A COMPREHENSIVE INSTITUTIONAL SELF-STUDY (2016)

Medgar Evers College
1650 Bedford Avenue
Brooklyn, New York 11225
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(718) 270-4900

**A Comprehensive Self-Study
For Reaffirmation Of College Accreditation
Prepared For
The Middle States Commission On Higher Education
Fall 2016**

MEDGAR EVERS COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

1650 Bedford Avenue
Brooklyn, New York 11225

A COMPREHENSIVE SELF-STUDY

For Reaffirmation of College Accreditation

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September 2016

Certification Statement:
Compliance with MSCHE Requirements of Affiliation
[For use by institutions addressing the Accreditation Standards in *Characteristics of*
Excellence: Requirements of Affiliation and Standards for Accreditation (12th ed., 2006)]
Effective August 1, 2015

MEDGAR EVERS COLLEGE

_____
(Name of Institution)

is seeking *(Check one):*   Initial Accreditation
                         ✓ Reaffirmation of Accreditation through Self Study
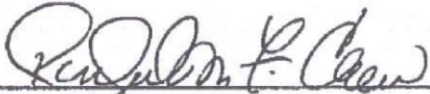   Reaffirmation of Accreditation through Periodic Review

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it
meets or continues to meet established MSCHE Requirements of Affiliation.

This signed certification statement must be attached to the executive summary of the institution's
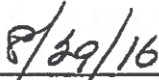*self-study or periodic review report.*

The undersigned hereby certify that the institution meets Requirements of Affiliation of the
Middle States Commission on Higher Education as published in *Characteristics of Excellence:*
Requirements of Affiliation and Standards for Accreditation (12th ed., 2006).

If it is not possible to certify compliance with all requirements specified herein, the institution
must attach specific details in a separate memorandum.

✓ Exceptions are noted in the attached memorandum *(Check if applicable)*

_____   _____8/29/16_____
(Chief Executive Officer)   (Date)

_____   _____
(Chair, Board of Trustees or Directors)   (Date)

MEDGAR EVERS
COLLEGE
The City University of New York

The City
University
of
New York

Office of Academic Affairs

1650 Bedford Avenue
Brooklyn, NY 11225
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September 1, 2016

Dear Dr. Haldane Davies, Middle States Visiting Team Chair and Dr. Ellie Fogarty, Middle States Commission Liaison:

Please note exception indicated related to Certification Statement Form: Compliance with MSCHE Eligibility Requirements & Federal Title IV Requirements. The City University of New York Board Chair is currently out of the country, and upon his return will submit an updated signed copy.

Sincerely,

Augustine Okereke, Ph.D.
Sr. Vice President and Provost
Office of Academic Affairs
Medgar Evers College/CUNY
1650 Bedford Avenue
Brooklyn, NY 11225

Executive Summary

Medgar Evers College (MEC) of the City University of New York, an undergraduate, coeducational, non-residential institution of higher education located in Brooklyn, New York is one of 11 senior colleges, eight community colleges, a graduate school, law school and medical school. It is a beacon of hope and a symbol of light for many residents in the Central Brooklyn community and for immigrants of New York City. Founded as the result of the collaborative efforts between community leaders, clergy, elected officials and the Chancellor and City University Board of Trustees 43 years ago, the College was named for slain civil rights leader Medgar Wiley Evers (1925-1963) and charged with a mandate to meet the educational and social needs of the Central Brooklyn community.

The College's philosophy that education has the power to positively transform the lives of individuals is still at the core of its mission to meet the educational and social needs of Central Brooklyn and beyond, and to develop and maintain high quality, professional, career-oriented undergraduate degree programs in the context of a liberal education. It is an institution where all students, regardless of age, ethnicity, sexual preference and/or previous educational experiences, are able to gain access to college, to pursue their educational and career goals and to earn a college degree. It is a learning environment that is supportive, nurturing, and intellectually stimulating, and one where committed, motivated and highly credentialed faculty and inspired students are actively engaged in the teaching and learning process.

Transitions and Institutional Renewal

Since the College's reaffirmation of accreditation in 2006, Medgar Evers College has experienced significant changes in administrative areas; during these periods of transition, the College has maintained a significant presence in the New York metropolitan area, the state, the nation and the international community. It has also maintained a stable and distinguished body of faculty, a contingent and committed staff, and acquired experienced administrators who have an unwavering commitment to the mission of the institution. The enrollment has increased over 30% to nearly 7,000 students in ten years and despite a modest growth in facilities, the College has sustained a student- centered focus and fostered student/faculty interaction and strong student involvement in co- curricular and extra-curricular activities. Additionally, and most significantly, the College in 2013, welcomed Dr. Rudolph F. Crew as President of Medgar Evers College. A well-known and heralded educator, President Crew focused on accountability, coupled with a collaborative leadership style, and has guided the College in working towards and making notable strides in meeting the goals and objectives of the College's mission and strategic initiatives. Thus, since the last Self-Study and the Monitoring and Follow-up Reports, the College has continued to strengthen its planning, renewal, and assessment processes in all academic, service, administrative and operational areas.

The current decennial Self-Study has provided the College with an opportunity to further clarify its role within the landscape of higher education. Through the process of embarking upon a newly revised and aspirational Strategic Plan that addresses in part enriching the education of

prospective students in our communities, as well as fortifying scholarship, expanding academic options and strengthening the linkages between academic pursuit and career experiences for our students, we have affirmed our mission as a college committed to serving and transforming the lives of our students, our community, the nation and the global community.

The following represents the major findings and recommendations generated in the College's Self-Study:

Major Findings

Medgar Evers College's mission and goals reflect a student-centered approach to learning and continues to be directed and responsive to educational, social and community needs. Its niche embraces the enduring legacy of Medgar Wiley Evers and prepares students to be transformative agents, leaders and advocates for social justice in their communities and in a diverse and rapidly changing world. (Standard 1)

To ensure that resources are allocated in ways that support the goals and objectives of the Strategic Plan, the College is strengthening its budget planning process and is working with administrators and staff to develop budgets that are informed by Action Plans and the academic and administrative needs of the College. (Standard 2)

Medgar has a comprehensive and effective budget development and evaluation process, combined with prudent fiscal planning, active audit committees, new collection features, and cost containment measures. (Standards 2 & 3).

The College's assessment plans are strong and have provided a roadmap for faculty and staff to navigate the process of assessment in academic, administrative and student service areas; the Student Success Progression Model (SSPM) is well integrated into the assessment activities of the College; and academic departments continue to include course level assessment as an integral part of their assessment of individual courses and as a strategy for improving student learning.(Standards 7, 8 and 14).

Recognizing that there are multiple factors that promote retention and graduation, the College has designed initiatives that intervene to address the critical variables that cause students to diminish their semester credit loads. (Standard 9)

The College has taken measures to institutionalize the assessment of its General Education common core and flexible core courses and has taken measures to evaluate the degree to which the capstone courses in degree programs assess the essential learning outcomes in Gen Ed courses (Standard 12).

Expanded faculty development efforts include increased opportunities for faculty in assessment, online instruction, research and travel. (Standard 10 &11)

The College has focused on curriculum renewal with the goals of responding to the global and employer demands of shifting worldwide demographics and making students attractive to the

job market in today's dynamic economy; co-curricular and extra-curricular programs engage students and strengthen their educational experiences. (Standard 11)

The College has made significant programmatic gains in preparing a broad spectrum of youngsters, young adults and non-traditional students for the college experience, e.g. Pipeline, Immersion, Smart Scholars, CUNY Start, College Now, Evening/Weekend Programs, Continuing Education Programs and Youth Programs. (Standards 9 & 13)

Major Recommendations

Increase the use of Medgar Evers College's mission and niche as a marketing tool to recruit students and attract stellar faculty.(Standard 1)

Develop comprehensive and regularly scheduled information sessions for faculty and staff that address the importance of the objectives and their relationship to budget, resource allocation and the planning process which links programs to the "25s." (Standard 2)

Identify specific benchmarks to monitor the alignment between strategic initiatives and resource allocation. (Standard 3)

Amend the MEC Governance Plan to reflect equitable representation of every constituency and significant governance committees. (Standard 4)

Improve communications to all employees that explicitly and formally convey changes to or plans regarding the goals and administrative structure of the institution. (Standard 5)

Create a faculty hiring/recruitment plan based on data trends and analyses. (Standard 7)

Implement a system for segmenting meaningful information for specific targets, increasing the use of social media, and updating information on the website. (Standard 6)

Institute a regular series of workshops on assessment and an annual college-wide assessment day. (Standard 7)

Expand enrollment and retention by continuing to monitor the impact of new admissions criteria and ASAP enrollment on baccalaureate entering student enrollment and the plethora of pre-college programs. (Standard 8)

Enhance student services to include a one-stop student support service center, expanded Learning Center and Writing Center hours, and a college-wide tracking system to compile student support service data. (Standard 9)

Hire qualified full-time faculty for new and continuing academic programs. (Standard 10)

Expand enrollment by increasing online and hybrid degree programs for commuter and working students. (Standard 11)

Overall, the College Self-Study process provided the college community with an opportunity for a critical examination of the institution. The College Self-Study Committees identified more strengths than challenges related to each of the 14 Standards of the Characteristics, reaffirming that the College is a vibrant institution that is accomplishing the goals and objectives related to its mission. The recommendations generated from the Self-Study provide direction and insight for establishing the priorities that are necessary for the College to move to the next level as it engages and promotes the institution in a process of continuous institutional improvement and renewal.

This Self- Study thus represents a careful and deep reflective analysis of our institution in an intense time period. We believe that we have been strengthened by this process. To that end, the Self-Study has already become a "living document" for institutional renewal and continuous improvement and will continue to enable the institution to implement the suggestions and recommendations confidently and effectively. As we move to a renewed strategic planning cycle, the Evaluation Team's findings will guide our future plans and our activities.

Glossary of Abbreviations

A

AAC	Academic Advising Center
AAC&U	American Association of Colleges and Universities
ACE	Adult and Continuing Education
ACT	CUNY Assessment Tests
ADA	American Disabilities Act
AFB	All Funds Budgeting
APR	Academic Program Review
ASAP	Accelerated Study in Associate Programs

B

BEEP	Black Executive Exchange Program
BFA	Bachelor of Fine Arts
BOT	Board of Trustees
BS	Bachelor of Science

C

CAT	Computer Academic Technology
CC	College Council
CCEB	College Council Executive Board
CIS	Computer Information Science
CLEP	Credit for Life Experience
CLTE	Center for Teaching and Learning Excellence
CMSC	Career Management Services Center
CUNY	City University of New York
CUNY-CIS	CUNY Office of Computer Information Services
C(W)CC	College-wide Curriculum Committee

E

EB	Executive Board
ECAC	Eastern Collegiate Athletic Conference
ELOs	Essential Learning Outcomes
ENY Campus	East New York Campus Satellite
ESL	English as a Second Language

F

FDSP	Faculty Diversity Strategic Plan
FERPA	Family Educational Rights and Privacy Act
FES	Faculty Experience Survey
FS	Freshman Seminar
FSR	Faculty Scholarship Report
FTF	First Time Freshmen
FYE	Freshman Year Experience
FYP	Freshman Year Program

G

GAAS	Generally Accepted Auditing Standards

GEC	General Education Committee
GED	General Education Diploma (high school equivalency programs)
GPA	Grade Point Average

H

HEO	Higher Education Officer

I

IEAC	Institutional Effectiveness and Assessment Committee

K

K-12	Public School System

L

LAS	Liberal Arts Studies
LEAP	Liberal Education and America's Promise

M

MCCPS	Mass Communication, Creative and Performing Arts, and Speech Department
MDEC	Male Development and Empowerment Center
MEC	Medgar Evers College

N

NCAA	National Collegiate Athletic Association
NSSE	National Student Satisfaction Survey NYSUT New York State United Teachers

O

OAA	Office of Academic Affairs
OAQA	Office of Accreditation and Quality Assurance
ODMA	Office of Diversity, Multiculturalism and Affirmative Action
OIRA	Office of Institutional Research and Assessment
OIT	Office of Information Technology

P

P&B	Personnel and Budget Committee
PBI	Predominantly Black Institution
PMP	Performance Management Plan
PSC	Professional Staff Congress

Q

QM	Quality Matters™

S

SB	School of Business
SBS	Social and Behavioral Sciences
SED	State Education Department
SEEK	Search for Elevation, Education, and Knowledge (CUNY-wide initiative)
SES	Student Expectation (Satisfaction) Survey
SET	Student Evaluation of Teaching
SGA	Student Government Association
SLE	School of Liberal Arts and Education

SOX	Sarbanes-Oxley (SOX) Act
SPCD	School of Professional and Community Development
SPOL	Strategic Planning Online
SSHT	School of Science, Health and Technology
SSPM	Student Success Progression Model
STEAM	Science, Technology, Engineering, Art and Mathematics
STEM	Science, Technology, Engineering and Mathematics
SVP	Senior Vice President/Provost

U

UBO	University Budget Office

Self-Study Leadership & Writing Team

Richard Jones, Jr.	Executive Dean - Office of Accreditation, Quality Assurance, and Institutional Effectiveness, Chair
David Orenstein	Chief Librarian, Vice Chair
Brenda Greene	Chair – English Department, Vice Chair
Gladys Schrynemakers	Associate Provost & Senior Vice President, Office of Academic Affairs

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Tanya Serdiuk	Director, Office of Accreditation, Quality Assurance and Institutional Effectiveness
Chiyedza Small	Faculty, Biology Department

Self-Study Steering Committee Membership Roster

Richard Jones, Jr.	Executive Dean, Office of Accreditation, Quality Assurance, and Institutional Effectiveness	Chair
David Orenstein	Chief Librarian	Vice-Chair
Brenda Greene	Chair, English Department	Co-Chair, Subcommittee 1
Simone Rodriquez-Dorestant	Dean, SPCD	Co-Chair, Subcommittee 1
Rupam Saran	Associate Professor, Education Department	Co-Chair, Subcommittee 1
Katie Davis	President, Community Council of Medgar Evers College	Member, Subcommittee 1
Wallace Ford, II	Chair, Public Administration	Co-Chair, Subcommittee 2
Umesh Nagarkatte	Professor, Mathematics	Co-Chair, Subcommittee 2
Jerald Posman	Senior Vice President/Chief Operating Officer	Co-Chair, Subcommittee 2
Sallie Cuffee	Chair, Faculty Senate	Co-Chair, Subcommittee 3
Gary Johnson, Esq.	Legal Counsel	Co-Chair, Subcommittee 3
Jeffrey Sigler	Director/Student Enrollment -Enrollment Management & Student Services	Co-Chair, Subcommittee 3
Eva Chan	Director, Institutional Research and Assessment	Co-Chair, Subcommittee 4
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Tanya Serdiuk	Director, Accreditation and Quality Assurance	Co-Chair, Subcommittee 4
Janice Zummo	Director, Special Programs/ SEEK	Co-Chair, Subcommittee 4
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Dereck Skeete	Acting Dean, Enrollment Management & Student Services	Co-Chair, Subcommittee 5
Hollie Jones	Assistant Professor, Psychology	Co-Chair, Subcommittee 5
JoAnn Rolle	Dean, School of Business	Co-Chair, Subcommittee 6
Bart Van Steirteghem	Associate Professor, Mathematics	Co-Chair, Subcommittee 6
Maudry-Beverly Lashley	Assistant Professor, Psychology	Co-Chair, Subcommittee 6
Clinton Crawford	Chair, Mass Communications	Co-Chair, Subcommittee 7
Emmanuel Egbe	Chair, Economics & Finance	Co-Chair, Subcommittee 7

Ken Hoyte	Faculty, Education	Co-Chair, Subcommittee 7
Owen Brown	Chair, Social & Behavioral Sciences	Co-Chair, Subcommittee 8
Evelyn Castro	Vice President, Enrollment Management & Student Services	Co-Chair, Subcommittee 8
Mohsin Patwary	Dean, School of Science, Health & Technology	Co-Chair, Subcommittee 8
Martin Sandler	Director, Assessment, Office of Academic Affairs	Co-Chair, Subcommittee 9
Chiyedza Small	Faculty, Biology	Co-Chair, Subcommittee 9
Donna Wright	Faculty, Education	Co-Chair, Subcommittee 9

Self-Study Subcommittees – Co-Chairs/Steering Committee Members

Subcommittee I: Mission, Goal, Objectives and Integrity
Standards 1 & 6

Co-Chairs Brenda Greene Chair English Simone Rodriguez-Dorestant* Dean, SPCD Rupam Saran* Associate Professor, Education		
Name	Title	Department
Ann Marie Bemberry	Student	English Major
Dwayne Bynum	Lecturer	Mass Communications
Janice Cousar	Student	Social Work Major
Katie Davis	President	MEC Community Council
Carol Grazette	Adjunct Lecturer	Computer Information Systems (CIS)
Roger Green	Executive Director	Dubois Bunche Center for Public Policy
Kay Lashley	Lecturer	Mathematics
Donna Mossman	Administrative Manager	Liberty Partnerships Program
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Videl Price	Deputy Director	Budget
Tara Regist-Tomlinson	Director	Alumni Affairs
Michael Seelig	Research Analyst	Office of the President
Esmeralda Simmons, Esq.	Executive Director	Center for Law & Social Justice
Victor Stevens	Director	Public Safety & Campus Security
Michelle Williams	Director	Facilities
Rosemary Williams	Chair	Accounting

Subcommittee II: Planning, Resource Allocation, Institutional Renewal and Institutional Resources
Standards 2 & 3

Co-Chairs Wallace Ford* Chair, Public Administration Umesh Nagarkatte* Professor, Mathematics Jerry Posman* Senior Vice President & Chief Operating Officer, Office of the President		
Name	Title	Department
Karen Abel-Bey	Director	Career Management Services
Edward Catapane	Professor	Biology
Jacqueline Clark	Vice President/Finance	Administration and Finance
Paul Cox	Assistant Professor	Accounting
Marsha Escayg	Recording Secretary	Student Government Association
Adesina Fadairo	Chair	Computer Information Systems (CIS)

John Flateau	Professor	Public Administration
Chi Koon	Director	Research & Sponsored Programs
Lakisha Murray	Special Asst. to the President	Office of the President
Michele Vittadello	Assistant Professor	Physical, Environmental & Computer Sciences

Subcommittee III: Leadership, Governance and Administration
Standards 4 & 5

*Co-Chairs		
Sallie Cuffee* Chair, Faculty Senate		
Gary Johnson, Esq.* General Counsel -Office of the President		
Jeff Sigler* Director/Student Enrollment - Enrollment Management & Student Services		
Name	Title	Department
Terrence Blackman	Chair	Mathematics
Donnely Castello-Edwards	Vice President (Day)	Student Government Association
Jit Chandan	Professor	Business Administration
Nathaniel Ezuma	Professor	Economics & Finance
Ethan Gologor	Chair	Psychology
David Hatchett	Lecturer	English
Peter Holoman	Executive Director	Student Affairs
Alam Kamal	Professor	Biology
Gregorio Mayers	Assistant Professor	Public Administration
Evelyn Maggio	Chair	Business Administration
Sheron Modeste	Facilities Coordinator	Facilities Management & Campus Planning
Eugene Pursoo	Director/Study Abroad	Office of Academic Affairs
Dexter Roberts	President	Student Government Association
Angel R. Seda	Student	Public Administration Major
Khadiya Smith	CUNY Office Assistant	School of Science, Health & Technology

Subcommittee IV: Institutional Assessment
Standard 7

*Co-Chairs		
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Elaine Reid* Assistant Professor, Social and Behavioral Sciences		
Tanya Serdiuk* Director, Quality Assurance- Office of Accreditation & Quality Assurance		
Janice Zummo* Director, Special Programs/ Seek		
Name	Title	Department
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Amorette Aubain	Student	Social Work Major
Mohamed Bangura	Environmental Health & Safety Officer	Environmental Health & Safety
Ray Bartholomew	Academic Advisor	Accelerated Study in Associate Programs
Janice Bloomfield-Alves	Substitute Assistant Professor	Nursing
Cory Brown	Advisor	Freshman Year Program
Eva Chan	Director	Institutional Research and Assessment
Tonya Hegamin	Assistant Professor	English
Lystra Huggins	Advisor	Freshman Year Program
Tanya Isaacs	Director	Office of Human Resources
Sambhavi Lakshminarayanan	Deputy Chair	Business Administration

Sherrill –Ann Mason	Director	Special Programs/SEEK
Tatiana Mejic	Registrar	Office of the Registrar
Tracy Noel	Administrative Coordinator	Social and Behavioral Sciences
Alexei Oulanov	Deputy Chair	Library
Amani Reece	Administrative Assistant	Office of Student Life and Development
Julanne Reid	Director Beta Academy	(SPCD)
Kimberly Wright	Substitute Lecturer	Business Administration

Subcommittee V: Student Admissions and Retention; and Student Support Services
Standards 8 & 9

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Kevin Adams	Marketing Manager	Communications and External Relations
Ivor Baker	Lecturer	English
William Carr	Assistant Professor	Biology
Michael Chance	Director	The Learning Centre
Shannon Clarke-Anderson	Director	Admissions
Todd Craig	Associate Professor	English
Sharon Earley-Davis	Assistant Director	Public Safety/Campus Security
Norma Goodman	Associate Registrar	Registrar
Eleanor Holder	Substitute Lecturer	Mathematics
Dulcie McPhatter-Clayton	Director	Academic Advising Centre
Herbert Odunukwe	Lecturer	Mathematics
Kathy Phillips-Harding	Director	Health Services
Makeba Pinder	Counselor	Counseling Services
Aisha Williams	Director	The Writing Center
Deborah Young	Director	Career Management Services

Subcommittee VI: Faculty
Standard 10

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Name	Title	Department
Dawn Adrienne	Adjunct	English Department
Obasegun Awolabi	Faculty	Social & Behavioral Sciences
Kathleen Barker	Professor	Psychology
Carolle Bolnet	Professor	Biology
Chris Castillo	Professor	Computer Information Systems (CIS)
Rosalina Diaz	Director	Center for Teaching & Learning
Benjamin Franz	Librarian/Reference	Library
Adero-Zaire Green	Substitute Lecturer	English
Eda Harris-Hastick	Professor	Social Work
Wilbert Hope	Chair	Physical, Environmental & Computer Sciences

Leon Johnson	Professor	Physical, Environmental & Computer Sciences
Hiroko Karan	Professor	Physical, Environmental & Computer Sciences
Esther Nunez	Lecturer (Adjunct)	Social & Behavioral Sciences
Gina Nurse	Training Specialist	Administrative Computing (Info Tech)
Michael Tucker	Assistant Professor	Accounting

Subcommittee VII: Educational Offerings and General Education
Standards 11 & 12

*Co-Chairs
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Emanuel Egbe* Chair, Economics & Finance
Ken Hoyte* Associate Professor Education

Name	Title	Department
Shermane Austin	Professor	Physical, Environmental & Computer Sciences
Christopher Boxe	Assistant Professor	Physical, Environmental & Computer Sciences
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Verna Green	Assistant Professor	Mass Communications
Linda Jackson	Associate Professor	English
Salika Lawrence	Associate Professor	Education
Sharon Michel	Director	Testing
Eric Neutech	Director	Accelerated Study in Associate Programs
Kareen Odate	Program Administrator	Nursing
Kirt Robinson	Advisor	Academic Advising Center
Oriel Straker	Director	Predominately Black Institution/SI
Iola Thompson	Associate Professor	Mass Communications
Yvette Wall	Director	Immersion & Weekend Programs

Subcommittee VIII: Related Educational Activities
Standard 13

*Co-Chairs
Owen Brown* Associate Professor, Social & Behavioral Sciences
Evelyn Castro* Vice President, Enrollment Management & Student Services
Mohsin Patwary* Dean, School of Science, Health & Technology

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Tonya Collins	Assistant Director	Communications & External Relations
Heather Grant	Associate Director	Office of Human Resources
Ignatius Greenridge	Student	Social Work Major
Jerry Hoffman	Assistant Director	Campus Security
George Irish	Dean	Liberal Arts & Education
Jennifer James	Director	Government Relations
Vivaldi Jean-Marie	Associate Professor	Philosophy & Religious Studies
Georgia McDuffie	Chair	Nursing
Stanley Mims	Executive Director	Enrollment Management & Student Services
Julius Priester	President	Alumni Association
George Rosales	Director	Adult & Continuing Education
Maria-Luisa Ruiz	Chair	Foreign Languages
Anthony Udeogalanya	Chair	Biology
Xavier Ward	Student	Business Administration Major

Subcommittee IX: Assessment of Student Learning
Standard 14

*Co-Chairs
Martin Sandler*Director, Assessment, Office of Academic Affairs
Chiyedza Small* Assistant Professor, Biology
Donna Wright* Associate Professor, Education

Name	Title	Department
Zulema Blair	Assistant Professor	Public Administration
Reynard Doyley	Network Administrator	Administrative Computing (Info Tech)
Avriel Emanuel	Student	Biology Major
Hyo Kim	Assistant Professor	English
Lorraine Kuziw	Assistant Professor	English
Moses Phillips	Lecturer	Mass Communications
Danielle Shallow	CUNY Office Assistant	School of Business

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Introduction

Description of the Institution

Medgar Evers College (MEC) is the youngest of the four-year colleges among the 19 undergraduate institutions that comprise The City University of New York (CUNY), and the only comprehensive, four-year CUNY institution founded as a result of collaborative efforts by community leaders, elected officials, the Chancellor, and the Board of Trustees. The College houses three academic schools. The School of Business, the School of Science, Health & Technology; and the School of Liberal Arts & Education collectively offer 8 associate degree programs and 18 baccalaureate programs. Additionally, the School of Professional and Community Development offers a wide range of programs for youth and adults aimed at college preparation, career development, and community involvement.

In addition to increasing its academic programming over the past 45 years, MEC has graduated over 14,000 students who have directly contributed to Crown Heights, Brooklyn, to greater New York City, New York State, the Nation and global world. Currently MEC enrolls nearly 7, 000 undergraduate students, who reflect an increasingly diverse student body. Classified as a comprehensive college within CUNY, MEC admits both associate and baccalaureate students and enrolls students regardless of their level of academic preparation. Most students begin in associate degree programs, reflective of the admission criteria that prevents students with basic skills needs from enrolling directly into baccalaureate programs. Nearly 90% of MEC's students are African American, the majority of whom are of Caribbean descent; forty percent are foreign born, and nearly 75% are female. Students thus bring a rich cultural capital which includes an enduring belief that education can improve their quality of life. The College provides these students with the academic programming and student support necessary to move into their aspiring academic preferences and career tracks and to achieve and fulfill their goal to graduate as competent and caring professionals who will carry forward Medgar Wiley Evers' legacy of courage, strength, and fortitude.

Since its reaffirmation of accreditation in 2006, the College has experienced significant changes in administrative areas; all have had an impact on the institution in both positive and challenging ways. During these periods of transition, the College has maintained a significant presence in the New York Metropolitan area, the state, the nation and the international community. It has also maintained a stable and distinguished body of faculty, a contingent and committed staff, and acquired experienced administrators who have an unwavering commitment to the mission of the institution. Despite a modest growth in facilities, the College has sustained a student- centered focus and fostered student/faculty interaction and strong student involvement in co- curricular and extra-curricular activities. Additionally, and most significantly, the College in 2013, welcomed Dr. Rudolph F. Crew as President of Medgar Evers College. A well-known and heralded educator, President Crew focused on accountability, coupled with a collaborative leadership style, and has guided the College in working towards and making notable strides in meeting the goals and objectives of the College's mission and strategic initiatives. Thus, since the last Self-Study and the Monitoring and Follow-up Reports,

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The current decennial Self-Study has provided the College with an opportunity to further clarify its role within the landscape of higher education. Through the process of embarking upon a newly revised and aspirational Strategic Plan that addresses in part enriching the education of young prospective students in our communities, as well as fortifying scholarship, expanding academic options and strengthening the linkages between academic pursuit and career experiences for our students, we have affirmed our mission as a college committed to serving and transforming the lives of our students, our community, the nation and the global community.

Overview of Self-Study Process and Decennial Self-Study Report

The decennial self-study has been an important and enlightening process for the College's faculty, staff, administrators, students and community stakeholders. It has on the one hand, allowed the College to celebrate its strengths and opportunities, while on the other, identified areas of challenge and the many prospects for improvement.

The Strategic Planning Committee and Self-Study Subcommittees in total, were comprised of over 200 faculty, administrators, staff, students and community constituents, clearly a third of the college community. These efforts have been inclusive, collegial and inspirational. The College planned, researched and drafted its Self-Study Report during an intensive one and half-year period of data-driven analysis and reflection that involved a college- wide collaborative process amongst faculty, administration, staff, students and community stakeholders. This process presented the college community with an opportunity to analyze and assess its vast number of programs, services and operations and to assess their effectiveness in achieving the College's mission and goals of serving students.

The process began in Fall, 2014, with the announcement at the Stated Faculty Meeting by the President, Dr. Rudolph F. Crew and Provost Augustine Okereke, that Self-Study Executive Dean Richard Jones and Dr. David Orenstein, Chief Librarian, would act as Chair and Co-chair of the Self-Study Process and that committee work would begin at the 2nd College-wide Annual Retreat. The Retreat, (Building A Shared Vision), focused on a review of the College's Strategic Plan and progress toward meeting its goals and the preparation for the College's decennial Middle States Review. It also provided a forum for both a review of the current Strategic Plan, its elements and formation, and through a SWOT analysis, provided an opportunity for participants to provide substantive input that could improve and enhance the current strategic plan.

Furthermore, the Retreat enabled Dean Jones, the chair, to present on the Middle States Process, with a specific focus on introducing and describing the expectations for the decennial Self-Study Review and providing the timeline, framework and structure for the approximately

less than two year review process. Thus, the planning and the work toward developing the Self-Study Design began in earnest, as the Middle States Standards and its Fundamental Elements of the Characteristics of Excellence were reviewed and discussed in subcommittee work groups. These subcommittees utilized sample "Charge" questions as the basis for developing their initial "Charge" questions that were relevant to the College's vision, the College's mission, and the proposed strategic plan. Upon returning to the campus, the Leadership Team and Resource Team provided on-site support for subcommittee meetings and conducted orientation sessions for Subcommittee Co- Chairs, who were also Steering Committee members. The Leadership Team covered the following topics:

1. Establishing a meaningful workflow for the continued activities (developing "Charge Questions" and identifying issues) for subcommittees;
2. Educating committee members on the Standards and their group's charge;
3. Establishing regular meeting dates for the group;
4. Placing completed committee work online (SharePoint) for review by the college community; and
5. Updating and providing progress reports to the college community and Steering Committee.

In February, 2016, the Third Annual Medgar Evers College-Wide Retreat was convened at The City College of the City University of New York (CCNY). The retreat theme, *Continuing to Build a Shared Vision: The Strategic Plan, Academic Developments and College Self-Study: Data Findings, Strengths, Challenges and Recommendations,* enabled participants to assess institutional progress and reaffirm the College's commitment to the strategic initiatives, and continue progress towards the completion of the Middle States (MS) Self-Study Report.

There were 85 participants comprised of members from the College Self-Study Steering Committee and Strategic Planning Committee, faculty, staff, administrators and students.

Retreat Goals

The retreat goals were to:

- Assess the progress that Medgar Evers College (MEC) has made toward revising the Strategic Plan (SP) and accomplishing its goals of increasing enrollment; improving student retention, performance and graduation; creating new programs and new schools that are linked to the social justice mission of the College; increasing initiatives related to a global society; and strengthening the alignment between research and teaching;
- Determine and confirm that the feedback and recommendations pertaining to the content, excitement, spirit and overall tone were aptly captured in the revised Strategic Plan;
- Provide an opportunity for Subcommittee (work-group) Peer Review of Self-Study draft reports; and
- Provide feedback to respective Self-Study subcommittees on their draft narratives for eventual inclusion into Final Draft Report.

Upon returning to campus, Subcommittees utilized the feedback from the Retreat to continue to work on their draft narratives and submitted their final draft narratives in April, 2016. In March 2016, the Middle States Leadership team expanded to include Dr. Brenda M. Greene, Co-Chair of Middle States Subcommittee I, Chair of the MEC English Department and Executive Director of the MEC Center for Black Literature, as Co-Vice Chair of the Team and Dr. Gladys Schrynemakers, Associate Provost and Assistant Vice President of Academic Affairs. Dr. Greene became the "one voice" for the final editing of the Self-Study Report.

The draft report was submitted to the Team Chair in June 2016 for the Middle States review and approval of the October Team visit.

Nature and Scope of the Study

Medgar Evers College viewed the Self-Study and reaccreditation process as an opportunity to renew itself and ensure that decision-making focused on the needs of its students first and foremost, and on its faculty, staff and administration. The College viewed the process as one which would provide a framework for improving and supporting the academic success of its students and all the constituent communities that the College serves. We recognized that the Self-Study would also play a major role in future college-wide strategic planning, the development of student learning outcomes, institutional assessment and the resource allocation process. It would be driven by data and the information gained would be used in all academic and administrative departments and units as a basis for rational information-based planning and decision making on the campus.

Since the last decennial Self-Study, the College has undergone many academic and administrative transitions: three presidents, six provosts, substantial academic and administrative changes, expanded campus facilities, and a growth in student enrollment. In view of these transitions and substantive changes, we selected "*The Comprehensive Model*" with an emphasis on *Reordering Standards to Reflect An Institution* undergoing such a transition and to evaluate and provide a full assessment and review of our academic policies, programs, curriculum, student support services, governance, and academic and administrative resources in relation to our mission, goals and educational outcomes. This model enabled working groups to engage in a deep self-reflective process and appraisal of key areas in our College while also allowing us to evaluate every aspect of the institution since the last decennial Self-Study. To that end we reordered standards and grouped our subcommittees (working groups) and standards around related themes. Thus while each standard is chronologically listed in the Self-Study document, the working groups' review and analysis of each standard as it relates to the College were accomplished in the Subcommittees listed below.

