promise of prosperity beyond.

I am deeply grateful to everyone who has contributed to this plan and those who are forwarding its vision every day. commit myself to making it fully real in the coming years.

Sincerely,

[Signature]

Rudolph F. Crew
OVERVIEW

Medgar Evers College is a vibrant, vital, and transformative traditionally black institution that embraces the enduring legacy of Medgar Wiley Evers, expressed through education, self-actualization and community service. The College provides access and opportunity for all students to become dynamic professionals, scholars, and change agents in their communities and in the diverse and rapidly changing world.

Since its founding, Medgar Evers College has grown by expanding programming to include the School of Science, Health and Technology and the School of Business. In addition to enlarging its academic programming, over the past 45 years MEC has graduated 14,000 students who have contributed to Crown Heights, Brooklyn, New York City, and the world beyond. Currently MEC enrolls 6,000 undergraduate students. The College intends to provide these students with the academic programming and student support necessary to educate and graduate competent and caring students who carry forward MEC’s legacy of courage, strength, and fortitude.

There is much promise and a rich culture imbedded in MEC. The college’s Male Development Empowerment Center is a model for supporting males, particularly those from under represented populations, to succeed in college and career. Its service as a voter registration site has allowed tens of thousands of Central Brooklyn residents to vote, impacting critical local and national elections. For years, the college has engaged its accounting professionals in service to community residents needing assistance with tax preparation. And MEC’s many outstanding academic centers, including the Center for Legal Studies, the Caribbean Research Center, and the Center for Black Literature are recognized for their exceptional contributions.

Still, in the last several years the college has experienced a series of crises: political and financial turmoil; poor student satisfaction ratings; a detached student population due to the lack of a adequate facilities and a concomitantly diminished campus
atmosphere; low enrollment and retention rates; and a decreased sense of internal and external confidence. With a significant drop in enrollment and a negative public image, MEC’s status as a comprehensive CUNY college offering two and four year degrees has been damaged. Too many people regard MEC as the last stop on the CUNY admissions highway.

The college finds itself neglected and in need of aggressive leadership and dramatic, comprehensive, and sustainable change. These changes must impact every area of the college altering both internal reality and external perception. These changes must be ambitious and achievable. The college must recognize its difficult history while vigorously embracing new leadership, new objectives, new roles, and new standards of scholarship, operations, and accountability.

From this self-imposed mandate for radical change comes a set of comprehensive outcomes identified as "the 25s."

- **25% Increase in Enrollment**
- **25% Increase in First-time, Full-time Freshmen**
- **25% this cohort being Baccalaureate Level Students**
- **25% Increase in Retention**
- **25% Increase in Graduation Rates**
- **25% Increase in Internships**
- **$25 M In Fundraising**
While faculty and students have eagerly embraced these outcomes, their realization requires a significant investment by the college, the university and outside funding sources. Both financial and programmatic investments are required. This document, the Claiming Prosperity Strategic Investment Plan, details the activities and resources needed to step out of the shadow of a troubled past and back into the role its mission requires: developing and maintaining high-quality, professional career-oriented undergraduate degree programs in the context of liberal education.

Claiming Prosperity is an all-encompassing five-year strategic investment plan that touches upon all aspects of the college including pre-college preparation; enrollment, retention, and graduation; academic strength and quality; student services and support; infrastructure Improvement; and external engagement including participation in preparing K-12 students for college readiness. The Claiming Prosperity Plan clusters MEC’s redevelopment agenda into three initiatives with nine subcategories:
This ambitious plan rests on an innovative approach that ties K-12 instruction and parent support to college success at the front end (The Pipeline), and enhanced teaching and learning, student internships and community service to career success at the back end (The Promise). This approach is a new educational paradigm that activates the symbiotic relationship between key parts of the education spectrum, ultimately connecting them to post-graduation employment and civic participation, allowing graduates to claim prosperity.

For this agenda to be accomplished, a significant infusion of new resources is required. These resources can be made available through a four-part investment strategy.

1. **Employ CUNY Compact Funds** – The CUNY Compact in effect for FY 15 and FY 16 is part of a comprehensive five-year CUNY plan to target tuition increases to meet programmatic needs;

2. **Increase earned income** – MEC plans a broad slate of activities to increase enrollment by an average of 5% per year for the next five years. The first three years’ enrollment increases of 15% will recapture the enrollment lost over the previous five years;

3. **Raise funds** – MEC will reinvigorate the Medgar Evers College Foundation and raise funds focusing on the initiatives discussed in this plan; and

4. **Reduce administrative operating costs** – Repurpose staff and provide services through more cost-efficient, state-of-the-art processes.

The Claiming Prosperity Investment Plan, built around this four-part investment strategy, provides a roadmap to the resurrection of the college.
When Medgar Evers College was established 45 years ago in Central Brooklyn, the borough, although the most populous in New York City, had few widely acknowledged distinguishing characteristics. Those who lived there knew it was a place of unsung diversity with different cultures around every corner. That diversity drove Brooklyn to become the Borough of Churches, with houses of worship of many faiths proudly marking each neighborhood. As different cultures came in contact with one another, the seeds of on-going artistic fusion were sown.
To the larger world, Brooklyn was probably best known for being the home of the beloved Brooklyn Dodgers, which had moved to Los Angeles a decade before Medgar Evers College was born. Interestingly, this new college would be located on the exact same space as the Dodgers’ long time home in Ebbets Field.

Fast forward 40 years and Brooklyn has become one of the country’s – and perhaps the world’s – go to destinations. It once again has a professional sports team, the Brooklyn Nets, whose home court is the iconic Barclay’s Center; and, most importantly, is a cultural and business dynamo that fuels spectacular economic development, electrifying contemporary arts experiences, and widespread redevelopment.

Brooklyn’s ascendency can be measured in several ways

- It is growing, with 2.6 million residents, a 13% increase since 1990;
- It is a global community where immigrants account for 39% of the borough’s residents;
- It attracts young people. The 23-34 age cohort grew the fastest in NYC and 44% of this group have bachelor’s degrees; and
• These are boom times. Job growth has been twice the rate of the overall City in the past decade; and both the number of businesses and private sector employment grew by 20%.

The major employment growth has taken place in healthcare and STEM industries, growing national and international sectors. Parallel growth is occurring in real estate development, financial services, and in the capacity and recognition of cultural institutions such as the Brooklyn Museum, the Botanical Gardens and Brooklyn Academy of Music (BAM).

MEC has the unique opportunity to tie its own revitalization to that of Brooklyn. By building a strong link between college life, alumni, and Brooklyn’s businesses and non-governmental organizations, MEC can become a valued partner in the Brooklyn community once again. Indeed, the Claiming Prosperity Plan calls on the college to do just that.

By positioning MEC as the center, not the end, of an investment in learning that starts with kindergarten, continues through the Associate and Baccalaureate programs at the college, and then onto careers and graduate schools, MEC can take possession of a critical educational niche, strengthening the Central Brooklyn community as it reaches for the world. MEC’s opportunity for success is enhanced because Brooklyn is MEC’s place.

ASSESSING MEC’S STATUS

MEC’s journey toward a vigorous and sustainable future must be grounded in an honest assessment of where the college stands. For many months the faculty and administration have been engaged in a systematic process of institutional re-examination, probing PMP data, exploring college financial and programmatic records, meeting with stakeholders on and off the campus, investigating the status of
facilities and systems and studying the college’s human resources and their deployment.

