



Periodic Review Report

To

**The Middle States Commission on Higher Education
(MSCHE)**

June 28, 2012

Presented by

MEDGAR EVERS COLLEGE
of The City University of New York
1650 Bedford Avenue
Brooklyn, NY 11225

CHIEF EXECUTIVE OFFICER
Dr. William L. Pollard, President

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PERIODIC REVIEW REPORT
MEDGAR EVERS COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

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SECTION ONE

Executive Summary: Medgar Evers College Periodic Review

Overview

Medgar Evers College, one of the eleven senior colleges, six community colleges, two graduate schools and two specialized colleges which comprise The City University of New York, was founded as a result of collaborative efforts by community leaders, elected officials, the Chancellor, and the Board of Trustees of the City University of New York. The College, named for the late civil rights leader, Medgar Wiley Evers (1925-1963), was established in 1970 with a mandate to meet the educational and social needs of Central Brooklyn and to develop and maintain high quality, professional, career-oriented undergraduate degree programs, at both the baccalaureate and at the associate degree levels. The college is committed to the fulfillment of its mandate to serve the students and residents of the broader central Brooklyn community.

In keeping with the philosophy of The City University and Medgar Evers College, we believe that education has the power to transform the lives of individuals and is the right of all individuals in the pursuit of self-actualization. Our core institutional values of respect, honesty and integrity, collaboration, excellence, student success, and community service reinforce our belief that with committed and talented faculty and staff, visionary and effective leadership, community partnerships, and students who are seeking a higher education and self improvement and actualization, our mission will be realized.

The profile of the College's 7,000 students is a testament to its mission to provide the community, comprised of students of diverse educational and socio-economic backgrounds, with access to higher education. Classified as a Predominantly Black Institution (PBI) with a ninety percent (or higher) enrollment of students of african descent, the College has historically served a highly non-traditional student body. In the past, the majority of students have been working older adults who were first generation college students. However, current trends show an increase in traditional college-age students enrolling directly from high school or as transfer students. In 2006, the enrollment of "traditional" high school graduates under the age of 20 was only 22.9%. Now this age group comprises 30% of the student population. Although the age

range of its students has shifted, the College also continues to serve some of the least prepared students in the CUNY system and many continue to present characteristics of the non-traditional student: delayed enrollment in post-secondary education, part-time attendance, full-time employment while enrolled, financial independence, dependents other than a spouse, and single head of household. Approximately 85% of its entering freshman population requires instruction in at least one remedial course.

This Periodic Review Report represents the combined efforts of the college community: administrators, faculty, students and staff, who have contributed to this review throughout a five year process of reflection, evaluation, discussion and the submission of institutional, program, school, department and unit institutional data reports; program reviews and accreditation reports and exemplars reflecting assessment activities and plans.

Major Institutional Changes

The Periodic Review comes at a unique time in the history of the College. Since the 2006 Middle States site visit, the College had a change in executive leadership as a result of the sudden retirement of its long-standing president (20 years). In July of 2009, Dr. William L. Pollard was appointed President by the Trustees of The City University of New York. This change resulted in the restructuring of the executive offices of Finance and Administration, Technology, Facilities, External Relations and Academic Affairs.

The roles and responsibilities of academic and administrative offices were also restructured to further promote the College's goal of becoming the most student-centered college, with the majority of student support services overseen by the Office of Student Affairs, while the areas of Enrollment Management, Admissions, Financial Aid and the Registrar report directly to the Office of the Provost.

These administrative and academic changes since 2009, along with the socio-economic challenges facing our students in a recession, have presented the College with a unique set of challenges in fully addressing the recommendations of Middle States Team and College Self-Study Reports. However, despite these challenges there have been significant gains and successes in each area.

The College has a commitment to the planning process that is based upon assessment and an evaluation of academic and administrative activities and operations. While we also recognize that we are far from where we would like to be, we have been and continue to be committed to a continued process of institutional renewal through program, department and unit assessment. Our ongoing commitment to institutional planning and assessment is reflected by our creation of a Strategic Planning Committee that will develop an Institutional Strategic Plan for 2012-2017. The Committee is expected to present a report on its findings in Fall 2012.

Highlighted Areas

The major areas highlighted in the review represent the recommendations made by the Middle States Team and are the non-duplicative recommendations made by the College Self-Study Team. Each section of the report identifies the overall recommendations and provides a college response. The college response summarizes how the College has addressed the

recommendation(s) and identifies the challenges that may have ensued in the College's realization of these goals. Responses are in the areas of mission, institutional planning and resources, leadership and governance, integrity, institutional assessment, assessment of student learning, faculty, general education, student admissions and support, and educational and related educational offerings.

Major areas addressed in response to the recommendations are reflected below. These include financial management, technology, facilities, assessment, general education, and student preparedness and academic quality.

Financial Management

One of President Pollard's initial acts was to enlist central administration consultants of CUNY to perform an extensive audit of financial and operational processes of the College. This audit revealed a major challenge, the need to strengthen the fiscal infrastructure of Medgar Evers College. The audit outlined deficiencies in the internal processes and controls in a number of areas, including finance and accounting. As a result, the area underwent an exhaustive review and is now staffed appropriately and is developing financial plans that are consistent with University allocations and that will enable the College to produce a year-end balanced budget.

The College continues to be committed to enhancing managerial effectiveness, increasing and strengthening grant development and fundraising activities and focusing on streamlining administrative costs and programs. After the departure of a long-serving president, many institutions can be resistant and unyielding to the prospects of change. This also proved to be the case for some areas within Medgar. This resistance coupled with a distrust of previous administrative practices, has made transparency a persistent and prominent issue for this new administration. Therefore, the budget and planning process has reflected a genuine concern to be transparent and inclusive. There have been budget hearings, workshops and open meetings with administrators, faculty, staff and students on the financial state of the College (including school and department budgets) and on the impact of state budget cuts. Deliberations have promoted collaboration and cooperation in planning activities surrounding budget development and resource allocations. These strides have proven to be fruitful and have enhanced a spirit of cooperation.

Technology

A Chief Information Officer position with executive responsibilities to lead the college's IT transformation was established in 2010. The new organizational structure was augmented with the addition of three technology managers in support of the new data center. Acculturation to planning and budgeting in IT is required to replace the break/fix practices of the past. In the past there was an uneven process of accountability. Consequently, IT has engaged The Cambridge Academic Group (CAG) to implement an IT Strategic Plan that will address IT vision, goals and projects in alignment with MEC's Institutional Strategic Plan. This effort will assure that IT investments support the mission, vision and values of the institution. In the area of academic technology, the Office of Academic Affairs has re-instituted an instructional technology committee entitled Committee on Academic Technology (CAT). Its role will be to recommend and review academic technology expenditures related to Student Technology Fees (STF), including hardware, software, site-licensing, and consulting services; oversee faculty development programs in the use of instructional technology; coordinate digital subscription

services (online texts and journals) with appropriate college library staff; approve and initiate assessment of online courses; and be a liaison to the CUNY Committee on Academic Technology.

Facilities

The State's budget crisis has led to the delay of planned capital projects, some of which are critical to our efforts to improve educational outcomes. Our strategy is to continue pushing for productivity-enhancing projects, delay larger projects meant to alleviate long standing space limitations, and use existing capital resources on smaller critical maintenance areas.

The primary productivity-enhancing project is the Library, which is severely undersized, in need of expansion and in need of upgraded technology. This is our top capital budget priority. We have received a commitment from CUNY to assist in securing the capital funds required and will begin construction in the Fall. The funded Library Expansion Project will also heighten and add to the transformation of the center of our campus. It will include the renovating and expanding of seating and study areas by increasing capacity by 50%; increasing the collections from 120,000 to 140,000 volumes; increasing computer work stations by more than double and group study rooms from 1 to 7; and finally, it will include a New Welcome Center, with a glass expanse window front making the blank building façade more open, modern and inviting.

The newly formed area of Facilities Management, Campus Planning and Operations and the appointment of an Assistant Vice President for Facilities Management, Campus Planning and Operations will lead our efforts to develop a new College Master Plan, which will be supported and strengthened by the implementation of the Institutional Strategic Plan. The campus grounds and buildings have been considerably transformed since 2006, due in part, to the completion of the state-of-the art Academic Building I which houses the School of Science, Health & Technology. This new building has provided an award winning architectural beacon to the campus and community.

Assessment

The College continues to implement and improve its assessment planning and processes and is moving toward a successful and sustainable assessment and planning culture. Assessment plans and processes consistently include institutional, school, departmental, program, and classroom goals and objectives; performance measures related to each outcome; data collection, analysis, and reporting; dissemination of assessment results, and a full integration of assessment information on strategies to improve programs and student learning outcomes and performance. Key offices in promoting this goal are the Office of Academic Affairs, the Office of Accreditation and Quality Assurance and the Office of Institutional Research and Assessment.

General Education

A major initiative for the College since 2006, has been the revision of its general education curriculum. In 2008, the College Council established a standing committee on general education. During the 2011-2102 AY, controversy about the CUNY Pathways Initiative on General Education impacted the work of the General Education Committee (GEC). The CUNY Pathways to Degree Completion Initiative ("Pathways") was created to streamline transfers and enhance the quality of general education across the University. Faculty across the university have opposed the process and format of this new curriculum; however the GEC has developed a way

to integrate the goals of Pathways into the GEP. Essential Learning Outcomes (ELOs), developed by the American Association of Colleges & Universities, Liberal Education and America's Promise (LEAP) *Essential Learning Outcomes*, in concert with discipline cluster descriptions, serve as the basis for evaluating the new Gen Ed curriculum. The College expects to approve the new curriculum in the 2012-2013 AY.

Student Preparedness and Academic Quality

An ongoing challenge for the College is the level of preparation of its students. The Academic Foundations Program (AFP), originally located in the School of Freshman Studies had overall responsibility and oversight for students who take basic skills courses. In the spring 2012 semester, responsibility and oversight for basic skills courses offered through the AFP were transferred to the English and Mathematics Departments. Students who complete these courses are tested in CUNY basic reading, writing and mathematics. If they do not pass these high stakes CUNY tests, they must retake the course. These high stakes exams must be completed by all students before they receive an associate degree or are permitted to advance into baccalaureate degree programs. It has been a challenge to provide the necessary resources and support for this population of students. A faculty and staff hiring plan proposed by the Office of Academic Affairs, that totals approximately 2.05 million dollars for the next academic year includes plans for a Writing Center Director and Mathematics Center Director. This will certainly strengthen academic support in the areas of reading, writing and mathematics.

The College recognizes the important role that faculty play in creating, implementing, assessing and revising academic programs and courses and ensuring that they meet the needs of the students and support the mission, goals and objectives of the College. They are teachers, researchers, scholars and mentors, who are involved in every aspect of the academic and student affairs of the College. The College is committed to maintaining and recruiting an outstanding core of full-time faculty who can fulfill their obligations to heighten academic quality and student success, strengthen current and develop new degree programs; improve research in STEM disciplines; increase scholarly activity in the Liberal Arts and Business curriculum; increase prospects for student graduate and professional school study; and improve student success in a competitive marketplace. Over the next five years, the College, through its hiring plan, projects that fifty-nine faculty and forty professional staff will be recruited and employed in selected disciplines and within student support areas to strengthen academic quality and to promote student success.

This Periodic Review Report represents the institution's understanding of the need for addressing the recommendations as an ongoing planning process to sustain institutional renewal. It also represents the focused and cooperative efforts of a broad spectrum of faculty, administrators, students and staff, who gathered and collected information from colleagues of the college community and its community stakeholders. The process was intense, comprehensive and inclusive, and it enabled us to examine our institution in a critical way. Further, the process of responding to the recommendations of both the Middle States Visiting Team and College Self-Study revealed the strengths and challenges we face as we move toward the next phase in the growth of our institution.

SECTION TWO

RESPONSE TO RECOMMENDATIONS FROM PREVIOUS EVALUATION

Standard I: Mission and Goals

The institution's mission clearly defines its purpose within the context of higher education and indicates whom the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are utilized to develop and shape its programs and practices and to evaluate its effectiveness.

MSCHE Recommendation: In keeping with the CUNY mission and Performance Management Plan (PMP), the College should clarify and revise its mission statement to better reflect its institutional purpose and aspirations.

MEC Recommendations

1. Continue to explore the impact of the integrated University on the ability of Medgar Evers College.
2. Identify the College's niche within CUNY and revise the College's mission and goals to reflect it.
3. Diversify the strategies used to attract alumni.

College Response: The College has reviewed its mission and goals and believes that they continue to meet Medgar's niche within CUNY and the intellectual, professional, and personal goals of the Medgar Evers College community. The PMP is designed to accommodate the unique missions and populations served by the colleges within the integrated university system; therefore, the PMP is in alignment with the College's goals. Alumni are important in promoting the College's mission and goals. Developing strategies for attracting and recruiting alumni who will be a resource for the College continues to be a goal and an ongoing challenge.

College Mission

Medgar Evers College of The City University of New York (CUNY) is one of the eleven senior colleges, six community colleges, the William E. Macaulay Honors College at CUNY, the Graduate School and University Center, the CUNY Graduate School of Journalism, the CUNY School of Law, the CUNY School of Professional Studies, and the CUNY School of Public Health which comprise The City University of New York.

Established in 1970, Medgar Evers College (MEC) is unique among the CUNY colleges in that it was established as a result of advocacy by community leaders and elected officials and in collaboration with the Chancellor and the Board of Trustees of the CUNY to meet the needs of the residents of Brooklyn, NY. The College continues in its mission to meet the educational and social needs of Central Brooklyn and to develop and maintain high quality, professional, career-oriented undergraduate degree programs in the context of a liberal arts education.

The mission statement, as found in the College Catalogue and on the College website is stated as:

Medgar Evers College was founded as a result of collaborative efforts by community leaders, elected officials, the Chancellor, and the Board of Trustees of The City University of New York. The College, named for the late civil rights leader, Medgar Wiley Evers (1925-1963), was established in 1969 and named in 1970, with a mandate to meet the educational and social needs of the Central Brooklyn community. The College is committed to the fulfillment of this mandate.

In keeping with the philosophy of The City University of New York and Medgar Evers College, we believe that education has the power to positively transform the lives of individuals and is the right of all individuals in the pursuit of self-actualization. Consequently, the College's mission is to develop and maintain high quality, professional, career-oriented undergraduate degree programs in the context of liberal education. The College offers programs both at the baccalaureate and at the associate degree levels, giving close attention to the articulation between the two-year and the four-year programs.

The College has a commitment to students who desire self-improvement, a sound education, an opportunity to develop a personal value system, and an opportunity to gain maximum benefits from life experience and from their environment.

The College is organized into three Academic Schools: The School of Liberal Arts and Education, the School of Business, and the School of Science, Health, and Technology. The School of Professional and Community Development offers non-degree certificate programs, adult and continuing education courses, and is the administrative umbrella for grant funded community based programs. Each of these Schools and their respective degree programs have mission statements which align with the MEC institutional mission statement. The college mission and mission goals of Medgar Evers College reflects the national concern with diversity, globalization of curricula, a liberal arts based education and science and computer literacy.

Table I.1: Goals of the Mission of Medgar Evers College-CUNY

Goal	Medgar Evers College Seeks To:
<i>One</i>	Serve students with diverse, educational, socioeconomic, political, cultural, and national backgrounds with special emphasis for residents of Central Brooklyn.
<i>Two</i>	Provide students with the essential basic and academic knowledge and skills to meet their educational and career goals, incorporating their life experiences.
<i>Three</i>	Improve students' understanding of self, past and present societies, and future trends through a liberal education.
<i>Four</i>	Prepare students for leadership roles and to be change agents in their community.
<i>Five</i>	Develop non-degree and co-curricular social, economic, and cultural programs for students and the community.
<i>Six</i>	Fulfill the mission through interaction with community organizations and community representatives.
<i>Seven</i>	Create a positive environment that provides resources for professional growth of all employees that fosters freedom of thought and inquiry, free exchange of ideas by faculty, staff and students and allows shared governance by administrators, faculty, staff, students, alumni, and community council representatives.
<i>Eight</i>	Develop and maintain processes and procedures for coordination, implementation, evaluation, and assessment to ensure that standards of quality are met and that student learning, plans and mission of the College are accomplished.

Medgar Evers College, as do all of the CUNY colleges, follows a performance management process (PMP) that measures annual progress towards key goals set by the University. Each spring, CUNY presidents, working with their executive teams and college communities, and guided by the University's Master Plan and performance targets, map and align their college's performance goals and targets with university performance targets and goals for the upcoming academic year. See Appendix 1, CUNY Performance Management Plan.

The college targets reflect differences in campus missions, resources and circumstances, and recognize that the colleges all start from different performance baselines. The following table presents the linkage between the CUNY PMP Goals, MEC's mission goals, and strategic goals. Note that the listed Strategic Goals were last updated in 2008. The College is currently engaged in a strategic planning process to establish goals for 2012 - 2017.

Table I.2. Linkage between CUNY PMP Goals, College Mission Goals, and College Strategic Plan Goals

CUNY-wide Performance Management Plan Goals	Medgar Evers College Mission Goals	Medgar Evers College Strategic Plan Goals
PMP Goal I: Raise Academic Quality	Mission Goal 1: Consistent with the City University of New York Board of Trustees policy, the College seeks to serve the Central Brooklyn community which is comprised of students with diverse, educational, socioeconomic, political, cultural, and national backgrounds with special emphasis for residents of Central Brooklyn.	Strategic Goal 1: Create and strengthen Academic programs that enhance the College mission and meet the demands of the 21 st Century
	Mission Goal 3: Improve students’ understanding of self, past and present societies, and future trends through a liberal education.	
PMP Goal 2: Improve student success	Mission Goal 2: Provide students with the essential basic and academic knowledge and skills to meet their educational and career goals, incorporating their life experiences.	Strategic Goal 2: Enhance the Teaching and Learning process
		Strategic Goal 3: Promote and enhance a student-centered environment fostering academic progress, retention, and success
	Mission Goal 4: Prepare students for leadership roles and to be change agents in their community.	Strategic Goal 3: Promote and enhance a student-centered environment fostering academic progress, retention, and success
		Strategic Goal 5: Enhance College Collaboration and Service to the Community
	Mission Goal 5: Develop non-degree and co-curricular social, economic, and cultural programs for students and the community.	Strategic Goal 5: Enhance College Collaboration and Service to the Community
	Mission Goal 8: Develop and maintain processes and procedures for coordination, implementation, evaluation, and assessment to ensure that standards of quality are met and that student learning, plans and mission of the College are accomplished.	Strategic Goal 6: Enhance institutional effectiveness, program quality, and student learning through assessment
PMP Goal 3: Enhance Financial & Management Effectiveness	Mission Goal 7: Create a positive environment that provides resources for professional growth of all employees that fosters freedom of thought and inquiry, free exchange of ideas by faculty, staff and students and allows shared governance by administrators, faculty, staff, students, alumni, and community council representatives.	Strategic Goal 3: Promote and enhance a student-centered environment fostering academic progress, retention, and success.
		Strategic Goal 4: Expand and improve the College Physical Plant
	Mission Goal 8: Develop and maintain processes and procedures for coordination, implementation, evaluation, and assessment to ensure that standards of quality are met and that student learning, plans and mission of the College are accomplished.	Strategic Goal 7: Increase the College’s fiscal viability through institutional advancement and expansion of revenue streams.
		Strategic Goal 8: Upgrade and expand campus information technologies

Historically, Medgar Evers College has served a highly non-traditional student body as defined by the U.S. Department of Education: the majority of students were working older adults who were first generation college students.

However, these demographics have shifted in the past five years such that the student population is younger (55.9% under the age of 25) with 30% under the age of twenty. This represents a significant change from AY 2005/06 when 48% were under the age of 25, with only 23% under the age of twenty-one. Data from the College Office of Institutional Research and Assessment indicate that the percentages for male and female enrollment have remained consistent at approximately 75% female and 25% male student enrollment. See Appendix 2, The College Snapshot.

Table 1.3 - Selected Characteristics of MEC Students: AY 2006/07- AY 2010/11

Characteristics	2006/07	2007/08	2008/09	2009/10	2010/11
Enrollment	5562	5551	6037	7080	6921
Gender: Male	1285 (23.1%)	1371 (24.7%)	1472 (24.4%)	1762 (24.9%)	1755 (25.4%)
Female	4277 (76.9%)	4180 (75.3%)	4565 (75.6%)	5318 (75.1%)	5166 (74.6%)
Age: <21	1407 (25.3%)	1374 (24.7%)	1552 (25.7%)	1989 (28.1%)	2125 (30.7%)
21-25	1427 (25.7%)	1479 (26.6%)	1629 (27.0%)	1918 (27.1%)	1742 (25.2%)
26-30	851 (15.3%)	851 (15.3%)	912 (15.1%)	1063 (15.0%)	986 (14.2%)
31-40	1032 (18.5%)	1004 (18.1%)	1146 (17.4%)	1198 (16.9%)	1171 (11.9%)
41-50	628 (11.3%)	635 (11.4%)	662 (11.0%)	637 (9.0%)	630 (9.1%)
51+	217 (3.9%)	211 (3.8%)	236 (3.9%)	275 (3.9%)	267 (3.9%)
Median age	25.0	25.0	25.0	24.0	24.0
Graduates: BS/BA	324	334	318	382	478
AS/AA/AS	345	392	397	402	449
Certificate	49	23	28	39	39

Source: OIRA College Snapshots

Medgar Evers College is considered to be a Predominantly Black Institution (PBI) with a ninety percent (or higher) enrollment of students of African Descent. The second largest group is Hispanic students whose enrollment in the past five years comprises approximately 5% of the student body.

Approximately eighty-eight percent (88.6%) of the student body resides in Brooklyn with the majority (59.3%) drawn from Central Brooklyn. Brooklyn, with a population of 2,567,098 (April 2010 Census Estimate), has the highest population of the five New York City boroughs. Central Brooklyn, where the College is situated, is a densely populated, ethnically diverse, low-income area of the borough.

Table I.4: Selected Demographic Population Indicators by Brooklyn Community District (CD)

Indicator:	NYC	Brooklyn	CD 3	CD 8	CD 9	CD 14	CD 17	CD 18
Population								
Total	8,175,133	2,504,700	152,985	96,317	98,429	160,664	155,252	193,543
Black	22.8%	31.9%	64.6%	65.5%	68.0%	35.4%	88.4%	59.6%
Hispanic	28.6%	19.8%	19.9%	11.9%	9.3%	15.7%	6.8%	8.4%
White	33.3%	35.7%	10.9%	16.7%	19.1%	37.1%	1.4%	26.0%
Asian	12.6%	10.4%	2.3%	2.8%	1.3%	9.5%	1.2%	3.8%
Male	47.5%	47.2%	46.1%	45.1%	45.3%	47.0%	44.1%	45.0%
Female	52.5%	52.8%	53.9%	54.9%	54.7%	53.0%	55.9%	55.0%

Source: U.S. Census Bureau, Table SF1-DP NYC: Demographic Profile - New York City and Boroughs 2010

Note: Although MEC students are drawn from the NYC metro area, CD 3, 9, 14, 17 and 18 are top senders.

Sixty-three percent (63%) of our students were born in the United States. Of the thirty-seven percent (37%) foreign born, the student profile mirrors that of its surrounding community.

The countries of origin that are consistently ranked in the top five are: Trinidad and Tobago, Jamaica, Guyana, Haiti, and Barbados. As seen in the following table, these are the same countries represented by the thirty-seven percent of the MEC student population who are foreign born, with Jamaica having the highest percentage.

Table I.5: Country of Origin: Foreign Born Students at Medgar Evers College

Country of Origin for Foreign - born Students	Jamaica	Trinidad	Guyana	Haiti	Other Caribbean	Africa	Latin America
Headcount	626	386	330	289	379	249	136
Percent	24.6%	15.2%	13.0%	11.4%	14.9%	9.8%	5.4%

Source: OIRA College Snapshot

According to the 2010 Census, New York State has the largest population of self-defined African-American residents of any U.S. State, with over 3 million (3,044,096) within the city's boundaries. The largest most concentrated Black population in America consists of more than 900,000 African Americans living in a 4 mile square area in the Borough of Brooklyn. New York City has the largest population of black immigrants (at 568,814) and descendants of immigrants from the Caribbean (especially from Jamaica, Trinidad and Tobago, Barbados, Guyana, Bahamas, Puerto Rico, Cuba, Dominican Republic, and Haiti), and of sub-Saharan Africans. Brooklyn has the distinction of having the largest population of Caribbeans outside the Caribbean, as evidenced by strong cultural identity markers including the Annual West Indian Labor Day Parade, political organizations, and Caribbean business and cultural associations.

