

MEDGAR EVERS COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

# Medgar Evers College Institutional Assessment Plan

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2013 - 2017

Fall 2013

## Medgar Evers College Institutional Assessment Plan 2013-2017

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**Medgar Evers College**  
**Institutional Assessment Plan 2013-2017**

**I. CONTEXT FOR THE MEDGAR EVERS COLLEGE ASSESSMENT PLAN**

Medgar Evers College (MEC) was established to meet the educational and social needs of Central Brooklyn; its mission is to develop and maintain high quality, professional and career-oriented undergraduate degree programs in the context of liberal education. MEC's mission goals encompass service to the community, essential skills and knowledge, liberal education outcomes, leadership development, work environment, and institutional effectiveness (see Appendix A: Medgar Evers College Mission Statement and Mission Goals).

MEC is one of 19 undergraduate institutions in The City University of New York (CUNY), and the only comprehensive, four-year CUNY institution founded as a result of collaborative efforts by community leaders, elected officials, and the Chancellor and Board of Trustees of the University. MEC celebrates a Founders' Day to commemorate this community involvement, and the Community Council continues to play an active role in raising scholarship funds and promoting the College. MEC houses three academic schools (Business; Science, Health & Technology; and Liberal Arts & Education) that collectively offer 8 associate degree programs and 18 baccalaureate programs. Additionally, the School of Professional and Community Development offers a wide range of programs for youth and adults aimed at college preparation, career development, and community involvement.

The profile of the College's nearly 7000 students provides a context for MEC's Assessment Plan. Classified as a comprehensive college within CUNY, MEC admits both associate and baccalaureate students, most beginning in associate degree programs. MEC is the only Predominantly Black Institution (PBI) in CUNY. Nearly 90% of its students are African American; forty percent are foreign born, the majority of whom are of Caribbean descent; and nearly 75% of MEC students are female. Students thus bring to MEC rich cultural capital and an enduring belief that education can improve their quality of life. At the same time, these students face challenges. In fall 2012, over 85% of first-time freshmen required remediation in math, reading and/or writing. Many of these students who enter MEC requiring remediation also face obstacles at other key transition point in their progress toward earning a degree.

Given the obstacles MEC students face relative to degree attainment, the College recognizes the need to systematize data collection and analysis in relation to key transition points along a student's educational journey. The MEC Assessment Plan, framed by the Student Success Progression Model described more fully below, focuses on student progress and success— from

pre-admissions through remediation, the first year experience and gateway courses, credit accumulation in the major and general education, and ultimately through transfer and degree attainment. Assessment at all levels and across departments and units is framed by the Progression Model, emphasizing that all members of the College community have a role in and responsibility for student success.

## **II. ASSESSMENT PLAN PRINCIPLES AND GOALS**

The overall purpose of MEC's Assessment Plan is to establish ongoing systems and processes to gather evidence that will lead to improved student learning outcomes and institutional effectiveness. The Plan is founded on the following assessment principles:

- Assessment must be linked to the mission and goals of the institution;
- Assessment processes and results must be transparent, and engage a diverse set of stakeholders from across the community, both internal and external to the College;
- Assessment methods must be fair, accurate, relevant and authentic, incorporating data from multiple perspectives;
- Assessment must be cyclical, systematic, and longitudinal; and
- Assessment must be formative, to impact pedagogical and operational practice, as well as summative, to guide program improvement, policies and resource allocation.

MEC's assessment methods include the systematic gathering, review, and use of data, including direct and indirect evidence from multiple sources. Data analysis informs institutional knowledge about student characteristics; what students know and are able to do; and the impact of academic programs, administrative units, and external programs on student learning. Monitoring and assessment of the assessment process ensures that programs and units use assessment to sustain a culture of renewal and continuous improvement—aimed at the Institution's collective capacity to foster student success and progress. MEC's Institutional Assessment Plan establishes an infrastructure and articulates processes to implement best practices in assessment and to address the following assessment needs of the College:

- Implement a comprehensive, sustainable, and systematic process to assess institutional effectiveness, student learning at the course and program levels, and general education learning outcomes;
- Assess student learning at each key transition point in a student's educational experience, as framed by MEC's Student Success Progression Model;
- Systematically collect and assess evidence of student learning for program assessment and accreditation (for MSCHE, NCATE, NLNAC, ACBSP, CSWE);

- Assess institutional progress toward the goals established in the Institutional Strategic Plan, and CUNY’s Performance Management Process and Master Plan;
- Use assessment results to improve programs and services, and to determine resource allocations and future planning needs; and
- Assess and improve the entire assessment process— always with the aim of improving student learning and institutional effectiveness.

**III. ASSESSMENT FRAMEWORK: THE STUDENT SUCCESS PROGRESSION MODEL**

The 2013-2017 Institutional Assessment Plan is framed by MEC’s Student Success Progression Model (SSPM), which identifies unique points in a student’s progress that are critical to their college readiness, retention, progression and time-to-graduation. As developed in 2010 by MEC’s Office of Institutional Research and Assessment, the SSPM focuses institutional data collection and analysis on key transition points in a student’s educational experience from pre-admission to entry, through exit from remediation, the first year experience and gateway courses, credit accumulation in the major and general education, associate to baccalaureate program articulation (for external and internal transfers), and through progress to degree attainment and post-graduate outcomes. MEC’s assessment framework thus centers on student success, establishing a unifying focus across academic and operational units, and recognizing the challenges MEC students face in making progress toward degree completion. Institutional research at MEC and CUNY, as well as the broader college completion agenda, support this “educational pipeline” approach. For examples, see research and policy papers from The National Center for Postsecondary Research ([www.postsecondaryresearch.org](http://www.postsecondaryresearch.org)), Jobs for the Future ([www.jff.org](http://www.jff.org)), the Community College Research Center ([www.ccrcc.tc.columbia.edu](http://www.ccrcc.tc.columbia.edu)), Complete College America, and the Lumina Foundation ([www.luminafoundation.org](http://www.luminafoundation.org)).

SSPM data analysis informs course, program, and institution-level assessment and addresses key MEC institutional improvement needs. The stages of the SSPM and related institutional improvement goals can be illustrated graphically as follows.

| Stages of the MEC Student Success Progression Model | Key Institutional Improvement Indicators Related to Stages of SSPM |
|---|--|
| Pre-Admissions<br>↓<br>Admissions<br>↓              | Enhance college readiness through pre-college partnerships         |

|   |  |
|---|--|
| <p>Entering Students<br/>↓</p>  | <p>Improve orientation and advisement services for diverse populations (GED recipients, recent high school graduates, transfers, adults)</p>   |
| <p>First-Year Experience<br/>Exit from remediation<br/>First-year outcomes<br/>↓</p>  | <p>Improve remedial exit rates<br/><br/>Reduce the time spent in remediation<br/><br/>Increase first-year credit-accumulation<br/><br/>Improve success rates in gateway courses</p>  |
| <p>Experience in the Major<br/>↓<br/>Continued Progress to Associate Degree Completion<br/>or<br/>Point of Transfer to Baccalaureate Program<br/>↓<br/>Articulation between Associate and Baccalaureate Degree Programs<br/>↓<br/>Continued Progress to Baccalaureate Degree Completion<br/>↓<br/>Career Development<br/>↓<br/>Graduation<br/>↓</p> | <p>Increase students' overall rate of credit accumulation<br/><br/>Improve student learning outcomes in the major and general education<br/><br/>Improve articulation between associate and baccalaureate programs for internal and external transfers<br/><br/>Improve graduation rates</p> |
| <p>Graduate Outcomes and Alumni Engagement</p>  | <p>Improve alumni tracking<br/><br/>Improve educational and employment outcomes<br/><br/>Increase and recognize alumni contributions to the College and broader community</p>  |

**IV. ASSESSMENT METHODOLOGY**

Assessment is designed to improve student learning outcomes and enhance institutional effectiveness, and occurs at the following levels:

- A. Assessment of institutional effectiveness relative to established goals;

- B. Assessment of the general education program, including assessment of student learning outcomes across courses;
- C. Assessment of academic programs; and
- D. Assessment of targeted courses and individual student learning within courses.

#### **A. Institution Level Assessment**

As indicated above, the Office of Institutional Research and Assessment collects and analyzes institutional data at every stage of the SSPM at regular intervals (see Appendix B: MEC Institutional Assessment Measures). The SSPM also provides for the regular collection and analysis of CUNY-generated data as well as externally-derived data such as through the Noel Levitz student satisfaction survey and the National Survey of Student Engagement, again collected at every stage to provide for peer institution comparisons and benchmarking. The results are reported to the President's Executive Cabinet to determine institutional priorities and related resource needs, and to academic departments and operational units to inform action planning as described below. As an example, based on the Office of Academic Affairs examination of SSPM data related to remediation, "improving remedial outcomes" has been identified as an institutional priority for 2013-2014 and beyond. Further analysis identified proven strategies to address this need, resulting in program modifications and additional resource allocation to implement CUNY Start (an intensive, full-time intervention for students with two or three remedial needs), expand participation in summer and winter immersion (intensive 4-6 week programs focused on individual remedial needs), and redesign existing semester-based remedial courses. Thus, the data analysis impacted curriculum and program design, pedagogy, program delivery, service orientation, and resource allocation.

SSPM data collection and analysis in turn supports CUNY's Performance Management Process (PMP), which provides an organized and sustained process of institution-level evaluation, planning, implementation, and assessment. Using a standard data collection and reporting template, every CUNY college must undertake the annual process of institutional target-setting and assessment aligned with 9 University-wide objectives. Early in the spring semester, the Chancellor sets the University's performance targets for the upcoming academic year and shares them with the college presidents. The college presidents in collaboration with their executive teams and college communities establish their own targets in alignment with those of the University as well as unique institutional priorities, in the case of MEC as established through the Institutional Strategic Plan. In May of each year, MEC holds work sessions with academic department and operational unit teams to review the college's current year performance data relative to PMP targets and make required adjustments in targets for the following year. The performance data are used to set priorities, allocate resources, and develop annual tasks to assist in meeting or exceeding the targets for the upcoming year (see

Appendix C: 2013-2014 CUNY and MEC PMP Targets). Institution-level assessment— aligned with the SSPM and the PMP targets— further serves as a catalyst for the ongoing development of departmental and operational action plans as described below.

Departmental and operational unit level assessment is conducted through the annual process of action planning, initiated in 2012-2013 to implement MEC’s 2012-2017 Institutional Strategic Plan. MEC has defined action planning teams by academic department and operational unit (see Appendix D: MEC Academic Departments and Operational Units). Throughout the life of the Institutional Assessment Plan, each academic department and operational unit will complete an annual action plan using a standard template aligned with mission goals and institutional initiatives defined in the Strategic Plan (see Appendix E: 2013-2014 Action Plan Template). Using an Action Plan Evaluation Rubric, the Office of Academic Affairs and the Office of Accreditation and Quality Assurance will provide feedback to departments and units on the quality of their plans, will identify professional development needs related to planning and assessment, and will identify any gaps in addressing Strategic Initiatives (see Appendix F: Action Plan Evaluation Rubric). Results of this evaluation will be reported to the Institutional Effectiveness and Assessment Committee described below, reporting to the President’s Executive Cabinet, for discussion and action as needed.

The annual process of developing and monitoring progress on departmental and unit action plans will be facilitated through early summer and intersession college-wide forums, as well as regularly scheduled review of results at departmental, operational unit, and school-wide meetings. The MEC Dashboard Report aligned with the SSPM (see Appendix G: MEC Dashboard Report) provides a standard set of institutional data to inform the action planning process, particularly for operational units. Additionally, the Office of Institutional Research and Assessment annually provides each academic department with department-specific data related to enrollment trends and student outcomes (see Appendix H: Departmental Data Set); these data are derived from standard institutional reports and have been provided to departments since 2007. Action plans document the results of the previous year’s efforts, and reflect goals, actions, and budget priorities for the coming academic year. The College is in the process of moving the deadline for action plans forward to coincide with the budget call process and the beginning of the fiscal year.

An essential component of MEC’s mission as described earlier is the role of the broader community, in both founding the College and in ongoing efforts to promote and strengthen the College. To more directly involve the broader community in institutional assessment, the College will institute, starting in December 2013, an annual community meeting devoted to a



review and discussion of institutional effectiveness relative to the Strategic Plan, PMP and other metrics as defined over time through the process.

The annual Institutional Assessment Calendar follows.

### MEC INSTITUTIONAL ASSESSMENT CALENDAR

| <i>Timeline</i> | <i>Institutional Assessment Activity</i>  |
|-----------------|---|
| spring, fall    | Institutional data collection and analysis linked to each stage of SSPM   |
| January         | Action Planning Mid-Year Results Forum  |
| February        | University PMP targets established for the subsequent academic year   |
| March           | Budget Call<br>PMP departmental/ unit progress reports due to OAA   |
| April           | Departmental/Unit Budget and Action Planning Sessions   |
| May             | Departmental/Unit PMP Sessions<br>Dashboard and departmental data sets distributed<br>Planning Forum  |
| June            | PMP Report and Targets submitted to CUNY<br>Departmental/Unit Action Plans submitted to MEC Office of Academic Affairs*<br>Budget allocation received; budget finalized |
| October         | Publication of MEC Snapshot   |
| November        | Strategic Plan Implementation/Institutional Assessment Report Published   |
| December        | Community Meeting on Institutional Effectiveness  |

\* 2013-2014 action plans are due in September 2013; subsequent action plans will be due in June

#### **B. General Education Program Assessment**

In December 2008, the MEC General Education Committee began the multi-year process of revising MEC's general education program (GEP). MEC's new GEP stems from its mission, which addresses the College's commitment to general/liberal education and sets forth goals that specifically relate to general education (see Appendix A). MEC's GEP employs the Essential Learning Outcomes of *Liberal Education and America's Promise* (LEAP), developed by the American Association of Colleges & Universities to provide national benchmarks for college learning and liberal education in the 21<sup>st</sup> century. The Essential Learning Outcomes serve as the basis for the evaluation and revision of existing courses, the development of new courses, and the development and conduct of general education program assessment.

Shortly after MEC finalized its new General Education Program, the CUNY Pathways Initiative mandated a University-wide general education framework for all undergraduate students,

consisting of a 30-credit Common Core and up to 12 credits additionally as a “College Option” for baccalaureate students, to be implemented in fall 2013. Learning outcomes were designed by CUNY-wide faculty committees for each Common Core area. Any course in the Common Core must include the CUNY-wide learning outcomes and must be approved at the University-level. MEC aligned its new General Education Program with the requirements of Pathways (see Appendix I: MEC’s General Education Program and Pathways Requirements). In addition to the General Education Program assessment planned for MEC and described below, CUNY is in the process of establishing University-wide general education program assessment guidelines, which will be incorporated into MEC’s assessment methods when available.

Going forward, MEC will assess general education learning outcomes via three primary methods: course-based assessment, starting with writing and quantitative literacy skills in 2013-2014; capstone assessment, starting with an evaluation of existing capstone courses in 2013-2014; and institution-level assessment of key skills through the administration of the Collegiate Learning Assessment (CLA). These three methods will allow MEC to assess student learning in general education across their experience from entry to program completion, reflecting MEC’s use of the SSPM as an assessment framework as described earlier. The three assessment methods for general education are described in greater detail below.

Given that the General Education Program will be newly implemented in fall 2013, course-level assessment in 2013-2014 will focus on student learning in the development of writing and quantitative literacy skills. This focus reflects the SSPM framework, and the challenges that MEC students face in key gateway courses. Three Foundation courses have been selected for the initial assessment year: English Composition 1 (ENGL 112) to assess writing skills, and The Nature of Mathematics (MTH 115) and Intermediate Algebra and Trigonometry (MTH 136) to assess quantitative literacy. Additionally, two writing intensive (WID) general education courses will be selected for initial assessment. The cohort of students to be assessed will include first-time freshmen and students who have exited remediation and are taking their first college-level English and mathematics courses.

In fall 2013, selected faculty teaching the five courses listed above will be provided training in the use of standard rubrics and electronic portfolios. Electronic Portfolios will be used as the repository for student work, standards, and rubrics for the purposes of assessing General Education Essential Learning Outcomes. MEC has an established e-Portfolio platform and currently uses e-Portfolios for assessment in Education and in SEEK/Special Programs. The Office of Academic Affairs is committed to managing the expanded use of e-Portfolios for assessment, including providing funding for needed professional development and ongoing funding for the maintenance of the platform.

In spring 2014, selected faculty in the targeted courses will collect artifacts of student work and evaluate their achievement of writing and quantitative literacy outcomes according to three standards: 1) needs improvement, 2) meets expectations, and 3) exceeds expectations. The development of student skills and progress made during the course will also be examined by collecting student work at the beginning of the class and at the end. Outcomes will be assessed using the VALUE (Valid Assessment of Learning in Undergraduate Education) Rubrics developed through the LEAP initiative (see [www.aacu.org/value/rubrics/index](http://www.aacu.org/value/rubrics/index)). The General Education Committee will report on the results of the initial assessment activities in June 2014, and will determine, in consultation with the Office of Academic Affairs, the courses and faculty to be included in the 2014-2015 general education assessment activities, and any changes to be made based on the initial assessment.

Looking beyond the GEP curriculum, MEC recognizes the role of the academic major in meeting essential learning outcomes. The culminating experience in the major, thus, provides an opportunity for evaluation of student achievement relative to the learning outcomes of the major as well as to general education outcomes. While a capstone course is not part of the GEP, in 2012-2013, 69% of MEC graduates participated in a capstone course, and 17 of 18 baccalaureate programs offer capstones. During 2013-2014, the Office of Academic Affairs will conduct an analysis of capstone courses at MEC to determine how best to incorporate them into general education assessment and to improve student learning in the capstone.

In addition to the general education program assessment described above, MEC participates in the CUNY-wide administration of the Collegiate Learning Assessment (CLA), initiated in 2012-2013. The CLA was developed by the Council for Aid to Education to measure colleges' ability to improve the critical thinking, analytic reasoning, problem solving, and written communication skills of their students from when they enter as freshmen to when they exit upon graduation, thus measuring the "value added" by the institution. Each year the CLA is administered to samples of freshmen and seniors at over 170 colleges across the United States. This allows individual colleges to view the performance of their students in the context of the performance of all other colleges and students participating in that year's CLA. Colleges can determine if the learning gains they observe in their students from the freshman to the senior year are as expected compared with those observed at other colleges with similar characteristics, and with students of similar entering academic abilities as indicated by the high school SAT and ACT scores (or on a supplemental assessment for students who do not take the SAT or ACT). MEC's results on the CLA will supplement the findings of the general education assessment described above, and will contribute to ongoing dialogue about curricular and pedagogical improvements.

Below is an overview of the assessment activities for 2013-2014 to be undertaken by the General Education Committee and the Office of Academic Affairs. At the end of the academic year, the results of implementing assessment activities across the three areas will be evaluated by the General Education Committee and the Office of Academic Affairs to inform the GEP assessment plan for 2014-2015 and to support continuous improvement.

**MEC GENERAL EDUCATION PROGRAM ASSESSMENT: 2013-2014**

| <i>Date</i> | <i>Course-based Assessment</i>   | <i>Capstone Analysis</i>  | <i>CLA</i>  |
|-------------|--|---|---|
| September   | Confirmation of faculty/ sections to be included in assessment (ENG 112, MTH 115, MTH 136, 2 WID courses) in spring 2014   | Data collection and analysis on capstone courses: sections, faculty, enrollment, completion | Recruitment for freshman sample   |
| October     | Professional development: e-Portfolio  | Review and evaluation of existing capstone syllabi  | CLA administered to freshmen  |
| November    | 1. Collection and adaptation of existing MEC rubrics for English and math<br>2. Professional development: use of VALUE and MEC rubrics to assess student work              | Review and evaluation of existing capstone syllabi  |   |
| February    | Collection of student work at beginning of course  | Convene forum of faculty teaching capstones   | 1. Analyze freshmen results<br>2. Recruitment for senior sample             |
| March       |  | Professional development: use of VALUE and MEC rubrics to assess student work               | CLA administered to seniors   |
| April       |  | Draft a capstone course assessment plan for review/ revision                                |   |
| May         | Collection of student work at end of course  | Finalize capstone course assessment plan for 2014-2015                                      |   |
| June        | Convene faculty forum for assessment of student outcomes in targeted courses   |   |   |
| August      | Report on results of 2013-2014 assessment and make recommendations for improvement; confirm courses/ faculty/ sections to be included in 2014-2015 course-level assessment |   | Analyze senior results; communicate findings and recommendations to faculty |

### **C. Academic Program Level Assessment**

The effectiveness of academic program assessment currently varies significantly by department, with some programs at the initial stages of determining learning outcomes while others have developed and implemented formal assessment plans. Professionally accredited degree programs have established program level and course level assessment plans as required by their respective accreditation organizations (see Appendix J: Program Level Assessment). Academic degree programs are formally reviewed every five years on a rotating schedule (see Appendix K: Academic Program Review Schedule). Accredited programs are exempt from the MEC process and follow the requirements of their accrediting bodies, with support from the Office of Academic Affairs and the Office of Accreditation and Quality Assurance. All non-accredited programs must complete academic program reviews in compliance with MEC guidelines (see Appendix L: Academic Program Review Guidelines). The process has four stages: 1) planning (new for 2013-2014), 2) self-study (existing for many years), 3) external review (existing for many years), and 4) implementation (new focus for 2013-2014).

The Academic Program Review Schedule allows one year for each of these phases, although only the self-study and implementation require a full academic year. During the planning year, the Office of Academic Affairs and the Office of Accreditation and Quality Assurance facilitate early preparation for self-study, including identification of the program review team, identification of challenges, the collection of data, and the development of a plan for self-study. Additional professional development activities are tailored to the needs of the department. A critical component of the submission is the program assessment plan. MEC developed an assessment plan template to formally document the methods used to assess program-level learning outcomes (see Appendix M: Assessment Plan Template). All academic departments and all academic support services areas will be expected to document assessment plans, if they have not already, during 2013-2014.

After submission of the Program Review, the department— in consultation with the Office of Academic Affairs and the Office of Accreditation and Quality Assurance—identifies an external review team, typically 2-3 faculty from other CUNY or similar colleges. The external review team spends a day on campus meeting with faculty and administrators and visiting classes, and later submits a report with observations and recommendations back to the department. Following the self-study and external review, the program implements the recommendations for improvement, feeding into the annual action planning process described above. The MEC guidelines for Academic Program Review and the results of the review process are evaluated by the Office of Accreditation and Quality Assurance as part of that unit's action plan.

#### **D. Course Level Assessment**

Course level assessment is in the initial stages, particularly for non-accredited programs. Recently, course level assessment has focused on remedial courses and high enrollment/ high failure courses— often gateway courses in the major. The remedial course assessment resulted in a remedial course redesign project being implemented in 2013-2014, as well the implementation of CUNY Start and plans to expand summer and winter Immersion as indicated above. The gateway course assessment resulted in the implementation of supplemental instruction in targeted courses beginning in spring 2011. Going forward, course level assessment in general education will take place in 2013-2014 and in subsequent years as described above. Also, as indicated above, MEC will undertake an analysis of capstone courses in 2013-2014 to develop a plan to improve the rigor of capstones and their effectiveness in assessing outcomes in the major as well as general education learning outcomes. This will lead to the assessment of targeted capstone courses in 2014-2015. For the duration of the Assessment Plan and reflecting the SSPM framework, MEC will focus assessment on these four types of courses— remedial, gateway, general education, and capstone— that are critical transition points in students' progress to degree completion. Annual assessment activities will take place for each type of course; the Office of Academic Affairs will:

- identify courses for assessment (2-4 per type per year) and faculty to participate (creating a cohort of faculty that will meet together periodically for professional development and sharing of strategies);
- provide training and opportunities for collaboration to support faculty in assessing student learning based on existing learning outcomes and assessment methods;
- provide support for faculty to review outcomes and develop plans for the improvement of student learning as well as assessment methods;
- provide venues for faculty to share results and plans with colleagues.

#### **V. INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT COMMITTEE**

In order to promote an ongoing culture of assessment, MEC established a college-wide Institutional Effectiveness and Assessment Committee in the spring 2013 semester. This committee, chaired by the Provost, oversees implementation of the MEC Assessment Plan and integrates assessment activities related to strategic planning, the PMP, general education assessment, and departmental/program assessment (see Appendix N: Institutional Effectiveness and Assessment Committee Overview). Previously these assessment efforts took place largely in silos and without comprehensive and sustained institutional oversight. The Committee brings together a broad constituency— representing all academic departments and major operational units— committed to improving student learning outcomes and increasing institutional effectiveness (see Appendix O: Institutional Effectiveness and Assessment Committee Membership).

Based on assessment results as well as the ongoing monitoring of assessment methods, processes and activities, the Committee makes recommendations to the President's Executive Cabinet related to enhancing assessment efforts as well as using assessment results to improve student learning and overall institutional effectiveness. The Executive Cabinet comprises the President and the Vice Presidents of Academic Affairs, Budget/ Finance, External Relations, and Student Affairs. The Executive Cabinet ensures college-wide compliance with the Assessment Plan. The Provost's Office in partnership with the Office of Accreditation and Quality Assurance provide sustained support for the work of the Institutional Effectiveness and Assessment Committee, including an annual budget for professional development on assessment. The Office of Institutional Research and Assessment provides data collection and analysis framed by the SSPM.

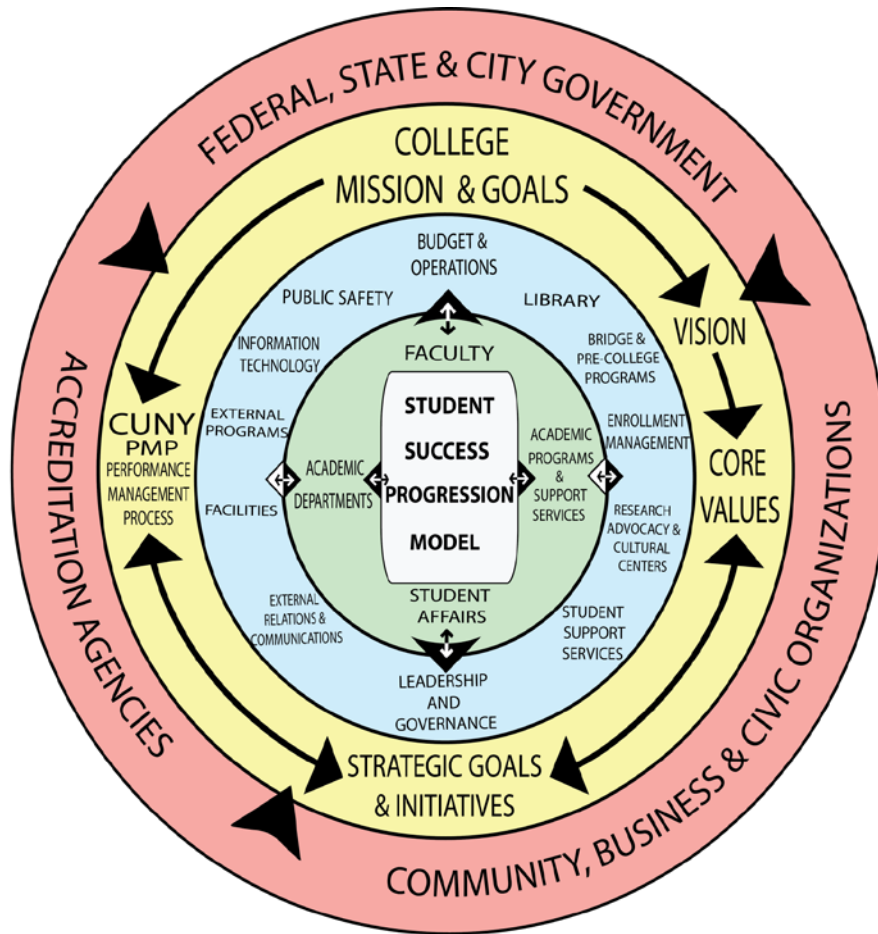
## **VI. CONCLUSION: IMPLEMENTING COMPREHENSIVE ASSESSMENT**

MEC recognizes that assessment at the College has been sporadic rather than systematic, isolated rather than integrated, and variable across departments and units. The Institutional Assessment Plan is designed to implement a comprehensive, sustainable, and systematic process to assess institutional effectiveness, student learning at the course and program levels, and general education learning outcomes. Additionally, the Plan is designed to integrate the factors that impact assessment: the College's mission and goals, core values and vision, Institutional Strategic Plan, University-wide Performance Management Process (PMP), and external factors such as accreditation agencies and the very significant impact of the broader community. MEC's origin, being established by the community and for the community, requires an assessment approach that looks outside the College, both to gather data and to inform broader policy and practice, particularly through partnerships with high schools, community-based organizations, and local businesses to strengthen the educational "pipeline."

