MONROE COLLEGE

Institutional Self-Study

Presented to

The Middle States Commission on Higher Education

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from

MONROE COLLEGE

Bronx, New York

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MONROE COLLEGE

Self-Study 2018-2023

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EXECUTIVE SUMMARY

The College is proud to offer this comprehensive self-study to the Commission as part of the ongoing cycle of accreditation review and in preparation for the upcoming on-site evaluation visit. The process utilized by the institution was both inclusive and collaborative, and involved eight committees consisting of more than one hundred staff and faculty. A steering committee guided the efforts of these individuals over a period of eighteen months.

The completion of the self-study intentionally coincided with the beginning of a new strategic planning period (2018-2023). This enabled work related to mission, core values, and goals to inform both of these processes. The outcome of this coordinated work was the completion of the self-study, a full strategic plan, and six supporting sub-plans. The College learned a tremendous amount about its strengths and weaknesses through this work; knowledge that will guide future institutional improvement.

The following is a summary of the major points made in each of the standards as well as the resulting recommendations:

- **Standard I - Mission and Goals** – Institutional review of the mission resulted in some slight modifications of language and a fundamental reaffirmation of the purpose of the institution, which is best summarized by the first goal of the College's Strategic Plan, "*to graduate prepared students*." In addition, the College re-committed itself to key mission-based themes like *access, affordability, and attainment*. The recommendation in this chapter involved clarifying and swiftly implementing the new overarching institutional goal of "*cultivating and institutionalizing a responsive culture*."

- **Standard II Ethics and Integrity** – The College's core values make a direct connection to ethics and integrity and its actions demonstrate dedication to the achievement of prominent mission-based themes. In addition, adopted codes of conduct for selected offices, along with a history of fair and ethical policies related to students, staff, and faculty, provide further support for compliance with this standard. The recommendation for this standard involves the further development of tools to assess the degree to which the College's institutional behavior demonstrates commitment to the principles of ethics and integrity. The Annual Ethics and Integrity Assessment that was utilized in 2018-2019 was a starting point for this type of evaluation. The College will seek to refine this tool as well as develop others during the 2018-2023 planning period.

- **Standard III - Design and Delivery of the Student Learning Experience** – Academic rigor, coherence, and high impact curriculum-related practices are emphasized in this chapter. In addition, the evolution of instructional modalities/formats at the College and a focus on the College's accomplished and motivated faculty are provided. The recommendation for Standard III involves the implementation of *Civitas,* a retention-based/predictive analytics software, so that future assessments of instructional delivery and the student learning experience may be more data-driven.

- **Standard IV- Support of the Student Experience** – This chapter presents the College's *Admissions and Retention Model*, which begins with the admission of qualified applicants and effective onboarding. The model then shifts to an emphasis on retention, which is fully outlined in this chapter. The recommendation for Standard IV emerged from feedback from the Monroe community after distribution of the initial draft of the self-study. It involves improving student life on the St. Lucia Campus to more closely resemble the offerings in place on both of the New York campuses.

- **Standard V - Educational Effectiveness Assessment** – In this chapter, the evolution of assessment at the College to a new approach that integrates assessment and strategic planning is explained. This new approach has resulted in a shift from assessment for the purpose of compliance to assessment for the purpose of improvement and innovation. In addition, the chapter provides background related to the establishment of Institution Level Outcomes (ILOs) as a means to measure the effectiveness of the general education curriculum across all programs. The recommendation involves the need to develop a methodology to assess the effectiveness of academic support services in achieving positive learning outcomes.

- **Standard VI - Planning, Resources, and Institutional Improvement** – Resource allocation methods, the scenario-based financial model, the strategic planning process, and the annual calendar for institutional effectiveness and improvement are all included in this chapter. The recommendation for Standard VI involves the need to develop further controls on institutional aid spending.

- **Standard VII - Governance, Leadership, and Administration** – The College governance structure, which is comprised of three main bodies (Board of Trustees, President's Cabinet, and Faculty of the Whole) is fully outlined in this chapter. The recent transition to a new president is highlighted, and detailed information regarding the organizational structure is provided. The recommendation for this final standard involves greater representation of the St. Lucia campus in governance and decision-making.

The self-study process has been rewarding for the College and has served to identify strengths, put weaknesses in perspective, and focus the institution on the necessary step of objective analysis – the logical precursor to institutional renewal and improvement. The institution is confident that the information provided in these pages will serve to confirm compliance with both the standards and requirements of affiliation established by the Commission. Perhaps the most important take-away of the self-study, however, is the clearly documented commitment of the College to pursue its mission within the ethical and cultural framework created by its core values.

INSTITUTIONAL PROFILE

Monroe College was founded in 1933 to prepare students for successful careers in business, and has evolved into a co-educational institution of higher education with seven schools of study, educating over 9,500 students each year. The College has accumulated a body of evidence demonstrating its success in educating urban and international students, and having a positive impact on the communities it serves.

