



PLANNING
STRENGTH
FORTITUDE



OVER
40
YEARS OF
ACHIEVEMENTS



MEDGAR
EVERS
COLLEGE

THE CITY UNIVERSITY OF NEW YORK
www.mec.cuny.edu

**MIDDLE STATES COMMISSION
ON HIGHER EDUCATION
SELF-STUDY DESIGN
APRIL 2024**



Table of Contents

Institutional Overview	3
<hr/>	
Institutional Priorities to be Addressed in the Self-Study	13
<hr/>	
Intended Outcomes of the Self-Study	20
<hr/>	
Standards-Based Self Study	21
<hr/>	
Organizational Structure of the Steering Committee and Standards Working Groups	22
<hr/>	
Guidelines for Reporting	35
<hr/>	
Organization of the final Self-Study Report	37
<hr/>	
Self-Study Timeline	38
<hr/>	
Communication Plan	39
<hr/>	
Evaluation Team Profile	41
<hr/>	
Strategy for Addressing Annual Institutional Update Indicators and Metrics	42
<hr/>	
Evidence Inventory Strategy	43
<hr/>	
Standards Expected Documentation (Addendum)	44

1. INSTITUTIONAL OVERVIEW

Medgar Evers College (MEC) is a vital component of The City University of New York (CUNY), serving as the youngest of the four-year colleges within the CUNY system. Medgar Evers College was established in 1970 as an experimental, community-based institution, born out of a collaborative endeavor among community leaders, elected officials, the Chancellor, and the Board of Higher Education of the City of New York.

Situated in central Brooklyn, the college is strategically positioned to serve an underserved urban neighborhood, one of the hardest-hit communities during the COVID-19 pandemic. Medgar Evers College contributed tremendously to the health and safety of New Yorkers during the height of the pandemic. Living up to its social justice mission, MEC turned its gymnasium and auxiliary buildings into a FEMA vaccination site, where more than 200,000 New Yorkers were vaccinated.

Medgar Evers College is close to Prospect Park, the Brooklyn Museum, and the Brooklyn Library, which provides an ideal academic and cultural enrichment setting. Additionally, naming the College in honor of the renowned civil rights activist, Medgar Wiley Evers solidifies its commitment to social justice.



The College is home to four academic schools: The School of Business, the School of Education, the School of Liberal Arts, and the School of Science and Allied Health, collectively offering a range of associate and baccalaureate degree programs. Across these schools, Medgar Evers College offers thirty-two (32) degree programs, twenty-one (21) at the baccalaureate degree level and eleven (11) at the associate degree level, with close attention to the articulation between the two-year and four-year programs. Medgar Evers College is committed to providing students with a quality education, in an environment that fosters innovation and empowers students to become future leaders in their respective fields. One of the academic Programs, the Baccalaureate in Public Administration, is ranked number 8 in the nation by College Rank.

Having been birthed out of the advocacy of the people of central Brooklyn, in addition to the four academic schools, the college established a school that focuses on community engagement, namely, the School of Professional and Community Development. MEC is also home to CUNY Board of Trustees certified centers that provide invaluable service and opportunity for the Central Brooklyn community and beyond. Through MEC's prominent advocacy, literary, and research centers, the college has earned local, national, and international recognition.





MEC's centers, which are housed in the Division of Academic Affairs, include the Center for Law and Social Justice, the DuBois Bunche Center for Public Policy, the Center for Black Literature, and the Caribbean Research Center, which promote an intellectual environment that embodies the spirit of social justice, civic engagement, critical analysis, freedom of thought and inquiry, political and environmental activism, and gender and racial equity. These centers of Medgar Evers College affirm MEC's mission and sustain the legacy of Medgar Wiley Evers by providing expert research, advocacy, community education, and organizing on community impact issues; presenting major cultural and humanities events and programming; sponsoring significant research and scholastic activities and publications; and providing special community services.

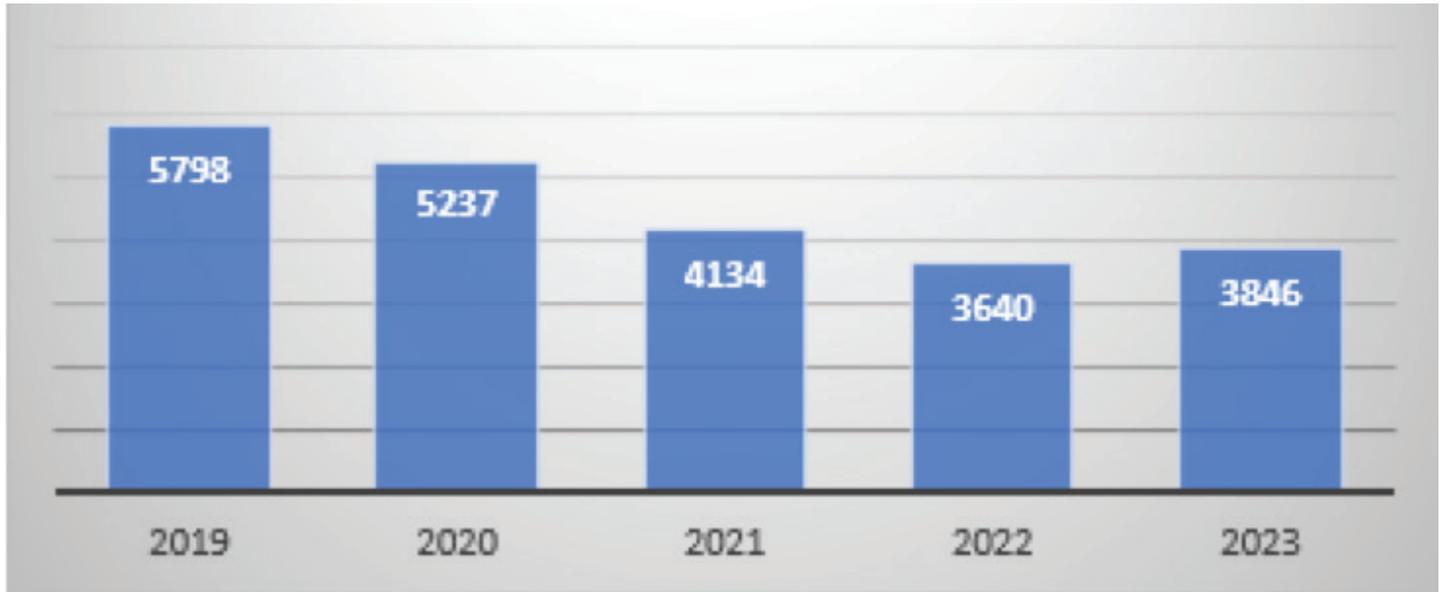
Medgar Evers College is a prominent urban institution with the highest percentage of black students in New York State. The College is ranked No. 32 in the United States by 24/7 Wall Street for "Colleges with the Most Upward Mobility". Of the top 50 institutions ranked by 24/7 Wall Street, the listed median family earnings of \$18,815 of enrolled students at Medgar Evers College is the second lowest of any institution on the list.

In the Fall of 2021, as a result of the Emergency COVID-19 Vaccine Mandate, 465 students were identified for dis-enrollment. The overall decrease in enrollment from fall 2021 to fall 2022 was 21%. In 2023 the vaccination the COVID-19 vaccination requirement was lifted and there was a 6% increase in the Fall of 2023 enrollment. Although there was a 6% enrollment increase over the previous year, enrollment did not rebound proportional to the enrollment decrease that occurred in 2022.



Enrollment trends

An inside look at how Medgar Evers College has navigated enrollment challenges through out the pandemic and its aftermath:



Medgar Evers Fall IPEDS Enrollment Trends, Headcount

for selected filters

		2019	2020	2021	2022	2023
Medgar Evers	IPEDS-American Indian or Alaskan Native	13	12	14	13	15
	IPEDS-Asian	163	162	139	133	128
	IPEDS-Black or African American	4,415	3,848	3,047	2,651	2,782
	IPEDS-Hispanic / Latino	867	869	665	599	669
	IPEDS-Native Hawaiian or Other Pacific Islander	8	5	3	2	5
	IPEDS-White	96	89	77	70	64
	IPEDS-Nonresident alien	143	130	116	85	90
	IPEDS-Two or more races	93	122	73	87	93
	Total	5,798	5,237	4,134	3,640	3,846
Uni	5,798	5,237	4,134	3,640	3,846	



Student Achievement

Retention and graduation rates are determined based on the U.S. Department of Education definition. The retention rate is based on the number of first-time, full-time, first-semester, degree-seeking students in a cohort that enter in the fall and return to the same institution the following fall. The graduation rate is based on the number of first-time, full-time, first-semester, degree-seeking students in a cohort that enter in the fall and graduates within 150% time, from the same institution. It is an institutional priority of Medgar Evers College to increase retention and graduation rates. However, because of the definition, there are a number of students who graduate and are not counted in retention and graduation rates. For example, if a student enters full-time with 12 credits and drops to part-time for every semester thereafter, until graduation, though that student may graduate, they will not be counted because it will take longer than 150% time to complete their graduation requirements.

The CUNY data for Medgar Evers College shows that only a small percentage of fall full-time first-year freshmen in both the Baccalaureate and Associate degree programs earn 30 or more credits in their first year.

Table 1

Percentage of fall full-time first-time freshmen in baccalaureate programs who earn 30 credits or more in the first year					
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Medgar Evers	23.8	19.5	18.7	9.7	6.4
University Average	51.2	54.5	55.6	57.9	55.4

Percentage of fall full-time first-time freshmen in associate programs who earn 30 credits or more in the first year					
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Medgar Evers	7.3	10.1	7.6	8.1	9.2
Senior College Average	11.0	13.7	13.8	16.3	15.1
University Average	10.6	13.7	14.6	15.7	15.9



When comparing Table 1 and Table 2, it shows that a higher percentage of fall full-time, first-time freshmen take 20 or more credits in the first year than who take 30 or more credits in the first year. This demonstrates that a higher percentage of students in that cohort did not remain full-time. Therefore, based on the federal definition of graduation rates, such a trend would result in low graduation rates.

Table 2

CONTEXT: Percentage of fall full-time first-time freshmen in associate programs who earn 20 credits or more in the first year

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Medgar Evers	31.4	32.7	29.9	34.9	29.0
Senior College Average	39.6	40.2	41.1	44.3	41.1
University Average	37.1	40.0	41.1	40.7	39.3

CONTEXT: Percentage of fall full-time first-time freshmen in baccalaureate programs who earn 20 credits or more in the first year

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Medgar Evers	54.3	48.3	48.4	30.4	24.1
University Average	83.6	82.7	81.8	80.6	76.5

Considering that many students in institutions like Medgar Evers College have to work and might have to take care of siblings, and/or elderly family members, and may experience housing instability, food insecurity, or both, the ability to remain a full-time student might become very difficult. If such students become part-time and remain part-time, they most likely will not complete their degree requirements within 150% time. If that occurs, these students will not be counted in the graduation rate. Therefore, we strongly believe that the graduation rate definition should be revisited at the federal level because the current definition doesn't adequately capture the number of students that graduate from access institutions each year. Nor does it capture the outstanding job that access institutions do overall in graduating students who are successful post-graduation.

