MEDGAR EVERS COLLEGE

2021-2022 PMP Goals

Submitted by

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Executive Summary

Medgar Evers College has a rich history of providing educational opportunities to the citizens of the Central Brooklyn community and beyond. As the College enters the next phase of its history under the leadership of the first female president Dr. Patricia Ramsey and her leadership team, the College is laser-focused on student success. The goals presented by Medgar Evers College demonstrate the College's desire to not only be a portal of educational opportunity but to reinforce its commitment to achieving its performance targets through the implementation and execution of thoughtful, well-designed strategies developed collaboratively and in alignment with best practices and national standards in higher education. The following are the PMP goals for the 2021–22 cycle:

Goal 1: Increase enrollment for fall 2022. (Enrollment)

Goal 2: Improve the number of underrepresented students who attend college in both the associate and bachelor's programs, and the number of current students who successfully meet progression benchmarks. (Access and Completion)

Goal 3: Improve the performance outcomes in foundation courses in Mathematics and English for associate degree and baccalaureate degree students. (Access and Completion)

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Goal 7: Expand the number of instructor certified online classes and degrees that we offer. (Future of Online Learning)
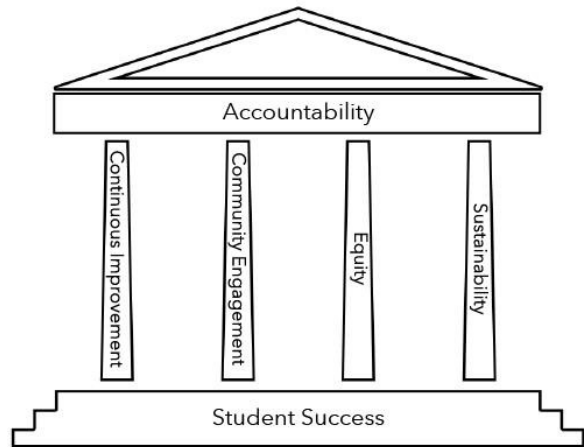
Goal 8: Improve the workforce readiness of students by focusing on essential, employable skills as identified through the National Association of Colleges and Employers. (Career Readiness)

Introduction

Medgar Evers College, a senior college of the City University of New York, celebrated its 51st year of official existence on September 28, 2021. As a college with strong ties to the Central Brooklyn community, Medgar Evers College's mission is to develop and maintain high quality, professional, career-oriented undergraduate degree programs in the context of a liberal education.

Under the leadership of Dr. Patricia Ramsey whose tenure began on May 1, 2021, Medgar Evers College is in a transformational period with a renewed energy to enhance its role as a gateway of opportunity anchored by a strong foundation of community engagement, a commitment to educational attainment to foster social and economic mobility for its students, and a desire to become a national model for social justice. The new vision for Medgar Evers College is articulated through the acronym ACCESS, which aligns with the key goal areas for the PMP process. ACCESS stands for:

A – Accountability
C – Continuous Improvement
C – Community Engagement
E – Equity
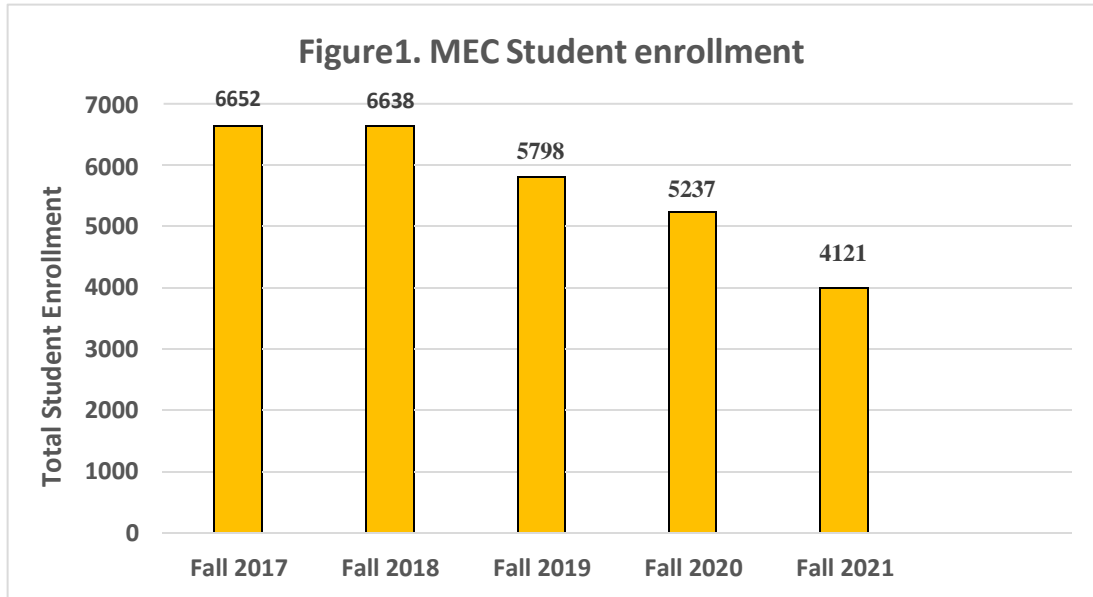**S** – Sustainability
S – Student Success

Through this participatory planning process, Medgar Evers College strives to exceed its previous year's performance outcomes and establish aggressive, attainable goals supported by College-wide strategies designed to assist the College in achieving its specified targets. The College is beginning a new strategic planning process, and therefore presents targets for one year. The strategic planning process, which will launch with a stakeholder conference on November 30, 2021, is anticipated to be completed by the end of the spring 2022 semester.

PMP Focal Areas Goals

Category: Enrollment

The stabilization and increase of student enrollment are among the College's major priorities. Although the COVID-19 pandemic severely impacted student enrollment at Medgar Evers College (21.3% decline over the past year), student enrollment has suffered a continual decline over the past five years, as shown in Figure 1.

Figure1. MEC Student enrollment

As part of the vision earlier expressed in the acronym of ACCESS, Student Success is a hallmark foundation for the College. To support this new, strategic focus, the traditional student affairs unit that formerly reported to the provost was abolished, and a division of Student Success and Enrollment Management (SSEM) was created, reporting to the president through the senior vice president for SSEM. Although SSEM is the lead division in our enrollment efforts, stabilizing and growing enrollment is a college-wide collaborative process, with each division designing and implementing strategies to support this mission-critical goal.

Goal 1: Increase enrollment for fall 2022.

Metric	Baseline Data	Proposed Increase	Strategies
Student Enrollment (Headcount)	4,134 Students – Fall 2021	4,500 Students – Fall 2022	• Improve our current applicant conversion rate (number of students accepting offers and registering). • Create a stronger pipeline program by re-establishing relationships with high schools, with a focus on North and South Brooklyn North and South schools; highlight majors for high school counselors and students. • Increase recruitment efforts for non-traditional, online, and transfer students. • Implement a comprehensive marketing and recruitment plan. • Increase marketing of academic departments and special programs. • Conduct periodic climate and satisfaction surveys to gauge the experiences of current students and make necessary changes based on the results. • Implement giving campaigns to support more students financially through gap funds and scholarships. • Enhance student support services and engagement opportunities for students (Athletics, Student Life, Leadership, Greek Life, etc.) • Expand health services to incorporate more of the wellness model. • Conduct academic program inventory and market analyses to ensure relevance of current programs. • Execute at least 3 articulation agreements with community colleges. • Work with Marketing and Communications to brand and repackage the College to external stakeholders. • Identify and secure capital funds for classroom expansion and state-of-the art classrooms. • Enhance technical resources to promote operational efficiencies in support of enrollment management. • Enhance Credit for Prior Learning opportunities to attract adult learners.