However, amidst this celebration of vibrant and diverse cultures, Brooklyn also has its share of challenges: high rates of low educational attainment, high unemployment, and many of the other urban ills associated with economically depressed inner-city areas. In several Brooklyn neighborhoods, HIV/AIDS, obesity, limited pre-natal care and low birth weights; asthma, interpersonal violence and homicide rates are among the highest in NYC. Brooklyn has a concentration of what have been called “million dollar blocks,” ones where so many residents are sent to state prison that the total cost of their incarceration is more than \$1 million per block per year. These blocks are largely concentrated in the poorest pockets of the borough's poorest neighborhoods, including East New York, Bedford-Stuyvesant, and Brownsville. Brooklyn’s concentration of high needs populations consistently undercuts the community’s abilities to gain advantage from economic, educational and social opportunities.

These demographic and socio-economic factors underscore the ongoing relevance of the mission of Medgar Evers College which has remained consistent since the founding of the College. Further, in tandem with creating a Strategic Plan for 2012 to 2017, faculty, administrators, staff and stakeholders participated in focus groups and responded to surveys to gather their opinions regarding the College mission statement. Responses confirmed that our mission continues to fully articulate our responsibility to meet the intellectual, professional, and personal needs of our students and our larger community.

Alumni

The College realizes the value that alumni bring in terms of resources and philanthropic contributions. As part of its restructuring, the Division for External Relations appointed a new Director for the Office of Alumni Relations. During the 2011 AY, the Office made special efforts to recruit alumni who would help in the celebration of the College's 40th Anniversary. Although progress has been made in reaching out to alumni, the current director has additional responsibilities in the Division, thereby impacting on the scope of work that is needed to revitalize alumni relations. We anticipate that this issue may be addressed upon completion of the current assessment of the Division.

Standard 2: Planning Resource Allocation, and Institutional Renewal

An institution conducts ongoing planning and resource allocation based on its mission and uses the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

MSCHE Recommendations (Standard 2):

1. Medgar Evers must review the role of faculty in deciding institutional allocations and resources, especially academic resources.
2. Continue to ensure that fiscal decisions as much as possible support the academic enterprise.
3. Continue to strengthen the fiscal accountability system.
4. Ensure the planning and budgeting process is transparent to all College constituencies.
5. Continue to refine the planning and reporting process.
6. Identify a systematic process that departments can use to develop strategic plans for continuous improvement.

Standard 3: Institutional Resources

MSCHE Recommendations (Standard 3):

The Self-Study Team offered no recommendations or suggestions but noted that “even though Medgar Evers College remains substantially underfunded, it meets Standard 3.”

MEC Recommendations (Standard 3):

1. Continue to support the expansion of the Acquisition and Series unit provided by the library.
2. Continue to expand the state of the College’s technology infrastructure. Implement systematic training in technology, customer service, and other business skills for all levels of staff.
3. Create a reserve fund for addressing emergency issues that might arise and have an effect on ADA compliance and needs, such as elevator repairs.
4. Develop and implement plans to upgrade and replace educational and other equipment as technology changes or when the life cycle ends.

College Response

Since the 2006 Middle States site visit, the College had a change in executive leadership as a result of the sudden retirement of its long-standing president (20 years), and in July of 2009, Dr. William L. Pollard was appointed President by the Trustees of The City University of New York. His arrival renewed a commitment to planning and an approach to resource allocation that would be based upon assessment and an evaluation of activities and operations that would foster continuous improvement and renewal.

Strategic Planning

In August 2011, the President identified the chairperson of strategic planning committee and convened the Institutional Strategic Planning Committee (ISPC) in September 2011. ISPC worked during the academic year, meeting consistently and frequently, and systematically developed the plan. As planned, a strategic planning consultant group was engaged in January 2012. The strategic plan’s Mission, Vision and Values were crafted by ISPC with input from

the College community and review by the consultants. The SWOT analysis was conducted with input from the ISPC, community focus groups, online surveys of the College, examination of key College metrics and data, and at a day-long intersession workshop for faculty, administrative and professional staff. As a result, Goals and Strategic Initiatives were developed. The draft Medgar Evers College CUNY Strategic Plan 2012-2017 was completed in May 2012. During the summer the plan will be produced for the next phase of implementation in Fall 2012, to include sharing with the College constituencies, creating management software, and developing administrative and academic units' respective action plans for Year One of the planning cycle.

Strengthening the Fiscal Accountability System

One of President Pollard's initial acts was to enlist central administration consultants of CUNY to perform an extensive audit of financial and operational processes of the College. This audit revealed a major challenge, the need to strengthen the fiscal infrastructure of Medgar Evers College. The audit outlined deficiencies in the internal processes and controls in a number of areas, including finance and accounting. As a result, the area underwent an exhaustive review and is now staffed appropriately and is developing financial plans that are consistent with University allocations and that will produce a year-end balanced budget.

In preparation for lean budget years, we have also implemented selective expenditure controls and managed to carry forward over \$900,000 dollars in CUTRA (City University Tuition Revenue Account) into FY2011. We are seeking to achieve a similar surplus for FY2012 by installing additional financial controls; engaging in a transparent budget process, and creating budget flexibility where feasible. We are currently on track with making deposits to the university comptroller in a timely manner. We are also using our Internal Auditor and Comptroller's Staff to set-up general ledgers for all of the Non-Tax Levy Entities and are currently working to correct all audit findings.

Another result of the audit and management review was the extensive staffing and system changes in the fiscal and procurement areas. Finance and risk management functions were strengthened through new hiring and the reassignment of existing administrative staff to the Risk Management and Internal Control Department. The goal is to continue to strengthen the accountability system and to close the loop.

Financial architecture also continues to be strengthened through the adoption of various CUNYfirst modules. CUNYfirst is a comprehensive accounting, MIS and educational business management system sponsored by MEC's parent organization, the City University of New York. Several highlights of this systems' implementation roll-out areas follows. In 2009, a Human Resources Module was adopted to enhance the personnel recruitment, search, hiring, retention and retirement systems. In 2011, a general ledger module was adopted for tax levy activity. In 2012, a budget module will be adopted. In 2013, a purchasing module will be adopted; and, in 2014 a "campus solutions" (bursar, financial aid, registrar, and admissions) module will be adopted. In addition, in late 2010, MEC participated in a payroll centralization project. Under this program three local CUNY colleges piloted the creation of a CUNY-wide payroll service center. The effort was and is designed to reduce costs, improve business continuity and improve other aspects of service delivery. To date, project goals are being met and assessments verify findings.

Financial architecture for MEC's non-tax levy entities (grant funded programs and/or personnel) continues to be marked by improvements in efficiency and internal controls. In 2010, MEC upgraded its accounting and business process software for several of these entities.

Upgrades to more comprehensive accounting and reporting platforms are expected to continue into early 2013.

Consequently, there continues to be a commitment to enhancing managerial effectiveness, increasing and strengthening grant development and fundraising activities and focusing on streamlining administrative costs and programs. After the departure of a long-serving president, many institutions can be resistant and unyielding to the prospects of change. This also proved to be the case for some areas within Medgar. This resistance coupled with a distrust with previous administrative practices, has made transparency a persistent and prominent issue for this new administration. The budget and planning process has reflected a genuine concern to be transparent and inclusive. There have been budget hearings, workshops and open meetings with administrators, faculty, staff and students on a) the financial state of the College, b) school and department budgets and c) the impact of state budget cuts. Deliberations have promoted collaboration and cooperation in planning activities surrounding budget development and resource allocations. These strides have proven to be fruitful and have enhanced a spirit of cooperation. See Appendix 3, Budget Overview Process.

MEC's primary resource allocation tool is its budget. As a member college of the CUNY system, MEC's budget is awarded under parameters set by CUNY. Within these parameters MEC is expected to achieve certain enrollment and retention targets as put forward in the PMP, while supplementing public funding and tuition with other sources of fund raising. The “CUNY Compact-Investing in the Future” is an agreement between the City, State and CUNY, that sets the following parameters:

- The State commits to providing additional state aid to cover 100% of the University's mandatory costs, (e.g. labor contracts, fringe benefits and energy) and at least 20% of the costs of the “investment” program. This commitment means that the State and City funds nearly 70% of the cost of implementing the CUNY Master Plan.
- The University commits to funding the balance of the “Investment” program, or 30% of the Master Plan, through a combination of sources including an unprecedented focus on philanthropy as a permanent feature of revenue to support programmatic initiatives;
- The University commits to reshaping the University's budget to achieve greater efficiencies and to reallocating existing resources to meet the new priorities in the Master Plan;
- The Compact assumes that the University will continue to attract more and more students, and revenue from these new students will be directed to fund the “Investments;”
- The Compact calls for a series of very modest tuition increases over the next several years (averaging \$50 per semester, or less than 3%). Students who receive the State's full Tuition Assistance Program (TAP) benefits will not have a tuition increase. Much of the increase for the other students will be covered by increasing TAP and other financial aid so that the average out of pocket expenses will be less than \$30 per semester. This plan depends on the continued full financing of TAP.

As a result, the College will not be required to absorb a reduction in its budget request because of a state funding shortfall. The “Investment” program focuses on areas critical to implementing the CUNY Master Plan and to strengthening CUNY. Those critical areas are: Creating a flagship environment; fostering a research environment, academic support, workforce development; facility upgrades; and information management systems.

Before adoption of the CUNY Compact budgeting process, these critical areas appeared on the PMP as outcome goals, and were achieved by the College. This change, which allocates

resources based on a unified plan, continues to move the University towards its goal of being an integrated system. The college is required to underwrite 70% of the costs of these initiatives by generating additional revenue through philanthropy, enrollment growth, and productivity efficiencies. Since the Compact, however, the College is better able to plan its fiscal outlays because the planning process enables the College to know its level of funding ahead of time.

Currently, the budget and fiscal offices are fully engaged and holding rigorous budget call meetings. These meetings provide the basis for management's allocation of resources. In the current budget cycle, greater emphasis is placed upon periodic meetings with the same group to assess spending against the current budget. This provides more comprehensive data for mid and late year reallocations. To update the framework for its resource allocations, MEC has undertaken an effort to review and update its strategic plan. It is hopeful that at the conclusion of the College's Institutional Strategic Planning process, a systematic process that departments use to develop strategic plans for continuous improvement will strengthen the budget process immeasurably. While still underway, specific goals outlined in the strategic plan will provide more granularity to how MEC allocates its resources.

With respect to executing its budget process, MEC has taken measures to continue to ensure that fiscal decisions as much as possible support the academic enterprise (even though there are limited resources). It has made the budget planning process more transparent to all college constituencies and is continuing to refine the planning and reporting process.

College Budget Process

The University Budget Office advises the College of its allocation; the College must then submit a financial plan, specifying how the allocation will be distributed and used. The college directors' budgets reflect the recommendations of the P&B Committee, if approved by the President, and the approved expenditures of revenues specified for the programmatic initiatives of the CUNY Compact for the College. The plan is reviewed, approved, and monitored by the University Budget Office.

The College sets up its allocation in the state accounting system consistent with its financial plan. The College has monthly opportunities to realign its funds as circumstances warrant. The University Budget Office monitors monthly expenditures and makes projections to ensure that spending patterns are consistent with the approved financial plan. Occasionally, the College is required to explain discrepancies and make adjustments in the financial plan.

Ensuring that Fiscal Decisions Support the Academic Enterprise

Deans and Department Chairs are required to submit budget requests to the Provost and asked to provide plans in relation to goals and objectives for the coming year. These meetings, which are "budget call meetings" provide an opportunity for unit heads to justify through data, their requests. The Provost's Office then sets up an allocation for academic year expenditures after consultation with the budget office. The Office monitors expenditures and makes projections to ensure that spending patterns are consistent with the approved budget plan. Periodically, areas are asked to explain discrepancies and/or when they make adjustments to their plans.

A Chief Information Officer position with executive responsibilities to lead the college's IT transformation was established in 2010. Previously, Academic Computing and Web Technology were separate from IT. These departments were brought together under the Office of Information Technology (OIT). The new organization was augmented with the addition of three technology managers in support of the new data center. Major accomplishments of the new office include:

Academic Building I: IT had primary responsibility to oversee the implementation of a state of the art fiber network for data and telephone services for the college's first new data center in more than 20 years. Prior to the opening of the building, IT in conjunction with the Dean of the School of Health, Science and Technology managed all faculty and staff moves. New pc's, printers, VoIP phones and network services were delivered to faculty and staff along data transfer and training for the new facilities audio / video equipment.

Academic Lab Equipment: In 2010 IT supervised the replacement of 200 Bedford Academic Computing Labs desktop computers with new machines. Also, the first Macintosh lab was set up with donated MAC's. The East New York student lab was updated with 24 new pc's. School of Business and Student Services Building and Bedford Building labs are being updated with new furniture, audio/video equipment and pc's.

Network Reliability: OIT addressed network connectivity reliability with the extension of structured fiber cables between S—Building and Carroll Street

Psychology Lab: In 2011 the Psychology lab serving over 900 students had a 28% increase (1230 hours of availability). This was the result of a complete refurbishment of pc's, application software, and audio/video and bio feedback equipment.

Academic Software Support: IT has engaged in the acquisition and implementation of Academic support software in the following areas: Neehr Perfect Electronic Health Record System for Nursing; Education Dynamics Early Warning System for lower level courses; Digication E Portfolio System for students and faculty, National Respository of Online Courses NROC – Developmental Math, WebWork Online Home Work for mathematics, National Council for Accreditation of Teacher Education (NCATE) Virtual Exhibit Room, Accounting Department's VITA TAX Prep Program, and theThurgood Marshall Fund Microsoft Grant of \$ 217,252 in 2011 and \$ 386,564 for 2012.

SharePoint 2010: IT has initiated a college wide governance plan to define the requirements for SharePoint 2010 Intranet. This plan makes use of Cobit Framework for IT Governance. SharePoint will empower academic departments to maintain their own web sites, reduce reliance on email, promote document management policies, and empower users with just in time knowledge and references. Students in particular will benefit from having a student centered tool that augments CUNYfirst and provides access to college information and social sites.

Asset Management: IT conducted an Asset Physical Inventory to build an electronic inventory for all IT equipment campus wide, implemented a six year desktop refresh policy based on University guidelines and initialized use of a network systems management tool for remote pc support to improve customer service.

Network Audit: IT conducted audits for all Intermediate Distribution Frames (IDF's) and closets to identify end of life replacements. Remediation planning is underway for switches and power supplies. 520 new desktops in total were added to inventory since 2010. 400 were provided by DASNY and 130 were procured for staff refresh needs.

IT Security: IT has upgraded its anti-virus and anti-spam tools. McAfee Enterprise Policy Orchestrator was recently implemented CUNY wide to improve anti-virus protection. MEC deployed Proofpoint as an anti-spam tool. Since its deployment MEC has not been blocked by any ISP. In addition, Proofpoint has provided critical data leak protection that prevents the export of sensitive private data. MEC has become the first CUNY College to comply with the IT Security recommendation to appoint a Security Administrator reporting to the CIO.

Strategic Planning Online: IT has contracted for a hosted service to support the Institutional Strategic Plan goals and objectives to track the budget requirements for each goal. The combination of an online planning and integrated budgeting tool will help the college monitor action plans and assess progress to achieving strategic goals.

Acculturation to planning and budgeting in IT is required to replace the break/fix practices of the past. IT has to be accountable for what it spends and the results of its investments. In the past there was an uneven process of accountability. IT has engaged The Cambridge Academic Group (CAG) to implement an IT Strategic Plan that will address IT vision, goals and projects in alignment with MEC's Institutional Strategic Plan. This effort will assure that IT investments support the mission, vision and values of the institution.

In the area of academic technology, the Office of Academic Affairs has re-instituted an instructional technology committee entitled Committee on Academic Technology (CAT). Its role will be to recommend and review academic technology expenditures related to Student Technology Fees (STF), including hardware, software, site-licensing, and consulting services; oversee faculty development programs in the use of instructional technology; coordinate digital subscription services (online texts and journals) with appropriate college library staff; approve and initial assessment of online courses; and be liaison to the CUNY Committee on Academic Technology.

Facilities Management, Campus Planning & Operations

The campus buildings and grounds have been considerably transformed since 2006, due in part, to the completion of the state-of-the art Academic Building I housed in the School of Science, Health & Technology. This addition provided an award winning architectural beacon to the campus and community with a net increase of approximately 160,000 gross square feet to help offset the severe shortage of space. The Facilities personnel budget was augmented to hire additional staff to clean and maintain the new facility. Another change in 2010 was the creation

of a new position, Assistant Vice President for Facilities Management, Campus Planning & Operations. This helped to provide a student centered environment and create a cohesive unity and structure between the Buildings & Grounds and Planning, and Environmental Health Safety offices to expand and revitalize the facilities. See Appendix 4, Facilities Management, Campus Planning & Operations.

Projects completed under the new Office include:

In-House

- The trades converted 30,000 s.f. of vacated Carroll Street into renovated offices for the relocation of MetroTech in under four months.
- Provided new lounge seating for students in Bedford, Student Services and Carroll Street buildings. In the New AB1 (Science, Health & Technology) provided fixed bench seating through corridors and areas adjacent to the building. Installed seating in the Bedford Amphitheatre.
- Creation of an office suite for the Office of Differently Abled (ADA).
- Built a solar installation training lab
- Provided upgrades to Restrooms in each building

The campus wide HVAC systems required reconditioning of existing equipment. There is now an active project to recondition existing equipment, replace equipment and perform a preventive maintenance program. Over a half million dollars in equipment and materials have been spent on this effort to date.

Capital Projects completed include:

- Academic Building 1: Opened in October 2010 the new \$240 million, 196,000 s.f. School of Science, Health & Technology building
- Replaced freight elevator in Carroll Street building
- Opened new student lounge and game room
- \$3.8 million renovation of pool, women's locker room with differently-abled accessibility

Facilities Master Plan

The last Facilities Master Plan was conducted in 1995 and successfully laid the foundation for the design and construction of the AB1 building, The Student Services building and the creation of the soon to be constructed Campus Quad. An updated Master Plan is long overdue.

The new Facilities Master Plan will include: all constituents of the College; follow the College's Strategic Plan/Mission; follow the Academic CUNY Master Plan; analyze the existing facility conditions; analyze the future campus needs; address the College's need for renovating, additions, site acquisitions and new buildings; provides conceptual plans with related costs; and provides a prioritized phasing-in plan.

The Facilities Master Plan needs to be performed to advance the vision of Medgar Evers College's goals. Even with the new Academic Building I, there is no available space left on campus and the demands for new hires and programs continue to advance. At 59 square feet per full time equivalent students (FTES), Medgar has one of the lowest ratios of the CUNY system and far below the national average of colleges. Based on the current 5,365 FTES (over 7,000 headcount), the campus should have 510,323 net assignable square feet (NASF). It currently has

Standard 2: Planning, Resource Allocation, and Institutional Renewal; Standard 3: Institutional Resources

315,095 NASF. The Library Expansion project will take an additional 25,000 square feet temporarily off-line. The space shortage takes a toll primarily, but not exclusively, on student services and undersized faculty and staff offices.

Currently the enrollment projections are being conducted, which is the primary document required to undertake a master planning effort. The Master Plan is expected to be implemented within a year (2012/13).

Standard 4: Leadership and Governance

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

MSCHE Recommendations: None

MEC Recommendations:

1. Continue to seek ways to ensure greater participation in the governance process.
2. Revise the governance plan to reflect significant restructuring of academic and administrative areas.
3. Reaffirm procedures that ensure submission of College Council agenda items in the appropriate timeframe.
4. Review procedures for periodic overall assessment of leadership and governance by the College.
5. Use a wider range of channels of communication to announce meetings.
6. Develop a campaign to encourage college constituents to exercise their right to participate on college-wide committees.

Standard 5: Administration

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

MSCHE Recommendation: None

MEC Recommendations:

1. Direct the Governance Committee of the College Council to assess the appropriateness of the current administrative structure and operation and to report its findings to the College Council for consideration.
2. Continue to work on increasing funding streams for the College from a variety of public and private sources.

College Response: The President, as leader of the College, is responsible for ensuring that college governance is shared by all designated constituents: administration, faculty, staff and students. Through the College's Performance Management Plan (PMP), the President, faculty, staff and students have opportunities to determine how the College is meeting its goals. Through the College Council, Faculty Senate and college-wide committees, the College has a systematic way for evaluating and improving its academic and administrative programs and for making recommendations in the areas of academic affairs and policy and administrative units. The College's Division of External Relations is conducting a needs analysis to identify strategies for increasing funding.

Assessment of Presidential Leadership and Management

In 2000, the current Chancellor established overall goals for all colleges within the university system which are set forth in the PMP. The PMP includes university-wide targets in three main areas: raising academic policy, improving student success and enhancing financial and management effectiveness. While these targets are aligned with university priorities and plans, they also reflect the differences in campus missions, resources and circumstances. Campuses are expected to meet and exceed their own targets.

The Chancellor uses the College's ability to meet its targets as a basis for evaluation of the President's leadership of the College. Additionally, the Chancellor reviews the president's own analysis and assessment of his leadership in the administration and management of the institution. The Chancellor's evaluation of the president is done on an annual basis. As stipulated in the CUNY Bylaws, the president has the affirmative responsibility of conserving and enhancing the educational standards and general academic excellence of the college under his/her jurisdiction and he is evaluated by the Chancellor. One major basis for this evaluation is the Chancellor's rating of the president on the University's Performance Management Process (PMP).

The College Governance Plan

Governance of the College is guided by the College's Governance Plan. The provisions in duly adopted college governance plans of all colleges within CUNY supersede any inconsistent provisions contained in the CUNY Bylaws. The Governance Plan which is developed by each college within the university contains the guidelines for faculty and staff participation in significant decisions concerning the operation of the institution. These guidelines include but are not limited to decisions affecting personnel and budget, academic policies, admissions criteria, academic degree programs and curriculum development.

There is a need to revise the current Governance Plan (Revised Governance Plan) which has not been revised since 1992 when academic divisions within the college were restructured into 14 academic departments. In the late 1990s and in AY 2007-2008, former President Jackson reinstated the Committee on Governance, a standing committee of the College Council whose purpose is:

“to review on a continuing basis, the process of governance at the College. It shall recommend changes in the administrative and governance structure and practices, and amendments to the Governance Plan. The committee shall consider recommendations from the administration, faculty, staff, and students for changes in the document and shall prepare and present to the College Council a bi-annual evaluation of the College Governance Plan. (Revised Governance Plan)”

However, the Committee did not hold regularly scheduled meetings from 2008 to 2010. This may have been due to the administrative turn-over in leadership at the College. The Committee met; however plans to revise the Governance Plan have been a deliberative process. See Appendix 5, Medgar Evers College Governance Plan.

In the Spring 2009, President Edison O. Jackson announced his retirement from the College. The current President, Dr. William L. Pollard, was appointed president in July 2009.

In AY 2010, President Pollard reinstated the Committee on Governance. The Committee was charged with the following:

- Review the process of governance at the College;
- Recommend changes in the College's administrative and governance structure and practice; and
- Recommend amendments to the Governance Plan.

The Committee is currently working to ensure that the process of revising the Governance Plan is inclusive of all constituents of the College community. In AY 2010-2011, committee members reviewed the current governance plan and identified inconsistencies between the plan as revised in 1992 and the actual administrative structures and practices of the college in 2010; they also reviewed governance plans from other colleges. Additionally, they distributed copies of the Governance Plan to the Schools and ensured that the plan was available to the college community. Committee members also began to visit schools and academic departments during the 2010-2011 AY.

During the 2011-2012 AY, the Committee did not meet on a consistent basis. A challenge has been that the process for developing and creating a revised governance plan is a comprehensive one. Competing schedules of faculty committee members and the loss of student members, many of whom were seniors each semester have made it difficult to get a quorum at times and to ensure the inclusion of students whose schedules often prohibit them from attending meetings. The students scheduling issue may be resolved by the appointment of students who don't have the demands of seniors.