Medgar Evers College produces large numbers of students who graduate each year (Table 3); yet, many of them are not counted toward the graduation rate because they don't fit the strict federal definition

Table 3

Trends in Degrees Granted - Count

for selected filters

	CERTIFICATE	ASSOCIATE	BACHELOR'S	Total
2017-2018	30	588	600	1,218
2018-2019	11	646	620	1,277
2019-2020	5	579	718	1,302
2020-2021	3	517	725	1,245
2021-2022	9	460	608	1,077
2022-2023	14	324	428	766
Grand Total	72	3,114	3,699	6,885

Filtered for: Semester: All; College: Medgar Evers; Sector: All; Gender: All; Ethnicity: A



Medgar Evers College Graduation Rates

Institution Graduation Rates for Full-time First-time Freshmen Enrolled in Associate Degree Programs

for selected filters

Fall Cohort	College	Cohort Count	1 Year	2 Year	3 Year	4 Year	5 Year	6 Year	7 Year
2016	Medgar Evers	996		5.7	15.7	21.8	25.8	27.9	28.8
	Total			5.7	15.7	21.8	25.8	27.9	28.8
2017	Medgar Evers	995		6.3	16.2	20.3	23.2	24.3	
	Total			6.3	16.2	20.3	23.2	24.3	
2018	Medgar Evers	895		6.6	13.9	17.8	20.1		
	Total			6.6	13.9	17.8	20.1		
2019	Medgar Evers	558		9.5	19.5	22.4			
	Total			9.5	19.5	22.4			
2020	Medgar Evers	411		9.7	16.8				
	Total			9.7	16.8				
2021	Medgar Evers	306		4.2					
	Total			4.2					
2022	Medgar Evers	207	0.5						

Institution Graduation Rates for Full-time First-time Freshmen Enrolled in Baccalaureate Degree Programs

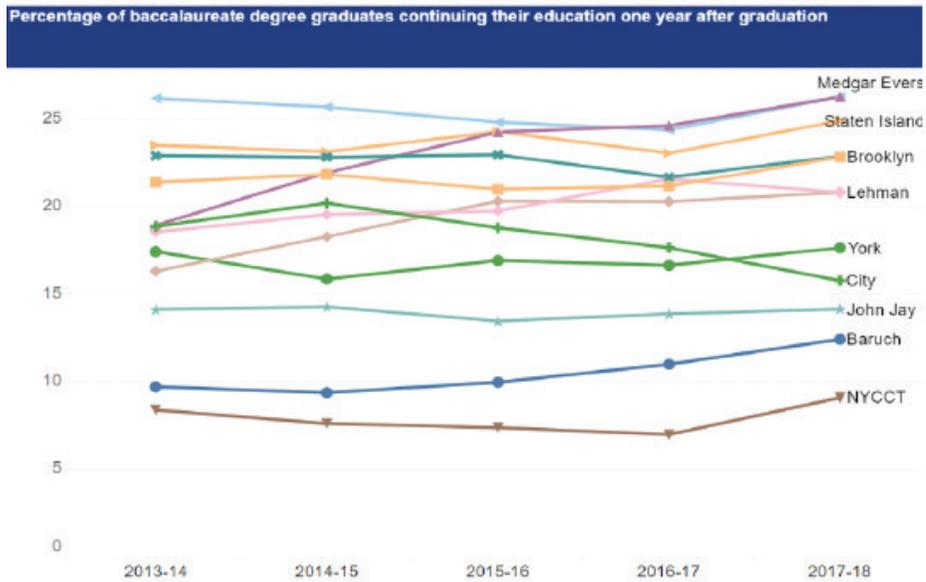
for selected filters

Fall Cohort	College	Cohort Count	2 Year	3 Year	4 Year	5 Year	6 Year	7 Year
2016	Medgar Evers	105			9.5	20.0	21.9	25.7
	Total				9.5	20.0	21.9	25.7
2017	Medgar Evers	149	1.3	2.0	10.1	18.1	19.5	
	Total		1.3	2.0	10.1	18.1	19.5	
2018	Medgar Evers	252		0.4	8.3	18.7		
	Total			0.4	8.3	18.7		
2019	Medgar Evers	299			3.0			
	Total				3.0			
2021	Medgar Evers	307	0.3					
	Total		0.3					



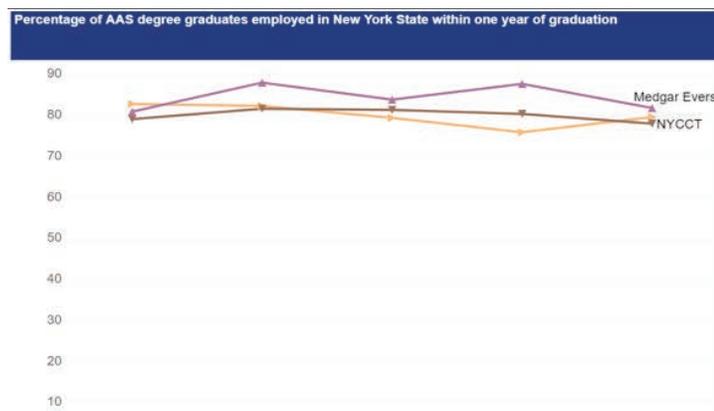
Despite the low retention and graduation rates reported for Medgar Evers College, based on the federal formula, according to CUNY data, Medgar Evers College is:

- Number one in CUNY for the percentage of students who go to graduate school within one year of graduation.

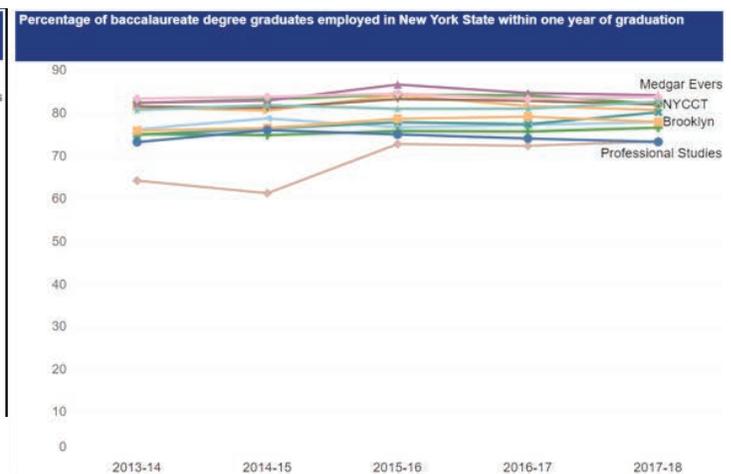


- Number one in CUNY for the percentage of AAS and Baccalaureate degree graduates that are employed in New York State within one year of graduation

AAS



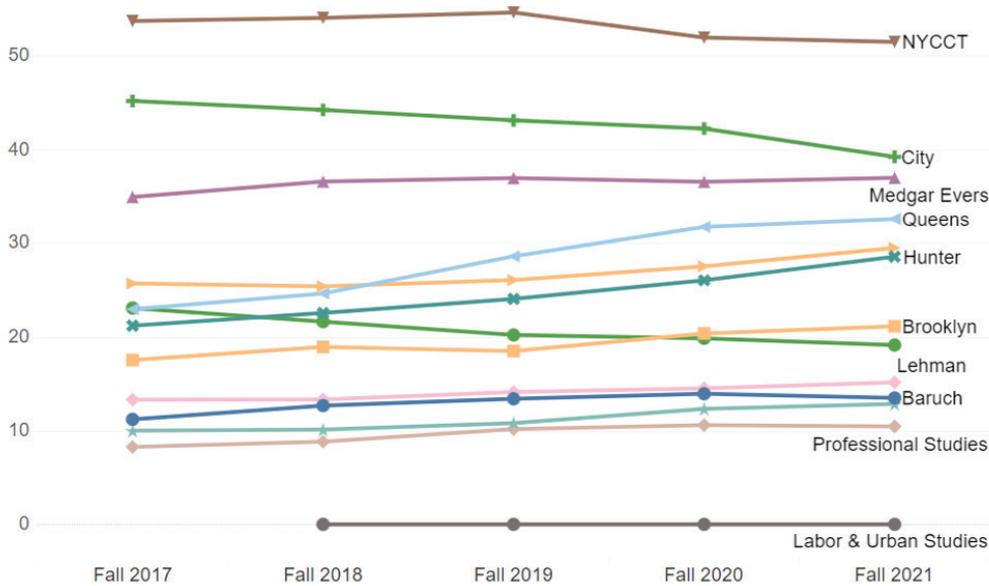
Baccalaureate





- Medgar Evers College is making a great contribution to increasing the number of underrepresented minorities in STEM, as Biology is the largest major at the college. Trailing two CUNY science and tech colleges, MEC is number three in CUNY for the percentage of undergraduate students majoring in science, technology, engineering or mathematics.

Percentage of undergraduate students majoring in science, technology, engineering or mathematics (STEM)



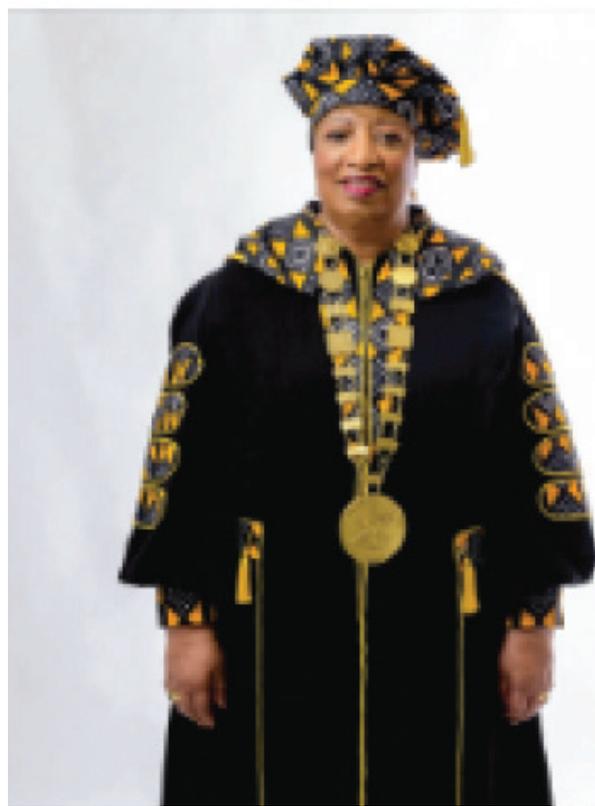
Dr. Patricia Ramsey, officially commenced her presidency on May 1, 2021, and is not only the first woman but also the first scientist to lead the College. Dr. Patricia Ramsey, recognized as a “National Role Model” by Minority Access, Inc., assumed the role of the sixth president of Medgar Evers College following her appointment by the City University of New York (CUNY) Board of Trustees.

Amidst the challenges posed by the global COVID-19 pandemic, Dr. Ramsey’s transition into the presidency has been seamless, and she has demonstrated a strong commitment to continuing the mission of Medgar Evers College. Within a short span of six weeks, Dr. Ramsey’s proactive leadership led to the successful acquisition of a \$20 million grant, the largest in the college’s history. This grant facilitated the establishment of two innovative programs, the Cultivating Holistic Academic Mindsets to Promote Student Success (CHAMPSS) and the Brooklyn Recovery Corps (BRC) programs.

CHAMPSS offers comprehensive support to new freshmen and transfer students including tuition, books, and metro cards. The program assists freshmen and transfer students in completing their baccalaureate degree requirements in four (4) years and two (2) years, respectively. The BRC program provides valuable experiential learning opportunities through paid internships and career support, benefiting both students and communities across Brooklyn. Dr. Ramsey’s strategic vision and swift actions have already begun to shape a promising future for Medgar Evers College, setting a strong foundation for continued growth and success under her leadership.

In her first three years as President of Medgar Evers College, Dr. Patricia Ramsey has achieved significant milestones and made a lasting impact on the institution. Within just three months of assuming the role, Dr. Ramsey played a key role in securing a \$9.3 million grant to establish a health-care hub in Central and South Brooklyn in collaboration with Brooklyn College and Kingsborough Community College. This initiative, part of New York State’s Workforce Development Initiative, aims to prepare students for healthcare careers while meeting local workforce demands. In less than a year, Dr. Ramsey testified before the Congressional Committee on Education and Labor, advocating for increased federal funding for Predominantly Black Institutions and challenging the federal definition of retention and graduation rates.

Under her leadership, MEC successfully launched the first minor in Cannabis Education, in CUNY and several new degree programs, including a B.S. in Community Health Education, an A.S. in Criminal Justice, an accelerated Nursing Program leading to a BSN, a B.A. in African Diaspora Literature, and a Cannabis track leading to a B.S. degree in Environmental Science were approved by the CUNY Board of Trustees. This showcased Dr. Ramsey’s commitment to innovation and academic excellence at Medgar Evers College. Under her leadership, after consultation with the faculty and approval of the board, the former School of Science, Health, and Technology was abolished and the School of Science and Allied Health was established, with the assistance of a \$10-million grant to heighten the focus on Allied Health. Because of her commitment to shared governance, she involved the faculty in choosing the name for the newly established school.