The SSPM reflects the belief that all members of the college community have a responsibility for student success all along their educational journey, to foster and create a better life for those who enroll in the College and to make a positive difference through education in the community within and outside the College. As illustrated through the graphic below, MEC puts the SSPM at the center of assessment efforts, and recognizes the primacy of student engagement with faculty, academic departments, academic programs, and support services relative to student success. Moving outward, the graphic illustrates the role of operational and administrative units in promoting student success. Finally, the graphic underscores the dynamic and reciprocal relationships Medgar has with external professional, community, and governmental organizations and agencies, highlighting in particular MEC's unique relationship with its external community as described earlier. The graphic illustrates how student outcomes

are affected most directly by pedagogy and curriculum—both inside and outside the classroom— but also by the ways in which programs and services are delivered across all College units, by interactions with the community, and by changes in public policy. The MEC Institutional Assessment Plan reflects these reciprocal relationships and shared responsibility.

**MEDGAR EVERS COLLEGE: IMPLEMENTING COMPREHENSIVE ASSESSMENT**





**MEDGAR EVERS COLLEGE  
THE CITY UNIVERSITY OF NEW YORK  
MISSION STATEMENT**

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 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.

**MISSION GOALS**

**GOAL ONE:** 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.

**GOAL TWO:** The College seeks to provide students with the essential basic and academic knowledge and skills necessary for rigorous undergraduate study, entry into graduate and professional schools, career advancement and to incorporate the experiential resources of students into their attainment of skills and knowledge and academic excellence.

**GOAL THREE:** The College seeks to improve students' understanding of self, past and present societies, and future trends by providing its students with a liberal education which communicates the knowledge of tradition, the teachings of scholars, and the beauty and profundity of their cultural heritage.

**GOAL FOUR:** The College seeks to prepare students for leadership roles in a changing world, so that they and the College can be energizers or change-agents in the community.

**GOAL FIVE:** The College seeks to develop non-degree educational and co-curricular social, economic, and cultural programs which serve its students and a broad population of community residents.

**GOAL SIX:** The College seeks to fulfill its mission through active interaction with community representatives.

**GOAL SEVEN:** The College seeks to create a positive environment that provides opportunities for professional growth of all its employees and that permits freedom of thought and inquiry, the free exchange of ideas, and the pursuit and advancement of knowledge by faculty and students.

**GOAL EIGHT:** The College seeks to develop and maintain processes and procedures for coordination and oversight that ensure that standards of quality are met and that its Mission, Goals, and priorities are accomplished as effectively and efficiently as possible.

**MEDGAR EVERS COLLEGE ANNUAL INSTITUTIONAL ASSESSMENT MEASURES**  
**June 2013**

| <b>Stage of a Student's Progression</b>   | <b>Key Institutional Data / Frequency</b>   | <b>Benchmark and External Data / Frequency</b>  | <b>Department/ Program/ Unit Primary Users</b>  | <b>Sample Action/Use of Data</b>  |
|---|---|---|---|---|
| <b>Pre-Admission</b>                      | College Now Annual Reports (Annual)<br><br>School of Professional & Community Development (SPCD) Youth Programs Year-End Report (Annual)    | CUNY Placement Exams (Ongoing)<br><br>Regents Exams (Annual)<br><br>Performance Rates on GED Exams (Ongoing)  | Office of Academic Affairs (OAA)<br><br>College Now Office<br><br>School of Professional & Community Development (SPCD)<br><br>Enrollment Management<br><br>Budget Office | College Now students identified and recruited for possible degree programs<br><br>SPCD creates bridge programs in ESL, GED prep and literacy and certificate programs in collaboration with academic departments  |
| <b>Recruitment and Admissions</b>         | Admission Trend Report (By semester- November & March)<br><br>Zip Code and Feeder High School Trend Report (By semester - November & March) | CUNY Applicant Report- Office of Admissions Services (Semester)<br><br>Occupational Outlook Quarterly from the U.S. Bureau of Labor Statistics. (Quarter) | OAA<br><br>Enrollment Management<br><br>Academic Departments & Programs<br><br>Budget Office<br><br>Facilities Management   | Enrollment Management uses the Feeder High School report to strengthen recruitment by targeting principals and guidance counselors<br><br>Enrollment Management develops profiles of recruitment cohorts;<br><br>Data from Admission Trend and Occupational Outlook are used by Enrollment Management to develop ten year projections.<br><br>Academic Departments & Programs attend orientations to recruit students for specific majors |
| <b>Entering Students (measured at the</b> | Freshman and Transfer Portraits (November)  | The CIRP (Biennially in the fall semesters- in alternate  | OAA   | Student portraits and ESQ are used for the academic departments and   |

| Stage of a Student's Progression  | Key Institutional Data / Frequency   | Benchmark and External Data / Frequency   | Department/ Program/ Unit Primary Users   | Sample Action/Use of Data   |
|---|--|---|---|---|
| <b>point of entry)</b>  | Entering Student Query (ESQ), (Biennially in the fall semesters in alternate years with the Cooperative Institutional Research Program Freshman Survey Report)   | years with ESQ)<br><br>CUNY Placement Exams (Ongoing)   | Enrollment Management<br><br>Academic Departments & Programs<br><br>Freshman Year Program (FYP) & SEEK<br><br>Student Affairs<br><br>Student Support Services   | operational units to understand demographic shifts, and “the Medgar Evers student”, to recruit students for the major, to develop and improve curricula and to plan FYP, basic skills curriculum and course offerings.<br><br>New for fall 2013: Entering freshmen allowed to have undeclared majors so that they may continue to take basic skills and college level courses without having their financial aid affected   |
| <b>First Year Experience</b><br><br><b>- Remediation Exit</b><br><b>- First-year outcomes</b> | Remediation Exit Rate After One Year - Trend Report (Annual- May)<br><br>Remediation Exit Rate at 30 Credits - Trend Report (Annual- May)<br><br>Retention Rate and other First-year Outcomes (Annual- May)<br><br>High Fail Courses Report (Semester) | National Survey of Student Engagement (NSSE) – Freshmen (Annual - in Spring semester)<br><br>Collegiate Learning Assessment (CLA) – Freshmen (Semester) | OAA<br>Enrollment Management<br><br>Academic Departments & Programs<br><br>Student Affairs<br><br>Center for Student Advocacy & Support Services (SASSC)<br><br>FYP & SEEK<br><br>Office of Research & Sponsored Programs | SASSC to assess the trend of student outcomes of the students they serve;<br><br>OAA developed a Supplemental Instructional Program to support student success in gateway courses.<br><br>FYP redesigned curriculum to improve student support and success in FS101/102 classes<br><br>Sponsored Research identified grant opportunities for students in first year programs<br><br>SEEK created e-portfolio platforms and collaborative learning models to improve student success in SEEK and the First Year Experience |

| Stage of a Student's Progression   | Key Institutional Data / Frequency   | Benchmark and External Data / Frequency                               | Department/ Program/ Unit Primary Users  | Sample Action/Use of Data  |
|--|--|---|--|--|
|  |  |   |  | <p>College committed resources to expanding Summer Immersion, implementing CUNY Start and redesigning remedial courses</p> <p>College implemented Early Alert</p>  |
| <p><b>Continued Progress to Associate Degree Completion or Point of Transfer to Baccalaureate Programs</b></p> | <p>Full-Time First-Time Freshmen cohort tracking ten years of Retention and Graduation Rates Report. Data collected for the Consortium for Student Retention Data Exchange (CSRDE), (Annual- April)</p> <p>Gateway Course Pass Rate Report (PMP indicator) (Annual- April)</p> | <p>Consortium for Student Retention Data Exchange Report (Annual)</p> | <p>OAA</p> <p>Academic Depts. &amp; Programs</p> <p>SASSC</p> <p>Enrollment Management</p> | <p>Academic departments identify a core of mentees for each faculty member to improve program level retention and graduation rates</p> <p>Academic departments (Nursing and Education) conduct formal interviews as part of students' application into degree programs</p> <p>SASSC and other student support monitor success of the students they serve</p>   |
| <p><b>Articulation between Associate and Baccalaureate Degree Programs</b></p>                                 | <p>Headcount of AA/AS transfers to BA/BS degree programs (Annual-May)</p> <p>Internal Transfer Retention and Graduation Rates from the Point of Transfer (Annual-May)</p>  | <p>CUNY Cohort Study (Annual)</p>                                     | <p>OAA</p> <p>Academic Departments &amp; Programs</p> <p>Academic Deans</p> <p>SASSC</p>   | <p>Academic departments analyze data on articulation and student transfers as part of program accreditation reports and self-studies and use this analysis to strengthen articulation agreements, review degree offerings/concentrations and develop recruitment strategies</p> <p>Data from reports are used to address outcomes and major feeders of programs</p> <p>SASSC identifies where additional support is needed to facilitate</p> |

| Stage of a Student's Progression                             | Key Institutional Data / Frequency   | Benchmark and External Data / Frequency  | Department/ Program/ Unit Primary Users  | Sample Action/Use of Data  |
|--|--|--|--|--|
|  |  |  |  | internal transfer to baccalaureate programs.   |
| <b>Continued Progress to Baccalaureate Degree Completion</b> | Retention and Graduation Rate of Baccalaureate Students Reports for CSRDE (Annual- March/April)<br><br>Percentage of Graduates Taking Capstone Course Report (Annual- March/April) | NSSE – Seniors (Annual)<br><br>CLA – Seniors (Semester)<br><br>Consortium for Student Retention Data Exchange Report (Annual)  | OAA<br><br>Academic Departments & Programs<br><br>Academic Deans<br><br>Office Student Affairs<br><br>SASSC & SEEK<br><br>Facilities Management<br><br>Budget Office | Annual Report/ Enrollment Management Team<br><br>Annual Report/Gen Ed<br><br>Academic departments analyze student performance in capstone courses to assess student success in degree programs<br><br>Academic departments require students to take degree related internships during their senior year. |
| <b>Graduating Students</b>                                   | Gradating Student Query (Annual - data collection is year round; survey closes end of May)   | Certification Exams (Annual)<br><br>Collegiate Learning Assessment (CLA) –Senior (Semester)  | OAA<br>Academic Departments & Programs<br>Academic Deans<br>Enrollment Management<br>Student Affairs<br>SASSC<br><br>External Relations & Communications             | OAA/Academic Departments obtain graduate feedback on mentoring, class scheduling and quality of advisement;<br><br>Certification Exams given at the academic program level for accredited programs   |
| <b>Graduate Outcomes and Alumni Engagement</b>               |  | Alumni Surveys – CUNY<br>-AA graduates (Annual)<br>-BA graduates (Five-year)<br><br>Clearinghouse Search<br>-BA graduate's graduate school acceptance<br>-AS graduate's acceptance | OAA<br><br>Academic Departments & Programs<br><br>Academic Deans<br><br>Enrollment Management<br><br>External Relations &  | OAA/Academic Departments: Use of the Graduate/ Enrollment Ratio to assess the efficiency of academic programs;<br><br>Grant writing to provide graduate outcomes.<br><br>External Relations to report graduate outcomes  |

| Stage of a Student's Progression | Key Institutional Data / Frequency   | Benchmark and External Data / Frequency   | Department/ Program/ Unit Primary Users   | Sample Action/Use of Data   |
|----------------------------------|--|---|---|---|
|                                  |  | in other colleges (Annual - April)  | Communications  |   |
| <b>All Stages</b>                | <p><u>Institutional Level Reports:</u><br/>                     -PMP Data Report (Annual)<br/>                     -MEC SnapShot (Annual)<br/>                     -Enrollment Projection Report ( Annual)<br/>                     -Student Portraits- All Students (Annual)</p> <p><u>Faculty Data:</u><br/>                     -Faculty Portrait (Annual)<br/>                     -Faculty Scholarship/Activity (Annual)<br/>                     -Faculty Workload (Semester)</p> <p><u>Student Surveys:</u><br/>                     - Student Satisfaction of Student Support Offices (Annual - Spring)<br/>                     - Best College Environment Survey (Three year)</p> <p><u>Departmental Level Reports:</u><br/>                     -Students Portraits (Annual)<br/>                     - Departmental Data Sets<br/>                     -Program Level Student Outcomes (Annual)<br/>                     -High Failure Rate Courses (Annual)<br/>                     -Grade Distribution and Mean GPA by Major (Annual)<br/>                     -Student Evaluation of Teaching (Semester)</p> | <p>Noel-Levitz Student Satisfaction Survey (Biennially- alternate with SES)</p> <p>Educause for Institutional Technology Survey (Annual)</p> <p>Student Experience Survey -CUNY (Biennially - alternate with Noel-Levitz in the spring semesters)</p> | <p>OAA<br/>                     Academic Deans<br/>                     Academic Departments &amp; Programs</p> <p>Office of Sponsored Research &amp; Grants</p> <p>Student Affairs</p> <p>Enrollment Management</p> <p>Student Support Services</p> <p>Office of Accreditation, Quality Assurance &amp; Institutional Effectiveness</p> <p>External Relations &amp; Communications</p> <p>Facilities Management<br/>                     Information Technology</p> <p>SPCD</p> <p>Budget Office</p> | <p>Enrollment Management uses reports and data for Budget planning</p> <p>OAA and academic departments and program use reports to recommend faculty appointment/ reappointment &amp; promotions</p> <p>OAA, Deans, departments determine College's strengths and weaknesses for grant writing AA/Departmental use data and reports for program level planning Program Reviews used for assessment of program and student learning</p> <p>Operational units use data to support student planning; space &amp; facilities planning; Institutional Technology planning; and communications and public relations outreach</p> <p>SPCD use data and reports to create bridge, certificate, civic and cultural programs</p> |

# College Goals and Targets Report: 2013-14

## Medgar Evers College

### Objective 1: Strengthen college priority programs and continuously update program mix

#### 1.1 Colleges and programs will be recognized as excellent by all external accrediting agencies

- *Colleges will report Middle States accreditation activity and status for the current year, including any public statements by Middle States*
  - *Colleges will report on professional accreditation activity for the current year, including any change in status*
  - *Colleges will submit updated professional accreditation information (template to be provided)*
- > The College will submit the Middle States Monitoring Report, addressing concerns regarding Strategic Planning, Institutional Assessment and Assessment of Student Learning by Sept 2013. Prepare for the Middle States Commission site visit in November 2013.
- > School of Business will complete its ACBPS accreditation self-study report and prepare for site visit scheduled Spring 2014.
- > The Department of Physical, Environmental and Computer Sciences will present its self-study at the National Meeting on July 8th as part of its initial accreditation through the National Environmental Health Science and Protection Accreditation Council.

#### 1.2 Colleges will improve the use of program reviews to shape academic decisions

- *Colleges will submit a program review calendar indicating schedule of self-study, external review, and/or first year implementation of recommendations for all programs not otherwise separately accredited; to be updated each year*
  - *Colleges will submit documentation for a recently completed departmental program review (self-study, external review report, summary of recommendations, and resulting actions by the college)*
  - *Colleges will provide evidence that program planning aligns with college strategic plan and mission*
- > 100% of academic departments will complete, submit and implement Action Plans that align with the Institutional Strategic Plan.  
College target: 100%

#### 1.3 Colleges will use technology to enrich courses and improve teaching

- *Percentage of instructional FTEs delivered partially or totally online*  
Year-End Value: 3.0%      College target: 5.0%
- > Increase the number of online (partially and fully online) courses from a level of 78 in AY 2012-2013 to 84 in AY 2013-14
- *Number of online (partially and fully online) courses*  
Year-End Value: 78      College target: 84
- > Offer 2-3 training sessions for faculty on the use of technology to enrich courses and improve teaching  
This target is a modified and more realistic version of the previous year's target.
- > The College will expand the use of e-portfolio for General Education assessment.
- > Develop and administer a pilot evaluation of online courses.

### Objective 2: Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship, and creative

#### 2.1 Colleges will continuously upgrade the quality of their full- and part-time faculty, as scholars and as teachers

- *Colleges will provide evidence that investments in faculty hiring and development align with college strategic plan and mission*
- > The College will conduct 10-15 national searches in order to improve the quality of full-time faculty and address the shortage of full-time faculty in certain areas.

- > Revise and update the online faculty handbook, which will be re-launched in Fall 2013.
- > Develop and implement new orientation for all new full-time faculty.
- > At least 25% of full and part-time faculty will participate in professional development activities.

## 2.2 Colleges will increase research capacity and research productivity, including for pedagogical research

- *Colleges will report faculty scholarship and creative activity (OIRA will compute average pieces of scholarship per full-time faculty member)*

Year-End Value: 0.3

- > Implement a College-wide research colloquium to nurture and present faculty research as means of increasing research
- > Increase junior faculty members' awareness of grant opportunities to conduct research and scholarly work
  - *Percentage of faculty who will report scholarship and creative work*
- > Provide start-up and other support for tenure-track faculty, negotiated on the basis of need

## 2.3 Instruction by full-time faculty will increase incrementally

- *Percentage of instructional FTEs in undergraduate courses delivered by full-time faculty*

Year-End Value: 41.9%                      College target: 44.0%

- *Annual mean teaching hours of veteran full-time faculty*

Year-End Value: 15.2                      College target: 17

## 2.4 Colleges will recruit and retain a diverse faculty and staff

- *Faculty and staff diversity and affirmative action reports (prepared by OHRM)*

## Objective 3: Ensure that all students receive a quality general education and effective instruction

### 3.1 Colleges will improve basic skills and ESL instruction to prepare students for success in remedial and credit-bearing courses

- *Percentage of SEEK students passing freshman composition/gateway mathematics courses with a C or better (bacc.)*

Year-End Value: 69.5%                      College target: 72.0%

- *Percentage of ESL students passing a freshman composition course with a C or better (bacc.)*

College target: 92.5%

- *Pass rates in reading on exit from remediation (assoc.)*

Year-End Value: 39.1%                      College target: 42.0%

- *Pass rates in writing on exit from remediation (assoc.)*

Year-End Value: 39.1%                      College target: 42.0%

- *Pass rates in math on exit from remediation (assoc.)*

Year-End Value: 28.4                      College target: 33.0%

- *Percentage of students skills proficient by the 30th credit (of those not initially proficient) (assoc.)*

Year-End Value: 66.1%                      College target: 70.0%

- *USIP participation rate of entering freshman and transfers with initial remedial need*

Year-End Value: 26.6%                      College target: 32.0%



**3.2 Colleges will improve student academic performance, particularly in the first 60 credits of study**

- *Percentage of students passing freshman composition with a C or better*

Year-End Value: 71.3%      College target: 73.0%

- *Percentage of students passing gateway math courses with C or better*

Year-End Value: 74.2%      College target: 76.0%

- *Institutional value-added as measured by the CLA*

**3.3 Colleges will reduce performance gaps among students from underrepresented groups**

- *One-year retention rate gap between under-represented minorities and non-under-represented minorities (bacc.)*

Year-End Value: -9.9      College target: -7.5

- *One-year retention rate gap between under-represented minorities and non-under-represented minorities (assoc.)*

Year-End Value: 3.2      College target: 3.2

College will maintain this positive gap.

**> One year retention gap between male (URM) and female full-time first time freshmen enrolled in baccalaureate programs.**

- *Gap in the one-year retention rate between male (URM) and female full-time first-time freshmen enrolled in baccalaureate*

Year-End Value: 3.6      College target: -1.0

The trend for the gap between male and female has been a negative value, but the College achieved a positive value for 2012-2013, which could be attributed to a very small cohort. Our goal is to have a small gap between male and female; therefore, we are setting a realistic target at -1.

**> One year retention gap between male (URM) and female full-time first time freshmen enrolled in associate programs.**

- *Gap in the one-year retention rate between male (URM) and female full-time first-time freshmen enrolled in associate programs*

Year-End Value: -6.4      College target: -3.2

**Objective 4: Increase retention and graduation rates and ensure students make timely progress toward degree****4.1 Colleges will facilitate students' timely progress toward degree completion**

- *Percentage of freshmen and transfers taking one or more courses the summer after entry*

Year-End Value: 15.7%      College target: 18.0%

- *Average number of credits earned in first twelve months by full-time first-time freshmen (bacc.)*

Year-End Value: 17.5      College target: 20.0

- *Ratio of undergraduate FTEs to headcount (bacc.)*

Year-End Value: 0.723      College target: 0.762

The College experienced a reduction in this target from the previous year level and intends to regain the 2011-2012 level

- *Ratio of undergraduate FTEs to headcount (assoc.)*

Year-End Value: 0.794      College target: 0.850

- *Percentage of freshmen who completed freshman composition within 2 years of entry (assoc.)*

Year-End Value: 52.9%      College target: 54.5%

- *Percentage of freshmen who completed gateway math within 2 years of entry (assoc.)*

Year-End Value: 48.4%      College target: 50.3%

**4.2 Retention rates will increase progressively**

- *One-year retention rate of full-time, first-time freshmen (bacc.)*

Year-End Value: 65.5%      College target: 68.0%

- *One-year retention rate of full-time, first-time freshmen (assoc.)*  
Year-End Value: 53.0%      College target: 57.0%
- *Difference between actual and predicted one-year retention rates (full-time, first-time freshmen, bacc.)*
- *Difference between actual and predicted one-year retention rates (full-time, first-time freshmen, assoc.)*  
Year-End Value: -8.9      College target: -6.9
- *One-year retention rate of full-time transfers (bacc.)*  
Year-End Value: 70.0%      College target: 72.0%

> **The College will increase the percentage of full-time first-time freshmen in baccalaureate programs still enrolled in the college of entry two years later**

- *Two-year retention rate of full-time, first-time freshmen (bacc.)*  
Year-End Value: 39.7%      College target: 42.0%  
The College intends to continue to monitor this target because it is after the 2nd year that there appears to be a significant decrease in retention.

#### 4.3 Graduation rates will increase progressively in associate, baccalaureate, and master's programs

- *Four-year graduation rate of full-time, first-time freshmen (bacc.)*  
Year-End Value: 4.1      College target: 7.0%
- *Four-year graduation rate of full-time, first-time freshmen (assoc.)*  
Year-End Value: 9.3%      College target: 11.0%
- *Difference between actual and predicted 4-year graduation rate (full-time, first-time freshmen, bacc.)*
- *Difference between actual and predicted 4-year graduation rate (full-time, first-time freshmen, assoc.)*  
Year-End Value: -4.0      College target: -3.0
- *Four-year graduation rate of full-time transfers (bacc.)*  
Year-End Value: 24.8%      College target: 26.0%

> **The College will increase the percentage of internal transfers from associate programs into baccalaureate programs and graduated from the college with a baccalaureate degree within four years. (Base cohort year: Fall 2008)**

- *Percentage of internal transfers from associate programs into baccalaureate programs and graduated from the college with a baccalaureate degree within four years*  
Year-End Value: 19.5%      College target: 21.5%  
The College will continue to focus on this target because of our large number of internal transfers from associate to baccalaureate programs.

> **The College will increase the percentage of recent graduates from associate programs who continue into a baccalaureate program and graduated from the college with a baccalaureate degree within three years. (Base cohort year: Fall 2009)**

- *Percentage of recent graduates from associate programs who continue into a baccalaureate program and graduated from the college with a baccalaureate degree within three years*  
Year-End Value: 72.3%      College target: 74%

> **Implement the following long-term strategies to reduce the average time to graduation of students, which is currently 5-6 years: Implement CUNYStart with 50 students in fall 2013; Increase participation in the Immersion Program by 10%; Complete redesign of remedial courses.**

### Objective 5: Improve post-graduate outcomes

#### 5.1 Professional preparation programs will improve or maintain the quality of successful graduates

- *Number of credentialed teachers*

Year-End Value: 13                      College target: 20

- *Pass rate of students taking the Content Specialty Test*  
Year-End Value: 94%                      College target: 96%
- *Pass rate of students taking the NCLEX-RN*  
Year-End Value: 83.3%                      College target: 85.0%

## 5.2 Job and education rates for graduates will increase

- *Colleges will report on post-graduate satisfaction rate of graduates one year after graduation (job and education, bacc.)*
- *6-month job and education placement rate (assoc.)*  
Year-End Value: 90.1%                      College target: 92.0%

## Objective 6: Improve the quality of campus life and student and academic support services

### 6.1 Colleges will improve the quality of student life and campus climate.

- *Colleges will present evidence of improved quality of life and campus climate*
- > Based on the Noel-Levitz survey, the College will implement several initiatives to improve quality of life and campus climate over time.
  - *Number of employees that participated in CSI training workshops*  
Year-End Value: 217                      College target: 80
- > Increased participation in New Student Orientation for incoming first-year and transfer students.  
College target: 80%
- > The College will constitute an Emergency Management Response team to review and address safety and security concerns of the campus community
- > The College will review and/or modify policies and procedures that are not student-centered
- > The College will implement a structure, which includes clearly defined policies and procedures that address students' academic complaints

### 6.2 Colleges will improve the quality of student and academic support services, including academic advising and use of technology.

- *Colleges will present evidence of improved quality and satisfaction with student, academic, and technological support services*
- *Percentage of degree students using DegreeWorks for degree audit*
- > Reconceptualize academic advisement from a prescriptive model to intrusive and move towards caseload advisement instead of discipline specific
- > Provide academic advising professional development opportunities to facilitate cross training of all advisors
- > Develop and administer an institutional evaluation of academic advising
- > Create a Psychological Counseling Center to address the increasing psychological needs of students - will monitor Center
- > 80% of full-time first-time freshmen will develop goal-setting plans with their first-year advisor  
College target: 80
- > Create a writing center, including hiring a part-time Writing Center Coordinator, developing a mission statement and goals. For first-year, monitor Center's usage as a measurement.
- > Implement Smarthinking (on-line) tutoring services to address the academic support needs of students enrolled in evening and weekend courses. Monitor usage of tool as a measurement.

**Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among****7.1 Colleges will meet and not exceed established enrollment caps for degree programs; mean SATs/CAAs of baccalaureate entrants will rise**

- *Percentage difference between target and actual FTEs*  
Year-End Value: -8.8
- *FTE enrollment*  
Year-End Value: 4,897                      College target: 5,153
- *Total headcount*  
Year-End Value: 6,540                      College target: 6,886
- *Mean SAT score of first-time freshmen (bacc.)*  
Year-End Value: 824                      College target: 837
- *Mean CAA of first-time freshmen (bacc.)*  
Year-End Value: 75.5                      College target: 77

**> The College will increase the number of male students enrolled.**

- *Number of male students enrolled*  
Year-End Value: 1,744                      College target: 1,800

**7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges**

- *Colleges will report on outcomes related to efforts to establish, update or grow joint degree programs*
- *Colleges will report on outcomes related to articulation agreements (transfer under existing agreements, establishment of new agreements)*

**> The College will analyze existing articulation agreements and implement strategies to strengthen feeder relationships****7.3 Colleges will meet 95% of enrollment targets for College Now and will enroll adult and continuing education students so as to promote the college's mission**

- *Percentage of College Now enrollment targets achieved*  
Year-End Value: 54.1%                      College target: 95%
- *Colleges will provide data to demonstrate how ACE programs are aligned with institutional priorities*

**Objective 8: Increase revenues and decrease expenses****8.1 Colleges will increase revenues**

- *Alumni-corporate fundraising (voluntary support) 3-yr weighted rolling average*  
College target: 456,628
- *Tuition and fee collection rate 3-yr weighted rolling average*  
Year-End Value: 99.1%                      College target: 92.0%
- *Grants and contracts 3-yr weighted rolling average*
- *Alternative revenue sources 3-yr weighted rolling average*  
College target: 525,000

**8.2 Colleges will prioritize spending for student academic and support services**

- *Spending of technology fee as a percentage of technology fee revenue*  
Year-End Value: 194.4                      College target: 100%

- *Spending on student services as a percentage of tax-levy budget*  
 Year-End Value: 7.8                      College target: 10%
- *Spending on instruction and departmental research as a percentage of tax-levy budget*  
 Year-End Value: 54.2                      College target: 55%

## **Objective 9: Improve administrative services**

### **9.1 Colleges will improve the delivery of administrative services to students**

- *Colleges will present evidence of improved student satisfaction with nonacademic administrative support services*
- > The Admissions Office will implement several One-Stop-Shop new student welcome events for incoming freshmen and transfers
- > The Admissions Office will work with Communication & External Relations to create new and accurate promotional materials to utilize in its recruiting efforts.
- > Create a TAP/Financial Aid Student reception service desk
- > The Financial Aid Office will implement two town hall financial aid workshops for incoming freshmen and transfer students
- > The Financial Aid office will collaborate with Enrollment Management to develop an Enrollment Services Guide, which will contain key information related to financial aid policies, procedures and processes.
- > The Registrar's Office will conduct CUNYFIRST registration workshops to teach students how to utilize the system during registration

### **9.2 Colleges will improve space utilization with space prioritized for degree and degree-related programs**

- *Percentage of FTEs offered on Fridays, evenings or weekends*  
 Year-End Value: 48.5                      College target: 52
- *Colleges will present additional evidence of space prioritized for degree programs*
- > The College will improve space utilization by starting the development of a Facilities Master Plan.