- Subcommittee One: Standards 1 & 6: Mission, Goals and Integrity
- Subcommittee Two: Standards 2 & 3: Planning, Resource Allocation, Institutional

Renewal and Institutional Resources
- Subcommittee Three: Standards 4 & 5: Leadership, Governance and Administration
- Subcommittee Four: Standard 7: Institutional Assessment
- Subcommittee Five: Standards 8 & 9: Student Admissions, Retention and Support Services
- Subcommittee Six: Standard 10: Faculty
- Subcommittee Seven: Standards 11 & 12: Educational Offerings & General Education
- Subcommittee Eight: Standard 13: Related Educational Activities
- Subcommittee Nine: Standard 14: Assessment of Student Learning

The chapters which follow present the strengths of each standard, a discussion and analysis of the findings, and recommendations for moving forward.

STANDARD 1: MISSION AND GOALS

Subcommittee Charge

The Subcommittee examined how clearly the College's mission is defined, its purposes within the context of higher education, and how well it addresses the population of students and community it serves. The Subcommittee also determined whether the stated goals, objectives and core values are consistent with aspirations and expectations of higher education, and clearly state how the College will fulfill its mission. It assessed how the mission, goals and objectives are developed and recognized by the institution and its governing bodies, and utilized to develop and shape programs, practices and policies to evaluate their effectiveness. The Subcommittee also reviewed significant institutional events as well as local and national trends (policies, demographics, federal, state, and local directives, etc.) to determine whether and how they have impacted on the College's mission, goals, objectives, and policies.

Strengths

Medgar Evers College's mission, goals and objectives reflect a student-centered approach to learning.

Medgar Evers College's niche embraces the enduring legacy of Medgar Wiley Evers, expressed through education, self-actualization and community service, and provides access and opportunity for all students to become dynamic professionals, scholars and change agents in their communities and in the diverse and rapidly changing world.

The General Education Program at Medgar Evers College, purposefully stemming from the mission of the College, is based on the College's belief that education has the power to positively transform the lives of individuals and is the right of all individuals in the pursuit of self- actualization.

The Mission of the College

The mission clearly defines the purpose of the College and has remained consistent since the founding of the College in 1969. It provides a context for the establishment of the institution, explains who the institution serves, describes the kinds of programs the institution offers, and states what the institution intends to accomplish in serving its students. The mission is listed in several documents throughout the College: the 2015-2016 College Catalog; the College's web site and the MEC 2014-2015 Snapshot. Although there are slight variations with respect to the wording of the mission in these documents, all of the documents, clearly define the College's mission to meet the educational and social needs of Central Brooklyn, to transform the lives of individuals in the pursuit of their goals and to offer programs at the associate and baccalaureate degree levels.

Specifically the College's mission statement is as follows:

In keeping with the philosophy of The City University and Medgar Evers College, we believe that education is the right of all individuals in the pursuit of self- actualization. Consequently, the College's mission is to develop and maintain high quality, professional, career oriented undergraduate degree programs in the context of liberal education. The College offers programs both at the baccalaureate and at the associate degree levels, giving close attention to the articulation between the two year and the four year programs. The College has a commitment to students who desire self-improvement, a sound education, an opportunity to develop a personal value system, and an opportunity to gain maximum benefits from life experience and from their environment.

The goals derived from the Mission are listed below:

GOAL ONE: Consistent with The City University of New York Board of Trustees' policy, the College seeks to serve the Central Brooklyn community which is comprised of students with diverse educational, socioeconomic, political, cultural and national backgrounds.

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

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

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

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

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

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

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

As a public institution, with a very special mission derived from the struggle of its community residents, Medgar Evers College has recognized that it has a special obligation to address the goals articulated by its Founders and the City University of New York (CUNY). In its development, the Founders smoothly reconciled the two missions of the City University and Medgar Evers College, thereby addressing the aspirations, dreams, and desires of the residents

of Central Brooklyn and citizens of New York. CUNY traces its beginnings to the founding in 1847 as a public academy of higher learning to "educate the whole people."

The College's *Core Values, Goals, and Vision* are listed in the Medgar Evers College 2015-2020 Strategic Plan. These core values of excellence, high standards of performance, integrity, ethical behavior, honesty, fairness and respect among students and staff underlie the College's mission as a vibrant, vital and transformative Predominantly Black Institution (PBI) that embraces the enduring legacy of Medgar Wiley Evers through education, self-actualization, and civic and social engagement and that provides access and opportunity for all students to become dynamic professionals, scholars and change agents in their communities and in the diverse and rapidly changing world.

Medgar Evers College's Niche

Medgar Evers College was named after noted civil rights and social justice leader, Medgar Wiley Evers and was founded out of protest and persistence from people who demanded higher education in Central Brooklyn. As such, MEC's liberal arts curriculum, General Education Program , cultural and literary programs, and centers, provide students with a holistic education focused on communicating the knowledge of tradition, the teachings of scholars, the beauty and profundity of their cultural heritage, and the value of serving as transformative agents and advocates for social justice. Students receive the benefits of access to faculty who are committed to the College's mission and who provide them with the kind of mentoring and support they do not receive in large institutions.

Focus groups comprised of a cross section of faculty, staff, students and the MEC Community Council revealed the college community's perception and understanding of the institution's mission and integrity.

Medgar Evers College's Fulfillment of Its Mission

The College's fulfillment of its mission is evidenced by its degree programs, achievement of the goals derived from the mission, the mission statements of the academic schools, School of Science, Health and Technology, School of Liberal Arts and Education and School of Business, and the mission of the School of Professional and Community Development (SPCD). During AY 2014-2015, Medgar Evers College offered nineteen (19) baccalaureate degrees, eight (8) associate degrees and one credit-bearing certificate in its degree-granting programs. The School of Professional and Community Development offered seventeen (17) programs through the Academy for Youth which serves a total of 20,826 participants. The Adult and Continuing Education program served 2,540 adults and the Academy for Career Pathways programs enrolled 736 participants for the academic year. In addition, the SPCD's Research and Advocacy Centers served 6,364 participants for the academic year. (2014-2015 MEC Snapshot)

Through culturally diverse non-degree educational programs, the various centers illustrate the College's mission to enable students to gain maximum benefits from life experience and from their interaction with the broader communities. Centers include the Caribbean Research

Center, the Center for Black Literature, the Center for Law and Social Justice, the DuBois Bunche Center for Public Policy, the Center for Women 's Development and the Male Development and Empowerment Center.

Anecdotal reports from individual departments and evidence from the Alumni Office, reveal that many of the College's graduates pursue graduate and professional degrees and serve their communities as doctors, educators, lawyers, therapists, counselors, authors, accountants, entrepreneurs, nurses, politicians, and so on. Profiles of faculty, students, and alumni also exemplify the College's mission. See College's website, the *School Newsletters,* the *Adafi Student Newspaper,* and school and departmental brochures (brochures.)

Mission and the Demographics of Central Brooklyn

The Founders of the College sought to create an institution which would serve the overwhelmingly predominantly Black residents of Central Brooklyn who were bereft of a local senior college. The College's mission, however, is broad and inclusive and open to all applicants regardless of race and ethnicity, as is befitting to it being a senior college of CUNY, a public institution. The College is similar to its sister CUNY College, Eugenio Maria de Hostos College in the South Bronx, which was created to serve the primarily Latino population in its surrounding areas in the Bronx and East Harlem and whose programs address the Nuyorican and broader Latino experience. Both institutions are open to the public and welcome students, faculty and staff regardless of their race, ethnicity, religion, national origin, gender, or disability status.

Approximately 75.5 percent of the student body reside in Brooklyn. A densely populated, ethnically diverse, low-income area of the borough, Central Brooklyn is characterized by high rates of low educational attainment, high unemployment, and many urban issues associated with economically depressed, inner-city areas. In addition, the area is home to many recent immigrants and first and second generation Americans and has the largest Caribbean immigrant population outside of the Caribbean.

Over a million Black residents reside within the boundaries of Central Brooklyn; it is the third largest concentration of people of African descent in the world, outside of Ghana, Nigeria and Brazil! The steady in flow of Caribbean and Continental Africans have maintained Central Brooklyn's status as the "Black Mecca of America;" its percentage of non-Black residents has steadily grown, especially in the last decade. The current demographic statistics of Central Brooklyn is 317,300 (80% Black; 11% Hispanic; 5% White; Other 3%, and 1% Asian). Evidence of the demographics contains statistical portraits of the College's student body. See MEC Annual Snapshot.

The College's mission is highlighted in   (1) the President's public addresses and statements, (2) the President's "State of the College Address" 2013, 2014, 2015; and (3) the College's many public programs which address diversity. See, e.g., Freshman Year Addresses, Women's History Month Celebrations, Hispanic Heritage Month statements, Black History Month Celebrations, and Asian American Heritage Month Statements; special recruitment initiatives, e.g.,: the Crown Heights Lubavitch Jewish initiative; the College's diverse student clubs and elected SGA

representatives; and college-wide and community activities such as the National Black Writers Conference, Hindu celebration and Asian Heritage events.

The faculty, staff, student and community focus group responded to the mission and the changing demographics in the question, "How does the college foster respect for the diverse needs and perspective of faculty staff and students?" They expressed the following views:

"By being open to different points of view. . ."

"It's a challenge and an asset, diversity. And I think the key to diversity is breaking down the barrier between groups, for people to work together."

Alignment of the Mission with Admission and Recruitment Policies

The admission and recruitment policies are available on the College's website, on numerous hard copy admission and marketing materials, as well as on the web-based College Catalog. Candidates may select MEC as their first choice when applying to CUNY via the University Application Process Center (UAPC) or in person through Direct Admission in the Office of Admissions.

The Office of Admissions recruits students through high school information sessions, open houses, the Pipeline Initiative, CUNYStart, the Accelerated Study in Associate Programs (ASAP), and the Academy for Career Pathways and Academy for Youth programs in the School of Professional and Community Development. MEC's outreach to and presence in the community serve as a beacon of learning and personal achievement.

During the last three years, the College changed its admission criteria to better align with the criteria generally employed across the university and to facilitate easier freshmen and transfer admission. In addition, since the curriculum and tuition for the associate degree are the same as that for the baccalaureate degree, this policy is helpful in recruiting potential MEC freshmen who pass the three basic skills tests and meet the SAT/ACT requirements.

The Mission and the Claiming Prosperity Campaign

The College's Claiming Prosperity Campaign is designed around the interlocking pillars of the Pipeline and the Promise. *Claiming Prosperity* begins by creating a pipeline to provide Brooklyn's parents, teachers, and school leaders with information that helps them understand college readiness and the skills that will guide children toward self-efficacy and college consciousness. *Claiming Prosperity* strengthens the College's own institutional *Promise* to propel achievement, ignite campus life, fortify scholarship, optimize academic options, and link learning to career. The vision for the Medgar Evers (MEC) Pipeline Initiative is to provide rich, ongoing learning experiences via out-of-school time programs and strengthen learning opportunities for students from kindergarten through high school graduation. MEC Pipeline Initiative Presentation to CBC). While each pillar has merit on its own, together the *Claiming Prosperity* pillars are designed to produce important outcomes for the community and the College over the next five years. These outcomes, identified in the College's 2015-2020

Strategic Plan are called "the 25s" and focus on a 25% increase in enrolment, retention, graduation rate and internships.

Mission and a Student-Centered Approach to Learning

Medgar Evers College maintains a student-centered approached to learning by conducting programs such as the Global Lecture Series, the Film and Cultural Series (Film and Culture Series Brochures), and awards ceremonies which ensure that students are the focal point of the College. Programs sponsored by the Athletics Department, Student Life, the Male Empowerment and Development Center, and the Center for Women's Development allow student voices to play an integral role in the college community. Organizations such as the Student Government Association, the various clubs (over 36) and organizations under the department of Student Life, numerous varsity sports teams (13), and department clubs (19) promote well-roundedness and career readiness. Various courses offered broaden students' sense of community and help ensure that the College's academic goals are being fulfilled on every level. The average number of students who responded to CUNY's 2014 Student Satisfaction Survey (SES) expressed that they were very satisfied with their overall academic experience (14% compared with 13% for comprehensive colleges and a 14% CUNY average). Nineteen percent of the students were very satisfied with their overall social experience with the College compared to 13% for comprehensive colleges and a 14% CUNY average.

Given that the College's demographics reflect a non-traditional commuter student body, there are evening and weekend programs in all academic departments. In alignment with the College's mission, the Library is also open to the community and its families throughout the school year and in the summer. Moreover, the Ella Baker/Charles Romain Child Development Center, a campus-based child care program, provides both a pre-school and an after school program that meets the needs of the parent by providing a flexible registration and enrollment system for both students and employees.

Addressing the Needs of Entering Students Who are Unprepared for College

As part of its mission, Medgar Evers College is committed to providing students with the essential basic and academic knowledge and skills necessary for rigorous undergraduate study. The College has strategies to retain and address the needs of entering students who are not adequately prepared for college work. Such supports include the SEEK/Special Programs, Accelerated Study in Associate Programs (ASAP), CUNYStart, and Summer & Winter Immersion programs designed to retain and target students' specific basic skills needs in mathematics, reading and writing. To assist students in these programs, the Writing Center, Retention Office, Academic Support Center, Advisement Center, Freshman Year Program, and the Educational Technology Center provide support in the form of tutoring, counseling and advisement. *See Standard 9 on Student Support Services.*

Experiential Learning

The College makes concerted efforts to integrate service learning, internships and fieldwork

activities into students' educational experiences through its various degree programs and through its Career Management Center which recommends internships in every field. Study abroad programs and faculty exchange programs support experiential learning for faculty and students abroad. See School and Program Activities, Brochures and Newsletters and Standard 13 for a more detailed description on Experiential Learning.

Support of Faculty Scholarship and Creativity

Medgar Evers College promotes and provides faculty scholarship and creative work through the Office of Academic Affairs (OAA) Travel Fund, and through Faculty/student collaborations in conferences, symposia, seminars, readings, films as well as mentoring and awards programs. See Standard 10, Faculty. In addition, academic departments, advocacy, research and cultural centers, the library, and the Center for Teaching and Learning Excellence contribute to the intellectual life of the faculty and provide opportunities for faculty to attend and participate in conferences, symposia and workshops, present papers, display art, conduct research and write grants.

Effectiveness of Mission and Vision Statements on Strategic Planning and Decision-Making at the College

The College's mission and goals guide the development of degree programs, curriculum and policies which are evaluated by the College's governing bodies. The College's Governance Plan is aligned with its mission and provides the structure for approval of curriculum, degree program and policies.

Medgar Evers College's Five Year Strategic Plan (2015-2020) reflects the College's mission, goals and vision. The Plan, developed by a collective body of faculty, staff, students and community constituents, is based upon the vision that the College must create a culture of excellence and an environment of sustainable growth to support students, faculty and staff. All of the initiatives outlined in the five year strategic plan focus on meeting students' needs in a manner that is fiscally responsible, operationally sound, consistent with the College's core values and flexible enough to support innovation and new ideas, while growing programs with a track record of success. In addition, academic departments and operational units have drafted Action Plans that align with the College's mission and goals.

Mission's Responsiveness to the Aspirations and Expectations of Higher Education

The mission of Medgar Evers College is reflective of and responsive to the aspirations and expectations of higher education. The College is committed to recruiting and supporting qualified faculty who embrace the mission of providing students with educational experiences that will prepare them to be change agents in their communities and in the world. We do this through creating educational spaces that place students first and by connecting students to co-curricular and extra-curricular activities through research projects, internships, conferences and symposia. The support network of the Library, the Center for Teaching and Learning, student support centers and advocacy centers collectively impact student learning. Our global

initiatives and expanded work in educational technology are preparing our students to be world citizens in a 21ˢᵗ century increasingly globalized society.

Expectations for the Future

The College's Strategic Plan provides the foundation for moving the institution forward. Over the next five years, we anticipate that the Pipeline initiatives will strengthen K-12 schools, heighten the skills of teachers and administrators, and motivate students to make Medgar Evers College, the college of choice in Brooklyn feeder schools. Our expanded ASAP program will be used as a model for recruiting potential students into current and upcoming associate level programs and will increase the number of students in Science Technology Engineering and Mathematics (STEM) and Science Technology Engineering Arts, and Mathematics (STEAM) programs, improve student retention and performance at the associate level and provide a pipeline for students to enroll in baccalaureate degree programs.

Through the College's new BFA in Media and the Performing Arts, potential media experts, performance artists, dancers, dramatists and media, graphic and digital specialists will enroll in a dynamic creative program that will enable them to gain skills in these areas and to pursue their interests in all forms of the fine arts. We anticipate that expanded health career options due to the long overdue partnerships and collaborations with health care facilities will provide our students with discipline based placements leading to employment and/or graduate/research opportunities. Additionally, we anticipate that students will have access to expanded weekend and evening degree programs and distance learning through the conversion of programs such as the BS in Financial Economics into online degree programs.

Our initiatives on globalization of the curriculum through study abroad, faculty exchange programs, and international partnerships will help the College achieve its goal to increase student enrollment.

The College's fundraising will be strengthened through the nurturing of a more engaged alumni and an actively engaged Foundation.

As a result of capital improvements, the College's physical facilities will expand through an arts space, an athletic center, and amphitheater.

Recommendation

Increase fundraising efforts to supplement curricula and extra-curricular programs.

STANDARD 2: PLANNING, RESOURCE ALLOCATION, AND INSTITUTIONAL RENEWAL

Subcommittee Charge

The Subcommittee examined how the institution conducts ongoing planning and resource allocation based on its mission and utilizes the results of its assessment activities for institutional renewal. It also reviewed the implementation and subsequent evaluation of the strategic plan as a means for developing, supporting and allocating the resources needed to improve and maintain institutional quality.

Strengths

An integrated Strategic Plan, collectively developed by the administration, faculty and staff, and reflecting all the changes, programs and plans for the College's future, was approved in March 2016.

The College is strengthening its budget planning process and is working with administrators and staff to develop budgets that are informed by the academic and administrative needs of the College.

Introduction

Under a new administration, Medgar Evers College has been engaged in the reexamination of its core processes for setting strategic objectives and the alignment of resources proportionate to these objectives. The college community examined various iterations of a Strategic Plan and the College Council finalized and approved the plan on March 28, 2016. The Medgar Evers College Strategic Plan represents specific guidance for the College with respect to the general attainment of goals and objectives related to the enhancement and improvement of all aspects of the institution. A comprehensive and inclusive Resource Allocation Process has been put in place to ensure the realization of strategic objectives. Of greatest importance, is the identification and use of multiple forms of data assessment, including surveys, focus groups and other strategies in order to determine the efficacy of those college operations that will lead to a dynamic institutional renewal process.

CUNY's resource allocations to the College determine the operating budget funds that are actually available, irrespective of the plans or needs of individual and/or overall college functions. The College considers budgetary constraints, funding priorities and measurable outcomes in the allocation of resources. The College also assiduously pursues non-tax levy resources through philanthropic fundraising as well as through governmental and foundational grants.

Developing the MEC Institutional Strategic Plan, 2015-2020

In May 2015, following the 2nd Annual College-wide Retreat the College established the Strategic Planning Committee with the appointment of faculty, staff, students and community members. The charge of the committee was to review and make recommendations on

integrating and enhancing various strategic planning documents. The Strategic Planning Committee and subcommittees were charged with the assessment of the 2012-2017 Strategic Plan that was developed under the aegis of the previous college administration. The groups were also charged with reviewing and assessing a subsequent strategic plan –"Claiming Prosperity" – developed by the new administration. The work of the committees was not simply the merger of two documents but the crafting of a revised plan starting in 2015 that not only took the best of both documents but reviewed the accomplishments and goals that had taken place since the retreat of February 2014.

This new Medgar Evers College Strategic Plan was fashioned as a plan that would not only be a guide for the next five years but would also be dynamic and flexible - and able to respond to the ever- changing internal needs and external conditions of the College. The revised 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.

Strategic Plan Vision -- The College is committed to the Strategic Plan vision of honoring its past and its founders' mission with a key focus on creating academic excellence through academic engagement, a culture of assessment, mentorships, learning communities, as well as service and research experiences. The sum total of this vision is to create a student-centered experience that values diversity, respects individual dignity, fosters collegiality and focuses on academic and career achievement. For the College, this vision must be actualized with full and complete awareness of the educational and social needs of our community. The realization of this vision 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 objectives of the Strategic Plan within a five-year period. These aspirational objectives, known as the "25s," are:

1. 25% Increase in Enrollment
2. 25% Increase in First-time, Full-time Freshmen, including 25% of this cohort being Baccalaureate Level Students.
3. 25% Increase in Graduation rates
4. 25% Increase in Internships
5. $25M in Fundraising

SP Objective 1: 25% Increase in Enrollment

Enrollment– recruitment, retention, graduation – are fundamental and critically important indicators of the College's success. Several strategies have been introduced that will lead to increased enrollment in the coming years. One strategy was to revise MEC's admissions criteria. Recognizing its baccalaureate admissions standards were more stringent that those of its "peer" CUNY colleges, MEC proposed a new Admissions Policy in December, 2014. The new cut-

off scores were found to be positively correlated with retention, GPA, and credits earned and were therefore adopted. This change has already shown a positive effect in increasing baccalaureate FTF: from 44 in a freshman class of 1046 (fall 2013) to 117 in a freshman class of 1092 in Fall 2015.

As part of realizing its goal to increase enrollment by 25%, the College restructured the Office of Enrollment Management and moved it from the Division of Student Affairs to the Office of Academic Affairs. This restructuring underscores the value and significance of "enrollment" as central to the academic enterprise. See Enrollment Management Plan and SSPM Trend Report for program goals and data on freshmen.

The "Pipeline" Initiative is part of the College's long range community based planning to increase the pool of college-ready students, while actively supporting the professional development of teachers, principals, and superintendents within the NYC public school system. Select cohorts of high school students are given the opportunity to earn college credits. See Standard 13 for full description of the Pipeline Program. While Pipeline staff are funded by MEC, financing for its programming must come from other funding sources, namely, support from Foundations and the New York City Council.

SP Objective II: 25% Increase in First-time, Full-time Freshmen, including 25% of this cohort being Baccalaureate Level Students

The College's strategies for increasing enrollment and improving retention are detailed in Standard 8 on Student Admissions and Retention.

SP OBJECTIVE III: 25% Increase in Graduation Rates

A strategy to increase the enrollment of freshmen and baccalaureate degree students is to expand degree offerings that address both student interest and the needs of the labor market. To this end, the following academic programs will increase retention and graduation rates. They have been, or are under development:

1. B.S., Financial Economics – approved by Board of Trustees, May 4, 2015; Enrollment initiated Fall 2015
2. B.F.A. in Media & the Performing Arts – approved by Board of Trustees to forward for Master Plan Amendment prior to admitting students
3. B.S., Forensic Accounting – in process
4. A.A., English – in process; and
5. Separation of the Physical, Environmental, and Computer Sciences (PECS) into two separate departments: the Departments of Chemistry and Environmental Sciences.

These retention and graduation initiatives include expanding the highly successful CUNY Accelerated Study in Associate Programs (ASAP) , a revised Freshman Year Experience Program (FYE), the restructuring of academic advising, the expansion of the Weekend College and the Pipeline initiative. The initiatives have had a positive effect. In fall 2013, 53.5% of freshmen became sophomores; this percentage increased to 56.2% in fall 2015.

SP OBJECTIVE IV: 25% Increase in Internships and Experiential Learning Experiences

Career Management Services has the primary responsibility for assisting students in identifying and applying for external internships. Certain professional programs such as Nursing, Education, and Social Work and academic programs, such as Business, English, and Public Administration include fieldwork, internships and service learning as a requirement for their degree programs. Collectively, these experiences can be classified as experiential learning. Although there has not been a significant increase in experiential learning activities, (1096 students in AY 2014/2015 to 1115 students in AY 2015/2016), the new change in leadership in Career Management Services, will strengthen its ability to provide and track external experiential learning activities. See Standard 13 for Internship and Experiential Learning programs.

SP OBJECTIVE V: $25M in Fundraising

There are certain college programs and initiatives that cannot be funded through the operating tax-levy budget. The greatest need is for scholarship funds to assist students facing financial hardships that put them in danger of dropping out; or conversely, reward students for academic achievement. It is generally acknowledged that the College has great potential to attract prospective donors. The contributing factors are as follows:

- The College has deep roots in the community and strong connections with local public elected officials.
- College President Crew is a visionary leader with a wealth of notable contacts in New York City and throughout the United States.
- The College is the only Predominantly Black Institution ("PBI") in New York City as 75% of the student population is of African descent.
- There are prominent Centers at the College which have earned local, national and international recognition: the Center for Black Literature, the Center for Law and Social Justice, the Caribbean Research Center and the DuBois Bunche Center for Public Policy.
- There is an untapped alumni market of more than 14,000 graduates, along with established community organizations such as community boards, chambers of commerce and professional associations.

The College has concentrated its fundraising strategy in four areas:

1. Scholarships – The College is identifying sources of funding that will enable it to position itself to compete for and attract a wide range of eligible students.
2. Foundations – The College is identifying funding for the Pipeline, the four college research/advocacy centers, internships and an Entrepreneurial Center with attendant programs and activities.
3. Alumni – The College has designated a specific staff member with the primary responsibility of cultivating relationships with alumni, not only for donations but as mentors for students.
4. Foundation Board – In late 2015, the College reestablished its Foundation Board with

prominent and influential individuals. Its purpose is to identify and to channel financial resources to the College on an ongoing and consistent basis. Its members come from varied geographical locations, locally, nationally and internationally, and from a wide array of fields in the business, professional and nonprofit sectors.

Non-tax levy funds are not only beneficial for scholarships but also for assistance in recruiting and supporting faculty; providing seed funding for new programs; improving facilities and IT infrastructure; bringing guest lecturers to campus; giving students opportunities to travel abroad and to conferences; and developing leadership skills. Even if sufficient state operating funds were available, they often cannot be used for these purposes; their unavailability heightens the need to raise such outside funding.

Medgar Evers College (MEC) has been successful in presenting its case and needs to foundation funders as exhibited by the $1.4m provided by the Carnegie Foundation for the Caribbean Research Center, career placement and management, and the establishment of a [Center for Entrepreneurial Leadership](). The College is also scheduled to make presentations to the Ford and Robin Hood foundations; however, the raising of scholarship monies falls outside the funding strategies of most foundations. The Petrie Foundation is an exception to this policy, being committed to providing aid to students in severe economic difficulty.

The following actions are being taken to raise funds:

1. The search (funded by the Chancellor's Office) for an experienced Vice President for Institutional Advancement and Development who will develop an overall fund raising strategy and implementation plan and the redeployment of staff from other areas of the College in order to build a robust Development Office;
2. A Pinnacle Awards fundraising dinner honoring organizations and individuals who have provided financial assistance and recognition to the College and serving as a showcase for the College's students, faculty, programs and the Pipeline connection;
3. Development of the capability in each of the College's three academic schools to reach out to donors in collaboration with the Development Office;
4. Concentration of the College's marketing and communication efforts, in association with outside consultants, to convey the College's success narrative through students, faculty, staff, alumni and programs; and
5. Building a connective link to the 14,000 alumni through initiatives such as (e.g., campus visits, gatherings, targeted communications, etc.)

[Financial Planning]()

The College is required to submit a [three-year financial plan]() to CUNY starting with the current fiscal year (FY2016) through FY2018. The plan calls for:

- Achievement of a balanced operating budget;
- Strategic alignment of financial resources;

- Adequate funding of programs and services;
- Effective and efficient resource management; and
- Maintenance of acceptable fund balance levels.

Medgar Evers College's plan projects enrollment increases as well as the estimated resources, expenditures and projected year-end balances. From the base year; FY 2015, FTE enrollment is expected to increase from 4,796 to 5,393; this projects a growth of 597 or 12.5% for FY 2018.

Medgar Evers College uses the All Funds Budget (AFB) planning model to prepare its annual budget. AFB has established increased accountability and a centralized review of all department budgets. It provides a transparent, comprehensive structure to identify academic and administrative goals, and an associated fiscal strategy for achieving those that advance the College's overall vision and increase revenue sources. AFB also provides departments with more flexibility in the use of limited resources to maximize the best possible benefit.

- Each vice president, dean, chair, director, and unit head receives the budget call letter in early April along with their current year's budget allocation. Academic departments and administrative units develop budgets which are informed by their Action Plans and the College's Strategic Plan.
- Each vice president, dean, chair, director, and unit head works with their staff to complete their projected budget proposal and submit it to the Budget Office.
- The projected budget must contain a written justification for each new hire. The justification should include a description of the duties to be performed and the outcomes to be achieved.
- The Budget Office reviews all submitted projected budgets with the Vice Presidents and the Deans.

Once the department's projected budget is completed, submitted and approved by the Budget Office, any change thereafter requires the submission of a revised budget plan to the Budget Office for approval. Overall, as indicated by responses to the Steering Committee survey of deans and vice presidents, the budget process "works quite well" and is both transparent and inclusive; decision-making processes relative to resource allocation are clear and widely understood.

The College's budget, similar to that of CUNY, is incremental rather than "zero sum." This means that departments throughout the College usually receive the same budget as the previous year unless there can be a case made based on severe underfunding, new programs, enrollment changes or distinct college priorities (e.g., increasing full-time faculty in departments where there is an extreme imbalance in instruction provided by adjunct faculty, etc.).

The College's goals can be achieved by ensuring that the annual and multi-year revenues and expenditures are in balance with appropriate reserves to keep the College solvent. Various

mechanisms have been put in place to make this [budgeting process](#) not simply an exercise but a reality that leads to rational decision making on the use of resources. Whether it is the repurposing of existing resources or the availability of additional incremental resources, budget requests from academic, student and administrative areas are justified on the issues indicated above as well as the relationship between the individual request and the "25s" which have been set forth and explained as a cornerstone of the Strategic Plan.

In addition to the communications indicated with middle and upper level administration (i.e., departmental chairs, deans and the President), further initiatives have been implemented to inform and engage the entire college community. These include the following:

- Steps to improve the planning and reporting relationships between senior administrators, faculty and staff in the following divisions: Academic Affairs, Administration and Finance, Students Affairs, Marketing and Communications, and the President's Office.
- Allocation of funds to support the College's strategic initiatives and projects.
- Monthly meetings of the College Council's Budget Committee with the Vice President for Finance and Administration.
- Scheduled budget reports at Academic Council by the Vice President for Finance and Administration.
- Biannual Town Hall meetings regarding budget and finance issues.
- Posting of meetings on the College's website and administrative calendar.

Resource Allocation Process

The resource allocation process, aligned with the College's priorities identified in the planning process, attempts to balance ongoing operational expenses while addressing developing priorities, launching new strategic initiatives, and maintaining the previously defined priorities. To ensure that resources are allocated in ways that support the goals and objectives of the Strategic Plan, the College has developed and implemented a transparent and comprehensive calendar for all administrative and planning processes and a team comprised of the VP of Finance and Administration, Executive Dean for Accreditation and Quality Assurance, Co-Chair of the Strategic Planning Committee, Chairs representing the three academic schools and the Director of Accreditation, has begun the process to institutionalize Strategic Planning Online program (SPOL) in the 2016/2017 AY. The SPOL software program will link assessment, strategic planning, program goals, and budget allocation at the unit level.

[Impact of CUNY](#)

There are several areas that are directly related to the CUNY's ongoing allocation to the College. These areas affect the College's ability to develop a rational, consistent resource allocation process:

1. The College has for the past few years operated with a structural deficit and dependency on the University "bail out" at the end of each fiscal year. To change that annual end-of- the-

year deficit funding, in FY 2015 (July 1, 2014 – June 30, 2015), the College and University developed an approach that provided three years of additional Tax Levy funding (described in Standard 3) to assist the College in eliminating this deficit over this period.

2. Oftentimes, CUNY does not provide a fiscal year allocation to the Colleges in a timely manner, thereby impairing adequate planning for the upcoming year, especially in the case of the College where tuition collections and enrollment changes (major funding components of the budget) are not predictable. Therefore, the College must make prudent hiring commitments (especially of faculty) before the budget is known and adjust accordingly once the year begins. This concern can be addressed once tuition collections are increased and stabilized, and enrollment changes for freshmen, transfers and continuing students are more predictable.

3. CUNY's budgeting over the past five years has been based on an agreement with New York State called the CUNY Compact. Tuition would increase each year by five percent with the proceeds from this increase (in the case of the College about $1.5m) being used for programmatic purposes – primarily the hiring of new faculty. The State agreed to fund all mandatory costs increases (usually about three percent annually) while the Colleges would raise philanthropic funds and implement operational efficiencies. Through FY 2015, the agreement between CUNY and the State held. However, in FY 2016 (the current year), several actions resulted in an abrogation of the agreement. Since the State had indicated that it would not provide funding for a collective bargaining agreement, CUNY asked each College to reserve its five percent tuition increase to fund a future settlement. Therefore, compact funding in FY 2016 was not available for programmatic increases although tuition increased. Additionally, the State did not fund mandatory increases so each College's budget allocation was reduced by three percent. Since Medgar Evers College had limited reserve funds because of its budget deficit, it was faced with substantial needs for improvement but resources were scarce. See Standard 3 for more extensive discussion on the budget.

Tuition Revenue

Recognizing that the College receives 60% operating budget funding from tuition and fees revenues, one immediate need was to enforce tuition collection policies to ensure that MEC meets or exceeds CUNY's established targets. Historically, and with the good intention of benefitting students and increasing enrollment, strict tuition and fee policies were not enforced. Students experiencing financial hardships were allowed to register for classes with prior outstanding balances. These outstanding balances in some cases went unpaid which in turn contributed to low collection rates.