Inactive Standing Committees

Another challenge that impacts on faculty governance is the number of standing committees which do not meet regularly or are inactive. As a result, input from college-wide constituencies on academic matters is limited. The following committees have not met on a regular basis:

- Affirmative Action Committee
- Administrative Advisory Committee
- Ratification Committee
- Student Life
- Recruitment, Admissions and Retention
- Teacher Evaluation and Development

Small Academic Departments

When the Governance Plan was created in 1992 there were 13 academic departments and the Department of Special Programs. Since that time, the number of academic departments has expanded to 17. Some departments have as few as four faculty members and thus it is challenging for such departments to fulfill their responsibilities of serving on critical standing committees of the College Council.

College Council

College Council, the legislative body of the College, is responsible for policy formation and advisory functions related to the programs, standards and goals of the College. One of the charges of the College Council is to establish standing committees which carry out specific functions to enhance the mission and goals of the College and maintain its integrity. Faculty, administrators, staff, students and community residents have opportunities to participate in the governance of the College through membership on the Council or on standing committees of the Council. There are currently 14 standing committees. The membership, functions and procedures of operation of the committees are defined in the Governance Plan.

A major challenge facing governance at the College has been the failure to obtain a quorum at scheduled College Council meetings, the governing body. The College Council is scheduled to meet a minimum of six times per year to approve policies and academic matters, such as degree programs. With only three college council meetings in the 2010-2011 AY and less than two meetings in AY 2009-2010 and 2011-2012, the Council is taking steps to replace members who have violated the attendance provision under the governance by-laws.

The College has actively taken steps to ensure that all members of the College Council receive agenda items in the appropriate time frame. The College Council secretary confirms the meeting of the College Council with the President. She then forwards the agenda, minutes and materials needed for the College Council to the college council membership at least two weeks before the scheduled meeting. Members of the council are asked to download and review the materials in preparation for the meeting. Reminders for the College Council meeting are also forwarded to members.

Broadening Channels of Communication

The MEC e-mail is still the primary channel of communication for posting meetings; however, this sometimes presents a challenge in that the college server may go down for several hours at a time and in some cases it has gone down for several days. As a result, during the Fall 2010 semester, the College addressed the improvement of network connectivity reliability. This improvement eliminated loss of service and sped transmission times between the buildings.

The College has attempted to respond to the need to have a wider range of channels of communication to announce meetings by posting meeting notices on display boards (electronic monitors) which are located in each of the College's four buildings. Other means of communication include poster displays in all four buildings and the posting and hand delivery of flyers in the College's schools and in faculty and unit offices.

Faculty Participation in College-wide Personnel and Budget Committee

Another challenge, both historic and current, that impacts greater participation in the governance process has been the absence of faculty participation in the budgetary aspect of the Personnel and Budget Committee. Article 11 of the Governance Plan states that the College-wide Personnel and Budget Committee shall advise the President on all matters related to the Faculty and College Budget. The Committee, comprised of department chairs, faculty representatives from academic schools, and students has only operated as an advisory committee to the President in terms of personnel; they have not participated in an advisory capacity on the College's budget.

However, in intervening years since 2008, chairs of departments have had opportunities to meet with the College's budget director in order to discuss the personnel and OTPS needs of their individual departments. Furthermore, with the appointment of the President and his subsequent appointment of the COO and VP for Finance, there have been open discussions at college-wide meetings pertaining to the college budget, CUNY's financial stake and the state's economic forecast. The President and COO have developed a "budget call" process that is inclusive, participatory and transparent and is moving toward connecting to the strategic initiatives that will be realized from the Institutional Strategic Planning process.

This is viewed as a significant improvement since the last Self Study, in that Chairs had not had opportunities to present their budgets through a budget process and were less than knowledgeable about support for their programs.

College-wide Participation in College-wide Committees

Department chairpersons encourage faculty members to fulfill their responsibility of shared governance by participating on college-wide committees; requisite quorums at meetings such as College Council and other standing committee meetings have not been attained and has prompted all levels of the administration to make this a priority over the next year.

Funding Raising Goals

Fundraising continues to be a major challenge for the College. The College is in the process of conducting a needs analysis and feasibility study to determine the best strategies for reaching its fundraising goal of \$15 million by 2015. As part of its study, the Division of External Relations has consulted with the Invest in CUNY Campaign Office to determine the best strategies to be utilized. The results from the needs analysis will be utilized to validate and prioritize campaign needs and to develop top-gift prospects and solicitation strategies for the proposed capital campaign. Additionally, the College plans to develop a campaign team comprised of volunteers, faculty, deans and administrators who will work with the President in active prospect solicitation. The College has also reformulated its Educational Foundation Board. Key focus areas for new members include identifying specific plans for fundraising and the roles and responsibilities of board members with respect to governance, accountability and financial steward objectives.

Standard 6: Integrity

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

MSCHE Recommendations: None

MEC Recommendations:

1. Prepare and distribute to all incoming and continuing students a comprehensive student guidebook that will be reviewed annually for accuracy and disseminated through the Student Advocacy and Support Services Center (SASSC), Student Government, and Student Life.
2. Review the *Catalogue*, through the Office of Academic Affairs, annually to ensure accuracy and necessary updating.
3. Create a process, through the Division of Institutional Advancement (now External Relations), to ensure that all publications and websites under its purview are accurate.
4. Establish college-wide guidelines concerning plagiarism and cheating that can be used as a template for the syllabi for all courses.
5. Include a statement on intellectual property rights on the College's website and disseminate it to incoming students and faculty.
6. Prioritize faculty recruitment for underrepresented groups and continue to recruit women for positions in the Executive Compensation Plan.

College Response: The College has been working to ensure that students, faculty and staff have access to accurate and “branded” college-wide documents. To that end, the Division of External Affairs has developed guidelines for the publication of departmental and unit materials and for the posting of events on the website. The College is still reviewing cost effective ways to address the issue of providing students, faculty and staff with hard copies of the Catalogue and a Student Guidebook.

Student Guidebook

Since 2007, there has been no college-wide student guidebook that can be distributed to students. Although there has not been a student handbook produced, a course schedule of classes is produced each semester, which includes information on all administrative, academic and support services offices, FERPA guidelines, academic integrity, sexual harassment and immunization policies, the grading system and educational costs and fees. In addition, in an effort to inform students of all other important and relevant CUNY policies, a link was posted on the Medgar Evers College web page (www.cuny.edu/studentpolicies) that connects students with this information.

Programs under professional accreditation, including Nursing, Education, and Social Work, distribute and update their respective Student Handbooks annually, as per their accreditor's requirements. A College-wide Student Handbook will be available in Academic Year 2012-2013.

College Catalogue

The College Catalogue, which is on the website under the subheading **About Medgar Evers**, (http://www.mec.cuny.edu/college_catalog/) has been updated. In an effort to keep the catalogue current, faculty and administrators may submit updates by emailing the Catalog Coordinator who is located in the Office of Academic Affairs.

Faculty and staff are involved in mentoring, advising and counseling students, yet they only have online access to the catalogue. The College recognizes the need for faculty and students to have access to hard copies of the catalogue in their faculty and staff offices as well as in their departments and units. There is also a need for students to have access to hard copies of the college catalogue. This will help to ensure more accurate monitoring and review of degree requirements and provide students with a “visual” representation of their contract with the college.

Review of Website and Publications

The President of Medgar Evers College is committed to consistently providing Medgar Evers College stakeholders with accurate, truthful, and current information about the institution. To that end, the President has charged the Division of External Relations (formerly the Division of Institutional Advancement) with the review of all college publications, with the exception of the Catalogue, and collateral materials produced to promote and enhance the image of the College. To safeguard the integrity of the Medgar Evers College brand, the Division has developed and instituted a process to ensure the accuracy and consistency of all information disseminated to internal and external constituencies, whether in print or digital mediums.

Submissions are sent via email to the Director of Communications and to design@mec.cuny.edu for submissions that include graphics. Individuals are responsible for ensuring the content accuracy of the submissions. The Director of Communications reviews all submissions, as per the directive of the Vice President of the Division, and is responsible for all final editorial decisions. While content may be compiled and composed on behalf of the schools, departments, centers and, or areas of the College (e.g., School of Science Health and Technology bulletin), the Director of Communications, and thus the Division, retains full editorial control over all such content.

The Director of Communication’s liaison with Administrative Computing and Web Services also helps to ensure that the Medgar Evers College official website content is consistent with the information disseminated by the Division of External Relations.

Guidelines Concerning Plagiarism

The College’s policy on plagiarism and cheating can be found in the Medgar Evers College Catalogue under the **Student Rights and Responsibilities** section and under the Testing Center on the College’s home page. Faculty are expected to include this statement on their syllabi, and to review the policy in their first class session.

Intellectual Property Rights

The College adheres to and follows the Intellectual Property Rights of CUNY. The text can be found on the homepage of CUNY's Office of General Counsel and Senior Vice

Chancellor for Legal Affairs.

http://www.cuny.edu/about/administration/offices/la/intellectual_property_9.20.11.pdf. These rights are not listed on the College’s website.

The College is taking steps to make this statement readily available to incoming students and faculty.

Faculty Recruitment for Underrepresented Groups and Women

The number of full-time faculty, excluding substitute lines, in professorial and non professorial titles was 174 on June 30, 2010 (a decrease of 4% from 2009). Over the past three consecutive years, women have consistently increased their representation to its present level, 48.2%, (up slightly from 46.7% in the previous year) although the College remains concerned that they have an underutilization in Executive Compensation Plan titles. In the highest faculty rank (professor), women made significant gains, increasing from 41.1% to 48.8% in 2011.

From AY 2006 through 2010, the College continued to maintain its high level of faculty and staff diversity and continued to advertise for new faculty and staff in broadly circulated media that target women and minorities and graduate schools with diverse populations. The following table represents the current (2010-2011) faculty breakout by rank, tenure, status, and gender.

Table 6.1: MEC Faculty by Rank and Tenure

RANK	Female	Percentage	Male	Percentage	Total
Professor	18	34.6%	34	65.4%	52
Associate Professor	15	57.7%	11	42.3%	26
Assistant Professor	33	60.0%	22	40.0%	55
Instructor	3	50.0%	3	50.0%	6
Lecturer	17	36.2%	30	63.8%	47
TENURE STATUS					
Tenured	41	45.6%	49	54.4%	90
On Tenure Track	24	60.0%	16	40.0%	40
CCE Certificate	6	25.0%	18	75.0%	24
CCE Certificate Track	6	25.0%	8	33.3%	14
Not On Tenure Track	9	50.0%	9	50.0%	18

Executive Compensation Plan (ECP)

In 2010, only thirty-five percent (35%) of the highest administrative level, the Executive Compensation Plan (ECP) were women. This category includes Deans and above. This continues the downward trend of women represented at the ECP level in the previous two years, resulting from departures.

Standard 7: Institutional Assessment

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

MSCHE Recommendations:

1. Conduct a comprehensive evaluation of the College's current state of assessment initiatives to ascertain the effectiveness of these activities/plans.
2. Develop an institutional assessment plan outlining college objectives and timetables to insure the implementation of student learning outcomes for all academic schools and departments and the efficient/effective operation of all administrative units.
3. Develop a strategic plan in collaboration with key stakeholders outlining future goals and aspirations appropriately linked to the CUNY Performance Management Plan.
4. Continue developing the oversight responsibilities of the Office of Accreditation and Quality Assurance, (in collaboration with the Provost's Office) to ensure goal achievement and institutional renewal.

MEC Recommendations:

1. Continue revision and review of the CACE collection process.
2. Continue assessment of related faculty development activities.
3. Delineate some degree of oversight in the Governance Plan or form new committees charged with assessment oversight.
4. Configure a website with current and archival material, useful links, and basic assessment tools for sharing results college-wide.
5. Formulate college-wide assessment dialogue with the School of Business, the Department of Nursing in the School of Science, Health and Technology, and the Department of Education in the School of Liberal Arts and Education.

College Response: Medgar Evers College is committed to the continuous improvement and overall institutional effectiveness. To this end, the College continues to implement and improve its assessment planning and processes. The College is moving toward a successful and sustainable assessment and planning culture. Assessment plans and processes consistently include institutional, school, departmental, program, and classroom goals and objectives; performance measures related to each outcome; data collection, analysis, and reporting; dissemination of assessment results, and a full integration of assessment information on strategies to improve programs and performance. Key offices in promoting this goal are the Office of Academic Affairs, the Office of Accreditation, Quality Assurance, and Institutional Effectiveness and the Office of Institutional Research and Assessment.

The Office of Accreditation and Quality Assurance was created in 2006 to centralize accreditation activities and to enhance institutional effectiveness. The Office provides oversight and support to policy and programs designed to promote within the College an understanding that assessment, quality assurance and continuous institutional improvement are the core of academic, administrative, student support, and operational planning. The Office of Institutional Research and Assessment (IRA) is responsible for carrying out overall institutional research and assessment, and providing information for institutional improvement, planning and decision-making at the College.

The CUNY Master Plan and the CUNY-wide Performance Management Plan

As a Senior College within the CUNY system, Medgar Evers College is subject to new strategic goals and targets set by the university administration. The University sets new strategies and goals every four years in its *Master Plan*. Beginning in 2000, Chancellor Goldstein, with the support of the CUNY board, set CUNY on the path toward becoming a unified university system in which individual campuses would be guided by one set of overall goals as set forth in the Performance Management Process (PMP). The PMP operates on an annual cycle of goal setting, implementation, measurement, and consequences. While targets and processes reflect differences in campus missions, resources, and circumstances, all colleges are expected to improve their own record. College targets are reviewed annually by the Chancellery to ensure that they are sufficiently rigorous and that they are in alignment with university priorities and plans (*Master Plan 2000-2004, 2004-2008*). Campuses, and their leadership teams, are held accountable for their performance. After goals have been set for the coming year, campuses spend that year engaging in activities designed to reach their goals. Campuses can achieve their goals in keeping with their individual mission statements and mission goal.

The PMP has three overall goals for CUNY: raising academic quality, improving student success, and enhancing financial and management effectiveness. These three goals are, in turn, subdivided into nine objectives. For each of the nine objectives, which are based on the current CUNY Master Plan, the chancellor, after consultation with the college presidents and vice chancellors, establishes specific, university-wide annual targets and indicators. Each president then, for his or her own campus, sets specific targets and indicators that are based on, but not necessarily identical to the targets of the University. The chancellor approves the campuses' goals, after reviewing them for appropriateness, including the goals' magnitude. Many campuses use the PMP as part of their strategic planning processes.

At the end of each year, the University's Office of Institutional Research and Assessment prepares extensive data reports concerning the performance of each campus. Data are available to the leaders of every campus. CUNY-wide performance data is posted on the CUNY website and is available for review by CUNY colleges, their stakeholders, and the public. (<http://www.cuny.edu/about/administration/chancellor/performance-goals.html>)

The PMP liaison also collects qualitative information about the past year's performance of each campus in various administrative areas. In addition, each campus prepares its own narrative report interpreting and supplementing its results. Finally, the chancellor himself reviews all of the data, information, and reports, and meets individually with the president of each campus to discuss the results, with a follow-up confidential letter to that president summarizing their discussion.

In the twelve years since the PMP was introduced, it has become the primary driver for institutional-level assessment, not only on Medgar's campus, but for all CUNY campuses. The three overall goals for CUNY: raising academic quality, improving student success, and enhancing financial and management effectiveness and their respective objectives serve as a measure of institutional effectiveness.

Medgar Evers President, Dr. William L. Pollard, has set a goal of making Medgar Evers College the most "student-centered" college within CUNY. The focus on students—academically, affectively, and cognitively, and as customers, with a special focus on freshmen and their retention—is the hallmark of the College's assessment activities. There are three levels

of assessment, University/College, Program/Unit, and Course/Class. These incorporate both direct and indirect assessment activities that ultimately provide information about the effectiveness of the college operations, faculty academic activities, service to students, and the achievement of excellence. Indicators of student success and institutional effectiveness are compiled by the Office of Institutional Research.

Accountability for Assessment

The key personnel with direct responsibility for assessment activities are the Assistant Provost, the Director of Institutional Research, and the Executive Dean of Accreditation and Quality Assurance. Each is a member of the President’s Administrative Cabinet which meets every month. In addition, the President chairs the College Council, which consists of representative members of the college community. This body is responsible for evaluating policies related to long range planning, curriculum development, the awarding of credit, instruction, and academic requirements and regulations.

Areas and units and their corresponding responsibilities in the assessment cycle are listed in the following table.

Table 7.1 Areas, Units, and their Corresponding Assessment Responsibilities

Office of the President (PMP)	Establish strategic goals, objectives, outcomes, and indicators...
Office of Academic Affairs	Provide oversight for assessment of student learning, programs, and curriculum
Office of Institutional Research and Assessment	Collect, analyze, and report on institutional data.
Office of Accreditation and Quality Assurance	Coordinate assessment planning processes to align with College and accrediting bodies’ recommendations.
College Council	Responsibility for legislative and advisory functions related to the programs, standards, and goals of the College.

To ensure that assessment activities are data driven, the Office of Institutional Research and Assessment (OIRA) compiles multiple data reports. The following table illustrates institutional level assessments and data reports created and distributed by the OIRA in support of planning and assessment activities.

Table 7.2 OIRA Routine Reports: College and Department Level

Institutional Report	Admin Term/Period	Report Name	2007	2008	2009	2010	2011	2012
PMP Data Support	January and June		Yes	Yes	Yes	Yes	Yes	Yes
CPE Show Rate and Pass Rate Trend by Major Report			Yes	Yes	Yes	The CPE is no longer used by CUNY as an assessment.		
CSRDE Report	March		Yes	Yes	Yes	Yes	Yes	Yes
SnapShot	October		Yes	Yes	Yes	Yes	Yes	Yes
Fact Sheet	September February		N/A	N/A	N/A	Yes	Yes	Yes
NSSE Benchmark Report	November		Yes	Yes	Yes	Yes	Yes	Yes
Student Facts Overview Report			N/A	N/A	N/A	Yes	Yes	Yes
Admissions Report		Allocation	Yes	Yes	Yes	Yes	Yes	Yes

		trend						
Show Rate Report			Yes	Yes	Yes	Yes	Yes	Yes
Here Not Here Retention Trend			Yes	Yes	Yes	Yes	Yes	Yes
Fall to Spring Retention Comparison			Yes					Yes
Entering Student Portrait	March		Yes	Yes	Yes	Yes	Yes	Yes
Student grade distribution and mean GPA by major report	August		Yes	Yes	Yes	Yes	Yes	Yes
Killer Course Report	February August		Yes	Yes	Yes	Yes	Yes	Yes
Killer Course Report	February August		Yes	Yes	Yes	Yes	Yes	Yes
Male Enrollment Five Year Trend Report			Yes	Yes				
Female Student Portrait				Yes				
Routine Reports: Departmental Level								
Departmental Portraits			Yes	Yes	Replaced by 3 year trend report			
Departmental Annual Reports - Portrait -three year trend)			N/A	N/A	Yes	Yes	Yes	Yes
Departmental Annual Report -Outcomes			N/A	Yes	Yes	Yes	Yes	Yes
SEEK Portrait and Outcomes			Yes	Yes	Yes	Yes	Yes	Yes
Enrollment and FTE trend by school and Major	September February		Yes	Yes	Yes	Yes	Yes	Yes
Retention Rates and Graduation Reports	November-December		Yes	Yes	Yes	Yes	Yes	Yes
Faculty Report	January and June	Faculty count by dept.: Teaching Load Report	Yes	Yes	Yes	Yes	Yes	Yes
Enrollment and Graduation Rate Trend Official Data (in PowerPoint)	Constantly updated		N/A	N/A	N/A	N/A	Yes	Yes
Various other Student Portraits as requested								

Periodic Assessment of Schools, Departments and Units

The institutional renewal process is ongoing and the process of completing a self study, whether for the College’s regional accreditor MSCHE, or for professional accreditation bodies such as NLNAC, ACBSP, NCATE, or CSWE, provides the College with an opportunity to evaluate the effectiveness of its administrative units as well as its academic areas. All schools, departments, and other units evaluate plans and performances in relation to the institutional outcomes reflected in the annual *College Snapshot*, which gathers data on enrollment, retention, and graduation rates. While schools, departments and other units assess, modify and develop strategies for continuous improvement, there is a need for a systematic infrastructure that involves departments in the strategic planning process for their departments and programs.

School-Level Assessment

The School of Business continues to meet the standards set by their accrediting body, the Association of Collegiate Business Schools and Programs (ACBSP) for the assessment. Administration and faculty have attended regional conferences with a focus on approaches, methods, and recommended data to remain in compliance with ACBSP's standards in addition to the annual ACBSP conference. The School of Business is currently preparing their Self-Study in preparation for re-accreditation in 2013.

Accreditation Driven Assessment

The Department of Nursing programs which include the Certificate in Nursing (PN) and AAS and BSN degrees were reaccredited by the National League for Nursing Accreditation Commission and the New York State Education Department (NYSED) through 2015.

The Department of Education completed and submitted its Institutional Report and hosted a site visit in April 2012. Based on the reports provided by the site visitors, the department met all standards and it is expected that they will receive notice of their continued accreditation at the NCATE Board Meeting in October 2012.

In addition to meeting NCATE standards, the program must also show compliance with the Standards of the respective Specialized Professional Associations (ACEI, CEC and NAEYC) that represent its current programs (Early Childhood Special Education, Childhood Special Education and Childhood Education) ensuring that candidates meet the standards of their Specialized Professional Associations. Unit Standards were also aligned with the NYS Regents Standards (NYSR) ensuring that candidates are meeting the standards for educators in New York State outlined by the Board of Regents. In addition, since New York State is a member of the Interstate New Teacher Assessment and Support Consortium (INTASC), the Unit aligned its Standards with the INTASC Principles. This alignment further ensures that candidates meet nationally recognized standard. The Education Department has built its assessment plan and procedures to ensure that the standards of these different bodies are met.

The Bachelor of Science in Social Work degree program, housed in the Department of Social and Behavioral Sciences, is the most recent program to seek professional accreditation. In May 2012, the College hosted a site visit from the Council on Social Work Education (CSWE). The site visit was the culmination of a five-year process which entailed submission of three Benchmark volumes and a final Self Study delineating compliance with CSWE standards. Benchmark III and the Self-Study included an assessment plan and procedures. The Program is currently in its second year of implementing its assessment plan.

Finally, the Department of Physical, Environmental and Computer Science degree program in Environmental Science (B.S.) in School of Science, Health and Technology is initiating its accreditation process through the National Environmental Health Science & Protection Accreditation Council (EHAC). The initial application has been submitted and reviewed by EHAC. The Department is in process of addressing EHAC's findings and recommendations in preparation for the next stage in the process.

With the accreditation of the School of Business, the Department of Nursing, the Department of Education, and the Bachelor of Social Work degree program, more than half of the College's degree programs have an assessment plan in place.

Department/Degree Program Assessment

Degree programs with assessment plans use institutional, program and classroom level data. The assessment plan is used to identify any needed changes in program goals, curriculum,

and pedagogy. Findings are used to assess the achievement of program goals, and to make program or curriculum modifications as needed. Programs collect and review institutional level data on the following indices:

1. Number of students who apply, are accepted, and enroll in the program.
2. Student Demographic Data collected include: age; gender; citizenship; and nationality.
3. Student Academic Data collected include: GPA both on entrance and while enrolled in the program; retention and progression rates; credit accumulation by semester; graduate headcount, and honors.
4. Faculty (FT and PT) data collected include demographic data, scholarship, community service, mentoring, and participation in student outreach. Additional faculty related institutional level data include: FT/PT faculty ratios; average class size; number of sections taught; and number of courses taught by full-time faculty.

Assessment activities and processes enable departments to maintain a comprehensive approach to evaluating program outcomes in relation to the program objectives. This approach includes direct assessment (demonstration of specific knowledge, skills and values in internship and course assignments), indirect assessment (surveys of students, faculty, alumni, and employers) and quantitative sources of evidence. Assessment activities and processes are expected to have three related components: (a) assessment of program goals; (b) assessment of program objectives; and (c) assessment of student learning outcomes. Data related to student learning outcomes and program outcome indicators are collected across the students' academic career and aggregated by OIRA by entering, continuing, and graduating cohorts.

At the department level, each department or program also submits an Annual Report to the Office of Accreditation and Quality Assurance. The Annual Report presents data at the program level and provides an opportunity for departments and programs to report on changes to their strategic and assessment planning activities. In completing their Annual Reports, departments rely upon data produced by the College's Office of Institutional Research and Assessment (OIRA). A college-wide data "Snapshot," annual data portraits specific to each program, and any special or ad hoc reports requested are distributed annually to each Dean and Chair.