From this work we can now clearly describe the college’s status in terms of enrollment, retention, and graduation; faculty productivity; the nature of the student experience; external relationships, and infrastructure. The Claiming Prosperity Strategic Investment Plan devolves directly from understanding key areas for reform and formulating plans to address deficiencies and secure contemporary opportunities. A detailed discussion of MEC’s current status may be found in Appendix A.
LOOKING AHEAD

CLAIMING PROSPERITY

This is a multi-year and multi-dimensional strategic investment plan. It is a roadmap to reclaiming a lost institution, rebuilding it for today’s world. MEC’s situation calls for a radical change in how the college defines itself in its interactions with internal and external constituencies. It demands accountability to a clear set of metrics. These measures, if achieved, will stand as a new covenant between CUNY and the Brooklyn community.
MEC’s leadership team has formulated the following metrics, known as “the 25s” for the next five years:

- 25% increase in overall enrollment
- 25% increase in first-time, full-time freshmen with 25% of this increased freshmen cohort being Baccalaureate level students
- 25% increase in retention
- 25% increase in graduation rates
- 25% increase in internships
- $25m in fundraising

The college community quickly embraced these ambitious metrics and MEC has initiated a structured process to implement them. In February of 2014, nine subcommittees comprised of MEC faculty, staff, students, and administrators met to define action steps to achieve the 25’s. These action steps became a part of the budgeting process and are being implemented today; they also form the basis for this plan. Full text of the subcommittee’s goals and actions are available in Appendix B.
The college has identified a combination of cost savings and shifting, earned income growth, CUNY Compact investment, and fundraising that together can provide the resources needed to implement the “25’s.”

MEC’s need for resources must be understood in the context of the population it serves – a population that is disproportionately impoverished, non-white, first-in-family college attenders, and foreign speaking/foreign born. The college is located in the center of a pocket of extreme unemployment; in many of the area’s census tracts, unemployment is 50% higher than the borough average of 8.8% (2012). These numbers impact the college. On the one hand, they document the profound need for the college’s service in the Central Brooklyn. On the other, it raises the cost of providing an education while limiting the college’s ability to grow an endowment using standard methods.

INVESTMENT TRUST FACTOR

The changes proposed for MEC are urgent and required within the next three to five years in order to prevent erosion beyond a point of no return. This fast pace will involve speedy personnel and program decisions. Generally speaking, CUNY procedures and processes make “fast-tracking” any decision difficult or sometimes even impossible. Add to that MEC’s recent history, and it may be assumed that decisions related to this college will receive an especially great level of scrutiny, creating an even slower process. Therefore, MEC is asking for an “Investment Trust Factor” as it moves ahead.

We are prepared to discuss, with whatever parties necessary, activities that we undertake. However, moving the college from last in many categories toward the middle cannot take place in a business as usual context. Instead it will require a customized MEC “Investment Trust Factor” over the next five years. Speaking frankly, MEC cannot afford to continue loosing ground while the broader system deliberates at its customary pace.
This plan has both financial and programmatic objectives and complex interrelationships. It can succeed in turning MEC around if the college focuses its efforts on the objectives described with discipline; if CUNY is receptive to the investment strategies in this plan; if the critically important Investment trust factor between CUNY and MEC’s administration is put into play; and if both parties are frank in acknowledging the college’s difficult position while fixing their mutual aim on the promise of the future.
PUTTING THE PLAN INTO ACTION

The Claiming Prosperity Strategic Investment Plan is a process with measurable, aggressive objectives that engage the entire college community. What follows are objectives and metrics designed to turn Medgar Evers College around.

BOOSTING ENROLLMENT

The key to MEC’s future is reversing the enrollment decline of the past five years. Aggressive objectives have been set in relation to overall enrollment, first-time freshmen and student retention. To achieve these objectives, MEC targets both the creation of a larger cohort of college-ready students in Brooklyn and increasing MEC’s capacity to
provide a comprehensive college experience that links students to on-time graduation and career success.

Table 4 below starts with the fall 2013 enrollment broken out by specific category of student. It sets annual goals for each component resulting in a three-year overall increase of (by FY 17) 15.5% in headcount and FTE students. This metric is the central measure of all Claiming Prosperity activities.

<table>
<thead>
<tr>
<th>New HC Students</th>
<th>Fall 13</th>
<th>Fall 14</th>
<th>Fall 15</th>
<th>Fall16</th>
<th>3-Yr Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen Associate</td>
<td>834</td>
<td>875</td>
<td>919</td>
<td>919</td>
<td>85</td>
</tr>
<tr>
<td>Freshmen Bachelors</td>
<td>44</td>
<td>94</td>
<td>200</td>
<td>300</td>
<td>256</td>
</tr>
<tr>
<td>Freshmen SEEK</td>
<td>167</td>
<td>167</td>
<td>167</td>
<td>167</td>
<td>No Change</td>
</tr>
<tr>
<td>Transfers</td>
<td>559</td>
<td>615</td>
<td>676</td>
<td>743</td>
<td>184</td>
</tr>
<tr>
<td>Readmits</td>
<td>545</td>
<td>545</td>
<td>545</td>
<td>545</td>
<td>No Change</td>
</tr>
<tr>
<td>Non-Degree</td>
<td>367</td>
<td>403</td>
<td>443</td>
<td>465</td>
<td>98</td>
</tr>
<tr>
<td>Total New</td>
<td>2516</td>
<td>2699</td>
<td>2949</td>
<td>3138</td>
<td>622</td>
</tr>
<tr>
<td>Continuing Students*</td>
<td>3668</td>
<td>3778</td>
<td>3891</td>
<td>4008</td>
<td>340</td>
</tr>
<tr>
<td>Total HC Students</td>
<td>6184</td>
<td>6477</td>
<td>6840</td>
<td>7146</td>
<td>962</td>
</tr>
<tr>
<td>FTEs</td>
<td>4785*</td>
<td>5529</td>
<td>744</td>
<td></td>
<td>15.5%</td>
</tr>
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1 Freshman Associate students increase by 5% in F14 and F15 and remain at this level through FY16.

2 There will be an emphasis on recruitment for the Baccalaureate programs through various incentives. The projection is 50 additional students for F14, 100 more in F15, and another 100 in F16. By 2016, total FT/FT freshman should be at 1386, of which Baccalaureate would comprise 9.15.14
almost 22% of the freshman cohort.

3 Transfers are projected to increase 10% per year, particularly in the Baccalaureate program.

4 Non-degrees have also been on the rise and the projection is for a 10% increase in fall 2014 and 2015 and 5% in 2016.

5 The retention rate of continuing students is expected to increase by 3% per year because of, among other initiatives, the introduction of ASAP and an Honors program for selective Baccalaureate students.

6 Applying the same 77% FTE/HC ratio in F13 to F16 although this should increase as well.

THE PIPELINE: PRE-COLLEGE & COMMUNITY RELATIONS ACTIVITIES

MEC draws its students predominantly from the Central Brooklyn community and its public schools. Comprehensive data indicate that students entering MEC are not prepared for college-level work. This is not surprising given Brooklyn’s public school performance data where, in 2013, only 20% of 8th graders met the NYS English Language Standards and 17% percent met the Math standards. MEC’s entering freshmen, coming forward largely from these schools, need substantial developmental assistance in math, reading and writing. Indeed MEC’s founders charged the college to meet exactly this need, providing a college for students who had not been well-served in the public schools.

Of those MEC enrollees needing developmental support, one-third go on to successfully exit skills developmental courses but two-thirds do not. Students drop out in large numbers, often during or just after their first year. When students come to MEC with profound skill gaps, the college is reaching them too late.

MEC has created the Claiming Prosperity Plan both to benefit the 200,000 students in nine Brooklyn districts and to reclaim the college as an effective institution. Activities undertaken in the pre-college and community relations areas are designed to serve Brooklyn’s aspirations as a community while restoring visibility and credibility to the
college and creating a College for All culture among Brooklyn’s parents, students, and educators.

It will reach out to students, parents and school teachers and leaders early, communicating an understanding of what is required to succeed in higher education – at either the Associate or Baccalaureate level. It will increase the number of college ready students applying to MEC.

**SERVING BROOKLYN**

**Community Events** – MEC will host high visibility community activities including lecture series, health fairs, and arts and cultural events. MEC also will share facilities with outside community users, partnering to provide needed programs. Additionally, the college will promote all CUNY programs.
Alumni Services – As one component of a broader effort to establish meaningful and ongoing relationships with alumni, the college will initiate an alumni service corps and engage that corps in projects of value to the community at large.

Community Issues Support – MEC has a strong tradition of engagement with civil rights and education issues. The college will provide students and faculty with opportunities to respond to community requests for contemporary issues research and service. This work will include the creation of written research products, public lectures, and on-campus community conferences.