Table 1: 2.1: Tuition Collected Compared to Unpaid Balances

Academic Year	A 2011/12Y	AY 2012/13	AY 2013/14	AY 2014/15
Total Tuition	30,000,000	31,300,000	33,800,000	33,800,000
Total Paid	25,900,000	29,800,000	27,000,000	31,100,000
Total Outstanding Balance	4,000,000	4,500,000	5.200,000	2,700,000
Outstanding Balance as a %age of Total Tuition	13%	14%	15%	8%

Total # Students Enrolled	6,990	6,540	6,490	6,700

Beginning in Spring 2015, the College placed a high emphasis on improving its collection rate from 88% to 95%. The initial success of this strategy can be seen in the figures above. For FY2016, the College will continue with the following steps designed to improve the collection rate:

- The placement of 'Stops' on students' account with outstanding balances for prior semester(s). Students will only be admitted subsequent to their remittance of full payment of the balance owed and will enroll with a payment plan for the upcoming semester.
- Students failing to pay for their classes within the specified period will have their courses dropped for non-payment.
- Students who are currently registered and are enrolled in a payment plan for one class may opt to add more classes; however, this will not automatically increase their payment plan award. These students would have two options: 1- To pay for the classes added or 2- Increase their payment plan. Failure to complete either one of these two options would result in their classes being dropped.
- Students' accounts will be submitted to third party collection agencies six months after the semester ends.
- In cooperation with the Office of Advisement, students will be educated on the importance of filing their FASFA applications early to avoid processing delays.

Institutional Improvements and Results

Full-time faculty availability and interaction with students are a critical component of recruitment, retention, and graduation. Among the College's highest priorities are the recruitment of full-time faculty in three areas of concentration: enrollment growth; evidence of a high percentage of adjunct vs. full-time faculty; and new programs. Though prime indicators are the percentage of annual instructional FTEs delivered by full-time faculty and the ratio of FTE students to faculty, the Prospective PMP Report details a comprehensive set of University and College goals. Most of these have a direct impact on enrollment and have measurable outcomes.

Three other critical funding priorities (which have the greatest direct impact on student enrollment) are: 1) academic advisement and counseling, especially for transfer students and those changing majors; 2) retention initiatives which identify students experiencing difficulty, especially freshmen; and 3) environmental/economic/employment scans, which allow the College to take advantage of a dynamic and changing economy in the Borough of Brooklyn. See OAA Strategic Tactical Plan.

Facilities Master Plan

Medgar Evers College has not had a formal Master Plan since 1995. The last Master Plan led to the planning, design and construction of the AB 1 building, a state-of-the-art Academic Building to house the School of Science, Health and Technology. The College's Space Reallocation

Project resulted in the completion of a state-of the-art library expansion and renovation which has added 50% more space for a new Welcome Center; a Writing Center and a Learning Center. Administrative spaces have been renovated resulting in 170 staff moves; the Admissions Office has been relocated back onto the campus; Student Services have been consolidated in the Student Services Building; and the School of Business has been relocated into the Bedford building. The College now has a shuttle bus service; a faculty/staff lounge, and a Writing Lab in the Carroll Street building. There is a new sound system in Founders Auditorium; three new elevators in the Bedford building; expanded student club space and Wi-Fi upgrades in the Bedford and S-Buildings. The College also renovated a $3.8 million dollar pool, which is a benefit to students and the community as well as a revenue generating initiative, and opened up a café in the Bedford and Carroll Street buildings.

CUNY has committed to funding a new Master Plan for the College. Through a competitive process in spring, 2016, a joint committee composed of CUNY Central and college personnel interviewed and rated several architectural firms, selecting Mitchell-Giurgola Architects assisted by Roberta Washington Architects PC. The presentation by the architects outlines three critical objectives: 1) to ensure a manageable growth of facilities; 2) to foster a uniquely MEC community; and 3) to ready the campus for the "Pipeline." "Long-term" enrollment projections for the plan have been developed in consultation with Medgar Evers College and CUNY. (See Enrollment Projection Plan)

Preliminary plans include restructuring the Bedford Building amphitheater as a vibrant center of student activity; upgrading campus hallways and classrooms, and transforming Crown Street into an attractive amenity for the enjoyment of the College and community. The College also plans to launch improvements to restore the Carroll Street building's full historical grace. Roof reconstruction and fire alarm upgrades are already underway. Other projects in the planning and design phases include upgrades to the entrance and egress, ADA compliance, interiors along with mechanical systems, the exterior façade, and virtually all windows.

The Bedford Armory, located a few blocks from the College's main cluster of buildings, is a strong possibility for expansion of the College and would provide significant recreational and athletic space, a performance venue, as well as thousands of square feet for additional centers, classroom and office space.

In order to ensure that the new Master Facilities Plan is discussed and shared with the college community, the College has put plans in place to form a Master Plan Steering Committee and the College Council will appoint one or more liaisons to be part of the Committee. The Master Plan Steering Committee will analyze the overall, and specific program, growth potential of the College and how and where enrollment growth and new program needs will be located and housed. In addition, members of the Master Plan Steering Committee and senior college officials will brief the College and Academic Councils on a periodic basis.

Office of Information Technology

The College has experienced challenges in maintaining a consistent, reliable technological infrastructure relative to industry standards. The College's Office of Information Technology (OIT), in collaboration with the CUNY Office of Computer Information Services (CUNY-CIS), has made significant progress over the past three years to build capacity to support the College's significant IT need for improvement. The University greatly assisted the College in three distinct ways: diagnosing IT issues involving personnel and equipment; providing significant personnel support to address problems/issues and assist in making required changes; and making capital resources available to purchase equipment to replace and improve technology in all areas of college operations.

Since then, despite the loss of three IT Executives, the IT Infrastructure has been stabilized along with other specific improvements such as:

- Increased Internet bandwidth from 200 megabits per second to 1.1 gigabit per second;
- Improved wireless network in all common areas across campus and expanded wireless to all five buildings;
- Improved network security by the establishment of weekly desktop Windows and other software updates;
- Improved condition of the data centers and IDF (Intermediate Distribution Frame) closets involving both their physical appearance and the systems running in the AB1 data center;
- Completion of major re-wiring in the Carroll building with CAT6 cables; and
- Stabilized and optimized email and server environments.

The College developed its multi-year IT Strategic Plan in late 2013 and it is congruent with the College's strategic plan. The Tech Plan fully supports teaching/learning and administrative functions of the College. Through a comprehensive approach involving restructuring, new staff hires, professional development, business process reengineering, and new technology, OIT can significantly improve customer service and thus student, faculty and staff satisfaction.

Office of Sponsored Research and Grants

A critical component of the College's funding is an aggregate of the number and value of outside grants collected. Overhead captured from grants not only bolsters available resources but demonstrates to the internal college community, CUNY and all external entities that Medgar Evers College is a viable and impactful research institution. See Sponsored Research and Sponsored Program Report.

At a time where accessing grant funding is challenging, the College increased its total grant amount from 2011 to 2016 by $1.9m or almost 20%. Using this funding as a base, the College's Office of Research and Sponsored Programs has had a continuing dialogue with College faculty and staff to explore viable approaches to increase this amount.

Recommendation

1. Continue to strengthen the strategic planning that links academic programs and administrative operations to the "25s."

STANDARD 3: INSTITUTIONAL RESOURCES

Subcommittee Charge

The human, financial, technical, facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessments.

Strengths

The College's Auxiliary Board was restructured and has created new revenue sources which have generated an increase in revenue over previous years.

SharePoint is reviewed regularly by departments and units to monitor their assigned budgets.

Introduction

Medgar Evers College (MEC) uses a financial planning and budgeting process aligned with the institution's mission, goals, and strategic plans. This process provides for an annual budget and multi-year budget projections, both institution- wide and among departments; utilizes planning and assessment documents; and addresses resource acquisition and allocation for the institution and any subsidiary, affiliated, or contracted educational organizations as well as institutional systems where appropriate.

The College receives an initial allocation of the annual budget from CUNY at the beginning of the academic year. Subsequent allocations are made during the year to adjust for revenue collections and to disburse additional funds. The Fiscal Year 2016 budget supports the programs and services needed to achieve the mission of the institution while sustaining fiscal viabilities. Additionally, it minimizes and in some cases eliminates the depletion of existing balances and leverages the College's flexibilities in expediently identifying solutions to unanticipated demands or funding changes.

Given the financial history of the College, the monitoring of the allocated budget and the assessment of the effectiveness of specific resources are extremely important. The budget process is explained at each Annual Chair's Retreat, Academic Council, and State of the Faculty meetings. Every department and unit's budget and expenditures match the budget/expenditure data that are posted to SharePoint. Departmental heads (academic and administrative) have been instructed on the use of SharePoint, and CUNYFirst, the University's Enterprise Resource Planning system which has been developed over the past decade to empower the decentralized monitoring of budget allocations for units and to enhance financial recordkeeping processes at the College.

SharePoint is reviewed regularly by departments and the College's Finance Office is diligent in monitoring departments' and units' assigned budget to ensure that administrators have the most current information. When new or replacement positions or other funds are allocated,

the College's Finance & Administration Office works closely with the Office of Academic Affairs, and the Office of Student Affairs to ensure that the effective use of resources is achieved.

Operating Budget- Background and Current Condition

Medgar Evers College is one of multiple units of the City University of New York (CUNY). In FY 2016 (July 1, 2015 – June 30, 2016), CUNY's Operating Budget was $3.234 B, with approximately 45% coming from State Aid and another 45% from Tuition and Other Revenue with 10% funded by New York City. The senior colleges (and Medgar Evers College is a senior college) receive their funding from New York State through CUNY.

For the past ten years, there has been an agreement between CUNY and New York State on an approach – called the CUNY Compact -- to increase programmatic funding. The University was allowed to raise annual tuition by 5%, amounting to an approximate $300 increase – and the State would fund mandatory costs consisting of inflation, fringe benefit increases, etc. In addition, the University and its respective colleges would raise philanthropic funds and make productivity savings.

This agreement was beneficial to the colleges and its students. Since the State's Tuition Assistance Program (TAP) provided up to $5,000 in financial aid for qualified students, the University committed to funding the amount in excess of $5,000 for those students who were fully TAP-eligible. The 5% tuition increase allowed senior colleges to hire additional full-time faculty to keep pace with enrollment growth and begin to convert instruction by adjuncts (@55% of teaching hours) to full-time faculty as well.

However, in the current fiscal year – FY 2016 – the Compact was abrogated by the State. The 5% tuition increase was enacted but the funds were set aside to assist in the financing of a collective bargaining agreement with the Professional Staff Congress, which had been without a contract for the past five years. In addition the State did not fund mandatory increases, and the University made internal reductions of 3% at the senior colleges. Therefore, instead of programmatic increase committed to strengthening the academic program, Compact funds were held aside and there was a 3% reduction.

The CUNY Community College budgets are driven by an enrollment formula; the budget is determined both by the size of the enrollment and cost of different academic programs. The Senior College budget, however, is incremental given the Compact process described above. If individual colleges exceed their tuition target either through increased enrollment or tuition collections those additional funds can either be held in a reserve (CUTRA – City University Tuition Reserve Account) or be added to the budget with the permission of the University Budget Office.

With a relatively new administration at Medgar Evers College (President Crew appointed Fall 2013), CUNY at the beginning of FY 2014 recognized that the College had a budget dilemma compared to other CUNY colleges. Thus, In order to provide the wherewithal for the College to

make needed overall improvements, the President negotiated an agreement between the College and University. The agreement although not made public, added funding to the College's budget of $4m in FY 15, $3m in FY 16 and finally $2m in FY 17. In addition, The University agreed to permit the College to keep (add to its budget) any revenue generated as a result of enrollment increases or tuition collections. In other words, CUNY would fund the College's deficit for three years and allow the College to increase its budget by taking steps to increase revenue. By FY 18, the subsidy by the University to the College will be eliminated with the expectation that the College can balance its budget either through revenue increases (enrollment and collections) or staff reductions or a combination of both resource enhancements and expenditure decreases.

To illustrate the effect of the University's assistance to the College, these are the key metrics for FY 2015 compared to FY 2014. Table 3.1 is the College's complete 2014-15 year-end report. Figure A below is a synopsis of the key information for FY 14 and FY 15.

Table 2 3.1: Budget Synopsis of the Key information for FY 14 and FY 15.

	FY2015	FY2014	Difference	%Change
Total Resources	57,243	52,749	4,494	8.5%
Tuition Revenue	29,713	30,740	(1,027)	-3.3%
Expenditures	56,618	52,749	3,869	7.3%
Surplus	625	625	-	0.0%
FTE Enrollment	6,497	6,359	138	2.2%
Full-Time Staff (Fall)	565	542	23	4.2%

In FY 15, resources to Medgar Evers College increased by $4.5m allowing expenditures to grow by $3.9m or 7.4%. This allowed for an investment in 23 new full-time faculty and staff. This investment came as enrollment was growing by 2.2% and overall revenue was decreasing by more than $1m or 3.3%. A significant part of the revenue decrease was writing off prior year student balances and in some cases deregistering students. The College has had one of the poorest collection rates at CUNY. Every one percent increase in collections, or enrollment, would raise revenue (and expense capability) by $300,000.

In fall 2015, all CUNY Colleges were required to submit a three-year financial plan starting with the current fiscal year (FY 2016) and going through FY 2018. See 2016-2017 CUNY Budget. http://www.cuny.edu/about/administration/offices/bf/whats-new/FY2017_Budget_Request_FINAL.pdf

See Medgar Evers College's Enrollment Projection Plan as well as estimated resources and expenditures; and projected year-end balances. From a base year of FY 2015, FTE enrollment is expected to increase from 4,796 to 5,393 in FY 18 – a growth of 597 or 12.5%. In this multi-year plan the University has taken a new approach in determining revenue and expenditures. Given this format (especially with the addition of energy resources and expenditures devolving from CUNY Central to individual colleges), Medgar Evers College shows a projected current year-end

balance of $1.258m, in FY 2017 a surplus of $1.532m and in FY 2018, when CUNY eliminates the subsidy, effectively a balanced budget.

For FY 16, as indicated above, the elimination of the CUNY Compact funding (held aside for collective bargaining) and the 3% budget reduction due to the State's non-funding of mandatory costs, was especially detrimental as the College was attempting to strengthen itself in various academic, student and administrative areas. The College was still able to hire new faculty and selective non-faculty positions.

The resource allocation decisions followed the processes established in spring 2015 originating with the Budget Call letter. These processes and the call letter are detailed in Standard 2. It is clear that future budget availability is greatly dependent on the actions of New York State in relation to CUNY.

Although the State's future actions in funding CUNY will have the greatest effect on the College, internally the issue will be enrollment changes and tuition collections. Once again, given Medgar Evers College's agreement with CUNY, every one percent increase in revenue would amount to $300,000 – a five percent enrollment increase and a rise of 5% in collections would result in $3m of additional resources, which are reflected in the multi-year projections.

Resource Allocations

CUNY has committed to completing a Master Facilities Plan. See Standard 2. The development and completion of the Master Plan is essential in order for the CUNY Trustees to approve land acquisition as well as the leasing and the design planning for facilities. Of course, these development initiatives are firmly based upon evidence-based projections for enrollment increases over the next decade and priorities will focus on allocations in instructional departments in recognition of the College primary academic mission.

As previously described, the All Funds Budget (AFB) is intended to align the College's goals with its resources. The College's facilities have in several instances improved significantly over the past few years; however, much still needs to be done in order to transform the College into a cohesive campus and a state-of-the-art higher education institution. In response to these needs, the College has submitted a Five Year Capital Plan Request from FY 2016-2017 through FY 2020-2021 amounting to $300m. The priority item is $30m to construct an approximately 33,000 square- foot building with state-of-the-art classrooms and space for student clubs, lounges and other amenities that support student learning both inside and outside the classroom. This space would also replace 16 classrooms housed in trailers that were installed adjacent to the Carroll Street Building two decades ago.

Although there is a need for this additional space given projected enrollment increases and the implementation of new programs, New York State has not provided any new capital funding over the past three years, a major change from significant capital commitments from the State during the past ten years (e.g. $160 million of for the construction of the AB-1 Building and $24

million for the Innis Library renovation). Therefore, although CUNY has made the Classroom and Student Union Building a priority, to date the actual funding has not been able to be established in the budget of the College.

It is more likely that the College will receive funding from New York City, which funds CUNY senior college projects advanced by the City Council and Borough Presidents through a funding device called Reso-A. The College has submitted four projects (Arts Space Renovation, Student Lounge Upgrades, an Athletic Center and Open Computer Labs) valued at $6.5m. For FY 2016, the College has submitted a Reso-A request for $6m and Received $3m in funding for smart classrooms.

The Office of Academic Affairs' Strategic Tactical (Plan) supports these priorities through plans for the hiring of qualified faculty for new degree programs and continuing programs with a high percentage of adjuncts, an expanded weekend college, the hiring of advisors to improve retention and graduation rates, and expanded professional development activities to increase distance learning and online course offerings.

Of all areas at the College, the area of Information and Instructional Technology has strategically reached into every aspect of college-life and operations. The College faces challenges in regard to its network, phone system, computers and classroom technology as well as overall staffing. There are approximately one dozen projects and initiatives that will begin to address these various critical concerns in the IT Strategic Plan.

Allocation of Assets

The College has in place a number of policies and procedures that are in compliance with the stipulated rules of the State and City of New York and CUNY finance practices. As a unit of CUNY, the College also follows the various relevant and applicable CUNY guidelines. These guidelines help the College to be more transparent with the allocation of resources. They also provide a clear explication of the costs that must be covered and are designed to promote a better understanding of strategic resources choices. The policies and procedures that assist the College in the allocation of resources include the following:

- College's tuition and fees policies and procedures mandated by CUNY;
- Recommendations of the Personnel and Budget (P&B) committee in the hiring and review processes for all instructional staff;
- Policies in place to dispense endowments held by CUNY Investment Policy; and
- IT Policy and Advisory Committee comprised of staff, faculty and students for allocating central administrative computing resources and in support of the College's mission of teaching, research and service.
- Student fees to support student activities like student clubs, child care, athletics, and other student events.
- Student Tech fees to support access to online databases in the library, technology and innovation throughout the college and computer labs.

- Technology fees that support investment in innovative technological tools.

The hiring of faculty and staff complies with CUNY 's Office of Human Resources Management Code of Practice, and is directed by Policy on Equal Opportunity and Non- Discrimination and Affirmative Action/Equal Employment Opportunity Guidelines for Recruitment and Selection of Staff), and the College's and CUNY 's strong commitment to diversity.

Auxiliary Board

The College's Auxiliary Board was restructured and has created new revenue sources which have generated an increase in revenue over previous years. The main sources of revenue prior to the restructuring were bookstore sales, parking, copy machines and facilities rentals. After the restructuring new revenues such as food service sales, pouring rights, pool rentals, and vending operations were added.

The College and its Related Entities operate under the provisions of the Sarbanes-Oxley (SOX) Act which was adapted for public higher education and its mission. In 2015, all Related Entities created an Audit Committee, whose membership is drawn from the Board and two independent members who are not a part of the administration – thereby ensuring the objective oversight of the College operations. The committee meets twice a year to review the scope and outcomes of the external audit firm and internal audit work, as well as management's actions on pending issues.

The Office of the New York State Controller plays a major role in ensuring that adequate financial controls are in place. Some of these controls or processes overseen by the controller's office include:

- Oversight of controls on purchasing (CUNYfirst Training Manual) and the CUNY and MEC Purchasing Policy and (FAQs).
- Cash Management Banking Policy
- Guidelines for on-Site Business Meals
- Auxiliary Policy Foundation Policy

The College has an annual independent audit confirming financial responsibility, with evidence of follow-up on any concerns cited in the audit's accompanying management letter. The Related Entities Audit Committee reviews the books prior to the external auditor's audits. The Office of the University Controller is responsible for selecting and contracting with an audit firm to perform the annual audit. See the financial audit statements for the College and Related Entities:

Table 3: 3.2: Financial Audit Statements

2013	Auxiliary	Foundation	CUNY
2014	Auxiliary	Foundation	CUNY
2015	Auxiliary	Foundation	CUNY

Assessment of the Effective and Efficient Use of Institutional Resources

Assessment of institutional resources at MEC occurs on many levels, beginning with CUNY oversight. CUNY ultimately provides the oversight on the College's effective use of funds and enforces overall governance. Also, CUNY takes the necessary measures to ensure that funds allocated are expensed in compliance with the applicable laws and regulations and in the context of the College's mission of teaching, research and service.

The President of the College regularly reports to the College Council on the status of the budget and the progress made in achieving the College's goals and objectives and the effective and efficient use of all institutional resources.

The Performance Management Process (PMP), allows the College to set specific goals and targets and measures the qualitative and quantitative outcomes in the achievement of each key goal identified. Additionally, it affords the effective means by which the College can actively engage in the review of its overall processes to determine the best use of MEC's resources that match the realization of the priorities. The College's Strategic Plan and Initiatives derive from and support the University PMP targets. All academic and administrative units are assigned specific targets recognized in the College's Strategic Plan each year. Additionally, the Institutional Action Plans, which are an integral part of the College Institutional Assessment Plan outline college objectives and timetables to ensure the efficient/effective operation of all administrative units and the implementation of learning outcomes for all academic schools and departments. The Institutional Assessment and Effectiveness Committee has oversight for administrative and academic assessment.

Summary

Both the direct and indirect assessments of the College's priorities support the efficacy of the College's budget and resource allocation processes. The direct assessment of the budget model and process is simply the roadmap by which funds are expensed within the allocated budget at the end of each fiscal year. A review of the budget, revenues, and expenditures for the last several fiscal years confirms that expenditures have operated within budget parameters. The indirect assessment of the budgeting or resource allocation process measures the extent by which units achieve their stated goals and objectives each fiscal year. The analysis of this data provides insight into the level of success of various programs as well. Initiatives that have been successful can obtain continued or increased funding; initiatives that are less successful can be restructured, reduced or even eliminated.

Recommendations

1. Increase transparency for the college community by revising the process for distributing the results of the outcomes assessment of the College's resources.
2. Identify specific benchmarks to monitor the accomplishment of strategic initiatives and resource allocation for initiatives.

STANDARD 4: LEADERSHIP AND GOVERNANCE

Subcommittee Charge

The Subcommittee was charged with examining the College's system of governance to determine whether it clearly defines the roles of institutional constituencies in policy development and decision-making; whether the governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development that is consistent with the mission of the institution; whether it has a well- defined collegial governance structure including written policies outlining responsibilities of administration and faculty readily available to the college community; written governance documents; appropriate opportunities for student, community and constituent input; a governing body not chaired by a chief executive officer; and a governing body that certifies that the institution is compliant with requirements for affiliation, accreditation standards, and policies of the Commission. The Subcommittee also determined whether the institution has a conflict of interest policy and periodically assesses the effectiveness of institutional leadership and governance.

Strengths

Governing bodies of the College are inclusive, with students, faculty, and staff represented on the College Council and all standing committees. Representation of the Community Council on the College's main governing body and on some of its committees allows for community involvement in governance at a level rarely seen in higher education.

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

Introduction

The New York State Board of Regents and the Board of Trustees of the City University of New York (CUNY) set policies over the governance of the individual colleges within the CUNY system.

Medgar Evers College (MEC), one of the three comprehensive colleges in CUNY offering both associate level and baccalaureate degrees, is the smallest of the 11 senior colleges in the CUNY system and serves approximately 6,700 students.

The CUNY Board includes 17 trustees: 10 appointed by the Governor, five appointed by the Mayor, the Chair of the University Student Senate, and the Chair of the University Faculty Senate. The trustees serve seven-year renewable terms. The Bylaws of the Board of Trustees of The City University of New York define qualifications, duties, and salary scales for faculty, administrators, and non-instructional staff. Each CUNY college is led by a President who reports to the Chancellor of the University; the Chancellor in turn reports to the Board of Trustees.

Presidents of colleges and schools in CUNY are part of a Council of Presidents that was created to ensure unified and cooperative leadership among the CUNY colleges.

College Governance and Leadership

Each college within CUNY develops a governance plan which is based on the CUNY Bylaws and which is the major document that guides the governance of the individual college. While the Governance Plan guides the governance of the College, there are other committees, councils and departments that operationalize the governance of the College and provide leadership and shared governance for the College. Collective shared governance is thus maintained primarily through the functions of the College Council and the college-wide committees, councils and departments of the College. SECTION 8.11 of the CUNY Bylaws stipulates that the provisions in duly adopted college governance plans shall supersede any inconsistent provisions contained in the CUNY Bylaws. (*See* Governance and Leadership Chart)

College Council

The College Council, the legislative body of the College, is responsible for formulating policies related to the programs, standards, and goals of the College. It ensures that the laws of the New York State Education Department and the *CUNY Bylaws* are observed. The College Council also establishes and implements recommendations from the standing committees of the College Council, makes recommendations concerning the awarding of degrees and the educational program of the College; and makes recommendations that support professional development of faculty and instructional staff and that safeguard academic freedom and other rights critical to the academic excellence of the College. In addition, the College Council has the responsibility to advise the President in determining budgetary priorities and to advise the president and provost about policies and procedures relating to faculty personnel matters. (See MEC Governance Plan, Art. 1, sec. 2).

Faculty, administrators, staff, students, and community residents are involved in the governance of the College through membership on the Council or on its committees. The President chairs the College Council which consists of deans, department chairs, elected faculty representatives from each school and department, elected representatives of the student body, elected representatives of the civil service staff, college laboratory technicians, Higher Education Officer Administrators, and the presidents of the alumni and Community Council.

An Executive Board (CCEB) comprised of the President, an elected Vice Chair (a faculty member), an elected Secretary, the Provost, two deans, four elected faculty members, and the Parliamentarian constitute the Officers of the College Council. The CCEB schedules and prepares the agenda of all College Council (CC) meetings; reviews the minutes of the CC; conducts business between regular meetings of the College Council, including all actions that the College Council is authorized to take; maintains all records of the College Council, and fulfills other responsibilities as assigned by the College Council. These activities ensure that continuing updates on College Council business are provided to the college community. The timely notification of and proper posting of Council agenda items have improved with email and

Blackboard being the media regularly used to house the supporting documentation of College Council minutes, reports, agenda, and policies.

College Governance Plan

The current Governance Plan of the College was developed and approved in June, 2013 by the University Board of Trustees without consultation with or approval by the MEC College Council. This revised Governance Plan repealed the Medgar Evers College Governance Plan that had been approved by the University Board of Trustees on May 26, 1992. The Board cited the following as a rationale for repeal of the Governance Plan: a) the need to increase the number of faculty, b) the need to lower the overall membership, c) the need to reduce the number of committees and d) the need to allow for the use of alternates in order to achieve a quorum. As part of its rationale for repealing the 1992 Governance Plan, the Board cited the need to ensure that the new President would have an effectively functioning governance body for advancing the mission of the College.

One difference between the two Governance Plans is in membership. See Figure I for a comparison between the membership of the current and former plan.

Figure 1 Membership of Current and Former Governance Plan
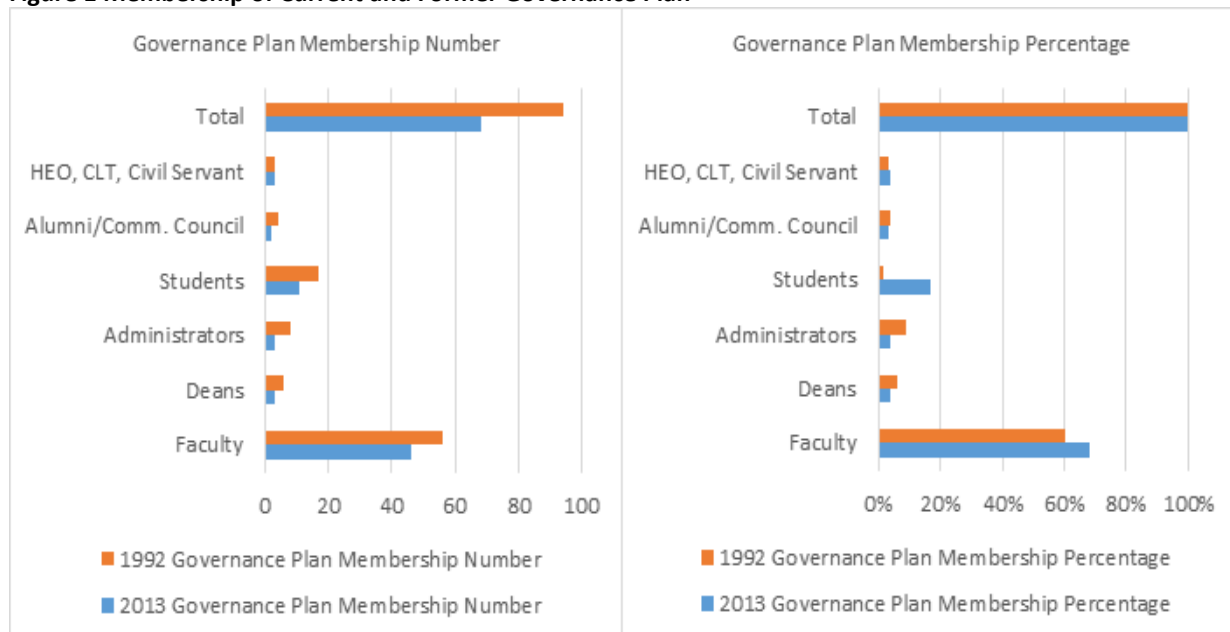
The number of standing and special committees of the College Council in the two plans also differs. See Table 4.1 for a comparison between the committees in the 2013 and 1992 Governance Plans.

Table 4: 4.1: College Council Standing and Special Committees

2013 Governance Plan	1992 Governance Plan
Curriculum Committee	Curriculum Committee
Governance Committee	Governance Committee
Student Life	Student Life
Administrative Advisory	Administrative Advisory
College-Wide Personnel and Budget	College-Wide Personnel and Budget
	Academic Review*
	General Education*
	Library Resource*
	Academic Standards*
	Commencement*
	Affirmative Action*
	Master Plan*
	Recruitment, Admissions and Retention*
	Teaching Evaluation and Development*
	Ratification*

*Eliminated

Figure I and Table 1 reveal that the 2013 Governance Plan increased the percentage of faculty, reduced the number of standing and special committees, lowered the total membership of the College Council, and allowed for alternate College Council members, thereby maximizing opportunities for an adequate quorum. Therefore all sectors of the College community—faculty, students, and staff—continue to share the expansive range of responsibility for the College's governance. However, the elimination of some committees and constituent groups has impacted effective governance in some areas of the College. For the past two years, the College Council has been engaged in reading, reviewing and debating amendments to the 2013 Governance Plan proposed by the Governance Committee. With no agreement on amendments at this point, the Committee will continue its charge and provide a means for the college community to ensure that shared governance is practiced in a climate of mutual respect and support and will make certain that constituent groups and persons have a true sense of enfranchisement. Specifically, some of the issues that will be addressed will be: (1) increasing the number of faculty and staff alternates, 2) student representation, 3) representation in Student Affairs and the School of Professional and Community Programs, 4) re-establishing previously functioning committees that may affect student progression, retention and graduation, and academic policy development, and 5) re-establishing the Master Plan Committee.

Governance and Leadership Committees, Councils and Groups

The 2013 Medgar Evers College Governance Plan provides a description of the role of each of the College Council committees.

General Education Committee

The General Education Committee was removed from the 2013 Governance Plan. It has been reconstituted as a special committee by the Office of Academic Affairs (Gen Ed Membership Guidelines). This committee is charged with expanding choices for students; ensuring that

students have broad exposure to multiple disciplines that form the basis of critical intellectual and civic capacities; and implementing MEC's Institutional Assessment Plan relative to the General Education Program.

Academic Standards and Regulations Committee

This committee was removed from the 2013 Medgar Evers College Governance Plan; however, it has been functioning since 2013 as an academic appeals and academic policy ad hoc committee. The committee recommends policy governing different college-wide requirements and academic programs within the College and serves as a student appeals body on academic matters, such as waivers, grade substitutions and grade appeals.

Institutional Effectiveness and Assessment Committee (IEAC)

The IEAC, (representative of all academic and administrative units), is a college-wide committee charged to facilitate the development of a streamlined process for implementing assessment and strengthening institutional assessment activities. (Standard 7).

Academic Council

The Provost chairs monthly meetings of the Academic Council. Its membership consists of academic and administrative deans, department chairs, directors, the Associate Provost, the Vice President of Student Affairs, the Registrar, and the Chief Librarian. The Provost disseminates information on academic issues which are brought back to the schools and departments by the respective deans, chairs, and directors.

Provost's Council

The Provost's Council is an executive committee of the Academic Council and consists of the Associate Provost and the deans. Both the Academic Council and the Provost's Council advise the Provost regarding academic affairs and the fulfillment of the College's mission.

Council of Chairs

The Council of Chairs is a self-selected group of department chairs at the College who meet monthly to discuss academic matters of significance to their departments and to the College. The Council provides recommendations to the Provost and Office of Academic Affairs on academic matters.

Faculty Senate

The Medgar Evers College Faculty Senate is composed of full- and part-time faculty and College Laboratory Technicians. Its purpose is to involve faculty actively in carrying out the mission of the College by developing new strategies for meeting the ever-changing educational and social needs of the College clientele; strengthening communication and understanding among faculty, students, administration, alumni, and the community; reviewing policies and decisions by College and external bodies which affect practices at the College; facilitating professional growth; maintaining faculty morale; and asserting faculty rights and providing leadership in the academic affairs of the College. The Faculty Senate apprises members of ongoing college

activities through monthly meetings, emails, memoranda, and notices. *See* Faculty Senate Bylaws and Charter.