COLLEGE MISSION & GOALS

Medgar Evers College is committed to its mandate to meet the educational and social needs of Central Brooklyn. The College's mission in keeping with the philosophy of the City University reflects a belief that education is the right of all individuals in the pursuit of self-actualization. Medgar Evers mission is to develop and maintain high-quality, professional, career-oriented undergraduate degree programs in the context of liberal education.

- 1.** 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.
- 2.** 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.
- 3.** 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.
- 4.** 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.
- 5.** 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.
- 6.** The College seeks to fulfill its mission through active interaction with community representatives
- 7.** 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.
- 8.** 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



2. INSTITUTIONAL PRIORITIES TO BE ADDRESSED IN SELF-STUDY

Medgar Evers College is one of 25 CUNY institutions. It was announced to the CUNY campus leaders that the Performance Management Process (PMP) would be changed for better alignment with the CUNY strategic plan and that institutions would be responsible for meeting those goals and initiatives. The CUNY strategic plan was released on June 28, 2023. Subsequently, the Medgar Evers College Strategic Planning Committee began to realign its work to be congruent with the CUNY strategic plan, CUNY LIFTING NEW YORK. The Strategic Planning Committee developed goals, initiatives, and metrics specific to Medgar Evers College that are in alignment with CUNY LIFTING NEW YORK.

The Goals of CUNY LIFTING NEW YORK:

Goal 1: Be a National Leader in Providing Access to Higher Education for Diverse Populations of Students.

Goal 2: Improve Our Ability to Exceed Predicted Student Outcomes and Eliminate Academic Equity Gaps With Innovative Curriculum and Support for Our World-class Staff and Faculty.

Goal 3: Advance Our Community Through Comprehensive Research, Engagement and Services.

Goal 4: Modernize the CUNY System

In the fall of 2023 MEC participated in the MSCHE Self Study Institute and the participants learned of the Strategic Planning and Institutional Priorities alignment. Alas, the alignment of processes that are all related.

Alignment of Medgar Evers College Strategic Goals with the Goals of CUNY LIFTING NEW YORK

Goal 1: Medgar Evers College Will Enhance Retention, And Graduation Rates Through Comprehensive, Innovative, And Well-Focused Institution-Wide Strategies

Goal 2: Medgar Evers College Will Continue To Offer High-Quality Innovative Educational Programs And Student Experiences With Professional Development For Faculty And Staff, With Ongoing Assessment For Continuous Improvement

Goal 3: Medgar Evers College Will Assess Existing Partnerships And Establish New Ones That Are Of Strategic Value To The College And Its Students.

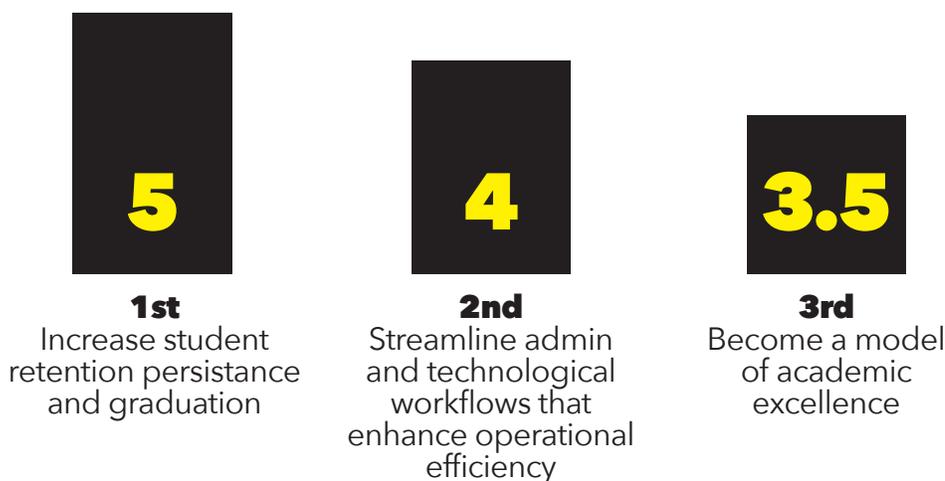
Goal 4: Medgar Evers College Will Continually Evaluate Its Financial Position Within An Ever-Changing Higher Education Environment To Ensure All Systems Are Current And Sustainable And Streamline Administrative And Technological Workflows That Enhance Operational Efficiency





Institutional priorities to be addressed in self-study (con't)

The institutional priorities are based on the goals in the strategic plan. Seventy-five Medgar Evers College directors/managers, from every division in the College, were invited to a meeting, and the institutional priorities were presented. Using Mentimeter, persons anonymously selected their first, second, third, and fourth choice. Because of the breadth of each of the priorities, for the self-study, we will focus on the top three priorities that were identified, as shown in the figure below.



Linking priorities to specific actions

1. Increase Student Retention, Persistence, and Graduation

- **Early Intervention Programs:** Implement programs that identify struggling students early on and provide them with targeted support such as academic advising, tutoring, or mentoring.
- **Academic Support Services:** Offer academic support services such as writing centers, math labs, and study skills workshops to help students improve their academic performance.
- **Financial Aid and Scholarships:** Provide financial aid counseling and assistance for scholarships and grants and help students manage their finances and reduce financial barriers to graduation.
- **Career Services:** Offer career counseling, job placement assistance, and internship opportunities to help students prepare for their post-graduation careers.
- **Student Engagement Programs:** Create opportunities for students to get involved in campus life through clubs, organizations, and extracurricular activities, which can enhance their sense of belonging and connection to the institution.
- **Faculty Involvement:** Encourage faculty to actively engage with students both inside and outside the classroom and to provide mentorship and academic guidance.
- **Retention-focused Policies:** Implement policies, such as flexible course scheduling, credit transfer policies, and academic amnesty programs.
- **Data-informed decision making:** Use data analytics to identify trends and patterns that allow for targeted interventions and improvement in student retention and graduation rates
- **Personalized Advising:** Provide students with personalized academic advising to help them navigate their academic journey and stay on track toward graduation.
- **Culturally Responsive Support:** Recognize and address the unique needs and challenges faced by students from diverse backgrounds. These include first-generation college students, students of color, and low-income students



Linking priorities to specific actions (cont'd)

2. Streamline Administrative and Technological Workflows that Enhance Operational Efficiency

- **Implement Integrated Systems:** Invest in integrated systems for student information, finance, and human resources management. These systems can automate processes, reduce data duplication, and improve data accuracy.
- **Automation of Routine Tasks:** Identify and automate routine administrative tasks such as data entry, scheduling, and reporting. This can save time and reduce errors.
- **Cloud-Based Solutions:** Use cloud-based solutions for storage, collaboration, and communication. These solutions offer scalability, flexibility, and accessibility from anywhere.
- **Digital Document Management:** Implement a digital document management system to store, organize, and retrieve documents electronically. This reduces paper usage, improves document security, and streamlines workflows.
- **Mobile Technology:** Provide mobile apps or tools for students, faculty, and staff to access information and perform tasks on the go, such as registering for classes or submitting assignments.
- **Training and Support:** Provide training and ongoing staff to ensure in proficiency in the use of new technologies and systems.
- **Data Analytics:** Use data analytics to gain insights into operational processes and identify areas for improvement. This can help in making informed decisions and optimizing workflows.
- **Standardization of Processes:** Standardize administrative processes across departments to eliminate redundancy and improve efficiency. This can be achieved through clear policies and procedures.
- **Regular Evaluation and Improvement:** Continuously evaluate workflows and technologies to identify areas for improvement. Solicit feedback from stakeholders to ensure that changes are effective and meet their needs.
- **Collaboration Tools:** Use collaboration tools such as video conferencing, instant messaging, and project management software to facilitate communication and collaboration among staff and departments.



Linking priorities to specific actions (cont'd)

3. *Become a Model for Academic Excellence*

- **Set High Standards:** Establish high academic standards and expectations for students, faculty, and staff, and ensure that they are consistently upheld.
- **Recruit and Retain Top Talent:** Attract, retain and develop top faculty and staff who remain current and committed to excellence in teaching, research, and service.
- **Promote a Culture of Innovation:** Encourage innovation and creativity in teaching, research, and institutional practices to stay at the forefront of academic excellence.
- **Invest in Resources:** Provide adequate resources, including funding, facilities, and technology, to support academic programs and initiatives.
- **Support Student Success:** Implement programs and services, such as academic advising, tutoring, and career counseling.
- **Foster Collaboration and Interdisciplinary Learning:** Encourage collaboration and interdisciplinary learning among faculty, students, and departments to enhance the academic experience.
- **Engage with the Community:** Establish partnerships with local communities, businesses, and organizations to create opportunities for students and faculty to apply their knowledge and skills in real-world settings.
- **Emphasize Continuous Improvement:** Regularly assess and evaluate academic programs and institutional practices to identify areas for improvement and implement changes accordingly.
- **Celebrate Achievements:** Recognize and celebrate achievements in teaching, research, and service to reinforce a culture of academic excellence.



Linking priorities to specific actions (cont'd)

The chart below shows the alignment of the Institutions Mission with Institutional Priorities: The chart below aligns the institutional priorities of Medgar Evers College with its mission and goals, and demonstrates how each priority supports the overarching aims of the College

Institutional Priorities	Mission	Goals
Increase student retention, persistence, and graduation	Medgar Evers College is committed to meeting the educational and social needs of Central Brooklyn.	<p>Goal 1: Serve a diverse community of students with various educational, socioeconomic, political, cultural, and national backgrounds.</p> <p>Goal 2: Provide students with essential knowledge and skills for undergraduate study, graduate and professional schools, and career advancement.</p> <p>Goal 3: Improve students' understanding of self and society.</p> <p>Goal 4: Prepare students for leadership roles.</p>
Streamline administrative and technological workflows that enhance operational efficiency	The College's mission reflects the philosophy of the City University that education is a right for all individuals in pursuit of self-actualization.	<p>Goal 6: Active interaction with community representatives.</p> <p>Goal 7: Create a positive environment for professional growth and freedom of inquiry.</p> <p>Goal 8: Develop and maintain processes and procedures to ensure standards of quality are met and that the mission, goals, and priorities are accomplished efficiently and effectively.</p>
Become a model for academic excellence	Develop and maintain high-quality, professional, career-oriented undergraduate degree programs within the context of a liberal education.	<p>Goal 2: Provide essential knowledge and skills for rigorous undergraduate study, entry into graduate and professional schools, and career advancement.</p> <p>Goal 3: Provide a liberal education that communicates knowledge of tradition, teachings of scholars, and cultural heritage.</p> <p>Goal 4: Prepare students for leadership roles and to be change agents in the community.</p> <p>Goal 5: Develop non-degree educational and co-curricular programs.</p>





Linking priorities to specific actions (cont'd)

The chart below shows the alignment of the Institution's priorities with the Middle States Standards of Accreditation:

Institutional Priorities	MIDDLE STATES STANDARDS						
	Standard I: Mission and Goals	Standard II: Ethics and Integrity	Standard III: Design and Delivery of the Student Learning Experience	Standard IV: Support of Student Experience	Standard V: Educational Effectiveness Assessment	Standard VI: Planning, Resources, and Institutional Improvement	Standard VII: Governance, Leadership, and Administration
Increase student retention, persistence, and graduation	X	X	X	X			X
Streamline administrative and technological workflows that enhance operational efficiency	X		X	X	X	X	
Become a model for academic excellence	X	X	X	X	X	X	X

3. INTENDED OUTCOMES OF THE SELF-STUDY

The Medgar Evers College Institutional effectiveness process is a systematic approach used to evaluate and improve the overall effectiveness of the College. Medgar Evers seeks the following outcomes from the Self-Study process:

- Demonstrate how the institution currently meets the Commission’s Standards for Accreditation and Requirements of Affiliation.
- Focus on continuous improvement in the attainment of the institution’s mission and its institutional priorities.
- Engage the institutional community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community
- To be re-accredited by the Middle States Commission on Higher Education by demonstrating compliance with the Commission’s accreditation standards and requirements of Affiliation.
- To demonstrate the Institution’s commitment to accountability and transparency, both internally and externally.
- To help strengthen relationships with students, faculty, staff, alumni, and the broader community
- To inform the development of strategic plans and priorities for the institution based on a comprehensive assessment of its strengths and weaknesses.
- To promote a culture of assessment and continuous improvement within the institution, leading to better outcomes for students and stakeholders.