These reports and data portraits provide program faculty with the information to make informed decisions about the effectiveness of their program in meeting its goals. Department chairs and faculty meet periodically in department, chair and school-wide meetings to review and evaluate student, course and program data and findings. Results of such evaluation efforts are used for continuous program improvement.

Understanding that not all degree programs or administrative units have professional accrediting bodies or regulatory agencies, the Office of Accreditation and Quality Assurance (OAQA) has initiated two pilot projects to assist with the development of department level assessment plans and processes. The department of Public Administration which offers both the A.S. and the B.S. degree is housed in the School of Business but is not a program that ACBSP accredits. The National Association of Schools of Public Affairs and Administration (NASPAA) accredits graduate programs only. At present, there is no USDOE recognized accreditor for undergraduate public administration programs. With direct assistance and guidance from OAQA, the Chair and faculty of the Public Administration department have agreed to develop a pilot program that will use accreditor's guidelines as a blueprint for developing program level and student learning outcomes.

Assessment of the Freshman Year Program, Graduation Rates and High Risk Students

The Office of Institutional Research and Assessment and OAQA, either independently or at the direction of the President, performs in depth studies of matters important to supporting student success. One such study, the Comprehensive Freshman Report, reviewed the effectiveness of the following freshman year programs: Summer Immersion; Remediation; Gateway Courses; Retention after One Year; First-year Progression, and Student Satisfaction and Engagement. See Appendix 9, Comprehensive Freshman Report, “Six Eggs.” Another study conducted by OIRA recommended new graduation rate related measures for outcomes assessment: two measures would be used to calculate graduation rate: (1) the remediation stage, for which the college would compute the remediation exit rate; and (2) the college-ready stage, for which the graduation rate from remediation exit is computed. See Appendix 10, New Graduation Rate Related Measures for Outcomes Assessment. OAQA has evaluated demographic data to identify educational, social, environmental and health issues that impact our student feeder neighborhoods. Another OAQA study reviewed the percentage of each entering class and student category based on their Educational Testing Codes (ETS) to determine the percentage of our students in the following high-risk categories: 1) GED, 2) foreign, 3) Persistently Low Achieving (PLA) schools, and 4) closed /restructured schools.

Assessment of Administrative Units

Division of External Relations

OAQA is collaborating with the Division of External Relations, an administrative area that includes government relations, community and foundation relations, communications, graphic design, television and radio, and special events to review their existing strategic plan and to create assessment plans at the Division and department level. Unlike academic units that can use their curriculum and syllabi to ensure that student learning outcomes roll up into program outcomes with their associated assessments, OAQA is using the responsibilities described in staff members’ job descriptions to identify areas suited for program level assessment, and to determine whether the current configuration can support the achievement of existing area strategic plans.

The development unit of the College’s Division of External Relations is also involved in assessment activities. The unit established philanthropic giving targets as specified in the College’s CUNY Compact allocation/plan by assessing the current board composition; selecting, recruiting and training existing and new board members; charging board members with their fiduciary and legal responsibilities; and identifying, evaluating, and planning for fundraising leadership. The governance structure of the Foundation has been clarified, with the goal of improving internal controls. In compliance with New York State and City University of New York regulations and in alignment with the leadership’s commitment to stakeholders to foster greater transparency and access to College related information, the Board is presently in dialogue with the Division to create a Foundation web-page which will to detail its mission, provide officer biographies and contact information, share its publications and be linked to the College’s website.

Office of Information Technology

The Office of Information Technology participates in an annual internal Control Self-Assessment Review and biannually submits an IT Security and Disaster Recovery Assessment at the end of the fall and spring semesters. IT will be required to submit a skills and application inventory to CUNY beginning in 2012. IT reports IT spending by category to CUNY Central and

submits a Business Continuity and Risk assessment plan and a separate DR report to the IT Steering DR subcommittee on a yearly basis. In addition, IT participates in the Performance Management Plan process: setting targets and goals, and reporting outcomes annually.

Office of Evening and Weekend Programs

The Office of Evening and Weekend Programs at MEC serves as a liaison and a resource for evening and weekend students and faculty. The Office assists with advisement and registration; resolves administrative issues; informs students and faculty about academic policy and procedures; and advocates on behalf of students and faculty for additional course offerings and support services, respectively.

Surveys and enrollment patterns showed a demand for classes beyond the traditional on-campus semester format. Approximately 30% (thirty percent) of the student body enrolls in evening classes, which are any classes scheduled 5:30 pm or later. More flexible evening and weekend, hybrid and online classes and programs have been added in response to assessment of both traditional and nontraditional student needs. Examples of actions taken as a result include plans to offer degree programs through the Office of Evening and Weekend Programs.

A proposal for an evening and weekend degree proposal in Biology has been submitted to the CUNY Board of Trustees.

Medgar Evers College Headstart Program

In 2010 a review of MEC's Head Start program by Finance and Budget concluded that the program had many hidden costs and only very indirectly served the College community. It was also not of a sufficient scale to support the required administrative complement from the grants designed to fund the program. This created a number of legal, financial and regulatory risks. A decision was therefore made to transfer the program to another existing local sponsor. The transfer improved the receiving sponsor's efficiency ratios and was accomplished without disrupting the service to the children of the local community.

MEC has decided to maintain its child care and adult continuing educational units, but has taken measures to assure that these entities are largely funded without an inappropriate diversion of resources. Other grant funded programs will come under review upon the completion of the strategic plan.

Evaluation of Faculty Understanding and Use of Data for Assessment

In order to identify levels of faculty understanding of assessment practices, OAQA, in collaboration with the Office of Institutional Research and Assessment (OIRA), administered a Faculty Outcomes Based Survey in 2005. As reported in the 2006 Self Study, major findings indicated that:

- 93.1% of all respondents value outcomes-based assessment;
- Decisions relating to program and course improvements (74.7%) were the prevalent reasons given by faculty for conducting outcomes-based assessment.
- Limited understanding (43.5%) and limited time (34.8%) were the most prevalent reasons among faculty members for not conducting outcomes-based assessment;

Planning for the next steps in reinforcing a culture of assessment at the College was based on a review of the responses to the question of "the types of support needed in order to value and/or expand your efforts with outcomes based assessment?" Responses were grouped as to survey question content, "electronic means to manage process/generate meaningful results" (56.0%/ 63.5%); remuneration in the form of "release time, new staff, or a small stipend"

(29.9%, 65.5%, 22.1%); and “no-cost on-campus workshops, facilitators, to assist with assessment plans, processes, and instruments” (40.3%) , these provided additional reasons why faculty were not actively engaged in assessment activities.

In the same year, an Assessment Culture Matrix and Patterns of Characteristics survey was also disseminated through the Cabinet and Self-Study Committees. The results indicated that the College is at the initial stage of “Making Progress” in developing a culture of assessment. Close to 50% of the responses indicated that Faculty were in the beginning stages of “Shared Responsibility.” These results may reflect a higher value than is real: most respondents were either members of Self-Study Committees, or were members of departments accredited by professional bodies.

In support of that conclusion, chairs of departments that were not required to participate in formal assessment reviews by accrediting agencies, reported that their departments had not yet collected assessment data based on objectives and desired learning outcomes. This reflects results of recent surveys in that programs that undergo periodic professional accreditations are further along in the process of establishing program outcomes, student learning outcomes and associated assessment plans and instruments.

The responses from these two surveys support the conclusion, that although faculty overwhelmingly valued assessment, they still tended to regard assessment as an “add-on,” requiring additional fiscal and human resources

In light of this baseline information, OAQA reinstated the process of Annual Reports and triennial Program Reviews. Before distributing the Annual reports, the then Provost Phoenix disseminated a memorandum outlining the contents and expected submission dates. The Executive Dean of OAQA conducted presentations to the Cabinet, Academic Council, School meetings, and Chair and Area Heads meetings to inform the College regarding the content, data sources, expected results and use of the Annual Reports within the context of MSCHE Standards 7 and 14. See 7 for a sample Annual Report and Program Review.

One goal of the Annual Reports has been realized: that is, department chairs are far more familiar with institutional and departmental data sources than they were. Data Workshops were scheduled for School Deans and Chairs wherein the Director of OIRA explained the types and differences between data and their uses (e.g. FTE versus headcount) for planning purposes. Both the Director of OIRA and the Director of OAQA were designated by then President Jackson as the assessment “resources” for faculty and administrators. Additional group workshops or one-on-one meeting were scheduled as requested. In response to questions and recommendations, the Annual Report was re-formatted after its first administration. The Director of OIRA collaborated with the Director of OAQA to ensure that the information in the Departmental Data Portraits and the data required by the Annual Reports questions were aligned

Submitted each May to OAQA, the Annual Review is designed to

- Provide a ‘snapshot’ report of a department’s achievements and challenges for the reporting year
- Focus on key student indicators aligned with PMP indicators
- Support planning for immediate interventions and corrections
- Provide input into annual CUNY PMP Reports and MEC Program Reviews
- Familiarize department chairs and faculty with the data available through OIRA and CUNY in order to support data driven decision-making
- Identify program outcomes, student learning outcomes, and related assessments specific to the reporting department.

- Indicate progress over time in developing departmental assessment and strategic plans

For departments that have submitted three sequential Annual Reports, the fourth and fifth year are dedicated to an internal Program Review. Program reviews are

- submitted every three years
- a mini “Self-Study” that provides opportunity for in-depth analysis and reflection to sustain and maintain quality
- provide evidence for accreditation reports and long-range planning

If desired, departments undergoing Program Reviews may request that an external evaluator review the draft prior to submission to OAQA and the Office of Academic Affairs.

To date, the following departments have submitted their Annual Reports. Note that for programs that were preparing for re-accreditation, Annual Reports were not required.

Table 7.3 Department Annual Reports

SCHOOLS & DEPARTMENTS	2007-2008	2008-2009	2009-2010	2010-2011	Assessment Plan	SLOs	Assessment Instruments
SCHOOL OF LIBERAL ARTS & EDUCATION							
Education	yes	Yes	Yes	Yes	Aligned with NCATE		
English	Yes	Yes	Yes	yes	Yes	Yes	yes
Foreign Languages		Yes	Yes	yes	No	Yes (basic)	Tests/Exams (written & oral)
Mass Communications	Yes		Yes	yes	No	No	Tests/Exams (written, performative & oral)
Philosophy & Religious Studies		Yes	Yes		Yes	Yes	Tests/ exams
Psychology	Yes	Yes		Yes	Yes	Yes	yes
Social & Behavioral Sciences			Yes		No	No	Tests/ exams
SCHOOL OF BUSINESS							
Accounting			Preparation for ACBSP re-accreditation		Designed and in place since initial accreditation		
Business Administration		Yes					
Computer Information Systems		Yes					
Economics & Finance		Yes					
Public Administration		Yes			In process w/OAQA assistance		
SCHOOL of SCIENCE HEALTH & TECHNOLOGY							
Biology	Yes	Yes			No	Yes	Tests and Exams
Mathematics		Yes			Yes	Yes	Yes
AAS/PN Nursing		Yes			Aligned with NLNAC		
BSN Nursing	Yes						
Physical, Environmental & Computer Sciences					Initiated process in 2011 to align with ABET and EHAC		
COLLEGE of FRESHMAN STUDIES							
Academic Foundations		Yes					Yes
Academic Support		Yes					Yes

(Learning Center)							
College Now		Yes					Yes
Freshman Year Program		Yes					Yes
Student Academic Support Services Center		Yes					Yes

Another finding from an analysis of the Annual Reports was that few departments were aware of the differences in Institutional, School/Program, and course level outcomes. For example, several departments used the University PMP Goals as their program goals. This may be the result of an early use (2000-2004; 2004-2008) by administration of the PMP as a proxy for an institutional assessment plan. Few programs identified student learning outcomes, and fewer still attached strategic or assessment plans to their Annual Reports.

Following is a list of findings from the review of the first two cycles of Annual Reports.

- Clarification is needed for the difference in meaning and use of departmental Mission, Mission Goals, and Vision statements. These areas should reflect the overarching College Mission, Mission Goals, and Vision, but should be specific to the department/ discipline.
- Clarification is needed regarding the difference between mission goals, strategic planning goals, and needs statements.
- Clearer connection should be made between the department/discipline mission goals in developing the dependent program goals and student learning outcomes.
- Mission, Mission Goals, and Vision should also reflect, but not repeat, PMP goals.
- Further development of program level and student learning outcomes is needed. Outcomes were written as either too broad or too specific to provide the best benefit for future departmental planning and assessment purposes.
- Identification of assessment instruments that go beyond in class tests and exams is needed to strengthen responses to “Assessing Effectiveness.”
- Differentiation should be made between courses in majors that are “service” courses and those that support the major directly for the purposes of planning and assessment. For example, MCCPAS has few majors but offers a significant number of “service” courses.
- Limited use of data for analysis and planning such that the narrative contradicts the reported data. (e.g., “Our department is growing” while enrollment trend data clearly shows a drop in enrollment.”)

Faculty Professional Development in Assessment Practices and Procedures

The results from *The Faculty Outcomes Based Survey*, the *Assessment Culture Matrix*, and the responses to the Annual Reports clearly indicated the need to expose more faculty and administrators to a shared assessment vocabulary and best practices in writing plans, outcomes, and identifying assessment instruments. Furthermore, the majority of our faculty are older, have been with the college for more than two decades and quite simply, not been expected to integrate assessment (other than tests and exams) into their program and curriculum planning until this past decade.

Three different cohorts of faculty and administrators were selected to attend assessment related conferences to further their knowledge of assessment practices and procedures. Funding

for the conferences and in-house professional development was provided through the College’s Title III Strengthening Institutions grant (2005-2010).

Table 7.4 Faculty Professional Development – External Conferences

Year	Conference	Number of Attendees	Department/Areas Represented
June 2007	Alverno College Summer Institute	21	OAA, English, Education, Environmental Science, FYP
June 2008	Alverno College Summer Institute	10	Religious Studies, Mass Communications, Physical Science, Social Work, SEEK
April 2011	Nassau Community College/“ <i>Institutional Effectiveness & Standard 14: Linking Course & Program Level Learning Assessments</i> ” Linda Suskie , VP, MSCHE	23	Department Chairs, School Deans and Faculty Assessment Coordinators

Table 7.5 Faculty In House Professional Development

Year	Training	Number of Attendees	Department/Areas Represented
2007	Curriculum Mapping and Assessment (TrueOutcomes Software)	5 (SoB) 3 (School Deans)	School of Business degree programs School Deans
2008	Curriculum Mapping and Assessment (TrueOutcomes Software)	5 (CFS) 3 (ED)	College of Freshman Studies Academic Foundations SEEK Mass Communications Education Department

In response to the expressed need from faculty that the College select a software package to support assessment activities, a review of the software packages available in 2005-2006 identified TrueOutcomes as the one that best met the needs of the Title III grant. The Title III funded project, “Promoting Student Success and Improving Programs Through Assessment and Technology,” was intended to assist the College to build a technology-based assessment infrastructure. The purposes of the project were to:

- a) Implement True Outcomes, an online institutional assessment system;
- b) Use a Networked Early Warning System (NEWS) to identify students who are at-risk academically;
- c) Hire additional technical staff to customize True Outcomes and to develop NEWS; and
- d) Research, purchase, and roll-out the hardware and software required for the College’s e-portfolio, True Outcomes, and NEWS.

A component of the Title III grant, the TrueOutcomes Networked Early Warning System (NEWS), was effectively utilized by the College of Freshman Studies’ efforts to improve student retention. NEWS tracked and assessed students’ attendance, coursework, and other indicators of their persistence and allowed CFS to focus on retention of first-year students through their courses, typically developmental reading, mathematics, writing, art, speech, music, computer literacy, and biology

The TrueOutcomes database was used to develop and refine models of student retention, implement those models to identify at-risk students, and use the models to improve intervention programs. The following modules were in use:

- Integration with Blackboard: Blackboard records student grades on assignments and tests and tracks when assignments are submitted
- Integration with Web-Grade & Web-Attend
- Web-Grade and Web-Attend track student attendance, performance, satisfaction, and need for assistance based on weekly or bi-weekly appraisals by faculty
- Integration with Records
- The Records system contains detailed information on student demographics (age, gender, ethnicity, etc.), preparedness (high school GPA, standardized test scores, etc.), and academic progress (credits earned, grades, declared major, etc.)
- Student Surveys
- TrueOutcomes survey module was used for collecting information from students, faculty, and others.
- Student Assessments performance-based assessment module is designed to collect and evaluate students' assignments as evidence that students have demonstrated desirable educational outcomes.

The Dean of the School of Freshman Studies conducted campus-based faculty professional development workshops (2006 - 2007) that were designed specifically in support of the assessment component of the TrueOutcomes software were as follows:

- Developing rubrics for outcomes assessment.
- Implementing rubrics for outcomes assessment, analyzing aggregate data, and closing the loop.
- Using assessment data to identify at-risk students and plan interventions.
- Revising rubrics for implementation in the second year of assessment.
- Using the College Adjustment Scales screening instrument to identify at-risk students.
- Determining the "Attrition Risk Score" of students using assessment data.
- Using daily attendance as a predictor of attrition.
- Data mining the assessment database to drive continuous improvement.
- Using assessment to advise and counsel students on academic probation (SASSC).

Presentations to inform the College community and the larger higher education community included: NEWS Diagnostic Panel Workshop; SASC Faculty Workshop; CUNY IT Conference Presentations; Presentation to the Deans on Curriculum Mapping; Curriculum Mapping Workshop for the Academic Council and Arts & Sciences. In addition, presentations were made to national conferences:

1. Gibson, G., Fitzgerald, M, Walcerz, D. Refining a Web-Based Assessment Engine to Increase Student Retention. CUNY IT Conference, December 1, 2006, New York, NY.
2. Curtis-Tweed, P., Gibson, G., Fitzgerald, M, Walcerz, D. Improving First-and Second-Year Student Assessment and Retention Using Technology. IUPUI Assessment Conference, October 31, 2006, Indianapolis, IN.
3. Walcerz, D., Grossman-Garber, D., Batson, T., Adamy, P. Program Assessment with E-Portfolios. Campus Technology 2006, August 2, 2006, Boston, MA.

4. Gibson, G., Fitzgerald, M, Walcerz, D. Technological Ways to Increase Student Retention. Thurgood Marshall Scholarship Foundation, March 13, 2006, Las Vegas, NV.
5. Walcerz, D. Outcomes Assessment using Electronic Portfolios. New England Electronic Portfolio Project, January 11, 2006, Providence, RI.
6. Schrader, C. & Blair, Z. (June 2007) Assessing Teaching Methodologies to Engage Students. Presented at AASCU American Democracy Project Conference, Philadelphia, PA

Past College experience with assessment software was positive in that it sparked faculty collaboration and cross disciplinary discussions. The College's past experience with curriculum renewal through its local database "Creating a Culture of Evidence" (CACE) which was spearheaded by then Assistant Provost Tweed, and the TrueOutcomes initiatives provides evidence that faculty are receptive to a College-wide curriculum renewal project. Departments within the College have built on the CACE model to identify student learning outcomes and program and course goals. OAQA continues to build on the foundations of assessment in anticipation of a college-wide curriculum renewal project supported by faculty driven course and syllabi revision.

By 2007, every academic department had at least one member who had participated in an assessment related workshop, conference, or presentation. Unfortunately the assessment timeline that was in effect under then President Jackson could not be fully realized in the five years since the 2006 Self-Study was submitted.

Challenges to Institutional Assessment

In Spring of 2009, President Jackson announced his intention to retire after twenty years of serving as the President of Medgar Evers College. The incoming president, William L. Pollard took office August, 2009. The Office of the Senior Vice President and Provost also witnessed several personnel changes: a new Provost, Howard C. Johnson, took office August 2009. The Associate Provost resigned December 2009, and the Dean for Academic Affairs resigned in Fall 2010.

In addition, several Deanships have been held by interim appointments. The School of Business Deanship, the School of Liberal Arts Deanship were held by interim deans from Fall 2009 and Spring 2011 respectively. The position of Dean for the School of Professional and Community Development has been held by two interim deans since 2009. The Dean of the College of Freshman Studies position has been vacant since Fall 2010. Further, the position of Assistant Provost for Assessment, Research, Institutional and Student Success was charged with creating a College – wide assessment plan, but was unable to fulfill that responsibility in part as a result of increased academic and administrative duties resulting from the multiple vacancies and ensuing search processes.

The following table illustrates the significant turnover in top administration at the college.

Table 7.6: President and Office of Academic Affairs Personnel Changes 2006-2012

Year	President	Provost	Associate Provost	Assistant Provost for Student Success, Assessment, and Retention	Dean Academic Affairs	Dean, College of Freshman studies
2006	E. Jackson	Phoenix	Fitzgerald	Tweed	vacant	Gibson-Ballah
2007	E. Jackson	Phoenix	Tweed	Schrader	vacant	Gibson-Ballah
2008	E. Jackson	Nunez	L. Jackson	Schrader	Sparrow	Gibson-Ballah
2009	E. Jackson/ W. Pollard	Nunez/ Johnson	L. Jackson	Schrader	Sparrow	Gibson-Ballah
2010	W. Pollard	Johnson	Vacant	Schrader	Sparrow	Vacant
2011	W. Pollard	Johnson	Schrader	Griffith	Vacant	Vacant
2012	W. Pollard	Johnson	Schrader	Griffith	Dixon	Vacant

Standard 8: Student Admissions

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission.

MSCHE Recommendations: None

MEC Recommendations:

1. Collaborate more closely with academic departments through degree program orientations.
2. Focus recruitment efforts on raising academic reputation by highlighting the accomplishments of faculty and students.
3. Coordinate recruitment efforts of admissions and academic departments.
4. Continue to focus on the needs of non-traditional students, while meeting those of more traditional college-age students.
5. Make student learning outcomes available to prospective students.
6. Continue the initiative to recruit male students.

College Response: The mission of the Office of Admissions, consistent with those of the College and the University, is to promote the campus and its programs to prospective students and the public, to admit and enroll students who reflect the college mission, and to ensure a smooth start to students' academic careers. The College is made up of students of diverse socio-economic, political, cultural, and national backgrounds. The open-admissions policy reflects the mission of the College. Students with an 80% average may enter directly into baccalaureate degree programs, while others enter associate degree programs. In its recruitment and admissions practices and policies, the College meets the changing needs of students; values student feedback and uses it to clarify and assist students to achieve goals; supports student learning; and helps students to achieve their academic and career goals. These values support Medgar Evers College's mission to admit students who desire self-improvement, a sound education, and the opportunity to develop a personal value system and gain the maximum benefits from their life experience and environment. The College's admissions vision follows:

The Medgar Evers College community of students, faculty, administrators, support staff, and maintenance and operations personnel believe that students are at the center of what we do. We, the students and college personnel, have entered into a partnership to foster and create success and a better life for the persons who enroll in the College (see the College's website).

Student Recruitment

Responsible for recruitment and enrollment of students, the Office of Admissions reports to the Provost. Its mission is consistent with that of the College and the University:

1. To promote the campus and its programs to prospective students and their representatives, as well as to the public at large;
2. To ensure that prospective students are aware of student learning outcomes
3. To admit and enroll students who reflect the values and commitment of the campus, faculty, and administration; and
4. To ensure that students have a smooth transition to the start of their academic career at Medgar Evers College.

The Office of Admissions promotes student recruitment activities through the website, campus open houses, school functions with chairs and faculty, career days, “major and degree requirement days” direct mailing, student ambassadors, and presentations to high school students and guidance counselors.

The College’s close involvement with the community utilizes all college employees, faculty and students as college ambassadors. Recruitment events which now heavily include faculty representatives and chairpersons take place at community-based organizations and cultural events. Many students have heard about the College from friends, current students, or alumni. Moreover, the Medgar Evers College Preparatory School and the College’s School of Professional and Community Development allow direct access to over 20,000 youth participating in these programs. Faculty in academic programs create and distribute brochures and host open houses to attract students into their programs. While the Office of Admissions works with academic programs, a more coordinated collaboration would strengthen recruitment.

The recruitment and retention of male students, particularly minority males, is a national problem, and recruiting and retaining men is crucial for the ongoing economic development of the community with its economic and social challenges. Medgar Evers College has established a successful strategy to address this issue. While the ratio of female to male enrollment has remained consistent—75% of all students are female; 25% are male—the overall headcount of males retained has increased. This increase in numbers can be ascribed to the “strategic intervention” of the Male Development and Empowerment Center (MDEC).