Community Wisdom – Student internships will be expanded, allowing students to benefit from the community’s wisdom and strengthening bonds between Brooklyn employers and MEC graduates. The college will also welcome community stakeholders’ thoughts in facilities and program master planning processes.

College Visibility – Of course, the preeminent service the college performs for the community is the education of its residents. In order to reach more residents with educational opportunities, the college will ramp up its public visibility. Community members and area educators will become familiar with MEC’s offerings through print, media, and web-based promotions; the development of program specific materials; and banners and visual identifiers on campus buildings, light posts, and area trains.

SHAPING A COLLEGE FOR ALL CULTURE

Student Programs - The Pipeline is designed to build confident minds by providing extensive and varied educational opportunities throughout the K-12 years, adding an additional 200 hours of instruction to the average school year. The work is accomplished through formal partnerships with specific schools in Central Brooklyn. This approach, together with related parent and teacher training aims to

- Increase skill-based and critical thinking in the Arts, Math, Science and Reading;
- Increase cognitive skills through applied learning;
• Introduce students to college life and the disciplines of study;
• Build student confidence to handle increasingly more complex tasks; and
• Help students prepare to succeed on the CUNY placement exams.

This summer, MEC implemented a portion of the Pipeline, the Summer Immersion Program, enrolling 850 Brooklyn school children and their parents. The program was a stunning success, being exceptionally well rated by parents in their evaluations. Those parents as a group wanted only one change: Make the program last longer so their children could learn even more. Over time, MEC will do just that, and add school year release time programs as well.

The Pipeline jump-starts learning for mature students, offering advanced credit options for high school students ready to handle college-level material. These options
will include College Now, Smart Scholars, dual crediting programs, MEC classes offered at partnering schools, and on-site CUNY testing.

**Parent Programs** -
Shaping an at home, college-going culture begins with parents. The Pipeline equips parents with skills, information, and personal networks that they can employ to lead their children from home to college. Parents will be offered a series of child-age appropriate activities to help them shape a family experience that supports eventual college education for their children.

As services to parents mature, the Pipeline will offer training in understanding the Common Core, utilize the college recruitment process to help parents understand requisite skills for success and the college application and admissions process, and create a Follow My Child to College program.

**Teacher and Educational Leaders Programs** - The Pipeline also invests in educators, training teachers to collaborate with parents of all cultures using a variety of languages, advancing family-accessible pedagogies, infusing culturally diverse arts into the broader curriculum, and providing a comprehensive approach to leadership development including a lecture-discussion series.
Recruitment Support - MEC will hire a consultant who has had major administrative responsibilities with NYC Department of Education. The consultant will assist MEC in gaining access to high schools, principals, students, and parents. In addition, a Pipeline Director has been hired to further the relationships with high schools and maintain qualitative and quantitative contacts. MEC will hold information sessions with principals keeping them engaged and committed to MEC and the Pipeline. Key faculty will accompany admissions staff during high school visits. There will be extensive use of admissions materials showcasing the value of MEC, the benefits of particular schools and career possibilities associated with specific majors.

THE PROMISE: STRENGTHENING THE COLLEGE

While the Pipeline prepares students with the requisite skills and self-confidence to succeed in college, The Promise addresses MEC’s need to offer a better college experience. Naturally, strengthening the college boosts its ability to recruit, retain, and graduate students and connect them to careers. These activities include propelling achievement through improved advisement, incentives, and academic programs; igniting campus life to make the student experience more compelling; fortifying scholarship to improve teaching outcomes and productivity; optimizing academic options by linking MEC’s academic offerings to contemporary employment opportunities and civil society issues; and linking students and learning to leading contemporary career trajectories with aggressive intentionality.

PROPELLING ACHIEVEMENT

The College is aggressively implementing a set of initiatives to ensure students succeed in the coursework and earn the requisite number of credits to graduate on, or close to, schedule.
CUNYFIRST Registration Center – Center will assist new and continuing students in the registration process, and especially concentrate on transfer populations.

Revamping the Advisement Center – The Advisement Center will move to a caseload model where all students will be assigned an advisor upon entry to advocate on their behalf throughout their college career. For transfer students, case managers will ensure that the credits earned in their last institution are utilized appropriately in their MEC major.

Financial Aid Information Sessions – Sessions will inform students of new policies and assist them in filing for financial aid early. Once again, this is extremely important for transfer students who have accessed state and federal financial aid and need to strategically maximize continuing financial aid to graduate. This is a key part of a broader campaign to ensure that our students are financially literate. It will go beyond student financial aid and will involve problem identification and problem solving concerning personal finances.

MEC Connect – A pilot program that will provide mentor/guides to first time freshman using faculty, staff, and administrators employed at the College. Supported by the President and area vice-presidents, MEC Connect will enable the college to collect quantitative and qualitative data on the freshman experience.

New Student Focused Programming – MEC will offer various opportunities for students to excel and fast track themselves towards a degree. The ASAP Program will be offered in the fall of 2014 and the CUNYSTART program will be offered in the spring of 2015.
**Graduation Checklist** – A comprehensive schedule of information sessions for first time students will be delivered in concert with registration activities. Additionally, evening and weekend students will be invited to workshops to help them navigate the campus during the hours they attend. Pre-workshops making students familiar with the CUNY Assessment tests before taking the actual exam will be offered.

**Hobsons** – MEC will make robust use of the Hobson’s system to keep constant communication with prospective students, high schools, residents, principals and counselors, all in an effort to increase the number and quality of applicants.

**Safety Net** – An Early Alert system will be developed to identify students who are in academic jeopardy and provide tutoring and advisement as needed to succeed. Advisors will reach out to students who switch from FT (12 credits or more) to part time (9 or less) and encourage them to register for 12 credits, maximizing their financial aid.

**Incentives** – Students with high GPAs (≥3.0) will be encouraged to take more credits in order to graduate faster by awarding gift card incentives. In some instances, students will receive scholarships to allow them to stay in school and take more credits. Baccalaureate completion scholarships for students who do not receive financial aid or those that have exhausted aid limits will immediately increase graduation rates.

**Assessment** – Regular assessment will uncover the critical variables that cause students to diminish their semester credit loads (e.g., academic, financial, work-related, increased care-giving, timing of classes vs. timing of work, etc.) and determine if, and how, the college can intervene in permitting the student to increase her/his credit load.
**Freshman Year Experience (FYE)** – FYE will be expanded to include a co-curricular and extra-curricular program that engages students in the life of the college. Seminars with faculty, academic centers and student affairs staff will intentionally provide wrap-around supports to freshman students. In addition, the college will develop an integrated first year experience that addresses students’ developmental needs by imbedding critical thinking, personal, financial, and psychological tools across all first year courses.

**Baccalaureate Elite Scholars Program** – In June 2014 MEC launched a Baccalaureate-level Elite Scholars program for 50 select students. Beginning in the summer, the students were programmed as a group with block schedules, and exposed to highly engaging faculty. With the fall academic semester, the elite scholars were transitioned to the honors program where additional co-curricular activities, increased instructional rigor, and study abroad program options become available. This program aims to increase the number of MEC enrollees who begin matriculation in the Baccalaureate program.

**Constant, Consistent Communication** – Students will receive scholarship information with their admissions letter to entice them to choose MEC. MEC has also purchased a phone tree system to assist in constant communication to students about both activities happening on campus and reminders about outstanding documents needed to complete processes for registration or graduation.
IGNITING CAMPUS LIFE

Medgar Evers College lacks a well-defined campus. A defined campus – physically-linked and thoughtfully organized -- is essential to enhancing the student experience both academically and in terms of co-curricular aspects of student life whether planned or spontaneous. Lacking a traditional campus environment, MEC’s challenge is to create alternative mechanisms to link students to the college.

MEC’s main facilities are divided between a set of three buildings located off Bedford Avenue and a fourth facility, on Carroll Street with about one-third of the campus’s space, located at a distance from the main facilities. In addition, administrative offices and community programs are located in leased space across Eastern Parkway and a satellite program operates in a Department of Education High School in East NY. Most students arrive on campus by subways scattered throughout the area.