What success looks like and how its measured

Success in strengthening relationships will be characterized by increased participation in campus events, more active alumni networks, higher satisfaction rates among students and staff, and stronger partnerships with community organizations. Measuring progress through survey’s, event attendance, alumni participation and community partnerships.

Success in informing strategic plans and priorities involves the strategic plan that addresses the institution’s strengths and weaknesses. The strategic plan is actionable, aligned with institutional goals, and supported by comprehensive data analysis. Measuring progress through surveys, tracking achievements outlined in the strategic plan, regular reviews and updates.

Success in promoting a culture of assessment and continuous improvement would be evidenced by the institutions assessment practices, leading to measurable enhancements in educational quality and institutional effectiveness. Measuring progress through assessment reports, monitoring key performance indicators, professional development, and feedback loops.





4. STANDARDS-BASED SELF-STUDY

To ensure comprehensive coverage of all standards in the Self-Study, Medgar Evers College has adopted a Standards-based approach. Each working group is tasked with focusing on a specific Standard and its affiliated requirements. These institutional priorities will guide our reflection process, and aid in demonstrating compliance with the Standards, evaluating accomplishments, and pinpointing areas for enhancement and innovation.

5. ORGANIZATIONAL STRUCTURE OF STEERING COMMITTEE AND STANDARDS WORKING GROUPS

The steering committee, is composed of 12 members, which includes the Self-Study Leadership Team, and the Chairs and Co-Chairs of the working groups. The steering committee will oversee the self-study process. The Self-Study Steering Committee is composed of the following individuals:

Self-Study Leadership Team

Dr. Ken Hoyte

Interim Dean, School of Education-
Accreditation Liaison Officer (ALO)

Dr. Shirley Daniels

Chair Department of Nursing
Self-Study Chair

Steering Committee Members: Core Group

Sowonee Duworko

Finance Manager - Comptroller / Office of
Administration and Finance

Donna Hill

Assistant Professor of English

Margaret Carroll

Professor of Biology Co-Director / Center for
Teaching & Learning Excellence

Chi Koon

Director / Research & Sponsored Programs

Dr. Deborah Greenblatt

Professor, School of Education

Dr. Susan Fischer

Chair / English



Dr. Micah Crump

Dean, Student Conduct Office/Division of
Student Success & Enrollment Management

Sherrill-Ann Mason

Chair, Director / SEEK

Tanya Serdiuk

Director, Quality Assurance / Office of
Accreditation, Quality Assurance and
Institutional Effectiveness

Dr. Brenda Greene

Professor / English

Donna Wright

Chair, Professor /
Multicultural and Elementary Education

Nick Masuda

Associate Director, Marketing





Steering Committee responsibilities

- **Oversee the Self-Study Process:** They will Coordinate and manage the self-study process, with the working groups and ensure that they stay on track and meet the objectives and timelines of the Self-Study.
- **Collect Evidence:** Ensure that evidence is collected by the working group
- **Lead the Working Groups:** Lead the focus on specific standards or areas of the self-study and ensure comprehensive coverage of all relevant aspects.
- **Providing Guidance and Support:** Provide guidance and support to working groups, help them understand their roles and responsibilities, and provide resources as needed.
- **Reviewing Progress:** Review the progress of the Self-Study regularly, monitor the completion of tasks and address any issues or challenges that arise.
- **Ensuring Compliance:** Ensure that the self-study process complies with accreditation standards and requirements, as well as with institutional policies and procedures.
- **Facilitating Communication:** Various methods will be used to facilitate communication among working groups, stakeholders, and the broader college community to ensure that information is shared effectively.



Working Groups recruitment process

At Medgar Evers College we believe that diversity, equity, and inclusion are essential values that enrich our institution and strengthen our community. As we embark on the Middle States accreditation process, we are committed to ensuring that our steering committee and working groups are representative of our diverse faculty, staff, and students who bring an invaluable perspective to the continuous improvement and accreditation process.

We recognize that a diverse committee brings a range of perspectives, experiences, and expertise that are critical to the accreditation process. Therefore, we are dedicated to selecting committee members who reflect the diversity of our institution, including but not limited to diversity in race, ethnicity, gender, sexual orientation, age, disability, and academic discipline.

To ensure continued student representation throughout the self-study process, members of the student government will represent the student body. Student participation in this process will:

- **Provide Student Perspectives:** Offering insights and feedback on various aspects of the college's operations, policies, and student experiences, ensuring that the student voice is heard and considered in all discussions and evaluations.
- **Promoting Engagement:** Acting as liaisons between the student body and the working groups, facilitating communication and encouraging broader student involvement and engagement in the accreditation process.
- **Enhance Accountability:** Contributing to the transparency and accountability of the self-study process by representing the interests and concerns of their peers.
- **Support Comprehensive Analysis:** Assisting in the collection and analysis of data related to student services, academic programs, and campus life, thereby enriching the quality and depth of the self-study report.

By including a diverse selection of faculty staff and students, we are both fulfilling our commitment to diversity, equity, and inclusion and enhancing the quality and effectiveness of our accreditation process. We believe that this approach will lead to a more comprehensive and equitable assessment of our institution and ultimately contribute to our ongoing improvement and success.



Working Groups recruitment process (con't)

We invited members of our community to participate in this important process and contribute their unique perspectives and insights. The following process was followed for the recruitment of the working groups:

1. The Administrative Cabinet was tasked with the responsibility of identifying and submitting names of constituents across the campus who might potentially serve as members of the working groups.
2. The Administrative Cabinet, also identified potential members to serve as chairs or co-chairs of the working groups
3. Email invitations were sent to potential members, by the Provost, to determine interest in serving on the working groups
4. Constituents responded to the invitations expressing their interest or their regrets, in serving on the working groups.



Working Groups & Charge

Working Groups will begin their activities after the Self Study Design is approved by the MSCHE VP Liaison, and continue their work during summer 2024.

The general Working Groups charge:

- **Understanding Standards:** Develop an understanding of the Middle States Standards for Accreditation and Requirements of Affiliation using the criteria of the Standards assigned to the Working Group.
- **Focus on Specific Standards:** Focus on a specific standard and areas of the Self-Study assigned by the Steering Committee.
- **Conducting Research and Analysis:** Conduct research and analysis related to assigned standards and, gather data and evidence to assess compliance and effectiveness.
- **Engaging Stakeholders:** Engage stakeholders, including faculty, staff, students, and external partners, in gathering input and feedback on the areas under review.
- **Identifying Strengths and Weaknesses:** Identify the strengths and weaknesses of the institution in relationship to the standards under review.
- **Developing Action Plans:** Develop action plans that address any identified weaknesses or areas for improvement and outline specific strategies and timelines for implementation.
- **Documenting Findings:** Document findings, evidence and analysis, in a clear and organized manner.
- **Collaborating with Other Working Groups:** Collaborate with other working groups to ensure that their findings and recommendations are aligned and integrated into the overall self-study process.
- **Reporting Progress:** Report regularly to the steering committee on progress, and share updates, findings, and any challenges encountered during the self-study process.
- **Participating in Review and Revision:** Participate in the review and revision of the Self-Study Report by, incorporating feedback and ensuring accuracy and completeness.





Document management

The Self-Study website and a Microsoft OneDrive folder will serve as essential resources for coordinating the Self-Study process. The website will facilitate communication with the Medgar Evers community, while the Google Drive will be used for managing the work of the Steering Committee and Working Groups. Working Groups will be encouraged to store their meeting minutes, and report drafts, in their respective group folders within the Self-Study folder. Access and viewing privileges to these folders will be restricted to members of working groups and the Steering Committee.

For each standard, evidence will be stored in the specific Working Group's subfolder within the Evidence Inventory folder. Additionally, two sub-folders named General Evidence will contain documents and data that may be relevant to all Working Groups. These could include student, faculty, and staff handbooks, the institutional mission statement, etc.



SPECIFIC CHARGES FOR EACH WORKING GROUP

Standard 1: Mission & Goals

“The institution’s mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution’s stated goals are clearly linked to its mission and specify how the institution fulfills its mission.” (MSCHE, 2023)

Institutional Priority 1: Increase Student Retention, Persistence, and Graduation

MSCHE Connection: The institution’s mission and goals include a commitment to student success, which encompasses retention, persistence, and graduation rates.

Institutional Priority 3: Become a Model for Academic Excellence

MSCHE Connection: Ensuring high-quality academic programs and support services that meet students’ needs is essential for retaining and graduating students.

Chair/Co-Chairs: Brenda Greene and Charlotte Hunter-Co-Chair/ Director of Development and External Relations and Chief of Staff for the Center for Black Literature

Other Members: Rupan Saran-Deputy Chair, Professor / Multicultural Early Childhood and Elementary Education; Ethan Gologor-Professor / School of Liberal Arts; Lisa LoFaso-Director / ASAP - Accelerated Study in Associate Programs; Dulcie McPhatter-Interim Director of Admissions / Admissions & Recruitment; Denise Garcia-Enrollment Registrar Coordinator / Registrar; Makeba Pinder-Interim Director / The Office Of Counseling and Psychological Services; Khasadyahu Coleman-Zarbabal-Assistant Professor / Economics & Finance; Mohamed Bangura-Adjunct Lecturer / Buildings & Grounds

Specific Lines of Inquiry:

1. How do our goals to increase student retention, persistence, and graduation align with the institution’s mission to serve the educational and social needs of our community?
2. In what ways does the priority of becoming a model for academic excellence reflect the mission and philosophy of Medgar Evers College?
3. How does our institution define its mission, and how is this definition aligned with the Middle States Commission on Higher Education’s expectations?
4. How does our institution ensure that its goals and objectives are aligned with its mission?
5. How is the mission statement communicated to all stakeholders, and how do we ensure it remains relevant and impactful?
6. In what ways does our mission and goal statement reflect our institution’s values and aspirations?
7. How does our institution’s mission and goals statement guide strategic planning, resource allocation, and decision-making?
8. How do we ensure that our mission and goals statement reflect the diversity and inclusivity of our institution?
9. How has our institution evolved over time in response to changes in higher education, and how has this evolution been reflected in our mission and goal statements?
10. How do we ensure that our mission statement reflects the needs and expectations of our students, faculty, staff, and community?
11. How do we engage stakeholders in the ongoing review and revision of our mission statement to ensure its continued relevance and effectiveness?



Standard 2: Ethics & Integrity

“Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.” (MSCHE, 2023)

Institutional Priority 1: Increase Student Retention, Persistence, and Graduation

MSCHE Connection: Upholding ethical standards and integrity in all student services and support systems contributes to a trustworthy environment, encouraging student retention and success.

Institutional Priority 3: Become a Model for Academic Excellence

MSCHE Connection: Maintaining high ethical standards and integrity in academic practices fosters an environment of excellence.

Chair/Co-Chairs: Sowonee Duworko - Co-Chair-Finance Manager – Comptroller / Office of Administration and Finance; Donna Hill - Co-Chair- Assistant Professor English

Other Members: Marsha Escayg -Office of Alumni Relations, Wallace Ford-Professor / Public Administration, Robert Waterman-Career Services Manager, Anareliz Colon-Academic STEM Advisor, Julie Augustin-Executive Associate to the Dean of Liberal Arts, Karen Thompson-Academic Advisor / Academic Advising Center, Nadege Waithe- Academic Advisor / Academic Advising Center, Mudiwa Pettus-Assistant Professor English

Specific Lines of Inquiry:

1. What ethical principles guide our initiatives to improve student retention, persistence, and graduation rates?
2. How do we maintain high ethical standards while striving to become a model for academic excellence?
3. How does our institution ensure that its academic and research practices adhere to ethical standards?
4. How does our institution address instances of academic or research misconduct?
5. How does our institution ensure that its financial practices are transparent and ethical?
6. How does our institution ensure that its interactions with external stakeholders, such as donors, partners, and the community, are conducted ethically?
7. How does our institution educate its community about ethical standards and the importance of integrity?
8. How does our institution monitor and evaluate its ethical practices to ensure compliance with relevant standards and regulations?
9. How does our institution address any ethical challenges or dilemmas that arise in its operations?