### **9.3 All colleges will make progress on the goals and initiatives identified in their multi-year sustainability plan.**

- *Energy use intensity metric*
- *Ratio of recycling to regular waste, total waste per FTE*  
 College target: 65%
- > Roll out the "Take It With You" campaign in classrooms on elimination of desk side collection to a more central and efficient stream separation of recycling and regular waste

**MEDGAR EVERS COLLEGE**  
**ACADEMIC DEPARTMENTS AND OPERATIONAL UNITS**  
**May 2013**

**Academic Departments**

*School of Business*

Accounting  
Business Administration  
Computer Information Systems  
Economics/ Finance  
Public Administration

*School of Science, Health & Technology*

Biology  
Mathematics  
Nursing  
Physical/ Environmental/ Computer Sciences

*School of Liberal Arts & Education*

Education  
English  
Foreign Languages  
Mass Communications/ Creative and Performing Arts/ Speech  
Philosophy and Religion  
Psychology  
Social and Behavioral Sciences (includes Social Work)

*Other*

Special Programs/ SEEK  
First Year Program

**Operational Units**

Academic Technology  
Accreditation and Quality Assurance  
Administration/ Finance  
- Budget  
- Risk Management  
- Sponsored Programs  
Enrollment Management  
- Admissions  
- Registrar  
- Financial Aid  
- Scholarships  
- Testing

External Relations and Communications

Facilities

Human Resources

Informational Technology

Institutional Research

Library

School of Professional and Community Development

Student Affairs

- Services for Differently-Abled
- Center for Women's Development
- Men's Development & Empowerment Center
- Athletics
- Career Management Services
- Child Development Center
- Counseling Services
- Health Services
- Student Life
- Student Government

Student Support Services

- Advising
- Academic Support Services
- Evening/ Weekend Programs
- Immersion Program
- Office for Academic Transformation & Success (OATS)

**MEDGAR EVERS COLLEGE  
ANNUAL ACTION PLAN TEMPLATE  
2013-2014**

**Department/ Program/ Unit:**

**Department Chair/ Program Director/ Area Head:**

**Planning Team (names/ titles):**

**Additional input/ collaboration needed:**

**Department/ Program/ Unit Mission Statement (linked to MEC Mission Statement):**



**Department/ Program/ Unit Actions Linked to Strategic Goals and Initiatives, PMP Targets, SSPM**

*Review MEC Strategic Goals and Initiatives, PMP targets, and stages of Student Success and Progression Model (SSPM); identify those that are directly related to your department/ unit and provide a sample 2012-2013 action in support of each.*

Initiatives/ Targets/ SSPM Stages      Sample Department/ Unit Action in Support of Initiative/ Target/ SSPM Stages

|  |  |
|--|--|
| Strategic Initiatives:                 |  |
| PMP Targets:                           |  |
| Student Success and Progression Model: |  |

**Key Findings from Analysis of 2012-2013 Department/ Program/ Unit Data**

*Data/ sources: Identify data points that are critical to your department/ unit; identify positive and negative results and trends.*

|                                     |  |
|-------------------------------------|--|
| MEC Dashboard                       |  |
| PMP Results                         |  |
| Departmental/<br>Program/ Unit Data |  |
| Other (identify):                   |  |

Other data needed:

**2012-2013 Department/ Program/ Unit Objectives and Results:**

*Reflecting on the current year, list department/ unit objectives, actions taken to achieve the objectives, and the results of actions.*

| Dept/Prog/Unit Objectives | Actions | Results |
|---------------------------|---------|---------|
|                           |         |         |
|                           |         |         |
|                           |         |         |
|                           |         |         |
|                           |         |         |

**Identify Priorities for Improvement in 2013-2014 Based on Data Analysis and Assessment Results:**

**2013-2014 Action Plan**

*Articulate measurable objectives linked to a specific MEC Strategic Plan Initiative, specific actions that support the achievement of stated objectives, who will take the lead to ensure action, how you will measure achievement of stated objectives, the timeline for completion, and any budget implications.*

| <b>S.I.</b> | <b>OBJECTIVES</b> | <b>ACTIONS</b> | <b>LEAD</b> | <b>MEASURE/METRIC</b> | <b>TIMELINE</b> | <b>BUDGET</b> |
|-------------|-------------------|----------------|-------------|-----------------------|-----------------|---------------|
|             |                   |                |             |                       |                 |               |
|             |                   |                |             |                       |                 |               |
|             |                   |                |             |                       |                 |               |
|             |                   |                |             |                       |                 |               |
|             |                   |                |             |                       |                 |               |

**MEDGAR EVERS COLLEGE ACTION PLAN EVALUATION RUBRIC**  
**June 20, 2013**

| Category                               | Does Not Meet Expectations                                  | Approaching Expectations  | Meets Expectations  | Exceeds Expectations  |
|--|---|---|---|---|
| <b>2012-2013 Use of Results</b>        |   |   |   |   |
| <u>1.Data Analysis</u>                 | Data analysis not documented                                | Rudimentary analysis of data  | Data analysis complete  | Data Analysis was sophisticated with multiple data sources used to inform conclusion              |
| <u>2. Objectives</u>                   | 2012-2013 objectives, actions and/or results not documented | 2012-2013 objectives, actions and/or results documented partially or incompletely | 2012-2013 objectives, actions and/or results documented                               | 2012-2013 objectives, actions and results well documented with appropriate evidence               |
| <u>3. Actions</u>                      |   |   | Use of results showed forward thinking  |   |
| <u>4. Results</u>                      | Use of results not documented                               | Use of results unclear or incomplete.   | Priorities identified reflect appropriate data analysis and use of assessment results | Use of results documented specific area/ program improvements or specific actions for improvement |
| <u>5. Use of Results</u>               | Priorities not identified                                   | Priorities unclear or not linked to results/ data analysis                        |   |   |
| <u>6. Identification of Priorities</u> |   |   |   |   |

| <b>2013-2014 Plan</b>       |   |  |   |   |
|-----------------------------|---|--|---|---|
| <u>Strategic Initiative</u> | No S.I. identified or S.I. not directly related to area mission   | S.I. identified and in general alignment with area mission   | S.I. directly aligned with area mission   | S.I. directly dependent on area mission and action  |
| <u>Objectives</u>           | Objectives not aligned with area mission or S.I.<br><br>Objectives are vague, not results oriented and/or unlikely to result in improved institutional/ student learning outcomes | Objectives aligned with the area mission and S.I.<br><br>Objectives are not clearly written and/or not measurable, and/or not attainable<br><br>Objectives are not prioritized | Objectives directly aligned with area mission and S.I.<br><br>Objectives clearly written and measurable but may not be attainable and/or require collaboration with other area(s) or have dependency that is not identified | Objectives fundamental to achieving S.I.<br><br>Objectives clearly written, measurable, and attainable<br><br>Objectives may be used as model |

|   |   |   |  |  |
|---|---|---|--|--|
| <u>Actions</u>  | <p>No evidence of action plan or actions unlikely to further objectives</p> <p>No evidence of department or unit participation in action plan development</p> | <p>Actions identified</p> <p>Actions are not specific or well-defined</p> <p>Actions do not identify reasonable benchmarks and/or deliverables</p> <p>Key partners or dependencies are not identified</p> | <p>Actions are specific and well-defined</p> <p>Benchmarks and/or deliverables identified but may be unreasonable or unattainable</p> <p>Key partners or dependencies identified but not incorporated into actions</p> | <p>Actions are specific and well-defined</p> <p>Reasonable benchmarks and/or deliverables have been identified</p> <p>Required partners and dependencies are identified and well-incorporated into actions</p> <p>Clear evidence of how actions will be utilized for program/unit improvements</p> <p>Action Plan may be used as an exemplar</p> |
| <u>Lead</u>   | <p>Persons or Offices responsible are not identified, or inappropriate</p> <p>Persons or Offices are identified</p>   | <p>Limited Number of persons or offices identified as resources</p> <p>Process for collaboration and participation needs more specificity</p>   | <p>Persons or Offices responsible are identified</p> <p>Process for collaboration and participation of department or unit are clear</p>  | <p>Appropriate Persons or Offices are identified with evidence of prior discussion with support areas.</p> <p>Very detailed process for participation of members of unit or department</p>   |
| <u>Measures/ Metrics</u><br>(how progress toward objectives will be measured) | <p>Assessment metrics/ measures not defined or not directly linked to actions</p> <p>No direct measures</p>   | <p>Some assessment metrics/ measures inappropriate or inadequate</p> <p>Assessment metrics/ measures identified but without expected level of achievement/ targets</p>                                    | <p>Identifies at least one direct, specific, well-defined and appropriate measure per action</p> <p>More than half of the measures identify expected level of achievement / target</p>                                 | <p>Assessment activities are direct, specific, and appropriate, and include multiple measures</p> <p>All identify expected level of achievement /target</p> <p>Assessment methods may be used as exemplars</p>   |

|  |   |   |  |   |
|--|---|---|--|---|
| <u>Timeline</u>                            | No timeline specified OR timeline is unrealistic given staff and time constraints                     | Rough timeline is provided<br><br>Timeline does not clearly identify when key milestones will be met                    | Timeline provided<br><br>Timeline is realistic   | Timeline is realistic yet ambitious<br><br>Key milestones are identified<br><br>Timeline may be used as an exemplar   |
| <u>Budget</u>                              | Budget implications not addressed   | Budget implications not identified, justified or related to the objectives and actions                                  | Budget clear, justified and directly related to the objectives and actions<br><br>Source of funds not indicated or unclear | Budget clear, justified and directly related to the objectives and actions<br><br>Source of funds indicated   |
| <u>Summative Assessment of Action Plan</u> | Incomplete or unrealistic<br><br>S.I. not appropriate to area<br><br>Components not clearly connected | Actions could be achievable<br><br>Evidence of some connection between S.I., Objectives, Actions, Timeline, and Budget. | Actions could be achievable, and shows connection between S.I., Objectives, Actions, Timeline, and Budget.                 | Realist, achievable and ambitious<br><br>Direct and rational connection between S.I., Objectives, Actions, Timeline, and Budget.<br><br>Likely to have significant, positive impact on institutional effectiveness/ student outcomes.<br><br>Clear evidence of how action plans reflect process, methods and result oriented actions for closing the loop |

## MEC Dashboard Report

**TOTAL ENROLLMENT AND FULL-TIME EQUIVALENT**

|                         | FALL 2010 | SPRING<br>2011 | FALL 2011 | SPRING<br>2012 | FALL 2012 | SPRING<br>2013 |
|-------------------------|-----------|----------------|-----------|----------------|-----------|----------------|
| ENROLLMENT              | 6921      | 6670           | 6966      | 6742           | 6540      | 6391           |
| FTE                     | 5279      | 5035           | 5331      | 5022           | 4897      | 4666           |
| FTE TO ENROLLMENT RATIO | 0.76      | 0.75           | 0.77      | 0.74           | 0.75      | 0.73           |

**ENROLLMENT BY CLASSIFICATION**

|            | FALL 2010 | SPRING<br>2011 | FALL 2011 | SPRING<br>2012 | FALL 2012 | SPRING<br>2013 |
|------------|-----------|----------------|-----------|----------------|-----------|----------------|
| FRESHMAN   | 3007      | 2610           | 2986      | 2501           | 2681      | 2380           |
| SOPHOMORE  | 1735      | 1712           | 1742      | 1874           | 1562      | 1627           |
| JUNIOR     | 907       | 902            | 868       | 870            | 1012      | 928            |
| SENIOR     | 865       | 1011           | 986       | 1046           | 964       | 1052           |
| NON-DEGREE | 407       | 435            | 384       | 451            | 321       | 404            |

**ENROLLMENT BY ADMISSION TYPE**

|                     | FALL 2010 | SPRING<br>2011 | FALL 2011 | SPRING<br>2012 | FALL 2012 | SPRING<br>2013 |
|---------------------|-----------|----------------|-----------|----------------|-----------|----------------|
| FIRST-TIME FRESHMAN | 1188      | 432            | 1201      | 419            | 1045      | 421            |
| FIRST-TIME TRANSFER | 389       | 366            | 618       | 400            | 571       | 375            |
| READMITTED          | 572       | 507            | 607       | 475            | 576       | 537            |
| TOTAL ADMITTED      | 2149      | 1305           | 2426      | 1294           | 2192      | 1333           |

**PERCENT ENROLLMENT BY ADMISSION TYPE**

|                     | FALL 2010 | SPRING<br>2011 | FALL 2011 | SPRING<br>2012 | FALL 2012 | SPRING<br>2013 |
|---------------------|-----------|----------------|-----------|----------------|-----------|----------------|
| FIRST-TIME FRESHMAN | 17.2%     | 6.5%           | 17.2%     | 6.2%           | 16.0%     | 6.6%           |
| FIRST-TIME TRANSFER | 5.6%      | 5.5%           | 8.9%      | 5.9%           | 8.7%      | 5.9%           |
| NON-DEGREE          | 5.9%      | 6.5%           | 5.5%      | 6.7%           | 4.9%      | 6.3%           |
| READMITTED          | 8.3%      | 7.6%           | 8.7%      | 7.1%           | 8.8%      | 8.4%           |

*\*Percentage of total enrollment*

**PERCENT OF TOTAL STUDENT RECEIVING FINANCIAL AID**

|              | AY 2009-10 | AY 2010-11 | AY2011-12 |
|--------------|------------|------------|-----------|
| PELL GRANT   | 58.3%      | 60.5%      | 61.6%     |
| TAP          | 39.3%      | 39.4%      | 27.1%     |
| FEDERAL SEOG | 8.9%       | 9.4%       | 9.0%      |
| DIRECT LOANS | 11.0%      | 12.3%      | 17.1%     |
| ANY AID      | 73.3%      | 75.6%      | 72.7%     |



**ENROLLMENT OF NEW ADMITS BY DEGREE TYPE**

|                         | FALL 2010 | SPRING<br>2011 | FALL 2011 | SPRING<br>2012 | FALL 2012 | SPRING<br>2013 |
|-------------------------|-----------|----------------|-----------|----------------|-----------|----------------|
| FIRST-TIME FRESHMAN/AS  | 984       | 403            | 1106      | 393            | 970       | 391            |
| FIRST-TIME TRANSFER /AS | 245       | 228            | 404       | 233            | 287       | 193            |
| FIRST-TIME FRESHMAN/BAC | 202       | 27             | 93        | 23             | 73        | 28             |
| FIRST-TIME TRANSFER/BAC | 141       | 136            | 211       | 164            | 284       | 182            |
| TOTAL AS/BAC ADMITTED   | 1572      | 794            | 1814      | 813            | 1614      | 794            |

**PERCENT FIRST-TIME-FRESHMEN IN NEED OF REMEDIATION ON ENTRY**

|         | FALL 2010 | FALL 2011 | FALL 2012 |              |
|---------|-----------|-----------|-----------|--------------|
| READING | 28.9%     | 23.3%     | 19.7%     |              |
| WRITING | 39.8%     | 35.1%     | 29.5%     |              |
| MATH    | 66.7%     | 70.9%     | 81.7%     | Source: IRDB |

\*Data reflect the need for remediation after summer immersion.

The percentages are calculated from the total who were tested or exempted, not from the total of first-time freshmen.

**PASS RATE ON EXIT FROM REMEDIATION**

|         | Fall 2010 | Fall 2011 | Fall 2012 |             |
|---------|-----------|-----------|-----------|-------------|
| READING | 36.0      | 35.3      | 39.1      |             |
| WRITING | 29.0      | 37.5      | 39.1      |             |
| MATH    | 24.9      | 30.7      | 28.4      | Source: PMP |

\*Pass rates are taken from the students who took a last-in-sequence course in the fall term, or the few who did not take a developmental course but still took the skills test during the exit period in the fall term. This reflects the PMP methodology for exit rates.

**FIRST-YEAR OUTCOMES OF FIRST-TIME FRESHMEN**

|                         | ENTERING SEMESTER |           |           |
|-------------------------|-------------------|-----------|-----------|
|                         | Fall 2010         | Fall 2011 | Fall 2012 |
| CUMULATIVE GPA          | 2.20              | 2.26      | 2.16      |
| CREDIT ACCUMULATED      | 12.5              | 14.1      | 13.6      |
| ONE-YEAR RETENTION RATE | 55.3              | 57.6      | 53.1      |

(ALL FIRST-TIME FRESHMEN)

**FEEDER HEAD COUNT AND PERCENT FOR BACCALAUREATE PROGRAMS**

|                      | FALL 2010 | FALL 2011 | FALL 2012 |
|----------------------|-----------|-----------|-----------|
| FIRST-TIME FRESHMAN* | 219       | 109       | 78        |
|                      | 24.9%     | 13.5%     | 7.0%      |
| FIRST-TIME TRANSFER* | 252       | 291       | 389       |
|                      | 28.7%     | 36.1%     | 35.0%     |
| INTERNAL TRANSFER**  | 408       | 404       | 643       |
|                      | 46.4%     | 50.2%     | 57.9%     |

\* The new admits include both the fall admits and the previous spring admits who returned.

\*\*The internal transfers include those who transferred within one year prior to the current semester.

**THREE-YEAR GRADUATION RATE**

| ASSOCIATE                     | ENTERING SEMESTER |           |           |                      |
|-------------------------------|-------------------|-----------|-----------|----------------------|
|                               | Fall 2007         | Fall 2008 | Fall 2009 |                      |
| FULL-TIME FIRST-TIME FRESHMEN | 1.9%              | 4.3%      | 3.9%      | Source: CSRDE Report |

**SIX-YEAR GRADUATION RATE**

| BACCALAUREATE                 | ENTERING SEMESTER |           |           |                      |
|-------------------------------|-------------------|-----------|-----------|----------------------|
|                               | Fall 2004         | Fall 2005 | Fall 2006 |                      |
| FULL-TIME FIRST-TIME FRESHMEN | 20%               | 20%       | 14.5%     | Source: CSRDE Report |

**NUMBER AND PERCENT OF DEGREES AWARDED BY TYPE**

|               | AY 2009-10 | AY 2010-11 | AY 2011-12 |
|---------------|------------|------------|------------|
| ASSOCIATE     | 402        | 449        | 481        |
|               | 48.5%      | 46.0%      | 48.3%      |
| BACCALAUREATE | 388        | 487        | 485        |
|               | 46.8%      | 50.0%      | 48.7%      |
| CERTIFICATE   | 39         | 39         | 30         |
|               | 4.7%       | 4.0%       | 3.0%       |
| <b>TOTAL</b>  | <b>829</b> | <b>975</b> | <b>996</b> |

**STUDENT TO FACULTY RATIO**

|       | AY 2009-10 | AY 2010-11 | AY 2011-12 |             |
|-------|------------|------------|------------|-------------|
| RATIO | 18.8       | 18.1       | 19.3       | Source: PMP |

**EMPLOYEE HEADCOUNT BY JOB TYPE**

|                        | FALL 2010   | FALL 2011   | FALL 2012   |
|------------------------|-------------|-------------|-------------|
| FULL-TIME FACULTY      | 186         | 177         | 167         |
| PART-TIME FACULTY      | 332         | 321         | 331         |
| EXEC./MGR./ADM.        | 80          | 81          | 74          |
| OTHER PROFESSIONAL     | 91          | 94          | 92          |
| TECH./PARAPROFESSIONAL | 29          | 29          | 30          |
| CLERICAL/SECRETARIAL   | 47          | 45          | 41          |
| SKILLED CRAFT          | 18          | 17          | 19          |
| SERVICE/MAINTENANCE    | 72          | 81          | 87          |
| COLLEGE ASSISTANT      | 165         | 130         | 202         |
| NON-TEACHING ADJUNCT   | 15          | 10          | 0           |
| ADJUNCT CLT            | 29          | 29          | 28          |
| <b>TOTAL</b>           | <b>1064</b> | <b>1014</b> | <b>1071</b> |

Source: IPEDS REPORT

**TAX-LEVY OPERATING BUDGET**

|   | <b>AY 2009-10</b>   | <b>AY 2010-11</b>   | <b>AY 2011-12</b>   |
|---|---------------------|---------------------|---------------------|
| <b>INSTRUCTION &amp; DEPT. RES. (IDR)</b> | \$26,933,300        | \$27,517,100        | \$27,310,600        |
| <b>ACADEMIC SUPPORT SERV.</b>             | \$3,815,200         | \$4,970,600         | \$5,068,900         |
| <b>STUDENT SUPPORT</b>                    | \$4,995,000         | \$5,190,200         | \$5,403,700         |
| <b>INSTITUTIONAL SUPPORT SERV.</b>        | \$12,692,900        | \$16,169,500        | \$16,948,700        |
| <b>SEEK</b>                               | \$643,100           | \$614,800           | \$828,200           |
| <b>TOTAL</b>                              | <b>\$49,079,500</b> | <b>\$54,462,200</b> | <b>\$55,560,100</b> |

*Source: Budget Office***TOTAL GRANTS AND CONTRACTS**

|                 | <b>AY 2009-10</b>   | <b>AY 2010-11</b>   | <b>AY 2011-12</b>  |
|-----------------|---------------------|---------------------|--------------------|
| <b>FEDERAL</b>  | \$3,286,015         | \$3,024,931         | \$2,233,991        |
| <b>STATE</b>    | \$1,540,088         | \$1,670,018         | \$2,176,911        |
| <b>CITY</b>     | \$5,953,639         | \$5,007,369         | \$4,670,889        |
| <b>PSC-CUNY</b> | \$25,530            | \$20,647            | \$27,869           |
| <b>OTHER</b>    | \$433,439           | \$393,557           | \$582,112          |
| <b>TOTAL</b>    | <b>\$11,238,711</b> | <b>\$10,116,522</b> | <b>\$9,691,772</b> |

*Source: Sponsored Research***INSTRUCTIONAL AND OTHER COSTS & REVENUE PER STUDENT FTE**

|                                      | <b>AY 2009-10</b> | <b>AY 2010-11</b> | <b>AY 2011-12</b> |
|--------------------------------------|-------------------|-------------------|-------------------|
| <b>INSTRUCTIONAL COST PER FTE</b>    | \$7,873           | \$8,787           | \$8,307           |
| <b>ACADEMIC SUPPORT PER FTE</b>      | \$1,825           | \$1,924           | \$1,883           |
| <b>STUDENT SERVICES PER FTE</b>      | \$1,872           | \$2,269           | \$2,177           |
| <b>INSTITUTIONAL SUPPORT PER FTE</b> | \$3,673           | \$5,509           | \$4,808           |
| <b>TOTAL REVENUE PER FTE</b>         | \$18,121          | \$22,589          | \$21,997          |

*Source: IPEDS REPORT***COURSE DATA**

|                                  | <b>FALL<br/>2010</b> | <b>SPRING<br/>2011</b> | <b>FALL<br/>2011</b> | <b>SPRING<br/>2012</b> | <b>FALL<br/>2012</b> | <b>SPRING<br/>2013</b> |
|----------------------------------|----------------------|------------------------|----------------------|------------------------|----------------------|------------------------|
| <b>TOTAL NUMBER OF SECTIONS*</b> | 1216                 | 1103                   | 1083                 | 1045                   | 1106                 | 1041                   |
| <b>AVERAGE CLASS SIZE</b>        | 24.5                 | 26.0                   | 27.2                 | 26.9                   | 25.5                 | 26.5                   |

*\* Excluding independent studies***ENROLLMENT TREND BY SCHOOL AND MAJOR**

**FALL 2010 TO SPRING 2013**

|   | <b>FALL<br/>2010</b> | <b>SPRING<br/>2011</b> | <b>FALL<br/>2011</b> | <b>SPRING<br/>2012</b> | <b>FALL<br/>2012</b> | <b>SPRING<br/>2013</b> |
|---|----------------------|------------------------|----------------------|------------------------|----------------------|------------------------|
| <b>TOTAL COLLEGE ENROLLMENT</b>         | <b>6921</b>          | <b>6670</b>            | <b>6966</b>          | <b>6742</b>            | <b>6540</b>          | <b>6391</b>            |
| <b>BUSINESS</b>                         | <b>1471</b>          | <b>1372</b>            | <b>1353</b>          | <b>1234</b>            | <b>1236</b>          | <b>1150</b>            |
| ACCOUNTING--BS                          | 268                  | 231                    | 218                  | 212                    | 197                  | 180                    |
| APPLIED MANAGEMENT--BPS                 | 164                  | 152                    | 151                  | 140                    | 163                  | 162                    |
| BUSINESS--AS                            | 339                  | 320                    | 333                  | 273                    | 293                  | 257                    |
| BUSINESS--BS                            | 422                  | 402                    | 408                  | 375                    | 390                  | 373                    |
| COMPUTER APPLICATIONS--AAS              | 28                   | 17                     | 22                   | 16                     | 14                   | 18                     |
| COMPUTER INFO. SYSTEMS-- BS             | 79                   | 83                     | 72                   | 74                     | 70                   | 56                     |
| PUBLIC ADMIN.--AS                       | 66                   | 55                     | 56                   | 54                     | 42                   | 35                     |
| PUBLIC ADMIN.--BS                       | 105                  | 112                    | 93                   | 90                     | 67                   | 69                     |
| <b>LIBERAL ARTS &amp; EDUCATION</b>     | <b>2235</b>          | <b>2113</b>            | <b>2302</b>          | <b>2187</b>            | <b>2337</b>          | <b>2524</b>            |
| CHILDHOOD EDUCATION--BA                 | 86                   | 51                     | 33                   | 31                     | 26                   | 18                     |
| CHILDHOOD SPECIAL EDUCATION--BA         | 37                   | 38                     | 40                   | 39                     | 46                   | 50                     |
| EARLY CHILDHOOD SPECIAL EDU.--BA        | 47                   | 45                     | 41                   | 41                     | 38                   | 41                     |
| ENGLISH--BA                             | 65                   | 68                     | 65                   | 69                     | 66                   | 72                     |
| LIBERAL ARTS--AA                        | 880                  | 868                    | 1074                 | 1003                   | 1176                 | 1396                   |
| LIBERAL STUDIES--BA                     | 397                  | 357                    | 315                  | 292                    | 279                  | 263                    |
| PSYCHOLOGY--BA                          | 264                  | 255                    | 270                  | 309                    | 308                  | 299                    |
| RELIGIOUS STUDIES--BA                   | 2                    | 5                      | 1                    | 2                      | 3                    | 0                      |
| SOCIAL WORK --BS                        | 65                   | 67                     | 99                   | 85                     | 103                  | 111                    |
| TEACHER EDUCATION--AA                   | 392                  | 359                    | 364                  | 316                    | 292                  | 274                    |
| <b>SCIENCE, HEALTH &amp; TECHNOLOGY</b> | <b>2795</b>          | <b>2728</b>            | <b>2906</b>          | <b>2849</b>            | <b>2629</b>          | <b>2297</b>            |
| BIOLOGY--BS                             | 705                  | 663                    | 631                  | 675                    | 855                  | 807                    |
| COMPUTER SCIENCE--BS                    | 49                   | 46                     | 62                   | 56                     | 62                   | 59                     |
| COMPUTER SCIENCE--AS                    | 37                   | 32                     | 32                   | 32                     | 47                   | 42                     |
| ENVIRONMENTAL SCIENCE--BS               | 42                   | 42                     | 41                   | 38                     | 32                   | 26                     |
| MATHEMATICAL SCIENCE--BS                | 34                   | 40                     | 31                   | 34                     | 38                   | 41                     |
| NURSING--BSN                            | 136                  | 149                    | 158                  | 174                    | 187                  | 190                    |
| NURSING, PRE CLINICAL--AAS*             | 756                  | 835                    | 1093                 | 1020                   | 392                  | *                      |
| NURSING--AAS                            | 104                  | 104                    | 97                   | 103                    | 126                  | 120                    |
| NURSING-CRT                             | 65                   | 92                     | 43                   | 66                     | 46                   | 50                     |
| SCIENCE--AS                             | 867                  | 725                    | 718                  | 651                    | 844                  | 962                    |
| <b>OTHER</b>                            |                      |                        |                      |                        |                      |                        |
| CUNY BA                                 | 14                   | 22                     | 21                   | 21                     | 17                   | 16                     |
| SECOND DEGREE                           | 1                    | 1                      | 0                    | 0                      | 0                    | 0                      |
| NON-DEGREE/UNKNOWN                      | 405                  | 434                    | 384                  | 451                    | 321                  | 404                    |