Professional Staff Congress/CUNY

The Professional Staff Congress (PSC) is the union that represents more than 20,000 faculty and staff of CUNY. The union negotiates, administers, and enforces collective bargaining agreements; protects the rights of staff through a grievance and arbitration process; engages in political activity on behalf of CUNY and its staff and students; and advocates for the interests of the instructional staff in various forms. It also provides benefits and services to its members through related organizations as the PSC/CUNY Welfare Fund and the New York State United Teachers (NYSUT). The PSC/CUNY Chapter on the campus of Medgar Evers College apprises its members of activities through monthly meetings, emails, memoranda and notices.

Higher Education Officer (HEO) Organization

The Higher Education Officer (HEO) Organization apprises members of ongoing college activities through monthly meetings, emails, memoranda, and notices.

Community Council

The Community Council for Medgar Evers College, Inc. is an advisory body to the President and provides direct access to the views of the community that gave birth to the goals of the College. The Council advises the President on matters of concern to the community, raises funds, and identifies strategies to assist the College in fulfilling its mission and goals. Council membership spans a wide spectrum of the community and includes elected officials and community leaders, as well as representatives from the College.

Student Government Association

All students are members of the Student Government Association (SGA). The executive body of the SGA—president, day vice president, evening vice president, corresponding secretary, recording secretary, and treasurer—and elected class representatives constitute the Student Council. The SGA approves student club budgets, approves new clubs and sponsors extra-curricular programs for the student body.

Students also have the opportunity to raise questions and voice concerns and suggestions directly to college administrators and faculty. The President meets monthly with the SGA president and other student representatives to discuss institutional matters.

Student Participation in Governance

The president of the Student Government Association (SGA), the student presidents of each of the classes, and six other at-large students sit on the College Council with full voting rights as to the Council's substantive business. The SGA president also sits on the Council's executive board as an equal member. In addition, students are represented on the curriculum, student life, administrative advisory, and governance standing committees of the College Council, as well as on the department and college-wide P&B committees and the faculty-student disciplinary

committee.

Although, MEC has incorporated student participation in almost every level of Governance Plan, research shows that the only tool in place to assess student engagement is through attendance records on college-wide committees, standing committees, and the College Council. A review of attendance records dating back to 2013 reveals that student participation has been difficult and lacks consistency, but nevertheless, has been valuable when present.

College Communication

The College has established several measures to ensure effective communication with the various constituencies within the college community.

1. Faculty, staff, and student email announcements.
2. Consumer Information for Prospective and Current Students,
3. The Administrative Calendar is distributed annually to faculty and staff.
4. Academic Calendars are distributed each semester to students through course schedules.
5. Human Resources distributes important documents, e.g. CUNY Affirmative Action and Sexual Harassment Policies and benefits packages.
6. College television and radio programs,.
7. Brochures, graphics, government relations, publications.
8. Twitter, Facebook, Flickr, YouTube, Instagram and Foursquare.

The President communicates his vision for the College through the State of the College Address at the beginning of each academic year, as well as at monthly Stated Meetings of the Faculty and Chairpersons' retreats. The Provost shares the vision and priorities at the Annual Chairs Retreat, and in letters sent to faculty every August before the start of the academic year, as well as at monthly meetings of the Academic and Provost's Councils during the academic year. Members of the Cabinet and Academic Council are specifically charged with the responsibility for disseminating information to faculty and staff in their respective areas. The President convenes Cabinet bi-weekly meetings to address issues and to plan for implementation of policies and regulations. The President also meets with the Higher Education Officer (HEO) Organization and with clerical staff once each semester. He also addresses incoming freshman and transfer students during orientation each semester. The deans of each school conduct school-wide meetings for faculty once a month to communicate relevant policy and program information to faculty and staff. Departmental chairs hold monthly department meetings with faculty and staff members to discuss college-wide and departmental issues, report on committee activities, discuss issues pertaining to students, conduct elections, and plan for future activities. Agendas and minutes are on SharePoint sites of Academic Departments.

Grievance Procedures

Grievance procedures for college constituencies are clearly delineated in the *CUNY Bylaws*. Articles VII, XIV, and XV which address academic due process for non-instructional staff and students. Student grievance procedures are also highlighted in the College's *Catalog* and are

available through the Office of Academic Affairs, the Division of Student Affairs and outlined in our 2016 [Verification of Compliance with Accredited-Relevant Regulations Report](#).

[Evaluation of College Structures](#)

The MEC Governance Plan, *CUNY Bylaws*, *PSC Contract* and New York State Laws provide the framework within which the College is governed and evaluated. The Governance Committee, a standing committee of the College Council, is charged with periodic review of the Governance Plan and the operations of the College Council.

Faculty, staff and support groups meet periodically with the Provost or President or on an as-needed basis to discuss matters affecting faculty and staff academic and procedural matters. For example the PSC Chapter (Management Meeting) meets with the President to discuss management issues and faculty issues related to the climate of the College. On occasions, the Executive Committee of the Faculty Senate has met with the President and/or Provost to discuss matters of concern to the faculty. The Provost meets with the Council of Chairs when requested.

The process for evaluation of faculty and staff is stipulated by the [CUNY Bylaws](#) and [PSC contract](#). There are various levels of evaluative policy and procedures; for senior leadership, and ECP administrators, evaluations are performed annually by the President and Provost. Other procedures for the assessment of institutional leadership are provided by Human Resources and managers are informed of the periods for such evaluations. Also, as stipulated by the Bylaws and Governance, most Chairs are elected by faculty members. By virtue of this, Chairs have a built-in evaluation system in their respective departments. Additionally, the Council of Chairs, recognizing the importance of input to the evaluative process, developed a procedure in consultation with the administration, under which Deans would provide guidance to the Chairs. ([See Chair Self-Evaluation form](#) and [Chair Guidance form](#)).

[Recommendations](#)

1. Increase frequency of student involvement on college-wide committees.
2. Amend the 2013 MEC Governance Plan to reflect significant restructuring of academic and administrative areas and to ensure the representation of every constituency.

STANDARD 5: ADMINISTRATION

Subcommittee Charge

The Subcommittee determined whether the institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement and support the institution's organization and governance. The Subcommittee also determined whether the institution has adequate information and decision-making systems to support the work of administrative leaders, has clear documentation of the lines of organization and authority, and periodically assesses the effectiveness of administrative structures and services.

Strength

The President has a clear vision for the College which is articulated and communicated effectively to members of the college community.

The revitalization of our Freshman Year Programs is the culmination of recommendations made by several student retention Task Forces, analyses of trend data from Institutional Research, and research of best practices in student retention.

The Office of Accreditation, Quality Assurance, and Institutional Effectiveness supports the assessment of academic programs and administrative units.

Introduction

Medgar Evers College is led by a President and administrative team who embrace the institution's mission of access and social justice and who are dedicated to providing leadership and support to all constituents of the College and to guiding the institution in fulfilling its mission and achieving its goals. The administration is comprised of qualified individuals who understand their individual roles and responsibilities.

When President Rudolph Crew became the College's fifth President in 2013, he realized the need for realignment of staff in key positions as well as new hires to effectively strengthen the College's ability to fulfill its mission and achieve its strategic goals. These new appointments reflect a structural and functional redesign of the administrative structure.

Major personnel changes during the review period included the appointment of a Senior Vice-President and Provost in the Office of Academic Affairs; the appointment of a Senior Vice President and COO; the appointment of Vice Presidents in Student Affairs and School Initiatives and in Finance & Administration; and the appointment of a Chief Information Officer for Technology. Assistant Vice Presidents were hired for the areas of Communications & Public Relations and Facilities Management Campus Planning & Operations. The President also made mid-level management personnel changes in the areas of alumni relations, enrollment management, admissions, financial aid, bursar, and public safety. The positions of Vice President for Institutional Advancement, Assistant VP for Communications and Public Relations, Comptroller, and Budget and Finance Director are currently vacant. The organizational chart for the College outlines the leadership structure and is available on the College's website. Although

there is a college-wide organizational chart, there is unevenness with respect to the visibility of organizational charts for administrative units. Thus, many faculty, staff and students are not aware of administrative and personnel changes over the last three years.

Administrative Leadership

CUNY Bylaws delineate the qualifications expected of the College President, the Provost, school deans, administrators, chairs and administrative staff. The College is organized into four major administrative offices: the Office of the President; Academic Affairs; Student Affairs; and Administration and Finance. These areas constitute the major leadership in the President's Cabinet and work collaboratively to facilitate learning, research and scholarship, improve student success and strengthen institutional effectiveness.

Office of the President

As Chief Executive Officer, President Rudolph F. Crew is charged with "conserving and enhancing the educational standards and general academic excellence of the college under his jurisdiction" (See CUNY Bylaws, Section 11.4) Before assuming the Presidency of Medgar Evers College, Dr. Crew served as the State of Oregon's Chief Education Officer. Among other positions, Dr. Crew also previously served as the Chancellor of the New York City Board of Education from 1995 to 1999. A nationally acclaimed educator, the President's academic background, professional training and strong leadership skills are transferrable to an institution of higher education in an urban setting.

Senior Vice President/Provost

The Senior Vice President/Provost (SVP), Dr. Augustine Okereke, serves as the chief academic administrator and officer. Previous to his appointment as SVP, he served as Interim Dean of the School of Liberal Arts and Education, and as Chair of the English Department. The SVP works directly with other Vice Presidents and Deans to establish priorities and plans for academic and related program development, faculty and student recruitment and retention, and institutional effectiveness and quality assurance.

Senior Vice President for Strategic Planning and COO

The Senior Vice President and COO, Jerald Posman, has extensive experience in senior leadership positions in higher education administration. He is responsible for administrative operations, especially strategic planning, economic development initiatives and developing a vibrant college Foundation.

Vice President of Student Affairs and School Initiatives

The Vice President of Student Affairs and School Initiatives, Dr. Evelyn Castro, brings extensive experience as a former superintendent and educational leadership in higher education. She provides support in developing and maintaining services and programs that meet the needs of the College's diverse student body and that are part of the President's Pipeline initiative. The units that report to the Vice President are committed to providing excellent counseling, advocacy, and academic support services, as well as programs and activities designed to

develop student leadership and promote student success.

Vice President of Finance and Administration

The Vice President of Finance, Jacqueline Clark, brings over 20 years of finance experience which includes but is not limited to strategic management planning; budget and forecasting; and, financial system implementations. She is responsible for supervising and coordinating the financial and physical resources of the College, including current and future construction projects. The Comptroller's Office, Budget Office, Bursar, Payroll, Administrative Services, Facilities Management, and Campus Facilities report to this Vice President.

Assessment of the Effectiveness of Institutional Leadership

Human Resources

Both the hiring and annual review processes at Medgar Evers College systematically ensure that the College maintains qualified staffing appropriate to the goals, type, size, and complexity of the institution. However, members of the campus community are concerned that changes to or plans regarding administrative and personnel changes are not explicitly or formally conveyed on a timely basis. As a result, it is challenging to accurately assess whether staff members possess the academic or experiential qualifications that align with these changes or plans, and students' needs. The Subcommittee recommended that the College develop a more transparent system for hiring and assigning current and new staff and for informing faculty and staff of administrative changes in the organization.

The College's Office of Human Resources maintains organizational charts that document the lines of organization and authority. The president establishes the lines of organizational authority by consulting with senior staff and regularly reviews lines of organizational authority with the Director of Human Resources, the senior vice president of academic affairs, and the vice presidents; however, written documentation supporting this process is not available.

The President

The University Chancellor uses the Performance Management Process as a basis for evaluating the President's success in meeting the performance goals and targets established by the University and College. Presidents are evaluated by the Chancellor on an annual basis.

The President's Cabinet

Members of the President's Cabinet are evaluated annually through the Performance Management Plan and the CUNY Executive Competencies evaluation form. Performance areas assessed are leadership, management/team building, communication skills, and adaptability. The President in Spring 2014, presented to Cabinet the "Disc 363" Leadership Evaluation Model. It provides Cabinet leadership with a 72 point assessment and was designed to help leadership become more effective in the interpersonal aspects of leadership. It gives constructive feedback on leadership approaches and helps leaders discover personal strategies to assist in their leadership development. In Spring 2016, the President instituted, Mavenlink, a project management tool that provides software and services for task collaboration, resource

allocation, work management and professional services.

Deans

As members of the President's Cabinet, deans are evaluated according to the Executive Compensation Plan, and through a yearly evaluation process. MAVEN. Each dean has oversight for a School; however, there is no mechanism for faculty or staff to evaluate deans of particular schools. The 2013-2015 Governance Committee recommended that the College develop a process for evaluation of deans by faculty.

Department Chairs

Department chairs can be elected by their departments, appointed by the President, or hired specifically for the position as the result of a search. Chairs receive guidance from the deans. See Chairs Guidance and Self-Evaluation.

Administrative Staff

The CUNY Bylaws outline basic qualifications and descriptions of positions for staff members. Specific responsibilities and desired qualifications, experience, and education are provided by individual departments based upon their needs. Staff evaluations are conducted yearly by supervisors, who then complete the evaluation of the staff member. Staff members have the opportunity to agree with the evaluation and sign it, or to sign it and rebut the supervisor's comments

Student Administrative Assessment

The City University of New York (CUNY) Office of Institutional Research and Assessment (OIRA) conducts a bi-annual survey of its students' experiences across the University (Senior, Comprehensive, and Community Colleges). Seniors and freshmen are given the opportunity to provide feedback on the administrative structures and services at their respective institutions, including Resources Management, Use of Technology, Availability of Courses, Satisfaction with Academic Support Services, and Satisfaction with Student Services. The survey is administered during the spring semester.

Governance

The College Council committee on governance is charged with reviewing on a continuing basis the structure and process of governance at the College. See MEC Governance Plan.

Summary

The College has an extensive and comprehensive administrative structure which is designed to manage the fiscal administrative affairs of the College; facilitate learning, research, and scholarship; foster quality improvement; and support the institution's organization and governance. An extensive review of the current administrative structures revealed that the College employs a variety of approaches to expand the knowledge of constituents within the organization and the periodic changes in leadership and/or management positions. Nevertheless, increased involvement in noted areas would improve the atmosphere and feeling

of transparency, positively impact student learning and retention, increase faculty and staff collaboration and productivity. Greater morale will ultimately serve to strengthen collegiality, institutional effectiveness and student success.

Recommendations

1. Develop, in consultation with faculty, staff and students, a comprehensive plan for assessing the impact and effectiveness of extensive administrative and personnel changes over the last three years.
2. Increase communications to all employees that explicitly and formally convey changes to or plans regarding the goals and administrative structure of the institution.
3. Develop a system for assessing the leadership in academic schools.

STANDARD 6: INTEGRITY

Subcommittee Charge

The Subcommittee was charged with determining whether in the conduct of its programs and activities involving the public and the constituencies it serves, the College demonstrates adherence to ethical standards and its own policies, providing support for academic and intellectual freedom.

Strengths

The College Catalog, Student Handbook and various course syllabi state that academic dishonesty, cheating, plagiarism, and any sort of impropriety are unacceptable at Medgar Evers College.

The College has an excellent representation of minorities and women in the total workforce. There is gender and ethnicity equity with regard to women and minorities in faculty and administrative titles.

Procedures for fair evaluation of instructional and non-teaching faculty and of administrative (Higher Education Officer Series) are covered in applicable union contracts.

The College has and adheres to appropriate policies on integrity in student grievances, employment practices, intellectual property rights, and academic freedom.

Introduction: Promoting a Transparent Culture and a Climate of Academic Freedom

Colleges have an ethical and moral responsibility to ensure that an environment which promotes transparency, academic freedom, social justice and respect for diversity exists; Medgar Evers College is committed to the implementation of this practice. This is reinforced in Goal Seven of the *Medgar Evers College Mission Statement found in the College Catalog.* Goal Seven states:

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

The principles of integrity are at the core of an academic institution. The successful institution adheres to ethical standards, is built on a foundation of academic and intellectual freedom of expression, and conducts its business in ways that ensure equity and fairness to all of its constituents who include students, faculty, administrators, staff, and community stakeholders. Medgar's core values represented in the *2015-2020 Strategic Plan* emphasize integrity, the value of ethical behavior, honesty, fairness, and respect among students, faculty and staff as well as a positive, collegiate culture that embraces diverse points of view and collaboration to accomplish its common goals.

The institution's commitment to fostering a climate of academic freedom is evident in many ways.

In an effort to ensure that students are provided with the best educational and supportive environment to pursue their career goals, the administration has consistently promoted a student-centered philosophy and a pro-active student services area, as well as continued expansion of customer services (See Student Surveys: 2010-2011; 2012-2013; 2013-2014).

College policies on academic freedom ensure and promote a forum for faculty and students to discuss a variety of perspectives. Evidence of the College's adherence to ethical standards and to its own stated policies providing support for academic and intellectual freedom is found in its policies and procedures on academic regulations and standards, its Governance Plan, faculty and staff searches, subject research and solicitations of private, corporate and government funding. See College's website and catalog.

The College-Wide Curriculum Committee, the Gen Ed committee, Stated Meetings of the Faculty, and College Council as well as the Faculty Senate and Professional Staff Congress meeting promote a forum for administrators, faculty, staff, and students to discuss a variety of academic issues from different perspectives. However, as noted in Standard 10 on Faculty and Curriculum, there is evidence that some academic programs are not substantially vetted and discussed in the college community. The College is working to provide a systematic processes and procedures for ensuring that all proposals and policies passed by the College Council are presented and discussed at college-wide forums before they are presented for final approval; this would provide for a thorough examination of all proposals and policies and would support a stronger climate of academic and intellectual freedom within the college community.

Faculty Senate meetings and Professional Staff Congress meetings, as well as Stated Meetings of the Faculty led by the President and Provost, provide faculty with opportunities to voice their concerns on an array of issues. Faculty, staff, and students also participate in a variety of forums, symposia, and programs sponsored by college departments, centers, administrative offices, and the University. The Community Council meets once a month at the College to hear and provide reports of and about the College's service to students and the community.

Medgar Evers College is also committed to protecting the freedoms and rights of all members within its community. Units such as the Advisement Center, Services for the Differently-Abled, the Center for Women's Development, the Male Development and Empowerment Center, and the Office of Diversity, Multiculturalism and Affirmative Action provide dedicated services and conduct outreach to various underrepresented constituencies within the College through dialogue, forums, and round-table discussion.

The College, faculty and staff, sponsor (ethnic, cultural and gender pride) events, such as forums, where students may express a plurality of views. They also participate in a range of organizations and sports teams. Diversity in political thought and action is respected through the variety of community forums, lectures, symposia, and conferences that take place at Medgar Evers College; these activities promote freedom of thought and inquiry, the free

exchange of ideas, and the pursuit and advancement of knowledge by faculty and students. Advocacy, literary, research and student support centers promote an intellectual environment that fosters the freedom to learn and a diversity of student, faculty and community voices. See Center for Black Literature, Center for Law and Social Justice, Caribbean Research Center, Dubois Bunche Center , and CEED Center for Entrepreneurship & Economic Development.

Affirmative Action Policy

The policy on Affirmative Action engenders values and implements policies that enhance respect for individuals and their cultures, promotes excellence and an inclusive educational experience; and fosters tolerance, sensitivity, and mutual respect throughout CUNY.

Policy on Non-Discrimination and Sexual Harassment

The policy forbids any member in the College to wrongfully accuse an individual of sexual harassment.

American Disability Act section 504

The policy forbids excluding an individual with a disability of benefits, program, and financial assistance.

CUNY Policy on Academic Integrity

The policy on Academic Integrity (as adopted by The Board of Trustees on June 28, 2004) prohibits academic dishonesty. Academic dishonesty is punishable by penalties, suspension, and expulsion and applies to all on the college campus. See Medgar Evers College 2014-2015 Student Handbook and the College's Consumer Information for Prospective and Current Students. The Academic Integrity Policy should be published on the College's website.

MEC/CUNY Research Integrity

The College subscribes to the Responsible Conduct of Research training modules which ensure college and CUNY compliance with federal, state and local regulations and ethical standards with regard to all aspects pertaining to the responsible conduct of research. The MEC Research Integrity Officer is a full-time tenured faculty who provides training and guidance to employees and students on research compliance.

Violence – Free Work Environment

In 2004, the College designated the campus a violence-free zone to enhance respect amongst students, faculty, staff, and administration and to enact policies on the use of violent or offensive language, discrimination and disrespect for academic life. Each year, all faculty and staff are required to participate in a video workshop on workplace violence and receive certificates of completion.

Medgar Evers College Faculty Handbook

The Medgar Evers College Faculty Handbook outlines procedures and policies that promote a climate of academic freedom and transparency.

Searches and the Hiring of Faculty, Staff and Administrators

CUNY's searches are conducted through a committee process, with a knowledgeable team of CUNY personnel reviewing the applications at the local campuses. The Office of Human Resources in conjunction with the Office of Diversity has responsibility for the process of hiring suitable candidates in a fair and equitable manner, as well as follow CUNY's Non-Discrimination and Affirmative Action/Equal Employment Opportunity Guidelines for Recruitment and Selection of Staff).

Employment Announcements are made as wide as possible by mediums such as the *NY Times,* the *Chronicle of Higher Education,* science and college and university websites. The search committee is constituted representing diversity with respect to gender and affirmative action and includes faculty and staff members who have adequate expertise and background in respective units. Upon completing the hiring process, an offer letter is signed by the President of the College.

There are, however, occasions where membership of search committees could be made transparent to respective academic and administrative units. There have been concerns raised about the membership and the process for search committees. For example, neither the Faculty Senate, nor members of the college-wide faculty were made aware of the composition of the Search Committee for the Provost and Associate Provost; they conveyed this concern to the Provost. To their credit, the Provost has in recent months sought to correct this oversight and full disclosure has been promised. We believe that this process can be improved. Faculty and staff should be informed of searches and the composition of search committees.

With the transition in executive leadership over the past ten years since the last Self-Study, there have been constant changes in the organizational chart. The frequent and transient nature of persons and positions has resulted in constant changes in the organizational chart for the College, thereby creating a formidable task in keeping abreast of the current administrative structure, administrators and staff. Determining accountability for varying administrative positions within the College has been challenging. Discussions with senior leadership by Chairpersons and the collective bargaining unit (PSC) have bought this to light and good faith resolutions are in process.

Information on Benefits, Affirmative Action, Domestic Partnership, CUNY Bylaws, Professional Staff Congress Contract, and Multiple Positions, is available on the Office of Human Resources website.

Solicitation and Management of Private, Corporate or Government Funding

The Office of Development interfaces with corporations and foundations in supporting Medgar

Evers College's special initiatives for scholarships, awards, faculty development and recruitment, facility and technology upgrades, emergency funding , and other special needs. Governmental funds go into the tax levy coffers and fall under the standard audit done by CUNY external auditors. Private and corporate funders require an annual or expenditure report from recipients showing how the funds were spent.

The University's Budget & Finance office is responsible for internal audit & management services, the University Budget Office and the [Office of the University Controller](#).

Institution Wide Assessments, Graduation, Retention and Certification for Students

Accessible information on the graduation, retention and certification of students is available online at the *Office of Institutional Research and Assessment ([OIRA](#))* webpage via the College's website. This includes electronic copies of the MEC Snapshot which provides detailed data for each of the last five academic years, and the MEC Fact sheet, which provides some basic data for the last five fall semesters. The website also includes institutional and departmental data and various other reports that provide retention and graduation data for enrolled and prospective students. Academic departments in collaboration with the Advisement Center are responsible for ensuring students' timely progress through their degree requirements. This information is provided periodically to Cabinet Members, Chairpersons and faculty during School and Department meetings.

Ensuring the Timely Graduation of Students

Medgar Evers College ensures that course offerings are scheduled consistently and in ways that ensure the timely graduation of students. Most courses are offered in both day and evening sessions and in the last two years, departments have developed four-year course schedules to provide students with a guide for long-term planning of their program of study. In addition, the College has strongly encouraged students to attend summer and winter sessions. The [College Catalog](#) lays out a recommended sequence of courses with their respective pre-requisites and co-requisites for students to follow. When a course is not available at a convenient time for a student, he or she may request an independent study (one-on-one or small group instruction) or an e-permit to take courses at another CUNY college without having to directly contact both the home or host colleges for approval.

Creating a Supportive Culture to Promote Faculty and Staff Productivity and Morale

Programs and publications such as the [Faculty Senate Women's History Month Recognition, the School of Science, Health and Technology Newsletter/Bulletin, the School of Liberal Arts and Education Newsletter, the School of Business Newsletter,](#) *the College-Wide Retreats* and the Faculty and Staff Research Recognition Reception promote faculty and staff morale. The School of Science, Health and Technology has consistently held an awards ceremony for faculty and students and the Community Council presents faculty, students and community leaders with awards. The opening of a faculty/staff lounge and the addition of a more functional adjunct room have contributed to faculty morale. Additionally, thought provoking discussions are

through programs sponsored during Black History Month, Hispanics History Month, Asian Heritage Month, etc.

The Office of Research and Sponsored Programs assists faculty and staff in obtaining external funds for faculty/student research and community programs. At a time when assessing grant funding is challenging, the College has increased its grant receivership by 20% to $1.9 million dollars.

Through the PSC contract faculty are permitted to utilize reassigned time for research and scholarly work. Full-time tenure-track faculty appointed on or after September 1, 2006, are entitled to 24 hours of reassigned time for research at full pay which must be used within the first five annual appointments and is dependent on the agreement of the department.

The College's continuing commitment to students and teaching is also evidenced by the re-establishment of the Center for Learning and Teaching Excellence (CLTE). CLTE provide professional development and research support to faculty. See Standard 10 for more information on the CLTE.

Despite these initiatives, there is evidence of low morale among faculty and staff. With the extensive administrative and staff changes over the last three years, faculty have expressed that they are not recognized or celebrated. See Focus Group Transcript and university sanctioned COACHE Faculty Survey used to assess the environmental qualities conducive to faculty research and productivity. This Survey was given to MEC faculty to determine whether they feel that they are being supported in fulfilling the expectations of them. Although the College has not conducted a comprehensive analysis of the COACHE Survey Results, preliminary results reveal that Medgar Evers did not meet thresholds for any of the nineteen benchmarks (See Standard 10) to address these concerns, the Office of Academic Affairs, in collaboration with the academic departments and administrative units, has developed a strategic plan to address the areas raised by faculty in the COACHE survey (OAA Strategic Tactical Plan).

Faculty, staff and students have also expressed concerns with the ways in which information on programs and events is communicated; they have requested that information be communicated in a more direct and less ambiguous manner. (Transcript from Focus Group) Some of the information gets loss in the string of emails and messages sent to the college community. Many faculty do not read the MEC announcements. Additionally, students do not use their Medgar email accounts; thus they miss important information and announcements. To address these concerns, the Office of Academic Affairs and the Office of Communications have developed a joint Communications Plan targeted towards current and prospective students, the community and alumni. The plan identifies the following strategies:

- Distributing clear and consistent messages reflective of the institution's mission, vision, and goals;
- Demonstrating the value of Medgar Evers College to both its students and community;
- Promoting the programs and services offered by Medgar Evers College as being of high quality;

- Fostering a culture of transparent and timely communications as viewed by internal and external audiences; and
- Increasing alumni awareness, involvement, and support of the College's activities and achievements.

Recommendations

1. Provide transparency of searches and search committees for faculty, administrative staff, and the constituent bodies pertinent to the search.
2. Update regularly and post on the College's website an organizational chart that reflects new appointments.
3. Implement a system for segmenting meaningful information and increasing the use of social media.
4. Implement systems to ensure that information on the College's website is accurate and updated regularly.

STANDARD 7: INSTITUTIONAL ASSESSMENT

Subcommittee Charge

The Subcommittee examined the institutional assessment plan and the processes that evaluate its overall effectiveness in: achieving its mission and goals; implementing planning, resource allocation, and institutional renewal processes; using institutional resources efficiently; providing leadership and governance; providing administrative structures and services; demonstrating institutional integrity; and assuring that institutional processes and resources support appropriate learning and other outcomes for its students and graduates.

Strengths

The Student Success Progression Model (SSPM) is well integrated into the assessment activities of the College.

The college community is growing in its awareness of the importance of assessment. On a survey, 64% of the College's faculty, staff and administrators believed that they were knowledgeable about assessment.

The Performance Management Plan (PMP) supports and requires systematic campus involvement and assessment.

Introduction

The College has a commitment to an institutional planning process that is based upon assessment of academic and administrative activities and operations and a continued process of institutional renewal through program, department and course-level assessment. Assessment plans and processes consistently include institutional, school, departmental, program, and classroom goals and objectives; performance measures related to each outcome; data collection, analysis, and reporting; dissemination of assessment results, and a full integration of assessment information on strategies to improve programs and student learning outcomes and performance. In the last two years, the College has strengthened its assessment initiatives and made significant steps in its effort to address the recommendations made by the 2014 Middle States Monitoring Team.

The 2014 Middle States Monitoring Team recommended that a) the College reconcile the two strategic plans and the related documents including the MEC revitalization initiative, the MEC operational action plan, and the MEC strategic investment plan into one comprehensive strategic planning document supported with measureable objectives, b) the College clarify the differences and similarities in the various assessment functions in order to create a more focused approach to assessment functions across the College; c) the College carefully establish a plan to institutionalize assessment coordinators and provide them with the requisite and appropriate training and resources as appropriate; and d) the College sustain assessment activities already begun, including a comprehensive review of the learning outcomes of the new general education program. Standard Two provides an overview of the revised MEC Strategic

Plan and Standard 14 provides an overview of the responsibilities and role of assessment coordinators. The assessment functions at the College follow.

The Medgar Evers College Institutional Assessment Plan

The MEC's Institutional Assessment Plan establishes ongoing systems and processes and outlines college objectives and timetables to gather evidence for the improvement of student learning outcomes and efficient/effective operation for all academic schools and departments and administrative units. The Plan is aligned with the College's mission of social justice and access and the Strategic Plan's vision to cultivate academic engagement through a culture of assessment, mentorships, learning communities, service, and research experiences. It also separates the institutional level assessment and the student learning assessment into two sub-plans that guide student learning assessment, as well as provides evidence for resource allocation.

The Plan addresses the following assessment needs of the College:

- a comprehensive, sustainable, and systematic process to assess institutional effectiveness, student learning at the course and program levels, and general education learning outcomes;

- the assessment of student learning at each key transition point in a student's educational experience, as framed by MEC's Student Success Progression Model (SSPM);

- the systematic collection and assessment of student learning for program assessment and accreditation (for MSCHE, NCATE, NLNAC, ACBSP, and CSWE);

- the assessment of institutional progress toward the goals established in the Institutional Strategic Plan, and CUNY's Performance Management Process and Master Plan;

- the use of assessment results to improve programs and services and to determine resource allocations and future planning needs; and

- the assessment and improvement of the entire assessment process— always with the aim of improving student learning and institutional effectiveness.

Institutional Assessment Plan Methodology

The College's Student Success Progression Model (SSPM) assessment and the University's CUNY Performance Management Process (PMP) are used jointly to provide "an organized and sustained mechanism for the institutional level [action] planning; implementation; evaluation; and assessment for the College". The SSPM assessment is performed year round through IR reporting from the MEC Office of Institutional Research and Assessment. Individual reports are circulated through the Provost's Academic Council meetings, and are summarized in the June Departmental Data Trend Report; the February SSPM Data Trend Report during the February College Retreat; and the special IR reports in the August Academic Chairs Department Retreat. These reports form the background materials for discussion, planning and policy making. The PMP University Report is released by the CUNY Office of Institutional Research and Assessment

annually in June, to kick start the College's PMP reporting process and the setting of the following year's PMP goals and targets in June and July.

MEC's assessment methods, through the PMP and SSPM, include the systematic gathering, review, and use of data, including direct and indirect evidence from multiple sources. Monitoring and assessment of the assessment process ensure that programs and units use assessment to sustain a culture of renewal and continuous improvement—aimed at the Institution's collective capacity to foster student success and progress.

The Student Success Progression Model (SSPM): MEC's Framework for Institutional Assessment

The Student Success Progression Model (SSPM) provides a systematic means of examining the College's progress in meeting the academic and socio-economic needs of its students at pivotal junctures of their respective academic experiences. Through analysis of the nine stages of a student's academic career, areas requiring institutional interventions are identified and subsequently prioritized. See stages of the model below.

Table 5: 7.1: MEC Institutional Assessment Measures (Appendix D: MEC Assessment Plan)

Stages of the MEC Student Success Progression Model	Key Institutional Assessment Measures (In Snapshot, PMP, and other IR Reports)	Key Departmental Assessment Measures (in Snapshot and Departmental Data Set)
Pre-Admissions ↓ Admissions ↓	Number of high school pipeline program participant headcounts & satisfaction surveys	New degree surveys
Entering Students (GED recipients, recent high school graduates, adults, transfers) ↓	-Admissions show rate; Avg. SAT & CAA scores; CUNY Placement Exams pass rates -Regents Exams scores	-Admission show rates of freshman and transfer; -Internal transfer rates to baccalaureate programs.
First-Year Experience - Exit from remediation - First-year outcomes ↓	-Remediation exit rates after one year & at 30 credits -First-Year retention rate, GPA & total credits earned -High failure rate courses	-Retention rates -First-year GPA -First-year total credits earned -High failure rate courses
Experience in the Major ↓ Continued Progress to Associate Degree Completion, **or** Point of Transfer to Baccalaureate Program ↓	-Gateway courses pass rates; -Average one-year credits earned; -High failure rate courses -Full-time first-time freshmen retention/ graduation rates (ten years);	-High failure rate courses; -Full-time first-time freshmen retention/ graduation rates; -Average GPA by major; -Average one-year credit earned by major; -Grade distribution
Articulation between Associate and Baccalaureate Degree Programs ↓	-Headcount of AA/AS transfers to BA/BS degree programs; -Internal Transfer retention /grad. rates; -Headcount distribution of first-time freshman, external transfers and internal transfers as feeders to BA programs	-Headcount internal transfer from associate degree programs; -Internal transfer retention and graduation rates
Continued Progress to Baccalaureate Degree Completion ↓	-Retention and Graduation Rate of Baccalaureate Students Reports – Ten Year Trend	-% graduates taking capstone courses -Capstone courses pass rate
Graduation ↓ Graduate Outcomes and Alumni Engagement	-Time to degree completion -Certification exam pass rates -Number of degrees awarded -Graduating student satisfaction measures	-Graduating student survey By Major -Associate degree graduate survey -Bacc. degree graduate survey

Informed by the SSPM, the College recognizes that there are multiple factors which impact retention and graduation and has data driven interventions to reverse the downward trend. The following actions represent examples of these interventions: 1) Increase the internal transfers by providing special advisement to associate level students who exit all developmental skills courses; 2) Conduct outreach to students with excessive total credits beyond 120 to determine what additional graduation requirements they need to meet; and 3) Provide caseload advisement in all advising areas. These retention initiatives are complemented by CUNY Coordinated Undergraduate Initiatives (CUE) that provide additional resource allocation to implement programs focused on undergraduate education.