The following are key dates over the College's 86-year history:

- 1933: Monroe School of Business founded in the West Farms section of the Bronx
- 1972: Transitioned to Monroe Business Institute, offering its first associate of occupational science degree
- 1990: Transitioned to Monroe College, receiving accreditation from the Middle States Commission on Higher Education
- 1992: First associate of applied science degrees offered
- 1996: First baccalaureate degrees offered
- 2005: First graduate degree offered

Today, the College's academic structure is comprised of seven schools and 39 programs offered on three campuses and through Monroe Online. Graduate programs are housed in a teaching and learning community called the King Graduate School (KGS) with a focus on urban studies and applied research.

SCHOOL OF ALLIED HEALTH PROFESSIONS

	ASSOCIATE	BACCALAUREATE	GRADUATE
Diagnostic Medical Sonography	AAS		
Medical Administration	AAS*		
Medical Assisting	AAS		
Health Services Administration		BBA*	
Public Health		BS*	MPH*
Health Care Administration			MS*

SCHOOL OF BUSINESS & ACCOUNTING

	CERTIFICATE	ASSOCIATE	BACCALAUREATE	GRADUATE
Business Administration	Cert.	AAS*		MBA*
Accounting		AAS*	BBA*	MS
Sports Management		AAS*	BBA*	
Business Management			BBA*	
General Business			BBA	

SCHOOL OF CRIMINAL JUSTICE

	ASSOCIATE	BACCALAUREATE	GRADUATE
Criminal Justice	AS*	BS*	MS*
Human Services	AS*	BS*	

SCHOOL OF EDUCATION

	CERTIFICATE		BACCALAUREATE	GRADUATE
Early Childhood Education			BS	
Childhood Urban Education/ Urban Special Education				MAT
Early Childhood Urban Education/ Urban Special Education				MAT
Bilingual Education Extension	Adv. Cert.			

SCHOOL OF HOSPITALITY MANAGEMENT

	ASSOCIATE	BACCALAUREATE	GRADUATE
Baking and Pastry	AAS		
Culinary Arts	AAS		
Hospitality Management	AAS*	BBA*	MS*

SCHOOL OF INFORMATION TECHNOLOGY

	ASSOCIATE	BACCALAUREATE	GRADUATE
Computer Information Systems	AS*	BS*	
Computer Science			MS*
Computer Network/Cybersecurity		BS*	

SCHOOL OF NURSING

	CERTIFICATE	ASSOCIATE	BACCALAUREATE
Nursing		AAS	BS
Nursing – RN			BS
Practical Nursing	Cert.		

Offered fully online

In addition to these programs, the College offers English language learning programs through its English Language Learning Institute (ELLI), providing non-credit-bearing courses to prepare speakers of other languages for college-level study. ELLI is registered with the New York State Education Department and the *Student and Exchange Visitor Information System (*SEVIS).

Organizational Structure and Staffing

Monroe College prides itself on the rich diversity of its faculty and staff, which is comprised of over 950 employees, 462 of whom are faculty. For a full description of the organizational structure and staffing, please see Standard VII.C4 Organizational Structure. A summary of faculty demographics and credentials may be found in Standard III.C2 Faculty Credentials.

Locations and Modes of Delivery

- ***Bronx Campus*** (main campus)**.** In 1977, the original campus moved to facilities in the Fordham Heights section of the Bronx where it expanded along the Jerome Avenue corridor throughout the 1980s and 1990s. Primary homes of many of the schools and labs for Nursing and Allied Health programs are located here. The campus is an anchor in this densely populated borough, providing a positive presence to a generally underserved population, and educating scores of students from Bronx high schools and beyond. Historically serving an adult population, the College now serves a significant number of traditional aged students from local public high schools through an innovative First-Year Experience program. Overall, the campus serves commuter students from all five of New York City's boroughs and the tristate area. A Monroe shuttle bus travels throughout the day between the Bronx and New Rochelle campuses.

- ***New Rochelle Campus*** (branch campus)**.** In 1983, the College's second campus opened in New Rochelle, a historic suburb of New York City just 25 minutes from midtown Manhattan. Several renovations of older structures and three major new constructions through the 1980s, 1990s, and 2000s have continued the campus's expansion along the Main Street corridor, including an athletic center in New Roc City (a multi-use retail and entertainment center). On-campus student housing was first constructed at the New Rochelle campus in 2004, and has expanded to three residences housing over 1,000 students. The campus houses the College's culinary facilities including a student-run restaurant, The Dining Lab, which serves residential students, commuting students, international students, student athletes, and the local community.

- ***St. Lucia Campus*** (additional location)**.** In 2007, the College established a campus on the Caribbean island of St. Lucia in response to a need for four-year programming in the field of Criminal Justice. Once established, enrollment quickly grew and curriculum expanded to include Business and Accounting, Information Technology, Allied Health, and Hospitality Management. The St. Lucia campus also meets the needs of local communities by offering short-term workforce training with basic hospitality, culinary, and media certifications. In 2015, the campus's three buildings moved to a larger facility when the campus relocated to Vide Boutielle in Castries.