**MEDGAR EVERS COLLEGE**  
of The City University of New York



**DEPARTMENTAL DATA SET**  
  
**FOR**  
  
**ANNUAL ACTION PLANNING**

PREPARED BY:

OFFICE OF INSTITUTIONAL RESEARCH AND ASSESSMENT  
MEDGAR EVERS COLLEGE

June 10, 2013

## **ACADEMIC DEPARTMENT DATA SET FOR ANNUAL ACTION PLANNING**

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**MAJOR CODE LOOKUP TABLE  
(ORDERED BY MAJOR CODES)**

| MAJOR CODE | DEGREE TYPE | MAJOR NAME                        |
|------------|-------------|-----------------------------------|
| 005_ACC    | BS          | ACCOUNTING                        |
| 010_BIO    | BS          | BIOLOGY                           |
| 011_SCI    | AS          | SCIENCE                           |
| 015_BUS    | BS          | BUSINESS                          |
| 016_CIS    | BS          | COMPUTER INFORMATION SYSTEMS      |
| 017_MAN    | BPS         | APPLIED MANAGEMENT                |
| 020_ENV    | BS          | ENVIRONMENTAL SCIENCE             |
| 030_LA     | BA          | LIBERAL STUDIES                   |
| 031_REL    | BA          | RELIGIOUS STUDIES                 |
| 032_SW     | BS          | SOCIAL WORK                       |
| 037_LA     | AA          | SOCIAL & BEHAVIORAL SCIENCE       |
| 038_BUS    | AS          | BUSINESS                          |
| 041_CA     | AAS         | COMPUTER APPLICATIONS             |
| 045_NUR    | BSN         | NURSING                           |
| 046_NUR    | AAS         | NURSING (discontinued)            |
| 047_NUR    | AAS         | NURSING                           |
| 048_NUR    | CRT         | NURSING                           |
| 050_CS     | AS          | COMPUTER SCIENCE                  |
| 051_CS     | BS          | COMPUTER SCIENCE                  |
| 055_PA     | BS          | PUBLIC ADMINISTRATION             |
| 056_PA     | AS          | PUBLIC ADMINISTRATION             |
| 057_PSY    | BA          | PSYCHOLOGY                        |
| 071_EDU    | BA          | EARLY CHILDHOOD SPECIAL EDUCATION |
| 072_EDU    | BA          | CHILDHOOD SPECIAL EDUCATION       |
| 074_EDU    | BA          | CHILDHOOD EDUCATION               |
| 076_EDU    | AA          | TEACHER'S EDUCATION               |
| 079_ENG    | BA          | ENGLISH                           |
| 080_MTH    | BS          | MATHEMATICS                       |

**(ORDERED BY SCHOOL & MAJOR)**

| SCHOOL                         | MAJOR                        | DEGREE                            | MAJOR CODE |     |
|--------------------------------|------------------------------|-----------------------------------|------------|-----|
|                                |                              |                                   |            |     |
| BUSINESS                       | ACCOUNTING                   | BS                                | 005        |     |
|                                | BUSINESS                     | AS                                | 038        |     |
|                                | BUSINESS                     | BS                                | 015        |     |
|                                | COMPUTER INFORMATION SYSTEMS | BS                                | 016        |     |
|                                | COMPUTER APPLICATIONS        | AAS                               | 041        |     |
|                                | APPLIED MANAGEMENT           | BPS                               | 017        |     |
|                                | PUBLIC ADMINISTRATION        | BS                                | 055        |     |
|                                | PUBLIC ADMINISTRATION        | AS                                | 056        |     |
|                                | LIBERAL ARTS AND EDUCATION   | EARLY CHILDHOOD SPECIAL EDUCATION | BA         | 071 |
|                                |                              | CHILDHOOD SPECIAL EDUCATION       | BA         | 072 |
|                                |                              | CHILDHOOD EDUCATION               | BA         | 074 |
|                                |                              | TEACHER'S EDUCATION               | AA         | 076 |
|                                |                              | ENGLISH                           | BA         | 079 |
|                                |                              | LIBERAL STUDIES                   | BA         | 030 |
| SOCIAL & BEHAVIORAL SCIENCE    |                              | AA                                | 037        |     |
| PSYCHOLOGY                     |                              | BA                                | 057        |     |
| RELIGIOUS STUDIES              |                              | BA                                | 031        |     |
| SOCIAL WORK                    |                              | BS                                | 032        |     |
| SCIENCE, HEALTH AND TECHNOLOGY |                              | BIOLOGY                           | BS         | 010 |
|                                | COMPUTER SCIENCE             | AS                                | 050        |     |
|                                | COMPUTER SCIENCE             | BS                                | 051        |     |
|                                | ENVIRONMENTAL SCIENCE        | BS                                | 020        |     |
|                                | MATHEMATICS                  | BS                                | 080        |     |
|                                | NURSING                      | BSN                               | 045        |     |
|                                | NURSING (discontinued)       | AAS                               | 046        |     |
|                                | NURSING                      | AAS                               | 047        |     |
|                                | NURSING                      | CRT                               | 048        |     |
|                                | SCIENCE                      | AS                                | 011        |     |

REPORT (1)

## FIRST-TIME FESHMAN SHOW RATE TREND BY MAJOR

| Major      | Fall 2010 |      |           | Fall 2011 |      |           | Fall 2012 |      |           |
|------------|-----------|------|-----------|-----------|------|-----------|-----------|------|-----------|
|            | Admitted  | Show | Show Rate | Admitted  | Show | Show Rate | Admitted  | Show | Show Rate |
| 1 005_ACC  | 173       | 31   | 17.9%     | 257       | 20   | 7.8%      | 277       | 18   | 6.5%      |
| 2 010_BIO  | 46        | 42   | 91.3%     | 16        | 14   | 87.5%     | 11        | 11   | 100.0%    |
| 3 011_SCI  | 742       | 151  | 20.4%     | 731       | 136  | 18.6%     | 810       | 130  | 16.0%     |
| 4 015_BUS  | 42        | 29   | 69.0%     | 7         | 7    | 100.0%    | 6         | 6    | 100.0%    |
| 5 016_CIS  | 49        | 4    | 8.2%      | 48        | 2    | 4.2%      | 52        | 4    | 7.7%      |
| 6 017_MAN  | 3         | 0    | 0.0%      | .         | .    | .         | .         | .    | .         |
| 7 020_ENV  | 35        | 3    | 8.6%      | 47        | 1    | 2.1%      | 20        | 0    | 0.0%      |
| 8 030_LA   | 61        | 58   | 95.1%     | 4         | 4    | 100.0%    | 4         | 3    | 75.0%     |
| 9 032_SW   | 83        | 12   | 14.5%     | 128       | 19   | 14.8%     | 108       | 19   | 17.6%     |
| 10 037_LA  | 2709      | 327  | 12.1%     | 3068      | 413  | 13.5%     | 3756      | 603  | 16.1%     |
| 11 038_BUS | 1128      | 107  | 9.5%      | 1131      | 127  | 11.2%     | 1121      | 114  | 10.2%     |
| 12 041_CA  | 73        | 9    | 12.3%     | 71        | 4    | 5.6%      | 75        | 8    | 10.7%     |
| 13 046_NUR | 1421      | 278  | 19.6%     | 1704      | 332  | 19.5%     | 1489      | 15   | 1.0%      |
| 14 048_NUR | 114       | 2    | 1.8%      | 8         | 2    | 25.0%     | 5         | 2    | 40.0%     |
| 15 050_CS  | 72        | 11   | 15.3%     | 84        | 13   | 15.5%     | 116       | 21   | 18.1%     |
| 16 051_CS  | 97        | 8    | 8.2%      | 111       | 13   | 11.7%     | 72        | 2    | 2.8%      |
| 17 055_PA  | 3         | 2    | 66.7%     | 4         | 3    | 75.0%     | 1         | 1    | 100.0%    |
| 18 056_PA  | 41        | 8    | 19.5%     | 57        | 14   | 24.6%     | 40        | 5    | 12.5%     |
| 19 057_PSY | 11        | 7    | 63.6%     | 8         | 8    | 100.0%    | 8         | 7    | 87.5%     |
| 20 071_EDU | 6         | 0    | 0.0%      | .         | .    | .         | .         | .    | .         |
| 21 072_EDU | 1         | 0    | 0.0%      | .         | .    | .         | .         | .    | .         |
| 22 074_EDU | 1         | 1    | 100.0%    | .         | .    | .         | .         | .    | .         |
| 23 076_EDU | 546       | 93   | 17.0%     | 531       | 68   | 12.8%     | 486       | 74   | 15.2%     |
| 24 079_ENG | 1         | 1    | 100.0%    | .         | .    | .         | .         | .    | .         |
| 25 080_MTH | 28        | 4    | 14.3%     | 23        | 2    | 8.7%      | 17        | 2    | 11.8%     |



REPORT (1)

## FIRST-TIME TRANSFER SHOW RATE TREND BY MAJOR

| Major      | Fall 2010 |      |           | Fall 2011 |      |           | Fall 2012 |      |           |
|------------|-----------|------|-----------|-----------|------|-----------|-----------|------|-----------|
|            | Admitted  | Show | Show Rate | Admitted  | Show | Show Rate | Admitted  | Show | Show Rate |
| 1 005_ACC  | 29        | 14   | 48.3%     | 30        | 21   | 70.0%     | 29        | 13   | 44.8%     |
| 2 010_BIO  | 47        | 34   | 72.3%     | 85        | 58   | 68.2%     | 174       | 117  | 67.2%     |
| 3 011_SCI  | 123       | 53   | 43.1%     | 90        | 47   | 52.2%     | 212       | 113  | 53.3%     |
| 4 015_BUS  | 25        | 16   | 64.0%     | 46        | 32   | 69.6%     | 53        | 38   | 71.7%     |
| 5 016_CIS  | 8         | 4    | 50.0%     | 12        | 6    | 50.0%     | 6         | 3    | 50.0%     |
| 6 017_MAN  | 14        | 13   | 92.9%     | 11        | 9    | 81.8%     | 18        | 13   | 72.2%     |
| 7 020_ENV  | 5         | 3    | 60.0%     | 8         | 3    | 37.5%     | 6         | 3    | 50.0%     |
| 8 030_LA   | 15        | 8    | 53.3%     | 38        | 19   | 50.0%     | 71        | 33   | 46.5%     |
| 9 032_SW   | 6         | 4    | 66.7%     | 19        | 7    | 36.8%     | 3         | 1    | 33.3%     |
| 10 037_LA  | 115       | 27   | 23.5%     | 162       | 77   | 47.5%     | 187       | 101  | 54.0%     |
| 11 038_BUS | 43        | 11   | 25.6%     | 71        | 25   | 35.2%     | 45        | 20   | 44.4%     |
| 12 041_CA  | .         | .    | .         | 5         | 2    | 40.0%     | 5         | 2    | 40.0%     |
| 13 045_NUR | 29        | 18   | 62.1%     | 31        | 21   | 67.7%     | 38        | 26   | 68.4%     |
| 14 046_NUR | 236       | 124  | 52.5%     | 410       | 221  | 53.9%     | 44        | 6    | 13.6%     |
| 15 047_NUR | 1         | 0    | 0.0%      | .         | .    | .         | .         | .    | .         |
| 16 048_NUR | 5         | 3    | 60.0%     | 1         | 1    | 100.0%    | .         | .    | .         |
| 17 050_CS  | 4         | 4    | 100.0%    | 4         | 2    | 50.0%     | 5         | 4    | 80.0%     |
| 18 051_CS  | 6         | 4    | 66.7%     | 14        | 6    | 42.9%     | 16        | 9    | 56.3%     |
| 19 055_PA  | 4         | 2    | 50.0%     | 7         | 2    | 28.6%     | 2         | 0    | 0.0%      |
| 20 056_PA  | 10        | 2    | 20.0%     | 5         | 2    | 40.0%     | 5         | 2    | 40.0%     |
| 21 057_PSY | 16        | 13   | 81.3%     | 27        | 23   | 85.2%     | 28        | 23   | 82.1%     |
| 22 071_EDU | 1         | 0    | 0.0%      | .         | .    | .         | .         | .    | .         |
| 23 072_EDU | .         | .    | .         | .         | .    | .         | 1         | 1    | 100.0%    |
| 24 074_EDU | 6         | 5    | 83.3%     | .         | .    | .         | 1         | 0    | 0.0%      |
| 25 076_EDU | 58        | 24   | 41.4%     | 66        | 28   | 42.4%     | 68        | 33   | 48.5%     |
| 26 079_ENG | 4         | 2    | 50.0%     | 4         | 4    | 100.0%    | 6         | 5    | 83.3%     |
| 27 080_MTH | 4         | 1    | 25.0%     | 1         | 0    | 0.0%      | 6         | 5    | 83.3%     |

BACCALAUREATE PROGRAMS ONE-YEAR RETENTION RATES

A. FULL-TIME FIRST-TIME FRESHMAN COHORTS

| MAJOR          | FALL 2009  |            |              | FALL 2010  |            |              | FALL 2011 |           |              |
|----------------|------------|------------|--------------|------------|------------|--------------|-----------|-----------|--------------|
|                | N          | RETAINED   | RATE         | N          | RETAINED   | RATE         | N         | RETAINED  | RATE         |
| 005_ACC        | 31         | 21         | 67.7%        | 31         | 18         | 58.1%        | 19        | 15        | 78.9%        |
| 010_BIO        | 11         | 5          | 45.5%        | 42         | 30         | 71.4%        | 12        | 10        | 83.3%        |
| 015_BUS        | 32         | 18         | 56.3%        | 28         | 14         | 50.0%        | 7         | 6         | 85.7%        |
| 016_CIS        | 1          | 1          | 100.0%       | 4          | 2          | 50.0%        | 2         | 1         | 50.0%        |
| 020_ENV        | .          | .          | .            | 3          | 3          | 100.0%       | 1         | 0         | 0.0%         |
| 030_LA         | 93         | 61         | 65.6%        | 57         | 34         | 59.6%        | 4         | 3         | 75.0%        |
| 032_SW         | .          | .          | .            | 12         | 9          | 75.0%        | 17        | 10        | 58.8%        |
| 051_CS         | 2          | 2          | 100.0%       | 7          | 3          | 42.9%        | 12        | 5         | 41.7%        |
| 055_PA         | .          | .          | .            | 2          | 2          | 100.0%       | 3         | 2         | 66.7%        |
| 057_PSY        | 9          | 4          | 44.4%        | 7          | 5          | 71.4%        | 8         | 4         | 50.0%        |
| 071_EDU        | 1          | 0          | 0.0%         | .          | .          | .            | .         | .         | .            |
| 074_EDU        | .          | .          | .            | 1          | 0          | 0.0%         | .         | .         | .            |
| 079_ENG        | .          | .          | .            | 1          | 1          | 100.0%       | .         | .         | .            |
| 080_MTH        | .          | .          | .            | 4          | 2          | 50.0%        | 2         | 1         | 50.0%        |
| <b>COLLEGE</b> | <b>180</b> | <b>112</b> | <b>62.2%</b> | <b>199</b> | <b>123</b> | <b>61.8%</b> | <b>87</b> | <b>57</b> | <b>65.5%</b> |

B. FULL-TIME TRANSFER COHORTS

| MAJOR          | FALL 2009  |            |              | FALL 2010 |           |              | FALL 2011  |           |              |
|----------------|------------|------------|--------------|-----------|-----------|--------------|------------|-----------|--------------|
|                | N          | RETAINED   | RATE         | N         | RETAINED  | RATE         | N          | RETAINED  | RATE         |
| 005_ACC        | 19         | 14         | 73.7%        | 10        | 4         | 40.0%        | 16         | 10        | 62.5%        |
| 010_BIO        | 35         | 28         | 80.0%        | 18        | 11        | 61.1%        | 31         | 18        | 58.1%        |
| 015_BUS        | 35         | 26         | 74.3%        | 14        | 9         | 64.3%        | 26         | 18        | 69.2%        |
| 016_CIS        | 8          | 7          | 87.5%        | 3         | 2         | 66.7%        | 5          | 2         | 40.0%        |
| 017_MAN        | 18         | 11         | 61.1%        | 8         | 6         | 75.0%        | 6          | 5         | 83.3%        |
| 020_ENV        | 3          | 2          | 66.7%        | 2         | 2         | 100.0%       | 2          | 0         | 0.0%         |
| 030_LA         | 29         | 19         | 65.5%        | 3         | 2         | 66.7%        | 17         | 13        | 76.5%        |
| 031_REL        | 3          | 3          | 100.0%       | .         | .         | .            | .          | .         | .            |
| 032_SW         | .          | .          | .            | 4         | 4         | 100.0%       | 5          | 5         | 100.0%       |
| 045_NUR        | 4          | 4          | 100.0%       | 2         | 2         | 100.0%       | 2          | 2         | 100.0%       |
| 051_CS         | 2          | 0          | 0.0%         | 4         | 1         | 25.0%        | 5          | 4         | 80.0%        |
| 055_PA         | 7          | 3          | 42.9%        | 2         | 0         | 0.0%         | 2          | 2         | 100.0%       |
| 057_PSY        | 20         | 12         | 60.0%        | 11        | 8         | 72.7%        | 19         | 16        | 84.2%        |
| 071_EDU        | 1          | 1          | 100.0%       | .         | .         | .            | .          | .         | .            |
| 074_EDU        | 9          | 5          | 55.6%        | 3         | 2         | 66.7%        | .          | .         | .            |
| 079_ENG        | 2          | 2          | 100.0%       | 2         | 2         | 100.0%       | 2          | 2         | 100.0%       |
| 080_MTH        | 1          | 0          | 0.0%         | 1         | 1         | 100.0%       | .          | .         | .            |
| <b>COLLEGE</b> | <b>196</b> | <b>137</b> | <b>69.9%</b> | <b>87</b> | <b>56</b> | <b>64.4%</b> | <b>138</b> | <b>97</b> | <b>70.3%</b> |

## ASSOCIATE PROGRAMS ONE-YEAR RETENTION RATES

## A. FULL-TIME FIRST-TIME FRESHMAN COHORTS

| MAJOR          | FALL 2009   |            |              | FALL 2010  |            |              | FALL 2011   |            |              |
|----------------|-------------|------------|--------------|------------|------------|--------------|-------------|------------|--------------|
|                | N           | RETAINED   | RATE         | N          | RETAINED   | RATE         | N           | RETAINED   | RATE         |
| 011_SCI        | 337         | 202        | 59.9%        | 137        | 85         | 62.0%        | 125         | 76         | 60.8%        |
| 037_LA         | 299         | 155        | 51.8%        | 318        | 186        | 58.5%        | 396         | 188        | 47.5%        |
| 038_BUS        | 97          | 50         | 51.5%        | 99         | 48         | 48.5%        | 113         | 56         | 49.6%        |
| 039_BUS        | 63          | 30         | 47.6%        | .          | .          | .            | .           | .          | .            |
| 041_CA         | 15          | 9          | 60.0%        | 7          | 6          | 85.7%        | 4           | 1          | 25.0%        |
| 046_NUR        | 131         | 79         | 60.3%        | 258        | 137        | 53.1%        | 311         | 181        | 58.2%        |
| 050_CS         | 25          | 13         | 52.0%        | 10         | 5          | 50.0%        | 12          | 5          | 41.7%        |
| 056_PA         | 12          | 9          | 75.0%        | 8          | 6          | 75.0%        | 14          | 7          | 50.0%        |
| 076_EDU        | 116         | 59         | 50.9%        | 89         | 58         | 65.2%        | 63          | 32         | 50.8%        |
| <b>COLLEGE</b> | <b>1095</b> | <b>606</b> | <b>55.3%</b> | <b>926</b> | <b>531</b> | <b>57.3%</b> | <b>1038</b> | <b>546</b> | <b>52.6%</b> |

## B. FULL-TIME TRANSFER COHORTS

| MAJOR          | FALL 2009  |            |              | FALL 2010  |           |              | FALL 2011  |            |              |
|----------------|------------|------------|--------------|------------|-----------|--------------|------------|------------|--------------|
|                | N          | RETAINED   | RATE         | N          | RETAINED  | RATE         | N          | RETAINED   | RATE         |
| 011_SCI        | 120        | 66         | 55.0%        | 24         | 12        | 50.0%        | 33         | 18         | 54.5%        |
| 037_LA         | 63         | 30         | 47.6%        | 23         | 12        | 52.2%        | 55         | 23         | 41.8%        |
| 038_BUS        | 30         | 16         | 53.3%        | 9          | 5         | 55.6%        | 21         | 9          | 42.9%        |
| 039_BUS        | 1          | 1          | 100.0%       | .          | .         | .            | .          | .          | .            |
| 041_CA         | 3          | 2          | 66.7%        | .          | .         | .            | 2          | 1          | 50.0%        |
| 046_NUR        | 41         | 25         | 61.0%        | 53         | 31        | 58.5%        | 106        | 62         | 58.5%        |
| 050_CS         | 5          | 4          | 80.0%        | 4          | 2         | 50.0%        | 2          | 1          | 50.0%        |
| 056_PA         | 2          | 1          | 50.0%        | 2          | 1         | 50.0%        | 2          | 2          | 100.0%       |
| 076_EDU        | 45         | 30         | 66.7%        | 15         | 6         | 40.0%        | 21         | 12         | 57.1%        |
| <b>COLLEGE</b> | <b>310</b> | <b>175</b> | <b>56.5%</b> | <b>130</b> | <b>69</b> | <b>53.1%</b> | <b>242</b> | <b>128</b> | <b>52.9%</b> |

BACCALAUREATE PROGRAMS FOUR-YEAR GRADUATION RATES  
FULL-TIME FIRST-TIME FRESHMAN COHORTS

| MAJOR          | FALL 2006  |           |              | FALL 2007  |           |              | FALL 2008  |           |              |
|----------------|------------|-----------|--------------|------------|-----------|--------------|------------|-----------|--------------|
|                | N          | GRADUATED | RATE         | N          | GRADUATED | RATE         | N          | GRADUATED | RATE         |
| 005_ACC        | 1          | 1         | 100.0%       | 4          | 0         | 0.0%         | 2          | 2         | 100.0%       |
| 010_BIO        | 54         | 12        | 22.2%        | 76         | 14        | 18.4%        | 97         | 21        | 21.6%        |
| 015_BUS        | 36         | 11        | 30.6%        | 41         | 8         | 19.5%        | 36         | 2         | 5.6%         |
| 016_CIS        | 1          | 0         | 0.0%         | .          | .         | .            | 1          | 0         | 0.0%         |
| 017_MAN        | .          | .         | .            | 1          | 0         | 0.0%         | 1          | 0         | 0.0%         |
| 020_ENV        | 1          | 0         | 0.0%         | 1          | 0         | 0.0%         | 1          | 0         | 0.0%         |
| 030_LA         | 52         | 5         | 9.6%         | 88         | 10        | 11.4%        | 67         | 2         | 3.0%         |
| 032_SW         | .          | .         | .            | .          | .         | .            | 1          | 1         | 100.0%       |
| 045_NUR        | .          | .         | .            | 1          | 0         | 0.0%         | .          | .         | .            |
| 051_CS         | 2          | 1         | 50.0%        | 3          | 1         | 33.3%        | .          | .         | .            |
| 055_PA         | 2          | 0         | 0.0%         | 2          | 0         | 0.0%         | 1          | 0         | 0.0%         |
| 057_PSY        | 7          | 1         | 14.3%        | 5          | 0         | 0.0%         | 8          | 4         | 50.0%        |
| 071_EDU        | .          | .         | .            | .          | .         | .            | 1          | 0         | 0.0%         |
| 074_EDU        | .          | .         | .            | .          | .         | .            | 1          | 0         | 0.0%         |
| 079_ENG        | 2          | 0         | 0.0%         | .          | .         | .            | 2          | 0         | 0.0%         |
| 080_MTH        | 1          | 0         | 0.0%         | 2          | 0         | 0.0%         | 2          | 0         | 0.0%         |
| <b>COLLEGE</b> | <b>159</b> | <b>31</b> | <b>19.5%</b> | <b>224</b> | <b>33</b> | <b>14.7%</b> | <b>221</b> | <b>32</b> | <b>14.5%</b> |

## FULL-TIME TRANSFER COHORTS

| MAJOR          | FALL 2006  |           |              | FALL 2007  |           |              | FALL 2008  |           |              |
|----------------|------------|-----------|--------------|------------|-----------|--------------|------------|-----------|--------------|
|                | N          | GRADUATED | RATE         | N          | GRADUATED | RATE         | N          | GRADUATED | RATE         |
| 005_ACC        | 6          | 4         | 66.7%        | 16         | 6         | 37.5%        | 13         | 7         | 53.8%        |
| 010_BIO        | 54         | 13        | 24.1%        | 97         | 27        | 27.8%        | 86         | 14        | 16.3%        |
| 015_BUS        | 19         | 6         | 31.6%        | 25         | 8         | 32.0%        | 35         | 14        | 40.0%        |
| 016_CIS        | 5          | 1         | 20.0%        | 5          | 1         | 20.0%        | 4          | 2         | 50.0%        |
| 017_MAN        | 5          | 2         | 40.0%        | 3          | 2         | 66.7%        | 13         | 8         | 61.5%        |
| 020_ENV        | 1          | 0         | 0.0%         | 3          | 0         | 0.0%         | 2          | 1         | 50.0%        |
| 030_LA         | 14         | 3         | 21.4%        | 30         | 13        | 43.3%        | 36         | 9         | 25.0%        |
| 031_REL        | .          | .         | .            | .          | .         | .            | 1          | 0         | 0.0%         |
| 032_SW         | .          | .         | .            | .          | .         | .            | 2          | 1         | 50.0%        |
| 045_NUR        | 2          | 1         | 50.0%        | 2          | 0         | 0.0%         | 2          | 1         | 50.0%        |
| 051_CS         | 1          | 0         | 0.0%         | 1          | 1         | 100.0%       | 3          | 1         | 33.3%        |
| 055_PA         | 4          | 1         | 25.0%        | 3          | 2         | 66.7%        | 2          | 0         | 0.0%         |
| 057_PSY        | 10         | 2         | 20.0%        | 9          | 3         | 33.3%        | 17         | 8         | 47.1%        |
| 071_EDU        | .          | .         | .            | 1          | 0         | 0.0%         | .          | .         | .            |
| 074_EDU        | .          | .         | .            | .          | .         | .            | 1          | 0         | 0.0%         |
| 079_ENG        | 3          | 0         | 0.0%         | 4          | 0         | 0.0%         | 3          | 1         | 33.3%        |
| 080_MTH        | .          | .         | .            | .          | .         | .            | 2          | 0         | 0.0%         |
| 097_EDU        | 1          | 0         | 0.0%         | .          | .         | .            | .          | .         | .            |
| <b>COLLEGE</b> | <b>125</b> | <b>33</b> | <b>26.4%</b> | <b>199</b> | <b>63</b> | <b>31.7%</b> | <b>222</b> | <b>67</b> | <b>30.2%</b> |