Standard 3: Design & Delivery, Student Learning Experience

“An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/ schedule, level, and setting are consistent with higher education expectations.” (MSCHE, 2023)

Institutional Priority 1: Increase Student Retention, Persistence, and Graduation

MSCHE Connection: Ensuring high-quality academic programs and support services that meet students’ needs is essential for retaining and graduating students.

Institutional Priority 2: Streamline Administrative and Technological Workflows that Enhance Operational Efficiency

MSCHE Connection: Efficient administrative and technological processes support the delivery of academic programs and services, enhancing the overall student experience.

Chair/Co-Chairs: Susan Fischer CO-chair-Chair / English, Micah Crump - Co-Chair-Dean, Student Conduct Office/Student Success and Enrollment Management

Other Members: Yvette Wall-Director, Evening & Weekend Programs / Evening & Weekend Program, Jin Shin-Associate Professor / Chemistry and Environmental Science (CES), Monika Dixon- Assistant Professor Nursing, Eleanor Holder-Lecturer / Mathematics, Jesus Bottaro- Associate Professor / World Languages & Cultures, Edward Hernandez-Chair / Social Work, Emmanuel Egbe-Chair / Economics and Finance, Rosalina Diaz-Associate Professor / Social and Behavioral Sciences, Hollie Jones- Chair of Psychology, Sambhavi Lakshminarayanan-Deputy Chair, Professor / Business Administration Psychology, Tracy Noel-Associate Director / College Now, Ella Russell-Deputy Chair, Assistant Professor/ Developmental and Special Education

Specific Lines of Inquiry:

1. How do our academic programs and support services contribute to increasing student retention, persistence, and graduation rates?
2. What improvements in administrative and technological workflows have been made to enhance the delivery of student learning experiences?
3. How does our institution ensure that its curricula are designed to achieve the intended learning outcomes?
4. What processes are used to develop and review curricula to ensure their alignment with institutional goals, industry demands, and student needs?
5. How does our institution ensure that its instructional methods are effective in promoting student learning?
6. How are faculty members supported in developing innovative & effective teaching practices?
7. How does our institution assess student learning outcomes and use the results to improve the design and delivery of the student learning experience?
8. How does our institution ensure that its learning resources, facilities, and technologies support student learning?
9. How does our institution promote a culture of continuous improvement in the design and delivery of the student learning experience?
10. How does our institution ensure that its programs and courses are accessible to all students, including those with diverse backgrounds and learning needs?



Standard 4: Support of the Student Experience

“Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success” (MSCHE, 2023)

Institutional Priority 2: Streamline Administrative and Technological Workflows that Enhance Operational Efficiency

MSCHE Connection: Streamlined administrative processes improve student access to support services, contributing to a positive student experience.

Institutional Priority 3: Become a Model for Academic Excellence

MSCHE Connection: Supporting students throughout their academic journey contributes to a culture of excellence.

Chair/Co-Chairs: Margaret Carroll - Co-Chair-Professor Co-Director / Center for Teaching & Learning Excellence, Sherrill-Ann Mason - Co-Chair-Chair, Director / SEEK

Other Members: Peter Holoman-Senior Director / Advancement and Strategic Partnership, Dereck Skeete-Lecturer / Chemistry & Environmental Science, Keshia Graham-Academic Advisor / Freshman Year Program (FYP), Cletus Emokpae- Interim Director of Student Support Services (TRIO), Jade Robertson-Assistant Professor / Mass Communications, Kirt Robinson-Interim Enrollment Registrar Director, Amani Reece- Director / Office of Student Life & Development, Chetara Murphy-Director / Athletics & Intramurals, Tameka Kemp-Disability Accommodations Specialist/ Accessibility and Accommodations Services, Andre Brereton-Director / Male Development and Empowerment Center (MDEC), Alicia Collins-Academic Advisor / School of Education

Specific Lines of Inquiry:

1. How have streamlined administrative and technological processes improved the student experience?
2. In what ways do we engage students in their educational journey to foster academic excellence?
3. How does our institution ensure that students have access to the support services they need to succeed academically, personally, and professionally?
4. What support services does our institution offer to help students navigate academic requirements, career planning, and personal challenges?
5. How does our institution ensure that its support services are accessible to all students, including those with disabilities or other special needs?
6. How does our institution assess the effectiveness of its support services in meeting the diverse needs of its student population?
7. How does our institution promote a culture of inclusivity and respect in its support services?
8. How does our institution ensure that its support services are aligned with its mission and goals?
9. How does our institution involve students in the design and evaluation of its support services?
10. How do we collaborate with faculty, staff, & external partners to enhance the support services for students?
11. How do we ensure that its support services comply with relevant laws, regulations, and ethical standards?



Standard 5: Educational Effectiveness Assessment

“Assessment of student learning and achievement demonstrates that the institution’s students have accomplished educational goals consistent with their program of study, degree level, the institution’s mission, and appropriate expectations for institutions of higher education.” (MSCHE, 2023)

Institutional Priority 1: Increase Student Retention, Persistence, and Graduation

MSCHE Connection: Regular assessment of student learning outcomes and support services helps identify areas for improvement in retention and graduation rates

Institutional Priority 3: Become a Model for Academic Excellence

MSCHE Connection: Regular and thorough assessment of educational programs and outcomes ensures continuous improvement and high standards of academic quality.

Chair/Co-Chairs: Tanya Serdiuk - Co-Chair- Director, Quality Assurance / Office of Accreditation, Quality Assurance and Institutional Effectiveness, Donna Wright - Co-Chair- Chair, Professor / Multicultural and Elementary Education

Other Members: David Orenstein - Professor / Social & Behavioral Sciences, Tabora Johnson- Chair, Professor / Multicultural Early Childhood and Elementary Education, Shiraz Mujtaba- Assistant Professor / Biology, Karen Mitchell-IT Specialist / Office of Academic Affairs, Jo-Ann Jacob-Retention Service Officer / Admissions & Recruitment, Sheldon Huggins-Chair / World Languages & Culture, Elene Evelyn-Lecturer / Accounting, Iris Billy-CUNY Administrative Assistant / Business Administration, May T. Dobal-Associate Professor /Nursing, Fabienne Snowden-Assistant Professor / Social Work, Georgia Absolam-Admissions Counselor / Admissions & Recruitment

Specific Lines of Inquiry:

1. How do we evaluate our efforts to increase student retention, persistence, and graduation?
2. How have streamlined administrative and technological processes improved the overall student experience?
3. How does our institution define and measure educational effectiveness?
4. What processes are in place to assess student learning outcomes at the program and institutional levels?
5. How are assessment results used to improve teaching, learning, and student support?
6. How does our institution ensure that its assessment practices are valid, reliable, and fair?
7. How does our institution ensure that assessment data are used to inform decision-making and resource allocation?
8. How does our institution ensure that assessment practices comply with relevant accreditation standards and guidelines?
9. How does our institution involve faculty, staff, and students in the assessment process?
10. How does our institution ensure that its assessment processes are transparent and well-documented?
11. How does our institution use assessment data to demonstrate accountability to stakeholders?
12. How does our institution ensure that assessment findings are shared and discussed across relevant stakeholders for continuous improvement?



Standard 6: Planning, Resources, and Institutional Improvement

“The institution’s planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.” (MSCHE, 2023)

Institutional Priority 1. Increase Student Retention, Persistence, and Graduation

MSCHE Connection: Strategic planning and resource allocation that prioritize initiatives improve student retention and graduation rates

Institutional Priority 2. Streamline Administrative and Technological Workflows that Enhance Operational Efficiency

MSCHE Connection: Effective planning and resource management are critical for implementing and maintaining efficient workflows and technology solutions.

Chair/Co-Chairs: Chi Koon - Chair-Director / Research & Sponsored Programs

Other Members: Cory Wright-Chief Administrative Superintendent /Buildings & Grounds, Xavier Barreto-Assistant Vice President of IT- CIO / Office of Information & Technology, Ian Joseph-Director / Online and Distance Education, Stephen Wymore-Director of MEC Educational technology Center / MEC Education Technology Center, Nicole Berry - Interim Director of Academic Advising, Kisha Greene-Purchasing Agent / Purchasing, Carol Oliver-Predominantly Black Institutions (PBI) Director, Oluwaseun Salako-Assistant Professor/ Chemistry and Environmental Science (CES), Nelson Carrillo-Senior Academic Advisor / Accessibility and Accommodations Services, Deborah Greenblatt-Field Supervisor, Coordinator, Assistant Professor / Multi-Cultural and Elementary Education, Althea Willie-Director/ Office of Health Services, Jamell Brady-Academic STEM Advisor / Academic Advising Center, Goldene Lewis-Director - Risk Management / Office of Administration and Finance, George Softleigh-Director - Budget / Office of Administration and Finance, Jean DuFour-Finance Manager - Comptroller Office / Office of Administration and Finance, Sheron Modeste-Facilities Property Coordinator / Campus Planning & Construction Management

Specific Lines of Inquiry:

1. What strategic plans are in place to support the goal of increasing student retention, persistence, and graduation?
2. How do we allocate resources to streamline administrative and technological workflows for operational efficiency?
3. How does our institution develop and implement strategic plans that align with its mission and goals?
4. What processes are in place to ensure that strategic planning involves input from all relevant stakeholders?
5. How does our institution allocate resources to support its strategic priorities and initiatives?
6. How does our institution assess the effectiveness of its resource allocation decisions?
7. How does our institution ensure that its facilities and technology infrastructure support its educational and operational needs?
8. How does our institution plan for and respond to changes in enrollment, financial circumstances, and other external factors?
9. How does our institution ensure that its planning processes are inclusive, transparent, and well-documented?
10. How does our institution use data and evidence to inform its planning and resource allocation decisions?
11. How does our institution foster a culture of continuous improvement and innovation in its planning and resource allocation processes?



Standard 7: Governance, Leadership, & Administration

“The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with a related entity, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.” (MSCHE, 2023)

Institutional Priority 2. Streamline Administrative and Technological Workflows that Enhance Operational Efficiency

MSCHE Connection: Strong leadership and governance are necessary to oversee the development and integration of efficient administrative and technological processes.

Institutional Priority 3. Become a Model for Academic Excellence

MSCHE Connection: Effective governance and leadership are essential for fostering a culture of academic excellence and implementing policies that support high-quality education.

Chair/Co-Chairs: Terrence Blackman- Associate Professor Chair Math Department

Other Members: Thais Pilieri-Director / Bursar, Harsha Rajapakse-Assistant Professor / Chemistry and Environmental Science, Edward Catapane - Professor / Biology, Tabora Johnson-Chair, Professor / Multicultural Early Childhood and Elementary Education, Maudry-Beverley Lashley- Professor / Psychology, Jeffrey Sigler-Director / Enrollment Management & Student Services Valerie Acham-Senior Associate Director / Office of Accreditation, Quality Assurance and Institutional Effectiveness, Solwazi Olusola-Academic STEM Advisor / Academic Advising Center, Patricia Woody-Assistant Bursar / Bursar

Specific Lines of Inquiry:

1. In what ways does leadership facilitate the streamlining of administration and tech workflows?
2. How does the administration promote and uphold goal of becoming model for academic excellence?
3. How do we ensure that its governance structure supports its mission, goals, and values?
4. What processes are in place to select, evaluate, and develop institutional leaders, including the president, and administration?
5. How does our institution ensure that its governance and decision-making processes are transparent, inclusive, and ethical?
6. How does we ensure that policies and procedures are consistent with legal and ethical standards?
7. How does our institution foster a culture of shared governance that involves faculty, staff, students, and other stakeholders in decision-making?
8. How does our institution ensure that its leadership promotes diversity, equity, and inclusion?
9. How does our institution assess the effectiveness of its governance, leadership, and administrative practices?
10. How does our institution ensure that its administrative structure supports collaboration, communication, and accountability?
11. How does we ensure that its leaders are informed about and responsive to the needs and aspirations of its stakeholders?
12. How does our institution ensure that its governance, leadership, and admin practices contribute to institutional improvement and student success?



6. Guidelines for reporting

Working Groups and Steering Committee will contribute to a thorough and comprehensive self-study process, demonstrating the institution's commitment to continuous improvement and compliance with Middle States standards.

1. Initial Outlines: Working Groups will develop initial outlines outlining the scope, objectives, and timeline for their assessment of the standard assigned to them.

