



Medgar Evers College Strategic Plan 2015-2020:
COURAGE STRENGTH FORTITUDE



All Photos Credit: © Medgar Evers College 2014

Medgar Evers College is at a crucial point in its history.

With a new administration reviving passion and commitment among faculty and students, the College is ready to take the steps required for fundamental institutional change. What follows is the Medgar Evers College Strategic Plan for 2015-2020. It outlines a plan to “Claim Prosperity” and is a comprehensive look at where Medgar Evers College is, where it needs to be, and how it will take the steps necessary for institutional renewal.

Table of Contents

A LETTER FROM THE PRESIDENT..... 4

The Strategic Plan Process: A Collaborative Approach 7

 Faculty Review Process..... 7

 Medgar Evers College Strategic Planning Committee, 2015..... 9

Our Mission, Our Vision, Our Values 10

An Overview of the 2015-2020 Strategic Plan 12

WHERE WE STAND 16

 BROOKLYN, OUR HOME..... 16

 ASSESSING OUR STATUS 18

LOOKING AHEAD 19

 THE FINANCIAL FUTURE..... 19

 THE INVESTMENT PLAN 21

 INVESTMENT TRUST FACTOR 23

PUTTING THE PLAN INTO ACTION 24

 BOOSTING ENROLLMENT 24

 SERVING BROOKLYN 25

 INFRASTRUCTURE 26

SHAPING A COLLEGE FOR ALL CULTURES..... 28

 THE PIPELINE: PRE-COLLEGE & COMMUNITY RELATIONS 28

 THE PROMISE: STRENGTHENING THE COLLEGE 30

 IGNITING CAMPUS LIFE 33

 EXTERNAL RELATIONSHIPS 35

 GLOBAL THRUST 37

FORTIFYING SCHOLARSHIP..... 39

 THE NEW CLASSROOM EXPERIENCE 39

 LINKING LEARNING TO CAREER 43

 THE CONVERSATION: LEADING IN EDUCATION REFORM 44

MONITORING THE STRATEGIC PLAN 46

CONCLUSION..... 48

APPENDIX A..... 49



A LETTER FROM THE PRESIDENT

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

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

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

This educational continuum is fundamental to the 2015-2020 Strategic Plan. It will ensure that Medgar Evers graduates are prepared to lay claim to prosperity. To do so, we will lay a *Pipeline* that helps parents, public schools, and students in thirty local elementary, middle, and high schools start smart in creating college readiness. Parallel with that work, we will amplify our own capacity as an institution of higher learning, strengthening our *Promise* to prepare graduates for a life of service and prosperity.



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

Data and metrics will only answer part of the question. Complete answers to these fundamental questions—questions of mission, responsibility, relationship to community, educational content, quality and performance, and the means of linking college learning to lifetime self-actualization—are more nuanced. These questions must be thoughtfully and comprehensively addressed. We seek to do just that.

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

Like a game plan devised by a coaching staff but executed by the players on the field, the Strategic Plan will live within changing conditions, subject to the development of strategic initiatives over time. Still, the basic strategies and performance measures described in this document will be maintained, even in the context of adjustments necessitated by time and events.

This plan will result in a qualitatively stronger Medgar Evers College. It will be beneficial to current and future students, faculty, staff, and the many external communities of which the college and its alumni are a part.

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

Pipeline programming, is already riding a new wave from home to college and the *Promise* of prosperity beyond.

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

Sincerely,



Rudolph F. Crew



The Strategic Plan Process: A Collaborative Approach

At a 2014 retreat, the President presented his vision for the future of Medgar Evers College. The College-wide retreat, titled *Building a Shared Vision and Plan for the Future*, brought together the best minds at the College to develop an action plan based on the previous Institutional Strategic Plan and the President's vision. The 2014 College-wide Retreat Goals and Actions for Medgar Evers College may be found in Appendix A.

Mary Berryman Agard & Associates were then hired to create a document framing Dr. Crew's broad vision for the transformation of Medgar Evers College into the anchor of a vital pre-kindergarten through graduate-level education system in Brooklyn, NY. The purpose of the document that would eventually become known as *Claiming Prosperity* was to present a compelling, integrated overview of the proposed reconstruction of Medgar Evers College, enumerating each of five key elements that together constitute a united plan for institutional resurrection. The initial *Claiming Prosperity* was an investment plan that grounded each element enumerated in a thematically unified context and provided broad financial data describing a 5-year overall transformation implementation. It was intended to be used as a tool to cultivate interest in fiscal and programmatic partnerships for and with Medgar Evers College.

In May 2015, Medgar Evers College formed the Strategic Planning Committee by appointing faculty, staff, students, and community members to review and make recommendations to reconcile the previous *Claiming Prosperity* Investment Plan with the Medgar Evers College 2012-2017 Institutional Strategic Plan. Resolution Management, a NYC based consulting firm, was asked to facilitate the process. Four subcommittees (Student Services, College Culture, Finance, and Academics) led by faculty co-chairs met to define the elements of a traditional Strategic Plan and provide their input and feedback for aligning the former *Claiming Prosperity* Investment Plan with the 2012-2017 Institutional Strategic Plan.

The Medgar Evers College 2015-2020 Strategic Plan will serve as a bridge between the 2012-2017 plan developed by the College and the vision of President Crew who took office in 2013. It is meant to showcase the continuous work of the faculty, administrators, and professional staff as they develop an evergreen process for the perpetual improvement and growth of Medgar Evers.

Faculty Review Process

The **College Culture Subcommittee**, which included faculty, staff, and students, had meetings in 2015 to discuss developing a vision statement and to review the College's mission and core values. The Subcommittee also reviewed and compared the two most recent Strategic Plans – President Crew's *Claiming Prosperity* and former President Pollard's Institutional Strategic Plan – as well as relevant Middle States documents. At the final meeting, statements were finalized and submitted with the intention of enhancing the current Strategic Plan.

The **Finance Subcommittee** sought to develop a Financial Vision for the College in order to position the College to achieve its goals and provide the Brooklyn community with an effective educational experience. The Vision seeks to: mobilize the college's resources to enact a Pipeline in Brooklyn with the goals of creating a clear path from initial education to college readiness, implement the Promise of the College to propel achievement, ignite campus life, fortify scholarship, optimize academic options, link learning to career realizations, and achieve a sustainable, self-dependent environment that is driven in part by increasing enrollment and retention.

The **Academic Subcommittee**, met during the 2015 academic year to edit and refine *Claiming Prosperity* and its charge statements. Every member of the College stands to gain as Medgar Evers builds a future based on greater access to educational offerings for all. With stable resources, Medgar Evers College can assure that its students will learn and become intellectually prepared to make their lives better for themselves, their families, and the community through a quality higher education offered by the College.

The **Student Services Subcommittee**, also comprised of faculty, staff, and students, was charged to review the two existing strategic plan documents with the intention of producing one single strategic plan for the College. The deliberative process included the development of a vision statement from the perspective of Student Services as well as objectives to review and refine the core values of Medgar Evers College and the College's thoughts on the meaning of excellence. A draft version of the new strategic plan, which included submissions, was sent to the Student Services Subcommittee for review. Final comments were submitted in December 2015.

The Final Draft

The Medgar Evers College Strategic Plan for 2015-2020 includes the mission, vision, and values of Medgar Evers College, merges the previous Institutional Strategic Plan with the *Claiming Prosperity* Investment Plan, and provides a template to ensure that important strategic plan criteria are met. The Medgar Evers College Strategic Plan for 2015-2020 was made available for comment on the College's SharePoint system in December 2015 and through e-mail links in January 2016.

The Medgar Evers College 2015-2020 Strategic Plan endeavors to cross organizational silos and achieve institutional transformation; it strives to provide the institution with a forum for campus-wide conversations about important decisions and serve as a source of meaningful information about progress and achievement associated with the institution. Additionally, it is meant to serve as a guide in the use of assessment and resource allocation.