## ASSOCIATE PROGRAMS THREE-YEAR GRADUATION RATES

## A. FULL-TIME FIRST-TIME FRESHMAN COHORTS

| MAJOR          | FALL 2007  |           |             | FALL 2008  |           |             | FALL 2009   |           |             |
|----------------|------------|-----------|-------------|------------|-----------|-------------|-------------|-----------|-------------|
|                | N          | GRADUATED | RATE        | N          | GRADUATED | RATE        | N           | GRADUATED | RATE        |
| 011_SCI        | 187        | 5         | 2.7%        | 250        | 8         | 3.2%        | 337         | 19        | 5.6%        |
| 037_LA         | 196        | 2         | 1.0%        | 213        | 7         | 3.3%        | 299         | 6         | 2.0%        |
| 038_BUS        | 41         | 1         | 2.4%        | 155        | 8         | 5.2%        | 97          | 5         | 5.2%        |
| 039_BUS        | 69         | .         | 0.0%        | .          | .         | 0.0%        | 63          | 1         | 1.6%        |
| 041_CA         | 13         | .         | 0.0%        | 13         | .         | 0.0%        | 15          | 1         | 6.7%        |
| 046_NUR        | 22         | 1         | 4.5%        | 1          | .         | 0.0%        | 131         | 5         | 3.8%        |
| 050_CS         | 4          | .         | 0.0%        | 22         | 2         | 9.1%        | 25          | 0         | 0.0%        |
| 056_PA         | 6          | .         | 0.0%        | 10         | 1         | 10.0%       | 12          | 1         | 8.3%        |
| 060_SCI        | 5          | .         | 0.0%        | 10         | .         | 0.0%        | .           | .         | 0.0%        |
| 076_EDU        | 40         | 2         | 5.0%        | 65         | 6         | 9.2%        | 116         | 5         | 4.3%        |
| <b>COLLEGE</b> | <b>583</b> | <b>11</b> | <b>1.9%</b> | <b>739</b> | <b>32</b> | <b>4.3%</b> | <b>1095</b> | <b>43</b> | <b>3.9%</b> |

## B. FULL-TIME TRANSFER COHORTS

| MAJOR          | FALL 2007  |           |             | FALL 2008  |           |              | FALL 2009  |           |              |
|----------------|------------|-----------|-------------|------------|-----------|--------------|------------|-----------|--------------|
|                | N          | GRADUATED | RATE        | N          | GRADUATED | RATE         | N          | GRADUATED | RATE         |
| 011_SCI        | 47         | 2         | 4.3%        | 61         | 7         | 11.5%        | 120        | 15        | 12.5%        |
| 037_LA         | 21         | 2         | 9.5%        | 30         | 1         | 3.3%         | 63         | 8         | 12.7%        |
| 038_BUS        | 20         | .         | .           | 27         | 7         | 25.9%        | 30         | 5         | 16.7%        |
| 039_BUS        | 3          | .         | .           | .          | .         | .            | 1          | 0         | 0.0%         |
| 041_CA         | 1          | .         | .           | 6          | 2         | 33.3%        | 3          | 0         | 0.0%         |
| 046_NUR        | 23         | 1         | 4.3%        | 1          | 1         | 100.0%       | 41         | 10        | 24.4%        |
| 050_CS         | 3          | .         | 0.0%        | 2          | 0         | 0.0%         | 5          | 0         | 0.0%         |
| 056_PA         | 4          | 1         | 25.0%       | 3          | 1         | 33.3%        | 2          | 1         | 50.0%        |
| 060_SCI        | 1          | .         | .           | .          | .         | 0.0%         | .          | .         | .            |
| 076_EDU        | 18         | 2         | 11.1%       | 18         | 1         | 5.6%         | 45         | 12        | 26.7%        |
| <b>COLLEGE</b> | <b>141</b> | <b>8</b>  | <b>5.7%</b> | <b>148</b> | <b>20</b> | <b>13.5%</b> | <b>310</b> | <b>51</b> | <b>16.5%</b> |

REPORT (4)

## INTERNAL TRANSFER HEADCOUNT FROM ASSOCIATE PROGRAMS - THREE YEAR DATA

| Fall 2010 Internal Transfer Headcount |   |           |           |           |           |          |           |          |          |          |           |           |           |          |           |           |           |          |            |
|---------------------------------------|---|-----------|-----------|-----------|-----------|----------|-----------|----------|----------|----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|----------|------------|
| Associate Major Prior to Transfer     | Baccalaureate Major after Internal Transfer |           |           |           |           |          |           |          |          |          |           |           |           |          |           |           |           |          | Total      |
|                                       | 005_ACC                                     | 010_BIO   | 015_BUS   | 016_CIS   | 017_MAN   | 020_ENV  | 030_LA    | 031_REL  | 032_SW   | 045_NUR  | 051_CS    | 055_PA    | 057_PSY   | 071_EDU  | 072_EDU   | 074_EDU   | 079_ENG   | 080_MTH  |            |
| 011_SCI                               | 2   | 63        | 3         | 1         | 8         | 3        | 6         | 0        | 1        | 1        | 1         | 6         | 6         | 0        | 0         | 2         | 0         | 0        | 103        |
| 037_LA                                | 3   | 14        | 5         | 0         | 3         | 1        | 30        | 1        | 6        | 0        | 4         | 1         | 30        | 0        | 1         | 1         | 6         | 2        | 108        |
| 038_BUS                               | 23  | 3         | 29        | 4         | 2         | 0        | 2         | 0        | 1        | 0        | 0         | 3         | 1         | 0        | 0         | 0         | 0         | 0        | 69         |
| 039_BUS                               | 1   | 0         | 5         | 0         | 0         | 0        | 0         | 0        | 0        | 0        | 0         | 0         | 1         | 0        | 0         | 0         | 0         | 0        | 7          |
| 041_CA                                | 0   | 0         | 0         | 6         | 0         | 0        | 0         | 0        | 0        | 0        | 0         | 0         | 0         | 0        | 0         | 0         | 0         | 0        | 6          |
| 046_NUR                               | 0   | 13        | 2         | 0         | 2         | 0        | 1         | 0        | 0        | 1        | 0         | 3         | 2         | 0        | 0         | 0         | 1         | 0        | 25         |
| 047_NUR                               | 0   | 2         | 0         | 0         | 0         | 0        | 0         | 0        | 0        | 3        | 0         | 0         | 0         | 0        | 0         | 0         | 0         | 0        | 5          |
| 048_NUR                               | 0   | 1         | 0         | 0         | 1         | 0        | 0         | 0        | 0        | 0        | 0         | 0         | 0         | 0        | 0         | 0         | 0         | 0        | 2          |
| 050_CS                                | 1   | 2         | 1         | 1         | 0         | 0        | 0         | 0        | 0        | 0        | 5         | 0         | 1         | 0        | 0         | 0         | 0         | 0        | 11         |
| 056_PA                                | 0   | 0         | 0         | 0         | 0         | 0        | 0         | 0        | 0        | 0        | 14        | 3         | 0         | 0        | 0         | 0         | 0         | 0        | 17         |
| 076_EDU                               | 0   | 1         | 0         | 1         | 2         | 0        | 11        | 0        | 0        | 0        | 0         | 2         | 6         | 12       | 14        | 6         | 0         | 0        | 55         |
| <b>Total</b>                          | <b>30</b>                                   | <b>99</b> | <b>45</b> | <b>13</b> | <b>18</b> | <b>4</b> | <b>50</b> | <b>1</b> | <b>8</b> | <b>5</b> | <b>10</b> | <b>27</b> | <b>46</b> | <b>6</b> | <b>13</b> | <b>17</b> | <b>13</b> | <b>3</b> | <b>408</b> |

| Fall 2011 Internal Transfer Headcount |   |            |           |          |           |          |           |          |           |          |           |           |           |           |           |          |           |          |            |
|---------------------------------------|---|------------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|-----------|-----------|-----------|-----------|----------|-----------|----------|------------|
| Associate Major Prior to Transfer     | Baccalaureate Major after Internal Transfer |            |           |          |           |          |           |          |           |          |           |           |           |           |           |          |           |          | Total      |
|                                       | 005_ACC                                     | 010_BIO    | 015_BUS   | 016_CIS  | 017_MAN   | 020_ENV  | 030_LA    | 031_REL  | 032_SW    | 045_NUR  | 051_CS    | 055_PA    | 057_PSY   | 071_EDU   | 072_EDU   | 074_EDU  | 079_ENG   | 080_MTH  |            |
| 011_SCI                               | 1   | 80         | 5         | 0        | 11        | 2        | 1         | 0        | 0         | 2        | 3         | 1         | 6         | 0         | 0         | 0        | 2         | 0        | 114        |
| 037_LA                                | 4   | 10         | 14        | 1        | 1         | 0        | 18        | 0        | 9         | 0        | 3         | 2         | 30        | 0         | 0         | 0        | 4         | 1        | 97         |
| 038_BUS                               | 12  | 4          | 37        | 1        | 2         | 0        | 1         | 0        | 0         | 0        | 0         | 3         | 4         | 0         | 0         | 0        | 0         | 0        | 64         |
| 041_CA                                | 0   | 0          | 0         | 4        | 1         | 0        | 0         | 0        | 0         | 0        | 0         | 0         | 0         | 0         | 0         | 0        | 0         | 0        | 5          |
| 046_NUR                               | 1   | 15         | 0         | 0        | 1         | 0        | 3         | 0        | 1         | 2        | 0         | 0         | 3         | 1         | 0         | 0        | 3         | 1        | 31         |
| 047_NUR                               | 0   | 3          | 0         | 0        | 0         | 0        | 2         | 0        | 0         | 5        | 0         | 0         | 0         | 0         | 0         | 0        | 0         | 0        | 10         |
| 048_NUR                               | 0   | 0          | 0         | 0        | 3         | 0        | 1         | 0        | 0         | 0        | 0         | 0         | 0         | 0         | 0         | 0        | 0         | 0        | 4          |
| 050_CS                                | 0   | 0          | 2         | 1        | 0         | 0        | 0         | 0        | 0         | 0        | 3         | 0         | 0         | 0         | 0         | 0        | 0         | 0        | 6          |
| 056_PA                                | 0   | 0          | 1         | 1        | 0         | 0        | 0         | 0        | 0         | 0        | 13        | 0         | 0         | 0         | 0         | 0        | 0         | 0        | 15         |
| 076_EDU                               | 0   | 1          | 4         | 0        | 1         | 0        | 13        | 0        | 0         | 2        | 0         | 5         | 9         | 11        | 8         | 3        | 1         | 58       |            |
| <b>Total</b>                          | <b>18</b>                                   | <b>113</b> | <b>63</b> | <b>8</b> | <b>20</b> | <b>2</b> | <b>39</b> | <b>0</b> | <b>10</b> | <b>9</b> | <b>11</b> | <b>19</b> | <b>48</b> | <b>10</b> | <b>11</b> | <b>8</b> | <b>12</b> | <b>3</b> | <b>404</b> |

| Fall 2012 Internal Transfer Headcount |   |            |           |          |           |          |           |          |           |           |          |           |           |           |           |          |           |          |            |
|---------------------------------------|---|------------|-----------|----------|-----------|----------|-----------|----------|-----------|-----------|----------|-----------|-----------|-----------|-----------|----------|-----------|----------|------------|
| Associate Major Prior to Transfer     | Baccalaureate Major after Internal Transfer |            |           |          |           |          |           |          |           |           |          |           |           |           |           |          |           |          | Total      |
|                                       | 005_ACC                                     | 010_BIO    | 015_BUS   | 016_CIS  | 017_MAN   | 020_ENV  | 030_LA    | 031_REL  | 032_SW    | 045_NUR   | 051_CS   | 055_PA    | 057_PSY   | 071_EDU   | 072_EDU   | 074_EDU  | 079_ENG   | 080_MTH  |            |
| 011_SCI                               | 1   | 133        | 3         | 0        | 19        | 2        | 3         | 0        | 1         | 3         | 1        | 2         | 7         | 0         | 0         | 0        | 0         | 0        | 175        |
| 037_LA                                | 4   | 16         | 6         | 1        | 0         | 1        | 30        | 0        | 6         | 0         | 3        | 1         | 47        | 1         | 0         | 0        | 13        | 0        | 129        |
| 038_BUS                               | 7   | 0          | 42        | 1        | 2         | 0        | 3         | 0        | 0         | 0         | 0        | 1         | 0         | 0         | 0         | 0        | 0         | 1        | 57         |
| 041_CA                                | 0   | 0          | 2         | 4        | 0         | 0        | 0         | 0        | 0         | 1         | 0        | 1         | 0         | 0         | 0         | 0        | 0         | 0        | 8          |
| 046_NUR                               | 2   | 124        | 4         | 0        | 8         | 0        | 4         | 0        | 1         | 3         | 1        | 0         | 1         | 0         | 0         | 0        | 1         | 1        | 150        |
| 047_NUR                               | 0   | 11         | 0         | 0        | 1         | 0        | 0         | 1        | 0         | 8         | 0        | 0         | 1         | 0         | 0         | 0        | 0         | 0        | 22         |
| 048_NUR                               | 0   | 4          | 0         | 0        | 3         | 0        | 0         | 0        | 0         | 0         | 0        | 0         | 0         | 0         | 0         | 0        | 0         | 0        | 7          |
| 050_CS                                | 0   | 0          | 0         | 1        | 0         | 0        | 0         | 0        | 0         | 0         | 0        | 0         | 0         | 0         | 0         | 0        | 1         | 0        | 2          |
| 056_PA                                | 0   | 0          | 0         | 0        | 1         | 0        | 0         | 0        | 0         | 0         | 17       | 1         | 0         | 0         | 0         | 0        | 0         | 0        | 19         |
| 076_EDU                               | 0   | 0          | 1         | 0        | 0         | 0        | 26        | 0        | 2         | 0         | 0        | 11        | 13        | 11        | 8         | 1        | 1         | 74       |            |
| <b>Total</b>                          | <b>14</b>                                   | <b>288</b> | <b>58</b> | <b>7</b> | <b>34</b> | <b>3</b> | <b>66</b> | <b>1</b> | <b>10</b> | <b>14</b> | <b>6</b> | <b>20</b> | <b>70</b> | <b>14</b> | <b>11</b> | <b>8</b> | <b>16</b> | <b>3</b> | <b>643</b> |

**GRADE DISTRIBUTION OF CREDIT- BEARING COURSES**

| DISCIPLINE (%)     | CODE | SPRING 2010 |      |      | SPRING 2011 |      |       | SPRING 2012 |      |      | TOTAL NUMBER OF GRADES |             |             |
|--------------------|------|-------------|------|------|-------------|------|-------|-------------|------|------|------------------------|-------------|-------------|
|                    |      | A-B-C       | D-F  | W    | A-B-C       | D-F  | W     | A-B-C       | D-F  | W    | SPRING 2010            | SPRING 2011 | SPRING 2012 |
| ACCOUNTING         | ACCT | 82.4        | 12.2 | 5.4  | 80.7        | 12.3 | 7.0   | 79.9        | 15.4 | 4.7  | 409                    | 399         | 319         |
| AGRO               | AGRO | 72.6        | 21.0 | 6.5  | 77.5        | 18.3 | 4.2   | 78.1        | 11.5 | 10.4 | 62                     | 71          | 96          |
| ANTHROPOLOGY       | ANTH | 67.2        | 19.2 | 13.6 | 81.3        | 8.4  | 10.3  | 76.8        | 7.3  | 15.9 | 125                    | 107         | 82          |
| ART                | ART  | 65.1        | 13.9 | 21.0 | 67.0        | 16.3 | 16.7  | 69.1        | 13.1 | 17.7 | 794                    | 797         | 846         |
| BIOLOGY            | BIO  | 79.5        | 12.3 | 8.2  | 82.7        | 9.7  | 7.6   | 80.9        | 10.4 | 8.7  | 1897                   | 1994        | 2099        |
| BUSINESS           | BUS  | 97.4        | 2.0  | 0.7  | 93.5        | 4.5  | 1.9   | 95.4        | 1.5  | 3.1  | 151                    | 155         | 131         |
| CHEMISTRY          | CHM  | 70.9        | 14.4 | 14.7 | 69.3        | 18.2 | 12.5  | 66.9        | 15.4 | 17.6 | 673                    | 681         | 629         |
| COMPUTER INFO.     | CIS  | 74.4        | 8.0  | 17.5 | 74.5        | 9.8  | 15.8  | 75.7        | 10.4 | 14.0 | 1021                   | 1084        | 1197        |
| COMPUTER SCIENCE   | CS   | 71.0        | 7.5  | 21.5 | 71.3        | 12.6 | 16.1  | 74.0        | 11.5 | 14.4 | 107                    | 143         | 104         |
| DANCE              | DNCE | 91.9        | 0.0  | 8.1  | 90.6        | 3.8  | 5.7   | 81.1        | 0.0  | 18.9 | 37                     | 53          | 37          |
| ECONOMICS          | ECON | 88.2        | 5.1  | 6.7  | 87.8        | 7.2  | 5.1   | 86.2        | 5.6  | 8.2  | 567                    | 475         | 486         |
| EDUCATION          | EDUC | 91.8        | 2.5  | 5.8  | 91.0        | 6.2  | 2.8   | 87.6        | 7.3  | 5.1  | 400                    | 321         | 410         |
| ENGLISH            | ENGL | 72.4        | 11.6 | 15.9 | 73.8        | 12.2 | 14.0  | 71.5        | 12.5 | 16.0 | 2679                   | 2560        | 2452        |
| ENVIRONMENTAL      | ENVS | 90.7        | 0.0  | 9.4  | 90.7        | 1.2  | 8.1   | 94.1        | 0.7  | 5.1  | 107                    | 172         | 136         |
| FINANCE            | FIN  | 76.4        | 12.4 | 11.2 | 80.1        | 2.8  | 17.1  | 80.5        | 4.9  | 14.6 | 161                    | 176         | 123         |
| FRENCH             | FREN | 69.9        | 11.2 | 18.9 | 74.7        | 4.7  | 20.7  | 62.7        | 21.6 | 15.7 | 143                    | 150         | 185         |
| FRESHMAN SEMINAR   | FS   | 66.6        | 11.5 | 21.9 | 67.5        | 13.5 | 19.0  | 68.2        | 14.0 | 17.9 | 1609                   | 1316        | 1333        |
| GEOGRAPHY          | GEOG | 79.7        | 8.3  | 12.0 | 80.4        | 14.8 | 4.8   | 82.3        | 8.7  | 9.0  | 241                    | 290         | 322         |
| HISTORY            | HIST | 73.4        | 14.4 | 12.2 | 70.0        | 20.6 | 9.4   | 71.7        | 16.0 | 12.2 | 943                    | 1221        | 1315        |
| HEALTH SERVICES    | HSA  | 97.0        | 3.0  | 0.0  | 100.0       | 0.0  | 0.0   | 100.0       | 0.0  | 0.0  | 33                     | 49          | 30          |
| HEALTH SCIENCE     | HSC  | 83.0        | 11.3 | 5.7  | 95.4        | 2.3  | 2.3   | 78.9        | 12.4 | 8.8  | 159                    | 175         | 251         |
| HUMANITIES         | HUM  | 30.0        | 53.3 | 16.7 | 55.0        | 35.0 | 10.0  | 37.5        | 25.0 | 37.5 | 30                     | 20          | 16          |
| LAW                | LAW  | 97.7        | 0.0  | 2.3  | 97.4        | 0.0  | 2.6   | 98.9        | 0.0  | 1.1  | 129                    | 116         | 91          |
| LIBRARY & RESEARCH | LIB  | 84.8        | 0.0  | 15.2 | 93.3        | 0.0  | 6.7   | 87.8        | 0.0  | 12.2 | 46                     | 75          | 74          |
| MANAGEMENT         | MAN  | 90.5        | 7.3  | 2.2  | 92.9        | 5.0  | 2.2   | 94.8        | 3.5  | 1.7  | 545                    | 546         | 458         |
| MARKETING          | MAR  | 97.5        | 1.9  | 0.6  | 90.8        | 3.1  | 6.1   | 92.4        | 3.5  | 4.2  | 162                    | 163         | 144         |
| MASS COMMUNICATION | MASS | 84.0        | 4.0  | 12.0 | 100.0       | 0.0  | 0.0   | 0.0         | 0.0  | 0.0  | 25                     | 9           | 0           |
| MEDIA              | MED  | 76.7        | 16.7 | 6.7  | 69.0        | 27.6 | 3.5   | 77.8        | 11.1 | 11.1 | 30                     | 29          | 27          |
| MATHEMATICS        | MTH  | 65.6        | 21.8 | 12.6 | 66.9        | 21.6 | 11.5  | 65.3        | 24.1 | 10.6 | 1439                   | 1453        | 1602        |
| MUSIC              | MUS  | 58.5        | 10.7 | 30.8 | 58.0        | 8.1  | 34.0  | 54.3        | 14.0 | 31.6 | 834                    | 780         | 771         |
| NURSING            | NUR  | 98.1        | 0.2  | 1.8  | 97.5        | 0.5  | 2.0   | 98.3        | 0.7  | 1.0  | 572                    | 560         | 603         |
| PUBLIC             | PA   | 88.8        | 6.1  | 5.1  | 91.9        | 4.3  | 3.8   | 89.8        | 2.3  | 7.9  | 474                    | 372         | 304         |
| PEER COUNSELING    | PC   | 100.0       | 0.0  | 0.0  | 90.0        | 0.0  | 10.0  | 0.0         | 0.0  | 0.0  | 13                     | 10          | 0           |
| PHILOSOPHY         | PHIL | 74.6        | 13.4 | 11.9 | 70.7        | 12.9 | 16.4  | 73.3        | 17.4 | 9.4  | 268                    | 287         | 288         |
| PHYSICAL SCIENCE   | PHS  | 86.9        | 1.7  | 11.4 | 82.3        | 10.8 | 7.0   | 83.1        | 6.3  | 10.6 | 175                    | 186         | 142         |
| PHYSICS            | PHY  | 76.0        | 11.4 | 12.6 | 83.3        | 14.5 | 2.1   | 88.6        | 1.9  | 9.5  | 175                    | 234         | 158         |
| POLITICAL SCIENCE  | POL  | 83.9        | 4.9  | 11.2 | 79.3        | 14.4 | 6.3   | 83.7        | 6.1  | 10.2 | 224                    | 271         | 264         |
| PORTUGUESE LAB     | PORL | 0.0         | 0.0  | 0.0  | 0.0         | 0.0  | 100.0 | 0.0         | 0.0  | 0.0  | .                      | 2           | 0           |
| PORTUGUESE         | PORT | 0.0         | 0.0  | 0.0  | 60.0        | 0.0  | 40.0  | 0.0         | 0.0  | 0.0  | .                      | 5           | 0           |
| PSYCHOLOGY         | PSYC | 69.0        | 19.1 | 11.8 | 69.2        | 18.5 | 12.3  | 70.1        | 19.5 | 10.3 | 1343                   | 1229        | 1189        |
| RELIGIOUS STUDIES  | REL  | 100.0       | 0.0  | 0.0  | 66.7        | 16.7 | 16.7  | 57.9        | 31.6 | 10.5 | 7                      | 18          | 19          |
| SOCIOLOGY          | SOC  | 79.0        | 8.6  | 12.4 | 71.3        | 20.0 | 8.8   | 78.2        | 12.1 | 9.7  | 81                     | 160         | 124         |
| SP/C               | SP/C | 65.5        | 20.7 | 13.8 | 60.9        | 20.5 | 18.6  | 69.3        | 21.3 | 9.4  | 116                    | 156         | 127         |
| SPANISH            | SPAN | 59.2        | 18.5 | 22.3 | 57.8        | 21.4 | 20.8  | 63.8        | 17.9 | 18.4 | 660                    | 758         | 828         |
| SPEECH             | SPCH | 60.6        | 11.7 | 27.7 | 62.0        | 18.2 | 19.9  | 58.2        | 22.6 | 19.3 | 1085                   | 1007        | 975         |
| SOCIAL SCIENCE     | SSC  | 80.2        | 10.6 | 9.3  | 81.4        | 9.6  | 8.9   | 78.6        | 11.5 | 9.8  | 539                    | 436         | 468         |
| SOCIAL WORK        | SW   | 85.1        | 5.8  | 9.1  | 94.8        | 3.0  | 2.2   | 94.8        | 3.0  | 2.2  | 121                    | 231         | 267         |

**FIRST-TIME FRESHMAN ONE-YEAR OUTCOMES BY MAJOR:****A. CREDIT GAINED TABLE**

| Major Code     | ENTERING TERM |             |            |             |            |             |
|----------------|---------------|-------------|------------|-------------|------------|-------------|
|                | FALL 2009     |             | FALL 2010  |             | FALL 2011  |             |
|                | N             | MEAN        | N          | MEAN        | N          | MEAN        |
| 005_ACC        | 24            | 19.1        | 17         | 17.5        | 18         | 15.0        |
| 010_BIO        | 13            | 21.2        | 25         | 24.0        | 13         | 20.8        |
| 011_SCI        | 287           | 12.7        | 73         | 15.6        | 106        | 15.5        |
| 015_BUS        | 25            | 18.6        | 13         | 15.2        | 6          | 22.8        |
| 016_CIS        | 1             | 16.0        | 2          | 11.5        | 1          | 9.0         |
| 020_ENV        | 1             | 9.0         | 2          | 24.0        | 1          | 3.0         |
| 030_LA         | 79            | 18.8        | 33         | 18.9        | 4          | 15.9        |
| 032_SW         | .             | .           | 6          | 9.7         | 16         | 14.8        |
| 037_LA         | 243           | 10.4        | 182        | 12.3        | 309        | 12.9        |
| 038_BUS        | 124           | 10.2        | 52         | 10.6        | 93         | 12.7        |
| 041_CA         | 13            | 8.9         | 3          | 7.3         | 2          | 17.5        |
| 046_NUR        | 114           | 12.5        | 160        | 13.6        | 277        | 13.0        |
| 048_NUR        | 8             | 8.3         | .          | .           | 2          | 18.5        |
| 050_CS         | 18            | 9.6         | 1          | 8.0         | 10         | 10.8        |
| 051_CS         | 3             | 17.7        | 2          | 11.5        | 10         | 14.6        |
| 055_PA         | .             | .           | 1          | 16.0        | 3          | 18.2        |
| 056_PA         | 11            | 16.3        | 5          | 15.6        | 12         | 10.6        |
| 057_PSY        | 7             | 15.6        | 5          | 18.8        | 8          | 17.8        |
| 071_EDU        | 1             | 0.0         | .          | .           | .          | .           |
| 076_EDU        | 95            | 11.2        | 52         | 13.6        | 50         | 14.2        |
| 079_ENG        | .             | .           | 1          | 22.0        | .          | .           |
| 080_MTH        | .             | .           | 4          | 19.3        | 2          | 18.0        |
| <b>COLLEGE</b> | <b>1067</b>   | <b>12.5</b> | <b>639</b> | <b>14.1</b> | <b>943</b> | <b>13.6</b> |

**B. GPA**

| Major Code     | ENTERING TERM |             |            |             |            |             |
|----------------|---------------|-------------|------------|-------------|------------|-------------|
|                | FALL 2009     |             | FALL 2010  |             | FALL 2011  |             |
|                | N             | MEAN        | N          | MEAN        | N          | MEAN        |
| 005_ACC        | 24            | 2.67        | 18         | 2.61        | 18         | 2.26        |
| 010_BIO        | 13            | 2.99        | 30         | 3.00        | 13         | 3.02        |
| 011_SCI        | 287           | 2.32        | 80         | 2.46        | 107        | 2.36        |
| 015_BUS        | 25            | 2.68        | 13         | 2.04        | 6          | 2.83        |
| 016_CIS        | 1             | 2.35        | 2          | 1.36        | 1          | 3.27        |
| 020_ENV        | 1             | 3.78        | 2          | 3.19        | 1          | 0.73        |
| 030_LA         | 80            | 2.65        | 34         | 2.32        | 4          | 2.30        |
| 032_SW         | .             | .           | 8          | 2.03        | 16         | 2.19        |
| 037_LA         | 245           | 1.94        | 192        | 2.08        | 311        | 2.06        |
| 038_BUS        | 124           | 1.99        | 58         | 2.20        | 93         | 2.11        |
| REPORT 9       | 13            | 1.85        | 4          | 2.72        | 2          | 3.08        |
| 046_NUR        | 114           | 2.18        | 172        | 2.23        | 280        | 2.16        |
| 048_NUR        | 8             | 2.52        | .          | .           | 2          | 3.26        |
| 050_CS         | 18            | 2.17        | 2          | 2.71        | 10         | 2.08        |
| 051_CS         | 3             | 2.95        | 2          | 2.18        | 10         | 2.25        |
| 055_PA         | .             | .           | 1          | 1.83        | 3          | 2.50        |
| 056_PA         | 11            | 2.83        | 5          | 2.24        | 12         | 2.05        |
| 057_PSY        | 7             | 2.47        | 5          | 2.38        | 8          | 2.15        |
| 071_EDU        | 1             | 0.00        | .          | .           | .          | .           |
| 076_EDU        | 95            | 1.93        | 55         | 2.17        | 50         | 2.13        |
| 079_ENG        | .             | .           | 1          | 2.63        | .          | .           |
| 080_MTH        | .             | .           | 4          | 3.07        | 2          | 2.06        |
| <b>COLLEGE</b> | <b>1070</b>   | <b>2.20</b> | <b>688</b> | <b>2.26</b> | <b>949</b> | <b>2.16</b> |