- ***Monroe Online.*** The College offered its first online classes in the 1990s and its first fully online programs in 2004. In 2006, the College was granted authority by the New York State Education Department to offer all registered programs online. Today, Monroe Online provides fully online programming in 23 of its program offerings. Although not a campus, Monroe Online provides a mode of delivery that allows students to have greater flexibility in creating their schedules. Additionally, Monroe Online provides and mirrors many on-site support departments such as admissions, student services, library services, and career services.

Enrollment Demographics

The College operates across three campuses and in the fully online learning environment. Today, the College educates about 9,500 students each year, employs nearly 1,000 faculty and staff, manages over 600,000 square feet of space, and houses over 1,000 resident students.

Based on Fall 2017 enrollment, the student body of the College is 62% female and 38% male, representing more than 35 states and 90 countries. About three-quarters of the domestic population is from the New York City metropolitan area, while 8% come from out-of-state. 15% of the College's students are international. A majority of students (61%) is under the age of 25.

Students self-identify as follows:
Black or African-American:	48%
Hispanic or Latino:	37%
Asian or Pacific Islander:	10%
White or Other:	5%

Approximately three-quarters of the student population are Pell Grant recipients.

Mission, Core Values, Strategic Goals

The College is guided by its mission, core values, and strategic goals:

Mission

Monroe College, founded in 1933, is a national leader in higher education access, affordability, and attainment. We believe in the power of education to facilitate social mobility and transform communities, and embrace our responsibility to advocate national policies that serve students' best interests. We are proud of our outcomes and unique caring environment, especially for first-generation college students, newly arriving immigrants, and international students. Our innovative curriculum, taught by experienced industry professionals, integrates local, national, and global perspectives. Our academic programs align with industries that drive the New York and international economies that we serve. Our graduates are prepared for continued scholarship, professional growth, and career advancement.

Core Values

- ▪ *Outcomes drive us.*
  We are committed to remaining a national leader in delivering strong outcomes for students and always strive for continuous improvement.

- ▪ *Integrity guides us.*
  Honesty, transparency, accountability, and fairness are the bedrock of our work.

- ▪ *Relationships define us.*
  We build strong personal connections among students, faculty, and staff, as well as with external educational, corporate, and community partners.

Strategic Goals 2018-2023

GOAL 1. To ensure graduates possess the competencies for successful careers, advanced education, and lifelong learning

GOAL 2. To shape institutional enrollment by attracting, enrolling, and retaining students with the potential to succeed academically, graduate, and advance professionally

GOAL 3. To formally cultivate and institutionalize a responsive culture and structure to more effectively serve students, faculty, and staff

GOAL 4. To validate program quality and learning outcomes through rigorous self-assessment and enhanced external institutional and programmatic recognition

GOAL 5. To allocate resources effectively and efficiently in support of the Strategic Plan and institutional priorities

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 the mission and specify how the institution fulfills its mission.

Michael Altamirano, *Chair*
Faculty, School of Business MBA Program, and Member of the Board of Trustees

INTRODUCTION

Since its founding in 1933, Monroe College has been staunchly guided by its mission. While the wording of the mission statement has evolved over the years, themes of access, opportunity, and affordability have remained consistent.

As the Self-Study Committee began its work this year, it examined the mission statement in place 30 years ago to better understand how the College historically articulated its priorities. Two notable excerpts from that 1989 mission statement:

*…(i) Monroe's mission is to provide **access** to its business, professional, and academic curricula to applicants who demonstrate not only the interest but the potential for academic success through satisfactory completion of the admissions assessment process. The College will seek to provide an **opportunity** for remediation of academic deficiencies identified during this process to those who clearly demonstrate the potential for success…*

*(ii) In pursuit of **excellence**, Monroe will endeavor to integrate throughout its curricular structure, the reaffirmation of the basic values of society: **integrity, dignity, mutual respect, and honor**.*

Although the statement has been revised several times since the late 1980s, the central themes noted in the section marked (i) – *access and opportunity* – remain among the College's most important. As well, the major themes noted in section (ii) – *excellence, integrity, dignity, mutual respect, and honor* – became the foundation of the College's core values through the 1990s and beyond.

The College initiated its most recent revision of the mission statement in 2017-2018 as a first step in the strategic planning process, which intentionally coincided with early development of this self-study. At that time, the chair of the Standard I working group held a number of meetings and town halls to engage the College community on the suitability of the current mission statement and whether changes should be explored. The resulting mission statement, which appears on the next page, was developed through this process.

This chapter will examine the College's mission and core values which, collectively, articulate the values and outcomes the College holds dear while in pursuit of its mission. The two are

intrinsically linked and go hand in hand. Every decision made in pursuit of the mission must also align with the institution's core values.

Finally, this chapter will provide a full presentation of the College's overarching institutional goals, which flow directly from the mission. These goals are stated in the Strategic Plan, as well as in related sub-plans – Academic Plan, Facilities Master Plan, Financial Plan, Institutional Effectiveness Plan, Strategic Enrollment Management Plan, and Technology Plan – all of which can be accessed through this link: https://wwwstage.monroecollege.edu/IPEB/MScompdocs/

COMMUNITY PARTICIPATION IN THE REVISION OF THE MISSION, CORE VALUES, AND GOALS

The Standard I Working Group first met in July 2017 to plan community meetings with key stakeholders to solicit their input regarding the College's mission and goals. At the Annual Strategic Planning Retreat in November, the President of the College conducted a session with 80 participants from across the College community as a first step toward developing a Strategic Plan for 2018-2023. A proposed mission was discussed first in groups, and then with the entire assembled audience.   An open dialogue regarding the mission of the College unfolded over the following March and April:

- Eight community meetings focusing on the College's mission and goals were held. The meetings took place on all three campuses, as well as online to include the College's remote learning stakeholders. Attendees included students, faculty, staff, and alumni to ensure fair representation from all areas and constituencies.