Departmental Assessment Plan Methodology

The Assessment Plan methodology begins at the course and program level (Annual Reports), which roll up into departmental/unit level reports (Academic Program Reviews, Action Plans), which in turn are used to provide evidence for School/Institutional level reports (Accreditation Reports, CUNY PMP reports). The Action Plan methodology provides a comprehensive template that links department and college mission and goals. Action Plans replaced the use of Annual Reports in 2013; however a review by IEAC reveals that both are useful in the assessment of academic departments. Effective Fall 2016, both will be used for departmental assessment. See Assessment Calendar.

The Institutional Effectiveness and Assessment Committee (IEAC)

The Institutional Effectiveness and Assessment Committee (IEAC), which was established in 2013, is charged with general oversight for implementation of the MEC Assessment Plan, general education assessment, and departmental/program level assessment. The IEAC and its subcommittees base their work and analyses on PMP and SSPM assessment findings through the evaluation of PMP and OIRA reports.

Summary of IEAC Subcommittee activities (2013 – 2015)

The Subcommittees reviewed and assessed all departmental/unit action; integrating AAC&U's Essential Learning Outcomes (ELOs) into the courses identified as part of the General Education curriculum; monitored the implementation of program level assessment and developed a plan to monitor and expand course-based assessment . See exemplars of Program Level Reviews; Schedule of Academic Program Reviews; exemplars of Course Level Assessment and the MEC Course Syllabi Template in Standard 14 and on department websites.

In November, 2015 the IEAC was restructured into the following subcommittees:

Institutional Assessment

Tasks. Determine adherence to academic and administrative program review calendar, reconciliation of strategic plans, alignment of strategic and assessment efforts. Ensure the alignment of policies and procedures in all published materials, e.g. college Catalog, student handbook, etc.

General Education

Tasks. Ensure the reconstitution of the standing MEC General Education Committee for 2015-2018. Transition work of (2012-2015) General Education Committee to newly elected and appointed 2015 Committee. Finalize assessment process for General Education

Program and Course Level Assessment

Tasks. Ensure the alignment of course and program level goals and objectives to institutional mission and encourage use of data in analyzing priority interventions. Identify actions items for departments/programs based on a comparative review of data trend reports, the PMP, and other institutional assessment reports at the departmental level.

CUNY- Wide Performance Improvement System

The CUNY Performance Management Process (PMP) has provided the overarching framework for institutional assessment across the university since its inception by the CUNY Chancellery in 2001. Until 2012-13, the PMP was organized by nine objectives nested within three broad goals: Goal 1: Raise Academic Quality; Goal 2: Improve Student Success; and Goal 3: Enhance Financial and Management Effectiveness. The PMP has since been organized into University Goals, Sector Goals, and College Focus Area Goals. The college targets reflect differences in campus missions, resources and circumstances, and recognize that colleges all start from different performance baselines. The goals of the PMP are to:

- recognize and acknowledge progress at all levels;
- unite a diverse set of colleges into an integrated University;
- ensure that the CUNY Master Plan guides the plans and priorities of the colleges while each retains its own identity, mission, and governance; and
- introduce more accountability into the system.

The University Office of Institutional Research and Assessment (OIRA) has the primary task of collecting and reporting on university and college-level indicators, and producing a University PMP Report annually. The Medgar Evers College OIRA collects and provides data for departmental and special program level summative reports, and performs analyses for both the University goals and the College set PMP goals, with mid-year data embedded in various reports to determine progress towards annual targets (2015 PMP MEC Targets and Report.) MEC's SSPM includes the same indicators of student success as does the PMP.

Academic Program Reviews (APR)

Processes implemented and continued since 2012 that directly address the need to strengthen institutional capacity and support institutional and student learning assessment activities and decision-making include the Action Plan process and the schedule of Academic Program Reviews. Since the establishment of the Academic Program Review calendar (Schedule of Academic Program Reviews), the following programs have completed or are in the process of completing their accreditation reports or program reviews.

Table 6: 7.2: School of Science, Health and Technology - Accredited Programs

Nursing -AAS/PN –BSN	ACEN NYSED	Submitted 2015 Reaccreditation with follow-up report
Physical, Environmental & Computer Sciences - Environmental Science – BS	EHAC	EHAC reapplication when program is more fully developed.

School of Business ACBSP Accreditation

Accounting – BS	ACBSP	Submitted 2014, granted re-accreditation
Business Administration -Applied Management – BPS -Business – BS; AS	ACBSP	
Computer Information Systems -CIS – BS; -Computer Application – AAS	ACBSP	

School of Liberal Arts and Education – non-accredited programs

Philosophy & Religious Studies –BA		Completed 2014
Psychology – BA		Completed Spring 2016
Social & Behavioral Sciences - Liberal Studies – BA; Liberal Arts – AA		Completed Spring 2016

School of Science, Health and Technology – non-accredited programs

Biology - Biology - BS- Science – AS		Draft completed July 2016
Mathematical Science – BS		Completed 2013

School of Business – non-accredited programs

Public Administration - BS, AS		In Preparation Year

Assessment of Administrative and Operational Units

As a result of a turnover in the leadership of many administrative and operational units, assessment has been challenging and not encompassed all areas. In Fall 2015, the President invested in Mavenlink, a project management software that assists college leadership in planning, managing and evaluating their projects. Administrative leaders began using Mavenlink in Spring 2016; the first evaluation of upper-level leadership related to administrative and operational units will take place in Fall 2016.

Selection and Implementation of Strategic Planning software (SPOL)

After two cycles of Action Plans were submitted, it became clear that a software program was required to add efficiency to the collection and reporting out of data collected. Strategic Planning Online (SPOL) was identified as the software that would best serve the needs of the College in linking assessment, strategic planning, program goals, and budget allocations at the unit level. In the spring of 2016 a working committee comprised of the Executive Dean for Quality Assurance and Institutional Effectiveness, the Vice President for Finance, the Co-Chair of the Strategic Planning Committee and Chairpersons representing the academic schools recommended that SPOL be implemented in the 2016-2017 AY.

Assessing the Culture of Institutional Effectiveness

The Views of Faculty and Administrators on Assessment

To identify the degree to which MEC has integrated a culture of assessment, in December 2015, the OIRA administered the College-wide Survey of Institutional and Student Learning Assessment to provide evidence of the college familiarity with, and use of assessment. The total number of surveys delivered to faculty and staff was 1105, of which 571 were Full-Time, and 534 were Part-Time. The number of responses totaled: 181, giving a response rate of 16.4%. See College-wide Survey of Institutional and Student Learning, March 2016 for the complete report. A substantial 64% of the respondents considered themselves knowledgeable in assessment.

Student Evaluation of Teaching Instrument

Student Evaluation of Teaching (SET) is an important tool for obtaining students' opinion on whether they believe that they are learning effectively through classroom instruction and is used in support of faculty reappointment, promotion and tenure considerations. Since its first administration over 25 years ago, the SET has been administered at the department level. In recent years, due to the needs from accredited program reports and program reviews, the OIRA developed computer programs to link evaluations from different semesters for the same department and provided trend data for several departments: Social and Behavioral Sciences (SBS), Nursing, and Biology. There is an increased need for SET to be upgraded to the institutional level, so that statistics can be compared across departments and with college totals. OAA will meet with the department chairs to determine the scope of this proposed evaluation.

Further Implementation of a Sustainable Process to Assess Student Learning Outcomes

It is evident that at the institutional level, there has always been a high level of an integrated assessment process through the PMP and SSPM. However, at the departmental level, although there appears to be a greater focus on assessment as evidenced by the implementation of the action plan process, the creation of the Institutional Assessment and Effectiveness Committee, the adoption of the MEC Assessment Plan, the hiring of a Director Assessment, the identification of Assessment Coordinators, and the implementation of a college-wide template for all syllabi and course level assessment rubrics, there is evidence that the College must continue to work on fully integrating assessment into the college culture. See Standard 14.

Administrative Area Assessment

The analyses of Student Success Progression Model (SSPM) data is used by the Office of Institutional Research and Assessment to improve and gain efficiencies in administrative services and processes. Following are specific examples of the use of assessment results.

Retention

To improve the efficiency of the Retention Initiative, the OIRA examined the issue of leavers in two parallel data collections: leavers of good academic standing; and those who were

probationary (GPA below 2.0). The results from these studies led to the following 2016 initiatives from OAA:

1. For students who left or may leave due to the exhaustion of financial aid:
    a. Track students who become TAP decertified
    b. Collect names and ID's of students who are about to exhaust financial aid, and
2. Provide outreach for special counseling or workshops on how to stay enrolled.
    a. Track these students for retention rate in the subsequent terms.
3. Course scheduling – Create a survey monkey link for students to voice any problem they experienced regarding course scheduling and address the problems through OAA and the departments.

Enrollment Management – Baccalaureate First-time Freshman Enrollment

The college enrollment of baccalaureate degree First Time Freshmen has been historically low. MEC had tried various methods to improve the efficiency of recruiting baccalaureate FTF but with limited success. In 2014, the COO and OIRA worked together to examine the demographics and academic background of the MEC freshmen, and the results of a multivariate analysis supported a revision of the baccalaureate admission policy. Subsequently, the goal to increase the baccalaureate level FTF was achieved. A review of a five year trend of fall and spring baccalaureate students from the MEC Student Data Overview Report reveals that the headcount of five year trend of fall and spring baccalaureate level first-time freshman enrollment decreased 49.3% from 229 in AY 2010-2011 to 116 in AY 2011-2012. Four years later, in AY 2014-2015, baccalaureate level first-time freshmen enrollment regained some of its lost ground to a total of 132.

Assessment of Faculty Recruitment and Hiring Plan

Faculty line replacement and hiring are critical to the institutional renewal of any Institution of Higher Education (IHE). A review of the allocation of budget lines for new faculty and faculty replacements for 2010 to 2014 indicate a need to identify or create a formula by which the assignment of new faculty lines is based on a cluster of data modules in addition to compliance with any accreditor requirements capping class size or requiring a specific student/faculty ratio. Such an external formula may provide for a more equitable distribution of lines. See Table 7.3 for overview of allocated lines and student enrollment in the three academic schools.

Table 7: 7.3: Faculty Lines and Student Enrollment across Academic Schools

Degree	Curr Code	Faculty Lines	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014
BIOLOGY--BS	10		705	631	855	887	961
SCIENCE--AS	11		867	718	844	757	792
Combined enrollment		19	1572	1349	1699	1644	1753
Degree	Curr Code	Faculty Lines	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014
LIBERAL STUDIES--BA	30		397	315	279	268	269
SOCIAL WORK --BS	32		65	99	103	76	119
LIBERAL ARTS--AA	37		880	1074	1176	1270	1363
Combined enrollment		12	1342	1488	1558	1614	1751
Difference in enrollment Between BIO and SBS			230	-139	141	30	2
Degree	Curr Code	Faculty Lines	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014
BUSINESS--AS	38		339	333	293	176	261
BUSINESS--BS	15		422	408	390	367	390
Combined enrollment		4	761	741	683	543	651
Degree	Curr Code	Faculty Lines	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014
CHILDHOOD ED--BA	74		86	33	26	17	21
CHILDHOOD SPECIAL ED--BA	72		37	40	46	35	44
EARLY CHILDHOOD SPECIAL EDU.--BA	71		47	41	38	39	57
TEACHER EDUCATION--AA	76		392	364	292	250	285
Combined AA, BA total		10	562	478	402	341	407

In reviewing those programs that offer an Associate's and a Baccalaureate degree in the same discipline, for example, there is a wide disparity in the number of FT faculty lines assigned to the Biology and Liberal Arts degree programs, even though the difference in total enrolments is not too far apart. Similarly, enrollment in the Business degree programs consistently outnumbers enrollment in the four Education programs but the business degree programs have four FT faculty lines as compared to Education's 10. The College is exploring a more equitable and efficient approach to the allocation of faculty lines based on this trend.

Communication of Assessment Results

There are several mechanisms in place for communicating assessment results to the college community: the State of the College Address, Stated Meetings of the Faculty, the College-Wide

Retreats, Cabinet Meetings, Academic Council and Chairperson's Retreats. A series of reports, presentations, and updates provide the most current information on assessment to faculty, administrators, students, and stakeholders via the College Council, IEAC, school meetings, and departmental meetings. The annual College-Wide Retreats provide a space for faculty and staff to discuss and share information and best practices, evaluations and reflections. Integral to the organization and the dissemination of assessment results are the Office of Accreditation, Quality Assurance, and Institutional Effectiveness in collaboration with the Office of Academic Affairs and the Office of Institutional Research and Assessment. These offices are responsible for ensuring that assessment reports are completed and disseminated in alignment with accrediting agencies and other bodies.

Recommendations

1. Increase departmental sharing of assessment at departmental and school meetings.
2. Institute a formal series of workshops on assessment and an annual college-wide assessment day.
3. Create a faculty hiring/recruitment plan based on program development plans and enrollment data trends and analyses.

STANDARD 8: STUDENT ADMISSIONS AND RETENTION

Subcommittee Charge

The Subcommittee examined whether the College admits students whose interests, goals and abilities are congruent with its mission. The Subcommittee evaluated the extent to which the College's admission procedures, practices and policies are clearly stated, widely communicated, fully understood, consistently implemented and periodically reviewed for planning and resource allocation. The group further established the degree to which these procedures and practices are consistent with and contribute to the College's mission and goals as part of an overall enrollment strategy.

Strengths

A data-driven analytical process has led to several adjustments in the College's admissions policy that have positively impacted enrollment.

The College operates as both a two and four year institution offering educational opportunities to students at all levels, from A.A. /A.S. to B.A. /B.S. as well as certificate programs for nursing and continuing education students.

The College's Accelerated Study in Associate Program (ASAP) has attracted and retained more students and is slated to expand its enrollment in Fall 2016.

The College has made a major commitment to integrating the efforts of faculty, advisers and staff within a single online GradesFirst system to increase student retention.

Introduction

Medgar Evers College continues to fulfill its founding mission to serve the educational needs of the diverse Central Brooklyn community in which it is located. In its recruitment and admissions practices and policies, the College meets the changing needs of students; supports student learning values; uses student feedback to clarify and achieve goals; and helps students to achieve their academic and career goals. As a comprehensive college within CUNY, Medgar Evers admits students into both associate and baccalaureate level degree programs and through expanded efforts in its Continuing Education Program reaches other potential matriculates. The College is actively working to meet its aspiration to increase enrollment and retention by 25% over the next five years.

Student Profile

Historically, Medgar Evers College had served a highly non-traditional student body: the majority of students were working older adults who were first generation college students. However, these demographics have shifted in the past five years. In Fall 2014, the student population was younger (63% under the age of 25) with 37.8% under the age of twenty one. MEC OIRA "Snapshot" data indicate that for Fall 2014, 71.3% of the student body is female;

approximately 85% of the student body is African American, and 11% Hispanic. See <u>overview of ethnicity, country of origin and residency.</u>

<u>Admissions Policies and Criteria</u>

The primary mode of admissions for both first time freshmen and transfer students is through the centralized University Application Processing Center (UAPC). CUNY provides an Admissions Profile on its website to assist applicants in matching their qualifications to the many CUNY college admissions requirements. Although applicants can rank their preferences, in practice, applicants are allocated to colleges that match their qualifications. Students may also apply through Direct Admissions, a university wide initiative that allows students to apply to campuses after the UAPC deadline. MEC's student preparedness is more closely aligned with those of CUNY's community colleges and Direct Admissions allows MEC to support its mission to admit students desirous of a higher education regardless of their educational background. Students who meet minimal requirements are accepted into an associate degree program where they can access an array of developmental, intensive, and supplemental academic programs.

Prior to 2015, the admissions criteria in place for baccalaureate admission had been higher than several other CUNY four year colleges. In response to an extensive analysis of prior student admission profiles and academic performance outcomes, the College modified its baccalaureate admissions policy in December 2014 to align with the other senior colleges.

All required educational documents, are submitted to the Office of Admissions, where they are reviewed and processed. Newly admitted students also interact with the Testing Office that determines their placement in Math and English classes. Accepted students receive detailed welcome and informational materials from the College. See <u>Open House brochure</u>. Admissions procedures and requirements are detailed on the <u>CUNY Admissions</u> website as well as that of the Medgar <u>Office of Admissions</u>.

<u>Enrollment Trends</u>

Enrollment across CUNY is decreasing; however, Medgar's enrollment has grown. Table 8.1 reveals that the five year first-time freshmen and transfer enrollment trends have fluctuated over the last five years, reaching a high in Fall 2013 and leveling out in Fall 2015. As a result of this trend, the College has had challenges in meeting the goal of a 25% increase in its freshmen and overall enrollment cohort. Findings reveal that the 25s in enrollment have not gone beyond 4.5%. There are a number of factors related to this which include but are not limited to competition from private colleges, economics, and changing demographics. In cases where the enrollment increased to 4.9% in the fall semester, there was a subsequent decrease in enrollment in the spring semester as is always the case. See <u>enrollment trends</u>.

Table 9: 8.1: Five Year First-Time Freshman (FTF) Enrollment and Transfer Headcount Trend
Source: MEC OIRA
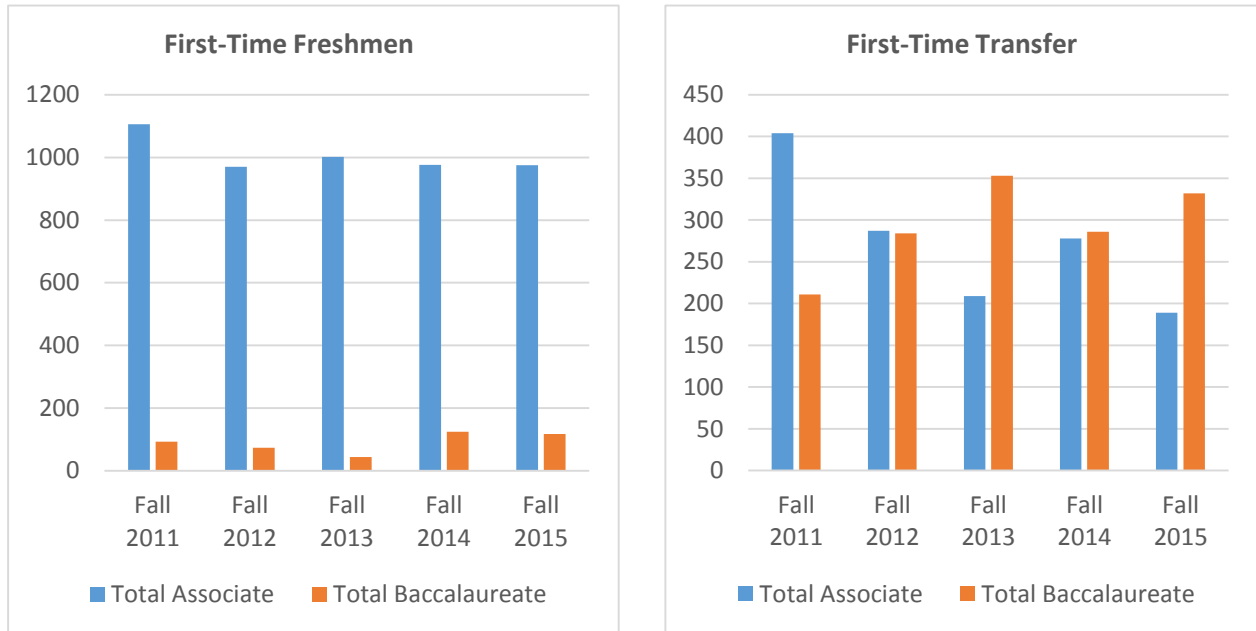
The revised policy baccalaureate degree enrollment policy widened the College's applicant pool and increased the number of UAPC allocated baccalaureate level students; therefore it was expected that there would be an increase in the number of "allocated" as well as registered students who are college ready. However, due to the parallel effort of ASAP in recruiting students with potential for associate programs, this effort may not be reflected directly in the baccalaureate level admitted student headcounts. Baccalaureate degree first-time freshmen enrollment decreased (42%) from 229 in 2010 to 132 in 2015.

Recognizing that its FTF baccalaureate enrollment was declining as of 2010, the College established interventions to reverse the trend. These included increased mentoring and advising associate degree students who successfully exited remediation to transfer to a baccalaureate degree. A result was that internal transfers from associate degree to baccalaureate degree programs increased (69%) from 358 in 2010 to 606 in 2015. The total number of baccalaureate students increased by 43% from 864 in 2010, to 1,233 in 2014. See overview of Enrollment Trends of FTF and Transfers into Baccalaureate Degree Programs.

ASAP

The College instituted the Accelerated Study in Associate Program (ASAP) in 2014. ASAP has grown from 216 students since its inception in fall 2014 to 517 students in Fall 2015 semester; CUNY is supporting its continued expansion.

Credit for Life Experience

The College also encourages recruitment and retention through its Credit for Prior Life Experience program. Continuing adult learners returning or entering Medgar Evers College with prior knowledge have an opportunity to translate their prior learning into college credits.

Students can earn college credits for their prior knowledge by taking and passing a College Board CLEP exam or by developing a portfolio. The number of students applying for the CLEP exam increased 77% from 2014 (5) to 2015(22).

Office of Enrollment Management

To enhance and expand its enrollment, Medgar Evers College restructured the Office of Enrollment Management in 2015 and moved it from the Office of Student Affairs to the Office of Academic Affairs. Enhanced recruitment efforts include the use of Hobson's data to communicate with students; information sessions, test taking workshops and monetary incentives for entering students. Prospective students and their families may access information regarding academic programs, admissions policies, and any required placement or diagnostic tests generally through the CUNY website and specifically through several MEC print and social media platforms.

Financial Aid, Financial Literacy and Scholarships

Approximately 75% of students attending the College received some or full financial aid. The Office of Financial Aid, in coordination with Student Services, holds informational programs on financial literacy, financial choices and scholarship information each academic year and within each semester. The Offices of Financial Aid and the Bursar offer informative links on its website and one-on-one counseling to educate students about their financial choices and responsibilities.

As is common practice for all colleges and universities, those MEC students who fail to pay or make suitable arrangements to pay their tuition bills are dropped from their classes. The Office of the Bursar sends bi-weekly emails to students about payment deadlines, options and tuition liability. Students may also be eligible for scholarships through the MEC Educational Foundation and they may make tuition payment plans. In addition to emails, personal phones calls are made to each student least twice per semester.

Addressing the Needs of Students Who Are Not College Ready

Medgar Evers College has a long and proud history of providing education opportunities to some of New York City's least prepared high school students, immigrants and incoming older students.

Developmental Skills Programs

Students may place into developmental skills courses based on CUNY's Basic Skills and Proficiency testing; of those students who take the reading, writing and math entrance exams, far fewer pass the math portion than the reading and writing segments of the tests. In real terms, 83% of freshmen are exempt from reading developmental courses, while 78% are exempt from writing courses. However, only 30% of incoming freshman pass the math placement. This means 70% of freshmen need one or more remedial math course(s) prior to

taking for-credit courses in the mathematical sciences and furthering their academic career. See Trend of Students Needing Developmental Skills.

To address the developmental skills needs of students, the College offers bridge courses that link developmental skills courses with credit-bearing classes and pre-college summer and winter programs that prepare all students for college work. See Standard 13 for a description of Developmental Skills programs.

Accelerated Study in Associate Programs (ASAP) (CUNY-wide)

Students in the ASAP earn associate degrees within three years and receive intense personalized academic and career advisement, free winter/summer courses, and financial support for books and transportation. Retention of ASAP students was 74.1% from Fall 2014 to Fall 2015, compared with 53.8% for MEC First Time Associate Freshmen. Of Spring 2015 ASAP entrants, 88.6% were retained full time over the summer recess. See ASAP Program overview and One Semester Outcomes of SEEK, Non SEEK students.

Search for Education, Elevation and Knowledge (SEEK) (CUNY-wide)

The Percy Ellis Sutton SEEK program has enrolled more than 2,430 students since 2013, and in an average academic year, more than 360 students are declared SEEK students. SEEK students receive intensive financial and academic counseling support; pre-freshman summer programs, life-skill courses, and weekly counseling work to support preparation for and early exit from developmental skills courses. Retention of SEEK students was 69.7% from Fall 2014 to Fall 2015, compared with 56.2% for MEC First Time Freshmen (all FTF).

See Table 8.2 comparing retention and the GPA of non- SEEK, SEEK and ASAP associate level students supports the expansion of programs such as SEEK and ASAP.

Table 8: 8.2: One Semester Outcomes of Full-Time Associate Level Entering & Continuing Students
All Full-Time Associate Level Students Who Enrolled in Fall 2015: One Term Outcomes

Fall 2015 All Full-Time	Non-SEEK/ASAP			SEEK			ASAP		
Variable	N	Mean	Median	N	Mean	Median	N	Mean	Median
Term_GPA Term_Credit	1524	1.93	2.14	209	2.1	2.36	513	2.42	2.66
	1524	7.31	9	209	7.93	9.5	513	10.11	11
Associate Level First-Time Freshmen									
Variable	N	Mean	Median	N	Mean	Median	N	Mean	Median
Term_GPA Term_Credit	605	1.73	1.82	107	2.23	2.62	153	2.52	2.77
	605	6.26	6	107	7.61	9	153	10.01	10
Variable	N	Mean	Median	N	Mean	Median	N	Mean	Median
Term_GPA Term_Credit	111	2.43	2.67	1	2.48	2.48	12	2.98	3.03
	111	8.33	9	1	9.5	9.5	12	10.83	10
Associate Level Continuing Students									
Variable	N	Mean	Median	N	Mean	Median	N	Mean	Median
Term_GPA Term Credit	681	2.02	2.18	95	1.93	2.26	339	2.36	2.55
Term Credit	681	8.04	9	95	8.24	9.5	339	10.14	12

Retention and Student Persistence

A number of strategies have been implemented to improve retention and student persistence. These include: study skills workshops; new student mandatory orientation sessions with students, faculty and staff; Black Board; Grades First; Degree Works; Early Alert; Smart Thinking; expanded online course offerings; Student Retention Ambassadors; Student Peer Retention Buddies (SPRB), and an enhanced First Year Experience with blocked classes and targeted developmental skills courses. See Retention Presentation.

Figure 1 reveals that the retention rates of full-time entering cohorts in the baccalaureate and associate cohorts in Fall 2014 ranged between 58% for associate first-time freshman to 62.9% for baccalaureate level first-time freshmen. The retention rates of first-time transfers' average 61% for both associate and baccalaureate students. It is clear that the College must continue to work on increasing retention and develop special initiatives for FTF in associate and baccalaureate degree programs.

Figure 1: One-Year Retention Rates of Full-Time First-Time Cohorts by Degree Type
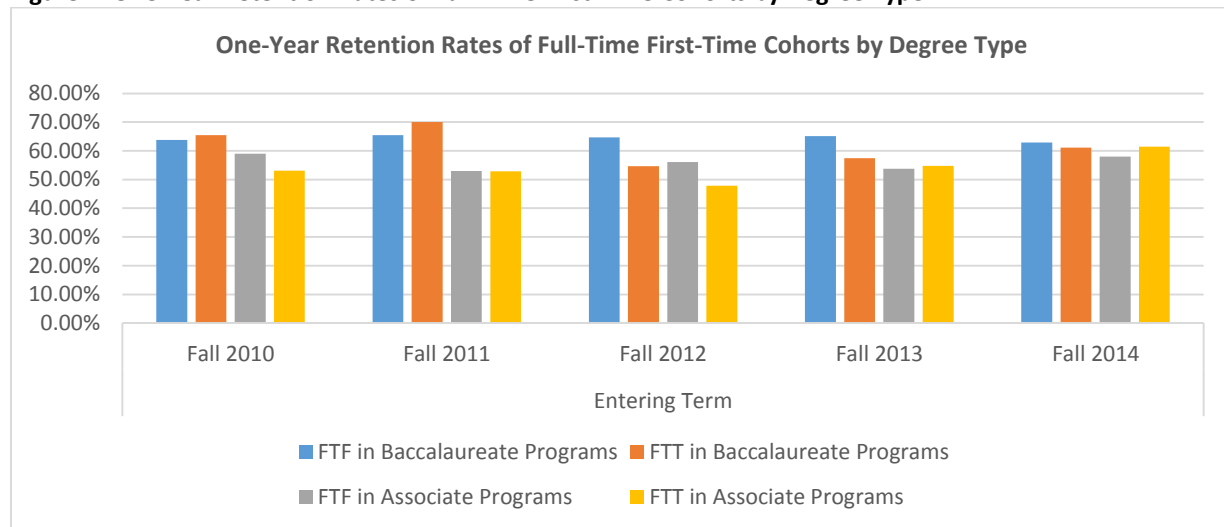
To that end, a Retention Task Force was convened with the following goals:

1. Increase Faculty/Staff Understanding that Retention is a College-Wide Responsibility.
2. Improve Student Advisement and Preparation
3. Improve the quality of Faculty-Student Interaction
4. Enhance Students' Integration into the College Culture.
5. Increase Retention Visibility at all Campuses of Medgar Evers College.
6. Continuous Assessment of the Retention Activities
7. Achieve a 85% Retention for First-Time-Freshmen and 80% Retention Rate for All Students.

GradesFirst Initiative

GradesFirst Initiative, an online advisement tracking system was initiated in Spring 2014. It provides automated student services and communication between faculty, academic advisers, student support services and students and increases "real time" working relationships between all constituent groups at the College in an effort to widen and broaden support for students in their course work. Since its inception, faculty acceptance of and use of the system has slowly increased (see Table 8.4): 22% in Fall 2014, 24% in Spring 2015 and 40% in Fall 2015. See GradesFirst Presentation.

Table 11: 8.3: Summary of Selected GradesFirst Outcomes from F2014 through Fall 2015

Quick Stats	Fall 2014	Spring 2015	Fall 2015
Date First Sent	10/02/2014	2/11/2014	9/29/2015
No. Of Professors Who Received Evaluations	409	405	409
No. Of Responding Professors	99	120	130
Students Marked At-Risk	1473	1757	2212
Percentage Faculty Responding	22%	24%	32%
Percentage Students At-Risk	27%	24%	19%

Of those students contacted in Fall 2014, 28.7 % of the grades earned were A, B, C or P. Almost 53% of at-risk students contacted were retained as of Spring 2015. In the fall of 2015, 2,832 students were referred to academic support centers, 1306 of which visited the Tutoring Center.

Degree Works

Students also have access to DegreeWorks, a flexible web based degree audit and academic advising tool for undergraduate programs that allows advisors and students to view degree progress 24 hours a day / 7 days a week. However, DegreeWorks is often used by students as the sole tool for advisement. The College must work on developing a system whereby students understand that they should consult an advisor or mentor when using DegreeWorks.

Early Alert

The College has also revised its early alert system to reach both students and faculty when a student is falling behind or failing their coursework. The new system seeks faculty involvement three times per semester. Advisors, who work as caseload managers, contact students at each of these points to meet with them, assess their needs and develop an intervention strategy.

Graduation Rate

As is the case with many non-traditional students, Medgar students do not typically graduate within four to six years. Many "stop-out" as a result of financial and personal challenges. Table 8.4 reveals that first time freshmen (FTF) students who enter with the goal of obtaining an associate degree have a higher graduation rate than whose who enter with a baccalaureate degree. Moreover, first time transfers (FTT) who transfer into Medgar's baccalaureate degree program have a higher graduation rate than those who enter as freshmen. This data supports the College's mission to continue to offer both associate level and baccalaureate level degree

programs. The College anticipates graduation rates will improve as it continues to strengthen its retention activities. See June 2015 Dashboard Report

Table 9: 8.4: Four Year Graduation Rates

Cohort	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Assoc. F/T FTF	7.2%	9.3%	10.0%	11.1%	9.4%
Assoc. F/T FTT	11.4%	18.2%	23.6%	20.8%	18.6%
Bacc. F/T FTF	5.3%	4.1%	6.7%	3.5%	5.8%
Bacc. F.T FTT	16.6%	24.8%	35.2%	39.1%	35.0%

Table 10: 8.5: Six- Year Graduation Rates

Cohort	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Assoc. F/T FTF	15.9%	15.0%	13.3%	15.4%	15.3%
Assoc. F/T FTT	22.3%	18.1%	15.7%	22.3%	28.4%
Bacc. F/T FTF	38.9%	17.0%	14.7%	13.6%	19.4%
Bacc. F.T FTT	31.3%	27.0%	23.1%	31.2%	39.8%

Source: June 2015 Dashboard Report

Recommendations

1. Expand enrollment by continuing to monitor the impact of new admissions criteria and ASAP enrollment on baccalaureate degree entering student enrollment.
2. Encourage students to use DegreeWorks to supplement their advisement.
3. Monitor the impact of new admissions criteria and Accelerated Study in Associate Programs (ASAP) enrollment on baccalaureate entering student enrollment.