Medgar Evers College Strategic Planning Committee, 2015

Rudolph F. Crew, MEC President

Faculty Members

Kobinah Abdul-Salim	Assistant Professor, Biology Department
Carolle Bolnet	Professor, Biology Department
William Carr	Associate Professor, Biology Department
Edward Catapane	Subcommittee Chair, Finance; Professor, Biology Department
Clinton Crawford	Co-Chair, Strategic Planning; Professor, MCCPAS Department
Gelonia Dent	Assistant Professor, Mathematics Department
John Flateau	Professor, Public Administration Department
Brenda Greene	Professor and Chair, English Department
Wilbert Hope	Professor and Chair, Chemistry and Environmental Science Departments
Lystra Huggins	Lecturer, Freshman Year Program
Charlotte Hunter	Community Outreach Program Manager, School of Professional and Continuing Education
Vivaldi Jean-Marie	Associate Professor, Philosophy and Religious Studies Department
David Orenstein	Subcommittee Chair, Academic; Chief Librarian, Professor
Elaine Reid	Subcommittee Chair, College Culture; Assistant Professor, Social and Behavioral Sciences Department
Frank Riley	Adjunct Faculty, Social and Behavioral Sciences Department
Michael Tucker	Assistant Professor, Accounting Department
Veronica Udeogalanya	Subcommittee Chair, Student Services; Distinguished Lecturer, Economics and Finance
Cesar Valverde	Assistant Professor, Mathematics Department
Norissa Williams	Assistant Professor, Social and Behavioral Sciences

Administration

Augustine Okereke	Senior Vice President & Provost
Jerald Posman	Chief Operating Officer; Co-Chair, Strategic Planning
Jacqueline Clark	Vice President, Administration and Finance
Evelyn Castro	Vice President, Student Affairs
Gary Johnson	Executive Legal Counsel
George Irish	Professor and Dean, School of Liberal Arts and Education
Tanya Isaacs	Executive Director of Human Resources, Labor Designee
Sylvia Kinard	Chief Diversity Officer
Karen Abel-Bey	Senior Director, Career Management Services
Lijing Hairston	Facilities Manager
Lakisha Murray	Special Assistant to the President
Tracy Noel	Administrative Coordinator, Social and Behavioral Sciences
Michael Seelig	Executive Director, Pipeline Program
Jeffrey Sigler	Director, Enrollment Management
Gladys Palma de Schrynemakers	Assistant Vice President & Associate Provost

Students

Dexter Roberts	MEC President of Student Government Association
Joshua Davis	MEC Student



Our Mission, Our Vision, Our Values

MISSION: Medgar Evers College was founded as a result of collaborative efforts by community leaders, elected officials, the Chancellor, and the Board of Higher Education of the City University of New York (CUNY). The College, named after the civil rights leader, Medgar Wiley Evers, was established in 1969 with a mandate to meet the educational and social needs of Central Brooklyn. The College is committed to the fulfillment of this mandate.

In keeping with the philosophy of CUNY and Medgar Evers, the College believes that education is the right of all individuals in pursuit of self-actualization. Consequently, the College has a commitment to students who desire self-improvement, a well-rounded education, an opportunity to develop a personal value system, and an opportunity to gain maximum benefits from life experience and from their environment. To realize these goals, the College offers programs both at the baccalaureate and at the associate degree levels, paying close attention to the articulation between its two-year and the four-year programs.

The College's mission is to develop and maintain high quality, professional, career oriented undergraduate degree programs in the context of a liberal arts education.

VISION: Academically, our vision is to enhance and invigorate the undergraduate learning experience at Medgar Evers College by honoring the past, teaching in the present, and creating future academic excellence. The College intends to build curriculum, programs, and partnerships that transform lives and offer opportunities to students of diverse backgrounds. Medgar Evers College strives to succeed in cultivating academic engagement through a culture of assessment, mentorships, learning communities, service, and research experiences.

Outcomes that focus on student success and achievement continue to enliven the work of the College. Offering cutting-edge classroom technologies and innovative learning approaches for both students and faculty will further promote these outcomes.

Students are valued as partners, encouraged in building resilient and scholarly competencies that will enrich their academic pursuits at Medgar Evers College. Student services will inspire students to be "Change Agents" who actively engage in challenging, thought provoking, safe, and nurturing learning environments.

Medgar Evers College will create a student-centered experience that values diversity, respects individual dignity, fosters collegiality, and focuses on academic and career achievement. The College embraces the responsibility of meeting the major and minor educational and social needs of the community.

Core Values

INTEGRITY: At Medgar Evers College, this means honesty, trustworthiness, and consistency of character to do the right thing at all times. The College values ethical behavior, honesty, fairness, and respect both within its grounds and in the global community. Academic integrity ensures that those who teach perform their duties honestly – with fairness and respect for their colleagues, their students, and the community at large.

EXCELLENCE: Excellence means having first-rate quality, reliability, meeting all obligations, and continually reaching notable benchmarks. Medgar Evers College values high standards of performance by all college constituencies.

ACCESS: As an institution as a whole, Medgar Evers College values fair and comprehensive access to every aspect of higher education opportunity. This includes empowering students in the classroom with evidence-based teaching methods and technology, the fair administration of college resources, the availability to participate in student-centered initiatives, internships and off-campus teaching environments, and access to information in all its forms. All this leads to the ultimate goal of intellectually developing students so they may achieve their academic, career, and personal goals.

SERVICE: Medgar Evers College values service that promotes human dignity and that is for the benefit of students, the community, and the institution. Students should be well served by the College so they may serve the global community just as well.

COLLABORATION: Finally, the College values an academic community of students, faculty, and staff who embrace and operate with integrity to ensure a collegiate culture that is honest and respects diverse viewpoint.



An Overview of the 2015-2020 Strategic Plan

Medgar Evers College is a vibrant, vital, and transformative Predominately Black Institution (PBI) that embraces the enduring legacy of Medgar Wiley Evers through education, self-actualization, and community service. The College provides access and opportunity for all students to become dynamic professionals, scholars, and change agents in their communities and in the diverse and rapidly evolving world. This document details the necessary activities and resources required for Medgar Evers College to fully reach its potential as a high quality, career-oriented liberal arts institution.

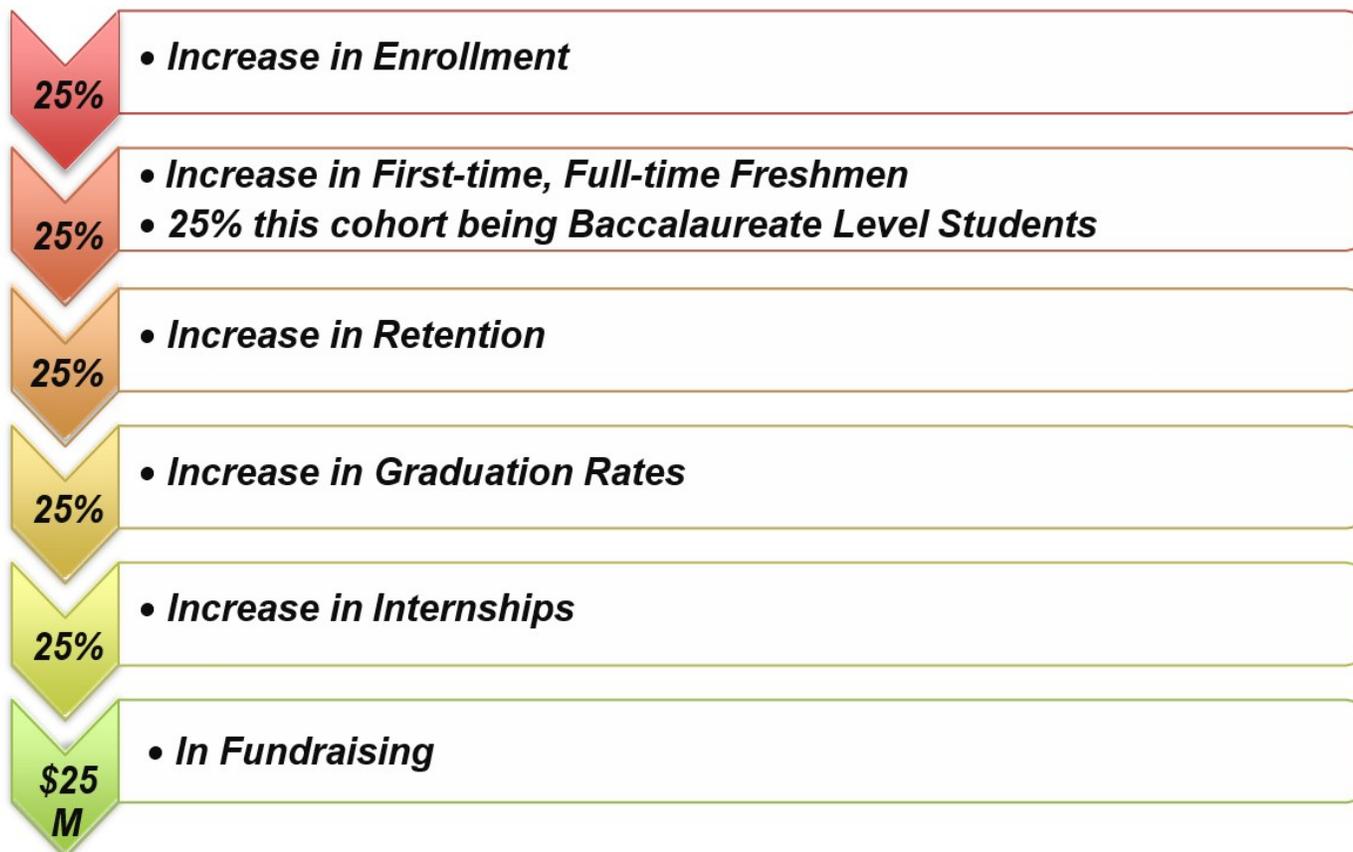
Since its founding, Medgar Evers College has grown by expanding programming to include the School of Science, Health and Technology, the School of Liberal Arts and Education, and the School of Business. In addition to enlarging its academic programming, over the past 45 years, the College has graduated 14,000 students who have contributed their talents to Crown Heights, Brooklyn, New York City, and the world beyond. Currently, Medgar Evers College enrolls 6,000 undergraduate students. Over the course of their schooling, the College provides these students with academic programming and student support; such elements are integral to ensuring the graduation of competent individuals who can carry forward a powerful legacy of courage, strength, and fortitude.