- In all, 120 members of the College community participated in exercises that elicited responses for possible changes to the mission and goals. Following a presentation of recommended changes during its April 2018 meeting, the Board of Trustees provided its input on the new mission statement.

Table 1.1 Schedule of Community Meetings to Revise the Mission and Goals		
Date	**Community Group**	**Location**
Monday, March 5, 2018	Student Leaders	Bronx Campus
Tuesday, March 27, 2018 (am)	Student Leaders	New Rochelle Campus
Tuesday, March 27, 2018 (pm)	Faculty and Staff	New Rochelle Campus
Wednesday, March 28, 2018	Faculty and Staff	Bronx Campus
Tuesday, April 17, 2018	Alumni	New Rochelle Campus
Monday, April 23, 2018	Board of Trustees	New Rochelle Campus
Thursday, April 26, 2018	Faculty and Staff	St. Lucia Teleconference
Saturday, April 28, 2018	Online Faculty and Staff	Collaborate Session

By April 30, 2018, a working draft of the mission and goals was prepared based on input gathered from the community meetings. By the end of May, an updated version of the mission and goals

was ready for distribution to the President's Cabinet and Board of Trustees. The new mission and goals were approved by the President's Cabinet in June 2018, and subsequently by the Board of Trustees in October 2018.

MISSION

The College's revised mission statement is:

Monroe College, founded in 1933, is a national leader in higher education access, affordability, and attainment. We believe in the power of education to facilitate social mobility and transform communities, and embrace our responsibility to advocate national policies that serve students' best interests. We are proud of our outcomes and unique caring environment, especially for first-generation college students, newly arriving immigrants, and international students. Our innovative curriculum, taught by experienced industry professionals, integrates local, national, and global perspectives. Our academic programs align with industries that drive the New York and international economies that we serve. Our graduates are prepared for continued scholarship, professional growth, and career advancement.

A discussion of prominent themes in the mission follows.

A. Access, Affordability, and Attainment

The College's mission emphasizes a commitment to access, affordability, and attainment. One of the most tangible examples of this commitment recently is the launch of the Presidential Partnership Program (PPP) in 2016. This innovative program, which was designed to improve college opportunities and outcomes for local New York students and their families, mirrors these themes. The program's stated objectives (see Standard I.C1 Presidential Partnership Program FAQ):

- *Access.* The program was designed to increase the number of NYC area high school students starting college. In the first two years of the program, more than 800 students received Presidential Partnership Program scholarships.
- *Affordability.* The program sought to remove cost as a barrier to higher education by offering generous scholarships that enabled the vast majority of students to earn their bachelor degree with no out-of-pocket costs for tuition or fees. Approximately $10 million in institutional aid was awarded to participating students from 2016-2018.
- *Attainment.* The program was designed to keep students on the path toward graduation and, by doing so, increase the number of NYC area high school students graduating college. Given the inception date of the program (2016), graduation data is not yet available, but retention for 2017 first-year students improved 11 points on the Bronx Campus and three points on the New Rochelle campus from 2016.

B. Social Mobility

The College is also committed to facilitating social mobility. The mission states, "We believe in the power of education to facilitate social mobility and transform

communities…" Evidence of the College's success was documented in 2017 in an interactive piece published in *The New York Times* that ranked the College among the top 50 colleges nationally in facilitating social mobility. The underlying study tracked the incomes of college graduates 12 years after enrollment, comparing them to that of their parents at the time of their child's admission to college.

C. Superior Outcomes

Guided by its mission, the College delivers exceptional outcomes, particularly for low-income and first-generation students.

- *Graduation Rates.* The College consistently ranks among the top three institutions in New York for graduating Black and Latino students. Generally, a student attending Monroe is 10 times more likely to graduate on-time than a student attending a local community college. As noted by the well-respected think-tank, Third Way, Monroe delivers a 70% on-time bachelor's graduation rate for minority students who receive Pell, one of the best national outcomes for this cohort.

- *Cohort Loan Default Rates*. The College works hard to ensure students make informed borrowing decisions and understand repayment responsibilities after graduation. Generous institutional aid programs minimize student borrowing, and a fully staffed loan management office provides counseling services to both students and graduates. The College's official three-year cohort default rate is 3.9%, which is among the lowest in New York and well below the national average of 10.8%.

D. An Innovative Curriculum Taught by Industry Professionals

Major area faculty bring an average of 20 years of industry experience to their classrooms. This high percentage is the direct result of hiring practices that favor candidates working in the field. In addition to the invaluable on-the-job perspective they bring to classroom teaching, these industry-connected faculty help the College's graduating students secure in-field positions or transition well to graduate programs.