**AVERAGE ONE-YEAR CREDITS GAINED BY PROGRAM AND CLASSIFICATION**

| Major Code | Class Level | Fall 2009 Students   |                    | Fall 2010 Students   |                    | Fall 2011 Students   |                    |
|------------|-------------|----------------------|--------------------|----------------------|--------------------|----------------------|--------------------|
|            |             | N who gained credits | Mean Credit Gained | N who gained credits | Mean Credit Gained | N who gained credits | Mean Credit Gained |
| 005_ACC    | 1           | 50                   | 18.8               | 36                   | 20.5               | 41                   | 17.9               |
|            | 2           | 55                   | 20.7               | 20                   | 22.0               | 39                   | 21.0               |
|            | 3           | 67                   | 21.8               | 30                   | 22.6               | 47                   | 18.9               |
|            | 4           | 46                   | 19.3               | 34                   | 20.6               | 46                   | 20.7               |
| 010_BIO    | 1           | 154                  | 14.8               | 66                   | 19.8               | 66                   | 20.3               |
|            | 2           | 266                  | 16.0               | 83                   | 18.6               | 144                  | 18.8               |
|            | 3           | 159                  | 16.1               | 97                   | 16.4               | 121                  | 18.6               |
|            | 4           | 105                  | 15.5               | 83                   | 17.5               | 156                  | 17.7               |
| 011_SCI    | 1           | 661                  | 13.3               | 240                  | 15.4               | 277                  | 14.8               |
|            | 2           | 191                  | 16.1               | 146                  | 16.1               | 233                  | 16.6               |
| 015_BUS    | 1           | 76                   | 19.9               | 39                   | 17.8               | 41                   | 20.9               |
|            | 2           | 121                  | 20.9               | 66                   | 20.4               | 95                   | 21.5               |
|            | 3           | 116                  | 21.0               | 67                   | 22.0               | 101                  | 22.4               |
|            | 4           | 53                   | 20.8               | 48                   | 21.5               | 61                   | 20.2               |
| 016_CIS    | 1           | 13                   | 17.0               | 5                    | 13.8               | 7                    | 18.7               |
|            | 2           | 17                   | 20.1               | 11                   | 23.1               | 7                    | 20.1               |
|            | 3           | 17                   | 20.9               | 19                   | 21.4               | 24                   | 20.2               |
|            | 4           | 12                   | 22.7               | 8                    | 20.1               | 24                   | 21.3               |
| 017_MAN    | 1           | 1                    | 26.0               | .                    | .                  | .                    | .                  |
|            | 2           | 7                    | 18.1               | 6                    | 19.3               | 4                    | 28.3               |
|            | 3           | 48                   | 21.4               | 38                   | 19.4               | 36                   | 22.0               |
|            | 4           | 43                   | 15.8               | 38                   | 20.6               | 63                   | 18.4               |
| 020_ENV    | 1           | 4                    | 19.3               | 4                    | 18.3               | 2                    | 16.0               |
|            | 2           | 11                   | 23.3               | 4                    | 12.0               | 5                    | 15.8               |
|            | 3           | 10                   | 22.9               | 10                   | 26.2               | 7                    | 16.3               |
|            | 4           | 4                    | 24.0               | 9                    | 18.6               | 19                   | 24.1               |
| 030_LA     | 1           | 136                  | 17.4               | 67                   | 18.6               | 26                   | 18.1               |
|            | 2           | 121                  | 17.8               | 45                   | 18.8               | 69                   | 20.7               |
|            | 3           | 70                   | 19.1               | 48                   | 18.8               | 67                   | 19.6               |
|            | 4           | 49                   | 15.6               | 37                   | 16.6               | 68                   | 18.6               |
| 031_REL    | 1           | 2                    | 12.0               | .                    | .                  | .                    | .                  |
|            | 2           | 2                    | 25.5               | .                    | .                  | .                    | .                  |
|            | 3           | 2                    | 19.5               | .                    | .                  | 1                    | 20.0               |
|            | 4           | 1                    | 3.0                | .                    | .                  | .                    | .                  |
| 032_SW     | 1           | .                    | .                  | 9                    | 10.3               | 18                   | 15.4               |
|            | 2           | 1                    | 10.0               | 7                    | 28.4               | 13                   | 21.2               |
|            | 3           | 10                   | 19.5               | 16                   | 25.4               | 31                   | 24.1               |
|            | 4           | 1                    | 9.0                | 11                   | 24.0               | 23                   | 24.0               |
| 037_LA     | 1           | 507                  | 11.7               | 352                  | 12.8               | 639                  | 13.6               |
|            | 2           | 104                  | 15.2               | 55                   | 12.9               | 113                  | 14.8               |
| 038_BUS    | 1           | 252                  | 12.2               | 127                  | 12.5               | 188                  | 13.2               |
|            | 2           | 43                   | 16.7               | 24                   | 17.4               | 38                   | 17.5               |
| 041_CS     | 1           | 19                   | 11.0               | 6                    | 12.7               | 11                   | 15.4               |
|            | 2           | 7                    | 18.9               | 5                    | 19.2               | 4                    | 15.0               |
| 045_NUR    | 1           | 1                    | 31.0               | .                    | .                  | .                    | .                  |
|            | 2           | 16                   | 18.6               | 12                   | 14.8               | 13                   | 16.4               |
|            | 3           | 40                   | 16.6               | 19                   | 18.1               | 42                   | 15.8               |
|            | 4           | 42                   | 16.1               | 40                   | 15.5               | 73                   | 15.2               |

\* Data taken for students who enrolled for the entire year.

| Major Code | Class Level | Fall 2009 Students   |                    | Fall 2010 Students   |                    | Fall 2011 Students   |                    |
|------------|-------------|----------------------|--------------------|----------------------|--------------------|----------------------|--------------------|
|            |             | N who gained credits | Mean Credit Gained | N who gained credits | Mean Credit Gained | N who gained credits | Mean Credit Gained |
| 046_NUR    | 1           | 163                  | 13.1               | 286                  | 14.3               | 570                  | 14.1               |
|            | 2           | 60                   | 13.3               | 106                  | 14.4               | 267                  | 13.7               |
| 047_NUR    | 1           | 1                    | 17.0               | 1                    | 17.0               | .                    | .                  |
|            | 2           | 81                   | 17.1               | 61                   | 17.8               | 93                   | 17.9               |
| 048_NUR    | 1           | 16                   | 12.8               | 4                    | 19.5               | 6                    | 13.5               |
|            | 2           | 39                   | 18.9               | 29                   | 20.5               | 29                   | 21.4               |
|            | 3           | 2                    | 18.0               | .                    | .                  | 2                    | 25.0               |
|            | 4           | .                    | .                  | 4                    | 23.5               | .                    | .                  |
| 050_CS     | 1           | 30                   | 9.6                | 11                   | 13.4               | 22                   | 10.2               |
|            | 2           | 8                    | 13.5               | 2                    | 12.0               | 2                    | 8.0                |
| 051_CS     | 1           | 6                    | 19.2               | 10                   | 21.1               | 20                   | 15.6               |
|            | 2           | 11                   | 15.0               | 11                   | 19.7               | 18                   | 19.5               |
|            | 3           | 8                    | 19.8               | 3                    | 10.0               | 8                    | 16.3               |
|            | 4           | 4                    | 21.0               | 3                    | 24.7               | 5                    | 12.4               |
| 055_PA     | 1           | 10                   | 16.6               | 8                    | 22.4               | 8                    | 17.7               |
|            | 2           | 32                   | 24.0               | 18                   | 25.4               | 20                   | 25.7               |
|            | 3           | 24                   | 23.0               | 15                   | 26.1               | 27                   | 25.9               |
|            | 4           | 17                   | 18.9               | 19                   | 21.6               | 20                   | 22.2               |
| 056_PA     | 1           | 43                   | 16.4               | 19                   | 16.9               | 23                   | 13.7               |
|            | 2           | 18                   | 18.9               | 16                   | 16.4               | 17                   | 19.6               |
| 057_PSY    | 1           | 32                   | 18.8               | 19                   | 23.7               | 29                   | 19.5               |
|            | 2           | 61                   | 18.2               | 44                   | 18.7               | 71                   | 20.8               |
|            | 3           | 56                   | 21.2               | 43                   | 23.0               | 53                   | 23.0               |
|            | 4           | 41                   | 19.3               | 28                   | 18.3               | 66                   | 17.4               |
| 071_EDU    | 1           | 2                    | 10.0               | 1                    | 27.0               | .                    | .                  |
|            | 2           | 9                    | 23.6               | 7                    | 23.0               | 1                    | 16.0               |
|            | 3           | 11                   | 20.9               | 11                   | 16.8               | 16                   | 22.9               |
|            | 4           | 13                   | 16.6               | 6                    | 24.3               | 16                   | 18.2               |
| 072_EDU    | 2           | 5                    | 22.2               | 2                    | 27.5               | 4                    | 24.0               |
|            | 3           | 8                    | 23.8               | 14                   | 21.1               | 8                    | 24.0               |
|            | 4           | 10                   | 18.8               | 8                    | 21.5               | 22                   | 22.0               |
| 074_EDU    | 1           | 11                   | 17.7               | 1                    | 17.0               | 1                    | 17.0               |
|            | 2           | 37                   | 16.1               | 14                   | 19.0               | 6                    | 17.3               |
|            | 3           | 22                   | 16.0               | 19                   | 19.1               | 13                   | 18.4               |
|            | 4           | 1                    | 15.0               | 1                    | 5.0                | 8                    | 18.3               |
| 076_EDU    | 1           | 227                  | 13.1               | 129                  | 13.8               | 158                  | 16.0               |
|            | 2           | 87                   | 16.5               | 67                   | 16.6               | 103                  | 15.0               |
| 079_ENG    | 1           | 4                    | 23.0               | 1                    | 22.0               | 3                    | 23.3               |
|            | 2           | 16                   | 19.0               | 11                   | 20.2               | 16                   | 21.5               |
|            | 3           | 18                   | 21.9               | 10                   | 19.6               | 19                   | 18.3               |
|            | 4           | 15                   | 15.5               | 15                   | 15.8               | 13                   | 17.2               |
| 080_MTH    | 1           | 3                    | 20.0               | 5                    | 19.6               | 3                    | 21.7               |
|            | 2           | 11                   | 17.7               | 5                    | 15.7               | 4                    | 13.3               |
|            | 3           | 6                    | 13.0               | 8                    | 17.9               | 10                   | 15.8               |
|            | 4           | 8                    | 20.0               | 1                    | 12.0               | 7                    | 15.1               |

## A. COURSE ENROLLMENT AND FAIL RATE OF HIGH FAIL COURSES

| Course         |               | Fall 2009 | Spring 2010 | Fall 2010 | Spring 2011 | Fall 2011 | Spring 2012 | Fall 2012 |
|----------------|---------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|
| <b>BIO 150</b> | #Enrolled     | 122       |             | 76        | 65          | 67        | 64          | 47        |
|                | Fail Rate (%) | 37.7      |             | 32.89     | 30.77       | 38.81     | 25          | 25.53     |
| <b>BIO 491</b> | #Enrolled     |           |             |           | 25          | 29        |             |           |
|                | Fail Rate (%) |           |             |           | 32          | 27.59     |             |           |
| <b>CHM 201</b> | #Enrolled     | 88        |             | 88        |             | 183       |             | 163       |
|                | Fail Rate (%) | 29.55     |             | 36.36     |             | 24.04     |             | 34.36     |
| <b>EDUC496</b> | #Enrolled     | 11        | 12          | 8         | 19          |           | 14          |           |
|                | Fail Rate (%) | 63.64     | 25          | 37.5      | 31.58       |           | 28.57       |           |
| <b>EDUC498</b> | #Enrolled     | 17        | 29          | 29        | 35          | 21        | 24          | 16        |
|                | Fail Rate (%) | 100       | 93.1        | 82.76     | 97.14       | 90.48     | 95.83       | 93.75     |
| <b>EDUC501</b> | #Enrolled     | 71        |             |           |             | 59        | 56          | 46        |
|                | Fail Rate (%) | 39.44     |             |           |             | 27.12     | 37.5        | 34.78     |
| <b>ENGL112</b> | #Enrolled     | 1219      | 801         |           | 798         |           | 774         |           |
|                | Fail Rate (%) | 26.99     | 29.34       |           | 32.46       |           | 28.55       |           |
| <b>ENGR006</b> | #Enrolled     | 273       | 196         | 259       | 156         | 199       | 143         | 112       |
|                | Fail Rate (%) | 41.39     | 42.86       | 47.88     | 48.72       | 48.24     | 44.06       | 48.21     |
| <b>ENGW006</b> | #Enrolled     | 623       | 499         | 487       | 387         | 399       | 304         | 317       |
|                | Fail Rate (%) | 48.64     | 48.9        | 48.87     | 47.29       | 45.36     | 41.45       | 50.16     |
| <b>ESLR006</b> | #Enrolled     | 21        | 23          | 27        | 28          | 40        | 57          | 45        |
|                | Fail Rate (%) | 57.14     | 43.48       | 55.56     | 78.57       | 55        | 64.91       | 62.22     |
| <b>ESLW006</b> | #Enrolled     | 37        | 42          | 48        | 48          | 49        | 63          | 45        |
|                | Fail Rate (%) | 62.16     | 54.76       | 77.08     | 66.67       | 61.22     | 74.6        | 60        |
| <b>HUM 102</b> | #Enrolled     |           | 32          | 21        | 21          | 15        |             |           |
|                | Fail Rate (%) |           | 50          | 33.33     | 33.33       | 26.67     |             |           |
| <b>MTH 120</b> | #Enrolled     |           |             | 240       | 193         |           |             | 204       |
|                | Fail Rate (%) |           |             | 28.75     | 24.87       |           |             | 26.47     |
| <b>MTH 136</b> | #Enrolled     | 546       | 444         | 515       | 440         |           | 450         | 423       |
|                | Fail Rate (%) | 26.74     | 26.13       | 26.02     | 27.27       |           | 32.89       | 31.21     |
| <b>MTHP009</b> | #Enrolled     | 764       | 558         | 595       | 501         | 608       | 481         | 602       |
|                | Fail Rate (%) | 46.73     | 52.69       | 46.89     | 40.72       | 48.19     | 54.26       | 60.96     |
| <b>MTHP010</b> | #Enrolled     | 861       | 729         | 647       | 629         | 743       | 649         | 763       |
|                | Fail Rate (%) | 53.77     | 52.26       | 52.86     | 51.51       | 53.84     | 69.49       | 61.34     |
| <b>SPAE001</b> | #Enrolled     | 17        | 21          | 7         | 14          |           | 23          |           |
|                | Fail Rate (%) | 41.18     | 57.14       | 42.86     | 50          |           | 47.83       |           |
| <b>SPAL101</b> | #Enrolled     | 390       | 465         | 410       | 540         | 526       |             | 517       |
|                | Fail Rate (%) | 31.03     | 37.78       | 33.66     | 37.78       | 31.56     |             | 29.79     |

## B. NUMBER OF FAIL GRADES AND FAIL RATE OF HIGH FAIL COURSES

| Course         |               | Fall<br>2009 | Spring<br>2010 | Fall<br>2010 | Spring<br>2011 | Fall<br>2011 | Spring<br>2012 | Fall<br>2012 |
|----------------|---------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|
| <b>BIO 150</b> | # Failed      | 46           | 30             | 25           | 20             | 26           | 16             | 12           |
|                | Fail Rate (%) | 37.7         | 23.62          | 32.89        | 30.77          | 38.81        | 25             | 25.53        |
| <b>BIO 491</b> | # Failed      |              |                |              | 8              | 8            |                |              |
|                | Fail Rate (%) |              |                |              | 32             | 27.59        |                |              |
| <b>CHM 201</b> | # Failed      | 26           | 22             | 32           | 28             | 44           |                | 56           |
|                | Fail Rate (%) | 29.55        | 23.91          | 36.36        | 23.14          | 24.04        |                | 34.36        |
| <b>EDUC496</b> | # Failed      | 7            | 3              | 3            | 6              |              | 4              |              |
|                | Fail Rate (%) | 63.64        | 25             | 37.5         | 31.58          |              | 28.57          |              |
| <b>EDUC498</b> | # Failed      | 17           | 27             | 24           | 34             | 19           | 23             | 15           |
|                | Fail Rate (%) | 100          | 93.1           | 82.76        | 97.14          | 90.48        | 95.83          | 93.75        |
| <b>EDUC501</b> | # Failed      | 28           |                |              |                | 16           | 21             | 16           |
|                | Fail Rate (%) | 39.44        |                |              |                | 27.12        | 37.5           | 34.78        |
| <b>ENGL112</b> | # Failed      | 329          | 235            | 193          | 259            | 287          | 221            | 260          |
|                | Fail Rate (%) | 26.99        | 29.34          | 20.42        | 32.46          | 23.54        | 28.55          | 23.15        |
| <b>ENGR006</b> | # Failed      | 113          | 84             | 124          | 76             | 96           | 63             | 54           |
|                | Fail Rate (%) | 41.39        | 42.86          | 47.88        | 48.72          | 48.24        | 44.06          | 48.21        |
| <b>ENGW006</b> | # Failed      | 303          | 244            | 238          | 183            | 181          | 126            | 159          |
|                | Fail Rate (%) | 48.64        | 48.9           | 48.87        | 47.29          | 45.36        | 41.45          | 50.16        |
| <b>ESLR006</b> | # Failed      | 12           | 10             | 15           | 22             | 22           | 37             | 28           |
|                | Fail Rate (%) | 57.14        | 43.48          | 55.56        | 78.57          | 55           | 64.91          | 62.22        |
| <b>ESLW006</b> | # Failed      | 23           | 23             | 37           | 32             | 30           | 47             | 27           |
|                | Fail Rate (%) | 62.16        | 54.76          | 77.08        | 66.67          | 61.22        | 74.6           | 60           |
| <b>HUM 102</b> | # Failed      |              | 16             | 7            | 7              | 4            | 4              |              |
|                | Fail Rate (%) |              | 50             | 33.33        | 33.33          | 26.67        | 23.53          |              |
| <b>MTH 120</b> | # Failed      |              |                | 69           | 48             |              |                | 54           |
|                | Fail Rate (%) |              |                | 28.75        | 24.87          |              |                | 26.47        |
| <b>MTH 136</b> | # Failed      | 146          | 116            | 134          | 120            |              | 148            | 132          |
|                | Fail Rate (%) | 26.74        | 26.13          | 26.02        | 27.27          |              | 32.89          | 31.21        |
| <b>MTHP009</b> | # Failed      | 357          | 294            | 279          | 204            | 293          | 261            | 367          |
|                | Fail Rate (%) | 46.73        | 52.69          | 46.89        | 40.72          | 48.19        | 54.26          | 60.96        |
| <b>MTHP010</b> | # Failed      | 463          | 381            | 342          | 324            | 400          | 451            | 468          |
|                | Fail Rate (%) | 53.77        | 52.26          | 52.86        | 51.51          | 53.84        | 69.49          | 61.34        |
| <b>SPAE001</b> | # Failed      | 7            | 12             | 3            | 7              |              | 11             |              |
|                | Fail Rate (%) | 41.18        | 57.14          | 42.86        | 50             |              | 47.83          |              |
| <b>SPAL101</b> | # Failed      | 121          | 161            | 138          | 204            | 166          | 130            | 154          |
|                | Fail Rate (%) | 31.03        | 34.62          | 33.66        | 37.78          | 31.56        | 22.3           | 29.79        |

| Headcount of the Last Capstone Courses Taken by the Baccalaureate Majors |  |     |     |     |     |     |      |     |      |     |     |     |        |       |      |     |      |       |
|--|--|-----|-----|-----|-----|-----|------|-----|------|-----|-----|-----|--------|-------|------|-----|------|-------|
| The Last Capstone Taken by a Student                                     | Major Codes of AY 2012-13 Expected Graduates** |     |     |     |     |     |      |     |      |     |     |     |        |       |      |     |      | Total |
|  | 5  | 10  | 15  | 16  | 17  | 20  | 30   | 32  | 45   | 51  | 55  | 57  | 71     | 72    | 74   | 79  | 80   |       |
|  | Acc  | Bio | Bus | Man | Man | Env | LbS  | SW  | Nur  | CS  | PA  | Psy | ECS Ed | CS Ed | C Ed | Eng | Math |       |
| BIO_499  | 0  | 51  | 0   | 0   | 1   | 0   | 0    | 0   | 0    | 0   | 0   | 0   | 0      | 0     | 0    | 0   | 0    | 52    |
| BUS_451  | 26   | 0   | 47  | 2   | 3   | 0   | 0    | 0   | 0    | 0   | 0   | 0   | 0      | 0     | 0    | 0   | 0    | 78    |
| CIS_401  | 0  | 0   | 0   | 9   | 0   | 0   | 0    | 0   | 0    | 0   | 0   | 0   | 0      | 0     | 0    | 0   | 0    | 9     |
| CS_401   | 0  | 0   | 0   | 0   | 0   | 0   | 0    | 0   | 0    | 1   | 0   | 0   | 0      | 0     | 0    | 0   | 0    | 1     |
| EDUC_491   | 0  | 0   | 0   | 0   | 0   | 0   | 0    | 0   | 0    | 0   | 0   | 0   | 0      | 1     | 0    | 0   | 0    | 1     |
| EDUC_492   | 0  | 0   | 0   | 0   | 0   | 0   | 0    | 0   | 0    | 0   | 0   | 0   | 6      | 17    | 1    | 0   | 0    | 24    |
| ENGL_422   | 0  | 0   | 0   | 0   | 0   | 0   | 0    | 0   | 0    | 0   | 0   | 0   | 0      | 0     | 0    | 9   | 0    | 9     |
| ENVS_404   | 0  | 1   | 0   | 0   | 0   | 6   | 0    | 0   | 0    | 0   | 0   | 0   | 0      | 0     | 0    | 0   | 0    | 7     |
| MTH_405  | 0  | 0   | 0   | 0   | 0   | 0   | 0    | 0   | 0    | 0   | 0   | 0   | 0      | 0     | 0    | 0   | 2    | 2     |
| NUR_425  | 0  | 0   | 0   | 0   | 0   | 0   | 0    | 0   | 44   | 0   | 0   | 0   | 0      | 0     | 0    | 0   | 0    | 44    |
| PA_490   | 0  | 0   | 0   | 0   | 1   | 0   | 0    | 0   | 0    | 22  | 0   | 0   | 0      | 0     | 0    | 0   | 0    | 23    |
| PHS_402  | 0  | 0   | 0   | 0   | 0   | 0   | 0    | 0   | 0    | 1   | 0   | 0   | 0      | 0     | 0    | 0   | 0    | 1     |
| PSYC_322   | 0  | 0   | 0   | 0   | 0   | 0   | 0    | 0   | 0    | 0   | 0   | 25  | 6      | 0     | 0    | 0   | 0    | 31    |
| PSYC_430   | 0  | 0   | 0   | 0   | 0   | 0   | 0    | 0   | 0    | 0   | 0   | 1   | 0      | 0     | 0    | 0   | 0    | 1     |
| PSYC_431   | 0  | 0   | 0   | 0   | 0   | 0   | 0    | 0   | 0    | 0   | 10  | 0   | 0      | 0     | 0    | 0   | 0    | 10    |
| SSC_404  | 0  | 1   | 0   | 0   | 0   | 0   | 56   | 0   | 0    | 0   | 0   | 0   | 0      | 0     | 0    | 0   | 0    | 57    |
| SW_421   | 0  | 0   | 0   | 0   | 0   | 0   | 0    | 22  | 0    | 0   | 0   | 0   | 0      | 0     | 0    | 0   | 0    | 22    |
| <b>Total Taken Capstone</b>  | 26   | 53  | 47  | 11  | 5   | 6   | 56   | 22  | 44   | 2   | 22  | 36  | 12     | 18    | 1    | 9   | 2    | 372   |
| <b>Total Gradates</b>  | 29   | 70  | 73  | 18  | 78  | 9   | 56   | 24  | 44   | 4   | 24  | 60  | 14     | 20    | 1    | 11  | 2    | 537   |
| <b>% taken capstone</b>  | 90%  | 76% | 64% | 61% | 6%  | 67% | 100% | 92% | 100% | 50% | 92% | 60% | 86%    | 90%   | 100% | 82% | 100% | 69%   |

\*\* Spring 2013 expected graduates are subjected to final certification by the Office of Registrar.