There is a rich culture imbedded in Medgar Evers College. The College's Male Development Empowerment Center is a model for supporting men, particularly those from under-represented populations, to succeed in college and their careers. Its service as a voter registration site has allowed tens of thousands of Central Brooklyn residents to vote, impacting critical local and national elections. For years, the College has engaged its student accounting professionals in service to community residents needing assistance with tax preparation through the student organization, Internal Revenue Service Volunteer Income Tax Assistance (VITA). The College's many outstanding academic centers, including the Center for Law and Social Justice, the Caribbean Research Center, and the Center for Black Literature are all recognized for their exceptional contributions.

In the last several years, Medgar Evers College has overcome many internal challenges. Now, the College finds itself well poised for an era of dramatic, sustainable change under its new leadership. To move forward, the College must maintain high standards of scholarship, vigorously embrace new objectives, and develop new roles in order to ensure accountability for the institution's

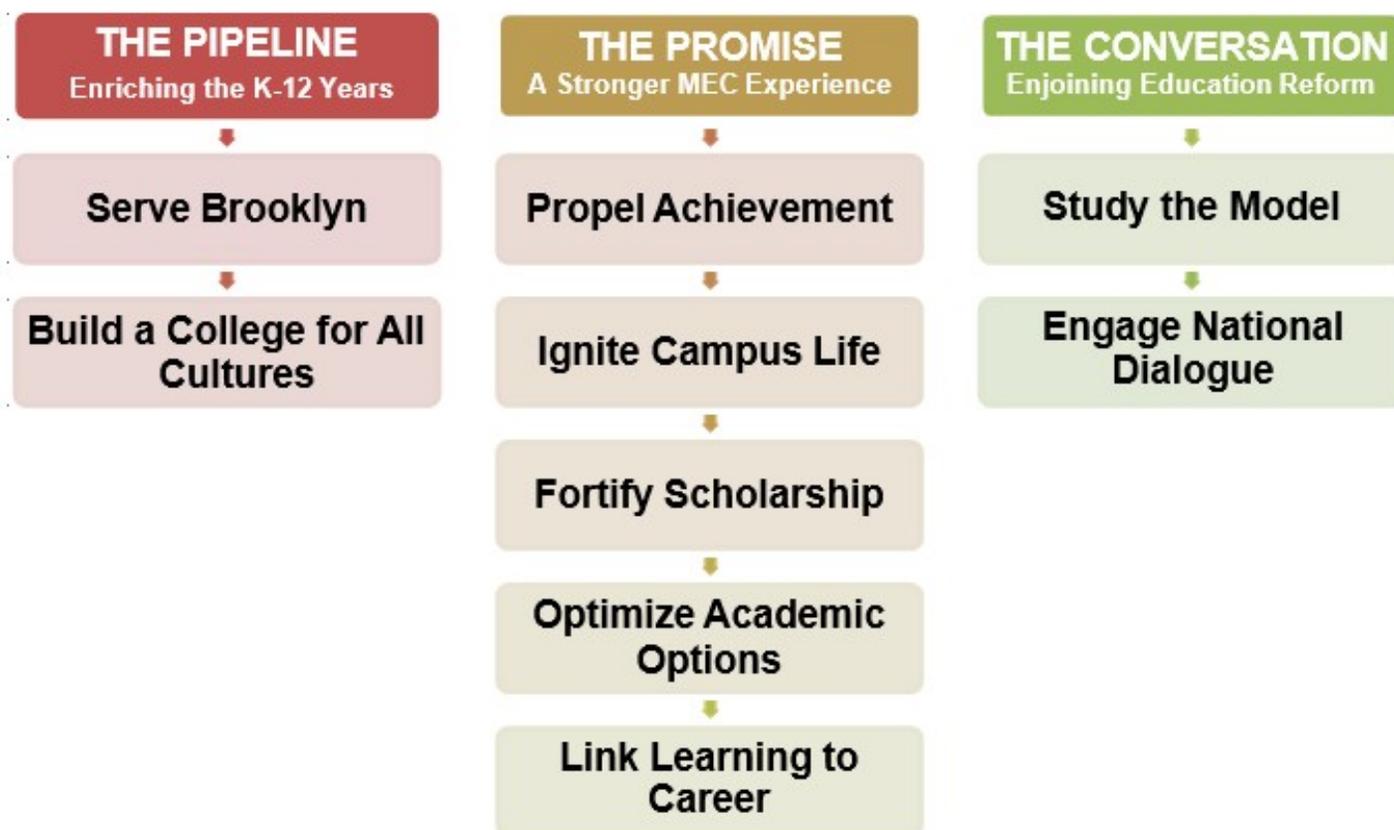
prosperity.

From this self-imposed mandate for comprehensive change comes the following set of outcomes. These have been labeled *The 25s*:



While faculty and students have eagerly embraced these outcomes, the realization of these goals requires a significant investment by the College, the University, and outside funding sources. Both financial and programmatic investments are required, and both are underway to ensure the attainment of *The 25s* within a five-year period.

The College's all-encompassing five-year strategic plan touches upon all aspects of the College including pre-college preparation, enrollment, retention, and graduation, as well as academic strength and quality, student services and support, infrastructure improvement, and external engagement encompassing participation for college readiness for K-12 students. It clusters the redevelopment agenda of Medgar Evers College into three initiatives with nine subcategories:



This ambitious plan rests on an innovative approach that ties K-12 instruction and parent support to college success at the front end (*The Pipeline*), and ties enhanced teaching, learning, student internships, and community service to career success at the back end (*The Promise*). This approach is a new educational paradigm that builds upon the symbiotic relationship between key parts of the education spectrum and ultimately connects students to post-graduation employment and civic participation.

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

1. **Employ CUNY Compact Funds** – The CUNY Compact in effect for FY 15 and FY 16 is part of a comprehensive five-year CUNY plan to target tuition increases and meet programmatic needs.
2. **Increase earned income** – Medgar Evers College plans to broaden its slate of

activities to increase enrollment by an average of 5% per year for the next five years. The first three years' enrollment increase of 15% will recapture the enrollment lost over the previous five years.

3. **Raise funds** – The College will reinvigorate the Medgar Evers College Foundation and raise funds focusing on the initiatives discussed in this plan.
4. **Reduce administrative operating costs** – Repurpose staff and provide services through more cost-efficient, state-of-the-art processes.

WHERE WE STAND



BROOKLYN, OUR HOME

When Medgar Evers College was established in 1970 in Central Brooklyn, the borough, already the most populous in New York City, had few widely acknowledged distinguishing characteristics. Those who lived there knew it was a place of unsung diversity and a melting pot of different cultures. That diversity drove Brooklyn to become the Borough of Churches, with houses of worship proudly marking each neighborhood. As different cultures were exposed to each other, the seeds of ongoing artistic fusion were sown.