Innovative aspects of the Monroe curriculum are fully described in Standard III, and are highlighted below:

- *Experiential Learning.* More than 2,000 students participate in internships every year. These internships are required in most majors during the third or fourth year of study.

- *Simulations.* The School of Criminal Justice employs a simulation system called LETS (Law Enforcement Training Simulator) that enables students in selected classes to participate in "real world" scenarios faced by uniformed law enforcement personal in the field. By participating in these exercises, they build an appreciation for the split-second decisions police must make as they deal with stressful situations encountered every day. Similarly, the School of Nursing utilizes a Human

Simulation Lab where nursing students can practice drawing blood and performing other functions on life-like simulated patients.

- *Hands-On Training.* The Culinary Institute of New York (CINY), utilizes industry-standard kitchens to teach its students the culinary skills they will need to successfully work at a professional restaurant; additional hands-on experience is delivered through its student-run restaurant, The Dining Lab. As well, the School of Information Technology provides hands-on training with physical CISCO routers in its networking classes.

- *Culminating Experiences.* Several majors offer a real-world full-semester project as part of their capstone course. For example, in Senior Seminar, the capstone course for those studying Computer Information Systems, each student prepares a website with a database back-end that includes a mobile application. The work involves creating the network design and developing cost estimates for each of these items. Final projects are presented to a professional panel that evaluates the work.

E. **Graduates Prepared for Continued Scholarship, Professional Growth, and Career Advancement**

Preparing graduates for life after college describes Monroe's mission more than any other statement and is directly related to Strategic Goal 1, "to graduate prepared students." Activities and initiatives related to this theme, therefore, do not require any special directive. This simply is what the College does.

The Office of Career Services provides an annual report of undergraduate and graduate outcomes. The following highlights are from the Class of 2017 Outcome Report. (See https://wwwstage.monroecollege.edu/IPEB/MScompdocs/)

Table 1.2 Highlights from Class of 2017 Outcomes Report		
Category	**Rate**	**Change**
Overall outcome rate (*Example: Overall outcome rate for BS Computer Information Systems majors increased by 14 points – to 90% – from the previous year*)	96%	Increased two points from previous year
Overall rate of graduates working in their field of study	60%	Increased three points from previous year
Unemployed and seeking employment (*Example: Unemployed and seeking employment for BBA Accounting majors decreased by 10 points – to just 4% – from the previous year*)	3%	Decreased three points from previous year
Outcome Rate = (Employed + Continuing Education) / (Total Graduates – Unavailable*) **Unavailable refers to individuals unable to seek employment due to immigration status, health issues, etc.*		

F.   Definition of Whom the College Serves

The mission statement presents the best definition of whom the College serves: We are proud of our outcomes, especially for *first-generation college students, newly arriving immigrants, and international students.*

Based on first-year domestic student surveys over the last two years, the College estimates that approximately 65% of the student body are first generation college students. An additional 10% of the student body are international students.   The combined total of these groups, therefore, represents approximately three quarters of the total student population. Currently, the College does not have a metric to track newly arriving immigrants, although it is clear that they constitute a significant portion of the Bronx campus based on the demographics of the surrounding communities from which the College attracts students.

Given the size of these three groups relative to the overall enrollment at the College, Monroe's outcomes represent the achievements of first-generation college students, newly arriving immigrants, and international students. The College is recognized for superior graduation rates by a number of organizations such as Third Way and the New York State Education Department. Students within these demographics are supported by academic advisement and student services advisement described in Standard IV, plus a $5.1 million budget for international scholarships and a near-$1 million budget to assist undocumented students.

The mission statement likewise defines industries served by Monroe graduates: Our academic programs align with the *industries that drive the New York and international economies* that we serve. The primary question asked when considering or evaluating any potential new program refers back to this phrasing, which is: Will graduates of the program have ample opportunity for employment?

The College's Think Tank, a committee of representatives from offices spanning Academic Affairs, Student Services, Admissions, Career Services, and Institutional Research, meets four to five times each year to consider, research, and develop new programs. The group also aids the College in discontinuing programs that, through assessment, are no longer in demand. A case in point was the 2017 recommendation that the School of Allied Health Professions discontinue the AS Pharmacy Technician program, which had experienced a steep decline in enrollment coupled with limited employment opportunities.   Shortly thereafter, the School introduced an approved AS Diagnostic Medical Sonography (DMS) program, as interest in that field was on the rise. DMS has since become a strong academic program with more than 100 enrolled students and a new evening program growing in popularity.