Although the College has expanded its recruitment efforts and strengthened its collaboration with academic departments, it continues to face the institutional enrollment management challenges outlined below.

- Lack of Institutional Retention Plan
- Need for Revitalization or Reconstitution of Freshmen Year Program
- Lack of Marketing Plan to Promote College and Attract New Students
- No New Academic Programs to Compete with Other Institutions (niche creation)
- Need to Develop a New Enrollment Management Structure to Enhance Operations
- Need for Re-Engineering of Academic Advising Structure

The challenges above have consequences on the ability of the College to move ahead and we are hopeful that the Institutional Strategic Plan will provide strategic initiatives and action plans to address these challenges.

Student Profile

The profile of the College’s students is a testament to its mission to provide the community, comprised of students of diverse educational and socio-economic backgrounds, with access to higher education. Enrollment figures confirm that the College fulfills that goal. Reflecting the College’s focus on the Central Brooklyn community, 88.6% of Medgar Evers students reside in Brooklyn. Approximately 63% of students were born in the United States. Of the foreign-born students, 75% are from Caribbean nations. Jamaicans comprise 24.67%, Trinidadians 15.2%, and Haitians 11.4%. See Table 1.5 in Standard I.

While Medgar Evers College has historically seen itself as serving a primarily non-traditional, adult-learner population, current trends show an increase in traditional college-age students enrolling directly from high school or as a transfer students. In 2006, the enrollment of

“traditional” high school graduates under the age of 20 was only 22.9%. Now this age group comprises 30% of the student population. There is also an increasing trend of 18 year old entering freshmen from 45.7% in 2007 to 52.7% in 2011. Nationally, 70% of the entering freshmen are 18 years old. There is a decreasing trend of 21 year old or older entering freshmen, from 23.4% in 2007 to 18.3% in 2011. Even so, the College’s students present characteristics of the non-traditional student: delayed enrollment in post-secondary education, part-time attendance, full-time employment while enrolled, financial independence, dependents other than a spouse, and single head of household. Since research indicates that even minimally non-traditional students are more likely than their peers to leave school and fail to complete their degrees, the College has not lost its focus on non-traditional students, while meeting the needs of more traditional college-age students.

Enrollment Trends

Overall enrollment has increased steadily over the past five years, from a headcount of 5552 in Fall 2007, to 6966 in Fall 2011 for an increase of 17.5%. In the past four years the College has consistently exceeded its enrollment goals and is once again at capacity in terms of the College’s space utilization. See Appendix 13, MEC Student Facts Overview.

From Fall 2007 to Fall 2009, enrollment trends were on the upswing at Medgar Evers College (See Table 8.1 and Chart 8.1 below). However, due to the downward trend in the economy and possibly tuition increases, enrollment has been somewhat flat from fall 2009 to present.

Table 8.1: Entering Student Head Count Trend by Degree Type and Admission Type

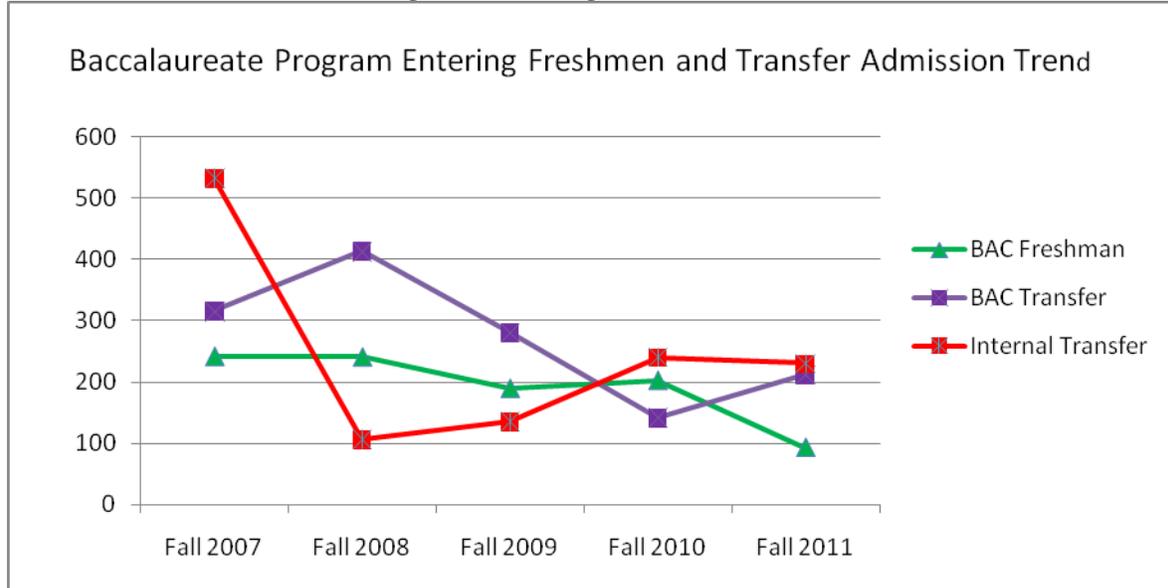
Degree Type Admission Type	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	% change from Fall 2007
Associate Level First-Time Freshmen	651	806	1175	984	1106	51.2%
Associate Level New Transfer	243	228	487	245	404	0.8%
Baccalaureate Level First-Time Freshmen	241	240	189	202	93	-16.2%
Baccalaureate Level New Transfers	315	413	280	141	211	-55.2%
Internal Transfers from Associate Programs	532	106	135	240	230	-56.8%

The decrease in admissions of baccalaureate level first-time freshmen and new transfers partially explains the decreasing trend in baccalaureate level enrollment. Internal transfers, who constitute the major feeder of the baccalaureate program, also decreased over 50% from Fall 2007.

One reason for enrollment decrease in baccalaureate programs is the decrease in entering freshmen and transfers in baccalaureate programs, as well as a decrease in internal transfers from the College's associate programs. OIRA reports show that internal transfers constitute as a major feeding source to the college's baccalaureate programs. See Appendix 14, Pipeline Analysis.

The economic climate could be a contributing factor for this decrease, the change in Tuition Assistance Program (TAP) requirement is another contributor. Associate level students who have the intention to enter a baccalaureate program find it more difficult to do so under the new TAP requirement. They find it harder to meet TAP requirements if they their change major and follow the new baccalaureate program curriculum. Recommendation: The College plans to form a committee to review baccalaureate degree requirements so as to strengthen articulation from associate degree programs to baccalaureate degree programs. This is extremely critical for comprehensive colleges, that is those that offer both associate and baccalaureate degrees.

Chart 8.1: Baccalaureate Program entering Freshmen and Transfer Admission Trend



The financial dilemma faced by many of our students is also a factor that has had an impact on enrollment. As supported by data collected in the 2011 Graduating Student Survey in which a total of 678 students responded, which represent seventy percent (69.5%) of the total graduating students. The highest concern identified among the graduating students (57.3%) was monetary and financial problems. See Appendix 15, Graduating Student Survey Report.

This variable may also be affecting students because our Full-time Equivalent (FTE) trends have also been decreasing as well, which negatively affects revenue. The College’s tuition driven revenue is calculated on FT students. See Chart 2 below. With additional tuition increases looming on the horizon it is not certain what effect this variable will have on enrollment as the institution moves forward. In addition, commencing the fall of 2010 the College enforced criteria for admitting transfer students requiring them to have 2.0 GPA minimum. Readmit students submitting applications who had below a 2.0 GPA must submit a petition and have it approved prior to reentry. These two changes may also have had an effect on enrollment rates.

Table 8.2: Full-Time Equivalency (FTE) Trends

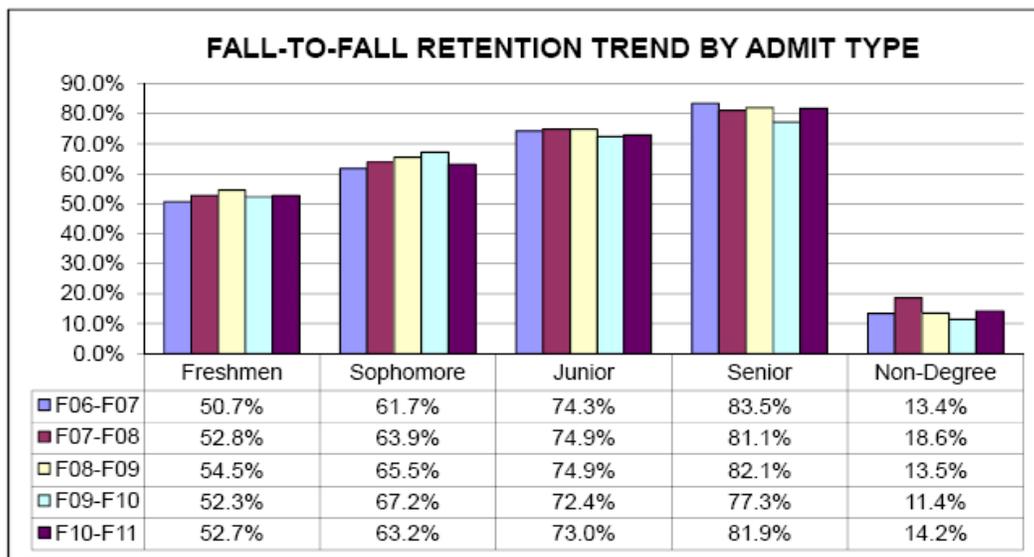
Enrollment						
FT/PT	Term					
	Fall 2009	Spr 2010	Fall 2010	Spr 2011	Fall 2011	Spr 2012
FT	4651	4325	4542	4128	4561	4076
PT	2429	2681	2379	2542	2405	2666

Total	7080	7006	6921	6670	6966	6742
FTE	5590.2	5293.6	5473.6	5174.5	5523.3	5163.3

NOTE: Although total enrollment from fall 2009 to present has been somewhat flat, the FTE count has also been decreasing, which has a significant negative impact on the generation of tuition revenue.

Another important factor that needs to be kept in focus is what strategic and programmatic thrusts has the college implemented to improve student retention. Improving student persistence leads to more stable enrollment rates because students are being retained. At present, the challenge to retain our freshman students beyond their first-year continues to be a major concern (See Chart 8.2).

Snapshot Data – One Year Retention



The following chart provides an overview of identified groups representing lower and higher retention rates.

Chart 8.3: Retention subgroups

Low retention rate sub-groups		High retention rate sub-groups	
AS in Business majors	50.4%	Certificate students (Nursing)	84.6%
Re-admits	50.9%	Seniors	81.8%
College admission average in the 60s	50.9%	Overall baccalaureate students	79.5%
Lower freshmen, students 0-15 credits	51.1%	Sophomores	73%
AA in Liberal Arts majors	51.6%	Juniors	72%
GPA below 2.0	52.2%		
Undeclared Health major seeking to enter the AAS program in Nursing	52.4%		
Passed none of the three skills tests on entry	52.7%		

Of the three academic schools (Business, Liberal Arts & Education and Science, Health & Technology), student enrollment within the School of Business has steadily been declining since the fall of 2009.

Based on a review of data across the three academic schools by the Office Institutional Research and Assessment, the Business School has a very different profile than the other two schools as follows:

- The School of Business has a much higher percentage of baccalaureate students thus the overall decline in baccalaureate admission affects the school to a much greater degree.
- A much higher percentage of baccalaureate students (69.6% as compared to 37.5% and 31.7% in the other two schools) are enrolled in the School;
- A higher percentage of male students are enrolled in the School;
- Students within the School have a slightly better student high school average (due to a larger percentage of baccalaureate students); and
- For students in associate programs, the School has a slightly higher percent of students who need two or more remediation.

Table 8.3: Total Enrollment by School and Major – Fall 2008 to Spring 2011

Enrollment Trend	Curric Code	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	%Change from Fall 2007
Total College Enrollment		5551	6037	7080	6921	6966	25.5%
<i>Total College Associate</i>		1778	2235	3437	3469	3789	<i>113.1%</i>
<i>Total College Baccalaureate</i>		3417	3430	3216	2967	2729	<i>-20.1%</i>
BUSINESS							
BUSINESS		1324	1497	1592	1471	1353	2.2%
Business--AS	38,39	297	386	417	339	333	12.1%
Computer Applications—AAS	41	27	31	40	28	22	-18.5%
Public Admin.—AS	56	36	56	76	66	56	55.6%
<i>Total Associate</i>		360	473	533	433	411	14.2%
Accounting—BS	5	204	220	275	268	218	6.9%
Applied Management—BPS	17,18,19	67	128	135	164	151	125.4%
Business—BS	15	527	509	473	422	408	-22.6%
Computer Info Systems—BS	16	86	78	71	79	72	-16.3%
Public Admin.—BS	55	80	89	105	105	93	16.3%
<i>Total Baccalaureate</i>		964	1024	1059	1038	942	-2.3%
<i>%Associate Degrees</i>		27.20%	31.60%	33.50%	29.40%	30.40%	
<i>%Baccalaureate Degrees</i>		72.80%	68.40%	66.50%	70.60%	69.60%	
<i>%Total College Enrollment</i>		23.9%	24.8%	22.5%	21.3%	19.4%	

LIBERAL ARTS & EDUCATION		1683	1794	2295	2235	2302	36.8%
Liberal Arts—AA	33,34,35,36,37	477	592	867	880	1074	125.2%
Teacher Education—AA	76	231	281	434	392	364	57.6%
Total Associate		708	873	1301	1272	1438	103.1%
Childhood Education—BA	74	8	82	84	86	33	312.5%
Childhood Special Edu—BA	72	24	25	31	37	40	66.7%
Early Childhood Special Edu.—BA	71	16	22	41	47	41	156.3%
English—BA	79	56	70	68	65	65	16.1%
Liberal Studies—BA	30	646	499	497	397	315	-51.2%
Psychology—BA	57	225	216	252	264	270	20.0%
Religious Studies—BA	31	0	2	8	2	1	-
Social Work --BS	32	0	5	13	65	99	-
Total Baccalaureate		975	921	994	963	864	-11.4%
%Associate Degrees		42.1%	48.7%	56.7%	56.9%	62.5%	
%Baccalaureate Degrees		57.9%	51.3%	43.3%	43.1%	37.5%	
%Total College Enrollment		30.3%	29.7%	32.4%	32.3%	33.0%	
Science, Health & Technology							
		2210	2401	2845	2795	2906	31.5%
Computer Science—AS	50	26	37	57	37	32	23.1%
Nursing, Pre Clinical--AAS*	46	122	23	285	756	1093	795.9%
Nursing—AAS	47	48	61	92	104	97	102.1%
Science—AS	11,60	514	768	1169	867	718	39.7%
Total Associate		710	889	1603	1764	1940	173.2%
Biology—BS	10	1259	1283	937	705	631	-49.9%
Computer Science—BS	51 50	44	41	49	62	26.5	-39.8%
Environmental Science—BS	20	26	16	32	42	41	57.7%
Mathematical Science—BS	80	29	33	34	34	31	6.9%
Nursing—BSN	45	114	109	119	136	158	38.6%
Total Baccalaureate		1478	1485	1163	966	923	-37.6%
Nursing-CRT	48	22	27	79	65	43	95.5%
%Associate Degrees		32.4%	37.4%	58.0%	64.6%	67.8%	
%Baccalaureate Degrees		67.6%	62.6%	42.0%	35.4%	32.2%	
%Total College Enrollment		39.8%	39.8%	40.2%	40.4%	41.7%	

Thus, although enrollment has been on the decline, students within the School of Business appear to be more prepared academically. Further, an in depth analysis of courses offered found that the School of Business had a larger percentage of cancelled course than the other two schools. The School of Business is examining better scheduling methods so that junior and senior students get the classes they need.

Enrollment Projections

At present, the University is capping enrollment targets at all colleges within the system and it appears that this may be a trend in the future. Therefore, Medgar Evers College may not be able to increase student enrollment beyond a two to four percent increase in the next few years. If so, this will have a negative impact on tuition revenue, which will then have an impact on the institutions budget.

Taking into consideration that enrollment has been capped for the fall of 2012 at 7,034 students (1% increase), it would be reasonable to expect that with a 2% increase over the fall 2012; enrollment for the fall 2013 could be approximately 7,175 students. Based on the fall 2013 enrollment an additional 2% increase would project our enrollment for the fall 2014 semester at 7,318 students. As such, it is critical that as the college outlines its future operational budgets that retaining and attracting new students will be key to realizing tuition revenue.

Standard 9: Student Support Services

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

MSCHE Recommendations

1. The College should ensure distribution of student handbooks and policies to all students annually.
2. As Medgar Evers expands its physical plant, additional space consideration should be given to student lounge space.
3. Restore the plan to provide for a new athletic facility.
4. The College should investigate the effectiveness of their first year advising model across all program offerings to better understand strengths and challenges in working with a changing undergraduate student body.
5. Use student learning outcomes uniformly to measure faculty effectiveness.

MEC Recommendations:

1. Collaborate more closely with academic departments on degree program orientations.
2. Increase dissemination to faculty of information on student support mission and services.
3. Increase collaboration with Office of Academic Affairs.
4. Develop a mechanism to monitor levels and types of use of each student services office.
5. Increase academic monitoring of post-freshman students.

College Response: After a review of lines of reporting and roles and responsibilities in student support services, the College restructured the administrative area of student support services in order to improve student satisfaction, performance and retention.

Student Handbook

Although there has not been a student handbook produced since 2008, a course schedule of classes booklet has been produced every semester. The schedule includes information on all administrative, academic and support services offices, FERPA guidelines, academic integrity, sexual harassment and immunization policies, grading system and educational costs and fees. In addition, in an effort to inform students of all other important and relevant CUNY policies, a link has been posted on the Medgar Evers College web page (www.cuny.edu/studentpolicies) to connect students with this information. Programs under professional accreditation, including Nursing, Education, and Social Work, distribute and update their respective Student Handbooks annually, as per their accreditor's requirements.

Student Lounge Space & Recreational Facility

Under the new President, student lounge and study spaces have been expanded by providing dedicated space and new furnishing in each of the older buildings: Bedford, Student Services and Carroll buildings. The new building, AB 1 was designed to provide study spaces and group work areas. AB 1 provides fixed bench seating throughout the corridors and along the outside perimeter of the building. Outdoor public spaces have been made more inviting through

the installation of modular seating and tables. A new student lounge and game room was built in the Carroll Street building, which includes a pool table and a practice basketball area.

Athletic Center

A space that once housed the cafeteria has been converted to create an exercise room and expand/upgrade the locker rooms. The gym and recently renovated pool are contiguously located, thereby creating an Athletic Center for the Campus and community. The College currently rents a field for its soccer, track and field, and related sports. See Appendix 4: Facilities Management, Campus Planning & Operations Report.

First Year Advising Model

The Office of Academic Affairs has initiated a comprehensive review of the first year advising model. This review includes data collection on the outcomes of students served. A comprehensive professional development program is under development for faculty and staff who work with academically at risk students.

Student Support Services

The Office of Enrollment Management and Student Services (OEMSS) has been restructured to increase collaboration with the Office of Academic Affairs. The bulk of student support services are now overseen by the Office of Student Affairs, while Enrollment Management, Admissions, Financial Aid and the Registrar now report to the Provost. This restructuring has resulted in an arrangement whereby the following student services are housed in Student Affairs: Counseling and Psychological Services; The Center for Women's Development; the Male Development and Empowerment Center; Student Life, Leadership Development, Clubs and Student Publications; Career Management Services; Health Services; Child Care Center; Athletics and Intramurals and Differently-abled Services. This restructuring is intended to enhance oversight and provide strengthened student support services and promote more collaboration between the enrollment management areas and academic departments in recruitment and academic programs. The arrangement is also intended to promote an environment in which students can receive effective student services more directly and benefit from the increased collaboration with the academic side of the institution.

The Student Affairs Office will continue to realize its mission through student-centered programs that empower students in their pursuit of intellectual and personal development. It will continue to rely on student satisfaction surveys and monitoring of student use and service delivery evaluation data to assess its effectiveness. The College continues its strong articulation of student support systems from admissions through graduation.

The Student Affairs Office is appropriately staffed with experienced professionals who are current on student trends and active professionally within associations which serve the needs of students. Each office disseminates information regarding their services to students and College personnel. The College of Freshman Studies continues to provide all students below 30 credit hours with assigned counselors. Other areas in the College of Freshman Studies focus on placement testing, tutoring or learning assistance, the first year program and the College's SEEK (HEOP) program for first generation college students. See Appendix 12, College of Freshman Studies Assessment Matrix. Medgar Evers makes provisions for service and support during

evening and weekend hours for non-traditional students. The programs are physically co-located to provide a one-stop atmosphere and to reduce student frustration. See Appendix 16 Student Affairs Organization Chart.

This arrangement that will enhance the communication and services that each office provides for students, faculty and the college and determine whether the current structures, goals, objectives, and personnel are consistent with required changes that appear necessary to address the shift in demographics and focus on student and program outcomes.

Evidence Based Development of Student Services

The ongoing development of student services stems from a close examination of data, reviews of student needs, and responses to developments in CUNY policy. Strategic interventions have been designed to improve student persistence and retention and increase student engagement and satisfaction. Data and reports on which such interventions have been based upon are listed in the following table. See Appendix 17, Student Support Instruments.

Table 9.1: Student Support Services Instruments

Counseling and Psychological Services	Student Contact Reports Survey Forms Student Satisfaction Survey Reports
Career Management	Evaluation and Survey Workbook
Ella Baker/Charles Romain Development Center	Parent Feedback Form
Male Development & Empowerment Center	Event Evaluation Form
Office of the Services for the Differently Abled	Program Review (2010-2011)
CUNY Student Experience Reports	2006, 2008 and 2010 Survey Results
<i>National Survey of Student Engagement (NSSE)</i>	2007 to 2009 Supportive College Environment Benchmark Trend (MEC follow-up survey) NSSE Benchmark Five Year Trend Report: 2006 to 2010
Cooperative Institutional Research Program (CIRP) Freshman Survey	CIRP Freshman Survey - Three Year Trend Report (2007, 2009 and 2012)

CUNY Student Experience Survey: 2006, 2008, 2010 and 2012

Every other spring semester, the City University of New York (CUNY) administers a system-wide Student Experience Survey at each campus to examine student satisfaction with a variety of programs and services. In 2006, the survey found that the percentage of Medgar Evers College students who indicated that they were “satisfied” or “very satisfied” with student services was greater than the university average. Student level of satisfaction with programs and services increased to 2.93 in 2008 and decreased to 2.78 in 2010 and 2.8 in 2012. See CUNY Student Experience Survey webpage, <http://www.cuny.edu/about/administration/offices/ira/ir/surveys.html>.

National Survey of Student Engagement

The results of Medgar Evers College's 2007 to 2009 *National Survey of Student Engagement (NSSE)* show that the percentage of freshman and senior students who participated in the survey tended to rate the supportiveness of the college environment higher than the national average. See Appendix 18, National Survey of Student Experience.

CIRP Cooperative Institutional Research Survey

CIRP is administered every other year to entering freshmen. Results of the survey are particularly important to the Freshman Year Program where it is reviewed by advisors and instructors to better understand services incoming students may need. See Appendix 19, CIRP Report.

Standard 10: Faculty

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

MSCHE Recommendation: None

MEC Recommendations:

1. Update faculty evaluations to include college priorities, such as service learning, student mentoring, use of technology, and self-assessment.
2. Continue to hire more full-time faculty to balance the student-to-faculty ratio and to lower class sizes.
3. Provide more formal professional development for evening and weekend adjunct faculty.
4. Explore ways of expanding research and publication possibilities for faculty.
5. Strengthen the college-wide faculty mentoring program by establishing a systematic process for helping students apply to graduate and professional schools.

College Response: The College recognizes the important role that faculty play in creating, implementing, assessing and revising academic programs and courses and ensuring that they meet the needs of the students and support the mission, goals and objectives of the College. They are teachers, researchers, scholars and mentors, who are involved in every aspect of the academic and student affairs of the College. As such the College is committed to maintaining and recruiting an outstanding core of full-time faculty who can fulfill their obligations to heighten academic quality and student success, strengthen current and develop new degree programs; improve research infrastructure; increase scholarly activity; and increase prospects for student graduate and professional school study.