Fast-forward to present day and Brooklyn has become one of the country's – and perhaps the world's – most desirable destinations. It once again has a professional sports team, the Brooklyn Nets, whose home court is the iconic Barclays Center. Modern Brooklyn is a cultural and business dynamo that fuels spectacular economic development, electrifying contemporary arts experiences, and widespread redevelopment.

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

Brooklyn's ascendancy can be measured in several ways:

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

Medgar Evers College has the unique opportunity to tie its own revitalization to that of Brooklyn. By building strong links between college life, alumni, and Brooklyn's businesses, non-governmental organizations, and cultural institutions, the College continually strives to become a valued partner in the Brooklyn community.

By positioning Medgar Evers College as the center, and not the end, of an investment in learning that starts with kindergarten, through Associate and Baccalaureate programs, and onto careers and graduate schools, the College can take possession of a critical educational niche. It can help strengthen the Central Brooklyn community as it reaches for the world.



ASSESSING OUR STATUS

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

From this work, the College now has a clear picture of its own status in terms of enrollment, retention, and graduation, faculty productivity, student experience, external relationships, and infrastructure. This Strategic Plan devolves directly from understanding key areas for reform and formulating plans to address needs and secure contemporary opportunities.

LOOKING AHEAD



THE FINANCIAL FUTURE

In an increasingly demanding environment, the College must ensure financial capacity to sustain and fund the core instructional mission of the college: faculty-led curricular innovations, accessible goals for student recruiting efforts, and an upgrade of technological infrastructure and facilities. The ability of the College to implement its Strategic Plan necessitates a sustainable strategic approach to managing its operation and financial resources, maintain enrollment at capacity, and managing the collection of tuition and fees at maximum levels.

As part of the CUNY System, the tax levy-operating budget of Medgar Evers College consists of both tuition revenue and state support. It is not enough to receive appropriate support from CUNY's state funding. To achieve its goals and reach the level of resources necessary to fund the vision of the 2015-2020 Strategic Plan, the College must bolster enrollment and collections to increase budget resources. Furthermore, the College must generate revenues from non-tax levy sources (e.g., fundraising, foundations, research overhead, etc.) to strengthen its academic, student, and administrative programs and initiatives.

Medgar Evers College must establish a permanent and sustainable budget model to fund its core activities in order to build a sound financial foundation. This will help make the College a competitive, cutting-edge

academic institution which provides high-quality education at a reasonable cost. To ensure that resources are allocated in ways that support the goals and objectives of the 2015-2020 Strategic Plan, the College will develop and implement a transparent comprehensive calendar for all administrative and planning processes. The budget office will take the following necessary steps:

- **Improve** reporting and planning relationships between the Senior Administrators, Academic Departments, faculty, and staff.
- **Establish** clear and concise guidelines of the budget process. This will serve the College better in attaining its institutional goals and long-term academic objectives.
- **Allocate** all funds strategically in support of the College's initiatives and projects.
- **Link** all requests for discretionary funds to the department plans which, in turn, will be linked to the College's Strategic Plan.

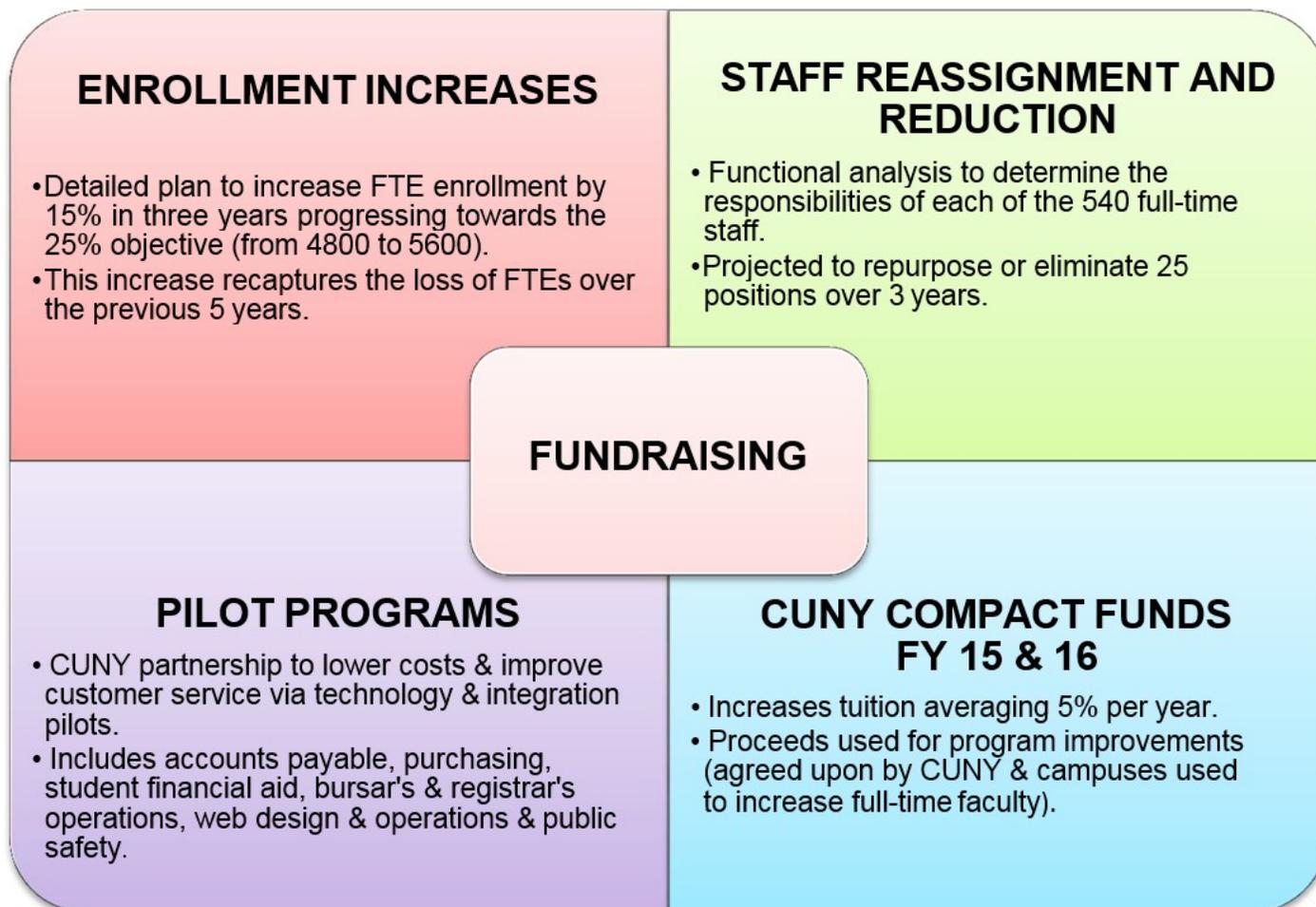
These goals can be achieved by ensuring that both the annual and multi-year revenues and expenditures are in balance with appropriate reserves, while concurrently facilitating faculty and staff professional development programs and engaging in ongoing planning and implementation of the 2015-2020 Strategic Plan.



THE INVESTMENT PLAN

The Medgar Evers College 2015-2020 Strategic Plan is a roadmap to reclaiming an institution and rebuilding it for today's world. Necessity calls for a change in how the College defines itself in its interactions with internal and external constituencies. It demands accountability to a clear set of metrics. These measures will stand as a new covenant between CUNY and the Brooklyn community.

The need for resources must be understood in the context of the population served by Medgar Evers College – disproportionately impoverished, non-white, first-in-family college attenders, and foreign speaking/foreign born. The College is located in the center of a pocket of extreme unemployment, and in many of the area's census tracts, unemployment is 50% higher than the borough average of 8.8%. These numbers impact the College: on one hand, they highlight the profound need for the College's service in Central Brooklyn; on the other hand, they raise the cost of providing an education while limiting the College's ability to grow an endowment using standard methods.





INVESTMENT TRUST FACTOR

The changes proposed for Medgar Evers College are required within the next five years in order to achieve the transformational changes necessary to excel. This fast pace will involve well-planned personnel and program decisions.