Shuttle Service – A new, efficient, and reliable Shuttle Bus transportation system has just launched, linking the two parts of the campus and area subway lines and benefitting students, faculty and staff. It eases movement to and from classes and extracurricular activities. The brightly marked shuttle increases MEC’s presence in the community and increase visits to, and collaborations with, neighboring Central Brooklyn cultural institutions.

Students/Faculty Engagement – Students and faculty will engage in poster sessions, leadership talks, dinner theatre and financial management sessions for students. These
efforts will create a sense of belonging and connectivity between members of the campus community, including alumni.

**Student Center** – There is a need for Student Center type space for recreation, clubs or just to hang out. Imaginative thinking will be harnessed to conceptualize that space on campus - from large projects such as converting the outdoor Bedford amphitheater to an indoor Student Union to smaller initiatives like changing the look and feel of Carroll Street and/or creating pocket lounges throughout all buildings, etc.

Most schedules, particularly for lower division students, require students to be on campus for hours at a time thus presenting the college with an opportunity to increase co-curricular programming as additional space becomes available. In addition, as space is made available, MEC’s ability to offer peer tutoring, and study spaces during non-class hours will increase.
Strong Alumni Relationships – Campus life should hold a place for both students and graduates. The college will revive relationships with graduates by mobilizing the Alumni Association, creating a school-by-school alumni archive, and holding special alumni events. By engaging alumni in activities and inviting their service as mentors and externship and internship hosts, MEC will build an important network to support each year’s graduates as they enter the world of work or graduate studies. MEC’s relationship with its alumni will honor the places they have taken in the Brooklyn economy, reinforce the importance of their service to community, and strengthen their connection to MEC. Additionally, this work will assist the college in reaching out to alumni for financial participation.

FORTIFYING SCHOLARSHIP

The quality and productivity of MEC’s faculty is of obvious importance. Great ideas and great teaching galvanize students, engendering important contributions to individual and collective lives. This plan calls for fortifying scholarship through increases in full-time faculty, the creation of distinguished professorships, and by bolstering teaching and research.

Increase Instruction Delivered by Full-Time Faculty – Based on the 2013-14 PMP report, 42.5% of FTE instruction at MEC is by full-time faculty. As a small college within CUNY (whether it is 4800 or 6000 FTEs, it is still small) MEC’s five-year goal is to
provide 50% of instruction by full-time faculty -- an increase of about 20% from the current level. As of fall 2013, MEC had 165 full-time faculty. A 20% increase will result in hiring an additional 33 faculty at current enrollment levels.

**Increase Instructional Capacity** – The college is projecting an FTE enrollment increase of 15% -- or 750 FTEs -- by fall 2016. Approximately half of this enrollment – 375 FTEs – can be absorbed without additional resources. However the remaining 50% would require more instructional resources. Assuming a student/faculty ratio of about 18.5/1, this will require about 20 new FTE faculty divided between full and part-time personnel.

**Strengthen Teaching and Learning** – The college will redouble its focus on pedagogy, scholarship, and student-faculty interaction, re-establishing the Center for Teaching and Learning and implementing a professional development program to improve teacher effectiveness, Tenured, published professors will become mentors to tenure-track faculty. Cross-disciplinary research will be supported, and faculty productivity will be recorded, monitored, and celebrated. Student/faculty interactions outside of class will increase via co-curricular and extra-curricular activities including field trips, student research, service learning, and study abroad programs.

**Distinguished Professorships** – MEC is already well known in two distinct areas – Black Literature and Civil Rights/Social Justice, disciplines associated with the college’s name and mission. This is an important intellectual niche for the College and a selling point to engage new faculty and students. The recruitment of exceptional, internationally recognized faculty in these areas in association with the Graduate School and/or the Macaulay Honors College will be a formidable asset for the College.

**Teaching and Research** – Teaching and research must be bolstered through garnering start-up funding to attract STEM faculty, developing the capability to pursue major governmental and foundation sponsored research activities, and enhancing teaching and learning.
Enhance Classroom Technology – Effective classroom technology has become a critical teaching tool. MEC will centralize its Help Desk and Classroom Instructional Support Services and implement a four-year life cycle for all desktop technology.

OPTIMIZING ACADEMIC OPTIONS

Extended Student Opportunities – Targeted scholarships based on need, academic performance, and incentives for earning credits in the winter and summer sessions will be awarded. Students will have the opportunity to join Study Abroad or Study USA (a semester exchange program with similar American colleges throughout the country).

Creating New Programs – MEC is starting the process of assessing curriculum and degree programs and expanding its discipline majors. MEC’s mission, which links liberal education and professional preparation together, imposes an obligation on the college requiring it to provide contemporary, relevant career training options that open the door to middle class earning power.

MEC will increase faculty capacity to engage in systematic, data-driven assessment of courses. An on-going assessment process will allow the college to engage in continuous improvement and
develop a range of course offerings that are effectively connected to the contemporary and near future economies. Assessment practices will also allow the college to map course learning outcomes to program outcomes and to provide learning outcome information to the public.

Given its history and location, four opportunities are especially appropriate – creating a School of Education and an unique BFA degree, and expanding majors in the School of Business, Technology, and Health and the School of Business.

**Create a School of Education** – Enhancing education from a major to a fully fledged School will allow MEC to focus on the development and dissemination of practices that are effective in educating learners with Brooklyn’s demographics – people of color, people experiencing life as an immigrant, people beset by poverty and unemployment, people without college educated parents or siblings – that is, those who fit the global urban student profile.

As such, the School of Education will be an invaluable source for teacher training, preparation and development. Given the rise in vocational training geared towards educators, it also will allow for increased retention and successful post-graduation placement rates. It will also compliment the Pipeline by providing in-house capacity to fuel and evaluate those efforts.

**Offer Unique BFA** – The BFA program will focus on music production, entertainment, and fine arts, a contemporary array based on rapid changes in the arts and entertainment industry. It will capitalize on MEC’s partnership with the Brooklyn Academy of Music (BAM) and Brooklyn’s rise as a center of creative commerce.

**Expand Majors in the School of Business** – An assessment of current and near future employment opportunities will inform the expansion of majors in the School of Business. Brooklyn’s high tech employment increase is projected to continue its rapid growth. Employers seek students who have business-critical soft skills combined with
expertise in robotics and automation; software development and application; and e-commerce marketing. MEC will develop new majors in close communication with area businesses to insure content in each major that prepares students for real and specific job opportunities within the broader construct of a liberal education.

**Expand of Majors in the School of Science, Health, and Technology** – Thirty-three percent of Brooklyn’s jobs are in the booming healthcare industry; there are 66 healthcare employers with more than 500 employees. MEC’s mission requires the college to address this opportunity by offering majors that address needs in the healthcare industry. Currently, the college has targeted development of degrees in mortuary sciences, allied health, and dentistry.

**Strengthen Academic Centers** – MEC has four academic centers that enrich student experience by providing real world engagement in research and advocacy. Over time, MEC’s centers have been responsible for groundbreaking contributions to knowledge and policy in their respective fields. MEC’s centers are the Caribbean Research Center, the Center for Black Literature (home of the prestigious National Black Writers Conference), the DuBois Bunche Center for Public Policy, and the Center for Law and Justice.

To take full advantage of Brooklyn as a center for entrepreneurship, global trade and small business development, MEC will create an Entrepreneurship Center on campus to offer students, faculty and the community an applied counterpart to the academic and theoretical business skills taught in the classroom.

Each of MEC’s centers is grounded in the perspective of, and gives voice to, people of African descent and other under-served populations. Centers will be strengthened and charged with connecting MEC’s students to the issues, questions, and ideas of a broader world.
LINKING LEARNING TO CAREER

Work Learning Cycle – Because MEC is deeply committed to linking college study to career, a four-year platform conveying work skills will undergird students’ programs of study. This platform will emphasize financial and economic literacy during the freshman year; career awareness and the introduction of a specific career trajectory in the sophomore year; internships, applied learning opportunities and soft job skills training emphasizing written and verbal communication in the junior year; and employment networking, job fairs, and community service opportunities in the senior year. This cycle is intended to link students to lifetime prosperity and community engagement.