A comparison of the College's former mission statement with the revised version follows:

Table 1.3 Comparison of Former and Current Mission Statement	
Former Mission Statement	**Current Mission Statement**
Monroe College provides professional, career oriented higher education to students from diverse backgrounds. We proudly offer access and opportunity to motivated students who desire to enrich their lives in a personalized and supportive environment. We provide caring and effective teaching and engage faculty and staff who are passionate, knowledgeable, and dedicated to student achievement. We build on these strengths to prepare graduates for successful careers, advanced education, and lifelong learning.	Monroe College, founded in 1933, is a national leader in higher education access, affordability, and attainment. We believe in the power of education to facilitate social mobility and transform communities, and embrace our responsibility to advocate national policies that serve students' best interests. We are proud of our outcomes and unique caring environment, especially for first-generation college students, newly arriving immigrants, and international students. Our innovative curriculum, taught by experienced industry professionals, integrates local, national, and global perspectives. Our academic programs align with industries that drive the New York and international economies that we serve. Our graduates are prepared for continued scholarship, professional growth, and career advancement.

An analysis of changes to the mission follows, presented through the lens of four basic questions.

1. Whom does the College educate?

2015-2018 Mission	2018-2023 Mission	Reason for Change
Students from diverse backgrounds.	First-generation college students, newly arriving immigrants, and international students.	The new statement is more specific, better reflecting the reality of our student demographics.

2. How does the College serve its students and community?

2015-2018 Mission	2018-2023 Mission	Reason for Change
We provide caring and effective teaching and engage faculty and staff who are passionate, knowledgeable, and dedicated to student achievement.	Our innovative curriculum, taught by experienced industry professionals, integrates local, national, and global perspectives.	The new language broadens the statement beyond "effective teaching" by including references to "innovative curriculum" and varied "perspectives."
	We are proud of our outcomes and unique caring environment, especially for first-generation college students, newly arriving immigrants, and international students.	The concept of "student achievement" in the prior mission is restated in a more tangible way with the use of the word "outcomes."

(Continued…)

2015-2018 Mission	2018-2023 Mission	Reason for Change
Question 2, continued.	Our academic programs align with industries that drive the New York and international economies that we serve.	This statement expresses a deliberate effort to expand community relations. It more closely reflects the alignment of the curriculum to the needs of the marketplace, as well as the College's impact on the community it serves.

3. What is important to the College?

2015-2018 Mission	2018-2023 Mission	Reason for Change
Access and opportunity	Access, affordability, and attainment.	The phrase, "access and opportunity," was broadened to include "attainment" (retention leading to graduation) and the new challenge of "affordability."
	We believe in the power of education to facilitate social mobility and transform communities.	This new statement emphasizes our commitment to advancing social mobility by creating a college-going legacy among first-generation students, thereby improving economic realities within our communities.
Personalized and supportive environment	[We] embrace our responsibility to advocate national policies that serve students' best interests. Our academic programs align with industries that drive the New York and international economies that we serve.	The new statement identifies Monroe as an agent of change at both state and federal levels, putting forward sound policies with positive effects in support of its students. The new statement of "alignment" serves as a reminder of the College's roots as a provider of qualified employees for high-demand careers.

4. What is the fundamental role of the College in the context of higher education?

2015-2018 Mission	2018-2023 Mission	Reason for Change
We build on these strengths to prepare graduates for successful careers, advanced education, and lifelong learning.	Our graduates are prepared for continued scholarship, professional growth, and career advancement.	The statement clarifies the College's *raison d'etre*, its fundamental role, and the core of its mission. It remains the final thought of the mission statement by design, as it is the defining characteristic of the College within the context of higher education.

CORE VALUES

In 2018, the College reviewed and revised its core values, restating them in a more assertive and contemporary way to better demonstrate the institution's commitment to meeting recognized expectations that resonate as authentic with students and faculty. Following is a comparison:

Table 1.4 Revisions to the Core Values	
Prior Core Values	**Current Core Values**
A commitment to students We provide unmatched personal service to our students, who are our first priority.	*Outcomes drive us.* We are committed to remaining a national leader in delivering strong outcomes for students and always strive for continuous improvement.
A respectful, caring environment We create a uniquely supportive atmosphere that stresses respect and collegiality among students, faculty, and staff.	*Integrity guides us.* Honesty, transparency, accountability, and fairness are the bedrock of our work.
A commitment to accomplishment We strive to continuously improve institutional effectiveness, student achievement, and outcomes through rigorous self-assessment and the implementation of innovative ideas.	*Relationships define us.* We build strong personal connections among students, faculty, and staff, as well as with external educational, corporate, and community partners.

The core values reflect what is important to the College on its journey toward achieving its mission. They describe how representatives must carry themselves (with integrity) as they work with important constituencies (relationships) in pursuit of measurable results (outcomes).

The connection of core values to mission is direct in some cases and indirect in others. *Outcomes drive us,* flows directly from the mission, which speaks of the College being "proud of outcomes for first-generation students, newly arrived immigrants, and international students." *Relationships define us,* relates to language in the mission that speaks of connections with and among students, faculty, staff, and external parties. *Integrity guides us*, has less of a direct connection to the mission, but is implied by our statement of 86 years of service and commitment to policies that serve students' best interests.