STANDARD 9: STUDENT SUPPORT SERVICES

Subcommittee Charge

The Subcommittee examined whether the institution provides efficient and effective student support services necessary to enable the institution to meet its mission as to ensure that students meet their educational learning goals.

Strength

The College continues to offer student support services which are linked to academic programs and sustained services in all areas of the College.

Introduction

Medgar Evers College seeks to ensure that its students receive a high quality of education regardless of their preparedness. It is committed to its mission of promoting social justice and strengthening equal access to minority and underserved populations of Brooklyn through a student-centered approach to learning. Located in the Crown Heights in the Borough of Brooklyn, its demographics reflect a very diverse student population. Many of its students are either foreign born or have graduated from underperforming high schools in the borough; thus the need for academic and student support services is paramount in support of student success (student demographics).

Recognizing that there are multiple factors that promote retention and graduation, the College has designed initiatives that intervene to address the critical variables that cause students to diminish their semester credit loads. A conceptual framework for identifying these variables is the College's Student Success Progression Model, (SSPM) (See Standard 7). Using the SSPM as a guide, the College has developed a multi-faceted approach to ensuring student success. Its programs such as the Freshman Year Experience, Summer and Winter Immersion Program, SEEK, ASAP; its support services offered through the Learning Center, Writing Center, Counseling Center, Center for Women's Development, Male Empowerment and Development Center, Ella Baker/Charles Romain Child Development Center, Office of Counseling and Psychological Services, and Career Management Center; and its student clubs, athletics, social and cultural programs attest to its commitment to addressing the multiple academic, counseling, advisement and extra-curricular needs of its students. These support programs and interventions have positively impacted the College's retention and persistence rates and student engagement activities.

To enhance communication and to ensure students are aware of and treated fairly on campus, students have access to information and services provided through the Office of Student Affairs. Student services are visible on campus; in addition, students are made aware of services, community events, deadlines, workshops, or policy decisions through direct mailings, emails, the *Catalog*, the website, developmental skills courses, faculty and peers, and the many activities sponsored by various offices, student clubs, and organizations.

The Division of Student Affairs

The Division of Student Affairs provides services directed toward integrating, involving and encouraging students to be successful in their pursuit of self-improvement, self-actualization and intellectual development. Working in collaboration with Academic Affairs and other units of the College, services and programs are provided to support and assist students in achieving their academic, career and personal goals. A focal point of all programs and services is to create a student-centered environment while promoting a sense of community among students, faculty and administration in order to enhance enrollment management. See Student Affairs Organizational Chart for overview of staff roles.

The Office of Student Life and Development , Center for Women's Development, Ella Baker/Charles Romain Child Development Center Male Development and Empowerment Center MDEC and the Department of Athletics and Intramurals provide social, psychological and athletic support for students. The College is part of the National Collegiate Athletic Association (NCAA) and a member of the City University of New York Athletic Conference (CUNYAC) and the Eastern Collegiate Athletic Conference (ECAC).

Confidential Student Support Services

Counseling/Psychological Services

The primary function of Counseling & Psychological Services is to help students cope with academic, career, and personal challenges that may interfere with their ability to achieve academic success and actualize their human potential. Counselors safeguard information about students obtained in the course of practice, teaching, or research. Personal information is communicated to others only with the student's consent, in writing, or as dictated by state laws. See Counseling Report.

Office of Health Services

The Office of Health Services ensures that students are in compliance with immunization regulations as stipulated by New York State Public Health Laws and provides advocacy, education, materials, workshops and related culturally competent preventive practices to manage, enhance and improve students' health for optimal academic and personal success. Care and counseling are confidential.

Office of Services for the Differently-Abled

The mission of the Office of Services for the Differently-Abled is to provide reasonable accommodations to the differently-abled under the guidelines of the Americans with Disabilities Act (ADA). The Office is the direct liaison between the differently-abled and the administration, faculty, and staff.

Bursar's Office

The Office of the Bursar is responsible for the collection, processing and deposit of tuition and

fees for Medgar Evers College. It keeps student STOP check request forms and copies of students' vouchers in a locked file cabinet. All reconciliation documentation is kept in a locked storage unit for which only the Bursar has a key.

Financial Aid

The Office of Financial Aid works to ensure that all eligible students enrolled at the college apply for and benefit from Federal and State Financial assistance (including grants, loans, and work- study programs) for education beyond high school. It must adhere to the US Dept. of Education Family Educational Rights and Privacy Act (FERPA) guidelines and is prohibited from releasing any information to any party other than the student without the student's written consent. The Office also scans all students' records and shreds the files after validating them.

Registrar's Office

The Registrar's Office is responsible for coordinating registration, registering students, maintaining and updating records of student academic performance at the College, and submitting required reports to CUNY about student enrollment, performance, and graduation. The Office provides students with grade reports and official and unofficial transcripts upon request and certifies students for graduation. Its website has been redesigned to give students greater access to information about registration and tuition payment policies. Students can view their records on CUNYFirst, the online student registration system.

Academic Support Programs

Immersion Developmental Skills Programs

The Immersion Programs consist of tuition-free intensive workshops designed to prepare students to exit developmental courses. Students who take the CUNY Assessment Tests in Reading, Writing and Math and are not successful have the opportunity to take a workshop and upon successful completion of the workshop students can retake the respective assessment test. Students who have satisfied the CUNY Assessment Tests in all three (3) areas may have the opportunity to take a tuition-free college level credit bearing course in the Summer Immersion Program. Those who do not pass all of their developmental skills courses during the Summer Immersion Program enroll in the appropriate developmental skills course. See Standard 13 for a description of the program.

Freshman Year Experience (FYE)

Through a well-articulated program of academic and support service initiatives, the Freshman Year Experience (FYE) focuses on retention, persistence, advocacy, academic advisement, and counseling of first-year students (i.e., those with fewer than 30 credits). Drawing from the original Freshman Year Program (FYP) originally created in 1990 and housed in the College of Freshman Studies, the FYE, in alignment with the Student Success Progression Model (SSPM) is a holistic model that begins with students' placement and evaluates and uses the following intervention strategies as benchmarks to assess students' progress: exit from developmental skills; first year GPA, early alert, credit gain, attendance, learning communities, blocked courses,

pass rates in gateway courses, one and two year retention rates and graduation rates. See FYE Redesign Presentation for overview of FYE developed in 2014.

All incoming freshman and transfer students are invited to a day or evening Student Orientation, where they learn about the registration process and meet faculty and college officers. Entering students depending on their majors, must take Freshman Seminar 101 and 102. Taught by faculty members in the Freshman Year Experience Program, these courses cover such topics as how to adapt to the demands of college, stress and time management, library research skills, service learning, creating an educational plan of study, and career planning and development.

During the 2015-2016 AY, the FYE offered academic excellence workshops for students in need of math developmental skills. These additional workshops had a 75% pass rate for students enrolled in FS 101 in Fall 2015 and a 100% pass rate in Spring 2016. The majority of continuing students had a GPA of at least a 2.5. Overall, the majority of students who take FS courses fare well academically and persist in their degree programs and majors more than students who do not take FS courses. This is due to the curriculum content and the structuring of freshman seminar as the College's foundation course. See Freshman Year Experience Report.

(SEEK) and (ASAP)

The SEEK and ASAP programs are described in Standard 8. Both programs collaborate with other college departments and provide referrals when necessary to help students meet their educational goals. (See SEEK report).

Academic Advisement

Recent restructuring of the Academic Advisement Center (AAC) over the past year led to the Director initiating a new caseload system to improve the advisement process. The AAC works in parallel with other student support services programs to ensure that student success and retention are measured and achieved.

Student Support Centers

The Learning Center

The Learning Center offers tutoring services to all Medgar Evers College students. This includes those in online, hybrid and traditional courses. Students enrolled in online and hybrid courses use MEC's tutorial services that are provided 6 days per week; these students also have access to 24/7 online tutoring through MEC's Smarthinking Online Tutoring Services. Online tutoring services are particularly useful for the commuter student population when the Learning Center is closed.

The Learning Center measures its effectiveness by selecting high demand courses like English, Biology, and Chemistry and reviewing the number of students and their grades in categories of A, B,C, D and F's to measure outcomes and the effectiveness of our tutorial services. ACCUTrack software and GradesFirst are used to record the names and numbers of students who attend

the Learning Center for tutorial services. The number of students served by the Learning Center increased from 1050 in 2010 to 1326 in 2015. See Learning Center attendance, data and visits.

On-line Academic Success and Support Center

Through a CUNY Strategic Initiative Grant, faculty, partnering with Academic Technology, have been working to create an on-line student center to provide students with access to academic support in the following key areas: Smart Thinking On-line Tutoring Services (24-7 tutoring for entry-level courses and appointment based tutoring for upper-level courses), My MathLab Online homework, tutorial and assessment, Grammarly , an online spelling and grammar program, plagiarism, an Online Writing Lab, and Online Supplemental Instruction, etc. The On-Line Academic Success and Support Center is scheduled to be operational in Fall 2016.

The Writing Center

The Writing Center services students who need writing and research support in college level courses (see fig. 4). An analysis of the Fall 2015 data from the Writing Center reveals the resources to be on par with programs like SEEK and ASAP, programs that provide their students with individualized tutoring and workshops which contribute to their higher performance than their non-SEEK and non ASAP counterparts. When compared to students who utilized the services of the Writing Center, the term GPA for non-SEEK and ASAP students was 2.55, whereas the SEEK and ASAP students who utilized the services of the said center were 2.87 and 2.72 respectively. Data also revealed that October is the month where the largest percentage of students (46%) showed up for tutoring. Finally, the percentage of the number of students who were enrolled in Fall 2015 and utilized the services of the Writing Center and registered in Spring 2016 was 83%.

Figure 2: Writing Center Subjects Tutored

Legend:
- Abnormal Psy
- Agro
- Anthropology
- Art
- Biology
- Business
- Freshman Seminar
- Education
- English
- Geography
- Letters of Intent/Applications
- History
- Other
- Music
- Nursing
- Political Science
- Psychology
- Social Work
- Speech
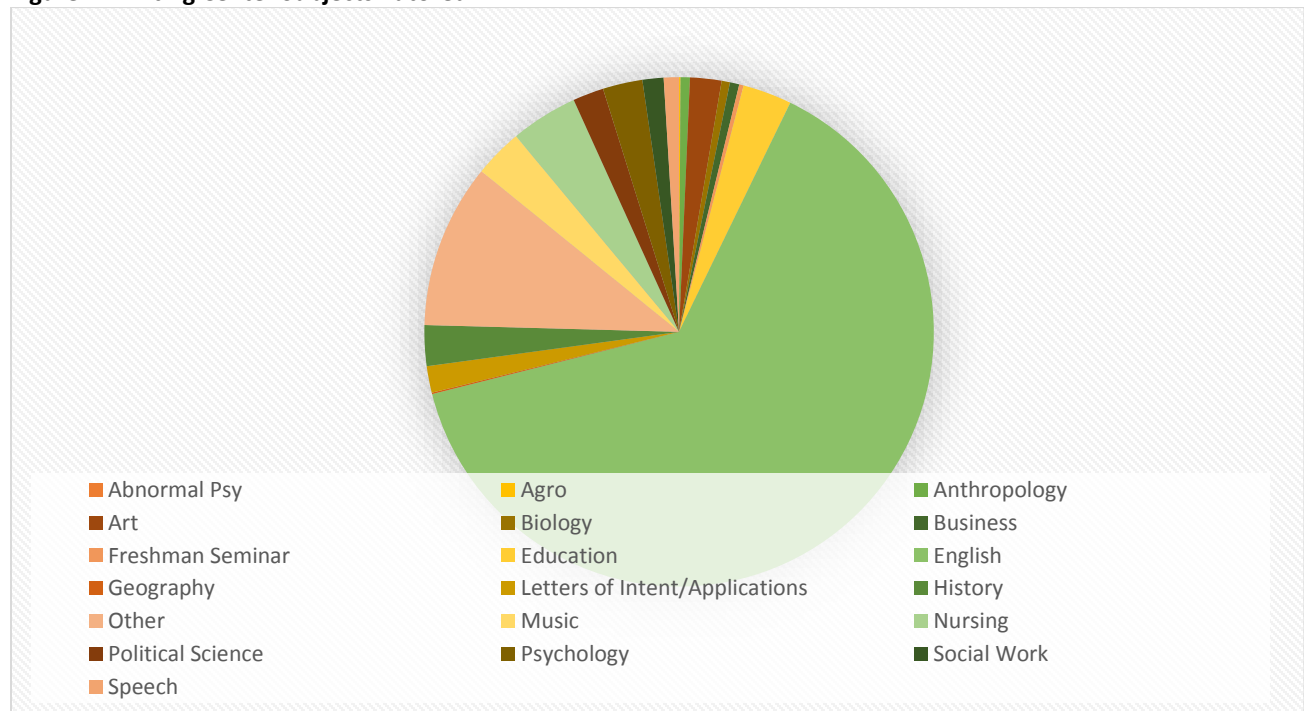
The Charles Evans Inniss Memorial Library

The Charles Evans Innis Memorial Library reopened in September 2014 after a two-and-a-half-year renovation. The renovation added 800-square feet to the library, added open space for individual and collaborative learning, five new study rooms, and three training labs for information literacy and critical thinking instruction. There are also group study spaces, and information services spaces for students and faculty. The college archives, rare books and special collections have new, inviting space for the library's growing collections in the African-American experience and the Civil Rights Movement. The library is also a community space for exhibitions and performance. In addition, both the Learning and Writing Centers were relocated into the Library.

Career Management Services

The Career Management Services Center is a career management resource center that supplies employment information and assists students in defining their career goals and in acquiring the skills and etiquette to make a smooth transition from student to professional life. Through the regularly scheduled workshops and the online career library and jobs board, students learn how to manage their career paths. Career Management Services hosts an annual Career Fair that is well received by both employers and students.

Internships in degree programs decreased by 18% from 88 to 73 as a result of the cancellation of courses. Service learning increased by 8% as a result of the number of students enrolled in English courses requiring internships. As a result, new leadership is in place and an Experiential Learning Report Template was created to collect data and assess experiences.

Student Satisfaction Surveys

Student satisfaction is assessed with surveys administered by CUNY. Surveys are administered every two years. In 2012, CUNY administered a Student Experience Survey to assess student satisfaction. In 2014, CUNY administered another Student Experience Survey to assess student satisfaction. An analysis of the data collected over these two periods indicates that MEC students are satisfied with the student support services offered at the College. However, the data also indicate that students' level of satisfaction decreased from 2012 to 2014 for academic advising, services for students with disabilities, child care services, athletic facilities, and Veteran affairs. The data are being used to improve academic support, student services and programs through multiple approaches.

Recommendations

1. Support students in need of academic support by expanding the space and hours of the Learning Center and Writing Center.
2. Equip tutoring support services to assist differently abled students.
3. Develop a One-Stop-Shop Student Support Service Center.
4. Develop a college-wide tracking system to compile student support service data.

STANDARD 10: FACULTY

Subcommittee Charge

The Subcommittee determined whether faculty and other professionals are appropriately prepared and qualified for the central academic activities and positions they hold in the institution. They evaluated whether they design, maintain, and update curricula; whether they demonstrate excellence and professional growth; and whether they receive institutional support for the advancement and development of faculty, including teaching, scholarship and service.

Strengths

Medgar Evers College faculty members are well-qualified professionals who actively foster student engagement through varied pedagogical approaches, educational technology, mentoring, research and extra-curricular activities.

The University provides support for the scholarly and creative pursuits of faculty.

There is an increase in faculty travel funds.

There are clear regulations on reappointment, promotion, and tenure.

Introduction

Medgar Evers College faculty are well-qualified professionals who are committed to the mission of Medgar Evers College and who actively foster student engagement through mentoring, research and extra-curricular activities. See evidence in Subcommittee 1 and Subcommittee 6.

Faculty Roles and Responsibilities

The duties and responsibilities of Medgar Evers College faculty are governed by *the Bylaws of the Board of Trustees of The City University of New* York (CUNY Bylaws, Articles VIII and IX), the Board's Manual of General Policy (Policy 5.01), Article 18 of the Collective Bargaining Agreement between the Professional Staff Congress/CUNY and The City University of New York (CBA), and the MEC Governance plan (Board of Trustees Executive Committee, June, 2013).

Faculty roles and responsibilities are outlined in the Faculty Handbook which is a living document that provides directions and guidelines on College policy and procedures that are specific to MEC.

CUNY's Professional Staff Contract, Article 18.2(a) outlines the specific responsibilities of faculty: "teaching, research and service" and participation in the governance of the College. The College has also published Guidelines for the Faculty Regarding Reappointment, Promotion, and Tenure of faculty and provides various online forms and documents on the Office of Academic Affairs website.

The Faculty of Medgar Evers College participate in the governance of the College through departmental committees, departmental and school meetings, representation on the College Council and its Standing Committees and ad-hoc Committees, and in the governance of the University through representation on university-wide committees and the University Faculty Senate and its committees.

Faculty Senate

Medgar Evers College Faculty Senate meets monthly and is a membership organization which aims to foster collaboration and solidarity among faculty, encourage and support meaningful faculty participation in the affairs of the College and invigorate intellectual life at the College. It provides a forum for faculty to raise and address concerns and collectively work towards solutions.

Faculty Qualifications

There are five faculty ranks. Three are in the tenure-bearing professoriate (Professor, Associate Professor, and Assistant Professor). After seven years of continuous full-time service, the reappointment for the eighth year is with tenure. The two non-tenure bearing ranks are Instructor and Lecturer. Lecturers are eligible for the Certificate of Continuous Employment, or CCE, "upon a sixth full‑time immediately […] preceded by five years of continuous full‑time service." (CBA, Article 12).

Qualifications for full-time faculty are determined by Policy 5.01 of the Manual of General Policy. Members of the professoriate (Professor, Associate Professor, and Assistant Professor) are generally required to have earned doctorates or terminal degrees in their discipline. Instructors must have a master's degree. Sixty-three percent of full-time faculty have a Doctoral Degree, 32% have a Master's degree. CUNY Board Bylaws permit hiring of persons as lecturers with a bachelor's degree, master's degree, or doctorate. Academic requirements for adjunct faculty ranks are consistent with those for full-time faculty and are cited in Policy 5.02 of the *Manual of General Policy.*

Figure 3 Full-Time Faculty by Rank and Highest
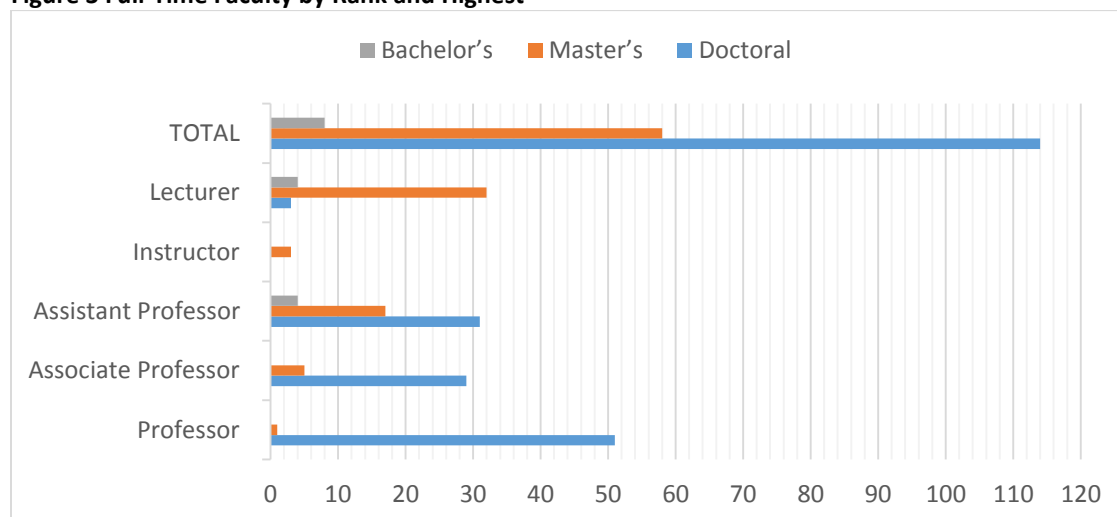
Source: *2014-2015 Snapshot*
Faculty Recruitment and Appointment

The recruitment and appointment of faculty begins with approval from the Provost to recruit for faculty lines. After the appropriate approvals, a Search Committee is appointed by the Department Chair. The Search Committee interviews the candidates and selects the top three acceptable candidates. Additional interviews of candidates include meetings with the Departmental Personnel & Budget (P&B), the appropriate school dean, the department chair and faculty; a sample classroom demonstration; a meeting with students; and a campus tour. See Faculty Appointment Process.

Faculty Searches

Faculty searches are described by the Office of Human Resources. See Faculty Appointment). The policy does not accurately capture hiring at the College. For example, because of a lack of resources, final candidates may not be provided with an opportunity to visit the campus. There have been instances when final candidates were interviewed on Skype and provided teaching demonstrations via Skype, thereby providing no opportunity for candidates to interact with students or other members of the College beyond the search committee. The Subcommittee recommended the following best practices for faculty searches:

- Funds for the travel expenses of shortlisted candidates to the campus;
- Expanded advertisements of positions
- Three or four letters of recommendation from all applicants; and
- Conducting of searches according to the "standard" calendar.

The MEC Faculty Senate and Council of Chairs have expressed concern about the role of faculty in searches for executive positions. Although there is no requirement, per se, in the *CUNY Bylaws* that regulate the appointment of faculty to searches for personnel in executive compensation payroll positions (ECP; Provosts, Deans, Associate Deans, etc.), except in the case of college Presidents (see revised Manual of General Policy, 2.12, January, 2016), the tradition of the College has been to include tenured faculty on searches, especially for those positions in which individuals are responsible for faculty and student life. The College is to be commended for the development of publishing personnel vacancy notices via email notices; however, the Subcommittee recommends the following to ensure a best practice of transparency for the hiring of administrators at the College:

- Provision for faculty petitions to ECP Search Committee;
- Inclusion of at least two duly elected faculty leaders on the ECP;
- Announcement of faculty and non-faculty members to the committee before the beginning of committee deliberations;
- College-wide forums for potential candidates; and
- Faculty updates before recommendation of a candidate is made to the Board of Trustees meeting.

Allocation of Replacement and/or New Faculty Lines

The Subcommittee could not identify any publicly available documents explicitly describing the College's process for the allocation of replacement and/or new faculty lines. The Position Requisition Form (Rev 2/2006) indicates that a request for a faculty position by a Department Chairperson has to be approved by the School Dean, the Provost, the Budget Director/Comptroller, the Director of Human Resources and the President. It gives no indication regarding the criteria that should use to determine whether to approve the request or not, nor does it provide space for the "Approvers" to indicate a rationale if they decide to decline the Department's request. The form also does not ask for a vote by the Department's Faculty or P&B committee, thereby implying that the College's policies do not require participation of the Department's faculty, other than the Chairperson, in deciding the Job Description of the requested position.

Appointment, Evaluation, Reappointment, Tenure and Promotion of Faculty

The *CUNY Bylaws*, the *PSC/CUNY Contract* and the *Medgar Evers College Revised Governance Plan* establish the standards and procedures for the appointment, reappointment, tenure and promotion of faculty. Although the guidelines for the process of reappointment, promotion and tenure are published on the website of the College's Office of Academic Affairs, the process for initial appointment of faculty is not published on the website. The Subcommittee recommends that the appointment process for faculty, which is currently available in the Office of Human Resources, be published on the College's website. See guidelines on reappointment, promotion and tenure.

Faculty reappointment, promotion and tenure are based on student and peer reviews, an annual evaluation by the Chair of the department and affirmative decisions from the departmental and college-wide personnel and budget committees.

Full-Time/Part-Time Faculty

Table 10.1 shows the evolution of the number of faculty since Fall 2010. Based on the employee headcount, the number of full-time faculty since 2010 has decreased although there was a slight upward trend beginning in 2013. The number of part-time faculty has remained virtually steady at about 330 (+/- 4%). Overall, the number of full-time faculty vs part-time faculty has decreased since fall 2010 while the number of executive and administrative personnel has increased. Based on this data, the College should review its recruitment strategies for more full-time faculty and review the ratio between executive/administrative and managerial staff and faculty. MEC-Dashboard-Report-June-2015.aspx

Table 11: 10.1: Employee Headcount by Type

	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015
FULL-TIME FACULTY	186	177	170	180	182	181
PART-TIME FACULTY	332	321	331	344	334	298
EXECUTIVE/ADMIN.	19	16	18	20	19	17
MANAGERIAL STAFF	133	137	138	142	156	170
TOTAL EMPLOYEES	1072	1047	1085	1050	1070	1022

Diversity

Medgar Evers College is an Affirmative Action and Equal Employment Opportunity institution with a demonstrated commitment to recruiting and maintaining a diverse faculty. As part of its diversity commitment, the College has a Chief Diversity Officer who directs The Office of Diversity, Multiculturalism and Affirmative Action (ODMA). This Office is responsible for ensuring that Medgar Evers College adheres to all university and governmental policies and practices as they address employment and affirmative action issues. In 2013, CUNY directed each of its colleges to prepare a five-year Faculty Diversity Strategic Plan (FDSP) to further the University's diversity goals in three critical areas: recruitment, retention and climate. Each year, the ODMA submits a Progress Report on the FDSP.

Based on the 2014-2015 FDSP, Medgar Evers College has demographics that are consistent with its status as the only predominantly black college within the CUNY system. Therefore, the issue of diversity looks "different" at Medgar Evers College than it might look at other senior colleges within CUNY. African-American/Black faculty represent 62.6% (171) of faculty at Medgar Evers and 11.9% of faculty (7,246) CUNY-wide. White faculty represent 19.9% of faculty at Medgar and 61.6% of faculty CUNY-wide. Asian faculty represent 11.1% of faculty at Medgar and Hispanic/Latino faculty represent 4.1% of faculty at Medgar. See Overview of Faculty Demographics at the College in 2014, compared to CUNY as a whole. See Office of Diversity, Multiculturalism and Affirmative Action for the full FDSP Report.

The 2014-2015 FDSP identified specific diversity strategies for the College. Based on the report, the College's hiring of senior faculty has declined since 2013. In 2014, females in the senior faculty ranks increased to 40.5 percent of the senior faculty from 37.8 percent in 2013; however, as of 2015, females represent 39.5 percent of professors and associate professors. As part of its efforts to address challenges in the recruitment and hiring of senior faculty, the College plans to increase its recruitment and hiring of senior faculty and senior female faculty for all departments by 10% and college-wide from 38% to 50% over the next five years and to increase its overall recruitment of Asian and Latino/Hispanic faculty.

The College has also established as a priority the creation of initiatives to support tenure and promotion. To address this priority, the College re-established the Center for Teaching and Learning; in 2014-2015 AY, the Office of Academic Affairs (OAA) allocated $31,534 in 2014-15 to support 22 faculty members with their travel expenses to educational and association conferences. Fifty-four percent of the awards were given to women.

Lastly, the promotion of a positive and collegial work environment is a priority. This will be accomplished by providing training to 100% of managers and supervisors in conflict resolution and sexual harassment over the next three years and by reducing the number of employee grievances filed annually by 30%. Faculty Diversity Strategic Plan; Fall 2013-Spring 2018

Assessment of Faculty Attitudes and Satisfaction

Data from two major surveys of faculty provide a comprehensive view of faculty attitudes and

opinions. They include the COACHE Faculty Job Satisfaction Survey Provost's Report (2015); the COACHE Faculty Job Satisfaction Survey Governance and Leadership Report (2015); and CUNY's University Faculty Senate Faculty Experience Survey (FES, 2009). In the case of the COACHE Survey, both peer and cohort comparisons are provided for full-time faculty on a series of nationally normed benchmarks. In the case of the FES, CUNY campus comparisons for both full-time and part-time faculty are summarized in the campus report.

Highlights of the 2009 FES reveal that a fairly large proportion of CUNY campus faculty, 65.1%, indicated satisfaction with faculty influence on hiring faculty. MEC full-time faculty, however, reported a satisfaction rate of 39.7%, a full 25.4 percentage points below the average for CUNY. Faculty's perception of the clarity and fairness of initial executive appointments revealed that in general CUNY faculty are wholly dissatisfied with this benchmark. Across all CUNY campuses, 23.9% indicated satisfaction with this benchmark and MEC faculty reported a satisfaction rate of 16.9%, a full 7.0 percentage points below the average for CUNY and almost 23 percentage points below their satisfaction with their influence on faculty hiring.

Preliminary results reveal that Medgar Evers did not meet thresholds for any of the nineteen benchmarks. Tenure policies and tenure clarity ratings by faculty did not achieve a benchmark status of institutional strength. Noticeably, there was a medium effect size for gender, with women reporting significantly greater dissatisfaction with tenure policies and clarity than men. MEC faculty gave comparatively high marks to "time spent on teaching" and other individual survey items. The benchmark for Mentoring was an area of concern among the 11 benchmarks of 19 and women's ratings achieved a medium effect size in terms of greater dissatisfaction compared with men. A substantial majority of pre-tenure faculty (over 60%), especially compared to peers, reported they had not received formal feedback on their progress toward tenure (p. 31). A substantial majority of associate rank faculty (over 80%), especially compared to peers, reported they had not received formal feedback on their progress toward promotion to full professor. *See* COACHE cover letter from Dr. Todd Benson.

Recognition of Faculty Work

The Office of Academic Affairs (OAA) has several initiatives, programs and activities to recognize and support faculty scholarship and research. OAA has provided increases in the faculty travel budget to participate at conferences and workshops; hosted receptions and recognition events for faculty who publish or win grant awards and publicly acknowledged faculty through press releases and at Stated Meetings of the Faculty. The Center for Teaching and Learning organizes grant and publication workshops and the Chancellor hosts receptions for faculty who win prestigious award, grants and fellowships. Faculty also get promotion, tenure and step increases as a result of their professional activity and scholarship.

Starting in Fall 2016, the Office of Academic Affairs plans to publish a digital newsletter called "Faculty Focus" once a semester. It will "highlight teaching (innovative pedagogy), faculty research, assessment and curricular development, faculty grants, research with students, and conference presentations." Academic schools also promote faculty research through collaborative grants, faculty newsletters, faculty development programs at the school level and

faculty recognition awards. The School of Science and Technology has been a major leader in this area.

Curriculum Development

Faculty, through their participation in academic departments and on the College-Wide Curriculum Committee (CWCC), a standing committee of the College Council, recommend college-wide policy in matters pertaining to academic programs, including new or amended programs, courses and curricula. The Curriculum Committee also reviews the implementation of policies, programs, courses and curricula. See membership and process for submitting curriculum items in Standard 10 on Faculty.

Meetings of the CWCC are scheduled in the Administrative Calendar; however, the agenda and minutes of the meetings are not readily available to faculty who are not members of the Committee. Given that changes to courses or programs offered by one department may affect the curriculum of other departments, this lack of transparency can lead to unintended and undesirable outcomes. Under the previous MEC Governance Plan, every department had a representative on the CWCC; thus all departments were aware of upcoming curricular proposals. There have been cases where there were differences between curricular approved by the College Council and the version that was forwarded to the Board of Trustees via the Chancellor's Report. There were several such cases during the introduction of Pathways in Spring and Fall 2013. Some of the degree programs that are currently offered by the College were, technically, never approved by College Council, in the sense that changes were made between the approval by the Council and the publication in the Chancellor's Report.

Teaching Effectiveness

Excellence in teaching and continued professional growth of faculty are assessed for both non-tenured and adjunct faculty through student evaluations; faculty are also evaluated by their peers. At least once during each academic semester, non-tenured and non-certificated members of the teaching staff are observed for a full classroom period. After ten (10) semesters of service, teaching observations for adjunct personnel are held at the request of the chairperson or the adjunct.

PSC Guidelines state that each employee other than tenured full professors should have an evaluation conference based on total professional performance once a year. See PSC Contract evaluation criteria.

Research Grants

In addition to teaching, faculty are responsible to continue scholarship through research, publications, and grantsmanship. In recent years, faculty have successfully obtained large research grants from the National Science Foundation (3), the Air Force's Office of Scientific Research (2) and CUNY's Junior Faculty Research Award program (1). For grants with high indirect costs, part of the grant funds that the Research Foundation returns to the College are re- distributed to grant PIs to support further research activities. Despite the success of large

grants, the number of research grants for faculty decreased from 22.76% in 2011 to 15.21 % in 2016 (See Grants).

The PSC-CUNY Research Award Program is a "vehicle for [CUNY]'s encouragement and support of faculty research." This internal CUNY funding program supports activities in the creative arts and research related to curriculum development and improvement in teaching in natural science, social science and the humanities. All full-time members of the instructional staff can apply for these one-year grants which vary between $3,500 and $12,000. The number of applications and awards at the College has gone up since the previous self-study. In 2014-15, eight (8) out of eighteen (18) applications for a PSC-CUNY research award were successful. In 2015-16, twelve (12) out of a total of twenty-five (25) applications were successful.

Table 12: 10.2: Total PSC-CUNY Awards per fiscal year (Source: Dashboard, ORSP)

FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016
$25,530	$20,647	$27,869	$19,996	$35,498	$32,768	$42,567

PMP Measurement of Scholarly Activity

As part of the PMP process, the Office of Academic Affairs (OAA) collects the "amount" of scholarly activity at the College by asking faculty once a year to report their own scholarly activities. OAA then gathers all this information in a single spreadsheet, called the Faculty Scholarship Report (FSR). In 2010, 214 (11%) faculty reported scholarly activity vs. 2015 where 196 (33%) reported scholarly activity. Scholarly activity includes everything from a presentation at MEC to a published book or refereed journal articles. Further inquiry is necessary to determine whether the relatively low number of faculty reporting at least one scholarly activity in the FSR is due to the lack of such activity, to problems with the reporting process, to a decrease in the number of faculty or to a combination of all factors. A more efficient system to address this issue is being explored.