Moving the College forward, however, cannot take place in a typical business context. Medgar Evers College cannot afford to continue losing ground while the broader system deliberates at its customary pace. Therefore, Medgar Evers College is asking for an “Investment Trust Factor” as it moves ahead.

The Medgar Evers College 2015-2020 Strategic Plan has both financial and programmatic objectives as well as complex interrelationships. It can succeed in turning Medgar Evers College around if the College focuses on its objectives. If other factors such as CUNY cooperation and the Investment Trust Factor come to fruition, then all parties can attain their mutual goals.

PUTTING THE PLAN INTO ACTION

The 2015-2020 Strategic Plan has measurable, aggressive objectives that engage the entire college community. What follows are objectives and metrics designed to realize the full potential of the College.



BOOSTING ENROLLMENT

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



SERVING BROOKLYN

COMMUNITY EVENTS – Medgar Evers College will continue to host high visibility community activities including lecture series and health fairs, as well as arts and cultural events. The College will continue to share facilities with outside community users, partnering to provide needed programs.

ALUMNI SERVICES – As one component of a broader effort to establish meaningful and ongoing relationships with alumni, the College will initiate an alumni service corps and engage that corps in projects of value to the community at large.

COMMUNITY ISSUES SUPPORT – Medgar Evers College has a strong tradition of engagement with civil rights and education issues. The College will provide students and faculty with opportunities to respond to community requests for contemporary issues research and service. This work will include the creation of written research products, public lectures, and on-campus community conferences.

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

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



INFRASTRUCTURE

Medgar Evers College strives to improve upon these four main areas of infrastructure:

Campus Environment – Due to the reality that the College serves a commuter student body, students find it difficult to connect to collegiate activities outside of classroom learning. Furthermore, as primarily first generation collegians, the students of Medgar Evers College are not fully aware that a large portion of their educational development occurs outside of the classroom. Therefore, in order to promote student engagement, a goal of the 2015-2020 Strategic Plan is to develop physical spaces, such as the Center for Entrepreneurial and Experiential Learning Lab, to highlight the connection between curricular and co-curricular learning.

Facilities – Some facilities at Medgar Evers College are state-of-the-art, such as the new Science Building and the Library, while others are in need of upgrades. It is important for Medgar Evers College to reflect the manner in which it values its students by providing a learning environment that is rich in aesthetic and functional amenities. There are multiple capital and in-house projects, ongoing and planned, to revitalize these facilities.

The College is primarily housed in four facilities: The Bedford Building, The S Building (Offices of Student Services), AB1 (School of Science, Health and Technology, cafeteria, and computer labs), and the Carroll Street Building (administrative support offices and recreational activities). The Bedford Building is in need of

standardized upgrades, though a library renovation and expansion was completed at the start of the Fall 2014 semester. The S Building is in generally good shape but is overcrowded. AB1 is in excellent shape with some HVAC issues. Carroll Street, the oldest facility, comprises approximately a third of the college's space and is in need of significant renovations. Towards this end, the College, with the support of the University, is undertaking the development of a Master Facilities Plan that will provide a framework and timeline for the modernization of all buildings and facilities.

IT Structure and Maintenance – In today's digital world, it is imperative that colleges have a functioning IT infrastructure to support teaching, research, and business processes. It is essential that Medgar Evers College students, faculty, and staff have access to current and complete technology to ensure that they are competitive with their peers. At present, the College has undertaken a multi-tiered approach to revamping its technological infrastructure. The approach includes: assessment of classroom, instructional, and faculty technology needs, development of a robust disaster recovery plan, updating standard operating procedures, and improving knowledge management and information systems. Ongoing maintenance will address closet rewiring and hardware improvements, increasing network transmission speed, campus-wide desktop upgrades, and the implementation of a system of regular replacement cycles.

Effective Deployment of Personnel – Perhaps there is no more important component of infrastructure than the personnel within the institution. This plan will give the College the ability to promote leadership, professionalism, and competency in every aspect of the College's operations. An in-depth examination of each leader in the organization is in process using an outside consultant. In addition, a functional analysis of every full-time position at the College has begun and will lead to an understanding of overlapping functions and their potential for consolidation. A comparative study of CUNY and non-CUNY institutions of similar size, demographics, and programs will be undertaken to determine the requisite staffing of all support functions – academic, student and administrative.

It is estimated that 5% of the College's full-time positions, approximately 25 positions, will either be eliminated or repurposed based on information generated in these studies. The reassignment of staff and the hiring of individuals with the competencies and professionalism required will make up for the loss of the 25 full-time positions. Properly deploying human resources and reducing unnecessary personnel costs will contribute to making the Medgar Evers College 2015-202 Strategic Plan fiscally viable.

SHAPING A COLLEGE FOR ALL CULTURES



THE PIPELINE: PRE-COLLEGE & COMMUNITY RELATIONS

The Pipeline is a comprehensive approach to preparing K-12 students, families, and schools to be college ready. Medgar Evers College draws its students predominantly from the Central Brooklyn community and its public schools. Comprehensive data indicate that students entering Medgar Evers College are not prepared for college-level work. Brooklyn's public school performance data corroborates this. In 2013, only 20% of 8th graders met the New York State English Language Standards and 17% percent met the Math standards. Entering freshmen at Medgar Evers College, largely coming forward from these schools, need substantial developmental assistance in math, reading, and writing.

To address this, Medgar Evers College has created *The Pipeline*, an initiative to benefit all 200,000 Brooklyn students in nine districts and to reclaim the College as an effective institution. Activities undertaken in the pre-college and community relations areas are designed to serve Brooklyn's aspirations as a community while restoring visibility and credibility to the College. The College will reach out to students, parents, schoolteachers, and community leaders early, communicating an understanding of what is required to succeed in higher education – at either the Associate or Baccalaureate level. It will increase the number of college ready students applying to Medgar Evers College.

Student Programs - *The Pipeline* is designed to build confident minds by providing extensive and varied educational opportunities throughout the K-12 years. The work is accomplished through formal partnerships with specific schools in Central Brooklyn. This approach, together with related parent and teacher training aims to:

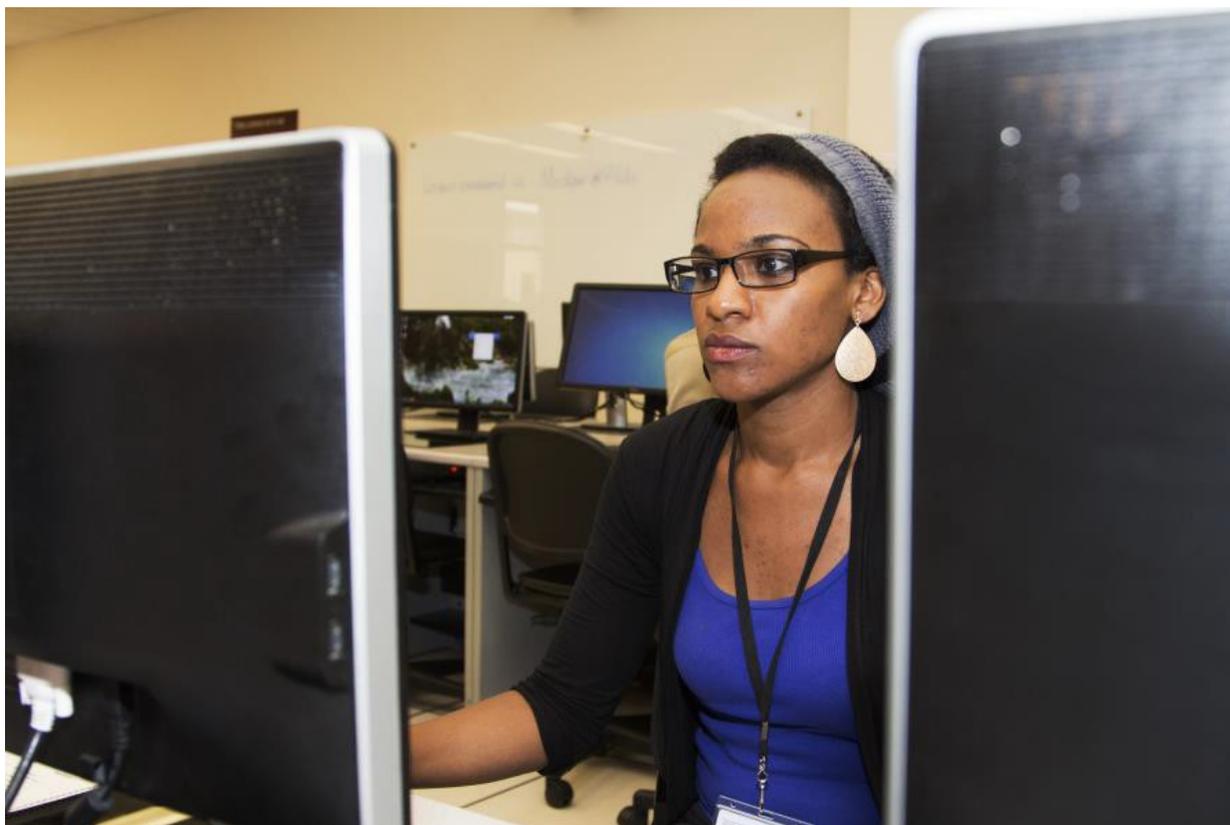
- Increase skill-based and critical thinking in the Arts, Math, Science and Reading.
- Increase cognitive skills through applied learning.
- Introduce students to college life and the disciplines of study.
- Build student confidence to handle increasingly more complex tasks.
- Help students prepare to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