Faculty Evaluations

The Office of Academic Affairs has worked with a faculty committee comprised of representatives from all departments on an updated evaluation instrument and has been reviewing the PSC CUNY Contract with faculty concerning the nine points (contractual guidelines) to determine mutually agreed upon language to include college priorities, such as service learning, mentoring, use of technology and assessment in the evaluation instrument. The draft has been completed and will be submitted to the appropriate governance committees for approval and ultimate ratification. See <http://www.psc-cuny.org/our-contracts/psc-cuny-2007-10-contract>.

Faculty Hiring

Since 2006, the College has hired a total of 49 full-time faculty, 77.5% of these faculty were hired between 2006- 2009. In the 2006-2007 AY, the College hired faculty and four CLTs in flagship and new proposed degree areas: English, Mathematics, Social Work and Social Science. The College also hired faculty in Accounting, Biology, Education, Library and Information Services, Mass Communications, Mathematics, Nursing AAS/PN, Philosophy and Religion, Physical, Environmental and Computer Sciences, Psychology and Public Administration. The total number of full-time faculty increased by 3% in Fall 2006.

Table 10.1: Full Time Faculty Appointments: 2006 -2012

Degree Program	2006	2007	2008	2009	2010	2011	2012	Total
School of Business								
Accounting		1						1
Public Administration	2	1	2					5
School of Liberal Arts & Education								
English		3	1	1				5
Mass Comm		2						2
Philosophy		2						2
Education			1	1		2		4
SBS (includes BSSW)			2		1			3
Psychology			2					2
School of Science, Health and Technology								
Mathematics		2	2	1				5
Nursing		3	2		2			7
Biology				1				1
PECS			1	1			2	4
Library								
Library	2			1		4		7
SEEK								
SEEK	1	1						2
Total	4	15	13	6	3	6	2	49

Although new faculty were hired from 2006 to 2009, the percentage of instructional hours taught by full time faculty increased from 2006 to 2009 and decreased in 2010 and 2011. This decrease may be attributed to the fact that full time faculty who retired, resigned or were non reappointed have not been replaced with new faculty since the 2009/2010 AY.

As reported in the 2009/2010 and 2010/2011 Performance Management Reports (PMPs), this may have also been due to the decision to curtail the hiring of new faculty until the new administration had addressed the issue of re-assigned time and adequately assessed the need for full-time faculty. College faculty were reduced in number by 50 from 2006 to 2012.

Table 10.2: Percentage of Instructional Hours Taught by Full-Time Faculty

Academic Year	2006	2007	2008	2009	2010	2011
Percentage Instructional Hours Taught by FT Faculty	46.1	46.7	53.5	53.3	47.1	45.9

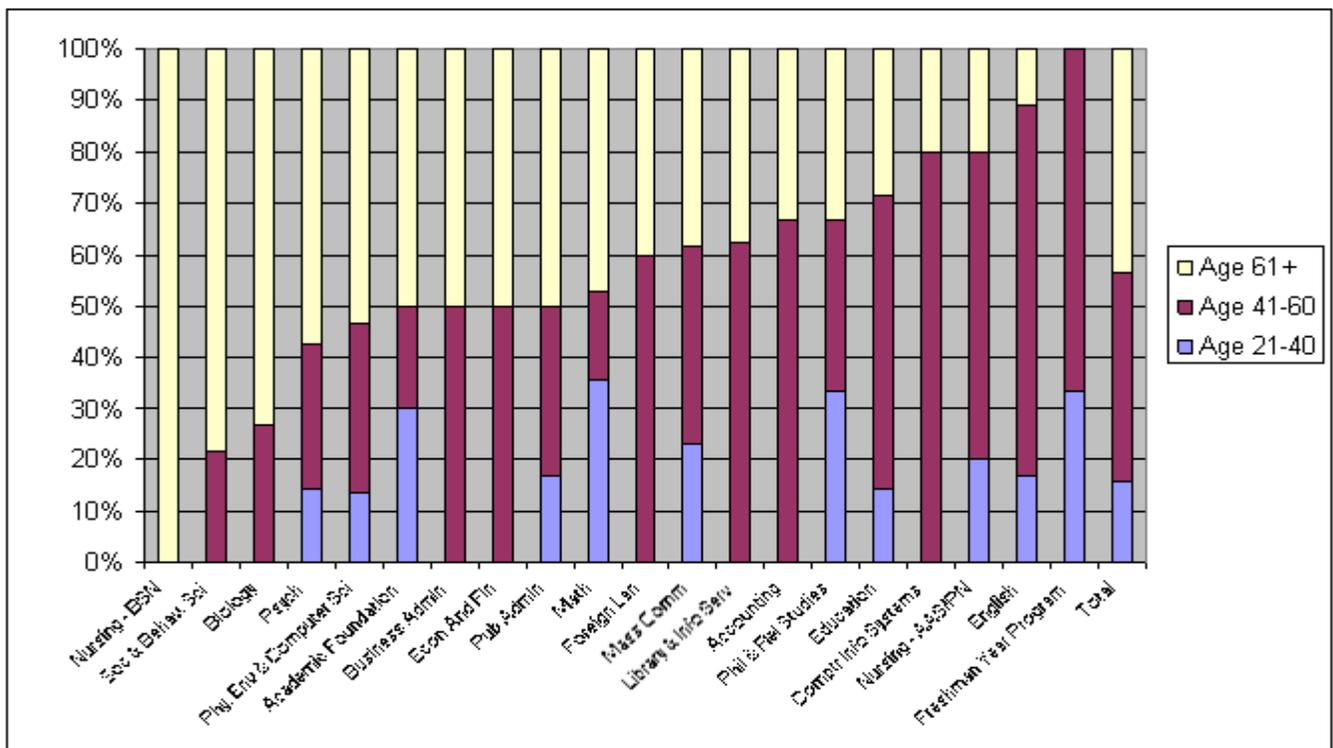
Source: University Performance Management Process 2012-2011 Year End Report & MEC 2012 PMP Report.

**Table 10.3: Faculty Retirement, Non Reappointment, Resignation, Deceased, Transfer
 2006 -2012**

	2006	2007	2008	2009	2010	2011	2012	Total
Retirement	3	3	4	3	2	4		19
Non Reappt.	1			2		5		8
Resignation	2	2	4	1	4	4	2	19
Deceased				1	1		1	3
Transfer							1	1
Total	6	5	8	7	7	13	4	50

Further, many MEC faculty are older, and plans must be made to replace position made vacant by potential retirement. The chart below provides an age breakout by degree program. Fifteen (15) programs have more than 80% of their faculty aged 41 and above. Of these, nine (9) programs have more than 50% of their faculty aged 61 or above.

Chart 10.1: MEC Faculty Age Range



Following a study and assessment of departmental and program needs, faculty searches are currently in progress. The College plans to hire 59 faculty in five phases beginning in Fall 2012. See Appendix 20, Plan for Academic Improvements at Medgar Evers College. In Phase I, from September, 2012 through May 31, 2013, the College plans to hire thirteen new faculty members in the areas of Accounting, CIS, Computer Science, English, Mathematics, Public Administration and Speech. In Phase II, Strengthening Research, the College plans to hire seven new faculty in the areas of Biology, Chemistry, Nursing and Physics. Phases III, IV and build on

the foundation established in Phases I and II. The College plans to hire fifteen new faculty members in Phase III and IV and nine new faculty members in Phase V. While the new hiring plan does not clearly address the replacement of faculty who have retired, resigned or been non-reappointed in specific disciplines or departments, the plan's rationale for hiring faculty is related to program enhancement as a result of the need for a) faculty at the associate and full professor higher ranks, b) a lower enrollment and student faculty ratio, c) more credentialed faculty in a particular discipline, d) accreditation of professional programs and e) proposed new degree programs.

A challenge that the College will also face in the near future is to address faculty needs to support the merger of developmental Mathematics, Reading and Writing Programs with the academic Mathematics and English Departments. In addition to hiring faculty with academic and practice credentials in these areas, the College plans to hire two Center Directors, one for a Writing Center and another for a Mathematics Center, who have terminal degrees in developmental Education, Mathematics and Composition.

Lastly, the Strategic Plan for the College (in progress), once disseminated to the College, will have action steps that encourage planning and promote a rationale and vision for the offering of new degree programs.

Faculty Development for Evening and Weekend Faculty

From 2004 until 2010, the College Center for Teaching and Learning Excellence (CTLE) had primary responsibility for programming faculty development activities. From 2006 to 2009, the Center for Teaching and Learning Excellence (CTLE), continued to award one Presidential Research Award, research awards, teaching awards and fellowships.

From 2007 to 2008, the Center for Teaching and Learning Excellence (CTLE) continued to promote faculty development research and publishing and to encourage part-time faculty participation. In September 2008 CTLE held its annual New Faculty Orientation. Thirty-one (31) full and part time faculty members attended. The Annual Winter Faculty Development Conference sponsored by the CTLE was held in January 2009; 135 faculty members participated. In collaboration with NYC College of Technology, the CTLE co-hosted four book discussions; 90 faculty participated. Approximately 15% of the faculty who attended CTLE workshops were adjuncts.

In AY 2009-10 the CTLE promoted faculty development, research and publishing in number of ways including: new faculty orientation; CPE Faculty Boot Camp; Academic Technology Days; the Winter Session Gen Ed Faculty Development Workshop; technology workshops in the Ed Tech Center; and the Online Faculty and Course Development Summer Institute. Activities were attended by both part time and full time faculty.

The Center for Teaching and Learning Excellence was disbanded in the Spring 2010 semester and although there were activities to promote faculty development from 2010 through 2012, without a dedicated line to lead the Center, there was little or no focus on promoting professional development activities for adjunct and weekend faculty. Adjunct and weekend faculty were encouraged to participate in the Winter Faculty Development Conferences on General Education and in the Writing Intensive Workshops given through the CUE project. The College has plans to hire a CTLE Director in the 2012-2013 Academic Year and more emphasis will be placed on providing adjunct and weekend faculty with stipends for professional development.

In 2011, the Faculty Development Specialist, a newly created position in the Office of Academic Affairs, scheduled the following professional development sessions.

Date	Topic	Content
November 22, 2011	Faculty Involvement in Supplemental Instruction (SI)	Principles/Tenets of Supplemental Instruction, Faculty Involvement
February 6, 2012	Preparing for Tenure: Application and supporting documents	Tenure preparation, guidelines, timeframes
February 22, 2012	Student Outcomes Assessment	Accreditation, Aligning outcomes, the Assessment Process
March 7, 2012	Academic Integrity: Intellectual property law, copyright, plagiarism and online bibliographic management software for efficient citation	Intellectual Property laws, Plagiarism, Utilizing online bibliographic management software
March 9, 2012	Fulbright Fellowship/Scholarships	Application process, faculty research opportunities, preparation, pre and post fellowship/scholarship opportunities
March 26, 2012	Integrating E-Portfolio into the Classroom	Importance and benefits of ePortfolio, Pedagogical Rationale, Lessons Learned, Future Plans
April 4, 2012	Study Abroad: Faculty application process for creating new programs on campus	Creating study abroad program proposals, integrating international education into courses.

The College continues to examine ways to establish incentives for adjuncts to participate in professional development activities. Adjunct faculty may have an opportunity to participate in professional development activities through the PSC CUNY Contract. An adjunct faculty member who is teaching six or more classroom contact hours in the semester and has taught one or more courses for the two most recent consecutive semesters (not including summer session) is eligible to apply for a grant from the Adjunct Professional Development Fund. The maximum award for professional development activities in any academic year to an individual is \$3,000. Preference is given to employees who have not previously received professional development funds and to employees with long service to the University.

College-wide Faculty Mentoring Program

The Provost has initiated discussion with the school deans to strengthen, monitor and record the mentoring relationships that departmental faculty have with students to support and assist them in applying to graduate and professional schools. As outlined, it will be a more structured process and mechanism that can easily be replicated by other faculty members and departments. It will involve and include structuring of the discipline specific essay, the interview process, the reference requests, and an assessment instrument, etc.

Research Opportunities

The College plans to re-establish an Office of Research and Sponsored Programs to support faculty research. There is currently a search in place to hire a Director for this Office. Faculty have opportunities to participate in research activities through the PSC CUNY Research Awards. Research awards support activities in the creative arts and all academically relevant research in the areas of natural science, social science and humanities, including but not limited

to research related to curriculum development, improvement in teaching, adaptation of standard educational techniques to special clientele and the relationship between technical or occupational training and the liberal arts curriculum. A record number of junior faculty (20) submitted proposals for the 2011 PSC CUNY Research award. Junior faculty also have expanded opportunities for research and scholarship through the PSC Contract. Effective September 1, 2006, untenured Assistant Professors, untenured Associate Professors and untenured Professors (including those employed as faculty counselors or as faculty librarians) have been able to receive twenty-four (24) contact hours of reassigned time in order to engage in scholarly and/or creative activities related to their academic disciplines. The table below summarizes the grant activity of faculty from 2006 to 2012.

Year	Federal	State	City	PSC	Other	Total
FY 2006	\$2,618,903	\$2,497,734	\$5,609,307	\$9,175	\$286,000	\$11,021,119
FY 2007	\$1,628,566	\$2,413,718	\$5,288,061	\$5,724	\$486,425	\$9,822,494
FY 2008	\$1,757,454	\$1,973,720	\$6,354,822	\$18,056	\$560,385	\$10,664,437
FY 2009	\$2,397,047	\$1,715,871	\$6,049,430	\$17,815	\$505,907	\$10,686,070
FY 2010	\$3,286,015	\$1,540,088	\$5,953,639	\$25,530	\$433,439	\$11,238,711
FY 2011	\$3,024,931	\$1,670,018	\$5,007,369	\$20,647	\$393,557	\$10,116,522
FY 2012*	\$2,233,991	\$2,169,023	\$4,660,593	\$27,869	\$582,112	\$9,673,588

*data as of June 5, 2012

Standard 11: Educational Offerings

The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings

MSCHE Recommendations:

1. The Team recommends that the program review process and corresponding documentation be updated to include the CACE and SharePoint projects.

MEC Recommendations:

1. Continue to expand baccalaureate degree program offerings and introduce master's degree programs.
2. Encourage all faculty to place their courses on Blackboard and to offer more courses online, and support part-time faculty in doing so.
3. Finalize, within each department, the development of assessment plans for each academic degree programs, Core Curriculum offering, and elective course offering.
4. Finalize installation of the Writing Center and the new foreign language laboratory.

College Response: The College has continued to engage academic departments and accredited programs in the program review process and has developed a process and calendar for external review of academic programs that do not currently participate in accreditation reviews. However, because the College is in the process of updating its SharePoint site and evaluating its CACE project, there has been no comprehensive presentation of information from the program reviews on the SharePoint site. Although assessment information is not displayed on Sharepoint, faculty in both accredited programs and academic departments have expanded and documented their assessment activities through revisions to the CACE template and participation in faculty development workshops and seminars on areas such as assessment, writing in the disciplines, eportfolio, etc. Additionally, the number of faculty who use online courses and Blackboard has increased since the 2006 Middle States Review. The new foreign language laboratory has been completed; however, the Writing Center was developed and then disbanded in Spring 2010 as a result of a lack of funding.

CACE/Sharepoint

In 2004, the College created an in-house SQL based software program, the Creating a Culture of Expectancy (CACE) model to serve as a curriculum-mapping database, which allows every department to upload information about each of its courses. The SharePoint site was primarily used as a repository for syllabi and other materials, while CACE was intended to provide a more systematic discussion about the student outcomes at the course and program levels to determine that the aggregate of courses leads to successful synthesis of the student outcome goals for each program.

CACE is no longer an active project. While CACE was effective in promoting faculty awareness of assessment at the course, program, and institutional levels, two factors militated against its continued use. One, when the then Assistant Provost who had charge of the project returned to faculty, there was a void in the leadership role for its continued refinement. Second, while the CACE database was in fact populated with outcomes statements by pilot faculty and

support area personnel, these outcome statements and assessments were not analyzed for consistency and compliance with best practices before being input.

SharePoint continues to be used by a few areas as an “electronic filing cabinet.” However, the Office of Information Technology has initiated a college wide governance plan to define the requirements for SharePoint 2010 Intranet. This plan makes use of Cobit Framework for IT Governance. SharePoint will empower academic departments to maintain their own web sites, reduce reliance on email, promote document management policies, and empower users with just in time knowledge and references. Students in particular will benefit from having a student centered tool that augments CUNYfirst and provides access to college information and social sites.

Expand Baccalaureate Degree Offerings

There have been no new degree offerings since 2006. A Letter of Intent for a BS degree in Health Information Management was approved in Spring 2009; however the full proposal was not submitted. A Letter of Intent for a BS degree in Music Industry and Entertainment Studies was developed and its presentation to the College Council for approval is pending. In addition, planning has begun with the anticipated submission of Letters of Intent for new degree programs for the School of Science, Health and Technology (Chemistry, Allied Health); The School of Business (Entrepreneurship, Marketing and Economics); and The School of Liberal Arts and Education (History, Middle School Programs in English, Mathematics and Social Studies, and the Performing Arts.)

Faculty were hired to expand baccalaureate degree program offerings during AY2006/7 and 2007/8. In the 2006-2007 AY, the College hired six new faculty into flagship and proposed degree programs, twenty four (24) new faculty members and four College Lab Technicians (CLTs) in academic areas in the Library and Academic Schools. For the 2007-2008 AY, the College revised the process of designation for college priority programs in view of the University’s commitment to become a more research-intensive institution. Science, Health, and Mathematics programs were designated as the College’s priorities. Faculty members were hired in Chemistry (2), Mathematics (2) and Nursing (1) and searches were begun in Biology (2) and Physics (1). Additional resources for these programs were allocated through OTPS.

Online Courses and Support Infrastructure

In the 2006-2007 AY, the College continued to review and build its infrastructure to support increased demands for computers and digital technology relative to the needs of a research-intensive institution. It expanded technology for classroom presentations through conversion of 10 classrooms into smart classrooms and the purchase of six mobile smart carts. The library subscribed to 34 additional online journals.

In the 2008-2009 AY, the Educational Technology Center hosted online course development workshops for faculty. The Center hosted bi-weekly workshops with a cohort of faculty to develop online courses and to examine best practices, online course design, and challenges and successes in online instruction. In conjunction with the Center for Teaching and Learning, the Center hosted a one day Academic Technology Seminar for faculty that included workshops/presentations on Blackboard 8.0, Turnitin, and the use of Smart Classroom technology. In addition, the Center offered a Faculty Development Seminar that consisted of a five-week online course development program.

Additionally, in 2008 a survey was administered to full and part time faculty to identify their instructional technology use and challenges. Of the respondents, 83.3% reported that they use technology in their classes, and 36.9% cite “inadequate technical support for students” as the most significant challenge.

A rubric to evaluate the readiness for an online course has been developed. See Appendix 21, Course Evaluation Rubric. The table below represents the number of courses offered online from 2007 to the present. During the 2011-2012 AY, the total number of online courses dropped from an average of 45 to an average of 36, reflecting the lack of a point person to provide faculty development seminars for online courses. The combined online courses dropped from 2.6 % to 2.5%; the partial online courses dropped from 1.3% to 1.1%

Table 11.1: Online Courses AY 2007/08 to AY2011/12

AY	Fully Online	Hybrid Online	Total
2007/2008			29
2008/2009	27	26	52
2009/2010	32	36	68*
Fall 2010	18	24	42
Spring 2011	16	31	47
Fall 2011	15	20	35
Spring 2012	18	19	37

A proposal funded by CUNY’s CUE initiative in 2010 expanded the use of ePortfolio within the associate and baccalaureate degree programs in the College’s Education Department. The grant designed and implemented a faculty development program which utilized the Digication ePortfolio and course management system site. By the end of the spring semester, seven Education department faculty (five full-time, two part-time), one writing fellow, and four faculty who teach in education department concentration areas had completed the faculty development program. Education concentrations included the English Department, and the Department of Social and Behavioral Sciences.

In addition, six Student Tech Mentors (STMs) completed the faculty development program and learned how to provide technical assistance to students and faculty who will use ePortfolio in the fall 2011 semester. Student Tech Mentors are selected from current Medgar Evers College students who have expertise related to computer science or ePortfolio.

The purpose of the faculty development program was to ensure that faculty participants and STMs would 1) understand the technology of ePortfolio use as a tool to enhance student learning capabilities, 2) learn how to incorporate writing within the ePortfolio format to enhance student learning outcomes, and 3) utilize ePortfolio to meet National Council for Accreditation of Teacher Education (NCATE) accreditation standards.

The college had planned to have approximately 1,500 ePortfolios by the end of the 2011-2012 academic year in a range of departments and programs including Education, English, Freshman Year, Social Science, Physical, Environmental and Computer Science, Public Administration, the Library, SEEK, and Credit for Prior Learning. See Appendix 22, CUE Report.

The College had plans to hire a College Lab Technician (CLT) and student tech mentors to work with faculty and provide ongoing support to faculty and staff; there is also a search in

process for an Instructional Technology Specialist to support the development and implementation of online courses.

Writing Center

In Fall 2007 a Writing Center was established as a component of the CUNY Coordinated Undergraduate Educational Program (CUE) project “Ways of Knowing” to serve as a resource for students taking WID writing intensive courses. This Center was then modified and refunded as a part of the CUE Faculty Inquiry Group in 2008-2009, and for the 2009-2010 AY through the support of the CUE Innovative Program Grant. Although the Center, whose function was to work with composition students identified as “multiple repeaters,” had only four tutors due to limited funding, it was highly successful, with 88% students passing in 2008-2009, and 80% in 2009-2010 AY.

The Writing Center was closed at the end of the 2010 spring semester when the grant funding ended. In the Spring 2011 semester, the English Department was asked by the Office of Academic Affairs to create a proposal for a Writing Center; however, the department was told in the Fall 2011 semester that funding was not available. However, the Office of Academic Affairs has announced plans to hire a Writing Center Director with an advanced degree in developmental education and/or composition and learning center staff with similar degrees.

Standard 12: General Education

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy.

MSCHE made no recommendations but noted that “the self-study document did not serve the College well for this standard in telling their story and how the college serves their students in this area.

MEC Recommendations:

1. Update the Core Curriculum using data based on clearly defined student learning outcomes, including information literacy, by the end of 2006-2007 and ensure that outcomes are clearly communicated to students.
2. Develop a plan and cycle to assess student learning outcomes by the end of 2006-2007.
3. Assign more senior full-time faculty to teach Core courses.
4. Clarify and publicize changes in Core Curriculum requirements throughout the College.

College Response: The College is in the process of revising its core curriculum (general education) and anticipates presenting it to the college governing body for approval in the 2012-2013 AY. Academic department chairpersons continue to make concerted efforts to ensure that full-time faculty teach core courses; however, this has been challenging, given the high number of adjuncts hired to compensate for a decreased number of full-time faculty who have been hired over the last three years. The College anticipates that the hiring plan developed by the Office of Academic Affairs for implementation in 2012 will help to address this issue.

University Context

Revising the General Education curriculum was a major focus of the CUNY-wide 2000-2004 and 2004-2006 Master Plan. As part of the process of becoming a unified university, CUNY focused on ensuring a shared core (or equivalent Core courses) across the University, and to ensure that the increasing number of students transferring to CUNY from other colleges and between CUNY colleges, were exposed to a shared core curriculum without accumulating an excess number of credits and a concomitant financial burden. The 2008-2012 CUNY Master Plan revisited this goal under the goal of “Integrating Undergraduate Education: Transfer and Articulation.

Drawing from The New York State Commission on Higher Education which recommended “system-wide articulation of comparable courses and seamless transfer into parallel programs,” a CUNY-wide effort to establish a student oriented database of course equivalencies, resulted in the University's Transfer Information and Planning System (TIPPS), which permitted students to evaluate their courses for transferability across the system. Both the completion of TIPPS and the submission of a revised General Education/Core Curriculum were PMP targets for all CUNY colleges. Colleges were required to submit a general Education curriculum by December 2011. Each college was required to submit for the approval of the Chancellor by April 1, 2012, its plan for implementation of the General Education Framework (Pathways).

While Medgar has completed its TIPPS submission, it is currently working to submit its revised core curriculum.

In 2011, The City University of New York developed a new Common Core configuration now known as “Pathways.” The Pathways Task Force, in its final recommendation to the Chancellor, proposed a “required core” (12 credits), and a “flexible core” (18 credits) which would comprise the CUNY-wide common core. The table below provides a brief overview.