Center for Teaching and Learning Excellence

The Center for Teaching and Learning Excellence (CTLE), which reports to the Office of Academic Affairs, was initially formed in the 2002-2003 academic year to provide a structure for sponsoring and supporting professional development for full-time and part-time faculty. From 2004 until 2010, the Center for Teaching and Learning Excellence (CTLE) had primary responsibility for faculty development, research and publishing activities; technology workshops; and book discussions. The Center encouraged part-time faculty participation, presented the Presidential Research Award, research awards, teaching awards and fellowships. The CTLE was disbanded in the Spring 2010 semester and although there were activities to promote faculty development from 2010 through 2012, without a dedicated director to lead the Center, there was little or no focus on promoting professional development activities for adjunct and weekend faculty.

In Fall 2014 a new CTLE Director designed and provided workshops and events that ranged from research writing workshops, to yoga, to panel discussions and films. During the 2015

Spring semester the CTLE developed the *Research, Grants and Publications Workshop Series* and the *Academic Technology Workshop Series.* The CTLE was awarded $10,000 in CUE funding to support the work/training of 20 faculty via these workshops and the workshop series has since expanded to include more focus on research study design and strategies for getting completed research published. CTLE plans to continue workshops on grant development and professional development and will initiate a structured mentoring program, teaching circles, and research circles among faculty across disciplines. Additionally, the College has recently instituted a Writing in the Disciplines (WID) Policy and the CTLE will take the lead in developing WID workshops and certificates for faculty.

Linking Student Learning Outcomes to Teaching Effectiveness

MEC Faculty is actively engaged throughout the semester in linking student learning course outcomes to overall degree program objectives. See Standard 14 for Assessment of Student Learning.

Recommendations

1. Continue to hire qualified full-time faculty for new and continuing academic programs.
2. Develop strategies for supporting faculty in the development and writing of grants for research and programs.
3. Discuss and analyze the findings of COACHE with faculty, the Provost, and the President.
4. Develop a systematic process for ensuring an alignment between curriculum approved by the College Council and curriculum forwarded to CUNY.

STANDARD 11: EDUCATIONAL OFFERINGS

Subcommittee Charge

The Subcommittee examined whether and how the College's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals; whether the College's educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission; and how the College identifies student learning goals and objectives, including knowledge and skills for its educational offerings.

Strengths

Degree programs are reflective of the College mission.

The College considers the national and local trends for development and employment in developing and maintaining academic and degree programs.

Co-curricular and extra-curricular programs engage students and strengthen their educational experiences.

Introduction

The College's degree, extra-curricular, and co-curricular programs prepare students for success after graduation. A major contributor to this success is the College's degree programs available in the three academic schools: School of Business; School of Liberal Arts and Education; and School of Science, Health and Technology. Coursework requirements, which reinforce the importance of individual as well as collaborative work through group assignments, serve to prepare students with the wherewithal to meet the demands of the workforce in various professions as well as the academic rigors of graduate school. Degree program criteria, comprised of general education and major course requirements, provide students with academic foundational instruction needed to enhance their knowledge of the humanities and their written, oral communication, and critical thinking skills. The liberal arts nature of the College's general education requirements serve to expand student's knowledge base on a variety of subjects in the physical, social and behavioral sciences.

The College is committed to intellectual growth and personal development and as such plans to develop and add intellectually stimulating academic programs that will enable students to meet their academic and career goals. In line with the College's Strategic Plan and the goal of a 25% increase in enrollment, the College has rolled out several innovative degree programs that reflect the latest advances in the disciplines. In the fall of 2015 the College began offering a Bachelor of Science (B.S.) in financial economics through the School of Business. In the spring of 2016 a Bachelor of Fine Arts (B.F.A) degree program, in media and the performing arts was approved by the College and University and is now awaiting New York State Education approval and an interdisciplinary Honors Program was approved at the June 2016 Board of Trustees meeting. The College has also proposed a School of Global Education that will develop pathways for engagement in a global society through high quality educational inquiry and

innovation, international collaboration, action-based research and career-driven learning initiatives. The aforementioned School of Global Education will feature a new Bachelor of Arts in the area of Secondary Education and is slated for development in 2016-2017.

The College provides discipline-specific opportunities to enhance students' preparation for their post-college lives. For example, student clubs and organizations allow students to explore and cultivate their pre-professional and professional level skills and supplement classroom instruction through competitions, case studies, and service to the College and community (local, national, global). Student attendance at departmental presentations through panel discussions, workshops, as well as various Presidential Global Lecture series, the Annual National Black Writers' Conference, the Annual National Professional Social Work Conference, the Science, Health and Technology conferences and programs, and events sponsored by the Entrepreneurship and Experiential Learning Lab provide opportunities for students to hone their leadership skills and broaden their learning outside of the classroom. In an exit survey assessing students' perception of their preparedness students for the professions and career plans, 75% of surveyed 2015 graduates indicated that their preparation was either 'excellent' or 'good'. See exit survey data.

The primary sources of data demonstrating that students' experiences come from a coherent purposeful program of study are from descriptions of academic programs which clearly outline degree requirements within each school and department. Individual departments also have curriculum maps in their Assessment Handbooks. In addition each degree program has a designed to evaluate students' knowledge of their subject matter and competency at the end of their academic program of study. See capstone experience overview.

Evening & Weekend Programs

The Office of Evening and Weekend Programs delivers extended services in the evening and on weekends to MEC students and faculty. The Office serves as liaison to the many academic departments at MEC and is charged with increasing evening and weekend course offerings, accelerated courses and weekend degrees. Students have a large selection of weekend courses which can apply toward their associate and/or baccalaureate degrees. College ready students who are enrolled full-time and are willing to take online classes can fast track their degree program through accelerated courses (credit-bearing courses completed within seven weeks); the College Level Examination Program (CLEP) through the College Board; department challenge exams; summer and winter sessions; and Credit for Prior Learning.

Accelerated Courses

The number of students who took accelerated courses from 2011 through 2015 increased from 250 students to 1364 students. The largest percentages of students taking accelerated courses are in the areas of social and behavioral sciences, public administration and business respectively. Although the number of students in accelerated courses increased, the number of students who graduated in these courses decreased, as was the case for students in the general population. From 2011 to 2015, the number of graduates decreased from 194 to 117. See

graduation rates of students in accelerated programs. The College will conduct an analysis and study to determine the reasons for this decrease.

Curriculum Approval Process

As mandated by the CUNY Board Bylaws, the development of new academic programs is the prerogative of the faculty on each campus. Faculty expertise provides the best guarantee that the education process will be dynamic and that the colleges will grow and change to meet society's challenges and students' needs. The standard governance process at the institution includes departmental committee reviews and approval and College-wide Curriculum Committee (CWCC) review and approval followed by a presentation from the Chair of the CWCC and the proposing faculty to the College Council, the major governance body at the institution. The Office of Academic Affairs (OAA) MEC and the City University of New York's Office of Academic Affairs, Board of Trustees (BOT) and the New York State Education Department (SED) are at the end of the approval process. See Faculty Handbook for the Preparation of New Academic Programs, Office of Academic Affairs, Revised August 2014.

By the time a program is recommended for approval by the OAA to the Board Committee on Academic Policy, Program, and Research (CAPPR), it would have been evaluated according to the following standards:

- Academic quality;
- Justification of needs (to include societal needs in terms of regional, state and national needs; career opportunities for graduates; and student interest);
- Relationship to other programs at CUNY (e.g. possible duplication);
- Relationship to other campus programs and to College and University missions;
- Resources available to implement the program;
- Conformity with the standards of accrediting agencies (necessary for the professions); and
- Conformity with the regulations of the SED. (Faculty Handbook for the Preparation of New Academic Programs, Office of Academic Affairs, Revised August 2014)

Since 2011 there have been a number of new programs approved and under consideration.

Table 13: 11.1: New and Proposed Academic Programs

	New Programs	Proposed Degrees	Proposed	Proposed Initiatives
2011 +	BS Economics & Finance			
2016-2017	BFA Media & Performing Arts	Online BS in Economics and Finance		
2017-2018		AA in Cross-Cultural Studies and New Media BS in Respiratory Science	Dental Assistant Certificate Program	Honors College School of Global Education
2018-2019		BS in Dental Hygiene		

The Curriculum Committee makes recommendations as well as reviews college-wide policies

regarding current and new academic programs, courses, and curricula. See CCC Operations Handbook Process for submission of New/Revised Courses/Curricula.

Transfer Credit

Students who are accepted as allocated transfers and who have less than 30 credits receive a letter of introduction from the Freshman Year Program (FYP) director. Transfer accepted allocates must have their transcripts evaluated by the Admissions staff to determine which credits MEC will apply to the degree that they have chosen to obtain at the College. Said credit evaluations are completed and posted in CUNYfirst, where they populate with DegreeWorks for advisement purposes. It is important to note that the degree that an applicant selects on the University Application Processing Center (UAPC) application may not be the degree program that the UAPC assigns to the accepted transfer applicant. Once a transfer evaluation has been completed, students then receive the communications mentioned above. See Transfer Credits in the MEC Admissions Office.

CUNY's Gen Ed Program Pathways ensures that all courses that are part of the Gen Ed Program in CUNY have automatic transferability to CUNY sister institutions.

All accepted applicants are invited to an" info session" to convert them into enrolled students (registered and paid). Once the registration period begins accepted transfer students are sent a registration notification from the Academic Advisement Center (ACC) to see an academic advisor and register for courses. International applicants must apply and meet the same admissions criteria for acceptance as domestic applicants.

Online Offerings

A sub-committee of the Computer Academic Technology (CAT) committee is responsible for reviewing all courses in MEC that are taught in an on-line/blended format (OAA, MEC). See Standard 13 for a description of developing practices with regard to on-line and blended learning at MEC.

Assessment

The MEC Assessment Plan (2013-2017 outlines an ongoing system to gather evidence for improving student learning and institutional effectiveness. Course exams, writing assignments, as well as individual and group projects, are utilized to assess student-learning outcomes. Faculty peer evaluations also provide key insights regarding effective teaching strategies in individual courses and programs. Some departments also engage in course and program assessments through generated surveys that evaluate the efficacy of course instruction, theory, objectives, and program satisfaction. Additionally, licensure programs offered at the College are supported by test preparation tools to assist students with meeting learning outcomes. Feedback from Internship sites (for Department of Education) and clinical sites (Department of Nursing) also contribute to the assessment of student learning outcomes. Each faculty member as part of the 'self-evaluation' must summarize evaluation techniques.

Departments have developed Assessment Handbooks which contain the Department's Assessment Plan. (See Assessment Handbook from English Department and from Department of Mass Communications, Creative and Performing Arts and Speech: MCCPAS- Assessment Handbook.) The Department Assessment Plan is intended to ensure that all faculty, part-time and full-time, pursue the same goals. Data collected are analyzed at the end of the academic year, along with empirical data received from the Office of Institutional Research and Assessment. Samples for student- performance level and course assessment rubrics are maintained in departmental files. See Standard 14 for examples of course assessments and department assessment plans.

Information Literacy

Information Literacy is an integral part of the academic enterprise at Medgar Evers College from the time students are admitted. The learning outcome for information literacy extends throughout General Education requirements and degree programs at Medgar Evers College. In the Nursing program for example, information literacy is an essential component used to develop nursing students' critical thinking skills. Data collected in information literacy classes suggest such teaching does improve student understanding and awareness of several issues concerning critical thinking and research. As stated in each syllabus, each student is required to take a computerized assessment exam at the end of each semester that is part of his or her overall grade. (See Information Literacy in Nursing Courses) Students are also required to complete 10 computer hours per semester and computerized resources such as Kaplan and ATI testing centers are available throughout the program to assist students in enhancing their critical thinking skills and in successfully passing the NYS NCLEX exam for licensure.

Charles Evans Inniss Memorial Library

At the core of the College's information literacy efforts is the Charles Evans Inniss Memorial Library, which is fully integrated with computer technology and contains over 110,000 volumes of monographs, more than 25,000 audiovisual items, and approximately 350 subscriptions to journals, magazines and newspapers. The Library's newly renovated and reimagined state-of-the-art space is a physical signal of the importance of information navigation to the College's life. In a typical week, more than 2,100 students, faculty, and community members visit the Library, which includes seating for 391 and 250 computers. Also during a typical week, librarians answer 1,960 queries, with most related to the use of technology, and approximately 400 related to research projects. Even when the Library is physically closed, it is open online with a 24-7 portal that includes access to 100,000 e-books

The Library Department and the Office of Information Technology have collaborated on the installation of new printing and scanning services with funds from Student Technology Fees, and the Library's Laptop Loaner Program is unique within CUNY in allowing for three-month loans.

LIB100 and Library Information Literacy Workshops

The Library's LIB100 Library and Research Methods course introduces students to research

methods and skills that are applicable across the disciplines and learning outcomes that align with the Middle States Guidelines for Information Literacy in the Curriculum. The course is taken by 600 students annually with enrollment increasing dramatically since Fall 2010.

Figure 4 LIB 100 Enrollment
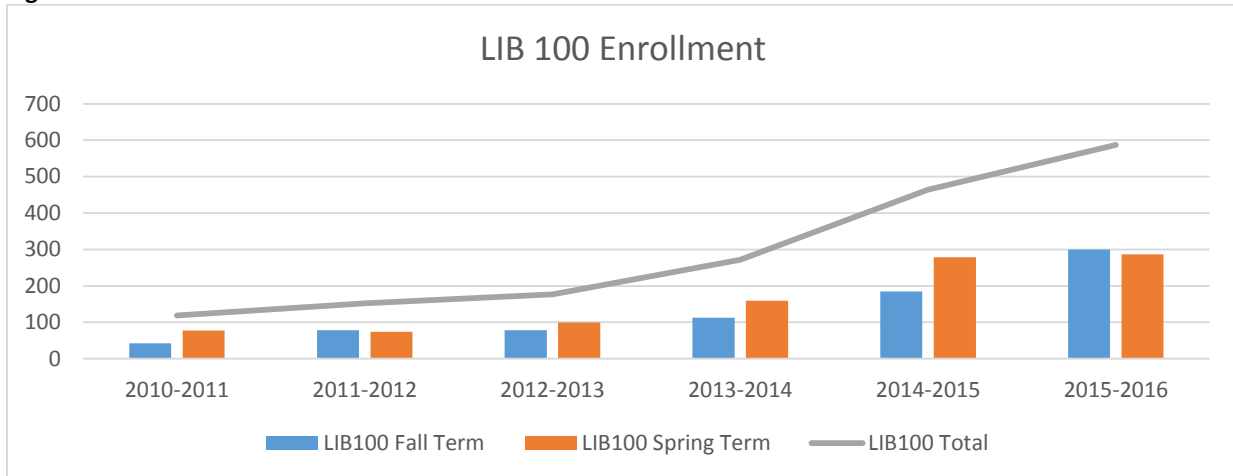
During the Fall 2014 and Spring 2015 terms, more than 98% of the students enrolled in LIB100 earned grades of A-C indicating that hundreds of MEC students are acquiring valuable information literacy skills (Snapshot, 2014-2015).

The Library, in collaboration with faculty, also runs more than 125 "one-shot" Information Literacy workshops each year for students. The workshops introduce students to discipline specific resources and prepare students to complete course research assignments. Pre- and post-workshop surveys indicate gains in the following areas: defining information literacy (10% growth), understanding plagiarism (25% growth), using full-text databases (11% growth), and knowing the meaning of cloud computing (10% growth). In addition to the pre- and post-testing of Information Literacy workshop participants, the Library regularly collects user feedback and performs regular assessments that drive the continuous improvement of library services. The renovated Library's four computer labs, compared to the one computer lab in the Library prior to the renovation, were the result of 2014 and 2016 surveys which identified the need for more computer lab space within the Library and on campus.

Computer Information Systems Literacy

Beyond the walls of the Library, many disciplines are engaged in the work of guiding students in how to access, evaluate, and interpret information, with the Computer Information Systems Department particularly engaged in cultivating students' abilities to navigate online information. In Fall 2014 and Spring 2015, 79.29% and 86.11% of students enrolled in CIS101 Computer Fundamentals passed the course respectively.

School of Adult and Continuing Education

The School of Adult and Continuing Education, located in the School of Professional and Community Development (SPCD), with an enrollment of 30,466 addresses the need of adult learners and provides a broad range of certificate and professional development programs. Published digital catalogs for the past three years provide course development website pages which detail the expectations and outcomes of a particular course. See Standard 13 for program descriptions and number of students served.

Recommendations

1. Expand enrollment by increasing online and hybrid degree programs for commuter and working students.
2. Develop a systematic way to monitor and capture outcomes for experiential learning activities, graduate programs and job placements.

STANDARD 12: GENERAL EDUCATION

Subcommittee Charge

The Subcommittee determined whether the college curricula are designed to facilitate students acquisition and demonstration of college-level proficiency in general education (Core Curriculum) and essential (basic) skills, including oral, and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy.

Strengths

The College has taken measures to institutionalize the assessment of its General Education common core and flexible core courses.

The College has taken measures to evaluate the degree to which the capstone courses in degree programs assess the essential learning outcomes in Gen Ed courses.

Introduction

The Mission statement of Medgar Evers College addresses the College's commitment to general/liberal education. Specifically,

> "...the College's mission is to develop and maintain high quality, professional, career- oriented undergraduate degree programs in the context of liberal education … [MEC] has a commitment to students who desire self-improvement, a sound education, an opportunity to develop a personal value system, and an opportunity to gain maximum benefits from life experience and from their environment.

The General Education Program, stemming from the mission of the College, is based on the belief that education has the power to positively transform the lives of individuals and is the right of all individuals in the pursuit of self-actualization. Through the general education program, students are exposed to academic and cultural experiences that promote intellectual, social and aesthetic awareness and an understanding of past and present societies as well as future trends in a dynamic and rapidly changing society.

The College website provides an overview of the Medgar's general education curriculum, its learning objectives, and specific, program-based course information. The website also directly addresses General Education requirements as they relate to transfer students. Other sources of General Education information include the Catalog, which provides a general explanation for all students, as well as requirement-specific content similar to that on the website.

Currently enrolled students are counseled by academic advisors with regard to how the General Education requirements relate to specific program curricula, and in the fulfillment of all program elements. In particular, the advising in the Freshmen Year Program, ASAP, SEEK and Advisement Center addresses General Education requirements when offering course planning

assistance to first-year students and students transferring to MEC.

The curriculum is designed to be a transformative learning experience that inspires intellectual curiosity, critical thinking, and rigorous academic experiences. Its goals speak to developing students' practical and intellectual skills through a curriculum informed by inquiry, an understanding of the human experience, and a knowledge of self. These goals are intended to serve as the foundation upon which more in-depth knowledge can be pursued within the major and broader life and career pursuits can be obtained.

Development of General Education at Medgar Evers College

General Education programs at Medgar Evers College have always been developed with input from faculty; the development and revision of new courses are guided by department and college-wide curriculum committees and by the General Education Committee. The current General Education program is the third major revision of the College's general education curriculum. The major difference between the new General Education Program and previous general education curricula at the College is the adoption of a novel framework that explicitly includes and emphasizes Integrative Learning. Another major difference in this new curriculum is the incorporation of the assessment of student learning as an integral component of Gen Ed.

In 2001, the faculty, through the College Council (the governing council of the College, predominately composed of faculty), set up a Committee to develop a process for revising General Education. The Committee consulted extensively with the faculty over a period of seven years and conducted studies of trends in general education across the country. In Spring 2008, the Committee presented its report to the College Council and recommended, among others, the establishment of a General Education Committee. The General Education Study Committee also recommended that its proposed General Education Committee be charged with periodic revision of the Gen Ed program by the faculty, the administration of the General Education Program, and continuous assessment of the General Education program.

In Fall 2008, the newly formed General Education Committee (GEC) started its work and like its predecessor, consulted extensively with the faculty and researched General Education across the country. Faculty made presentations to the Committee from Fall 2008 through Spring 2012 and the GEC made presentations to the Academic Council and at Stated Meetings of the Faculty. Several workshops were conducted during the faculty development sessions in 2009, 2010 and 2011. These sessions were designed to provide input and feedback to the Committee.

At its meetings in March and April 2012, the General Education Committee developed a map of the MEC General Education Program curriculum onto the Pathways course requirements. The goal of the General Education Committee of Medgar Evers College in April 2012 was to maintain the integrity of the MEC General Education curriculum while accommodating the Pathways requirement. With the MAP and only minor adjustments, the College's General Education Program was successfully aligned to preserve the integrity of the General Education Program and meet the *Pathways* requirements. (See the MAP of the Medgar Evers College General Education Program curriculum onto the CUNY Pathways course categories and credit

requirements). In December 2012, a curriculum proposal for a revised General Education at Medgar Evers College was presented to the College-wide Curriculum Committee and as an Information Agenda to the College Council in Spring 2013. See PowerPoint Presentation of Faculty Workshop January 2011.

Before the new Committee completed its assignment, the Central Office of the City University of New York, through its Board of Trustees, proposed the Pathways General Education framework for all CUNY colleges. The stated purpose of the Pathways general education requirements and new transfer guidelines across CUNY was to ease student transfer between CUNY colleges. Specifically, it guaranteed that general education requirements fulfilled at one CUNY college were carried over seamlessly to another CUNY college.

To further engage the faculty in expanding the General Education offerings, guidelines were sent to the faculty regarding the presentation of new courses. Specifically, the Faculty were informed that courses for Clusters III and IV of the General Education (College Option category of Pathways) were accepted on a rolling basis and did not need approval from the CUNY Core Course Review Committee. Courses in Clusters I and II (Foundations and General Knowledge Clusters / Fixed and Flexible Core categories of Pathways) were approved by the General Education Committee on campus and then sent to CUNY CCRC for further approval. A new course in any of the categories had to first be presented to the College-wide Curriculum Committee and then approved by the General Education Committee before it was presented to the College Council. An existing course needed only to be presented to the General Education Committee before being presented to the College Council for approval. Presentations to the approving committees were made on a standard form (See CUNY, Gen Ed and College Curriculum Committee forms).

The Pathways General Education Curriculum

The Pathways General Education curriculum consists of the Required Common Core, the Flexible Common Core, and, for students in bachelor's degree programs, the College Option Requirement. The Flexible Common Core framework enables each CUNY college to maintain its distinctive character as does the College Option, which allows colleges to specify 6-12 additional credits of general education coursework that bachelor's degree students must complete.

Essential Learning Outcomes of the Medgar Evers College General Education Program

The General Education Program (GEP) aligns with four Essential Learning Outcomes (ELOs) of the American Association of Colleges & Universities (AAC&U), Liberal Education and America's Promise (LEAP) *Essential Learning Outcomes.* ELOs, in concert with GEP discipline cluster descriptions, serve as the basis for evaluation and revision of existing coursers; the development of new courses; and the development and conduct of program assessment. Table 12.1 aligns the ELOs of the General Education Program with the GEP Clusters and the MEC Mission Goals:

Table 14: 12.1: Alignment of GEP and MEC Mission

GEP Essential Learning Outcome	GEP Cluster	MEC Mission Goal
ELO 1: Knowledge of Human Cultures and the Physical and Natural World	I, II,III, V*	2, 3
ELO 2: Intellectual and Practical Skills	I, II, III, IV	2
ELO 3: Personal and Social Responsibility	I, II, III, IV	3, 4
ELO 4: Integrative Learning	III, IV	4

Assessment of General Education

The General Education Committee conducted two studies to assess student performance: one study focused on student writing in the general education program, assessing written communication and critical thinking; the other study examined end-of- program written communication skills through assessment of capstone research papers in the major. (See research report).

General Education Study

The purpose of the Gen Ed study was to assess student performance in the common core and flexible core courses. The Essential Learning Outcome *Written Communication Value* and *Critical Thinking Value* rubrics were used to evaluate student responses for written assignments. Faculty submitted 10 to 20 student responses on one assignment in composition, literature, history, music and science general education courses: English 112, English 150, English 212, History 200, Music 100, and PHS101. Assignments included essays, journal entries, performance reviews and research reports. The Research Committee—comprised of four faculty and one student— reviewed the assignments and determined which rubric to use for each assignment. The rubrics listed below were aligned with assignments in the following courses.

- ENGL 112 - Written Communication Value Rubric
  - Assignment, Literacy Narrative
- ENGL 150 – Written Communication Value Rubric
  - Assignment, Literacy Narrative
- ENGL 212 – Critical Thinking Value Rubric
  - Assignment, Journal Response to a Reading
- PHS 101 – Critical Thinking Value Rubric
  - Assignment, Essay on the Impact of Global Warming
- HIST 200 – Written Communication Value Rubric
  - Assignment, Report, Impact of a Movement or Leader on US History
- MUS 100 – Critical Thinking Value Rubric
  - Assignment, Review and Analysis of Musical Performance

Findings: Written Communication

A random sample of 56 students was assessed using the written communication rubric. Students in ENGL 112, *College Composition I* scored highest on content development (35% High Milestone). Students in ENGL 150, *College Composition II* scored highest on sources and

evidence (40% High Milestone). Students in HIST 200, *The Growth and Development of the U.S.* scored highest in the area of control of syntax and mechanics (24%). Overall, students in ENGL 150, College Composition II scored higher in each of the indicators: Context of and Purpose for Writing; Content Development; Genre and Disciplinary Conventions; and Control of Syntax and Mechanics than students in ENGL 112 and HIST 200.

Findings: Critical Thinking

A random sample of 62 students was evaluated using the critical thinking value rubric. Each of the assignments for critical thinking required students to engage in a different type of analysis and inquiry; therefore, it was difficult to compare results across disciplines. Students in ENGL 212, World Literature, the Evolving Canon were strongest in using evidence and scored highest in this category. Students in MUS 100, Introduction to World Music, were strongest in influence of context and assumptions. Students in PHS 101, Introduction to Physical Science were strongest in taking a position or hypothesis.

This was a relatively small study (118 assignments were evaluated); however, based on the findings, the committee concluded that there is a need to expand the study to include a larger sample and to provide faculty professional development on how to develop assignments which incorporate the essential learning outcomes.

General Education Capstone Study

The goal of the multi-year Student Artifact Study (SAS) was to assess the efficacy of learning goals set forth by the Campus's General Education Goals, in part, by measuring the progress of the learning outcomes at the end of program. These goals, adopted from the Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes, are designed to be an end-of- program assessment of the General Education Outcomes. They include the following:

Intellectual and Practical Skills, Including:

Inquiry and analysis

Critical and creative thinking

Written and oral communication

Quantitative literacy

Information literacy

Teamwork and problem solving

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

Personal and Social Responsibility, Including:

Civic knowledge and engagement—local and global

Intercultural knowledge and competence

Ethical reasoning and action

Foundations and skills for lifelong learning

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

Integrative and Applied Learning, Including:

Synthesis and advanced accomplishment across general and specialized studies

For the first-year of this research project, the General Education Committee decided to focus on a single Learning Outcome to be studied: Written Communication for end-of-program assessment. Moving forward, a different Learning Outcome will be selected per academic year and reviewed using the SAS methodology.

In the fall of 2015, a sample of thirty-seven research papers were collected from designated Capstone classes in Biology, English, Mass Communications, and Psychology. The papers came from courses that were junior- and senior-level, and thus served as good examples of student work at the end of their programs. Several were final research papers or senior theses. Three faculty members and one student used a rubric from the AAC&U Value Project to review the papers and assess student performance.

Findings: Capstone Course Evaluation

Students were evaluated on five dimensions related to their ability to develop and express ideas in writing: context of and purpose for writing, content development, genre and disciplinary conventions, sources and evidence, and control of syntax and mechanics. Within every dimension evaluated, the majority of students demonstrated skills indicative of the upper or lower milestone category. However, there were strengths and weaknesses between the dimensions.

Students demonstrated considerable skill in their ability to consider the context and purpose surrounding the writing task. A 70% majority of students scored in the upper milestone category indicating that they demonstrated "adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s)." Eight percent (8%) scored in the lower milestone category indicating that they demonstrate "awareness of context, audience, purpose, and to the assigned tasks(s)" Of the remaining students, 22% displayed ability at the capstone level demonstrating "a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work" and none of the sample students scored at the benchmark level demonstrating "minimal attention to the context, audience, purpose, and to the assigned task." More students fell in the upper end of

the milestone category than in the lower end in the areas of content development, context and purpose, and control of syntax and mechanics. While there appears to be room for improvement in these areas of written ability, no students failed to reach the milestone level of skill in these areas. In the area of genre and disciplinary conventions, students fell almost evenly in the upper (35%) and lower (32%) milestone category. In sources and evidence, students fell exactly even at 32%. In both these categories, roughly 10-15% of students failed to reach the milestone. In all dimensions, however, roughly 15-20% of the papers were capstone quality.

Next Steps for Gen Ed Assessment

The General Education Committee has decided to conduct annually both General Education Program assessments and end-of-program assessments, thereby providing departments with useful feedback on General Education offerings and using the aforementioned assessments to assist individual departments in "closing the loop," through the use of data driven strategies to improve student learning throughout the general education program and within majors. Results will be shared with chairs and program directors during the Academic Council and with the *Institutional Effectiveness and Assessment Committee.*

Recommendation

Partner with the Center for Teaching and Learning Excellence to conduct professional development sessions for faculty in the following areas:

1. Critical thinking assignments across disciplines
2. Written assignments using the AAC&U Written Communication Rubric

STANDARD 13: RELATED EDUCATIONAL ACTIVITIES

The Subcommittee determined whether college programs and/or activities in basic skills, certificate programs, experiential learning, non-credit offerings, contractual and affiliated relationships were consistent with the mission and met appropriate standards.

Strength

The College's School of Professional and Community Development provides a rich array of programs which align with the mission of the College and which serve as a resource for the College's Pipeline initiative and potential certificate programs.

Introduction

Medgar Evers College is deeply interwoven into the fabric of the Central Brooklyn community. This is reflected in its core mission of meeting the educational and social needs of Central Brooklyn. The College offers an extensive and rich array of degree and non-degree educational programs that provide access to a sound education, a culturally diverse learning environment, and an opportunity to gain maximum benefits from their personal and professional life experiences. These programs include developmental skills, English as a Second Language (ESL), high school equivalency programs (GED), College Now, certificate programs, credit for life experience, study/travel programs, workforce development, youth and community development programs, and a range of non-degree offerings in such areas as immigration, business, and real estate. Additionally, through its Centers, the College offers youth and adults opportunities to enrich their lives through workshops, forums, and conferences related to topics such as politics, law, literature, and business.

Developmental Skills Program

Medgar Evers College (MEC) has established systemic processes for identifying students who are not fully prepared for college level studies and who need basic skills courses. In accordance with CUNY policy, students who enter the College take CUNY's placements examinations in reading, writing and mathematics. Students who perform well on the SAT examinations and/or who have passed the New York State's Regent Examinations in Writing and Mathematics are exempt from these exams. These CUNY examinations in reading, writing and mathematics are the CUNY ACT writing and the COMPASS reading and mathematics examinations. Incoming students' (i.e., first- time freshmen and first-time transfers) performances on these examinations determine their placements in MEC college level, developmental, and/or ESL courses. Students may place into ENGR/ESLR 005 or 006; ENGW/ESLW 005 or 006, MTH 009 and MTH 010.

Currently, these developmental skills courses are housed in English and Mathematics departments. There is a decrease in the number of students needing developmental skills in reading, writing and math upon entry into the College. The reasons for this trend vary and appear to be related to a) an increase in the number of students who pass the NY State Regents exams in high school, b) a change in the admissions criteria resulting in an increase of students

who enter directly into the baccalaureate degree program and c) a focus on increasing the number of students entering the College as a result of programs under the purview of the Pipeline Initiative. The total percentage of entering freshmen who needed some skills development in Fall 2015 was 67.6%, the lowest in the five year trend that peaked at 85.7% in Fall 2013.

Students Needing Developmental Skills Instruction

Students who need basic skills instruction upon entry into the College take a developmental skills zero credit course as part of their semester load and/or take free workshops in the winter and summer immersion programs. Continuing students who need developmental skills after completing one or two semesters at the College may take a winter session or a summer session immersion program. See Immersion Summer and Winter Report for overview of student performance from 2010 to 2015. Performance and retention rates for students in summer immersion program average 70% and 91% respectively and performance and retention rates for students in winter immersion programs average 67% and 87% respectively.

Based on performance data of students, the English and Mathematics departments are reviewing their policies and guidelines on the developmental skills program and are considering alternative models for students who must enroll in developmental skills courses. These models include bridge programs, learning communities, accelerated courses and the use of portfolios as an expanded model for assessment.

Support Services for Underprepared Students

The Learning Center and Writing Center are integral elements in the academic support services provided to underprepared students attending MEC. *See Standard 9 in Student Support Services* for a description of these centers. Additionally, programs such as ASAP and SEEK described in *Standards 8 and 9* positively impact students' performance, retention and credit accumulation. See full description on SEEK Program in Standard 9, Student Support Services and MEC Fall SEEK Report .

Pre-College Programs

Pipeline Initiative

The Pipeline Initiative is geared to students who are in the public school system (K-12) within Central Brooklyn. Its mission is to provide extensive and varied educational opportunities through a student's K-12 years by adding an additional 200 hours to the school year. Pipeline programs target students, teachers, school leaders and families. The primary work of the MEC Pipeline focuses on partnering with approximately 80 schools and developing workshops and seminars for specific stakeholder groups. Activities include tours of the campus during the academic year and summer institutes focused on STEM education, performance and theatre arts, and college orientation. High school students may also take college level courses in the disciplines of Biology, English, and Social Sciences.