2. Inquiry Plans: Working Groups will create inquiry plans detailing the specific methods and approaches they will use to gather data and evidence related to the standard.

3. Co-Chair / Chair Standard Progress Report Template:

- Date
- Overall Progress
- Activities and Tasks Completed
- Stakeholder Engagement
- Standard
- Milestones Achieved
- Data Analysis
- Challenges/Plans to address Challenges

4. Working Group Reports: Working Groups will prepare comprehensive reports summarizing their findings, analyses, and recommendations regarding compliance with the standard. These reports will include a summary, the data collected, analysis of the findings, and recommendations for improvement.

5. Working Groups Editorial Style, General Formatting

Font: Use a standard, readable font such as Calibri.

Type size: Use 12-point type for main text. For headings, use a larger type size (e.g., 14-point)

Margins: Set 1-inch margins on all sides.

Line Spacing: Use 1.5 line spacing for the main text; single spacing for tables and footnotes.

Alignment: Left-align text, but headings and subheadings may be centered

Page Numbers: Include page numbers in the footer, starting from the introduction page

6. Preliminary Drafts: Working Groups will submit drafts to the Steering Committee for review.

7. Feedback: The Steering Committee will provide feedback on the preliminary drafts.

8. Final Reports: Working Groups will finalize their reports based on feedback received and submit them to the Steering Committee as final reports.

9. Vetting Recommendations: The Steering Committee and Chair will collect and review recommendations from working groups and constituents for clarity, relevance, based on evidence, alignment with MSCHE Standards, and the Institutions Strategic Priorities.

10. Steering Committee Report: The Steering Committee will compile and edit the Working Group reports into a comprehensive self-study report, which will include an overview of the institution, summaries of the Working Group reports, an analysis of compliance with each standard, and recommendations for improvement to the Chair for additional review and revision.

11. Approval: The final self-study report will follow the chapter outline and be presented to the institution's governing body and constituents before submission to Middle States for accreditation review.





Self-Study Document Repository

A document repository system was developed for the Middle States self-study process. This system will serve as a centralized location for Working Groups to deposit their working and final documents for review by the Steering Committee and other stakeholders. The document repository system will facilitate efficient and secure document management, ensuring that all relevant materials are easily accessible to those involved in the self-study process. Working Groups will be able to upload their working documents, such as drafts, outlines, and preliminary findings, as well as their final reports and other deliverables.

This system will not only streamline the document review process but also enhance collaboration and communication among Working Groups and the Steering Committee. It will provide a centralized platform for sharing feedback, tracking revisions, and ensuring that all stakeholders are kept informed of the progress of the self-study process.



7. ORGANIZATION OF THE FINAL SELF-STUDY REPORT

The Self-Study will be organized using the following structure:

1. Table of Contents

2. Executive Summary

3. Introduction

4. Self-Study Process

5. Standard I: Mission and Goals

- Synopsis
- Explanation
- Analysis
- Continuous Improvement
- Conclusion

6. Standard II: Ethics and Integrity

- Synopsis
- Explanation
- Analysis
- Continuous Improvement
- Conclusion

7. Standard III: Design and Delivery of the Student Learning Experience

- Synopsis
- Explanation
- Analysis
- Continuous Improvement
- Conclusion

8. Standard IV: Support of Student Experience

- Synopsis
- Explanation
- Analysis
- Continuous Improvement
- Conclusion

9. Standard V: Educational Effectiveness Assessment

- Synopsis
- Explanation
- Analysis
- Continuous Improvement
- Conclusion

10. Standard VI: Planning, Resources, and Institutional Improvement

- Synopsis
- Explanation
- Analysis
- Continuous Improvement
- Conclusion

11. Standard VII: Governance, Leadership, and Administration

- Synopsis
- Explanation
- Analysis
- Continuous Improvement
- Conclusion

12. Self-Study Summary and Conclusion



8. SELF-STUDY TIMELINE

Date /Year	TASK
Fall 2023	<ul style="list-style-type: none"> • Self-Study Chair/co-chair named • College representatives attend Self-Study Institute
Winter 2024	<ul style="list-style-type: none"> • Assemble Steering Committee • Recruit and assemble Working Groups
Spring 2024	<ul style="list-style-type: none"> • Begin to draft the Self-Study Design document (SSDD) • Complete SSDD – initial draft • Steering Committee co-chairs and members go to various meetings to discuss the self-study process • SSDD draft sent to MSCHE liaison • MSCHE liaison Self-Study Prep Visit • Self-Study Design Finalized and Accepted by MSCHE • The Steering Committee reviews MSCHE requirements and resources • Working groups convened and charged
Summer 2024	<ul style="list-style-type: none"> • Evidence inventory repository identified • Groups begin identifying and evaluating Evidence
Fall 2024	<ul style="list-style-type: none"> • Data and evidence collection • Working groups work on draft reports for each standard (Updates submitted the 20th of each month) • Steering Committee and working groups host information sessions for the College community • Working Groups submit rough draft reports to the Steering Committee by Dec. 4 • College representatives attend MSCHE Annual Meeting Dec. 11-13
Spring 2025	<ul style="list-style-type: none"> • Working Groups submit updated draft reports to the Steering Committee in February • Working Groups submit final draft reports to the Steering Committee in March • MSCHE selects evaluation team • The College accepts the evaluation team • College and Team Chair Select Spring Team Visit Date • Team Chair shares possible dates for the Team Chair Preliminary visit • The College selects one of the dates offered by the Team Chair • Rough draft of Self Study report is completed
Summer 2025	<ul style="list-style-type: none"> • Draft Self-Study report is finalized and shared with the College community for comments
Fall 2025	<ul style="list-style-type: none"> • MSCHE notifies College of campus team visit dates • Submit Draft Study Report to Team Chair for feedback • Team Chair makes preliminary visit to campus • Writing of the Self Study report is finalized
Spring 2026	<ul style="list-style-type: none"> • Upload the finalized Self Study report to the MSCHE portal, six weeks before the team visit. • MSCHE Visiting Team on campus • Team Report • Institutional Response
Summer 2026	<ul style="list-style-type: none"> • MSCHE Commission meets to determine action



9. COMMUNICATION PLAN

Effective communication stands as the cornerstone of our success during the self-study process. In preparing the self-study guide, it is imperative to establish a robust communication plan that not only ensures the dissemination of relevant information but also fosters an environment of transparency, collaboration, and engagement among all stakeholders. There are three main avenues for communication: (a) Website, (b) email announcements, (c) meetings with various constituent groups across the College.

Rationale:

1. Transparency and Accountability: Central to the Middle States self-study process is the commitment to transparency and accountability. By establishing a clear communication plan, we demonstrate our dedication to openness in sharing information related to the self-study process, its objectives, timelines, and outcomes. This transparency not only instills trust among stakeholders but also invites their active participation and feedback, ensuring that the self-study remains a collaborative and inclusive endeavor.

2. Stakeholder Engagement: Our college community comprises of diverse stakeholders, including faculty, staff, students, administrators, alumni, and external partners. Engaging these stakeholders in the self-study process is essential for capturing a comprehensive range of perspectives and experiences. Through effective communication channels such as meetings, and online platforms, we can actively involve stakeholders at various stages of the self-study, encouraging their meaningful contributions and ownership of the outcomes.

3. Information Dissemination: A well-defined communication plan enables us to disseminate pertinent information regarding the self-study guide, its purpose, methodology, data collection instruments, and interim findings. By leveraging multiple communication channels, including email updates, and dedicated website portals, we can reach a wider audience and ensure that stakeholders are well-informed and empowered to participate actively in the process.

4. Cultivating a Culture of Reflection and Continuous Improvement: Effective communication plays a pivotal role in fostering a culture of reflection and continuous improvement within our college community. By encouraging open dialogue, sharing best practices, and soliciting feedback from stakeholders, we create opportunities for critical self-assessment and learning. Through regular communication channels, we can reflect on our institutional strengths, areas for growth, and strategies for enhancement, thereby advancing our commitment to academic excellence and student success.



Student Specific Communication Plan

To engage and inform students effective the use of social media and handouts, will ensure their active participation and understanding.

1. Social Media

Platforms: Facebook, Instagram, LinkedIn, and YouTube

Informational Posts: Explaining the accreditation process, timelines, and key terms.

Update Posts: Progress reports, important announcements, and event promotions.

Visual Content: Infographics, short videos, and images of key events and milestones.

2. Handouts

Informational Brochures: Overview of accreditation process, timelines, and student roles.

Flyers and Posters: Upcoming events, and opportunities for involvement.

Progress Reports: Summaries of key milestones and findings.

By implementing this communication plan, Medgar Evers College can ensure that students are well-informed and actively engaged throughout the MSCHE self-study process, contributing to a comprehensive and inclusive accreditation effort.

AUDIENCE OR STAKEHOLDER	DELIVERABLE	FREQUENCY	PREFERRED DELIVERY METHOD	GOAL	COMMENTS
CAMPUS AND STAKEHOLDERS	MIDDLE STATES 101	Semester	Website, Email	Transparency	Outset of each semester, send communication to direct people to website to better understand what Middle States is and how MEC participates. Also highlights progress made to date.
CAMPUS AND STAKEHOLDERS	WEBSITE RE-LAUNCH	Project opening	Email, homepage section	Announcement	Create an easy-to-find way to make sure that our audience, internal and external, can easily find our Middle States hub, as well as see progress. Aiming for March 8 for re-launch of hub (if not earlier).
Students	Self-Study Updates	Semester	Website, Email Open Forum Social Media, Physical Publications	Transparency	Outset of each semester, send communication to direct students to website to better understand what Middle States is and how MEC Students participate the process.
PRESIDENT	MIDDLE STATES UPDATES	Monthly	Email	Transparency	Opportunity to keep the President involved at every step by providing a clear summary of actions taken, upcoming needs and what decisions we might need from her.
BOARD	Project update	Twice Semester	Email	Insider update	An update that breaks down where we are in the process, what has been accomplished, what is on the horizon and what to expect next.
STAFF	Staff update	Ongoing	Email, website, Zoom Open Forum	Transparency	Publish updates to the project on the website, directing staff to those updates through a newsletter. In addition, host a Zoom call where faculty and staff can ask questions of the committee (likely the co-chairs).
PRESIDENT AND BOARD	Visit update	Upon visit	Email	Transparency	Upon our initial visit in April, a full breakdown of recommendations made by the commission and a plan of action to address the needs.
Gather Feedback about Working Group reports	Feedback, drafts, and reports	Ongoing	Document Repository Open Forum	Transparency Collaboration	Opportunity to keep working groups involved at every step by providing feedback, a clear summary of actions taken, and upcoming needs.



10. EVALUATION TEAM PROFILE

Medgar Evers College would prefer an Evaluation Team that understands the dynamics of an urban Predominantly Black Institution (PBI). A Team that understands the special needs of a low-income and limited resource demographic.

Characteristics of the Team Chair

The Team Chair for the Middle States evaluation of an urban PBI should possess several key characteristics to effectively lead the accreditation process in this unique context.

- The Chair should have experience working with PBIs or HBCUs, or urban institutions and the unique challenges typical of urban environments.
- The Chair should be well-versed in Middle States accreditation standards and processes, with a proven track record of successful accreditation visits.
- A current or Former President who has led a team visit is preferred.

Team Members

Members should have the following characteristics.

- Familiar with institutions belonging to a higher education system.
- An understanding of the social, economic, and educational challenges faced by urban communities.
- Experience with institutions with collective bargaining.
- An understanding of the unique challenges of an institution that meets the needs of associate and baccalaureate degree programs
- An understanding of the needs of an institution formed as a result of community organizing.

Peer Institutions

- Coppin State University
500 West North Avenue, Baltimore, Maryland 21216-3698
- Delaware State University
1200 N. Dupont Highway, Dover, Delaware 19901
- University of the District of Columbia
4200 Connecticut Ave NW, Washington, District of Columbia 20008



11. STRATEGY FOR ADDRESSING ANNUAL INSTITUTIONAL UPDATE: INDICATORS & METRICS

Medgar Evers recognizes that higher education requires a strategic approach to ensure compliance and continuous improvement. The information obtained is used to inform the institution's decision-making practices. The following strategic approach is used to address the 4 annual institutional update indicators and metrics, student achievement, annual enrollment FTE, Financial Health and Federal Financial Responsibility.