Internships, Externships and Research - Extensive Internships, externships and supportive advisement will assist students in gaining necessary experience for job readiness. Additionally, students will be able to gain applied research skills in collaboration with Academic Affairs. These experiences will build skills, familiarize
students with professional work culture, tighten students' connections to potential employers, and link them to alumni working in their fields.

**Assess STEM Skills** - MEC will offer a STEM Competency Test Matrix to help students identify their talents and strengths, and will develop strategic partnerships with high tech companies and healthcare providers to assure students opportunities in those burgeoning fields.

**THE CONVERSATION: LEADING IN EDUCATION REFORM**

**Study the Claiming Prosperity Model** — The work being undertaken through the Pipeline and the Promise is among the nation’s most tangible examples of how complex education reform looks when students are truly put first. The idea that effective education reform must address a wide breadth of factors and impact many critical dimensions of life is not a new concept, but MEC’s comprehensive execution of such a plan will be among the first of its kind in American public education. It is critical that this work be studied and documented.

**Engage the Reform Dialogue** – Once documented and researched, the Claiming Prosperity model must be shared and reflected upon within the national dialogue around best practices in education. MEC’s investment in each student, their parents, the schools in which they are taught, and the community in which they live is long, deep, and wide. It rests on the belief that all students, given sequential opportunities to develop confidence and a growing capacity for effort, can learn, become self-sufficient, and be of service to the communities in which they live.
MEC’s work will stand as a vehicle by which to steer thinking towards the creation of comprehensive, student-centered education reform and away from narrow, bell-curve-based models that rest on instructional reform and testing. MEC will carry the Claiming Prosperity model into the national education reform conversation through a comprehensive public and scholarly communications campaign in both traditional and electronic forums. This campaign will include dissemination via written and spoken word, video treatments, public and media appearances, and on-going dialogue with education reform leaders nationwide. It will give voice to the college’s powerful commitment to the students it serves.
MONITORING THE PLAN

Setting the ambitious and comprehensive set of metrics – “the 25s” – might be considered the easy part of the planning process. The next phase is the strategic implementation of objectives designed to accomplish the 25’s and to develop monitoring mechanisms to track the progress of each.

However important overall enrollment -- recruitment, retention, and graduation -- what is crucial is the ongoing assessment of improved student learning outcomes and institutional effectiveness, that is, the success or failure of the Claiming Prosperity Plan. MEC has put into place an assessment methodology that includes systematic gathering, review and use of data. This will inform the college about student characteristics; what students know and are able to do; and the impact of academic programs, administrative units, and external programs on student learning.

Processes have been created to:

- Implement a comprehensive, sustainable and systematic process to assess institutional effectiveness, student learning at the course and program levels, and general education learning outcomes;
- Assess student learning at each key transition point in a student’s educational experience, as framed by the college's Student Success Progress Model;
- Systematically collect and evaluate evidence of student learning for program assessment and accreditation;
- Determine institutional progress toward the goals established in this plan, CUNY’s Performance Management Process and the Master Plan;
- Use assessment results to improve programs and services, and to determine resource allocations and future planning needs; and
• Set in motion annual goals and processes informed by CUNY’s PMP; the CUNY Student Experience Survey (SES); and the National Survey of Student Experience (NSSE).

Progress on enrollment targets – recruitment, retention, and graduation – will be readily available beginning with the University’s fall 2014 enrollment reports. Reassessing goals in these three areas will be driven by these data.

The College will also very carefully monitor internships, job placements and fundraising targets. Each objective will be subject to ongoing monitoring, so the year-end PMP reports will hold no surprises. For MEC, formative evaluation guides each day’s work. Our aim is steady: we work to create a life of continuous learning, civic participation and productive employment for our students.
CONCLUSION

Medgar Evers College has a history of serving its community and its students. Although the youngest of the senior colleges, it has been prematurely aged by a period of neglect, poor management, and misuse of resources. That period is over. MEC’s faculty and students deserve the same superb academic programming that other CUNY institutions offer.

A new administration is in place, equipping MEC with the passion and dedication to turn the college around. The Claiming Prosperity Strategic Investment Plan lays out strategies that make this aspiration attainable. Today, MEC is a work in progress. Big steps are being taken. The Quad is becoming real after years of controversy and neglect. Programs in education, nursing, social work, and environmental science have been accredited and the School of Business has been re-accredited. The college has instituted a new and more comprehensive assessment process. Advisement programs have been strengthened. Enrollment in the baccalaureate track is beginning to climb.

The Pipeline’s Summer Immersion Program has launched, and parent feedback is resoundingly affirmative. Direct relationships with partner high schools have been cultivated. Important interagency agreements supporting the Pipeline are secured. An unpresidented Coalition of education industry leaders has come together to help the Pipeline’s K-12 partner schools excel.

While MEC acknowledges the trials of its past, today the road map to achievement is in place. Now is the moment to invest in this concrete plan for a proud, attainable future. It is MEC’s time to rise.
ENROLLMENT

Both overall and first-time freshmen enrollment have declined significantly over the past five years.

Table 1 is a five-year view of enrollment. While CUNY has grown significantly during this period, MEC is down 9.5% in net Headcount students (6846 in 2009 vs. 6198 in 2013) and 13.3% in net FTEs (5533 in 2009 vs. 4797 in 2013). This decline is a comment on the ability of the college to attract and retain students. Of equal importance is a resulting significant loss of funding since every FTE student is valued at $6,000.

<table>
<thead>
<tr>
<th>TABLE 1</th>
<th>MEC Headcount AND FTE ENROLLMENT 2009-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Total Headcount</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>7080</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>6921</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>6966</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>6540</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>6491</td>
</tr>
</tbody>
</table>

*College Now (CN) and Smart Scholars (SS) have been netted out of both Headcount and FTEs in each year.
Table 2 is a three-year view of freshmen enrollment and the types of programs these enrollees entered (Baccalaureate and Associate). Overall freshmen enrollment declined by 12.9% (1201 vs. 1046) and students entering directly into the Baccalaureate program decreased from 93 (7.7% of the fall 2011 cohort) to 44 (4.2% of the fall 2013 freshman class). Although approximately 25% of MEC’s enrollment is at the Baccalaureate level (including transfers and MEC Associate degree students entering the Baccalaureate program), this freshmen downtrend diminishes MEC’s value as a Comprehensive College offering two and four-year degrees on entry. As a comparison point, at the College of Staten Island, also a CUNY Comprehensive College, freshman enrollment has grown by 11% during the same time period. A constant 30% of the freshmen entered directly into the Baccalaureate program. Overall, approximately two-thirds of CSI students are in the Baccalaureate program, significantly higher than the downward trend at MEC.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Total Freshman</th>
<th>Associate Entrants</th>
<th>Baccalaureate Entrants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>1201</td>
<td>1108</td>
<td>93 (7.7%)</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>1045</td>
<td>972</td>
<td>73 (7.0%)</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>1046</td>
<td>1002</td>
<td>44 (4.2%)</td>
</tr>
</tbody>
</table>

FACULTY PRODUCTIVITY

Table 3 details data extracted from the last CUNY Performance Management Process Report (PMP) (2012/13), in particular four categories that have been identified as meaningfully related to faculty productivity. Faculty productivity at MEC compares unfavorably to CUNY averages.
### Explanatory Notes

1. Percentage of on-line instruction either full or partial

2. Average pieces of scholarship or creative activity reported per full-time faculty member

3. Percentage of Instructional FTEs taught by full-time faculty

4. Mean Teaching Hours per veteran full-time faculty (veteran faculty are those not eligible for contractual released time) Chairs are included but librarians, counselors and those in substitute titles are not. Each of these PMP measures will assist in measuring the degree to which MEC is accomplishing its intentions to fortify scholarship.