The College must develop a system for analyzing the impact of the Pipeline Initiatives and its

relation to the College. Key indicators of the success of the initiative will include the number of students served, number of students reporting positive experiences; number of parents engaged in Parent Academy; number of students applying to colleges; number of students getting into specialized high schools; number of high school administrators, teachers, and parents supporting the Pipeline Initiative; and student participants Regents and SAT scores and graduation rates from MEC. The College is also engaged in a fund raising campaign for its Pipeline Initiative. See MEC Pipeline Presentation to Congressional Black Caucus (CBC).

College Now

College Now, a collaborative program of the City University of New York (CUNY) and the New York City Department of Education designed to help high school students with their transition to college by exposing them to college level work and college life. The College Now program at Medgar Evers College, housed in the Office of Academic Affairs, offers a wide range of courses from life sciences to liberal arts. These courses include pre-college course and college credit courses. Approximately 250 students across the central Brooklyn area and all five boroughs apply each semester. The number of students participating in College Now decreased from 234 in Fall 2009 to 180 in Fall 2015. With the institutionalization of the Pipeline initiative and a change in the administrative leadership of the College Now Director, the College anticipates that enrollment in College Now will increase.

Smart Scholars

The Smart Scholars program of the affiliated Medgar Evers College Prep school enables students to take courses geared towards graduating with an associate degree in their respective disciplines. The program, first funded in Spring 2011, is supported by a grant from the New York State Education Department and the day to day administration of the program is under the supervision of the Executive Director of the Brooklyn Pipeline Initiative in cooperation with the Principal of the High School. The number of students participating in Smart Scholars increased from 150 in 2011 to 583 in 2013.

International Education

The MEC Office of International Education enters into relationships with international institutions to facilitate various aspects of international education including study abroad, student exchange, faculty exchange, joint research, and other collaborative ventures. Australia, China, Costa Rica, Ethiopia, France, Grenada, Italy, Jamaica, Japan, Panama, Spain and Trinidad & Tobago are among the destinations for Medgar Evers students who study abroad. These programs are designed to allow students the opportunity to experience cross cultural course work nationally and internationally. The Office also works toward the internationalization of the curriculum and the promotion of on-campus international experiences through specific activities and events.

Over the past five years, the Office has had challenges with respect to student affordability for the experience and obtaining grant support. Despite these challenges, the Office of International Education is committed to expanding student participation by 15%, broadening

the study abroad destinations, increasing the fields of majors participating in the study, increasing the number of faculty participating in study abroad and strengthening the promotion and fund-raising efforts for study abroad. See overview of Study Abroad Program from 2010 to 2015.

School of Professional and Community Development

The School of Professional and Community Development (SPCD) supports life-long learning and enriches the academic, cultural, social and professional development of youth and adults. Its programs provide opportunities for community residents to: improve the s kills needed for new career opportunities; enhance the skills that lead to promotional opportunities; improve basic skills in preparation for higher education; and to explore cultural and artistic workshops that enhance personal development. SPCD has four pillars: Academy for Youth, Academy for Career Pathways, Adult and Continuing Education and Research & Advocacy Centers.

Overall, the School of Professional and Community Development provides the residents of central Brooklyn with a wide array of courses that are geared toward college or career preparedness. Its programs are funded by the United States Department of Education, the New York State Department of Education, the NYC Mayor's Office, City University of New York and the Human Resource Administration, the New York City Department of Education, the Department of Youth and Community Development, and generous contributions from public and private organizations. Its programs have been exemplary. The number of students serviced by SPCD from 2007 to 2015 was 23,693 to 30,466 respectively. See graphs on contracts, grants and tuition.

Adult & Continuing Education

The College's Adult and Continuing Education (ACE), located in the School of Professional and Community Programs, provides Central Brooklyn residents with a wide variety of non-credit professional development and certificate training programs. ACE provides this training through two major areas of focus. These categories are Tuition and Contract and/or Grant Supported programs. The tuition supported programs that offer non-credit courses are Remediation Instruction, Vocational Preparation, Community Service, Avocational, Recreational or Social Group. The latter are CUNY designed programs that mandate that the Department of Adult and Continuing Education provides annual reports documenting these programs effectiveness. For a full description of ACE Programs, see http://www.mec.cuny.edu/schools/SPCD/Adult-and-Continuing-Education.aspx

CUNY Start

CUNY Start, is a program offered through ACE that targets students who have a high school or high school equivalency diploma and who have been accepted into a CUNY college but have failed the CUNY Assessment Tests (ACT). The program provides students with intensive instruction in reading, writing, and mathematics and is geared toward increasing the probability that students will re-take and pass CUNY ACT and COMPASS examinations. Since Fall 2013, the number of students enrolled in CUNY Start have varied from 34-64. See CUNY Start Student

Participation.

CUNY Start is evaluated at the end of every academic year and thus far the program's findings indicate that its students are more likely to gain proficiency in all of the basic skills area (reading, writing, and mathematics) and have stronger persistence, GPA and retention outcomes once they enter a degree program. A research study conducted by CUNY's Office of Institutional Research and Assessment in 2013 revealed that after one semester, CUNY Start students were more likely to achieve proficiency in reading, writing, and math, in comparison to a similar group of students who did not enroll in the program. CUNY Start students also achieved more skill area proficiencies after one semester in the program than comparison group students after one semester in a college degree program. The College is considering expanding the CUNY Start Program.

Branch Campuses, Additional Locations, and Other Instructional Sites:

The East New York Campus Satellite (ENY Campus), located at 800 Van Siclen Avenue Brooklyn, NY 11207, is part of the School of Professional and Community Development (SPCD) and is an extension of the Medgar Evers College's main campus located at 1650 Bedford Avenue Brooklyn, NY 11225. The campus has provided college credit courses to new, readmit, transfer, and international students attending MEC and to more than 8000 students who live and/or reside nearby the East New York Community. The campus has shown continuous growth from Fall 2007 through Spring 2016 semester.

Credit for Life Experience

Medgar Evers College offers adult students Credit for Life Experiences (CLEP). The Credit for Prior Learning via Life/Work Experience offers the mature individual with considerable life and work experiences, an opportunity to transform those experiences into college credits and to apply them towards a degree at Medgar Evers College of The City University of New York. Each candidate for CLEP is required to demonstrate what s/he has learned by taking the College Level Examination Program (CLEP) administered through the College Board; and/or department challenge exams. The MEC Testing Center is an integral part of the latter requirement.

Experiential Learning

In 2015, the New York State legislature mandated that CUNY design and implement plans meant to demonstrate experiential/applied learning activities that students are involved in across the university. However, experiential learning has always been a part of students' educational experiences through activities such as faculty-supervised research projects, paid or unpaid internships, service learning and creative and artistic work and performances. Individual academic departments as well as internship and fieldwork site coordinators evaluate student performance in experiential learning activities. Sites for experiential learning include the College's advocacy, research and cultural centers, and programs such as the CUNY Service Corps, the CUNY Research Scholars Program, MEC-MCAT Study Groups, the Medgar Evers College Medical Brigades, and the Career Management Center Student Volunteers (CMSC).

Distributed Learning

Distributed learning, the term used to describe a multi-media method of instructional delivery that includes a mix of Web-based instruction, streaming video, video-conferencing, face- to-face classroom time, distance learning through television or video, or other combinations of electronic and traditional educational models, is not a major mode of learning at the campus. However, beginning in the Fall of 2016, Medgar Evers College has plans to implement a robust Distance and Distributed Learning Initiative that uses echo360 Learning Lecture Capture and SoftChalk, a multi-function platform that combines, content authoring, hosting, sharing and management features that will enable the delivery of courses with active learning technologies.

Online Learning

Increasing online instruction is a priority and the College had a 9% increase in the number of sections and students enrolled in courses and in the number of faculty certified to teach online courses from 2012 to 2015. (Online Four Year Trend)

A sub-committee of the CAT committee is responsible for reviewing all courses in MEC that are going to be taught in an on-line/blended format (OAA, MEC). Below are three documents providing evidence of developing practices with regard to on-line and blended learning at MEC.

1. Description of approval process for all Hybrid and On-line Courses developed by the Computer Academic Technology (CAT) Committee: Suggested Online/Hybrid Course Approval Process.
2. On-line/Blended description of faculty requirements for teaching courses: Teaching Certification for Hybrid and Online Courses.
3. Professional Development sponsored by MEC's newly formed Department of Academic
4. Technology through the assistance of the Center for Teaching and Learning Excellence to ensure that course content and pedagogy are in line with best practices for on-line and blended courses.

In the Spring 2016 semester, OAA implemented a quality assurance initiative as it pertains to the quality of online courses: Quality Matters[TM] (QM), "a nationally recognized, faculty-centric non- profit that offers … a proprietary rubric with standards aligned with Middle States Commission on Higher Education [MSCHE] for online courses, certifications and degree programs and a peer review process designed to certify the quality of online course design." Over 70 faculty have participated in this initiative and will be certified by the end of the summer 2016.

Extra- and Co-Curricular Activities

Students in different departments have opportunities to participate in valuable research and internship experiences that enhance their undergraduate coursework and assist them in preparing for future career and graduate work. These are in-depth research topics not covered in regular coursework. Undergraduate research, open to students with a qualifying GPA or

disposition, provides an incentive through stipends for students to study harder and maintain their GPA in their regular course work. This helps increase graduation and retention rates. These experiences also offer students opportunities to travel and present their research at national and regional conferences or to study abroad--National Association of Black Accountants (NABA) Conferences; Honda Campus All-Star Challenge (HCASC) National Championship Tournament. One hundred-forty-six (146) science students participated in summer research projects with faculty. These experiences contribute to our students' high rates of success, including acceptance into graduate degree programs at National Association of Black Accountants (NABA), Computer Information Systems Technology Association (CISTA), Society for Public Administration (MECSPA), and the Minority Investment Association (MIA)— have received national awards and participated in regional and national conferences. As a result of these Awards, students have gained valuable career opportunities and provided service to the community.

The School's alumni now serve as leaders in a wide range of business, legal, public, and non-profit professions. A major focus is college-wide service learning. This is a teaching method in which academic learning is enhanced through meaningful community service and is connected with the College's mandate to serve the community.

Recommendations

1. Increase online degree and hybrid courses to better serve students interested in non-traditional modalities.
2. Expand collaborations between Immersion, Pipeline, College Now, and CUNY Start, thereby increasing the number of students who are college ready when they enroll as freshmen.
3. Increase articulation between Adult Continuing Education certificate programs and academic programs.

STANDARD 14: ASSESSMENT OF STUDENT LEARNING

Subcommittee Charge

The Subcommittee was charged to determine whether students through assessment, the gathering and evaluation of quantitative and/or qualitative information have knowledge, skills, and competencies consistent with institutional goals and whether such students at graduation have achieved appropriate higher education goals. The Subcommittee also ascertained whether the assessment of students demonstrates that, at appropriate points, the institution's students have knowledge, skills and competencies consistent with institutional and appropriate higher education goals.

Strength

Academic departments continue to include course level assessment as an integral part of their assessment of individual courses and as a strategy for improving student learning.

Each School and academic department has an assessment coordinator.

Introduction

Central to the assessment of student learning at Medgar Evers College is the premise that that all members of the college community have a role in and responsibility for student success. The MEC Assessment Plan, framed by the Student Success Progression Model, focuses on student progress and success— from pre-admissions through developmental courses, the first year experience and gateway courses, credit accumulation in the major and general education, and ultimately through transfer and degree attainment. A measure of students' success is, therefore, evidence of their persistence, retention and performance rates at each stage of their educational college journey and captures points of impact from multiple perspectives.

Assessment methods include the systematic gathering, review and use of data and direct and indirect evidence from multiple and diverse sources to inform our knowledge of what students know, the impact of academic programs, administrative units and external programs on student learning and the processes by which programs and units use varied levels and forms of assessment to sustain a culture of renewal and continuous improvement. See Assessment Structure and Assessment Process.

Connecting Assessment to Student Learning

The College has established measures geared at actively working on strengthening and expanding its assessment of student learning. Each academic school has Assessment Coordinators who work with and coordinate activities with the departmental Assessment Coordinators who are responsible for oversight of the department's assessment plans and have assisted their respective departments with developing assessment handbooks, curriculum mapping and course assessment rubrics. School assessment coordinators also provide professional development activities for faculty in their respective schools and support the

departmental coordinators. Coordinators will continue to work closely and liaison with the Director of Assessment as departments continue to strengthen assessment activities.

In March 2014, the Office of Academic Affairs retained the MSCHE recommended an external consultant to provide both an evaluation of existing materials as well as guidance for next steps. Following her review, faculty and staff continued to work on assessment activities with the assistance of departmental assessment coordinators and school-wide coordinators. Faculty and staff attended specialized retreats and meetings which focused on clearly articulating program- and course-specific goals and expectations, mapping curricula, and identifying assessment strategies. These activities resulted in unit-based comprehensive assessment plans.

Currently, the scope and depth of assessment across departments vary; however, all departments have evidence of assessment in their degree programs. See Table 14.1 for Overview of Assessment Plans, Assessment Handbooks and Course Rubrics across academic departments.

Table 15 14.1: Assessment Plans, Handbooks and Rubrics

Academic Schools/Departments*	Assessment Plan	Assessment Handbook	Course Level Rubrics
Business			
Accounting	Y	N	N
Economics and Finance	Y1; Y2; Y3	N	Y
Public Administration	Y	Y	Y1; Y2; Y3; Y4; Y5; Y6; Y7; Y8**
Liberal Arts and Education			
Education	Y	Y	Y
English	Y	Y	Y1; Y2; Y3; Y4; Y5; Y6; Y7; Y8**
Foreign Languages	Y1; Y2	Y	Y
MCCPAS	Y	Y	Y
Psychology	Y1; Y2	Y	Y
Social Behavioral Sciences	Y	Y	N
Science, Health and Technology			
Biology	Y1; Y2	Y	Y
Chemistry and Environmental Sciences	Y1; Y2	Y	Y
Mathematics	Y	N	Y1; Y2; Y3
Nursing	Y	N	Y1; Y2; Y3; Y4; Y5
Physics and Computer Sciences	Y	Y	Y

Legend: Y = Yes; N = No; asterisk (*) = Not all departments reflected; asterisks (**) = Not all rubrics reflected.

[Assessment Plans](#)

Academic departments are at varying levels in their development of Assessment. See exemplars of [Foreign Language Assessment Plan](#), [Public Administration Assessment Plan](#) and [Psychology Assessment Plan](#) and [English Department Assessment Handbook](#), [Biology Assessment Handbook](#) and [MCPAS Assessment Handbook](#).

Course Level Assessment

Faculty across academic departments have begun to include course assessment as an integral part of their overall assessment of student learning and as a strategy for improving student learning. Course assessment rubrics capture the alignment of the course with the program and department goals, key assessments, learning experience outcomes, standards or domains being assessed, the number of students assessed and the performance level of students. Faculty are asked to adapt the rubric for their specific discipline and to provide an analysis of student learning outcomes and their recommended areas for improvement in the courses assessed. Course assessment exemplars are located on department SharePoint websites and in the Outcomes Assessment folder on the Middle States SharePoint site. The following courses represent exemplars of how faculty use course assessment across a range of disciplines.

Freshman Seminar FS 101

Students in FS 101 wrote "Who Am I?" essays. Overall, students' levels of performances in all dimensions of the assessment ranged from mastery to introductory with a very low (6%) percent in self-efficacy. Students who demonstrated introductory levels (24%, 29%, and 6%) in identifying their personal and academic goals and written communication skills were encouraged to develop strategies that would assist them in mastering these dimensions.

Introduction to World Art, Art 100

In Introduction to World Art, students visited the Brooklyn Museum of Art and selected a work of art to analyze. The dimension of critical thinking was used as the assessment domain. The faculty member found that the use of the critical assessment rubric contributed to improved student performance.

Foreign Language, French and Spanish

Sixty-seven students in SPAN 101 and SPAN 102 and 77 students in FREN 101 and 102 participated in language assignments that evaluated their speaking, listening, reading and writing skills. The study revealed that more than half of all students had attained a minimum of medium/intermediate proficiency after a full year of intensive language study. There also seemed to be a direct correlation between regular classroom attendance and language study proficiency attained.

Introduction the World of the Learner, EDUC 102

Students in the course wrote educational autobiographies. They were assessed on their personal and global consciousness and effective communication skills and were asked to a) examine their own beliefs, values, and perspectives and contextualize these within a larger cultural context and b) where appropriate to code switch from standardized or dominant forms to other forms of English when appropriate. The faculty member found that more than 90%% of the candidates who completed the task scored at or above an emerging level, thereby demonstrating a relatively clear understanding and application of how to examine their own beliefs, values, and perspectives and contextualize these within a larger cultural context.

World Literature: The Evolving Canon, ENGL 212

Students were asked to write an essay that represented a close reading of an excerpt from the *Book of Job*. The faculty member found that students' submission of multiple drafts allowed for student improvement; however, students still had problems analyzing rather than summarizing or paraphrasing texts. The faculty member recommended that providing models of student writing and responses and building the course around themes might help students to examine texts more critically.

Statistics for Psychology, PSYCH 209

Students in PSYCH 209 were asked to demonstrate their knowledge of SPSS and to use the APA format to report results. The faculty member found that overall students generally demonstrated the ability to report the results of inferential statistical tests in APA style, but students needed to be encouraged to proofread more carefully.

Genetics, BIO 302

Students in biology took a departmental exam which focused on students obtaining in depth knowledge of cell division, heredity, mendelian genetics, chromosomal mapping, chromosomal rearrangements, DNA replication, transcription, translation and gene regulation. The faculty member found that students performed at 80% attaining the expected levels of achievement. The area that required the most improvement was critical thinking; students performed at 48%. As a result of this evaluation the faculty member will place more emphasis on assignments that represent problem solving and critical thinking.

Institutional Effectiveness and Assessment Committee (IEAC)

The College has also created an Institutional Effectiveness and Assessment Committee (IEAC) which has created sub-committees to lead assessment activities at various levels: program; course; and General Education. *See scope of IEAC in Standard 7, Institutional Assessment.*

Assessment of Academic Programs

CUNY policy requires that each academic program be reviewed at least once every ten years. MEC has been encouraging more frequent reviews since 2006, but compliance has been sporadic; however, with the development of the Institutional Assessment Plan, the College has instituted a schedule to review all academic degree programs every five years on a rotating schedule (Academic Program Review Schedule) and departments receive support from the MEC Office of Academic Affairs and the MEC Office of Accreditation and Quality Assurance. Accredited programs (Nursing, Social Work, Education, etc.) are reviewed on a timetable established by their accrediting organization; however, they are required to meet the guidelines and benchmarks customary for the review of all undergraduate programs. All other programs must complete academic program reviews in compliance with the revised MEC guidelines.

The School Deans, in collaboration with the Office of Accreditation and Quality Assurance (OAQA) and the Office of Academic Affairs (OAA), are responsible for scheduling and

monitoring the progress of program reviews within their respective Schools. As part of this process, each program, prior to the external reviewer's visit, conducts a self-study that focuses on a range of issues beyond curriculum and instruction, including enrollment trends, faculty development, available resources, and student learning outcomes.

The findings of the external reviewer for Program Reviews may help to shape the direction of the department and may facilitate changes. For example, findings from the English and Math Department Program Reviews informed changes on the institutional level and program levels. After the Program Review of the English Department in 2011, the external reviewer recommended that the College institute a Writing Center and that the department consider incorporating portfolios as part of its assessment in freshman English courses. Since that review, the following changes have been instituted.

- A Writing Center to anchor the skills taught in composition and literature courses;
- Bridge courses linking developmental skills and college composition courses; and
- Gradual institutionalization of portfolio assessment in freshman English courses.

In 2014 the external review team for the Mathematics Program Review recommended that the department incorporate "computer components in non-computational courses". As a result of this recommendation the faculty established a departmental Teaching with Technology Committee. The newly formed Teaching Technology Committee reviewed the syllabi and content of several courses and developed a plan for incorporating technology into the following courses: pre- calculus, calculus, differential equations, math modeling, and number theory. Furthermore, faculty selected the necessary software to support learning through this modality.

Assessment of Student Learning in General Education

The College recognizes the compelling value of general education and the challenge for students to demonstrate college-level competency in key areas—written and oral communication, scientific and quantitative reasoning, critical thinking, information literacy, and more. In November 2008, the College Council of Medgar Evers College created a General Education Committee to revise its general education curriculum and program. MEC's General Education goals and program goals are aligned through the structure of the Essential Learning Outcomes of Liberal Education and America's Promise.

Assessment of courses in the General Education Program was phased in between the Fall 2014 and Spring 2016 semesters, using the timetable below, with full college-wide implementation scheduled by the end of Spring 2017. A phased approach was necessary to accommodate the unique planning needs for each department/unit in measuring students' progression in the general education curriculum clusters, which were only fully implemented in 2013.

Table 16: 14.2: General Education Assessments

Scheduled Term	Departments & General Education Program	Types of Assessment	Assessment Instruments
Fall 2014	ENG 112 ART 100 MUS 100	**Required Core**	LEAP Essential learning Outcomes (ELO's) developed by the American Association of Colleges& Universities
Spring 2015	ENGL 150	**Required Core**	LEAP Essential learning Outcomes (ELO's) developed by the American Association of Colleges& Universities
Fall 2015	HIST 200 SSC 101 BIO 211 PHS 101	**Flexible Core**	LEAP Essential learning Outcomes (ELO's) developed by the American Association of Colleges& Universities
Fall 2016	Socio-Cultural & Diversity College Option courses	**Cluster III**	Departmental Assessments (TBD)
Spring 2017	Integrative Cluster	**Cluster IV**	Departmental Assessments (TBD)

Additionally, in Fall 2015, the General Education Committee decided that it was essential to go beyond course level assessment and to assess components of the General Education Program. The GED conducted two studies: one to evaluate general education in the require core and flexible core courses General Education Assessment Study and one to evaluate student learning performance at the end-of- the-program Student Artifact Study (SAS) . To ensure that data-driven changes in assignment designs are implemented, recommendations from the studies will be made to the relevant departments with general education courses and capstone courses. The General Education Assessment Study will be expanded to include more courses and the SAS will be expanded to assess the outcomes of inquiry and analysis and quantitative literacy.

Writing Center

The Writing Center conducted a study to evaluate student academic performance for AY 2015-2016. The study was limited to full-time associate level students who were divided into a control and three sub-groups, i.e., SEEK, ASAP, and General Population; the subgroup constituted approximately 50% of center visits. The data show that students participating in activities provided by the Writing Center perform better overall than all other students, regardless of whether they are in general student population, SEEK or ASAP. See Writing Center Study.

Supplemental Instruction

Supplemental Instruction (SI) is an internationally recognized academic support program designed to improve student academic performance and increase retention. The SI program at Medgar Evers College is funded by the Predominantly Black Initiative (PBI) and provides students in courses with a high DWF grade with weekly sessions led by SI leaders who have previously taken the course and received a high pass rate. Overall, data shows mean course grades continue to be higher in SI supported courses; the DWF rate tends to be lower for courses with an SI leader. The total mean grade for SI supported courses (gateway/core) was

2.50 compared to non-SI total mean 1.55 (38%) and the total DWF rate for SI was 13.5%, compared to non –SI DWF rate of 36%.

Closing the Loop

Action Plans are aligned with PMP goals and strategic goals. Action Plans from academic departments and administrative units are informed by the College's Strategic Initiatives and PMP targets. Initiatives requiring students to enroll in CUNY Start and to participate in a developmental skills/composition bridge program represent exemplars of closing the loop in the areas of improving student credit accumulation and success in "remediation."

Developmental Skills

MEC is currently using data from the National Survey of Student Engagement (NSSE) to expand and redesign the support structure for students entering college with developmental needs. For example, students now having three or more developmental needs must apply for entry into the CUNY Start Program. Likewise, students with one or two developmental need(s) are now required to take an immersion workshop prior to the start of the fall or the spring semesters. (The Immersion Program will continue to offer workshops throughout the academic year for continuing and new students.) MEC will also implement a continuing pursuit policy: students must enroll continuously in a workshop or a course that will prepare them to exit a respective developmental need, i.e., until they are successful.

Bridge Program for ENGW 006/ENGL 112

Drawing on initiatives to build successful student outcomes, MEC, starting in the fall 2016 semester, will provide to eligible students—who pass the CUNY reading exam and who score between 50-55 on the CATW—a pathway into its Bridge Program that combines the course work for ENGW 006/ENGL 112. This bridge program model has been implemented at several CUNY campuses with significant success.

Exit and Graduation

In an exit survey assessing students' perception of their preparedness students for the professions and career plans, 75% of surveyed 2015 graduates indicated that their preparation was either 'excellent' or 'good'.

The primary sources of data demonstrating that students' experiences come from a coherent purposeful program of study are from descriptions of academic programs which clearly outline degree requirements within each school and department. Individual departments also have curriculum maps that link courses to programs. See Standard 14. In addition each degree program has a capstone course or experience designed to evaluate students' knowledge of their subject matter and competency at the end of their academic program of study.

Summary

The College has developed a comprehensive yet manageable strategy to assess student learning outcomes designed not simply to minimally satisfy accreditation expectations.

Although collecting assessment data at the College has grown stronger in the last three years and has been a catalyst for change in the curriculum, there are opportunities for improvement. All departments do not have an equally strong assessment culture; those programs with external accreditation requirements tend to have the strongest culture of assessment. There is also a need for continuous assessment and a longitudinal and systematic process for the assessment of student learning. Because assessment processes and practices are sometimes cumbersome, stakeholders (chairs, deans, faculty and administrating staff) are not always prepared to deal with gathering and analyzing assessment data. Therefore, specific mechanisms to assist deans, chairs, faculty, etc. need to be explored to support the collection, analysis, and management of assessment data.

Recommendations

1. Explore mechanisms and/or processes for aggregating assessment data to facilitate the sharing and summarizing of assessment results across the College.
2. Provide ongoing professional development for assessment activities through the MEC Center for Teaching and Learning Excellence and the Office of Academic Affairs.

Conclusion

Under the visionary leadership of Dr. Rudolph F. Crew, Medgar Evers College is well-positioned to meet its mission of embracing the enduring legacy of Medgar Wiley Evers, expressed through education, self-actualization and community service and to provide access and opportunity for all students to become dynamic professionals, scholars and change agents in their communities and in a diverse and rapidly changing world. The College's niche to prepare students to be transformative agents, leaders and advocates for social justice has remained true to the community and the College must clearly market this as a recruitment tool to students, faculty and the community. We must also ensure that information on the College's website is accurate and updated regularly and that information is disseminated in a strategic and systematic way.

The College's Strategic Plan Five Year Strategic Plan (2015-2020), developed by a collective body of faculty, staff, students and community constituents, reflects the College's mission, goals and vision and provides the foundation for moving the institution forward in a 21st century global economy. Its initiatives focus on meeting students' needs in a manner that is fiscally responsible, operationally sound, consistent with the College's core values, and flexible enough to support innovation and new ideas, while developing programs that have a track record of success. We recognize the challenge of meeting the aspirational goals of the 25s in enrollment, graduation, internships and fundraising outlined in the Strategic Plan and know that both financial and programmatic investments are required to achieve these goals within a five-year period. To ensure that resources are allocated in ways that support the goals and objectives of the Strategic Plan and that budgets are informed by academic and administrative Action Plans and the needs of the College, we will roll-out the software program SPOL in the 2016/2017 AY. The monitoring and reporting features of SPOL will enable us to identify specific benchmarks to foster accountability in the alignment of strategic initiatives with resource allocations.

While CUNY has provided additional funding for the College, we continue to face the challenge of increasing our fundraising efforts. We plan to strengthen this through heightened development efforts, the nurturing of a more engaged alumni and an actively engaged Foundation. Additionally, we must and will continue to expand our funding portfolio and highlight our Centers of Excellence, faculty/scholars and research initiatives in the STEM areas. The new revenue sources, generated as a result of the restructuring of our Auxiliary Board, also represent strategic initiatives that we must continue to pursue.

Given the financial history of the College, the monitoring of the allocated budget and the assessment of the effectiveness of specific resources are extremely important. To this end, the College has strengthened its budget planning process and is working with administrators and staff to ensure that they have the most current information for the effective use of resources. As we move forward, we must continue to work towards on-going sustained communication and access to information across the institution in the areas of academic, student, and financial services. This process will be strengthened by our plan to develop comprehensive and regularly

scheduled information sessions for faculty and staff that address the importance of the objectives and their relationship to resource allocation and achievement progress.

We are pleased that we have begun a Master Planning process that will have input from the constituents in the College community; this will be essential as we continue to raise funds for capital improvements and the expanded physical facilities necessary for an arts space, an athletic center, amphitheater, and classrooms.

The College is actively working to meet its aspiration to increase enrollment and retention by 25% over the next five years and has changed its admission criteria to better align with the criteria generally employed across the university, to facilitate easier freshmen and transfer admission, and to recruit more students who can be admitted directly into the baccalaureate degree program. Over the next five years, we anticipate that our Pipeline initiatives will strengthen our schools, heighten the skills of teachers and administrators, and motivate students to make Medgar Evers the college of choice in Brooklyn feeder schools. We are also developing stronger linkages for the recruitment of students through the College's School of Professional and Community Development which provides a rich array of programs that align with the mission of the College and that serve as a resource for the College's Pipeline initiative and potential certificate programs. Our expanded ASAP program will also provide a means for recruiting potential students into current and upcoming associate level programs, increase the number of students in our STEM and STEAM programs, improve student retention and performance at the associate level, and provide a pipeline for students to enroll in baccalaureate degree programs. These initiatives, along with the finalization of our plans to create a new visionary School of Global Education that links directly to our pre-college Pipeline Initiative, will also help us to meet our enrollment projections. As we move forward, it will be important to continue our monitoring of the impact of new admissions criteria and ASAP enrollment on baccalaureate degree entering student enrollment.

Our creation of synergies among various programs and departments maximizes and promotes student and institutional success. We have expanded our strategies to retain and address the needs of entering students who are not adequately prepared for college work through supports which include the SEEK/Special Programs, an expanded Accelerated Study in Associate Programs (ASAP, the CUNY Start program and the summer & winter developmental skills immersion programs in mathematics, reading and writing. Our students who participate in Freshman Year seminar classes have higher GPAs and persistence than those who do not; thus, departments must find strategies to include the seminar in all of their degree programs. Additional enhancements to support students should include a one-stop-shop student support service center, expanded Learning Center and Writing Center hours, and a college-wide tracking system to compile student support service data.

The Student Success Progression Model is well integrated into the assessment activities of the College and the college community has grown in its awareness of the importance of assessment. However, since assessment is ongoing, school and departmental meetings should

regularly include an assessment segment and the College should institute a regular series of workshops on assessment and an annual college-wide assessment day.

We anticipate that our new academic programs and initiatives will strengthen our academic offerings and expand student enrollment. The new BFA in Media and the Performing Arts will offer potential media experts, performance artists, dancers, dramatists and media, graphic digital specialists opportunities to enroll in a dynamic creative program that will enable them to gain skills in these areas and to pursue their interests in all forms of the fine arts. We have also revised our new BS in Financial Economics into an online degree program and have plans to expand online/hybrid courses and online degrees. Our recently approved Honors Program will appeal to a broader range of students who can be recruited into the College. Additionally, we anticipate that our partnerships and collaborations with health care facilities will provide our students with discipline-based internships and placements leading to employment and/or graduate/research opportunities. These initiatives, coupled with study abroad, faculty exchanges, and international partnerships, will help the College achieve its goal to increase student enrollment and provide students with a more global educational experience. As we expand our course offerings and initiatives, we must be sure that data shapes the way in which we improve student learning in the classroom and at the program-level and college-level, and we must develop a systematic way to monitor and capture outcomes for experiential learning activities, graduate programs and job placements.

Full-time faculty availability and interaction with students are critical to successful recruitment, retention, and graduation rates, as well as to meeting the goals of the Strategic Plan. The College's priorities, therefore, include a focus on the recruitment of full-time faculty. This comes with the recognition that there is a high percent of adjunct faculty university-wide, and it is well-documented that the ratio of full-time faculty to part-time faculty can have a direct impact on enrollment and student success and student retention.

This Self-Study process has been informed by a careful review of the infrastructure of the College by over 200 faculty, staff and students. The College Self-Study has given birth to a "living document" for institutional renewal and continuous improvement and it demonstrates that we have mechanisms in place for ensuring that the review process continues and is sustained as we collectively work toward addressing the academic and professional needs of our students.

Overall, the College Self-Study Committees identified more strengths than challenges related to each of the 14 Standards of the Characteristics, reaffirming that the College is a vibrant institution that is accomplishing the goals and objectives related to its mission. The recommendations generated from the Self-Study affirm many of the initiatives that the College has undertaken and provide direction and insight for establishing the priorities that are necessary to take the College to the next level as it engages in the process of continuous institutional improvement and renewal. As a college named after the late civil rights advocate,

Medgar Wiley Evers, we have embraced the legacy left by his life, that is to prepare students for leadership roles in a changing world, so that they and the College can be energizers and change agents in the community. We are committed to ensuring that Medgar Evers College remains a place where students with courage, strength and fortitude will thrive.

Appendix: Compilation of Evidence by Standard

Notes

MAP OF CAMPUS BUILDINGS AND EXTERIOR STREETS

MEDGAR EVERS COLLEGE
THE CITY UNIVERSITY OF NEW YORK

AB1 Academic Building 1
1638 Bedford Avenue

B Bedford Building
1650 Bedford Avenue

S School of Business and
Student Services
1637 Bedford Avenue

A Admissions & Bookstore
1665 Bedford Avenue

C Carroll Building
1150 Carroll Street

CP Portables
Entry Through 1150 Carroll Street

E Eastern Parkway
1534 Bedford Avenue

Map Key

S Subway Stop

Bus Stop

Building Main Entrances are ADA Accessible

MEC Prepartory School

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