Strategy

Review Institutional Goals and Objectives: Review the institution's strategic goals and objectives to ensure alignment with the indicators and metrics required for the annual update.

Identify Key Performance Indicators (KPIs): Identify the key performance indicators (KPIs) that are relevant to the annual update, such as enrollment numbers, retention rates, graduation rates, and financial indicators.

Data Collection and Analysis: Collect the necessary data to measure the identified KPIs. Analyze the data to identify trends, areas of improvement, and areas of strength.

Develop Action Plans: Based on the data analysis, develop action plans to address areas that need improvement. These action plans should be specific, measurable, achievable, relevant, and time-bound (SMART).

Implement Changes: Implement the action plans to address the identified areas of improvement. This may involve changes to programs, policies, or procedures.

Monitor Progress: Continuously monitor progress towards achieving the identified KPIs. This may involve regular data collection and analysis, as well as tracking the implementation of action plans.

Report and Communicate: Prepare a report on the institution's progress toward meeting the annual update indicators and metrics. Communicate this report to relevant stakeholders, such as the faculty, staff, students, and the MEC Community Council.

Evaluate and Adjust: Regularly evaluate the effectiveness of the strategies implemented and adjust as needed to ensure continued progress toward meeting the annual update indicators and metrics.





12. EVIDENCE INVENTORY STRATEGY

Developing an evidence inventory strategy is crucial to effectively gather, organize, and analyze evidence to support the Institution's self-study. The Medgar Evers Information Technology Department has developed a self-study document repository designated for the organization and evaluation of evidence. In each working group a designated evidence manager will work on behalf of the group to upload evidence into their designated folder.

The Evidence Inventory Team will:

- Identify the types of evidence needed to demonstrate compliance with accreditation standards or to support institutional improvement efforts.
- Collect the identified evidence.
- Organize and Catalog Evidence

The Evidence Inventory Team consists of the following individuals:

1. Cesar Moreno - Research Analyst / Institutional Research & Assessment (Chair)
2. Elizabeth Adrien-Academic Faculty Workload Manager / Office of Academic Affairs
3. Gelonia Dent - Assistant Professor / Mathematics
4. Norman Narcisse-Research Analyst/Work Load / Institutional Research & Assessment
5. Paul Xu- IT Associate, Enterprise Applications / Office of Information & Technology



Table of Contents

Standards Expected Documentation

Standard 1: Mission and Goals	45
Standard II: Ethics and Integrity	46
Standard III: Design and Delivery of the Student Learning Experience	49
Standard IV: Support of the Student Experience	51
Standard V: Educational Effectiveness Assessment	53
Standard VI: Planning, Resources, and Institutional Improvement	54
Standard VII: Governance, Leadership, and Administration	56



STANDARDS EXPECTED DOCUMENTATION

Standard I: Mission and Goals

Standard I: Mission and Goals: The institution’s mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution’s stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Criteria	Document, Processes, and Procedures
<p>1. Clearly defined mission and goals that:</p> <p>a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement;</p> <p>b. address external as well as internal contexts and constituencies;</p> <p>c. are approved and supported by the governing body;</p> <p>d. Guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes;</p> <p>e. Include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution;</p> <p>f. Are publicized and widely known by the institution’s internal stakeholders;</p>	<ul style="list-style-type: none"> • Medgar Mission Goals Statement: • Publication Sites and Published documents • Organization Chart • CUNY Mission and History • Institutional Effectiveness Plan • Budget Planning and Request Process • Strategic Plan & Priorities
<p>2. Institutional goals that are realistic, appropriate to higher education, and consistent with mission</p>	<ul style="list-style-type: none"> • Same as Criteria 1 • Institutions Strategic Plan • Goals relationship to mission (Chart)
<p>3. Goals that focus on student learning outcomes and student achievement that:</p> <p>a. include retention, graduation, transfer, and placement rates;</p> <p>b. consider diversity, equity, and inclusion principles;</p> <p>c. are supported by administrative, educational, and student support programs and services; and</p> <p>d. prioritize institutional improvement</p>	<ul style="list-style-type: none"> • Same as Criteria 1 and 2 • Student learning outcomes from selected program • SEP from selected Programs • Selected Program Websites • Chart: Retention Rates, Graduation Rates, Transfer Rates, placement rates • Chart: alignment between mission, strategic goals, and diversity, equity, and inclusion principles, Student Headcount Data, disaggregated by relevant populations • Chart: Human Resources Data, disaggregated by relevant populations • Medgar Budget • Medgar Expense analysis report (four-Years)
<p>4. Periodic assessment of mission and goals to ensure they are relevant and achievable</p>	<ul style="list-style-type: none"> • Strategic plan and mission development processes



STANDARDS EXPECTED DOCUMENTATION

Standard II: Ethics and Integrity

Standard II: Ethics and Integrity: Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Criteria	Document, Processes, and Procedures
1. A commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights	<ul style="list-style-type: none"> • CUNY Mission & History • CUNY Legal Department • Copyright Materials • Intellectual Property Policy • A Guide to Academic Freedom • Academic Integrity Policy • CUNY Research Compliance: Responsible Conduct of Research • CUNY Student Affairs: Statement on the Freedom of Student Expression • CUNY Student Policies & Procedures: Academic Integrity • PSC-CUNY Academic Freedom • Office of Human Resources Website • Research Foundation CUNY Policy- Intellectual Property
2. A climate that fosters respect among students, faculty, staff, and administration from a variety of backgrounds, ideas, and perspectives	<ul style="list-style-type: none"> • Campus Climate Survey Instruments- Survey Administration Reports- Survey Results Reports • PMP Data Reports- Institutional Data Reports (Fall Enrollment, 12-Month Enrollment, Graduate Enrollment) • Faculty and Instructional Staff Headcount Reports • Administrative and Staff Headcount Reports • Meeting Minutes
3. A grievance policy that is documented and disseminated to address complaints or grievances raised by student, faculty or staff. The institution's policies are fair and impartial and assure that grievances are addressed promptly, appropriately, and equitably;	<ul style="list-style-type: none"> • Faculty handbook • Student Handbook • College Website • URL Sites: Faculty and Staff Complaint and Grievance Procedures, Student Complaint and Grievance Procedures, •Contact Information for Filing Complaints with Accreditor and State Entities, Accessibility • Student Complaints and Resolutions records
4. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents;	<ul style="list-style-type: none"> URL: Conflict of Interest Policy Document Student Handbook Employee Handbook Disclosure Forms: conflict of interest Multiple Position Policy and Reporting forms CUNY Research Compliance – CITI Training



STANDARDS EXPECTED DOCUMENTATION (con't)

Standard II: Ethics and Integrity

Standard II: Ethics and Integrity: Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

<p>5. Fair and impartial employment practices, including all phases of hiring, evaluation, promotion, and separation, with appropriate attention to diversity;</p>	<ul style="list-style-type: none"> • Medgar Evers Governance Plan CUNY Bylaws: <ul style="list-style-type: none"> • Article VI: Instructional Staff • Article VII Academic Due Process • Article VIII: Organization And Duties Of The Faculty • Article V Faculty, Staff and Administration • PSC CUNY Contract • Search Committee documents/ guidelines • Department Personnel & Budget guidelines • College-Wide Personnel & Budget guidelines
<p>6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as internal communications;</p>	<ul style="list-style-type: none"> • Medgar Evers Website • College Catalog • CUNY Admission: URL • CUNY Employment Postings • CUNYfirst Job Search System
<p>7. As appropriate to its mission, has policies, services or programs in place to:</p> <ol style="list-style-type: none"> a. promote diversity, equity and inclusion; b. promote affordability and accessibility; c. enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt. 	<ul style="list-style-type: none"> • Medgar Evers Admissions Website • Medgar Evers Financial Aid Website • CUNY Open Educational Resources (OER) • CUNY Student Affairs Disability Services • Medgar Evers Office of Accessibility and Accommodations Services – URL • College Catalog - URL



STANDARDS EXPECTED DOCUMENTATION (con't)

Standard II: Ethics and Integrity

Standard II: Ethics and Integrity: Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

<p>8. Compliance with all applicable government laws and regulations and Commission policies and procedures, including but not limited to:</p> <ul style="list-style-type: none"> a. required information for students and the public; b. representation of accreditation status; c. full disclosure of information on institutionwide assessments, graduation, retention, certification and licensure or licensing board pass rates; d. institution's compliance with the Commission's Requirements of Affiliation; e. verification of student identity in distance and correspondence education; f. substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion; 	<ul style="list-style-type: none"> • Higher Education Compliance Alliance: URL • Nursing Pass Rates • Accreditation Reports • College Catalog • CUNY Performance Management Plan (PMP) • Inventory of Accreditations • Medgar Institutional Research Facts
<p>9. Periodic assessment of ethics and integrity as evidence in institutional policies, processes, practices, and the manner in which these are implemented.</p>	<ul style="list-style-type: none"> • CUNY Policy on Academic Integrity • CUNY Policy on Intellectual Property Mandatory Training on State Ethics Law • Academic Senate Policies and Procedures



STANDARDS EXPECTED DOCUMENTATION

Standard III: Design and Delivery of the Student Learning Experience

Standard III: Design and Delivery of the Student Learning Experience: An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Criteria	Document, Processes, and Procedures
<p>1. Certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential</p> <p>a. designed to foster a coherent student learning experience and to promote synthesis of learning;</p> <p>b. assigned a reasonably approximate number of credit hours (or other value) for the amount of work completed by a student; and include sufficient course content and program length appropriate to the objectives of the degree or other credential;</p>	<p>College Catalog CUNY Pathways Curriculum Committee Minutes Selected Chancellors Reports Selected Departmental Websites Selected Departmental Degree Maps</p>
<p>2. Student learning experiences that are designed, delivered, and assessed by faculty (fulltime or part-time) and/or other appropriate professionals who are:</p> <p>a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;</p> <p>b. qualified for the positions they hold and the work they do;</p> <p>c. sufficient in number with a core of faculty (full- or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs;</p> <p>d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;</p> <p>e. reviewed regularly and equitably based on written, disseminated, clear, and fair criteria</p>	<ul style="list-style-type: none"> * Faculty Handbook * Staff Handbook * Selected Departmental Handbooks * Faculty Profile Table * Staff Profile Table * Selected CV's/Resumes and Job Descriptions * Student/Faculty Ratio's; Class size data * Integrated Postsecondary Education System (IPEDS) reports * Human Resources reports * COACHE reports * CUNY Bylaws * Article VI: Instructional Staff * Article VIII: Organization and Duties of the Faculty * Article IX: Organization and Duties of the Faculty Departments * Article XI: Duties and Qualifications of Titles in the Instructional Staff * Article XII: Salary Schedule Conditions * Article XIII: Instructional Staff-Miscellaneous Provisions * Article XIV The Non-Instructional Staff * CUNY -Manual of General Policy: Article V, Faculty, Staff and Administration * PSC Guidelines Tenure and Promotion * Selected Departmental Annual Reports
<p>3. Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion</p>	<ul style="list-style-type: none"> • College Catalog (URL) • Selected Departmental Student Handbooks • Selected Departmental Degree Maps (URL's) • Degree Works • CUNY Pathways



STANDARDS EXPECTED DOCUMENTATION (con't)

Standard III: Design and Delivery of the Student Learning Experience

<p>4. Sufficient learning experiences and resources to support both the institution's programs of study and the academic progress of all student populations</p>	<ul style="list-style-type: none"> • Selected Degree works reports • Selected Departmental Syllabi • Medgar Master syllabus • Medgar Library resources and website • Medgar Total library FTE staff • Academic Advisement • Student Support Services websites • Student Support Services Brochures • Early Alert Data • CUNY policy Distance Learning • Distance Education Faculty Profile table • Instructional Design Profile Table • Medgar Distance Education Student support services
<p>5. At institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:</p> <p>a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;</p> <p>b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives;</p> <p>c. in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills;</p>	<ul style="list-style-type: none"> • Degree maps selected Departments (URL) • College Catalog • General Education (URL) • CUNY pathways • Syllabi for selected curriculum • Selected Departmental Outcome Data • CUNY General Education Assessment Policy • Medgar Student Surveys
<p>6. In institutions that offer graduate professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula</p>	<p>Not Applicable</p>
<p>7. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers</p>	<p>Not Applicable</p>
<p>8. Periodic assessment of the effectiveness of student learning experiences for all student populations.</p>	<ul style="list-style-type: none"> • Medgar's PMP Reports • Institutional effectiveness plan • Reports from Assessment Leadership Team"