### RETENTION/GRADUATION

Other measures in the PMP are available to illustrate where MEC stands with regard to graduation and retention. Generally speaking, MEC’s ratings are weak when compared to CUNY averages; reaching average performance will require sustained effort on the many fronts through which the Reclaiming Prosperity Plan addresses student achievement.
<table>
<thead>
<tr>
<th>PMP METRIC</th>
<th>MEC</th>
<th>SC</th>
<th>CC</th>
<th>CUNY</th>
<th>YORK</th>
<th>CSI</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RETENTION/GRADUATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Pass Rate in Reading Exit from Remediation</td>
<td>50.0%</td>
<td>41.8</td>
<td>42.7</td>
<td>–</td>
<td>47.9</td>
<td></td>
</tr>
<tr>
<td>6. Pass Rate in Writing Exit from Remediation</td>
<td>47.1%</td>
<td>–</td>
<td>47.8</td>
<td>48.1</td>
<td>–</td>
<td>52.8</td>
</tr>
<tr>
<td>7. Pass Rate in Math Exit from Remediation*</td>
<td>28.9%</td>
<td>–</td>
<td>42.8</td>
<td>40.5</td>
<td>–</td>
<td>48.4</td>
</tr>
<tr>
<td>8. %Students passing freshman composition with ≥C*</td>
<td>69.9%</td>
<td>91.5</td>
<td>82.6</td>
<td>84.9</td>
<td>86.8</td>
<td>91.2</td>
</tr>
<tr>
<td>9. %Students passing gateway math with ≥C*</td>
<td>74.5%</td>
<td>72.7</td>
<td>68.7</td>
<td>69.1</td>
<td>70.6</td>
<td>62.2</td>
</tr>
<tr>
<td>10. 1-Yr Retention 1st Time Full-time Bac freshmen (URM/N-URM)*</td>
<td>64.5</td>
<td>80.1</td>
<td>79.6</td>
<td>72.7</td>
<td>78.8</td>
<td></td>
</tr>
<tr>
<td>11. 1-Yr Retention 1st Time Full-time Associate freshmen (URM/N-URM)*</td>
<td>55.72</td>
<td>69.2%</td>
<td>62.5</td>
<td>61.5</td>
<td>–</td>
<td>59.7</td>
</tr>
<tr>
<td>12. # Credits Earned 1st Time Full-Time Bac Freshman in 1st 12 months*</td>
<td>18.1</td>
<td>26.1</td>
<td>–</td>
<td>25.9</td>
<td>25.3</td>
<td>25.2</td>
</tr>
<tr>
<td>13. Ratio of FTEs to HC in Baccalaureate Programs*</td>
<td>0.747</td>
<td>.805</td>
<td>–</td>
<td>.800</td>
<td>.769</td>
<td>.822</td>
</tr>
<tr>
<td>14. One-year Retention --% of 1st time Full-time Bac Fresh enrolled one year later*</td>
<td>64.7%</td>
<td>83.5</td>
<td>–</td>
<td>83.2</td>
<td>74.1</td>
<td>81.9</td>
</tr>
<tr>
<td>15. One-year Retention --% of Full-time Transfers in Bac Programs enrolled one year later*</td>
<td>54.7%</td>
<td>77.3</td>
<td>–</td>
<td>70.4</td>
<td>66.9</td>
<td>73.8</td>
</tr>
<tr>
<td>16. One-year Retention --% of 1st time Full-time Associate Fresh enrolled one year later*</td>
<td>56.1%</td>
<td>–</td>
<td>65.4</td>
<td>61.3</td>
<td>–</td>
<td>64.6</td>
</tr>
<tr>
<td>17. Graduation Rate -- 4-year/6-year Bac from full-time freshman entry at same college*</td>
<td>6.7/14.7%</td>
<td>22.5</td>
<td>–</td>
<td>22.0</td>
<td>4.9</td>
<td>19.6</td>
</tr>
<tr>
<td>18. Graduation Rate -- 4-year Bac from full-time transfer entry*</td>
<td>35.2%</td>
<td>51.7</td>
<td>–</td>
<td>50.0</td>
<td>37.7</td>
<td>38.0</td>
</tr>
<tr>
<td>19. Graduation rate -- 4-year/6-year associate degree entry*</td>
<td>10.0/13.3%</td>
<td>–</td>
<td>23</td>
<td>18.2</td>
<td>–</td>
<td>7.9</td>
</tr>
</tbody>
</table>

**Explanatory Notes**

5-7. These are the percentage of students who pass out of remediation in reading, writing and math, respectively.

8-9. The percentage of students passing freshman composition and gateway math (respectively) with a grade of C or better
10-11. The one-year retention rate of first-time, full-time freshmen who entered, respectively, in Baccalaureate and Associate programs. CUNY reports this retention separately for Underrepresented Minority students (URM) and non-Underrepresented Minority students (non-URM). Therefore the URM/non-URM is divided by a slash.

12. Credits earned by first-time full-time freshmen in Baccalaureate programs for their first twelve months after entry (fall, winter, spring and summer)

13. Ratio of FTEs to Headcount. An FTE student is 15 credits per semester or 30 credits per year. If these number of credits are earned students should graduate in four years. The higher the ratio (closer to 1.0) indicates that headcount students are taking a higher credit load. The lower the ratio, of course, indicates the opposite.

14-16 – One year retention data of respectively for first-time full-time freshmen and transfers in Bac programs; and for those in Associate programs.

17-19. The four and six year graduation rates (divided by number of freshman who started and finished at the same college); the same for transfers but only for four years after entry; and the four and six year rates for students who started and finished in Associate programs.

**STUDENT EXPERIENCE**

The Noel-Levitz student experience survey administered in spring 2012 covers 12 categories from campus climate to service excellence. MEC finished in the bottom quartile of almost every category. There is a probable causal relationship between student attitudes about MEC, retention and graduation data, and enrollment trends.
# NOEL-LEVITZ STUDENT EXPERIENCE SURVEY 2012

<table>
<thead>
<tr>
<th>PMP AREA</th>
<th>MEC SCORE</th>
<th>SC AVG</th>
<th>COMP AVG</th>
<th>CC AVG</th>
<th>HIGHEST</th>
<th>LOWEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CAMPUS CLIMATE (PG 44)</td>
<td>4.35</td>
<td>4.77</td>
<td>4.38</td>
<td>4.87</td>
<td>JJ; BCC</td>
<td>NYCCT; MEC</td>
</tr>
<tr>
<td>2. RESPONSIVENESS TO DIVERSE POPS (PAG 45)</td>
<td>4.74</td>
<td>4.99</td>
<td>4.72</td>
<td>5.12</td>
<td>JJ; BCC</td>
<td>MEC</td>
</tr>
<tr>
<td>3. SAFETY AND SECURITY (PG 46)</td>
<td>4.31</td>
<td>4.64</td>
<td>4.03</td>
<td>4.85</td>
<td>KBCC; BCC</td>
<td>CSI &amp; NYCCT</td>
</tr>
<tr>
<td>4. STUDENT CENTEREDNESS (PG 47)</td>
<td>4.32</td>
<td>4.68</td>
<td>4.35</td>
<td>4.9</td>
<td>JJ; BCC</td>
<td>NYCCT; MEC</td>
</tr>
<tr>
<td>5. CAMPUS LIFE (PG 48)</td>
<td>4.38</td>
<td>4.70</td>
<td>4.34</td>
<td></td>
<td>JJ; Baruch</td>
<td>MEC</td>
</tr>
<tr>
<td>6. ACADEMIC ADVISING EFFECTIVENESS (PG 49)</td>
<td>4.68</td>
<td>4.82</td>
<td>4.57</td>
<td>4.85</td>
<td>JJ; BCC</td>
<td>LaG; NYCCT; CSI</td>
</tr>
<tr>
<td>7. CAMPUS SUPPORT SERVICES (PG 50)</td>
<td>4.68</td>
<td>5.02</td>
<td>4.71</td>
<td>4.76</td>
<td>JJ; Baruch, BC;</td>
<td>LaG; QBCC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lehman</td>
<td></td>
</tr>
<tr>
<td>8. CONCERN FOR THE INDIVIDUAL (PG 51)</td>
<td>4.26</td>
<td>4.57</td>
<td>4.27</td>
<td>4.77</td>
<td>JJ; BCC; KBCC</td>
<td>MEC</td>
</tr>
<tr>
<td>9. ACADEMIC SERVICES (PG 52)</td>
<td>4.54</td>
<td>4.96</td>
<td>4.63</td>
<td>4.92</td>
<td>JJ; BCC; KBCC;</td>
<td>MEC; NYCCT</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Baruch; BC; Hostos</td>
<td></td>
</tr>
<tr>
<td>10. ADMISSIONS &amp; FINANCIAL AID (PG 68)</td>
<td>4.54</td>
<td>4.58</td>
<td>4.42</td>
<td>4.77</td>
<td>JJ; BCC; Hostos</td>
<td>QC</td>
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<tr>
<td>11. REGISTRATION (PG 69)</td>
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<td>4.64</td>
<td>4.37</td>
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<td>BCC; Hostos; QBCC; KBCC</td>
<td>CSI; NYCC</td>
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<td>12. SERVICE EXCELLENCE (PG 71)</td>
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<td>JJ; BCC; Hostos</td>
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</table>
EXTERNAL RELATIONSHIPS