\* The 26 graduates who too BUS451 also took ACCT479.

| Course Enrollment Count (Duplicated Headcount) of Capstone Courses Taken by the Baccalaureate Majors |  |     |     |     |     |     |     |    |     |    |    |     |        |       |      |     |      |       |
|--|--|-----|-----|-----|-----|-----|-----|----|-----|----|----|-----|--------|-------|------|-----|------|-------|
| Course Enrollment in All Courses Taken by the Graduates  | Major Codes of AY 2012-13 Expected Graduates |     |     |     |     |     |     |    |     |    |    |     |        |       |      |     |      | Total |
|  | 5  | 10  | 15  | 16  | 17  | 20  | 30  | 32 | 45  | 51 | 55 | 57  | 71     | 72    | 74   | 79  | 80   |       |
|  | Acc  | Bio | Bus | Man | Man | Env | LbS | SW | Nur | CS | PA | Psy | ECS Ed | CS Ed | C Ed | Eng | Math |       |
| ACCT_479   | 26   | 0   | 0   | 0   | 0   | 0   | 0   | 0  | 0   | 0  | 0  | 0   | 0      | 0     | 0    | 0   | 0    | 26    |
| BIO_499  | 0  | 53  | 0   | 0   | 1   | 0   | 0   | 0  | 0   | 0  | 0  | 0   | 0      | 0     | 0    | 0   | 0    | 54    |
| BUS_451  | 26   | 0   | 47  | 10  | 3   | 0   | 0   | 0  | 0   | 0  | 0  | 0   | 0      | 0     | 0    | 0   | 0    | 86    |
| CIS_401  | 0  | 0   | 0   | 9   | 0   | 0   | 0   | 0  | 0   | 0  | 0  | 0   | 0      | 0     | 0    | 0   | 0    | 9     |
| CS_401   | 0  | 0   | 0   | 0   | 0   | 0   | 0   | 0  | 0   | 1  | 0  | 0   | 0      | 0     | 0    | 0   | 0    | 1     |
| EDUC_481   | 0  | 0   | 0   | 0   | 0   | 0   | 0   | 0  | 0   | 0  | 0  | 0   | 12     | 18    | 1    | 0   | 0    | 31    |
| EDUC_482   | 0  | 0   | 0   | 0   | 0   | 0   | 0   | 0  | 0   | 0  | 0  | 0   | 12     | 17    | 1    | 0   | 0    | 30    |
| EDUC_491   | 0  | 0   | 0   | 0   | 0   | 0   | 0   | 0  | 0   | 0  | 0  | 0   | 12     | 18    | 1    | 0   | 0    | 31    |
| EDUC_492   | 0  | 0   | 0   | 0   | 0   | 0   | 0   | 0  | 0   | 0  | 0  | 0   | 12     | 17    | 1    | 0   | 0    | 30    |
| ENGL_422   | 0  | 0   | 0   | 0   | 0   | 0   | 0   | 0  | 0   | 0  | 0  | 0   | 0      | 0     | 0    | 9   | 0    | 9     |
| ENVS_404   | 0  | 1   | 0   | 0   | 0   | 6   | 0   | 0  | 0   | 0  | 0  | 0   | 0      | 0     | 0    | 0   | 0    | 7     |
| MTH_405  | 0  | 0   | 0   | 0   | 0   | 0   | 0   | 0  | 0   | 0  | 0  | 0   | 0      | 0     | 0    | 0   | 2    | 2     |
| NUR_425  | 0  | 0   | 0   | 0   | 0   | 0   | 0   | 0  | 44  | 0  | 0  | 0   | 0      | 0     | 0    | 0   | 0    | 44    |
| PA_490   | 0  | 0   | 0   | 0   | 1   | 0   | 0   | 1  | 0   | 22 | 0  | 0   | 0      | 0     | 0    | 0   | 0    | 24    |
| PHS_402  | 0  | 0   | 0   | 0   | 0   | 0   | 0   | 0  | 0   | 1  | 0  | 0   | 0      | 0     | 0    | 0   | 0    | 1     |
| PSYC_322   | 0  | 0   | 0   | 0   | 0   | 0   | 0   | 0  | 0   | 0  | 0  | 35  | 6      | 0     | 0    | 0   | 0    | 41    |
| PSYC_430   | 0  | 0   | 0   | 0   | 0   | 0   | 0   | 0  | 0   | 0  | 0  | 8   | 0      | 0     | 0    | 0   | 0    | 8     |
| PSYC_431   | 0  | 0   | 0   | 0   | 0   | 0   | 0   | 0  | 0   | 0  | 10 | 0   | 0      | 0     | 0    | 0   | 0    | 10    |
| SSC_404  | 0  | 1   | 0   | 0   | 0   | 0   | 56  | 0  | 0   | 0  | 0  | 0   | 0      | 0     | 0    | 0   | 0    | 57    |
| SW_420   | 0  | 0   | 0   | 0   | 0   | 0   | 0   | 22 | 0   | 0  | 0  | 0   | 0      | 0     | 0    | 0   | 0    | 22    |
| SW_421   | 0  | 0   | 0   | 0   | 0   | 0   | 0   | 22 | 0   | 0  | 0  | 0   | 0      | 0     | 0    | 0   | 0    | 22    |
| <b>Total</b>   | 52   | 55  | 47  | 19  | 5   | 6   | 56  | 45 | 44  | 2  | 22 | 53  | 54     | 70    | 4    | 9   | 2    | 545   |

| <b>FALL 2008 TO FALL 2012 ENROLLMENT AND GRADUATE COUNT BY MAJOR</b> |                         |              |              |              |              |                 |              |                       |                |                |                |                |              |   |                |
|--|-------------------------|--------------|--------------|--------------|--------------|-----------------|--------------|-----------------------|----------------|----------------|----------------|----------------|--------------|---|----------------|
| <b>Major</b>   | <b>Enrollment Count</b> |              |              |              |              | <b>% Change</b> |              | <b>Graduate Count</b> |                |                |                |                | <b>Total</b> | <b>Graduate/<br/>Enrollment<br/>Ratio of<br/>Five Year<br/>Averages</b> |                |
|  | code                    | Fall<br>2008 | Fall<br>2009 | Fall<br>2010 | Fall<br>2011 | Fall<br>2012    | from 2011    | from 4-yr<br>average  | 2007 -<br>2008 | 2008 -<br>2009 | 2009 -<br>2010 | 2010 -<br>2011 |              |   | 2011 -<br>2012 |
| <b>BUSINESS</b>  |                         | <b>1497</b>  | <b>1592</b>  | <b>1471</b>  | <b>1353</b>  | <b>1236</b>     | <b>-8.6%</b> | <b>-16.4%</b>         | <b>244</b>     | <b>273</b>     | <b>306</b>     | <b>392</b>     | <b>356</b>   | <b>1571</b>   | <b>0.22</b>    |
| ACCOUNTING--BS   | 5                       | 220          | 275          | 268          | 218          | 197             | -9.6%        | -19.7%                | 37             | 36             | 40             | 64             | 54           | 231   | 0.20           |
| APPLIED MANAGEMENT--BPS  | 17                      | 128          | 135          | 164          | 151          | 163             | 7.9%         | 12.8%                 | 38             | 55             | 65             | 81             | 77           | 316   | 0.43           |
| BUSINESS--AS   | 38                      | 386          | 417          | 339          | 333          | 293             | -12.0%       | -20.5%                | 72             | 97             | 94             | 102            | 75           | 440   | 0.25           |
| BUSINESS--BS   | 15                      | 509          | 473          | 422          | 408          | 390             | -4.4%        | -13.9%                | 60             | 48             | 54             | 73             | 71           | 306   | 0.14           |
| COMPUTER APPLICATIONS--AAS   | 41                      | 31           | 40           | 28           | 22           | 14              | -36.4%       | -53.7%                | 8              | 4              | 13             | 11             | 12           | 48  | 0.36           |
| COMPUTER INFO SYSTEMS-- BS   | 16                      | 78           | 71           | 79           | 72           | 70              | -2.8%        | -6.7%                 | 9              | 13             | 7              | 11             | 8            | 48  | 0.13           |
| PUBLIC ADMIN.--AS  | 56                      | 56           | 76           | 66           | 56           | 42              | -25.0%       | -33.9%                | 4              | 10             | 17             | 19             | 26           | 76  | 0.26           |
| PUBLIC ADMIN.--BS  | 55                      | 89           | 105          | 105          | 93           | 67              | -28.0%       | -31.6%                | 16             | 10             | 16             | 31             | 33           | 106   | 0.23           |
| <b>LIBERAL ARTS &amp; EDUCATION</b>                                  |                         | <b>1794</b>  | <b>2295</b>  | <b>2235</b>  | <b>2302</b>  | <b>2337</b>     | <b>1.5%</b>  | <b>8.4%</b>           | <b>244</b>     | <b>266</b>     | <b>256</b>     | <b>253</b>     | <b>309</b>   | <b>1328</b>   | <b>0.12</b>    |
| CHILDHOOD EDUCATION--BA  | 74                      | 82           | 84           | 86           | 33           | 26              | -21.2%       | -63.5%                | 2              | 2              | 1              | 2              | 1            | 8   | 0.03           |
| CHILDHOOD SPECIAL EDUCATION--BA                                      | 72                      | 25           | 31           | 37           | 40           | 46              | 15.0%        | 38.3%                 | 5              | 12             | 10             | 8              | 9            | 44  | 0.25           |
| EARLY CHILDHOOD SPECIAL EDU.--BA                                     | 71                      | 22           | 41           | 47           | 41           | 38              | -7.3%        | 0.7%                  | 4              | 3              | 6              | 6              | 9            | 28  | 0.15           |
| ENGLISH--BA  | 79                      | 70           | 68           | 65           | 65           | 66              | 1.5%         | -1.5%                 | 4              | 7              | 9              | 11             | 15           | 46  | 0.14           |
| LIBERAL ARTS--AA   | 37                      | 592          | 867          | 880          | 1074         | 1176            | 9.5%         | 37.8%                 | 77             | 102            | 90             | 64             | 80           | 413   | 0.09           |
| LIBERAL STUDIES--BA  | 30                      | 499          | 497          | 397          | 315          | 279             | -11.4%       | -34.7%                | 34             | 26             | 39             | 35             | 43           | 177   | 0.09           |
| PSYCHOLOGY--BA   | 57                      | 216          | 252          | 264          | 270          | 308             | 14.1%        | 23.0%                 | 47             | 48             | 52             | 59             | 54           | 260   | 0.20           |
| RELIGIOUS STUDIES--BA  | 31                      | 2            | 8            | 2            | 1            | 3               | 200.0%       | -7.7%                 | 0              | 0              | 0              | 0              | 0            | 0   | 0.00           |
| SOCIAL WORK --BS   | 32                      | 5            | 13           | 65           | 99           | 103             | 4.0%         | 126.4%                | 0              | 0              | 0              | 4              | 20           | 24  | 0.08           |
| TEACHER EDUCATION--AA  | 76                      | 281          | 434          | 392          | 364          | 292             | -19.8%       | -20.6%                | 71             | 66             | 49             | 64             | 78           | 328   | 0.19           |
| <b>SCIENCE, HEALTH &amp; TECHNOLOGY</b>                              |                         | <b>2401</b>  | <b>2845</b>  | <b>2795</b>  | <b>2906</b>  | <b>2629</b>     | <b>-9.5%</b> | <b>-3.9%</b>          | <b>261</b>     | <b>204</b>     | <b>261</b>     | <b>321</b>     | <b>331</b>   | <b>1378</b>   | <b>0.10</b>    |
| BIOLOGY--BS  | 10                      | 1283         | 937          | 705          | 631          | 855             | 35.5%        | -3.8%                 | 32             | 26             | 42             | 37             | 46           | 183   | 0.04           |
| COMPUTER SCIENCE--BS   | 51                      | 44           | 41           | 49           | 62           | 62              | 0.0%         | 26.5%                 | 6              | 5              | 3              | 5              | 2            | 21  | 0.08           |
| COMPUTER SCIENCE--AS   | 50                      | 37           | 57           | 37           | 32           | 47              | 46.9%        | 15.3%                 | 5              | 3              | 5              | 4              | 1            | 18  | 0.09           |
| ENVIRONMENTAL SCIENCE--BS  | 20                      | 16           | 32           | 42           | 41           | 32              | -22.0%       | -2.3%                 | 5              | 3              | 3              | 5              | 8            | 24  | 0.15           |
| MATHEMATICAL SCIENCE--BS   | 80                      | 33           | 34           | 34           | 31           | 38              | 22.6%        | 15.2%                 | 2              | 2              | 4              | 3              | 2            | 13  | 0.08           |
| NURSING--BSN   | 45                      | 109          | 119          | 136          | 158          | 187             | 18.4%        | 43.3%                 | 33             | 22             | 31             | 43             | 33           | 162   | 0.23           |
| NURSING, PRE CLINICAL--AAS*  | 46                      | 23           | 285          | 756          | 1093         | 392             | -64.1%       | -27.3%                |                |                |                |                |              |   |                |
| NURSING--AAS   | 47                      | 61           | 92           | 104          | 97           | 126             | 29.9%        | 42.4%                 | 14             | 28             | 34             | 48             | 48           | 172   | 0.36           |
| NURSING-CRT  | 48                      | 27           | 79           | 65           | 43           | 46              | 7.0%         | -14.0%                | 23             | 28             | 39             | 39             | 30           | 159   | 0.61           |
| SCIENCE--AS  | 11                      | 768          | 1169         | 867          | 718          | 844             | 17.5%        | -4.1%                 | 141            | 87             | 100            | 137            | 161          | 626   | 0.14           |

## FACULTY HEADCOUNT BY SCHOOL/DEPARTMENT &amp; FULL-TIME/PART-TIME STATUS

| SCHOOL/DEPARTMENT                                 | Fall 2010  |            |            | Fall 2011  |            |            | Fall 2012  |            |            |
|---|------------|------------|------------|------------|------------|------------|------------|------------|------------|
|   | Full-Time  | Part-Time  | Total      | Full-Time  | Part-Time  | Total      | Full-Time  | Part-Time  | Total      |
| <b>SCHOOL OF BUSINESS</b>                         |            |            |            |            |            |            |            |            |            |
| Accounting  | 6          | 3          | 9          | 5          | 5          | 10         | 4          | 4          | 8          |
| Business Administration                           | 4          | 9          | 13         | 4          | 12         | 16         | 3          | 11         | 14         |
| Comptr Info. Systems                              | 5          | 22         | 27         | 5          | 15         | 20         | 5          | 18         | 23         |
| Dubois Bunch Ctr. For Pub. Pol. *                 | 1          | 0          | 1          | 1          | 0          | 1          | 1          | 0          | 1          |
| Economics and Finance                             | 4          | 8          | 12         | 4          | 7          | 11         | 4          | 5          | 9          |
| Public Administration                             | 6          | 4          | 10         | 4          | 2          | 6          | 3          | 8          | 11         |
| <b>SCHOOL OF LIBERAL ARTS &amp; EDUCATION</b>     |            |            |            |            |            |            |            |            |            |
| Education   | 7          | 10         | 17         | 9          | 6          | 15         | 8          | 3          | 11         |
| English   | 18         | 44         | 62         | 15         | 48         | 63         | 14         | 59         | 73         |
| Foreign Languages                                 | 5          | 11         | 16         | 5          | 14         | 19         | 4          | 12         | 16         |
| Mass Communications                               | 13         | 21         | 34         | 12         | 20         | 32         | 11         | 21         | 32         |
| Mathematics                                       | 17         | 20         | 37         | 16         | 23         | 39         | 23         | 42         | 65         |
| Philosophy & Religious Studies                    | 6          | 1          | 7          | 5          | 0          | 5          | 5          | 3          | 8          |
| Psychology  | 7          | 14         | 21         | 8          | 13         | 21         | 7          | 15         | 22         |
| School Of Liberal Arts & Edu. *                   | 0          | 0          | 0          | 0          | 0          | 0          | 1          | 0          | 1          |
| Social & Behavioral Sciences                      | 14         | 29         | 43         | 13         | 35         | 48         | 13         | 32         | 45         |
| <b>SCHOOL OF SCIENCE, HEALTH &amp; TECHNOLOGY</b> |            |            |            |            |            |            |            |            |            |
| Biology   | 15         | 34         | 49         | 13         | 34         | 47         | 15         | 33         | 48         |
| Nursing   | 0          | 0          | 0          | 13         | 22         | 35         | 13         | 31         | 44         |
| Nursing - AAS/PN                                  | 10         | 24         | 34         | 0          | 0          | 0          | 0          | 0          | 0          |
| Nursing - BSN                                     | 4          | 5          | 9          | 0          | 0          | 0          | 0          | 0          | 0          |
| Phy, Env & Computer Sciences                      | 15         | 32         | 47         | 14         | 33         | 47         | 15         | 26         | 41         |
| <b>OTHER</b>                                      |            |            |            |            |            |            |            |            |            |
| Academic Foundation                               | 10         | 27         | 37         | 8          | 23         | 31         | 0          | 0          | 0          |
| College Now Program                               | 0          | 5          | 5          | 0          | 2          | 2          | 0          | 2          | 2          |
| Counseling  | 1          | 0          | 1          | 1          | 0          | 1          | 1          | 0          | 1          |
| Freshman Year Program                             | 6          | 9          | 15         | 5          | 7          | 12         | 5          | 6          | 11         |
| Library & Info. Services                          | 8          | 0          | 8          | 11         | 0          | 11         | 8          | 0          | 8          |
| SEEK  | 2          | 0          | 2          | 4          | 0          | 4          | 3          | 0          | 3          |
| Special Programs                                  | 2          | 0          | 2          | 2          | 0          | 2          | 1          | 0          | 1          |
| <b>TOTAL</b>                                      | <b>186</b> | <b>332</b> | <b>518</b> | <b>177</b> | <b>321</b> | <b>498</b> | <b>167</b> | <b>331</b> | <b>498</b> |

\* Departments of faculty in CUNYfirst is determined by funding source

\*\* Part-time faculty includes multiple positions.

**FTE & ENROLLMENT RATIO**

|   | <u>CURRIC</u><br><u>CODE</u> | <u>FALL</u><br><u>2007</u> | <u>FALL</u><br><u>2008</u> | <u>FALL</u><br><u>2009</u> | <u>FALL</u><br><u>2010</u> | <u>FALL</u><br><u>2011</u> | <u>FALL</u><br><u>2012</u> |
|---|------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <b>TOTAL COLLEGE ENROLLMENT</b>         |                              | <b>0.728</b>               | <b>0.715</b>               | <b>0.756</b>               | <b>0.763</b>               | <b>0.765</b>               | <b>0.749</b>               |
| <b>BUSINESS</b>                         |                              | <b>0.791</b>               | <b>0.781</b>               | <b>0.801</b>               | <b>0.815</b>               | <b>0.801</b>               | <b>0.783</b>               |
| ACCOUNTING--BS                          | 5                            | 0.822                      | 0.783                      | 0.798                      | 0.825                      | 0.769                      | 0.779                      |
| APPLIED MANAGEMENT--BPS                 | 17,18,19                     | 0.757                      | 0.716                      | 0.732                      | 0.726                      | 0.706                      | 0.724                      |
| BUSINESS--AS                            | 38,39                        | 0.814                      | 0.815                      | 0.818                      | 0.840                      | 0.826                      | 0.807                      |
| BUSINESS--BS                            | 15                           | 0.773                      | 0.773                      | 0.801                      | 0.821                      | 0.802                      | 0.790                      |
| COMPUTER APPLICATIONS--AAS              | 41                           | 0.820                      | 0.832                      | 0.849                      | 0.808                      | 0.756                      | 0.812                      |
| COMPUTER INFO SYSTEMS-- BS              | 16                           | 0.765                      | 0.738                      | 0.777                      | 0.826                      | 0.803                      | 0.725                      |
| PUBLIC ADMIN.--AS                       | 56                           | 0.718                      | 0.833                      | 0.835                      | 0.802                      | 0.886                      | 0.762                      |
| PUBLIC ADMIN.--BS                       | 55                           | 0.832                      | 0.758                      | 0.810                      | 0.821                      | 0.897                      | 0.854                      |
| <b>LIBERAL ARTS &amp; EDUCATION</b>     |                              | <b>0.776</b>               | <b>0.772</b>               | <b>0.812</b>               | <b>0.835</b>               | <b>0.833</b>               | <b>0.812</b>               |
| CHILDHOOD EDUCATION--BA                 | 74                           | 0.675                      | 0.770                      | 0.735                      | 0.779                      | 0.675                      | 0.659                      |
| CHILDHOOD SPECIAL EDUCATION--BA         | 72                           | 0.797                      | 0.784                      | 0.770                      | 0.921                      | 0.802                      | 0.815                      |
| EARLY CHILDHOOD SPECIAL EDU.--BA        | 71                           | 0.767                      | 0.721                      | 0.761                      | 0.767                      | 0.743                      | 0.795                      |
| ENGLISH--BA                             | 79                           | 0.776                      | 0.729                      | 0.778                      | 0.765                      | 0.789                      | 0.781                      |
| LIBERAL ARTS--AA                        | 33,34,35,36,37               | 0.842                      | 0.817                      | 0.849                      | 0.874                      | 0.876                      | 0.850                      |
| LIBERAL STUDIES--BA                     | 30                           | 0.727                      | 0.739                      | 0.781                      | 0.788                      | 0.782                      | 0.729                      |
| PSYCHOLOGY--BA                          | 57                           | 0.801                      | 0.771                      | 0.817                      | 0.845                      | 0.809                      | 0.786                      |
| RELIGIOUS STUDIES--BA                   | 31                           | n/a                        | 0.817                      | 0.721                      | 0.500                      | 0.867                      | 0.467                      |
| SOCIAL WORK --BS                        | 32                           | n/a                        | 0.820                      | 0.667                      | 0.854                      | 0.850                      | 0.837                      |
| TEACHER EDUCATION--AA                   | 76                           | 0.752                      | 0.752                      | 0.804                      | 0.808                      | 0.797                      | 0.785                      |
| <b>SCIENCE, HEALTH &amp; TECHNOLOGY</b> |                              | <b>0.709</b>               | <b>0.685</b>               | <b>0.724</b>               | <b>0.740</b>               | <b>0.731</b>               | <b>0.705</b>               |
| BIOLOGY--BS                             | 10                           | 0.685                      | 0.637                      | 0.642                      | 0.704                      | 0.742                      | 0.663                      |
| COMPUTER SCIENCE--BS                    | 51                           | 0.757                      | 0.714                      | 0.789                      | 0.879                      | 0.823                      | 0.776                      |
| COMPUTER SCIENCE--AS                    | 50                           | 0.681                      | 0.813                      | 0.850                      | 0.847                      | 0.804                      | 0.768                      |
| ENVIRONMENTAL SCIENCE--BS               | 20                           | 0.764                      | 0.896                      | 0.888                      | 0.845                      | 0.897                      | 0.725                      |
| MATHEMATICAL SCIENCE--BS                | 80                           | 0.854                      | 0.858                      | 0.812                      | 0.757                      | 0.729                      | 0.747                      |
| NURSING--BSN                            | 45                           | 0.553                      | 0.536                      | 0.584                      | 0.530                      | 0.489                      | 0.533                      |
| NURSING, PRE CLINICAL--AAS*             | 46                           | 0.644                      | 0.632                      | 0.780                      | 0.788                      | 0.755                      | 0.900                      |
| NURSING--AAS                            | 47                           | 0.535                      | 0.459                      | 0.449                      | 0.480                      | 0.496                      | 0.498                      |
| NURSING-CRT                             | 48                           | 0.779                      | 0.847                      | 0.640                      | 0.651                      | 0.615                      | 0.770                      |
| SCIENCE--AS                             | 11,60                        | 0.819                      | 0.781                      | 0.802                      | 0.779                      | 0.756                      | 0.711                      |

**Medgar Evers College***New General Education Program in Alignment with Pathways Requirements***COMMON CORE – 30 CREDITS****REQUIRED CORE – 12 CREDITS***Students take all courses in the Required Core.***English Composition – 6 credits**

|          |                        |           |
|----------|------------------------|-----------|
| ENGL 112 | College Composition I  | 3 credits |
| ENGL 150 | College Composition II | 3 credits |

**Mathematics and Quantitative Reasoning – 3 credits**

|         |                       |           |
|---------|-----------------------|-----------|
| MTH 115 | Nature of Mathematics | 3 credits |
|---------|-----------------------|-----------|

**Life and Physical Sciences – 3 credits**

|         |    |  |    |           |
|---------|----|--|----|-----------|
| BIO 101 | or | Introduction to the Science of Biology | or | 3 credits |
| PHS 101 |    | Introduction to Physical Science       |    |           |

**FLEXIBLE CORE -18 CREDITS***Students take six 3-credit courses with at least one course from each area in the Flexible Core.***World Cultures & Global Issues**

|          |                                      |           |
|----------|--------------------------------------|-----------|
| ENGL 212 | World Literature: The Evolving Canon | 3 credits |
|----------|--------------------------------------|-----------|

**U. S. Experience in its Diversity**

|          |   |           |
|----------|---|-----------|
| HIST 200 | The Growth and the Development of the U. S. | 3 credits |
|----------|---|-----------|

**Creative Expressions**

|         |                             |           |
|---------|-----------------------------|-----------|
| ART 100 | Introduction to World Art   | 3 credits |
| MUS 100 | Introduction to World Music | 3 credits |

**Individual & Society**

|         |                                     |           |
|---------|-------------------------------------|-----------|
| SSC 101 | Culture, Society, and Social Change | 3 credits |
|---------|-------------------------------------|-----------|

**Scientific World**

|         |                           |           |
|---------|---------------------------|-----------|
| BIO 211 | Biotechnology and Society | 3 credits |
|---------|---------------------------|-----------|

**COLLEGE OPTION – 12 CREDITS (Baccalaureate Degree Students Only)****Socio-Cultural and Diversity Cluster***Students take one 3-credit course from this cluster.*

|               |   |           |
|---------------|---|-----------|
| ECON 330      | Global Trade & Political Economy              | 3 credits |
| ENGL 214      | Critical Issues in Global Literature          | 3 credits |
| FREN/SPAN 101 | Foreign Language I #                          | 3 credits |
| PSYC 300      | The Psychology of Women                       | 3 credits |
| ART 200       | African American Art History                  | 3 credits |
| ART 201       | African Art History                           | 3 credits |
| ENGL 319      | African American Literature I 1619 – 1932     | 3 credits |
| ENGL 320      | African American Literature II 1932 – Present | 3 credits |
| ENGL 325      | Caribbean Literature                          | 3 credits |
| ENGL 326      | African Literature                            | 3 credits |
| ENGL 328      | Latin American Literature                     | 3 credits |
| ENGL 331      | Asian American Literature                     | 3 credits |
| ENGL 360      | Black Women Writers                           | 3 credits |



|          |   |           |
|----------|---|-----------|
| MASS 273 | Black Creative Arts                                     | 3 credits |
| SSC 306  | Race Class and Gender                                   | 3 credits |
| SOC 209  | Urban Sociology and Lifestyles                          | 3 credits |
| SOC 211  | Social Movements and Globalization                      | 3 credits |
| SOC 202  | Sociological Exploration of the African American Family | 3 credits |
| SOC 302  | Social Stratification                                   | 3 credits |
| SOC 300  | Sociological Theory                                     | 3 credits |

**Integrative Knowledge Cluster**

*Students take three 3-credit courses, one in each of the anchor disciplines (one Humanities, one Social & Behavioral Sciences, one Natural Sciences & Mathematics).*

|               |  |           |
|---------------|--|-----------|
| FREN/SPAN 102 | Foreign Language II# [Humanities]  | 3 credits |
| ENGL 363      | Literature The Global City [Humanities]                                  | 3 credits |
| ENGL 370      | Special Topics in Literature [Humanities]                                | 3 credits |
| ENVS 200      | Environmental Health Issues [Natural Sciences & Math]                    | 3 credits |
| ENGL 333      | The Body in Place and Culture [Humanities]                               | 3 credits |
| MASS 473      | Hip-Hop: Political, Historical, Social Discourses [Social & Behavioral]  | 3 credits |
| ECON 430      | War on Drugs: Economics, History and Public Policy [Social & Behavioral] | 3 credits |
| REL 301       | The Bible and Hermeneutics [Humanities]                                  | 3 credits |
| REL 402       | Women in Religion [Humanities]   | 3 credits |
| HIST 300      | Women Leaders in Civil Rights Movement [Social & Behavioral]             | 3 credits |

# Students who take Foreign Language I in the Socio-Cultural and Diversity Cluster must take Foreign Language II in the Integrative Knowledge Cluster as their Humanities elective.