Category: Access and Completion

Medgar Evers College is a portal of educational opportunity and is committed to providing educational access to all students who desire a higher education credential. The College not only provides support at connection and entry phases of the student life cycle but also offers programing to ensure that each student progresses through the academic degree programs and attains the desired degree. Additionally, the College is enhancing its ability to monitor and track student progress in traditional "gatekeeper" courses that often are barriers to students during their first year of college matriculation. The College previously completed degree mapping for its associate and baccalaureate degree programs. With the understanding that our students often alternate between full-time and part-time attendance, the College will expand its degree mapping initiative.

Goal 2: Improve the number of underrepresented students who attend college in both the associate and bachelor's programs, and the number of current students who successfully meet progression benchmarks.

Metric	Baseline Data	Proposed Increase	Strategies
FTE	3,271	3,400	• Restructure and strengthen academic advising functions.
% of grads 25 or older	38.6 %	41%	• Incorporate Complete College America/Momentum strategies for student progression.
% of students who are Hispanic	10.8%	12%	- Advise students to complete 30 credits in the first year (over fall, spring, winter, and summer).
% of associate students who attain 20 credits at the end of first year.	30.4%	35%	- Ensure that students complete at least 9 credits in their major by the end of the first year.
% of fall first-time, full-time baccalaureate students who attain 30 credits at the end of first year.	9.7%	12%	• Increase outreach from Financial Aid (include financial aid counselors on recruitment visits). • Educate families on the value proposition of a MEC degree as well as the net cost of attendance. • Streamline and incorporate efficiencies into the admissions process. • Improve processes for SAP, ARAC, and re-admitted students. • Complete an environmental scan and identify barriers/factors that interrupt matriculation. • Create a virtual student resources hub (app or on website) that concentrates all student support services in one location. • Design curriculum maps for students with alternating attendance status. • Enhance college branding and marketing collateral to appeal to diverse student populations.

Goal 3: Improve the performance outcomes in foundation courses in Mathematics and English for associate degree and baccalaureate degree students.

In reviewing student performance in the Mathematics and English gateway courses, MEC students exhibited the following performance outcomes:

- Gateway Mathematics courses (pass rate in the first year): The percent of associate degree-seeking full-time, first-time freshmen who passed gateway Mathematics courses increased from 29.7% for the fall 2018 cohort to 47.8% for the fall 2019 cohort. The percent of baccalaureate degree-seeking full-time, first-time freshmen who passed gateway Mathematics courses remained the same as the fall 2018 cohort, at 47.2% for the fall 2019 cohort. Due to the effect of COVID-19, we expect the percentage for the fall 2020 cohort to decrease to 43.4% for associate degree-seeking students and 46.2% for baccalaureate degree-seeking students.

- Gateway English courses (pass rate in the first year): The percent of both associate and baccalaureate full-time, first-time freshmen who passed gateway English decreased. The percent of associate full-time, first-time freshmen who passed gateway English courses decreased from 59% for the fall 2018 cohort to 58.4% for the fall 2019 cohort; the percent of baccalaureate full-time, first-time freshmen who passed gateway English courses decreased from 72.6% for the fall 2018 cohort to 55.2 % for the fall 2019 cohort.

Metric	Baseline Data	Proposed Increase	Strategies
Mathematics Gateway Pass Rate (%) % of full-time, first-time freshmen who passed gateway Mathematics courses in 1 year (associate degree students)	47.8% (Fall 2019 data)	50%	• Enhance tutorial services and offer supplemental instruction (SI) for Mathematics and English gateway courses. • Explore course redesign models to improve outcomes. • Incorporate Complete College America/Momentum strategies for student progression. - Ensure that students are enrolled in first-year Mathematics and English, and successfully complete them both in the first year.
% of full-time, first-time freshmen who passed gateway Mathematics courses in 1 year (baccalaureate degree students)	47.2% (Fall 2019 data)	50%	
English Gateway Pass Rate (%) % of full-time, first-time freshmen who passed gateway English courses in 1 year (associate degree students)	58.4%	60%	
% of full-time, first-time freshmen who passed gateway English courses in 1 year (baccalaureate degree students)	55.2%	57%	

Category: Retention

The retention of students is an important component of overall student enrollment. As the college seeks to attract new students, it also seeks to enhance its ability to retain its current students to enhance their success of graduating in four years, and additionally, to support the growth and stabilization of enrollment. The retention of students is a College-wide effort with focused attention on the overall student experience in which administrators, faculty, staff, and alumni can play a vital role.