Table 12.1: “Pathways” Required Core (12 Credits)

Subject	Credits required
English Composition:	6
Mathematical and Quantitative Reasoning:	3
Life and Physical Sciences	3
Total Required Core Credits	12

Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

Subject	Credits Required
World Cultures and Global Issues	3
U.S. Experience in its Diversity	3
Creative Expression	3
Individual and Society	3
Scientific World	3
Additional core course	3
Total Flexible Core Credits	18

See Appendix 23, Common Core Structure: Final Recommendation to the Chancellor, and Appendix 23a, CUNY Board of Trustees resolution.

College Context

The first major revision to the Medgar Core Curriculum was completed and implemented in 1991. In 1996, in response to The Board of Trustees resolution that Associate degree programs not exceed 60 credits, and baccalaureate degree programs not exceed 120, the College core was once again revised whereby the core consisted of 31 credits for the Associate’s, and 49-52 credits for Bachelor’s programs. This core curriculum, based on seven domains of knowledge, represents the current general education curriculum at Medgar Evers College See Appendix 24, Medgar Evers Core Curriculum (excerpted from Catalog.) Since 1996, two additional committees have been charged with revising the core curriculum. These Committees recommended that the existing core remain, but that close attention be paid to the articulation of outcomes within the curriculum, and with the majors. See Appendix 25, General Education at Medgar Evers College.

In the 2007- 2008 AY, the College revisited the process of revising its core curriculum (General Education) through faculty participation on an *ad hoc* Core Curriculum Committee and through Core Dialogue Series which were sponsored by the Center for Teaching and Learning Excellence (CTLE). This revision of the college-wide core was in response to deliberations by the Medgar Evers College faculty and the Office of Academic Affairs, to meet the PMP goal set by The City University of New York, and the national movement in American higher education

to revise general education to meet the educational needs and the challenges of the twenty-first century.

In the 2008-2009 AY, the General Education Committee (GEC) was established as a College Council Standing Committee of the College Council in response to the recommendation by the *ad hoc* Core Curriculum Committee faculty and the Committee on Committees of the College Council. The purpose of the GEC was to:

- Develop the conceptual framework for general education
- Recommend a general education curriculum
- Identify the infrastructure and plans for implementation
- Monitor the implementation of curriculum
- Provide on-going dialogue and engage faculty in development of curriculum
- Insure program objectives and outcomes are achieved
- Conduct ongoing assessment of the program and student outcomes.
- Recommend improvements.

The GEC began its work by critically examining the “Core Document to Faculty”, and “General Education at Medgar Evers College” (Core Curriculum Committee, 2007-2008) documents. Since there were no actual course offerings recommended in the document, the GEC took the current core offerings and moved to retrofit them to the basic framework provided in the referenced documents for each degree program at the associate and baccalaureate levels. While the documents provided the ground work for the general education program, several issues were identified as a result of this activity. Among them were that the recommended framework did not address the curriculum for the associate degree programs, “the lower division”; some courses deemed essential for MEC students were not in the curriculum or explicitly stated in the curriculum; and courses which would be considered interdisciplinary were not present. There also was a need to develop a statement about the philosophy and the purpose of the General Education Program (GEP) at Medgar Evers College, one that was reflective of the College’s mission and which would serve as a basis for the development of clearly stated learning objectives and for the courses of the curriculum.

The GEP, stemming from the mission of the college, is based on the College’s belief that education has the power to positively transform the lives of individuals and is the right of all individuals in the pursuit of self-actualization. Through the general education program, students are exposed to academic and cultural experiences that promote intellectual, social and aesthetic awareness and enable them to improve their understanding of self, past and present societies as well as future trends in a globally diverse and dynamic society. The purpose of the GEP is to provide students with general knowledge and intellectual skills, actively engage them in making connections across disciplines and prepare them for civic responsibility and leadership roles in their own communities and in a rapidly changing technological world. See Appendix 26, General Education Committee Report to the College Council.

Essential Learning Outcomes (ELOs) developed by the American Association of Colleges & Universities, Liberal Education and America’s Promise (LEAP) *Essential Learning Outcomes*, in concert with discipline cluster descriptions, serve as the basis for evaluation and revision of existing courses; the development of new courses; and the development and conduct of program assessment. Courses submitted for certification by the GEC must have evidence of the ELOs. The ELOs will enable students to gain the following:

Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

Integrative Learning, including

- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

The GEC continued its work during the 2009-2010 AY with the intention of submitting the General Education Program for approval through the governance process in Spring 2010 and for implementation in Fall 2010. Activities involved revision of learning objectives and outcomes, course revision and development, and certification of Gen Ed courses according to the ELOs. The GEC continued its work in the 2010-2011 AY and submitted the framework for approval to the College Council in Spring 2011. Ninety percent of the Cluster I courses (Foundations) and Cluster II courses (General Knowledge) have been certified by the GEC. Seven courses were developed for Clusters III (Socio-Cultural Diversity) and IV (Integrative Knowledge) bringing the total number of courses developed for these Clusters to date to ten.

During the 2011-2102 AY, heightened discussion about the CUNY Pathways Initiative on General Education impacted the work of the GEC. The goal of the CUNY Pathways to Degree Completion Initiative ("Pathways") is to create a curricular structure that will streamline transfers and enhance the quality of general education across the University. The resolution for the initiative was approved in June 2011. There has been a great amount of controversy concerning this initiative and faculty across the university have registered strong opposition and argued for an alternative transfer program that would not in their words “dilute the quality of a CUNY education”. Individual faculty members as well as the Medgar Evers College Faculty Senate and PSC Chapter Union registered their opposition to the plan.

The GEC agreed to first complete the Gen Ed Curriculum and to then retrofit it to see how it fits into the Pathways curriculum. All courses for CUNY Pathways for any CUNY campus must be submitted through one and only one source designated by the campus. Once courses are approved through the GEC, they will be submitted to the appropriate college-wide committee and then forwarded to CUNY Pathways via the College's Office of Academic Affairs.

The initial phase for the assessment plan of the GEP is in progress. Student focus groups from all majors need to be conducted to determine their experiences with the current Core; this will provide a foundation for the assessment of the revised GEP and CUNY Pathways Initiative. The essential learning outcomes for each certified course, along with information gleaned from student focus groups, will be used to develop an assessment plan for the GEP.

During the 2012-2013 AY, the GEP plans to present the final proposal to the appropriate college-wide governance committees for approval, to develop an assessment plan and to create a Gen Ed brochure and website. The date for implementation of the GEP is pending submission and approval of the final GEP to the college community.

Standard 13: Related Educational Offerings

Institutional programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

MSCHE Recommendation:

The College should develop a mechanism to prioritize resource allocations for all related educational activities to ensure program sustainability. This mechanism will be critical in view of Medgar's diverse, competing initiatives that support the College's commitment to mission-driven community engagement.

MEC Recommendations:

1. Evaluate the effectiveness of GED, basic skills and ESL courses on student performance and entry into the college or workforce community.
2. Develop an assessment plan to evaluate student performance in basic skills since the creation of the School of Freshman Studies.
3. Develop a recruitment plan that will draw upon the strengths of the College Now Program.
4. Expand offerings at the East New York location.
5. Expand the use of the collaborative learning model in developmental courses.
6. Develop a plan to make international education programs more accessible to students.
7. Appoint a coordinator of student exchange and study abroad to support student and faculty participation in international programs.
8. Incorporate external campus activities and programs more fully into the curriculum.

College Response: Medgar Evers College is committed to working with college students and students in programs that bridge high school and college and that provide co-curricular initiatives to address the social, civic, cultural needs of its students and the broader community. Through its School of Professional and Community Development (SPCD), the College provides learning opportunities to enrich the academic, social, and professional development of youth and adults. The School seeks to improve and develop skills for career opportunities; enhance skills in preparation for promotional opportunities; provide basic skills in preparation for higher education; enhance the learning experiences of youth and young adults; and provide opportunities for youth and adults to become involved in their communities in order to respond to their needs. The College of Freshman Studies connects ongoing academic and non-academic initiatives that directly affect the success of students from their first year experience to graduation under one entity. Retention, persistence, advocacy, academic advisement, counseling, assessment of first year students are the core elements of its mission. Students at Medgar Evers also have an opportunity to participate in study abroad programs that enhance their learning and prepare them to work and live in a more global community. At this time, the College has not yet developed a long distance education program. The completion of the Strategic Plan (in progress) will allow for the College to assess the possibility of this initiative.

Basic Skills Courses

Medgar Evers College continues to serve some of the least prepared students in the CUNY system. Approximately 85% of its entering freshman population requires instruction in at least one remedial course.

Table 13.1: Remediation Status on Entry

Admit Type	Passed Reading	Passed Writing	Passed Math	Passed None	Passed all Three
First-Time Freshmen	76.8%	65.9%	28.2%	16.2%	22.3%
Transfer	96.7%	91.2%	74.5%	2.4%	71.2%

Source: OIRA Medgar Evers College Fall 2010 Student Facts Overview

The Academic Foundations Program originally located in the School of Freshman Studies, and now located in the English and Mathematics departments, has overall responsibility and oversight for students who take basic skills courses; the English Department has responsibility and oversight for students in ESL courses; the College Now Program has oversight for high school programs that prepare students for entry into college and the School of Professional and Community Programs has oversight for GED courses and programs that prepare students for entry into the college and workforce community. In the spring 2012 semester, responsibility and oversight for basic skills courses offered through the Academic Foundations Program in the School of Freshman Studies, were transferred to the English and Mathematics Departments. See Appendix 9, Comprehensive Freshman Report.

To effectively address the basic skills needs of its entering student population, the College allocates the majority of The City University’s Program for Coordinated Undergraduate Education (CUE) funds received from CUNY to provide instruction in basic skills in its summer and winter immersion programs and in credit-bearing courses to students with less than 30 credits. CUE funds are also used to fund an intensive faculty/tutor development program for all instructors, tutors, and staff participating in the summer immersion program. Faculty development for these courses is focused on pedagogy, strategic use of tutorial staff, and the importance of providing targeted instruction based on specific student needs. See Appendix 27, Improving Undergraduate Learning Outcomes (CUE Report.)

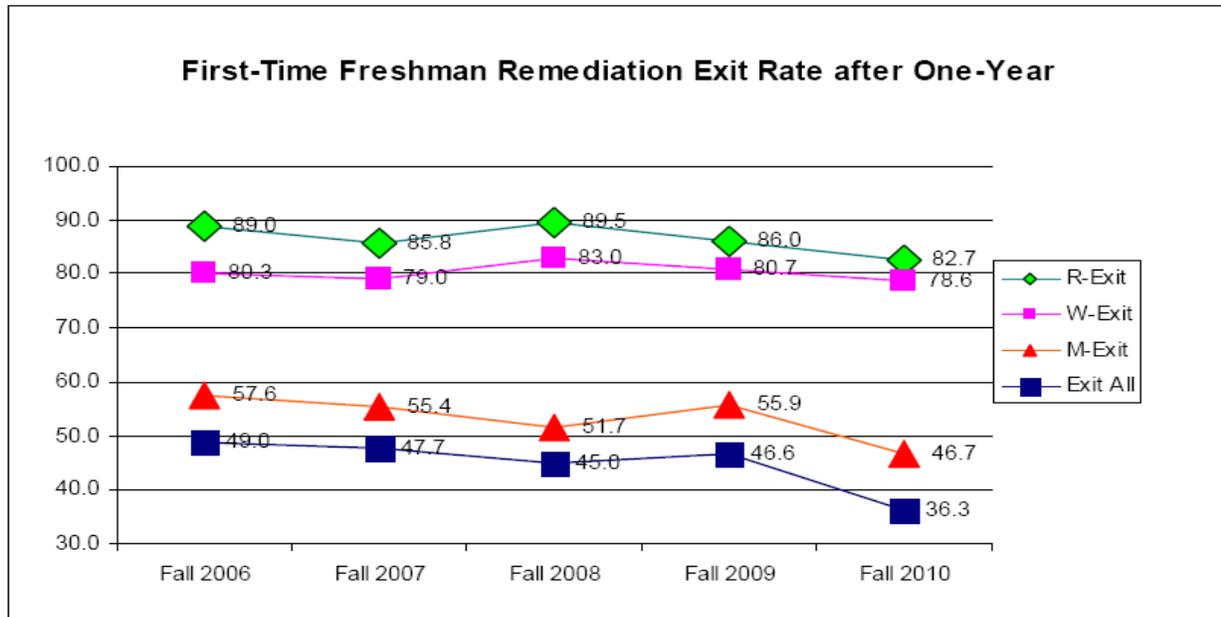
During their first year of college, students also take basic skills courses through the Academic Foundations Program at the College. Upon completion of these courses, students are tested in CUNY basic reading, writing and mathematics; they must retake the course if they do not pass these high stakes CUNY tests. These high stakes exams must be completed by all students before they receive an associate degree or are permitted to advance into baccalaureate degree programs. Additionally, most college level courses have a prerequisite of basic skills courses; therefore, students are prevented from taking many college level courses.

Exit from any level of the basic skills reading, writing, ESL and mathematics course sequences is accomplished by a combination of factors:

- Student performance on departmental exams;
- Class work and teacher evaluation; and
- To exit the upper-level courses, students also must re-take and pass the respective CUNY Developmental Skills Tests (CUNY/ACT Reading, Writing and Math) demonstrating readiness for college-level work

The chart and tables below represents the performance of students in basic skills from 2007 to 2012.

Chart 13.1: First Time Freshman Remediation Exit Rate after One Year



Source: OIRA Medgar Evers College Fall 2010 Student Facts Overview

Table 13.2 PASS RATES IN BASIC SKILLS AFTER INTERVENTION

	2007	2008	2009	2010	2011	2012
Reading	65.4%	54.9%	58.7%	59.4%	59.6%	60%
Writing	49.4%	52.6%	43.8%	57 %	44.9%	46%
Math	63.7%	50.7%	27.1%	45.7%	50.4%	50.2%

Source: University Performance Management Process 2012-2011 Year End Report & MEC 2012 PMP Report

There is a significant downward trend in the Math remediation exit rate, which strongly affected the overall exit rate. This is consistent with recent reports on the continued decreasing trend of the college readiness of public high school graduates.

English as a Second Language (ESL)

The primary goal of the ESL program, housed in the English Department, is to provide students with a nurturing environment in which they acquire language skills through vigorous reading and writing activities. Two levels of ESL reading and writing courses are offered. Student placement is based on their CUNY reading and writing test scores and handled by the college’s testing office. Upon completion of the upper-level reading and writing courses, ESL students are expected to be able to handle college-level reading, writing and mathematics materials with fluency and competence.

Because of the lack of a systematic analysis, assessment and monitoring of the placement and performance of ESL students, many ESL students are mainstreamed into regular basic skills reading and writing classes. This challenge in providing a systematic analysis of placement and performance and student support services for ESL students is ongoing. In the

2006-2007 AY, a proposal for providing additional resources to identify and support ESL students was developed; however, no additional resources were allocated. The College anticipates that potential resources allocated for the recent merger of basic skills programs into the English Department will provide an infrastructure for a more systematic analysis of the ESL program and basic skills courses.

School of Professional and Community Programs (SPCD)

Through direct services provided by the college and through collaboration with community partners, SPCD provides literacy, pre-GED and GED services for more than 700 community residents each year. Students who pass the exam are referred to training programs and/or receive assistance applying to college.

Table 13.3: Grant-Funded GED Services Provided by SPCD

PROGRAM	FUNDING SOURCE	POPULATION	CLASSES
ACE Literacy and GED Center	WIA, BMI	Age: 19+	3 WIA, 4 BMI
GED PLUS	Board of Education (Community Partners on campus)	Age: 17-20. Out of School Youth.	2 GED Prep.
POISED for SUCCESS	NYC Human Resource Administration	Pregnant Women or Mothers with children 3 and under	Pre-GED, GED, Advanced Basic Skills
BETA Academy	NYC Dept. Of Youth & Community Development	Age: 17-21.	1 Class (Pre-GED and GED)
Flatbush Beacon (MS 2)	NYC Adult Learning Center (Community Partner at Beacon Site)	Age: 21+	4 Classes
Crown Heights Beacon (PS 138)	NYC Adult Learning Center (Community Partner at Beacon Site)	Age: 21+	Pre-GED, GED
PYE Beacon (PS 181)	NYC Adult Learning Center (Community Partner at Beacon Site)	Age: 21+	Pre-GED, GED

Adult Literacy and GED Center

The Adult and Continuing Education’s Adult Literacy and GED Center, housed in the School of Professional and Community Programs, has been serving the communities of Central Brooklyn with outstanding programs for more than 20 years and pursuing its goal of nurturing students in a student-centered environment. Services provided by the Adult Literacy and GED Center include English for Speakers of Other Languages (ESOL), Adult Basic Education (ABE), High School Equivalency (GED), and Peer Mentoring (Project Impact).

The Center offers targeted GED and college preparatory classes through the Black Male Initiative (BMI) and CUNY Literacy and draws its participants from the ESOL program and from word of mouth in the community. Participants in the GED programs also receive access to

Peer Mentorship, which is designed to strengthen the pipeline to the College. Peer Mentorship is provided through Project Impact, which is a Young Male Initiative (YMI) project funded by the Mayor’s Office of Adult Education. As a testimony to the success of the Adult Literacy and GED Center’s GED programs, the Peter Jennings Scholarship Laurel Award has been awarded to ten Medgar Evers College students since the Award’s inception in 2003. The Peter Jennings Scholarship Laurel Award is awarded to outstanding GED students who come through the CUNY Literacy Programs, obtain their GED and attend a CUNY school.

Table13.4: BMI Students Performance on GED Exams

	2007-2008	2008-2009	2010-2011
Enrollment	325	301	344
# of Referrals	93	66	96
# of Passes	59	44	73
GED Pass Rate	63%	67%	76%

The Program goal was to obtain a 60% pass rate on GED exam for students who are referred to take the exam. In each of the years, the program exceeded this goal.

An additional goal of the Adult Literacy and GED Center is improvement of the identification and recruitment of potential students who have fallen out of the traditional K-12 educational pipeline to college and who will not be reached by more traditional recruitment.” The Transition to College program goal is to increase the pipeline to college.

Table 13.5: Transition to College Class

	2007-2008	2008-2009	2010-2011
Enrollment	23	16	16
Pass CUNY ACT	8	10	7
Enroll in College	7	9	5

NYC Department of Education GED PLUS Center @ Medgar Evers College

The NYC Department of Education GED PLUS program, in collaboration with the Medgar Evers College Jobs for Youth Apprenticeship Program, provides GED and literacy services to out-of-school youth ages 17-24. In addition students receive career and college counseling. Annually students participate in over 40 educational, employment, and cultural activities and visit more than 30 field trips related to their colleges and careers exploration interests. Students have the opportunity to apprenticeship in variety of employment settings.

Table13.6: Student Performance on GED Exams – (GED PLUS Program)

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
# of Passes	33	49	42	36	42

Perfect Opportunity for Individual Skills and Educational Development - POISED

The POISED for Success Program provides education and employment skills training for pregnant women and mothers of young children. The Program is funded by and operated in

collaboration with the Family Independence Administration of the City of New York Human Resources Administration (HRA). Participation is limited to women who are receiving family assistance or safety net assistance benefits and are either pregnant or have a child under three years of age. All participants must be assigned to the program by HRA.

Table 13.7: POISED Program Participant Placement

			Retention			Academic		
Fiscal Year	Enrolled	Employed	30 days	90	180	TABE (Academic Improvement)	GED Passes	College Bound
FY06	568	49	26	17	8	108	24	22
FY07	348	63	28	19	10	86	15	18
FY08	460	42	24	17	10	94	18	7
FY09	315	56	19	6	2	60	13	23
FY10	329	50	16	10	6	49	14	11
FY11	313	55	21	19	8	93	30	18
FY12	Pending							

College Opportunity to Prepare for Employment (COPE)

The College Opportunities to Prepare for Employment (COPE) Program is a joint initiative of The City University of New York (CUNY) and the NYC Human Resources Administration’s Office of Employment Services (OES). The COPE Program is intended to assist public assistance recipients of Temporary Aid to Needy Families (TANF) and low income individuals who are pursuing vocationally oriented associate degrees at the campus.

The major goal of the Program is to assist Medgar Evers College students by addressing any and all issues that can become barriers to their success while pursuing their degree. The COPE program provides the following services in order to accomplish this goal: counseling/case management; employment assistance; advocacy; referrals to other social service agencies and intra-campus offices/programs; tangible items for students and their children, i.e., clothing, books, toys; provide HRA- related documentation; college enrollment assistance; assistance with identifying additional resources that ensures their academic success, i.e., tutoring, internships, CUNY prep. The following table represents the placement and retention of COPE students.

Table 13.8: COPE Program Participant Placement

	Placements	30 Days	90 Days	180 Days	Receive Health Benefits	Earn 25K	Increased Earnings	Total
Fa06/Sp07	66	57	33	18	04	04	02	184
Fa07/Sp08	58	54	30	16	05	06	06	175
Fa08/Sp09	72	59	45	23	01	05	04	209
Fa10/Sp11	95	69	31	08	00	02	06	211

The Program continues to benefit from a partnership established with the Women’s Center at the College and the Main Street Legal Services, a partnership offered via the CUNY Law School. An additional component of the Program was established through collaboration with CUNY Central Office and the Jewish Community Council (JCC) based here at the college. This component allows students to satisfy the HRA required Work Experience Program assignments on campus.

Bridge to Education Training and Advancement (BETA)

BETA Academy was established at Medgar Evers College in July 2006. The program is funded by the New York City Department of Youth and Community Development (DYCD). The mission of the project is workforce development for young adults. To that end, BETA provides academic enrichment and occupational skills training for out of school youth between the ages of 16-21 to lay the foundation for building a successful career.

Table 13.9: BETA 2009-2010 Placement in Employment, Post Secondary Education, the Military, or Advanced Training

Enrollment	Placement 1st Quarter	Placement 2nd Quarter	Placement 3rd Quarter	Placement after Certificate
55	32	31	31	34

Through a series of nine workshops students also learn how to apply for post secondary education and financial aid. Work Readiness and Life Skills Instruction are also provided. The College provides a College Assistant Program intern, each school year, who serves as the BETA Academy Post Secondary Readiness Counselor/Internship Specialist. This individual works with students one on one to help them apply to college or for advanced training. The BETA Post Secondary Readiness Counselor also develops internship sites and monitors placement.

28 students obtained the GED, 6 students completed training in website design, and 23 students in enrolled in college.

College Now

As a result of changes in administrative oversight for College Now, the recruitment plan developed is no longer in effect. In the 2006-2007 AY, the College hired a new College Now Program Director. The College Now Strategic Plan target was readjusted and data were disaggregated to differentiate between high school students who were part of the Centers for Youth and those who were part of the College Now Program and to increase enrollment by evaluating recruitment, assessment and retention data.

The program enhanced its attendance collection and record keeping structure; coordinators were designated to monitor attendance through early academic referral forms, parent notification, monthly meetings with instructors, and the review of weekly attendance rosters. Assessment was also implemented as a required component of all CN instructional, non-instructional, outreach and support activities. Measures were developed as well as a system for collecting, analyzing and reporting findings. As part of this framework, instructors were required to develop syllabi that included outlines of grading policies and a mid-semester report was developed to identify students who required academic intervention.

The number of students in the CN Program increased in 2007 and steadily decreased after 2007. This may have been due to the fact that administrative oversight for the program changed as a result of new leadership in SPCD and a change in the provost position in the Office of Academic Affairs. The provost relocated the CN program from the School of Professional and Community Programs into the Office of Academic Affairs (OAA), as one of its programs reporting to OAA. In the new administrative and program structure, the program was directed not to count the number of CN students enrolled in pre-college workshop offerings by the Center for Black Literature. In the 2009-2010 AY, the OAA decided to implement new recruitment strategies and appointed a new director. These strategies included offering on-site developmental reading, writing and math courses at various high schools, the expansion of college-level credit offerings; recruitment of faculty familiar with the needs of high school students and their transition to college; and increased use of technology to improve the performance and retention of CN students. Upon the appointment of the new president, a new provost was appointed in August 2009, after the former provost had appointed a new director and revised the focus of the College Now Program.

During the summer of 2010, a recruitment plan for College Now was created and a recruiter was hired to assist with the recruitment plan. In November, 2010, a third director for CN since 2006 was appointed. At the time of the appointment of the Director, relationships between the CN Program and its partner high schools were weak. A College Now presence was missing, there were few workshop offerings and enrollment wavered. The recruitment efforts were continued through the 2010-2011 AY; however, in the 2011-2012 AY, the recruitment position was not funded and recruitment became the sole responsibility of the CN Director. Current recruitment and program activities for College Now include presentations at college fairs, presentations to community programs and organizations, a student orientation, and an awards ceremony. The College Now Program has also expanded its course offerings at the East New York site. An overview of enrollment rates of CN students from 2006 to 2012 is presented below.