Community Reputation – Over the past several years, the college’s reputation declined to such a degree that surrounding high schools routinely discouraged their more academically prepared students from enrolling at MEC. Additionally, for several years prior to the current administration, MEC did not engage constructively with the Brooklyn community, and experienced a period of broken relationships and negative press, which undermined enrollment and development alike. While current efforts including the deepening conversations with area residents concerning the Quad development and the success of the Summer Immersion Institute are beginning to rebuild the college’s reputation, full restoration of its image in the mind of the community will require long-term, assertive rehabilitation.

Fund Development – With the downward trend in funding for public higher education institutions, MEC requires a strong fund development operation to compete with its peers. A successful foundation provides financial assistance for talented and economically disadvantaged students; supports high achieving faculty; supplements the capital investments of the college; and funds the actualization of the priorities of college leadership. An effective foundation board raises significant support from private sources, stewards foundation assets, and advocates for the college. Private funds provide critical augmentation to state, city and tuition funding.

A recent assessment by the CUNY Office of Institutional Advancement, in collaboration with the college, developed a detailed Foundation Action Plan for MEC. This plan made a series of recommendations extending from establishing institutional advancement as a recognized priority to establishing a policy and practice base for systematic fund development planning, implementation, and evaluation. It addresses the need for short and long-term goal setting, the development of a case statement for fundraising, and identification of key programs and initiatives for which funds will be sought. It describes basic development protocols and tools, including alumni cultivation and engagement that are needed. It recommends the reconstitution of the Medgar Evers College
Educational Foundation through identification of new board members; reviewing and modifying bylaws; and developing a process for staffing the board and making it productive. In short, the report suggests creating a development function where, very sadly, none exists.

**Communication, Public Relations and Marketing (CPRM)** – As with fund development functions, one year ago MEC had essentially no comprehensive or systematic approach to communication, public relations, or marketing in place. The college’s broken IT infrastructure hampered even the simplest internal communications. MEC’s website, still being rebuilt in its entirety, was a shambles. College facilities were not visible to the community because identifying signage was absent or minimal. Print materials were lacking and no common graphic design standards were in use.

For a college to be attractive to existing and potential students, faculty, donors and alumni, it must develop a distinctive vision and market niche, which should be presented in a clear, concise and captivating manner. Fashioning the college’s message and its outreach is greatly dependent on the efforts of the CPRM team.

At MEC a new CPRM team is in place and working to create a uniform brand for the college. This includes adopting a consistent logo, marketing materials, and website, that showcase the achievements of students and faculty while highlighting academic programming. This uniformity is already contributing to a new narrative about the College. These initial efforts are important but incomplete. Over the next five years, CPRM will strengthen

- Strategic Communications
- Media Relations
- Business/Community Outreach
- Broadcast Productions
- Alumni Affairs
The resources required to actualize these plans involve not only staffing but state-of-the-art equipment and tools; social networking capabilities; varied printed materials; and relevant data on key demographic groups to target and cultivate.

**INFRASTRUCTURE**

MEC must also work to correct weaknesses in four main areas of infrastructure: lack of a campus environment, a poor state of facilities, deficient IT infrastructure, and ineffective deployment of personnel.

**Lack of a Campus Environment** – Students comment that although MEC is a senior college and requires a higher college tuition rate, it does not offer a fully-fledged college campus, lacking many of the amenities that are integral to a robust college experience and to opportunities for out of classroom learning.

The “detachment” of students that often leads to low retention, poor academic scores, and an overall low PMP score are rooted in significant proportion in the lack of a campus. Students don’t feel as though they are connected to the campus because there isn’t one. A critical assessment of the overall state of facilities and grounds is necessary.

**Poor State of Facilities** – Some facilities are state-of-the-art (the new Science Building) while others are dingy and in a constant state of disrepair affecting student achievement; student, faculty and staff morale; student recruitment; and even health and safety. It is particularly important for MEC to be able to reflect the manner in which it values its students by providing a learning environment that is rich in aesthetic and functional amenities.

The College is primarily housed in four facilities: The Bedford Building; The S Building – the Offices of Student Services; AB1 – the School of Science, Health and Technology, the cafeteria and computer labs; and Carroll Street – the site of most administrative support offices and recreational activities.
Bedford is in poor to fair condition. It is overcrowded; antiquated and inefficient; poorly laid out; and most mechanical and ancillary systems are past their useful lives. A series of capital projects are underway or in the planning stages to stop further deterioration and, at the least, stabilize the environment. A library renovation and expansion will be completed at the start of the fall 2014 semester.

The S Building is in generally good shape but is overcrowded, which makes it look worn beyond its years. The building is not being utilized for its designed functions.

AB1 is in excellent shape with some HVAC issues.

Carroll Street is the most problematic of MEC’s facilities and comprises approximately a third of the college’s space. Its mechanical systems are poor; it has severe water infiltration problems; ADA compliance issues; restrooms in deteriorating condition; and inefficient office spaces. There are multiple capital and in-house projects, ongoing or planned, to revitalize the facility, but Carroll Street will continue to be an issue requiring a disproportionate share of resources.

**Deficient IT Structure and Deferred Maintenance** – Students and faculty are impacted on a daily basis while on and off college grounds because of unreliable email and Internet service. Many IT systems are in need of replacement, recalibration, or acquisition.

In today’s digital world, it is imperative that colleges have a functioning IT infrastructure to support teaching, research and business processes. It is essential that MEC students have access to current and complete technology to insure, that they are competitive with their peers.

MEC’s IT infrastructure is in an extremely immature state and requires significant investment so that it can support the strategic direction of the college. IT corrections are
urgently required to address ineffective network topography and unstable operating capacity in enterprise critical systems.

Absent from the current IT system and urgently needed are a robust disaster recovery plan, standard operating procedures and tools, and robust knowledge management and business processes information systems.

Maintenance and upgrading issues include closet rewiring and hardware upgrades, increasing network transmission speed, campus-wide desktop upgrades and the implementation of a system of regular replacement cycles are required.

**Ineffective Deployment of Personnel** – Perhaps there is no more important component of infrastructure than the personnel within the institution. This plan will give the college the ability to promote leadership, professionalism and competency in every aspect of the college’s operations. Initial inquiries and observations identified a chronic pattern of ineffective deployment of personnel. Now, an in-depth examination of each leader in the organization is in process using an outside consultant.

In addition, a functional analysis of every full-time Position at the college has begun and will lead to an understanding of overlapping functions; potential for consolidation; and matching skill sets to needs. A comparative study of CUNY and non-CUNY institutions of like size, demographics and programs to determine the requisite staffing of all support functions – academic, student and administrative – will be undertaken.

It is assumed that 5% -- or approximately 25 – of the college’s full-time positions will either be eliminated or repurposed based on information generated in these studies. The college is committed within this plan to provide for operational needs through the elimination of personnel without the appropriate skills sets or attitudes toward change; the reassignment of staff; and the hiring of individuals with the competencies and professionalism required. Properly deploying human resources and reducing
unnecessary personnel costs will contribute to making the Claiming Prosperity plan fiscally viable.