Goal 4: Increase the retention of first-year students and the persistence of current students.

Metric	Baseline Data	Proposed Increase	Strategies
First-year retention	53%	55%	• Increase usage and leverage of EAB Navigate to track student engagement with essential services.
Retention of students who remain enrolled full-time	49.7%	51%	• Increase cross-departmental/cross-divisional collaboration to support students.
			• Increase/encourage more faculty interaction with students.
			• Incorporate more screening/assessments of students to identify their needs.
			• Expand the services of the First-Year Experience Program.
			• Redesign the First-Year Initiative.
			• Finalize and implement the College's Retention Plan developed by the Retention and Persistence area.
			• Complete renovation of legacy buildings by upgrading and modernizing facilities and operating systems to foster an ambiance conducive to learning and efficiency.
			• Analyze and explore opportunities to generate unrestricted revenue to support the academic advancement of the College.
			• Increase opportunities for current students to engage with College alumni for guidance and mentoring.

Category: Graduation

For many students who attend Medgar Evers College, the ability to earn a college degree is not just an individual accomplishment but it is a milestone for the student's family, friends, mentors, and other supporters. Graduation is also a hallmark for the administration, faculty, and staff of the College who have guided, mentored, and supported the student's educational journey. Attainment of a college degree also increases the economic and social mobility of graduates. Through the design and implementation of key strategies, the College seeks to improve its graduation outcomes.

Goal 5: Improve the College's 4-year and 6-year graduation rates.

Metric	Baseline Data	Proposed Increase	Strategies
Associate Degrees 2-year grad rate of full-time, first-time freshmen	6.6%	8%	• Enhance/improve Degree Works • Conduct automatic degree audits at the 30, 60, 90 credit levels.
3-year grad rate of full-time, first-time freshmen	16.2%	18%	• Improve interventions for students who go on academic probation, SAP, etc.; expand the focus of the Student Success Academy.
Baccalaureate Degrees			
4-year grad rate of full-time, first-time freshmen	9.5%	12%	• Improve the early alert process to include training for faculty on how to effectively use Degree Works.
6-year grad rate	20.7%	25%	

Category: Equity Gaps

As Medgar Evers College is a Predominantly Black Institution (PBI), it is not surprising that we maintained a higher percentage of minority enrollment than its sister colleges. Fall 2020 enrollment data indicates a 9.6% decrease in Black student enrollment from fall 2019, while Hispanic student enrollment had an increase of 7.3%. As an emerging Hispanic Serving Institution, this incremental growth in Hispanic students is an indication that we are moving closer to achieving this institutional designation. Non-Underrepresented Minorities (non-URM) were 4% of all fall 2020 first-time, freshmen enrollment. This reflects a 0.3% lower percentage rate than the five-year average.

Table 1. First-Time Freshmen Ethnicity Trend						
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Average**
Percent Distribution						
Black	81.4%	81.2%	78.7%	83.9%	74.3%	79.9%
Hispanic	12.9%	14.4%	16.7%	12.0%	19.3%	15.1%
Native American	0.4%	0.6%	0.3%	0.2%	0.2%	0.3%
Non-URM	5.3%	3.8%	4.3%	3.9%	4.0%	4.3%
URM	94.7%	96.2%	95.7%	96.0%	96.0%	95.7%

Contrary to national trends, the retention rate for URM students at Medgar Evers College is 4% higher than the retention rate for non-URM. This trend is encouraging, given the high percentage of URM students at the college.