GOALS

The mission statement is a paragraph of language that gives meaning and purpose to the institution when analyzed and interpreted. Goals operationalize the mission with action-oriented statements that provide clear direction and focus. The College has traditionally pursued four overarching goals that flow from its mission. A fifth goal was added for the 2018-2023 planning period, which reflects an evolution with the College's priorities. A crosswalk from the former (2015-2018 goals) to the current (2018-2023) goals appears below:

Table 1.5 Crosswalk of Former and Current Strategic Goals	
Former Strategic Goals	**Current Strategic Goals**
Goal 1. To graduate students with the competencies for successful careers, advanced education, and lifelong learning	**Goal 1.** To ensure graduates possess the competencies for successful careers, advanced education, and lifelong learning
Goal 2. To shape institutional enrollment by attracting, enrolling, and retaining students with the potential to succeed academically, advance professionally, and graduate	**Goal 2.** To shape institutional enrollment by attracting, enrolling, and retaining students with the potential to succeed academically, graduate, and advance professionally
	Goal 3. *(new)* To formally cultivate and institutionalize a responsive culture and structure to more effectively serve students, faculty, and staff
Goal 3. To validate the quality and effectiveness of programs through rigorous self-assessment and recognition by acknowledged organizations, associations, and other impartial parties	**Goal 4.** To validate program quality and learning outcomes through rigorous self-assessment and enhanced external institutional and programmatic recognition
Goal 4. To allocate resources appropriately in support of the strategic plan	**Goal 5.** To allocate resources effectively and efficiently in support of the strategic plan and institutional priorities

Current Goals 1, 2, 4, and 5 are either identical or substantially similar to the four goals in the prior planning period. The new Goal 3, "To formally cultivate and institutionalize a responsive culture and structure to more effectively serve students, faculty, and staff," emerged from the 2017-2018 year-long strategic planning process. The numbers assigned to the goals represent an order of priority. A description of each objective and the connection to the mission follows.

Goal 1. **To ensure graduates possess the competencies for successful careers, advanced education, and lifelong learning**

This goal flows directly from the last sentence in the mission statement, "Our graduates are prepared for continued scholarship, professional growth, and career advancement.*"* As mentioned earlier in this chapter, this phrasing captures the essence of the College's mission better than any other, resulting in its designation as Goal 1. It encompasses all of the institution's efforts for innovative curriculum, high-impact practices, effective teaching, and career services programs and practices.

Goal 2. **To shape institutional enrollment by attracting, enrolling, and retaining students with the potential to succeed academically, graduate, and advance professionally**

This goal flows directly from the following lines of the mission:

- "Monroe College, founded in 1933, is a national leader in higher education access, affordability, and attainment."
- "Our graduates are prepared for continued scholarship, professional growth, and career advancement."

The goal addresses the admission of qualified applicants (access), a focus on retention (attainment), and successful outcomes upon graduation (advance professionally). In addition, tuition and institutional aid (affordability) are addressed in this goal. It was assigned the second-highest priority because very little can be accomplished at the College either academically or financially without the enrollment of qualified students who persist and graduate.

Goal 3. **To formally cultivate and institutionalize a responsive culture and structure to more effectively serve students, faculty, and staff**

This goal flows indirectly from the 2018-2023 mission. A more direct connection can be made with the 2015-2018 mission as follows: *"...personalized and supportive environment. We provide caring and effective teaching...."* The College moved away from this language in the revised mission, but made it the third of three core values:

> *Relationships define us:* We build strong personal connections among students, faculty, and staff, as well as with external educational, corporate, and community partners.

This new goal is the basis for the development of a new sub-plan (Human Resources Plan) with a focus on onboarding and training. It also drives the high standards the College sets for all interactions between and among students, faculty, staff, and external partners. Finally, this goal encompasses any possible changes to the organizational or governance structure at the College.

Goal 4. **To validate program quality and learning outcomes through rigorous self-assessment and enhanced external institutional and programmatic recognition**

Logically, meeting this goal would not be possible without first meeting the prior three goals. One cannot validate or assess programs without effectively enrolling students who have the potential to succeed and providing a supportive environment for them to do so.

The goal flows directly from the following lines of the mission:

- "Monroe College, founded in 1933, is a national leader in higher education access, affordability, and attainment."
- "We are proud of our outcomes, especially for first-generation college students, newly arriving immigrants, and international students."

The goal speaks to all activities at the College that contribute to strong academic outcomes, recognition, and validation from external organizations, either through accolades or additional programmatic accreditation. Examples include various types of rankings, awards in academic competitions, other types of recognition, and programmatic accreditation.

Goal 5. To allocate resources effectively and efficiently in support of the Strategic Plan and institutional priorities.

The need to allocate resources effectively and efficiently is an implied objective for any collegiate institution, and therefore is instrumental in supporting Monroe's mission and core values. All activities regarding operational and capital budgeting, facilities management, financial management, technology planning, and general resource allocation fall under this goal and help to ensure the sustainability of the College.

PERIODIC ASSESSMENT OF MISSION, CORE VALUES, AND GOALS

The first step toward reviewing the mission, core values, and goals takes place at the end of each planning period. As mentioned previously, the assessment for the 2018-2023 period took place during 2017-2018. These efforts were guided by the Strategic Planning Committee and involved a wide cross-section of the college community. Once the mission and goals were finalized for the new period, sub-goals for each of the sub-plans were developed, subordinate plans drafted, and all plans integrated. Any changes to the mission or goals were approved by both the President's Cabinet and the Board of Trustees. The next assessment of this type will take place in 2022-2023 in preparation for the 2023-2028 planning period.

