February 2021
IEAC Steering Committee
Guidance document: MSCHE New and Superseded Standards Crosswalk

The attached tables describe the suggestions and recommendations received in April 2017 from the Middle States Commission on Higher Education (MSCHE) Visiting Team of Peer Evaluators related to our 2016 Self-Study. Since MSCHE revised its Standards in 2015, reducing the number from fourteen to seven, this document cross walks the old standards with their respective MSCHE recommendations to the new standards in support of preparations for the 2025 Self Study.

Possible Team Visit responses from Middle States Peer Reviewers that were operational under the old Standards and visit protocols were:
1. List no suggestion, recommendation, or requirement.
2. Make a suggestion, which the institution should consider as collegial advice but which imposes no obligation.
3. Make a recommendation, which signals that the reviewers find the institution to be in need of improvement relative to the standard in question. **These should be acted upon**.
4. Issue a requirement, which signals that the institution is not in compliance with the standard; a requirement always requires that the institution be placed on warning or probation.

While the responses noted above were in place for MEC's 2016 visit, please note that MSCHE has recently standardized peer reviewer responses so that they are now formalized across all institutions. Please see (https://www.msche.org/evaluators/resources/) for a description of these standardized responses.

Standard 1: Mission and Goals

New Standards (Total of 7)	Old Standards (Total of14)	MSCHE Suggestion	MSCHE Recommendation	Actions Supporting Attainment of Recommendations
Standard 1: Mission and Goals	**Standard 1: Mission and Goals**	• The College consider developing an Institutional Advancement Plan with a supporting Case Statement and clearly stated goals for alumni giving, planned giving, annual giving, grants and contracts, and other philanthropic solicitation activities in support of the further fulfillment of the mission through the Claiming Prosperity initiative and in collaboration with the newly re-established Medgar Evers Foundation. • MEC should carefully consider referencing the institution's historical commitments when making future amendments to the written mission statement.	• The College makes a concerted and deliberate effort to ensure that its mission statement is communicated consistently across all venues.	

Standard 2: Ethics and Integrity

New Standards (Total of 7)	Old Standards (Total of14)	MSCHE Suggestion	MSCHE Recommendation	Actions Supporting Attainment of Recommendations
Standard 2: Ethics and Integrity	**Standard 6: Integrity**	• The College should expand the number and frequency of interactions between the administration and the College constituencies to allow for increased dialog and meaningful conversation in the interest of improved transparency across the institution. Methodologies may include town hall meetings, timely email communications, and weekly news releases.	• The College develop and implement a Strategic Communication Plan to more effectively tell the institution's story to internal and external constituencies and stakeholders. • The College develop a Memorandum of Understanding between the Foundation and the College to clearly define the functions of both entities as it relates to the solicitation, investment, and distribution of assets between the College and the Foundation.	

Standard 3: Design and Delivery of the Student Learning Experience

New Standards (Total of 7)	Old Standards (Total of 14)	MSCHE Suggestion	MSCHE Recommendation	Actions Supporting Attainment of Recommendations
Standard 3: Design and Delivery of the Student Learning Experience	**Standard 10: Faculty**	• Increase faculty development in grant writing and fundraising activities. • Academic Affairs should develop a strategy to provide adequate release time and travel support for faculty scholarship after tenure. • Additional instructional designers should be hired to train faculty charged with meeting the aggressive plan for development of online curriculum throughout the College as articulated in the MEC Strategic Plan and Self-Study. • Tenured faculty should be evaluated periodically. • The full-time faculty workload should be specified in the Faculty Handbook. Although faculty overload and adjunct workload are discussed, the full-time faculty load is not.	• The College increase the number of full- time faculty, especially in light of the plans for growth in new programs and enrollment.	

Standard 3: Design and Delivery of the Student Learning Experience (cont'd)

New Standards (Total of 7)	Old Standards (Total of 14)	MSCHE Suggestion	MSCHE Recommendation	Actions Supporting Attainment of Recommendations
Standard 3: Design and Delivery of the Student Learning Experience	**Standard 11: Educational Offerings**	• MEC Academic Affairs should hire more instructional designers and become familiar with federal and state regulations pertaining to the offer of online programming to potential students in other states. Also, MEC should consider conducting student focus groups and survey research regarding responses to online instruction. • MEC should develop an alternate plan just in case the Bedford Armory cannot be acquired • MEC Academic Affairs should develop an evaluation schedule and process for tenured faculty. • The MEC Provost should require that at least all active course syllabi be available to enrolled students online. • MEC should modify the curriculum approval process to strengthen program proposals so that once the College Council recommendations are made, the proposal returns to that body for final review before forwarding it to CUNY. In this way failures to make all corrections will not bypass the CC.	• The Governance Plan should distinguish voting and non-voting members of CWCC. • MEC must implement the plan to address the warning from ACEN concerning accreditation of the Nursing program.	