In 2014, Medgar Evers College implemented a portion of *The Pipeline*, with a Summer Immersion Program, enrolling 850 Brooklyn schoolchildren and their parents. The program was a stunning success, being exceptionally well rated by parents in their evaluations. Those parents, on the whole, wanted only one change: a longer program so their children could learn even more. Over time, the College will do just that, and add programs during the school year as well. Another benefit of *The Pipeline* is that it jump-starts learning for more mature participants, offering advanced crediting opportunities and other college readiness initiatives for high school students ready to handle college-level material. These options include College Now, the Science and Technology Entry Program (STEP), Smart Scholars, dual crediting programs, Medgar Evers College classes offered at partnering schools, pre-college programs in the School of Professional and Community Development (SPCD) and on-site CUNY testing.

Parent Programs - Shaping a college-going culture begins with parents at home. *The Pipeline* equips parents with skills, information, and personal networks that they can employ to lead their children from the home into a college setting. Parents will be offered a series of age appropriate activities to help them shape a family experience that supports eventual college education for their children. As services to parents evolve, *The Pipeline* will offer training to help parents understand college elements such as the Common Core, requisite skills for success, and the college application and admissions process. In the future, the College intends to create a *Follow My Child to College* program as well.

Teacher and Educational Leaders Programs - *The Pipeline* also invests in educators by training teachers to collaborate with parents of all cultures and languages. By using advanced family-accessible pedagogies, the College hopes to infuse culturally diverse arts into the broader curriculum and provide a comprehensive approach to leadership development.

Recruitment Support – A *Pipeline* Director has been hired to further relationships with high schools and maintain qualitative and quantitative contacts. For its own part, the College will hold information sessions with principals, keeping them engaged and committed to the cause of the College and *The Pipeline*. Key faculty will accompany admissions staff during high school visits. There will be extensive use of admissions materials showcasing the value of Medgar Evers College, the benefits of particular schools, and career possibilities associated with specific majors.



THE PROMISE: STRENGTHENING THE COLLEGE

While *The Pipeline* prepares students with the requisite skills and self-confidence to succeed in college, *The Promise* addresses the need of Medgar Evers College to offer a better college experience. Naturally, strengthening the College boosts its ability to recruit, retain, and graduate students and connect them to careers. These goals include propelling achievement through improved advisement, incentives, and academic programs, igniting campus life to make the student experience more compelling, fortifying scholarship to improve teaching outcomes and productivity, optimizing academic options by linking the College's academic offerings to contemporary employment opportunities and civil society issues, and linking students to leading contemporary career trajectories with aggressive intentionality. As a result, the College has implemented a set of initiatives to ensure students succeed in their coursework and earn the requisite number of credits to graduate on schedule.

CUNYFIRST Registration Center – This Center assists new and continuing students in the registration process. Its primary focus is on transfer populations.

Revamping the Advisement Center – The Advisement Center has recently moved to a caseload model where all students are assigned an advisor upon entry to advocate on their behalf throughout their college career. For transfer students, case managers ensure that the credits earned in their last institution are utilized appropriately in their major at Medgar Evers College.

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

MEC Connect– This pilot program will provide mentors and guidance to first time freshman using faculty, staff, and administrators employed at the College. Supported by the President and area Vice-Presidents, MEC Connect will enable the college to collect quantitative and qualitative data on the freshman experience.

New Student Focused Programming – Medgar Evers College will offer various opportunities for students to excel and fast track themselves towards a degree. The ASAP Program started in Fall 2014 and the CUNYSTART program was offered in Spring 2015.

Graduation Checklist – A comprehensive schedule of information sessions for first time students will be delivered in concert with registration activities. Additionally, evening and weekend students will be invited to workshops to help them navigate the campus during the hours they attend. Pre-workshops to familiarize students with the CUNY Assessment tests before the actual exams will be offered as well.

Hobsons – Medgar Evers College will make robust use of the Hobsons to keep constant communication with prospective students, high schools, residents, principals, and counselors, all in an effort to increase the number and quality of applicants.

Safety Net – A comprehensive Early Alert/ Safety Net system continues to be developed to identify and support students who are in academic and social need. Faculty, staff, and advisors will collaborate to use available College resources to increase student success.

Incentives – Students with GPAs greater than or equal to 3.0 will be awarded incentives and encouraged to take more credits in order to accelerate their graduation. In some instances, students will receive scholarships to allow them to stay in school and graduate on time. Baccalaureate completion scholarships for students who do not receive financial aid or those who have exhausted aid limits will immediately increase graduation rates.

Assessment – Ongoing assessment at all levels will uncover the critical variables that cause students to diminish their semester credit loads (e.g., academic, financial, work-related, increased care-giving, timing of classes vs. timing of work, etc.) and determine if, and how, the College can intervene and assist the student in maintaining or increase her/his credit load.

Freshman Year Experience (FYE) – FYE will be expanded to include more robust global co-curricular and extra- curricular programs that engage students in the life of the College and beyond. Seminars with faculty, academic centers, and student affairs staff will provide wrap-around support to freshman students. In addition, the College will develop an integrated first year experience that addresses the developmental needs of students by imbedding critical thinking, personal, financial, and psychological tools across all first year courses.

Constant, Consistent Communication – Students will receive scholarship information with their admissions letter to entice them to choose Medgar Evers College. The College has also purchased a phone tree system to provide constant communication to students about both activities happening on campus and reminders about outstanding documents needed to complete processes for registration or graduation.



IGNITING CAMPUS LIFE

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

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

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

Student Center – There is a need for a student-center-type space for recreation. Most schedules, particularly for lower division students, require students to be on campus for hours at a time, thus presenting

the College with an opportunity to increase co-curricular programming as additional space becomes available. The College's ability to offer peer tutoring and study spaces during non-class hours will increase as more communal spaces emerge. Those spaces can be conceptualized on campus in a variety of ways – from large projects such as converting the outdoor Bedford amphitheater to an indoor Student Union, to smaller initiatives like changing the look and feel of Carroll Street or creating pocket lounges throughout the entire campus.

Strong Alumni Relationships – Campus life should hold a place for both students and graduates. The College will revive relationships with graduates by mobilizing the Alumni Association, creating a school-by-school alumni archive, and holding special alumni events. By engaging alumni in activities and inviting their service as mentors, externship, and internship hosts, Medgar Evers College will build an important network to support each year's graduates as they enter the world of work or graduate studies. The College's relationship with its alumni will honor the places they have taken in the Brooklyn economy, reinforce the importance of their service to community, and strengthen their connection to Medgar Evers College. Additionally, this work will assist the College in reaching out to alumni for financial participation.



EXTERNAL RELATIONSHIPS

FUND DEVELOPMENT – With the downward trend in funding for public higher education institutions, Medgar Evers College requires a strong fund development operation to compete with its peers. A successful foundation provides financial assistance for talented and economically disadvantaged students, supports high-achieving faculty, supplements the capital investments of the College, and funds the actualization of the priorities of college leadership. An effective foundation board raises significant support from private sources, steward’s foundation assets, and advocates for the College.