STANDARDS EXPECTED DOCUMENTATION

Standard IV: Support of the Student Experience

Standard IV: Support of the Student Experience: Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Criteria	Document, Processes, and Procedures
<p>1. Clearly stated, ethical policies, practices, and processes to recruit, admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:</p> <ul style="list-style-type: none"> a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds; b. a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational outcomes; c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience; d. processes designed to enhance student achievement including certificate and degree completion, transfer to other institutions, and post-completion placement; e. processes to disaggregate and analyze student achievement data to inform and implement strategies that improve outcomes for all student populations; 	<ul style="list-style-type: none"> • College Catalog • CUNY Manual of General Policy: • Article I Academic Policy: Programs and Research (URL) • Article VII Student Affairs and Special Programs (URL) • CUNY Office of Enrollment Strategy and Management (URL) • Medgar Financial Aid Website • Medgar Tuition and Fee (URL) • Scholarships/Grants Website • Admissions and Registration procedures • FERPA website • Sample Degree works audits • New Student Orientation
<p>2. Fair and transparent policies and procedures regarding evaluation and acceptance of transfer credits, credits awarded through experiential learning, prior non-academic learning, competency- based assessment, and other alternative learning approaches;</p>	<ul style="list-style-type: none"> • College Catalog • CUNY Manual of General Policy: • Article I Academic Policy: Programs and Research (URL) • CUNY Pathways • Transfer Credits • Campus Guidelines • Student Advisement material"



STANDARDS EXPECTED DOCUMENTATION (con't)

Standard IV: Support of the Student Experience

Standard IV: Support of the Student Experience: Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

3. Policy and procedures for the safe and secure maintenance and appropriate release of student information and records	<ul style="list-style-type: none"> • CUNY legal Department: Policies and Procedures • FERPA • FERPA Release Forms • CUNY Records Retention Policy • CUNY Research Compliance: CITI Training • CUNY Office of Institutional Research and Assessment • Consumer Information form Current and Prospective Students
4. if offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs	<ul style="list-style-type: none"> • Medgar Student Success and Enrollment Management Website • CUNY Student Affairs Website • Medgar Clubs and Organizations Website • Sports and Activity Student Data
5. If applicable, adequate and appropriate institutional review and approval student support services designed, delivered, or assessed by thirdparty providers	Not Applicable
6. Periodic assessment of the effectiveness of student support services for all student populations with appropriate metrics and evaluation	<ul style="list-style-type: none"> • Medgar Evers Strategic Plan • Institutional Effectiveness Report



STANDARDS EXPECTED DOCUMENTATION

Standard V: Educational Effectiveness Assessment

Standard V: Educational Effectiveness Assessment: Assessment of student learning and achievement demonstrates that the institution’s students have accomplished educational goals consistent with their program of study, degree level, the institution’s mission, and appropriate expectations for institutions of higher education

Criteria	Document, Processes, and Procedures
1. Clearly stated student learning outcomes at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution’s mission;	<ul style="list-style-type: none"> • Selected Departmental Reports • Selected Departmental Systematic Evaluation Plans • Selected Program Learning Outcomes
2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/ program goals. Institutions should: <ol style="list-style-type: none"> a. define student learning outcomes that are appropriate to higher education defensible standards for assessing whether students are achieving those outcomes; b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They collect and provide data on the extent to which they are meeting these goals; c. support and sustain assessment of student learning outcomes and communicate the results of this assessment to stakeholders; 	<ul style="list-style-type: none"> • Selected Course Syllabi • Medgar Completion rates • Selected Departmental Assessment tools • Selected Departmental Curriculum Meeting minutes • Selected Meeting minutes Advisory Board
3. Consideration and use of disaggregated assessment results for all student populations for the improvement of student learning outcomes, student achievement, and institutional and program-level educational effectiveness;	<ul style="list-style-type: none"> • Selected Departmental Assessment Data • Selected Departmental Assessment Tools • Selected Departmental Student Achievement Data • NCLEX rates data summary • Selected Departmental website: Completion, Job Placement rates • Curriculum Committee minutes • Medgar Retention, enrollment and completion data
4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and	Not applicable
5. Periodic assessment of the effectiveness of assessment policies and processes utilized by the institution for the improvement of educational effectiveness.	<ul style="list-style-type: none"> • Institutional Effectiveness Plan • Curriculum Committee Minutes • CUNY Manual of General Policy: Article I Academic Policy, Programs and Research Policy 1.06 Academic Program Review



STANDARDS EXPECTED DOCUMENTATION

Standard VI: Planning, Resources, and Institutional Improvement

Standard VI: Planning, Resources, and Institutional Improvement: The institution’s planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Criteria	Document, Processes, and Procedures
1. Institutional and unit goals that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation;	<ul style="list-style-type: none"> • Medgar mission and goals • Medgar Organizational charts • Medgar Governance Plan • Medgar Fiscal and operating Budget • Selected Departmental Course Mapping
2. Clearly documented and communicated planning and improvement processes that provide for inclusive constituent participation;	<ul style="list-style-type: none"> • Enrollment Data • Medgar Governance Plan • Medgar Performance Management Process (PMP) (URL)
3. Planning that integrates goals for institutional effectiveness and improvement, including a focus on student achievement, educational outcomes, overall institutional improvement, and the results of institutional assessments;	<ul style="list-style-type: none"> • Medgar's Strategic Plan • CUNY Audited Financial Statements • CUNY Financial Planning Guidelines • Institutional Performance Report
4. Planning for diversity, equity, and inclusion that is aligned with the institution’s mission and goals, maintains sufficient resources, and leads to institutional improvement;	<ul style="list-style-type: none"> • Enrollment Data • Human Resources Employment Data
5. A financial planning and budgeting process that is aligned with the institution’s mission and goals, evidence-based, and clearly linked to the institution’s and units’ strategic plans/ objectives;	<ul style="list-style-type: none"> • Medgar Evers College Fiscal Budget • Selected Departmental Budget • Enrollment Data Projections
6. Fiscal and human resources as well as physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;	<ul style="list-style-type: none"> • Human Resources Data: Faculty Administrative and staff • Resource Data lists • Medgar Financial Allocations • Audit Reports
7. Documented financial resources, funding base, and plans for financial development, including those from any related entities adequate to support its educational purposes and programs and to ensure financial stability;	<ul style="list-style-type: none"> • Financial Audit Reports • Tuition and Fees



STANDARDS EXPECTED DOCUMENTATION (con't)

Standard VI: Planning, Resources, and Institutional Improvement

Standard VI: Planning, Resources, and Institutional Improvement: The institution’s planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

8. A record of responsible fiscal management, including preparing a multi-year budget and an annual independent audit confirming financial viability and proper internal financial controls, with evidence of corrective measures taken to address any material findings cited in the audit or an accompanying management letter;	<ul style="list-style-type: none"> • Financial audit for four years
9. Well-defined, inclusive decision-making processes and clear assignment of responsibility and accountability for achieving institutional and unit effectiveness;	<ul style="list-style-type: none"> • Medgar Organizational charts • Selected Meeting Minutes • Selected Agenda • Financial Audit
10. Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution’s strategic and financial planning processes;	<ul style="list-style-type: none"> • Description Physical Facilities • Facilities Floor Plan • Facilities Fiscal Budget • Physical Space Contracts • Selected Contract Samples
11. Compliance with its program responsibilities under existing federal Title IV and other state laws and regulations, including any audits of financial aid programs as required by federal and state regulations;	<ul style="list-style-type: none"> • Documentation on Accreditation status (URL) • Audited Financial Statements • Organizational chart financial Aid office • Financial Aid Staff profile table • Financial Aid Default Rate (URL)
12. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution’s mission and goals; and	<ul style="list-style-type: none"> • Strategic Plan • Grant and Funding Proposals • Audited Financial Statements • Strategic Planning Committee Meeting minutes • Institutional Effectiveness Plan • Annual Budget Reports
13. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources	<ul style="list-style-type: none"> • Institutional Effectiveness Plan • Strategic Planning Committee minutes, agenda • Assessment Reports selected Academic Programs • Financial Audit Reports • KPI Reports



STANDARDS EXPECTED DOCUMENTATION

Standard VII: Governance, Leadership, and Administration

Standard VII: Governance, Leadership, and Administration: The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with a related entity, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy

Criteria	Document, Processes, and Procedures
1. A clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for inclusive decision making by each constituency, including the institution's legally constituted governing body, administration, faculty, staff, and students, as well as any related entities	<ul style="list-style-type: none">• Medgar Evers Mission and Goals• Medgar Evers Governance Plan• Medgar Evers Organization Chart• CUNY Bylaws• Article II: Officers of the Board• Article III: Committees of the Board• Article IV: Council of Presidents• Article VIII: Organization and Duties of the Faculty: Section 8.11 College Governance Plans• Article IX: Organization and Duties of Faculty Departments



STANDARDS EXPECTED DOCUMENTATION (con't)

Standard VII: Governance, Leadership, and Administration

<p>2. A legally constituted governing body that:</p> <p>a. Serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, integrity, planning, and fiscal well-being of the institution;</p> <p>b. has sufficient diversity, independence, and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution, meet regularly, and not allow political, financial, relationship with a related entity, or other undue influences to interfere with their governing responsibilities;</p> <p>c. ensures that neither the governing body nor its individual members interfere in the day-to-day operations of the institution</p> <p>d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by laws, and the assurance of strong fiscal management;</p> <p>e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;</p> <p>f. appoints and regularly evaluates the performance of the Chief Executive Officer;</p> <p>g. is informed in all its operations by principles of good practice in board governance;</p> <p>h. is not chaired by an institutional or system representative to avoid conflict of interests;</p> <p>i. establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest. A majority of members have no employment, family, ownership, or other personal financial interest in the institution;</p> <p>j. supports the Chief Executive Officer in maintaining the autonomy of the institution;</p> <p>k. makes freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations and ensures the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies</p>	<ul style="list-style-type: none">• Organizational Chart• CUNY Bylaws• Article II: Officers of the Board• Article III: Committees of the Board• Article IV: Council of Presidents• Article VIII: Organization and Duties of the• Article IX: Organization and Duties of Faculty Departments• CUNY Board of Trustees procedures• CUNY conflict of Interest Policy• List of Current Board Members
---	--



STANDARDS EXPECTED DOCUMENTATION (con't)

Standard VII: Governance, Leadership, and Administration

<p>3. Chief Executive Officer who:</p> <p>a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;</p> <p>b. has appropriate credentials and professional experience consistent with the mission of the organization;</p> <p>c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;</p> <p>d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness</p>	<ul style="list-style-type: none"> • CUNY Bylaws • Article XI: Duties and Qualifications of Titles in the Instructional Staff • Section 11.2 Chancellor • Section 11.3 Senior University Staff • Section 11.4 The President • CUNY Manual of General Policy • Article II: Board of Trustees • Article V Faculty, Staff and Administration
<p>4. An administration possessing or demonstrating:</p> <p>a. an organizational structure that is clearly documented and that clearly defines reporting relationships;</p> <p>b. an appropriate size and diverse representation with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;</p> <p>c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;</p> <p>d. skills, time, assistance, technology, and information systems expertise required to perform their duties;</p> <p>e. regular engagement with faculty and students in advancing the institution's goals and objectives;</p> <p>f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations</p>	<ul style="list-style-type: none"> • Medgar Evers Organizational Chart • Medgar Evers Governance Plan • Medgar Evers CEO Job Description • Medgar Evers CEO Qualification (CV) • CUNY Presidential Search Process and Guidelines and Material
<p>5. Periodic assessment of the effectiveness of governance, leadership, and administration</p>	<ul style="list-style-type: none"> • CUNY Chancellor and Presidents, Review and Assessment