Medgar Evers College was one of the first institutions in the nation to positively and proactively attempt to recruit, retain, and graduate male students. In 2003, the College's President Edison Jackson established the Black Male Initiative to address the academic, psycho-social, and cultural needs expressed by African American, Hispanic, and Caribbean male students enrolled at the College. The Male Development and Empowerment Center (MDEC) was created in 2004, and the initiative was expanded across the CUNY system by former Chancellor Goldstein.

Viewing the trend in the University PMP Report, the gap in one-year retention rates of full-time, first-time freshmen has declined from a 12.8% gap of the male student rate lower than the female student rate for the fall 2017 cohort, to a 4% gap of the male student rate lower than the female student rate for the fall 2019 cohort. However, the gap is estimated to be 8.8% for the fall 2020 cohort. The College will aim to reduce the male–female gap in retention rate to less than 4%.

Goal 6: Enhance the performance outcomes for historically underrepresented students.

Metric	Baseline Data	Proposed Increase	Strategies
Gap in one-year retention rates of underrepresented minority and non-underrepresented minority first-time freshmen enrolled in associate degree programs	4%	1 percentage point	• Seek funding opportunities that would bring more resources to students. • Create more interventions for students who are most at risk. • Provide more professional development for faculty and staff to support students with disabilities. • Enhance the male development and empowerment program
Gap in one-year retention rates of first- time freshmen men and women enrolled in associate degree programs	-4%	1 percentage point	

Category: Future of Online Learning

In response to the CUNY-wide and New York State Education Department (NYSED) mandates during the COVID-19 pandemic, the College transitioned to an online environment in March 2020. This transition to an online environment provided the College with the opportunity to ensure continuity of instruction during the pandemic but also positioned the College to pilot and preview its potential expansion of online learning for the future. Using alternative delivery methods, distance education is now within the College's MSCHE scope of accreditation effective August 2020, following the successful submission of its June 2020 Substantive Change for its first fully online degree program, the BS in Financial Education.

Determining the right mix of online and in-person instruction, while driven in part by student demand, will be dictated by a careful analysis of faculty, student, and staff needs and capabilities.

Goal 7: Expand the number of instructor certified online classes and degrees that we offer.

Metric	Baseline Data	Proposed Increase	Strategies
Percentage of instructional (student) full-time equivalences (FTEs) enrolled in partially or totally online courses	7.7 % (Fall 2019)	Increase to 30%	• Incentivize faculty to earn certifications in online instruction. • Continue to improve infrastructure to support more online and hybrid classes. • Develop an online student services hub for students who take courses through that modality (advising, tutoring, tele-mental health, etc.) • Implement measures to assess student success in online learning. • Implement an innovative business model for the continuity of instruction. • Continue vital online academic and support services.

Category: Career Readiness

Medgar Evers College is not only committed to ensuring that all students graduate with their desired degrees but that students also receive appropriate exposure for career and talent development to secure discipline-related employment upon graduation.

Goal 8: Improve the workforce-readiness of students by focusing on essential, employable skills as identified through the National Association of Colleges and Employers.

Metric	Baseline Data	Proposed Increase	Strategies
% of students who participated in internships	22.7%	26%	• Produce an annual placement report for each graduating class that captures the number of students who (1) are employed in their fields of study; (2) who go on to graduate school; and (3) who go into the military.
% of students who participated in paid internships	14.7%	17%	
% of students who continue their education after 1 year of graduation	24.4%	26%	• Develop a series of career readiness workshops and learning opportunities for students. • Implement a career exploration lab for students to learn about potential careers in their fields of study and pathways toward those careers.
% of students who work in New York State	82.3%	85%	• Implement advisory groups by academic discipline to ensure that degree programs are workforce appropriate and properly prepare students. • Increase the number of internship opportunities available to students. • Establish industry partners that will build pipelines from degree programs to careers. • Through a collaboration with Career Management Services and Alumni Relations, implement Career Services Life opportunities for alumni.