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

COMMUNICATION, PUBLIC RELATIONS, AND MARKETING (CPRM) – For a college to be attractive to potential students and donors, it must develop a distinctive, concise, and captivating look. To improve internal and external communication, the College is in the process of re-organizing its Communications Office and CPRM team. By securing an external marketing firm, Medgar Evers College is striving to re-brand its public image. This includes adopting a consistent logo, marketing materials, and developing a website that showcases the achievements of students and faculty while highlighting academic programming. The Office of Academic Affairs, in collaboration with the Office of Communications, has appointed web-coordinators within all areas of the College to create a cohesive and current web presence and website.



GLOBAL THRUST

Global intelligence in the twenty-first century has become a necessary component of the broader educational spectrum. A recently established Office of International Education (OIE) within the Office of Academic Affairs is the focal point for the College's multi-year plan to provide a wide array of functions to develop Medgar Evers College as a player on the global stage. Functions include:

Study Abroad – The College aims to increase its outgoing students by 25% over the previous year's figure for the next five years by continuously seeking scholarship opportunities and other sources of funding in support of study abroad. The OIE will also establish a virtual study abroad program on campus to expand global learning opportunities for the many student who may not be able to afford actual study abroad trips. College faculty will continue to further opportunities for international exchanges.

International Scholarships and Partnerships – The College will restore its International Scholars Program and be treated to the works of outstanding scholars from the global community. Medgar Evers College will also establish partnerships with reputable international institutions to serve as host institutions and international partners, facilitating student exchange, faculty exchange, and joint international research programs.

COMMUNICATION, PUBLIC RELATIONS, AND MARKETING (CPRM) – For a college to be attractive to potential equipped facilities to enable international conferencing and collaborative online international learning.

FORTIFYING SCHOLARSHIP



THE NEW CLASSROOM EXPERIENCE

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

Increase Instruction Delivered by Full-Time Faculty – Based on the 2013-14 PMP report, 42.5% of FTE instruction at Medgar Evers College is by full-time faculty. Though a small college within CUNY, Medgar Evers College’s five-year goal is to provide 50% of instruction by full-time faculty – an increase of about 20% from the current level. As of fall 2013, the College had 165 full-time faculty members. A 20% increase from the current employment number will result in hiring an additional 33 faculty members to support the improved enrollment levels and expanded degree programs.

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

Strengthen Teaching and Learning – The College will redouble its focus on pedagogy, scholarship, and student/faculty interaction. It has already re-established the Center for Teaching and Learning and implemented a professional development program to improve teacher effectiveness. Tenured and published professors are mentors to tenure-track faculty. Cross-disciplinary research is encouraged and faculty productivity is being recorded, monitored, and celebrated. Student/faculty interactions outside of class will increase via co-curricular and extra-curricular activities including field trips, student research, service learning, and study abroad programs.

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

Teaching and Research – Teaching and research continue to be enriched through start-up funding to attract full-time and adjunct faculty. This will develop the capability to pursue major government and foundation sponsored research activities and enhance teaching and learning. The College will support optimum utilization of core scientific research facilities in the School of Science, Health and Technology. The College’s various research centers will continue to provide opportunities for applied and experiential learning.

Enhance Classroom Technology – Effective classroom technology has become a critical teaching tool. Medgar Evers College will centralize its help desk and Classroom Instructional Support Services and implement a four-year life cycle for all desktop technology.



OPTIMIZING ACADEMIC OPTIONS

EXTENDED STUDENT OPPORTUNITIES –Targeted scholarships based on need, academic performance, and incentives for earning credits in the winter and summer sessions will be awarded to appropriate students. Also, students will have the opportunity to join study abroad programs such as Study USA, a semester exchange program with similar American colleges throughout the country.

CREATING NEW PROGRAMS – Medgar Evers College is starting the process of assessing curriculum and degree programs and expanding its discipline majors. The College’s mission, which links liberal education and professional preparation together, imposes an obligation on the College to provide contemporary, relevant career training options that open the door to middle class earning power. Therefore, the College will increase faculty capacity to engage in systematic, data-driven assessment of courses. An on-going assessment process will allow the College to engage in continuous improvement and develop a range of course offerings that are effectively connected to contemporary and near-future economies. Assessment practices will also allow the College to map course-learning outcomes, to program outcomes, and to provide learning outcome information to the public.

CREATE A SCHOOL OF EDUCATION – Enhancing education from a major to a fully-fledged School will allow Medgar Evers College to focus on the development and dissemination of practices that are effective in educating global urban students – learners with Brooklyn’s demographics such as people of color, people

experiencing life as an immigrant, people beset by poverty and unemployment, and people without college-educated parents or siblings. As such, the School of Education will be an invaluable source for teacher training, preparation, and development. Given the rise in vocational training geared towards educators, it also will allow for increased retention and successful post-graduation placement rates while simultaneously complimenting *The Pipeline* by providing in-house capacity to fuel and evaluate those efforts.

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

EXPAND MAJORS IN THE SCHOOL OF BUSINESS – An assessment of current and near future employment opportunities will inform the expansion of majors in the School of Business. Brooklyn’s high tech employment increase is projected to continue its rapid growth. Employers seek students who have business-critical soft skills combined with expertise in robotics and automation, software development and application, and e-commerce marketing. Medgar Evers College will develop new majors in close communication with area businesses to ensure content in each major that prepares students for real and specific job opportunities.

EXPAND MAJORS IN THE SCHOOL OF SCIENCE, HEALTH, AND TECHNOLOGY – Thirty-three percent of Brooklyn’s jobs are in the booming healthcare industry; there are 66 healthcare employers with more than 500 employees. Currently, the College has targeted development of degrees in allied health and dental assistant. Most computer software development jobs require bachelor’s degrees in computer science or software engineering, robotics, and automation. The College is expanding its Computer Science Program in these areas to meet the growing challenges of 21st century computing needs.

STRENGTHEN ACADEMIC CENTERS – Medgar Evers College has four academic centers that enrich student experience by providing real world engagement in research and advocacy. Over time, these centers have been responsible for groundbreaking contributions to knowledge and policy in their respective fields. The centers are: The Caribbean Research Center, the Center for Black Literature (home of the prestigious National Black Writers Conference), the DuBois Bunche Center for Public Policy, and the Center for Law and Justice. Each of the College’s centers is grounded in the perspective of, and gives voice to, people of African descent and other under-served populations. To take full advantage of Brooklyn as a center for entrepreneurship, global trade, and small business development, Medgar Evers College has created Entrepreneurial and Experiential Learning Center on campus to offer students, faculty, and the community an opportunity for applied academic and theoretical business skills mastery. Centers will continue to be strengthened as they connect students to the issues, questions, and ideas of a broader world.



LINKING LEARNING TO CAREER

WORK LEARNING CYCLE – Medgar Evers College is deeply committed to linking college study to careers that support students’ programs of study. This approach will have different emphasis depending on whether the student is a freshman, sophomore, junior, or senior. During the freshman year, the focus will be financial and economic literacy. For the sophomore year, the focus will shift to career awareness and the introduction of a specific career trajectory. Internships, applied learning opportunities, and soft job skills training will come in junior year. Finally, employment networking, job fairs, and community service opportunities will be provided during senior year. This cycle is intended to link students to lifetime prosperity and community engagement.

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

ASSESS STEM SKILLS – Medgar Evers College will offer a STEM Competency Test Matrix to help students identify their talents and strengths, and will develop strategic partnerships with high tech companies and healthcare providers to assure students opportunities in those burgeoning fields.