### Medgar Evers College Program Level Assessment June 2013

| Department/Program   | Mission | Program Goals/Dept. Mission Goals | Student Learning Outcomes | Tools/Assessments   | Analysis (Example)  | Actions (Example)  |
|--|---------|-----------------------------------|---------------------------|---|---|--|
| <b>School of Liberal Arts and Education</b>  |         |                                   |                           |   |   |  |
| Education<br>-Childhood Education – BA;<br>-Childhood Special Education – BA<br>-Early Childhood Spec. Ed. - BA<br>-Education: Teachers Education – AA | Yes     | Yes                               | Yes                       | Clinical Practice Evaluation<br>Dispositions Assessment Form (Self)<br>Faculty Reflections<br>Field/ Clinical Site Evaluations<br>Licensure Exams<br>Professional Portfolio<br>Assessment Rubric<br>Questionnaire – Candidate<br>Questionnaire – Graduating Senior<br>Student Teacher Observation Checklist<br>Survey – Employer<br>Survey – Graduate | The department has focused its change efforts in two major areas: developing candidates' writing skills and building candidates' abilities to diagnose and improve their own teaching. Data from the evidence presented in this [Institutional Report] indicate, fairly consistently, that candidates are challenged in the ability to communicate clearly and correctly, especially in their writing and that candidates can better connect theory to practice when they are required to write analytical papers in a wide range of courses. | The department has designated several of its courses as WID – Writing in the Disciplines – a College-wide endeavor to institutionalize writing across the curriculum. This designation means that more writing is required in sections that are so designated, and that this writing is viewed as both a way of learning and a finished product The department plans to increase the number of sections it currently designates as WID and will especially target more advanced courses. |
| English – BA<br>-Liberal Arts – English - AA   | Yes     | Yes                               | Yes                       | Capstone Course<br>Departmental Exam w/Rubric<br>Internship<br>Midterm Exams  | The department wanted all English majors to have a capstone experience  | Students are required to selection a thesis advisor who specializes in cross-  |

| Department/Program                    | Mission | Program Goals/Dept. Mission Goals | Student Learning Outcomes | Tools/Assessments   | Analysis (Example)  | Actions (Example)  |
|---------------------------------------|---------|-----------------------------------|---------------------------|---|---|--|
|                                       |         |                                   |                           | Rubrics- Course Level Assignments<br>Standardized Syllabi/Readings<br>– Developmental Courses | that demonstrated their disciplinary knowledge, writing competency and ability to apply what they had learned as a result of majoring in English. English majors were originally required to take an essay exam as part of their capstone experience. After surveying students and analyzing student performance on the senior essay, the department determined that requiring a senior thesis in cross-cultural literature, professional writing or creative writing would be a more accurate reflection of student writing competency and disciplinary knowledge and scholarship. | cultural literature, professional writing or creative writing. The advisor mentors students as they complete their thesis. The final thesis is reviewed by a committee and kept on file in the department. |
| Foreign Languages (no degree offered) | Yes     | Yes                               | Yes                       | Departmental Syllabi  | The Department of Foreign Languages has no degree programs at present. There is a growth in   | The Department has started the process to develop a proposal for establishing a Major in Spanish Language and  |

| Department/Program   | Mission | Program Goals/Dept. Mission Goals | Student Learning Outcomes | Tools/Assessments   | Analysis (Example)  | Actions (Example)  |
|--|---------|-----------------------------------|---------------------------|---|---|--|
|  |         |                                   |                           |   | enrolment in F. L. classes and more student interest in foreign languages and culture. Students transfer from MEC to other colleges because the Department does not offer a Major in Foreign Language in Spanish or French.                                     | Literature and a program in Francophone Studies in coordination with Brooklyn College.<br><br>The Department is reinstating a study abroad program<br><br>The Department is exploring a concentration in Spanish for Education majors.   |
| Social and Behavioral Sciences (SBS)<br>- Liberal Studies – BA<br>- Liberal Arts – Social Science - AA<br>- Liberal Arts –World Studies – AA | Yes     | Under Revision                    | Under Revision            |   | The department must complete a program self-study. Faculty developed a working paper to guide the Self-Study.   | Program Self-Study initiated   |
| Liberal Arts – Mass Comm - AA  | Yes     | Yes                               | Yes                       | Capstone Course<br>Departmental Comprehensive Exam<br>Visual Documentation Essays (Art)<br>Observation Form (Creative Performance/Composition Evaluation) | The Department conducted a yearlong survey that confirmed 1) student interest in the arts and 2) that the College and MCCPAS Department have an enormous number of untapped resources, experience and expertise among students, a vibrant artistic community of | The Department developed and submitted for approval by the College Council, a Letter of Intent for a BFA that will address the artistic interests of students, help facilitate student retention for the College, and provide excellent student preparation for the advanced stages of arts education. |

| Department/Program                 | Mission | Program Goals/Dept. Mission Goals | Student Learning Outcomes | Tools/Assessments   | Analysis (Example)  | Actions (Example)  |
|------------------------------------|---------|-----------------------------------|---------------------------|---|---|--|
|                                    |         |                                   |                           |   | master artists and a highly skilled faculty in MCCPAS with many years of studio and digital experience. All of these resources and institutions are situated in Central Brooklyn. |  |
| Philosophy & Religious Studies -BA | Yes     | Yes                               | Yes                       | Capstone Course<br>Midterm Exams<br>Rubrics- Course Assignments<br>Self-Assessment (Student)<br>Survey – Student Evaluation of Course   | There is an over-reliance on multiple-choice testing and too few writing assignments exist in PHIL 101 "Introduction to Logic."   | Faculty plan to expand the use of writing in PHIL 101 in varying ways which include a model adapted by the PHIL online course: require ten written assignments; require student contributions to logical issues and require a capstone essay assignment that asks students to reconstruct and critique a complex argument. |
| Psychology - BA                    | Yes     | Yes                               | Yes                       | Capstone Course<br>Case Study<br>Faculty evaluations of students<br>Field/ Clinical Site Evaluations<br>Midterm examinations<br>Oral Presentations<br>Portfolios<br>Research Project<br>Rubrics | Faculty find students need more work in critical thinking and in logical analysis.  | Faculty revised exams: provided item analysis and Z scores for Psych 101 exams; developed new materials for inclusion in the PSYC 101 Departmental exam to assess students' skill at critically evaluating quantitative data (table/graph) in support  |

| Department/Program | Mission | Program Goals/Dept. Mission Goals | Student Learning Outcomes | Tools/Assessments  | Analysis (Example)   | Actions (Example)   |
|--------------------|---------|-----------------------------------|---------------------------|--|--|---|
|                    |         |                                   |                           |  |  | of a written narrative; used a prerequisite tree to teach/assess logical thinking and planning skills in pursuit of a goal (e.g., graduation from college, passing the course)  |
| Social Work - BSSW | Yes     | Yes                               | Yes                       | Case Study<br>Embedded Assessments at Course Level<br>Final Grades in Foundation Courses<br>Social Work Cultural Competencies Self-Assessment Survey (Lum) (Pre-test and Post-test)<br>Social Work Self-Efficacy Survey of Graduating Seniors (Generalist Social Work Practice)<br>Student Field Evaluations by Field Instructors<br>Survey – Alumni<br>Survey – Employer<br>Survey – Student Evaluation of Course | Faculty evaluated the content of selected courses to determine to what extent were values and ethics, diversity, populations at risk, social and economic justice, human behavior and the social environment, social welfare policy and services, and social work practice covered. Courses included the following.<br><br>SW 230 Group and Family Dynamics<br>SW 301 Methods of Social Work Practice I<br>SW 308 Social Research Methods for Social Work<br>SW 323 Social Work with Diverse Populations | Evaluations were administered to students at the end of the Fall Semester 2011 in targeted courses.<br><br>Student evaluations on the items identified for the research were tabulated and the mean of each area calculated. Faculty will review and make recommendations for revision in the courses that did not meet the benchmark in order to strengthen the content areas in (1) the course syllabi and (2) the instruction methodology.<br><br>Specifically:<br>The content areas of social and economic justice and research will be reviewed in SW 230 Group and Family |

| Department/Program   | Mission | Program Goals/Dept. Mission Goals | Student Learning Outcomes | Tools/Assessments  | Analysis (Example)  | Actions (Example)  |
|--|---------|-----------------------------------|---------------------------|--|---|--|
|  |         |                                   |                           |  | SW 420 Field Practicum I  | Dynamics. The content areas of social and economic justice, social welfare policies and services and research will be reviewed in SW 301 Methods of Social Work Practice. The content area of research will be reviewed in SW 420 Field Practicum I.                       |
| <b>School of Business</b>  |         |                                   |                           |  |   |  |
| Accounting - BS  | Yes     | Yes                               | Yes                       | Job placement<br>Portfolios<br>Surveys   | Students exhibit poor performance on the alignment between standards and evidence.  | Department made revisions: description of expectations; refinement of learning experience (program specific); teaching methods--instructional delivery   |
| Business Administration<br>-Applied Management – BPS<br>-Business – BS<br>-Business – AS | Yes     | Yes                               | Yes                       | Case Studies<br>Oral Presentations<br>Portfolios<br>Research Project (Papers and Business Plans)<br>Rubric – Group Work<br>Self-Assessment (Dispositions)<br>Survey – Student Evaluation of Course | A goal of the capstone course is that students understand the elements of effective group work and apply this knowledge in the teamwork required as part of their capstone experience. Students have had challenges participating in and evaluating group | Department includes a module on group development in lower level classes so students know what to expect and how to participate as a high performing team. Students have become aware of what is needed in group work; most do a good job of evaluating group performance. |

| Department/Program   | Mission | Program Goals/Dept. Mission Goals | Student Learning Outcomes | Tools/Assessments   | Analysis (Example)   | Actions (Example)  |
|--|---------|-----------------------------------|---------------------------|---|--|--|
|  |         |                                   |                           |   | work.  |  |
| Computer Information Systems<br>-CIS – BS<br>-Computer Application – AAS | Yes     | Yes                               | Yes                       | Exams and Quizzes<br>Internship supervisor evaluations<br>Observation Form (Laboratory)<br>Online testing<br>Portfolios<br>Pre-Diagnostic test (with rubric)                    | Computing and technology degrees require frequent program review to align graduate knowledge and skill development with industry demand. | The department conducted a market research study to evaluate computing and technology skill demands for 21st century graduates. In response to urgent corporate and government calls to infuse computing courses at all academic levels, the Department revitalized its curriculum with an intentional focus on providing students with specific computer literacies and technological competencies for the digital age.<br><br>The department has requested college to create a multimedia classroom lab. |
| Economics/Finance (no degree offered)                                    | Yes     | Yes                               | Yes                       | Common syllabus and exams<br>Group research projects requiring student PowerPoint presentations<br>Research projects<br>Review Tests<br>Rubrics<br>School –Level ACBSP required | Peregrine School level assessment was conducted to assess knowledge of concepts taught within the Business Core curriculum. Results were | Faculty revised its Outcomes Assessment Plan with Benchmarked Student Learning Outcomes.   |



| Department/Program  | Mission | Program Goals/Dept. Mission Goals | Student Learning Outcomes | Tools/Assessments   | Analysis (Example)   | Actions (Example)  |
|---|---------|-----------------------------------|---------------------------|---|--|--|
|   |         |                                   |                           | external assessment instrument (Peregrine)  | benchmarked against other similar schools nationally.  |  |
| Public Administration<br>-Public Administration – BS<br>-Public Administration - AS | Yes     | Yes                               | Yes                       | Capstone<br>Dialogue discourse with students<br>Portfolio<br>Surveys  | Department conducted a self-directed program audit and analyzed strengths, weaknesses and challenges impacting student progression. Faculty concluded that integrating a rigorous pedagogy for writing, critical thinking and active learning would enhance student progression. | Department of Public Administration has integrated writing in the discipline (WID) pedagogy into all introductory level courses. They have also promoted a revision of all syllabi by incorporating a written literary analysis of original source materials that are considered canons in the discipline of Public Administration. Furthermore, the department has instituted a senior year thesis that serves as a summative assessment for graduation and a "gate way" artifact of student progression. |
| <b>School of Science, Health and Technology</b>                                     |         |                                   |                           |   |  |  |
| Biology<br>Biology - BS   | Yes     | Yes                               | Yes                       | Department uniform midterm exam<br>Final department exam for multiple sections<br><br>Juniors/seniors: ETS test in Biology<br>Capstone Course | Performance of students reveals a need to strengthen "weak" areas that are taught by faculty teaching multiple section courses.  | Department plans to offer Professional Development for adjuncts and faculty teaching multiple section courses.   |

| Department/Program   | Mission | Program Goals/Dept. Mission Goals | Student Learning Outcomes | Tools/Assessments   | Analysis (Example)  | Actions (Example)   |
|--|---------|-----------------------------------|---------------------------|---|---|---|
|  |         |                                   |                           |   | There is need to develop strategies for improving the performance of students in “weak” areas.  |   |
| Physical, Environmental and Computer Science (PECS)<br>-Environmental Science – BS<br>- Computer Science - BS<br>- Computer Science - AS<br>- Science - AS | Yes     | Yes                               | Yes                       | Fish bowl exercises<br>Pre – diagnostic Test of required background knowledge and skills at the beginning of each course<br>Oral presentations<br>Reflection paper<br>Internships   | Students in foundations, second and third level CS courses need to improve their writing and study skills.  | Department made changes to basic CS courses (100 level). Students receive immediate remediation actions: directed to appropriate online resources and CS tutors in the department.  |
| Mathematics – BS   | Yes     | Yes                               | Under revision            | (Plan under development)<br>Departmental exams<br>GRE exam<br>Recruitment and retention data  | GRE exam results showed that students needed additional support in subject areas as well as test taking skills  | Created GRE Seminars.<br>Math Club rescheduled to meet weekly.<br>Supplemental Instruction (SI) program deployed in key courses.  |
| Nursing<br>-BSN<br>-AAS<br>-CRT  | Yes     | Yes                               | Yes                       | Case scenarios / Simulation lab activities<br>Embedded Assessments at Course Level<br>End of semester practicum<br>Exit exams<br>Faculty evaluations<br>Field/ Clinical Site Evaluations<br>Group presentations/discussions<br>Licensure Exams<br>Survey – Student Evaluation of Course | Department found through students' feedback that the utilization of stimulation in nursing courses enhanced students critical thinking and psychomotor skills. Analyzed data from RN/PN NCLEX results demonstrated that students were | Faculty have decided that there would be increased integration of pharmacology throughout each nursing course. The department also purchased pharmacology software to assist students in improving in this area. Tutorial services are being offered to |

| <b>Department/Program</b> | <b>Mission</b> | <b>Program Goals/Dept. Mission Goals</b> | <b>Student Learning Outcomes</b> | <b>Tools/Assessments</b>                | <b>Analysis (Example)</b>  | <b>Actions (Example)</b>  |
|---------------------------|----------------|--|----------------------------------|---|--|---|
|                           |                |  |                                  | Test blue prints<br>Written assignments | not proficient in the area of pharmacology. Also determined from data analysis that students were not consistently utilizing learning assessment tools e.g. exams that were designed to improve test-taking and critical thinking skills | students. In order to ensure that students consistently utilize learning assessment tools; the evaluation component of the curriculum was changed. Five points are now allotted for the end of semester assessment test in each nursing course PN/RN program. |

| <b>Department/Program</b>       | <b>Mission</b> | <b>Program Goals/Dept. Mission Goals</b> | <b>Student Learning Outcomes</b> | <b>Tools/Assessments</b>   | <b>Analysis (Example)</b>               | <b>Actions (Example)</b> |
|---------------------------------|----------------|--|----------------------------------|--|---|--------------------------|
| General Education Program (GEP) | Yes            | Yes                                      | Yes                              | Electronic portfolios<br>VALUE (Valid Assessment of Learning in Undergraduate Education) Rubrics<br>Embedded assessments | Program to be implemented in fall 2013. |                          |

| Appendix CC: MEC Academic Program Review Schedule 2012-2020 Accredited Programs  |                  |                      |                    |           |           |           |           |           |           |           | KEY:      |                   |  |
|--|------------------|----------------------|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------------------|--|
|  |                  |                      |                    |           |           |           |           |           |           |           | P         | Preparation       |  |
|  |                  |                      |                    |           |           |           |           |           |           |           | S         | Self Study        |  |
|  |                  |                      |                    |           |           |           |           |           |           |           | E         | External review   |  |
|  |                  |                      |                    |           |           |           |           |           |           |           | AA        | Annual Assessment |  |
| Degree   | Accrediting Body | Last Accreditation   | Next Accreditation | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021         |  |
| <b>School of Liberal Arts and Education Accredited Programs</b>  |                  |                      |                    |           |           |           |           |           |           |           |           |                   |  |
| Education<br>-Childhood Education – BA;<br>-Childhood Special Education – BA<br>-Early Childhood Spec. Ed. - BA<br>-Education: Teachers Education – AA | NCATE            | 2012                 | 2019               | E         | AA        | AA        | AA        | P         | S         | E         | AA        | AA                |  |
| Social Work -BSSW  | CSWE             | 2012                 | 2015               | AA        | AA        | P         | S         | E         | AA        | AA        | AA        | P                 |  |
| <b>School of Science, Health and Technology Accredited Programs</b>  |                  |                      |                    |           |           |           |           |           |           |           |           |                   |  |
| Nursing<br>-AAS/PN<br>-BSN   | NLNAC<br>NYSED   | 2008                 | 2015               | AA        | AA        | P         | S         | E         | AA        | AA        | AA        | AA                |  |
| Physical, Environmental & Computer Sciences<br>- Environmental Science – BS  | EHAC             | in application stage | TBD                | S         | E         | AA        | AA        | AA        | AA        | S-TBD     | E-TBD     | AA                |  |
| <b>School of Business ACBSP Accreditation</b>  |                  |                      |                    |           |           |           |           |           |           |           |           |                   |  |
| Accounting - BS  | ACBSP            | 2003                 | 2014               | S         | E         | AA        | AA        | AA        | AA        | AA        | AA        | AA                |  |
| Business Administration<br>-Applied Management – BPS<br>-Business – BS<br>-Business – AS   | ACBSP            | 2003                 | 2014               | S         | E         | AA        | AA        | AA        | AA        | AA        | AA        | AA                |  |
| Computer Information Systems<br>-CIS – BS;<br>-Computer Application – AAS  | ACBSP            | 2003                 | 2014               | S         | E         | AA        | AA        | AA        | AA        | AA        | AA        | AA                |  |

| MEC Academic Degree Program Review Schedule 2012-2020<br>Non -Accredited Programs               |                               |           |           |           |           |           |           |           |           | KEY:      |             |
|---|-------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------------|
|   |                               |           |           |           |           |           |           |           |           | P         | Preparation |
| <b>School of Liberal Arts and Education – non-accredited program</b>                            |                               |           |           |           |           |           |           |           |           |           |             |
| Degree  | Program Review last completed | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |             |
| English<br>- English - BA<br>- Liberal Arts –English Studies –AA                                | 2011                          | E         | I         | AA        | AA        | AA        | P         | S         | E         | I         |             |
| Philosophy & Religious Studies -BA  | 2006                          | P         | S         | E         | I         | AA        | AA        | AA        | P         | S         |             |
| Psychology - BA   | 2009 (inc.)                   | AA        | P         | S         | E         | I         | AA        | AA        | AA        | P         |             |
| Social & Behavioral Sciences<br>- Liberal Studies – BA<br>- Liberal Arts – AA                   | 2006                          | AA        | P         | S         | E         | I         | AA        | AA        | AA        | P         |             |
| <b>School of Science, Health and Technology - non accredited programs</b>                       |                               |           |           |           |           |           |           |           |           |           |             |
| Biology<br>- Biology - BS<br>- Science – AS   | 2006                          | P         | S         | E         | I         | AA        | AA        | AA        | P         | S         |             |
| Mathematical Science - BS   | 2006                          | S         | E         | I         | AA        | AA        | AA        | P         | S         | E         |             |
| Physical, Environmental & Computer Sciences<br>-Computer Science – BS<br>-Computer Science – AS | 2006                          | AA        | AA        | P         | S         | E         | I         | AA        | AA        | AA        |             |
| <b>School of Business – non-accredited program</b>  |                               |           |           |           |           |           |           |           |           |           |             |
| Public Administration<br>-Public Administration – BS<br>-Public Administration - AS             | 2006                          | AA        | AA        | AA        | P         | S         | E         | I         | AA        | AA        |             |

Updated May 22, 2013

**MEDGAR EVERS COLLEGE  
ACADEMIC PROGRAM REVIEW GUIDELINES**

**Office of Academic Affairs  
&  
Office of Accreditation and Quality Assurance**

**Purpose**

Consistent with its mission, Medgar Evers College is dedicated to maintaining high quality, professional, career-oriented degree programs in the context of liberal education, and to positively transforming the lives of the individuals and community it serves. The Academic Program Review provides for the comprehensive and systematic assessment of student learning outcomes at the program level, and for the regular self-study and continuous improvement of academic programs.

CUNY Board policy mandates that every degree program be reviewed every ten years; however, Medgar Evers College has determined that all non-accredited degree programs will be reviewed every five years according to a schedule developed by the Office of Academic Affairs (see MEC Academic Program Review Schedule: 2012-2020). Accredited degree programs are exempt from this process and will be reviewed according to their accreditation cycle.

Through the Academic Program Review (APR) process, faculty assess the current level of program quality and currency, gauge program productivity, assess student learning outcomes, review program characteristics and outcomes in relation to the mission of the College, and plan for program improvements.

**Process and Timeline**

The APR process has four stages: 1) preparation, 2) self-study, 3) external review, and 4) implementation. The APR schedule allows one year for each of the first three phases, although only the self-study typically will require a full academic year. Implementation of strategies for improvement occurs in the year following the external review and until the subsequent self-study. Activities to be completed in each of these stages are detailed below.

Preparation Year

Fall semester:

- Department selects Program Review Leader and committee to develop Self-Study.
- Chair, Program Review Leader and committee identify major program issues and concerns.
- Department Chair and Program Review Leader establish a program review team.
- OAQA and OAA provide overview of the process, including workshops on curriculum mapping and program assessment.
- Committee identifies tasks and activities and develops timeline.
- Program Review Team develops website link to store information collected.

Spring semester:

- Office of Institutional Research provides Departmental Data Set for program review.
- Program Review Team collects additional program-specific data as needed/ available.
- Program Review Team develops/ refines program assessment plan using the MEC Assessment Plan Template.

Self-Study Year

Fall semester:

- Program Review Team analyzes data, student outcomes and other information collected.
- Program Review Team develops a detailed outline and supporting documentation.
- Program Leader and committee develop first draft of Self-Study to share with department for feedback and recommendations.

Spring semester:

- Team develops 2<sup>nd</sup> draft based upon recommendations of department.
- Team submits 2<sup>nd</sup> draft to the department, special subcommittee of the Institutional Effectiveness and Assessment Committee, and Office of Accreditation and Quality Assurance (OAQA) for feedback.
- OAQA conducts focus group session with seniors in the program and reports to Chair on their perceptions about the strengths and weaknesses of the program
- Team incorporates comments and submits Final Draft to Chair
- Chair submits the final Self-Study Report to the Provost and Executive Dean of Accreditation by May 15.

External Review Year

Fall semester:

- Chair submits names of potential external reviewers to Provost and OAQA.
- OAA/OAQA schedules meeting with Chair/Program Review Leader to confirm selection of external reviewers.
- Chair and OAQA collaborate on scheduling external reviewers.

Spring semester:

- Chair forwards self-study to External Reviewers.
- OAQA schedules mock visit prior to Site-Visit.
- Site Visit of External Reviewers.
- Reviewers schedule exit conference with Provost, Chair, Program Review Leader and OAQA.
- External Reviewers submit Report to Provost, Chair and OAQA Dean.

Implementation Year(s)

- Provost meets with Chair, Program Review Team and OAQA Dean, on findings and recommendations.
- Department develops implementation plan and submits to Provost.
- Department develops annual action plans and implements program improvement strategies.

## Self-Study Requirements

Programs under review will submit a Self-Study that contains the following components:

1. Cover Sheet identifying the program under review, the Program Review Leader and Team, and the academic years covered in the Self-Study.
2. Overview of the program including department/program mission statement, department goals, and student learning outcomes for degree program under review; identify General Education Program outcomes addressed by program under review.
3. Curriculum including degree requirements, an analysis of curricular coherence (review of syllabi, mapping of course learning outcomes with student learning outcomes for degree, rationale for course sequencing, strategies for maintaining consistent standards across sections), an analysis of curricular currency (evidence of responsiveness to changes in the field), a description of any recent or planned curricular changes, and a description of experiential learning opportunities available to students.
4. Partnerships and Co-Curricular Activities, including a description of any partnerships with other programs or departments at MEC, with other CUNY colleges, or with external entities; describe any special programs, clubs, honors, awards, community service or study abroad opportunities, or other co-curricular activities to foster student engagement and promote a culture of excellence.
5. Instruction and Scholarship including list of all full-time faculty with rank, tenure status, date of hire, degrees, area(s) of expertise, and publications/ creative work over last five years; full-time/ part-time faculty ratios for required courses; pedagogical strategies; evidence of faculty development, pedagogical effectiveness and efforts to improve pedagogy; support for new faculty; support for part-time faculty; evidence of use of teaching/ learning technologies including number of courses offered as hybrid or fully online.
6. Assessment of student learning outcomes for the program and in relation to MEC's General Education Program; include a copy of the *assessment plan using the MEC Assessment Plan Template*; provide evidence of assessment and an analysis of the results of assessment; include an analysis of pass rates in key gateway courses.
7. Student Satisfaction with program, including summaries of evaluations of teaching effectiveness, summaries of any student or alumni survey results, analysis of faculty mentoring and advisement, and analysis of results of OAQA focus group session with graduating seniors.
8. Use of Results of Assessment including a description of regular processes designed to ensure continuous improvement of the program; provide evidence of how assessment results have been used for program improvement.



9. Enrollment, Retention, Transfer and Graduation Rates, using the Departmental Portraits and Departmental Data Sets provided by the Office of Institutional Research and Assessment, provide an analysis of longitudinal enrollment, retention, transfer and graduation data, a description of strategies to improve retention and graduation rates, a description of recruitment strategies and, if appropriate, any plans and strategies to increase enrollment.
10. Post-Graduate Outcomes including a description of the program's efforts to help prepare students for life after graduation and a review of job placement and/or continuing education trends among recent graduates.
11. Resources including an analysis of use and adequacy of budget allocation, facilities (including labs and offices), equipment, library resources, student support services, administrative support, and support from other College offices/services.
12. Analysis of Program Strengths and Weaknesses, including an overall assessment of strengths and weaknesses based on evidence, as well as a description of any special accomplishments and/or external recognition and any specific concerns.
13. Recommendations and Priorities for Program Improvement, including a list of specific actions that will lead to improved student learning outcomes and the enhancement of overall program quality.

**MEDGAR EVERS COLLEGE  
ASSESSMENT PLAN TEMPLATE**

| <b>Year:</b>   |   | <b>Date of Submission:</b>   |  |   |
|--|---|--|--|---|
| <b>Department:</b>   |   | <b>Department Chair:</b>   |  |   |
| <b>Program/Major:</b>  |   | <b>Assessment Coordinator:</b>   |  |   |
| <b>Learning Outcomes/ Objectives</b>   | <b>Learning Opportunities (Courses/Projects/Activities)</b>   | <b>Assessment Methods</b>  | <b>Timeline</b>  | <b>Frequency</b>                                    |
| <b>What will students know and be able to do after they complete the program? Must be specific and measurable.</b> | <b>Through what courses/ assignments/activities will students have the opportunity to learn this?</b> | <b>How will the objective be measured?<br/>How will you assess how well students are learning this? Include at least one direct measure.</b> | <b>When do you expect to begin collecting this assessment information?</b> | <b>How often will you collect this information?</b> |
|  |   |  |  |   |
|  |   |  |  |   |
|  |   |  |  |   |
|  |   |  |  |   |

**MEDGAR EVERS COLLEGE**  
**INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT OVERVIEW & COMMITTEE**  
Established May 2013

Purpose

1. Oversee implementation of the MEC Assessment Plan, including monitoring the annual administration of assessment methods, processes and activities.
2. Identify strengths and weaknesses in the implementation of the assessment plan.
3. To support enhanced assessment efforts, provide recommendations to the Office of Academic Affairs for professional development, including related to the identification of assessment models and tools for use by academic departments and operational units.
4. Develop strategies to engage the broader community in the enhancement of MEC assessment efforts, particularly in the use of assessment results to improve student outcomes and institutional effectiveness.
5. Examine and recommend strategies to ensure the alignment of department/ unit action plans with MEC's Institutional Strategic Plan.
6. Regularly evaluate MEC's assessment methods, processes and activities.
7. Based on assessment results, make recommendations to the President and Executive Cabinet about priorities to improve student learning and institutional effectiveness.

Membership

- Provost (chair)
- Academic Deans
- One representative from each academic department (selected by department)
- Representative from Student Affairs (selected by VP for Student Affairs)
- Representative from administration/finance (selected by VP for Administration)
- Representative from Enrollment Management (selected by Provost)
- Representative from Student Support Services (selected by Provost)
- Representative from School of Professional and Community Development (Dean or designee)
- Representative from External Relations (Asst. VP or designee)
- Representative from IT (selected by CIO)
- Representative from HR (Director or designee)
- Representative from Facilities (Asst. VP or designee)
- Executive Dean of Accreditation and Quality Assurance
- Director of Institutional Research and Assessment
- Representative from Library (Chief Librarian or designee)
- Representative from Student Government Association
- Student Representative from each Academic School

**MEC INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT COMMITTEE MEMBERSHIP**

May 2013

- Valerie Acham, Communications and External Relations
- Vincent Banrey, Enrollment Management
- Joshua Berenbom, Mathematics Department
- Owen Brown, Social & Behavioral Sciences Department
- Eva Chan, Institutional Research
- Charles Coleman, Administration/ Finance
- Paul Cox, Accounting Department
- Juanita Gonzalez, Nursing Department
- Roger Green, Public Administration Department
- Brenda Greene, English Department
- Derrick Griffith, Student Affairs
- Wilbert Hope, PECS Department
- Tanya Isaacs, Human Resources
- Richard Jones, Executive Dean of Accreditation and Quality Assurance
- Sambhavi Lakshminarayanan, Business Administration Department
- Maudry-Beverly Lashley, Psychology Department
- Kimberly Moorning, CIS Department
- Alam Nur-E-Kamal, Biology Department
- Alexei Oulanov, Library
- Mohsin Patwary, School of Health, Science & Technology
- Sheilah Paul, Education Department
- Moses Bernard Phillips, MCCPAS Department
- Byron Price, School of Business
- Simone Rodriguez-Dorestant, School of Professional and Community Development
- Joel Rubin, IT
- Gary Seay, Philosophy & Religion Department
- Tanya Serdiuk, Accreditation and Quality Assurance
- Carlyle Thompson, Interim Dean of the School of Liberal Arts & Education
- Veronica Udeogalanya, Economics/ Finance Department
- Senen Vivero, Foreign Languages Department
- Karrin Wilks, Interim Provost, Chair
- Theresa Williams, Assistant Provost
- Janice Zummo, Student Support Services
  
- Representative from Student Government Association
- Student Representative from each School