Table 13.10: College Now Enrollment of Students in More Than One College Level Credit Course or Pre-College Activity

2006	2007	2008	2009	2010	2011
419	735	658	598	490	405

Source: University Performance Management Process 2012-2011 Year End Report & MEC 2012 College Now Report.

Collaborative Learning Communities (CLC)

The Collaborative Learning Community is a component of the Freshman Year Program (FYP). Its purpose is to provide intensive year round developmental instruction to first time freshmen, continuing freshmen and transfer students in the areas of mathematics, reading and writing and within the context of learning communities.

The CLC is a component of the Coordinated Undergraduate Education (CUE) Program; however, it has been a challenge to implement and assess its full effectiveness in the developmental course curriculum. The goal of the CLCs is to create an ongoing learning community that supports the development of student-to-student relationships as well as student

faculty relationships in a structured learning environment; however, there is no central oversight for learning communities in the Freshman Year Program.

CLCs are much more successful in the fall than the spring semesters. First semester CLCs have sufficient enrollment but “continuing” freshman students do not always register for CLCs for their second semester therefore disrupting the continuity of the program. The reasons for non-registration include failure to exit pre-requisite courses which prevents students from registering for the next set of blocked courses and a lack of compatibility between course and student schedules. When students do not register for CLC blocked courses and enrollment is low, these blocked courses are opened up to non-CLC participants to meet enrollment demands, again impacting on the effectiveness of the Collaborative Learning Community.

During the Spring 2007 semester, thematic block scheduling was used to create six collaborative learning communities; 14 were implemented in the Fall 2007 semester. No data are available for CLCs from 2008 to 2010.

In the 2010 AY, four CLCs were structured around developmental writing (ENGW 006) and developmental math (MTHP 010). Three of the CLCs were structured around ENGW 006 and one included MTHP 010. One of the ENGW 006 CLCs was comprised of SEEK students only. The following provides a summary of the CLC Program Blocks.

1. First Year Program Collaborative Learning Communities

FY Block 1: FS 101, ART 100, ENGW 006

FY Block 2: FS 101, SPCH 102, ENGW 006

FY Block 3: FS 101, CIS101, MTHP 010

Data for FYP CLC are not available.

2. SEEK Program Collaborative Learning Communities

SEEK CLCs are monitored within the SEEK program.

Twenty-eight students registered in ENGW 006, SPCH 102 and SP/C 003.

- Average GPA – 2.36 for CLC students who attended tutoring.
- Average GPA – 0.87 for CLC students who did not attend tutoring (Fall 2010)
- Fall 2010 – Spring 2011 Retention – 96%

Data for SEEK CLCs indicate that both GPA and retention are higher for students enrolled in the CLC.

Student Exchange and Study Abroad Program

The College’s mission describes Medgar Evers as a college that is committed to producing graduates who are productive and contributing members of local, national, and global communities. Through the Medgar Evers College Study/Travel Abroad programs, students have had the opportunity to realize this mission by traveling and earning credits while studying abroad in places such as Africa, Central and South America, the Caribbean, China, and Europe. Several departments (IDS, SBS, Education, Biology, and English) have been leaders in this area and have led study tours, developed partnerships and taken students to international symposia in Costa Rica, Cuba, the Dominican Republic, Egypt, Ethiopia, Japan, Kenya, Panama, Russia, South Africa, Tanzania, Trinidad and Tobago, Venezuela, Zanzibar, and Zimbabwe, among others.

Involving students in co-curricular activities of an international nature provides rich opportunities for students to engage in cross-cultural studies, thereby enriching their personal and professional lives and goals.

The Middle States visit revealed these robust study abroad activities throughout the College, and recommended that students would benefit from administrative oversight and a more focused approach that a Study Abroad director would provide. A Director for Study Abroad was hired in Fall 2011. During the 2011-2012 AY, the Director, since arriving has engaged in recruitment activities: club fairs, classroom visits and seminars. The director has also begun discussions with school deans, chairpersons and faculty on plans to develop more extensive international programs within the Caribbean, Europe, Africa, Latin and South American countries and their respective universities. There have been several new study abroad programs and partnerships developed with the Gaskov Clerge Foundation; Namibia Study Abroad Program; the ACBEU Institution; Bahia, Brazil; Jamaica: University of Technology: Kingston, Jamaica and the Medical Global Brigade to Honduras trips for students set up during Summer, 2012. Two students have received STOC grants of \$1300 each to supplement their study abroad travel. Trips include: the Haitian Initiative with six students and two faculty and the Paris Cultural Exchange and site visit with one student. Dominican and Costa Rica cultural tours are on hold at this time.

Standard 14: Assessment of Student Learning

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

MSCHE Recommendation: The Team recommends that the learning outcomes data collected so far be systematically analyzed to determine the next steps to be taken in the development and implementation of a comprehensive assessment plan. The plan should include specific competencies and skills and specify the data to be collected. The results of the data collection and analysis need to be used systematically by the College to assess how well the mission is being met, what changes need to be made, and how these changes result in improvements.

MEC Recommendations:

1. Assert stronger leadership through the Office of Academic Affairs in coordinating the development and dissemination of policies and processes for college-wide assessment of student learning outcomes.
2. Institutionalize collaboration of the use of assessment data to improve teaching and learning through the Office of Accreditation and Quality Assurance
3. Develop the Assessment Committee as a standing committee and appoint an Assessment of Student Learning Coordinator in each school or department.
4. Conduct yearly self-study reviews college-wide.
5. Allocate funding for faculty to attend conferences and purchase materials related to assessment of student learning outcomes.

College Response: The College continues to work on a college-wide review of learning outcomes in degree programs and courses. The chief barrier to moving further than we have has been the ongoing turn-over in personnel and the subsequent loss of momentum in addressing the Self-Study Action Plan.

In the five years since the Self-Study was submitted, the College has undergone significant changes across several areas. Changes in leadership from Chairs, to Deans, to the Office of Academic Affairs and in the Office of the President have diverted resources and task time. Changes in the entering student profile has required focused attention on addressing issues related to both a younger and less college ready student population. Additionally, the College has been engaged in oversight for a schedule of professional accreditations that require at least one accreditation submission each year. The changes in leadership have delayed the implementation of a college –wide assessment timeline inasmuch as new administrators need to familiarize themselves with the college, its personnel, its strengths and its issues.

Further, the City University of New York has placed increasing emphasis on several areas critical to student outcomes: the general education curriculum, equivalency of courses across campus to facilitate transfers, and their newest initiative, Pathways to Degree Completion, a plan designed to create a common general education curriculum across all CUNY schools. This last initiative has received mixed responses, with several groups (UFS, PSC-CUNY) strongly in opposition to its institutionalization, stating that the initiative infringes on contractual faculty rights and responsibilities, and that it does not accommodate the different entering freshman skills–sets across campuses.

Despite the aforementioned challenges in completing a college-wide assessment plan, student assessment activities have continued on campus, primarily under the aegis of the several professional accreditation and re-accreditation reports. In each instance, the program accreditation report process has required an analysis of student learning outcomes and assessment instruments, identification of rubrics and evidence of a clear linkage between mission goals, program goals and student learning outcomes.

Creating a Culture of Assessment

The College has continued to create a culture of assessment by engaging in the following activities:

- Development and implementation of an evidence-based approach to assessment that includes strategies, policies, and practices that assess at the institutional-level, program-level, and course-level;
- Continued ongoing assessment activities that are highly valued and directly related to the effectiveness of the curriculum and budget allocations of the institution;
- Faculty engagement in the creation of goals, selection of instruments, and interpretation of assessment results.
- Faculty commitment to using assessment results to improve curriculum and student learning;
- College-wide use of results for program improvement, including strategic planning and budget allocations; and
- Dissemination of the results of assessment activities to the College community.

To ensure that all academic programs and student support offices have a shared understanding of assessment vocabulary and of best practices in creating program level and student learning outcomes within the context of Middle States expectations, OAQA initiated a project in 2010 whereby the Director meets personally with each Dean and Chair to review key documents and to query Deans and Chairs on their perception of the level of assessment activities within their Schools or departments. A presentation was then made to all faculty in their school meetings. To date, the Director has presented to all Chairs in the School of Liberal Arts and Education as well as all Chairs in the School of Business, and in the Departments of Biology, Nursing, and Mathematical Science in the School of Science Health and Technology. In cases where all faculty were not present, sufficient copies and explanatory notes have been left with the Chairs. Additionally, the Director has worked with individual departments to develop program level assessment plans and to guide the department in curriculum mapping for their courses.

Professional Accreditations

A culture of assessment has been strongly reinforced at Medgar Evers College by the requirements of several professional organizations (NCATE, ACBSP, NLNAC, CSWE and other Specialized Professional Accreditation Agencies (SPAs) These professional entities require that strategic actions and student learning outcomes be assessed and analyzed in ways that assess not only the effectiveness of the program, but also of the College.

These accreditations are often the motivating factors for departments and programs to collect and analyze assessment data. In several cases, the need for School or program accreditation has generated the development of highly detailed student learning outcomes and other assessment instruments and reports.

Assessment generated from professional accreditation has also impacted on the structure of departments, facilitated the purchase of more lab equipment and expanded the timeframe for the offering of courses. In response to the recommendations of the National League of Nursing, the Department of the Associate Degree in Nursing and Practical Nursing was merged with the Department of Nursing. The new department provides a home for the practical nursing certificate, the associate degree (RN) nursing program and the baccalaureate degree nursing program. This new structure provides a continuum for evaluating the assessment of student learning at each level and provides a “career ladder” approach for obtaining a nursing degree. Additionally, it provides students with a more flexible way to take courses. Students who are working as professional RNs now have access to more courses in the evening. And, as a result of the recommendations, the nursing lab has been updated to more fully establish a hospital simulation room.

Current Assessment Practices

General Education Curriculum

Assessment of courses in the general education (core curriculum) varies with disciplines. Faculty establish discipline-based guidelines for the assessment of courses within the Core. For example, students in English, Mathematics and Biology courses take a departmental exam which is graded by faculty within the department. Other departments may provide templates that are used to assess students’ performance in specific courses in the core.

The assessment of courses in the revised general education program (scheduled for implementation in the 2012-2013 AY) will be based on the *Essential Learning Outcomes* developed by the American Association of Colleges & Universities, Liberal Education and America’s Promise (LEAP) *Essential Learning Outcomes* (2005).

Supplemental Instruction (SI)

Supplemental Instruction was introduced at Medgar in the Spring 2010 semester after extensive review of data. In collaboration with the Mathematics Department, several core mathematics courses were identified as “historically” difficult and seven (7) were assigned as SI courses. As a result of the demonstrated success thus far, SI support has expanded to 16 courses (9 mathematics, 3 science and 4 English). Additionally, during the summer 2011, SI was introduced into developmental mathematics courses and proved to be very successful. SI will also be used in the 2012 Summer Immersion Program.

SI has been successful in increasing the GPA and reducing DFW grades for students across the United States and that finding is supported by Medgar Evers College. The mean course grades for the courses for students who attended SI sessions were higher than for those who did not attend. The mean Sciences GPA average was 2.88 for the SI Group vs 2.15 for the Non-SI Group.

English Department Final Exam for Composition Courses

Students in composition courses take a departmental exam which assesses their performance in content: the ability to develop an essay that presents a focused response to the writing assignment, documentation: the ability to incorporate support for their own thoughts and identify sources formally or informally, reading comprehension: the ability to read critically, analyze and summarize reading material and language: the ability to communicate clearly and use the appropriate forms of language. Faculty cross-grade the departmental finals and use a rubric to evaluate students' performance.

CUNY Proficiency Exam (CPE)

Up through Fall 2010, the College used the CPE to assess students' competency in critical reading, writing and quantitative reasoning before they moved beyond 60 college credit hours. CUNY discontinued the use of the CPE. Prior to its discontinuation, passing the CPE was a requirement for graduation. As such, the CPE was considered as a proxy assessment for mastery of the core curriculum. The rationale for its discontinuation was that learning gains could not be measured since the exam was administered at a single point in time. Further since the exam was unique to CUNY, benchmark comparisons to other universities could not be made. Based on the recommendation made by the CUNY Proficiency Examination Task Force, the Collegiate Learning Exam (CLA) will be implemented as a pilot at MEC in Fall 2012.

Academic Annual Reports

At the department level, each department or program submits an Annual Report to the Office of Accreditation and Quality Assurance. The Annual Report reports on data at the program level and exemplars of assessment of student learning. The report also provides an opportunity for departments and programs to report on changes to their strategic and assessment planning activities. In completing their Annual Reports, departments rely upon data produced by The College Office of Institutional Research and Assessment (IRA). A College-wide data "Snapshot," annual data portraits specific to each program, and any special or ad hoc reports requested are distributed annually to each Dean and Chairperson.

Sustaining a Culture of Assessment

The College will continue its ongoing assessment of student learning in three cycles. A description of the cycles follows.

Faculty Professional Development: Cycle I

Cycle I will emphasize the institutionalization and expansion of student learning outcomes (SLOs). Faculty will focus on the following.

1. Writing SLOs; and understanding the difference between course outcomes and student learning outcomes;
2. Identifying and designing additional assessment instruments;
3. Integrating information literacy in the curriculum will begin;
4. Completing departmental mission statements and assessment plans;
5. Selecting an assessment software package.

The Department of Institutional Research and Assessment will continue to produce data and analysis for distribution to the cabinet, chairs, and directors. The Office of

Academic Affairs and the Office of Accreditation and Quality Assurance will collaborate and work with faculty on the following.

1. Development of a roster of “best practices” within MSCHE, CUNY schools and other institutions that have taken the lead in creating SLOs.
2. Offering of in-house SLO develop workshops (College level, School Level, department level)
3. Scheduling of progress meetings to revise and approve SLOs to present to college constituencies.
4. Reviewing and identifying additional (post SLO workshop) training needs.
5. Reviewing and refining SLO alignment with secondary school outcomes and anticipated post-secondary school outcomes;
6. Reviewing and refining SLO alignment with employer expectations, both general and discipline specific;
7. Designate a percentage of in-house faculty workshops focused on assessment. The annual Faculty Development Conference schedules at least one panel/workshop on assessment;
8. Identify conferences known for their assessment focus and designate representatives from both faculty and administration to attend;
9. Survey faculty and administration for training needs to expedite establishing student learning outcomes; and
10. Review student learning styles and explore relationship to different pedagogies and instructional techniques (e.g. learning communities, independent study, distance learning, service learning)

Cycle II. Assessment Database and Management

The Office of Academic Affairs, the Office of Accreditation and Quality Assurance and the Office of Information Technology will collaborate to assess and establish an effective management system for assessing and housing of a database.

1. Conduct an evaluation of the benefits and disadvantages of proprietary learning outcomes solutions software.
2. Reactivate SharePoint. Designate a SharePoint administrator. Conduct SP workshops. Begin uploading existing documents that support Middle States, NCATE, and Nursing accreditation.
3. Review relevant documents, and in cooperation with other committees assigned to reviewing individual documents, edit documents for consistency.
4. Organize web-based repository of assessment related materials.

Cycle III. Quality Assurance

The OAA and OAQA will clarify the leadership, development, implementation and reporting roles of OAA OAQA, deans, chairs, and other key units related to assessment of student learning. The following activities will be undertaken.

1. OAA and OAQA will identify stakeholders; conduct a literature review; schedule meetings/focus groups to develop a community approved selection of institutional and student outcomes.
2. OAQA will continue to create protocols and procedures that support and integrate quality assurance in all College operations and activities.

3. OAA and OAQA will review Middle States best practices as published and implemented within CUNY and MEC as well as in other similar schools to identify practices that can be adopted within the college
4. OAA and OAQA will ensure that key data in support of decision making is readily available and useful to primary users.
5. OAA and OAQA will develop a SLO attainment monitoring system
6. OAA and OAQA will identify critical reporting requirements related to SLOs that support timely reporting in addition to timely interventions.
7. OAA and OAQA will establish a college-wide tracking system that acts to incorporate SLOs across the curriculum, reinforces vertical alignment within disciplines of SLOs and increases responsiveness to follow-up on action items (e.g. revision of SLOs, reporting of SLOs, publishing schedules (curriculum guides, catalogs, syllabi, etc.)
8. OAA and OAQA will ensure that program reviews incorporate reporting on SLOs.

SECTION THREE

MAJOR CHALLENGES AND/OR OPPORTUNITIES

Changes in Executive Leadership

The Periodic Review comes at a unique time in the history of the College. In July of 2009, Dr. William L. Pollard was appointed President. As the new President of the College, his stated goal was to make Medgar Evers College the most student-centered college in the University. He began by restructuring personnel and responsibilities in the Office of Academic Affairs: Provost, Associate Provost, Dean of Academic Affairs, School Deans, and Department Chairs; the Office of Administration and Finance: Chief Information Officer, Assistant Vice President for Facilities and Management, Assistant Vice President for Budget and the Division of External Relations.

The roles and responsibilities of academic and administrative offices were also restructured to further promote the College's goal of becoming the most student-centered college, with the majority of student support services overseen by the Office of Student Affairs, while the areas of Enrollment Management, Admissions, Financial Aid and the Registrar report directly to the Office of the Provost. The Academic Computing and Web Technology offices, which were separate from Information Technology, are now combined into the Office of Information Technology.

These administrative and academic changes since 2009, along with the socio-economic challenges facing our students in a recession, have presented the College with a unique set of challenges in fully addressing the recommendations of Middle States Team and College Self-Study Reports. We remained committed to a continual process of institutional planning and renewal through program, department and unit assessment.

Strategic Planning Committee

Our ongoing commitment to institutional planning and assessment is reflected by the President's creation of a Strategic Planning Committee that will develop an Institutional Strategic Plan for 2012-2017. The Strategic Planning Committee, comprised of faculty, staff, students and administrators, was appointed by the President in the 2011-2012 AY; a senior member of the faculty was selected to chair the committee and an experienced consultant group was hired to work with the Strategic Planning Committee. The Committee held an academic year series of meetings, a faculty conference workshop, employed a campus-wide survey, held focus groups and made presentations to college-wide meetings to identify and inform the college community on the strategic planning process and developments on the Institutional Strategic Plan. The Committee is expected to present a report on its findings in Fall 2012.

The Institutional Strategic Plan will incorporate major strategic initiatives supported with measurable outcomes that will be vital in guiding the College for the next five years. We anticipate that the Strategic Plan, its vision, mission, and resource allocations, will guide our Middle State Action plans to strengthen and develop outstanding academic programs; promote assessment, expand the intellectual environment; and build strong business and community partnerships.

Customer Service Initiative

The President has addressed what has been considered a fundamental issue at the College: interpersonal and service delivery issues, that is concerns focused on the manner and way in which faculty, staff and administrators relate to each other as colleagues and how such interactions could have a detrimental effect on student outcomes. He convened a Customer Service Initiative Committee comprised of staff; faculty and administrators from all sectors of the College. The committee was charged to develop a staff development program to ensure that students would have a positive experience while attending the College. In that endeavor, he engaged TD Bank and the New York State Motor Vehicles Department as consultants and as a resource to provide “Best Practices” models for the committee to consider. See Appendix 6.

The Customer Service Committee planned a roll-out during the summer of 2011 and held twelve customer service employee training sessions over the course of the academic year; 158 Medgar Evers College employees took part. Through this Customer Service Initiative, expectations have been set for the services that are provided to our students and through the continued training modules each employee will now recognize and apply to their approaches in servicing students and their colleagues in daily interactions.

We are confident that through the Institutional Strategic Planning process, the work of this committee will continue in every area of the College and heightened qualitative and quantifiable goals will be set to enhance our ability to provide the best possible quality of service and instruction to our students.

Student Preparedness, Advisement and Retention

A major challenge for the College is the level of preparation of its students. The majority of the students who enroll in the College must take at least one course in remediation; thus, our students need extensive support services for successful performance and retention. It has been a challenge to provide the necessary resources and support for this population of students and the College is seeking external funding to support a more comprehensive learning environment which will include an expanded learning center, a writing center and a mathematics center. A faculty and staff hiring plan proposed by the Office of Academic Affairs for the next academic year includes plans for a Writing Center Director and Mathematics Center Director. The identification of directors who will have oversight for these centers will certainly strengthen academic support in the areas of reading, writing and mathematics.

Additionally, we expect that the results from the College’s evaluation of its Freshman Year Program and Student Support Advocacy Center will provide specific strategies for improving the advisement structure and ultimately the retention of students.

Academic Programs and Faculty

We know that there is a relationship between student retention and the quality and competitiveness of academic programs and faculty. The shift in the economy, new technological advances and the needs and demands of more global world initiatives have made the job market more competitive. Students are seeking more interdisciplinary and

professionally oriented programs. There have been no academic programs created in the College since the last decennial visit; however, several departments have Letters of Intent in process and we anticipate that new degree programs will be forthcoming. Additionally, we know that the status of an institution is affected by the breadth and depth of the expertise, scholarship and research of its faculty. There have been very few faculty hired in academic departments and disciplines for the last three years. We anticipate that the Provost's proposed hiring plan of 59 faculty over the next five years will strengthen academic programs and improve the retention of our students.

College Governance

An ongoing challenge of the College has been its inability to use the College Council, the legislative body of the College, to conduct business. Over the last three years, the College has had minimal College Council meetings because it has not been able to obtain a quorum. This has affected the approval of curriculum, academic policy and administrative and academic initiatives. The College continues to seek ways to address this issue as it has impacted on faculty morale and the ability to enhance and strengthen academic programs.

SECTION FOUR: ORGANIZED AND SUSTAINED PROCESSES TO ASSESS INSTITUTIONAL EFFECTIVENESS AND STUDENT LEARNING

Overview

The College has a commitment to implement and improve its assessment planning and processes and to sustain a successful assessment and planning culture. As outlined in Section 2: Summary of the Institution's Response to Recommendations, the fulfillment of the College's goal to develop a comprehensive assessment plan was hindered by a transition in administrative leadership and responsibilities. This occurred as the result of the appointment of President Pollard in Summer, 2009.

Assessing the effectiveness of the institution occurs on the college, school, department, program, and student level. As a senior college within the City University of New York, the College is subject to the strategic goals and targets set by the university administration. These goals and targets (known as the Performance Management Plan (PMP) guide the assessment of the college in raising academic quality, improving student success, and enhancing financial and management effectiveness. (See Standard 7). Assessment of schools, departments, programs and students is guided by the criteria of professional accreditation organizations for the School of Business and the Departments of Education and Nursing. The Social Work degree program is also assessed by a professional accreditation organization. Those departments and units without degrees requiring professional certification inform their assessment by recommendations from the Office of Accreditation and Quality Assurance and by guidelines and criteria specific to their professional organizations and (See Standard 14).

Assessment plans and processes consistently include institutional, school, departmental, program, and classroom goals and objectives; performance measures related to each outcome; data collection, analysis, and reporting; dissemination of assessment results, and a full integration of assessment information on strategies to improve programs and student learning outcomes and performance.

Goals for Sustained Process of Institutional Effectiveness and Student Learning

- Conduct a comprehensive evaluation of the College's current state of assessment initiatives to ascertain the effectiveness of these activities/plans
- Develop an institutional assessment plan outlining college objectives and timetables to insure the implementation of student learning outcomes for all academic schools and departments and the efficient/effective operation of all administrative units
- Collaborate with key stakeholders outlining future goals and aspirations appropriately linked to the CUNY Performance Management Plan.
- Expose more faculty, staff and administrators to a shared assessment vocabulary and best practices in writing plans, outcomes, and identifying assessment instruments.

- Develop a website with current and archival material, useful links, and basic assessment tools for sharing results college-wide.

The goals for the development of an organized and sustained process for renewal and assessment of student learning are further delineated in Standard 14, under the section: Sustaining a Culture of Assessment.

Strategies for Developing an Assessment Plan

- Clarification of the leadership and reporting roles for the development and implementation of an assessment plan.
- Development of an Assessment Committee as a standing committee of College Council.
- Appointment of an Assessment of Student Learning Coordinator in each school or department.

The strategies needed for the development of a college-wide comprehensive assessment plan are further delineated in Standard 14.

ME MEDGAR EVERS
COLLEGE
The City University of New York
1970 1650 Bedford Ave, Brooklyn, NY 11225