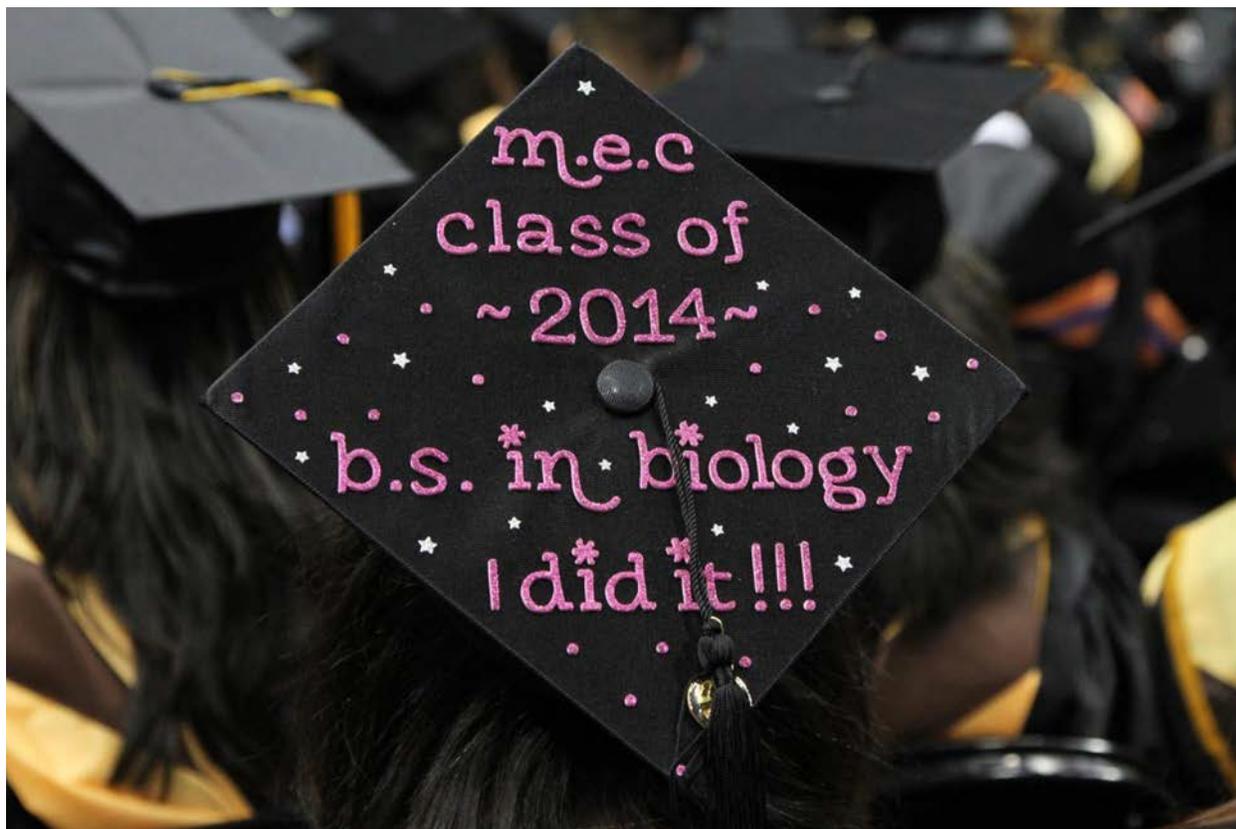
THE CONVERSATION: LEADING IN EDUCATION REFORM

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

ENGAGING IN REFORM DIALOGUE – Once documented and researched, *The Pipeline* and *The Promise* must be shared and reflected upon within the national dialogue around best practices in education. Medgar Evers College and its investment in each student, their parents, the schools in which they are taught, and the community in which they live is expansive and ever expanding. It rests on the belief that all students, given sequential opportunities to gain confidence and capacity for effort, can learn, become self-sufficient, and be of service to the communities in which they live. The work of Medgar Evers College will stand as a vehicle by which to steer thinking towards the creation of comprehensive, student-centered education reform and away bell-curve models that rest on instructional reform and testing. Medgar Evers College will carry this model into the national education reform conversation through a comprehensive public and scholarly communications campaign in both traditional and electronic forums. This campaign will include dissemination via written and spoken word, video treatments, public and media appearances, and on-going dialogue with education reform

leaders nationwide. It will give voice to the College's powerful commitment to the students it serves.





MONITORING THE STRATEGIC PLAN

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

While overall enrollment, recruitment, retention, and graduation remain important, what is more crucial is the ongoing assessment of improved student learning outcomes and institutional effectiveness. Medgar Evers College has put into place an assessment methodology that includes systematic gathering, review, and use of data. This will inform the College about student characteristics, what students know and are able to do, and the impact of academic programs, administrative units, and external programs on student learning. Processes have been created to:

- Implement a comprehensive and sustainable process to assess institutional effectiveness, student learning at the course and program levels, and general learning outcomes.
- Assess student learning at each key transition point in a student's educational experience, as framed by the College's Student Success Progress Model.
- Systematically collect and evaluate evidence of student learning for program

assessment and accreditation.

- Determine institutional progress toward the goals established in this plan, CUNY's Performance Management Process and the Master Plan.
- Use assessment results to improve programs and services, and to determine resource allocations and future planning needs.
- Finally, set in motion annual goals and processes informed by CUNY's PMP, the CUNY Student Experience Survey (SES), and the National Survey of Student Experience (NSSE).

Reassessing goals recruitment, retention, and graduation will be driven by these data. The College will also carefully monitor internships, job placements, and fundraising targets. Each objective will be subject to ongoing monitoring reports.

For Medgar Evers College, formative and summative evaluation guides institutional renewal. The aim of the College is to work to create a life of continuous learning, civic participation, and productive employment for the students.

CONCLUSION

Medgar Evers College has a history of serving its community and its students. A new administration is in place, equipping Medgar Evers College with the passion and dedication to transform the institution into a model of urban higher education. The Medgar Evers College Strategic Plan lays out strategies that make this aspiration attainable.

Today, Medgar Evers College is a work in progress. Major steps are being taken. Programs in education, nursing, and social work have been re-accredited along with the School of Business. The College has instituted a new and more comprehensive assessment process. Advisement programs have been strengthened. Enrollment in the Baccalaureate track is increasing.

The Pipeline's Program has launched, and parent feedback is resoundingly affirmative. Direct relationships with partner high schools have been cultivated. Important interagency agreements supporting *The Pipeline* have been secured. An unprecedented coalition of education industry leaders has come together to help *The Pipeline's* K-12 partner schools excel, and future programs are on schedule to launch.

While Medgar Evers College acknowledges the challenges of its recent past, today the road map to achievement is in place. *Claiming Prosperity* provides a blueprint that will guide the College to a proud, attainable future.

APPENDIX A

2013-2014 College-wide Retreat Subcommittees Goals and Actions

This document describes operational goals and actions developed by Medgar Evers College Faculty, Staff, Students, and Administrators in support of the Claiming Prosperity Vision

Subcommittee #1: Promoting And Enhancing A Student-Centered Environment That Fosters Retention And Student Success

Goal: Ensure students are college ready by the end of their first year at Medgar Evers College (PMP Goal 1,2)

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

Action Steps:

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

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

Goal: Update Current Curriculum and develop new, innovative courses and for degree programs that are career and student driven (PMP Goal 1,2)

2.1 Departments review current curriculum

Action Step:

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

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

Goal: Create, implement and assess systematic professional development in pedagogy, scholarship, and student faculty interaction (PMP Goal 1,2)

3.1 Create a place for professional development

Action Steps:

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

3.2 Initiate the recruitment and hiring of CTL

Action Step:

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

3.3 Implement Professional development to improve teaching effectiveness

Action Steps:

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

styles, and strategies in implementing effective pedagogy.

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

Action Steps:

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

3.5 Increase/Strengthen student-faculty interaction outside of class

Action Steps:

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

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

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

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

Action Steps:

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

4.2 Assessment for improved student learning outcomes

Action Steps:

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

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

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

5.1 Centralize the Service Desk (Help Desk)

Action Steps:

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

5.2 Centralize Classroom Instructional Support Services

Action Steps:

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

5.3 Maintain desktop hardware and software optimal performance

Action Steps:

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

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

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

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

Action Steps:

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

6.2 Improve relationships with MEC Alumni

Action Steps:

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

6.3 Improve relationship with community

Action Steps:

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

6.4 Improve funding to MEC

Action Steps:

- Contact and Mobilize elected officials

- Meetings with CUNY

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

Goal: Establish a stronger presence in the Brooklyn Community (PMP Goal t,Z)

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

Action Steps:

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

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

Action Steps:

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

Subcommittee #8: Increasing Grant Opportunities and Philanthropic Gifts

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

8.1 Strengthen Alumni relations

Action Steps:

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

8.2 Expand funding from Corporate Philanthropic/Individual and Government Sources

Action Steps:

- Prospect research to expand the corporate and philanthropic database that are in alignment with programs and centers at MEC
- Develop grant applications and fundraising by academic department, schools, programs and centers; target grants to meet the needs of all subcommittees

- Establish a Grants and Development Council

8.3 Establish shared responsibility for grants, fund raising and development

Action Step:

- President solicits grant initiatives from faculty and other units

Subcommittee #9: Promoting campus Growth and Expanding campus Facilities

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

9.1 Develop College Master Plan

Action Steps:

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