Standard 3: Design and Delivery of the Student Learning Experience (cont'd)

New Standards (Total of 7)	Old Standards (Total of14)	MSCHE Suggestion	MSCHE Recommendation	Actions Supporting Attainment of Recommendations
	Standard 12: General Education	• MEC should conduct a study of the College Option component of the General Education curriculum. • Teaching evaluations should be instituted for all General Education courses and faculty should complete regular assessments of the curriculum.	None	
	Standard 13: Related Educational Activities	none	none	

Standard 4: Support of the Student Experience

New Standards (Total of 7)	Old Standards (Total of14)	MSCHE Suggestion	MSCHE Recommendation	Actions Supporting Attainment of Recommendations
Standard 4: Support of the Student Experience	**Standard 9: Student Support Services**	• With the increasing utilization of the Writing Center and Learning Center, and the projected increase in student enrollment, the College should develop a plan for the physical expansion of these units.	None	
		• The team strongly endorses the self- study recommendation that the institution "Develop a One-Stop-Shop Student Support Service Center." This suggestion acknowledges the multifaceted challenges that are faced by Medgar Evers students beyond academic and would provide students with a centralized location to access a social support network that would link students with appropriate services. • As institutional resources become available the College should review opportunities for providing increased support to international and undocumented students.	None	

Standard 4: Support of the Student Experience	Standard 8: Student Admissions and Retention	• Despite the significant efforts in implementing a full spectrum of academic student support services aimed at improving retention and graduation rates, the College should continue to review and eliminate administrative and bureaucratic processes that negatively impact the student experience with the matriculation process and negatively impact degree completion. • In developing expanded recruitment efforts, the College would be well served in growing international student recruitment activities. Currently there are approximately 48 international students enrolled at MEC; however, given that 62% of "foreign born" students are from the Caribbean region, the College is encouraged to invest appropriate resources to increase international student recruitment from this region. Consequently, resources should be dedicated to support international student transition to the College. • The College should proceed with caution with any additional restructuring of enrollment management functions in order	None	

		to ensure that the new enrollment management leadership structure is provided ample time to implement strategies, assess staff, and build university support.		

New Standards (Total of 7)	Old Standards (Total of14)	MSCHE Suggestion	MSCHE Recommendation	Actions Supporting Attainment of Recommendations
Standard 6: Planning, Resources, and Institutional Improvement	Standard 2: Planning, Resource Allocation, and Institutional Renewal	• MEC should be careful that its planning is in sync with the resources currently available or resources that are definitely forthcoming. • Consistent with the MEC strategic plan, the VP for Advancement and Development should develop a plan that prioritizes revenue amounts for targeted needs, including scholarships.	None	
Standard 6: Planning, Resources, and Institutional Improvement	Standard 3: Institutional Resources	• Technology Strategic Plan – given the magnitude of certain technology related resource requirements, MEC should consider updating its technology strategic plan to ensure that future resource requirements are identified and incorporated into the College's budgetary projections.	None	
		• The College remains challenged financially, particularly as it relates to resources needed to implement its strategic priorities. One time funds provided by CUNY, while helpful in the short term, will need to be replaced once they are exhausted. Reliance on institutional fund balance may also result in	None	

		challenges, particularly if the institution experiences challenges in maintaining annual positive operating results. The College should continue to vigorously explore funding alternatives, in addition to the ones identified in its strategic plan in order to ensure that the achievement of plan priorities are not compromised by inadequate funds.		
Standard 6: Planning, Resources, and Institutional Improvement	**Standard 7: Institutional Assessment**	• Continue work on developing an organized, systematized, and sustained assessment process for the assessment of administrative and operational units to determine the success of the institution in achieving its institutional goals. • Begin work on the process of developing plans to evaluate the assessment process itself to improve its effectiveness.	None	
	Standard 14: Assessment of Student Learning	none	none	

Standard 7: Governance, Leadership, and Administration

New Standards (Total of 7)	Old Standards (Total of14)	MSCHE Suggestion	MSCHE Recommendation	Actions Supporting Attainment of Recommendations
Standard 7: Governance, Leadership, and Administration	**Standard 4: Leadership and Governance**	• The College should utilize every internal communication avenue to share relevant and timely information and decisions with College constituencies. • The College should seek every opportunity to clarify adjustments to the administrative and academic structures of the institution and to communicate any such adjustments to the College community in a timely and transparent manner. • The College should consider establishing a Staff Council, separate and apart from the Professional Staff Congress, to address issues related to staff at the College and ensure inclusion in the shared governance processes of the institution. • The College should regularly update the organizational chart to accurately reflect changes in the leadership and governance structure of the institution.	• The College further enhance its leadership and governance mechanisms by expanding its shared governance processes and activities to include faculty, staff, and students in decision making in the areas of budgeting, policy development and amendment, and executive and administrative searches to the extent allowable by the more expansive CUNY policies regarding these activities. • The Governance Plan be revised to distinguish voting and non-voting members of respective committees of the College Council.	
Standard 7: Governance, Leadership, and Administration	**Standard 5: Administration**	• The institution should consider providing effective, timely communication to the campus community on changes in organizational structures, leadership, and goals.	None	

Middle States Commission on Higher Education "Standards for Accreditation" 2015

Standard 1 Mission and Goals: The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.
Standard 2 Ethics and Integrity: Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.
Standard 3 Design and Delivery of the Student Learning Experience: An institution provides students with learning experiences that are characterized by rigor and coherence of all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.
Standard 4 Support of the Student Experience: Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.
Standard 5 Educational Effectiveness Assessment: Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.
Standard 6 Planning, Resources, and Institutional Improvement: The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.
Standard 7 Governance, Leadership, and Administration: The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.