**Conclusion** – Medgar Evers College faces challenges on all sides. Its very survival rests on taking immediate, effective steps to reclaim its ability to function in a meaningful manner. Those steps have been identified, a new cadre of leaders committed to accomplishing the work are in place, and with this document, MEC sets forth an investment plan that is both sufficient and within reach.
APPENDIX B

2013-14 College-wide Retreat Subcommittees
Goals and Actions

This document describes operational goals and actions developed by Medgar Evers College Faculty, Staff, Students, and Administrators in support of the Claiming Prosperity Vision.
### Subcommittee #1: Promoting And Enhancing A Student-Centered Environment That Fosters Retention And Student Success

**Goal:** Ensure students are college ready by the end of their first year at Medgar Evers College (PMP Goal 1.2)

1.1 **Charge the Office of Academic Affairs and Student Affairs to convene and empower a college-wide group of faculty, staff, and student to create an integrated First Year Experience for Fall 2014 that coordinates developmental needs, critical thinking, personal, financial, and psychological tools across all first year courses.**

**Action Steps:**
- Form said committee including written record of membership, charge, and impact
- Once committee has met several times, it will make recommendations for Fall 2014 first year experience
- Committee will draft an implementation plan to present for the College Council for May 2014

### Subcommittee #2: Creating and Strengthening Academic Programs that Enhance the College Mission

**Goal:** Update Current Curriculum and develop new, innovative courses and/or degree programs that are career and student driven (PMP Goal 1.2)

2.1 **Departments review current curriculum**

**Action Step:**
- Each department will review strengths and weakness of current curriculum and submit data driven review of curriculum (Preliminary report due Fall 2014)

### Subcommittee #3: Enhancing Faculty Scholarship and Teaching and Learning Process

**Goal:** Create, implement and assess systematic professional development in pedagogy, scholarship, and student faculty interaction (PMP Goal 1.2)

3.1 **Create a place for professional development**

**Action Steps:**
- Center for Teaching and Learning will be re-established
- Hire a Full time Director with faculty status
- Location should be central to the main academic quad (New Library, or AB1 312)
- Create a blueprint for operations that focus on pedagogy, scholarship development, grant writing, and technology utilization

3.2 **Initiate the recruitment and hiring of CTL**

**Action Step:**
- Partner with CLT committee, Office of Academic Affairs, and Academic departments and establish best models for professional development

3.3 **Implement Professional development to improve teaching effectiveness**

**Action Steps:**
- Design one-week required professional development program during Fall 2014 for faculty teaching developmental, gateway, and entry level courses. Program will focus on student learning outcomes, development of syllabi, multiple teaching styles, utilization of e-portfolio, and more.
- One development opportunity per month for current and new faculty
- August and January—will assess student profiles and its relationship to teaching styles, effective learning
styles, and strategies in implementing effective pedagogy.

3.4 Increase Faculty Scholarship and Creative Works by 25% over a five year period (Fall 2014 – 2019)

Action Steps:
- Implement peer mentoring program, matching tenured published professors with junior tenure-track faculty
- Implement cross-disciplinary and/or collaborative research initiatives
- Presentations and recognition for faculty’s scholarship and research organized by the Office of Academic Affairs
- Keep track of number and quality of publications, performances, and presentations

3.5 Increase/Strengthen student-faculty interaction outside of class

Action Steps:
- Develop a structured mentoring program for the Fall of 2014 for ALL departments.
- Each department will develop co-curricular and extra-curricular activities, field trips, student research, service learning, study abroad, and a vigorous apprenticeship and internship program

Subcommittee #4: Assessing Institutional Effectiveness, Program Quality and Student Learning

Goal: Expand knowledge college-wide about assessment to inform program improvement and improved student learning outcomes. (PMP Goal 1, 2, 3)

4.1 Inform faculty and staff about the development of Assessment Plans to enable departmental implementation

Action Steps:
- Assessment Coordinators meet with academic departments
- Identify and collect existing assessment tools
- Develop template for operational unit assessment plan
- Bring consultant to meet with departments and units
- Faculty development for how to draft an assessment plan
- All departmental and unit assessment plans drafted May 2014

4.2 Assessment for improved student learning outcomes

Action Steps:
- Evaluate program and course syllabi for required courses for learning outcomes
- Map course learning outcomes to program outcomes
- Post Learning outcomes on MEC website
- Hire a dedicated assessment person
- Write Monitoring report for November 1

Subcommittee #5: Strengthening the Use of Technology in Academic and Administrative Services

Goal: Seek continuous improvements in user support, customer service, and proactive initiatives to improve customer satisfaction (PMP Goal 1, 2, 3)

5.1 Centralize the Service Desk (Help Desk)
Appendix D: Strategic Plan 2014-2018 "Claiming Prosperity"

Action Steps:

- Assess the pre-centralized Service Desk customer satisfaction with the publication of satisfaction survey and establishment of a service level benchmark
- Centralize the Service Desk into a new location to support students, faculty, and staff
- Determine post-centralized service desk customer satisfaction

5.2 Centralize Classroom Instructional Support Services

Action Steps:

- Create a new unit
- Definition for classroom technology configuration
- Update 15 classroom to standard configuration

5.3 Maintain desktop hardware and software optimal performance

Action Steps:

- Develop a four year life cycle refresh for all desktop technology
- Replace end-life desktops

Subcommittee #6: Expanding and Enhancing Service to the Brooklyn Community

Goal: Establish a stronger presence in the Brooklyn Community (PMP Goal 1.2)

6.1 Improve Marketing of College and its program and increase college inquiries

Action Steps:

- Create Advertisements both print and web based promoting MEC
- Develop program Specific Brochures
- Radio and Television advertisements
- Banners on Light posts
- Posters on the 2,3,4,5 train

6.2 Improve relationships with MEC Alumni

Action Steps:

- Mobilize Alumni Association
- Create an Alumni Taskforce
- Create an archive by School of Alumni
- Hold Alumni Reunion and homecoming

6.3 Improve relationship with community

Action Steps:

- Use Hobsons to maintain emails and phone contact with students, high schools, residents, principals, and counselors
- Maintain an up to date log of contacts with community
- Promote all CUNY programs

6.4 Improve funding to MEC

Action Steps:

- Contact and Mobilize elected officials
- Meetings with CUNY

### Subcommittee #7: Rebuilding the College Image and Affirming its Niche

**Goal:** Establish a stronger presence in the Brooklyn Community (PMP Goal 1,2)

#### 7.1 Create an Internal Communication Plan building on the college’s strengths

**Action Steps:**
- Rebrand “Quality Assurance” as the nerve center of the college
- Branding Banners
- MEC Release
- Bios on Faculty/Spotlight
- Internal Press Releases
- Alumni Relations
- Admissions Office Overhaul
- Labor Management Partnerships
- Medgar Student (Freshman Yr)
- Faculty/Staff Appreciation

#### 7.2 Create an External Communication Plan building on the college’s strengths

**Action Steps:**
- Rebranding Image
- National Awareness Campaign
- (ME=Medgar Engages)
- High Ground (Dr. Crew)

### Subcommittee #8: Increasing Grant Opportunities and Philanthropic Gifts

**Goal:** Strengthen alumni and community relationships to increase funding for MEC (PMP Goal 1,2, 3)

#### 8.1 Strengthen Alumni relations

**Action Steps:**
- Establish official Alumni Relations office
- Communicate with alumni (Medgar Zone)
- Coordination with alumni association
- Creation of strategic plan
- Create alumni activities calendar (Meet & greet with the President
- Alumni recognition
- Create alumni council

#### 8.2 Expand funding from Corporate Philanthropic/Individual and Government Sources

**Action Steps:**
- Prospect research to expand the corporate and philanthropic database that are in alignment with programs and centers at MEC
- Develop grant applications and fundraising by academic department, schools, programs and centers; target grants to meet the needs of all subcommittees
• Establish a Grants and Development Council

8.3 Establish shared responsibility for grants, fundraising and development

Action Step:
• President solicits grant initiatives from faculty and other units

Subcommittee #9: Promoting Campus Growth and Expanding Campus Facilities

Goal: Establish a campus plan and implement campus facilities that allow for campus growth (PMP Goal 1,2,3)

9.1 Develop College Master Plan

Action Steps:
• (Long Term) Establish through the College’s Governance a MP Committee
• (Short Term) Ad Hoc “Go Team” MP Team
• Revisit and Revise 10 year enrollment projections to reflect the President’s Vision and submit to CUNY
• Identifying funding and retain MP consultant to work with campus community