CONCLUSION

The mission of Monroe College is well articulated and has been both referenced and assessed in several chapters in this Self-Study. It defines the College's purpose within the context of higher education and is operationalized by five overarching goals. The goals can be traced back to the mission, providing a level of detail and specificity that enables the College to act on each important mission-based theme. The review of the mission, core values, and goals are the starting point in every planning period and will continue to provide overall direction to the institution.

RECOMMENDATION

Having established a new Goal 3, *To formally cultivate and institutionalize a responsive culture and structure to more effectively serve students, faculty, and staff,* the Standard I working group recommends making it a top priority. The College must first define "responsive culture" for the entire community. The next step is to operationalize it – create a structure that supports and drives the responsive culture and structure – through the development of a Human Resources Plan – an obvious mechanism for formalizing responsiveness among faculty and staff. Finally, the College must systematically measure its effectiveness through appropriate metrics.

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.

Jerry Kostroff
Assistant Vice President, Academic Affairs
Chair of the Standard II Working Group

INTRODUCTION

Ethics and integrity are embedded in the fabric of the College and guide all interactions among students, faculty, staff, and external groups. The great importance assigned to ethics and integrity is reflected in the second of the institution's three core values:

> ***Integrity guides us****. Honesty, transparency, accountability, and fairness are the bedrock of our work.*

Core values exemplify the traits and behaviors that the College embraces and cultivates in pursuit of its mission, which in turn describes the institution's purpose – articulating what it does, the constituencies it serves, and the outcomes and goals it seeks to accomplish. This chapter provides evidence that the College holds itself accountable to the prominent themes reflected in its mission.

The College's identity and purpose have remained steadfast through the years. They are deeply embedded in its warm, personal, responsive culture. Students, faculty, and staff recognize and, through the performance of their work, support the College's commitment to minimize barriers and maximize college access for students, to respect diversity and support students' career aspirations, and to leverage state-of-the-art technology to support student learning.

INSTITUTIONAL CULTURE PROMOTES RESPECT AND COLLEGIALITY

The College's strong culture of heightened student support, warmth, and personalized service is championed and communicated by the senior leadership of the College, which has been stable over its 86-year history. In fact, the institution has had only four presidents since its founding in 1933.

This culture is also embraced and promulgated by staff and faculty, many of whom have dedicated long years of service to the College. Indeed, approximately 32% of the faculty and 44% of the staff have been employed at the College for 10 years or longer.

Table 2.1 Faculty and Staff Years of Service		
Years of Service	**Bronx & New Rochelle Faculty (n = 530)**	**Bronx & New Rochelle Staff (n = 399)**
Less than 2 years	22.1%	15.6%
2-9 years	47.1%	40.1%
10-19 years	28.1%	33.6%
20+ years	3.7%	10.7%

A. Staff Relations

As noted in the Employee Handbook and new employee onboarding presentation, the College's staff relations philosophy is rooted in its history and reflective of its culture. Collaborative, personal relationships and mutual respect are keenly valued. The policy traces its foundation to the College's history of leadership and decision-making based on a simple ethical principle: always do what is in the best interests of students, faculty, staff, and the institution. The policy emphasizes the spirit of collegiality and teamwork, while at the same time, respecting the needs and interests of each individual.

Human Resources Department policies at the College are guided by the Society for Human Resource Management's (SHRM) code of ethics. (See Standard II.C5 SHRM Code of Ethics) The following individual SHRM guidelines for professional responsibility, fairness, and justice are particularly relevant at the College:

- Adhere to the highest standards of ethical and professional behavior
- Measure the effect of Human Resources contributing to or achieving organizational goals
- Strive to achieve the highest level of service, performance, and professional responsibility
- Respect the uniqueness and intrinsic worth of each individual
- Treat people with dignity, respect, and compassion to foster a trusting work environment free of harassment, intimidation, and unlawful discrimination
- Ensure that everyone has the opportunity to develop their skills and new competencies
- Regardless of personal interest, support decisions made by the organization that are both ethical and legal

Open communication and transparency are highly valued as the key to mutually respectful relationships. When conflicts arise, employees pursue a straightforward process that begins with trying to find a mutually agreeable resolution with their immediate supervisor. It progresses, if necessary, with an appeal to a Senior Vice President or the President of the College. A conflict resolution summary report for 2015-2018 from the Office of Human Resources illustrates that these instances are rare and generally quickly resolved. (See Standard II.C2 Employee Conflict Resolution)

B. Faculty Relations

The Office of Academic Affairs is responsible for building a community of accomplished faculty across disciplines, characterized by open communication, mutual respect, and collegiality across schools and disciplines. In its guidebook, *Building Faculties of Distinction: A Guide to Faculty Development* the Office articulates the College's responsibility for facilitating advancement of its faculty in their profession, and supports development of their professional standing in their various disciplines. The College values

and pursues faculty development opportunities that positively impact student outcomes. (See Faculty Guide at https://wwwstage.monroecollege.edu/IPEB/MScompdocs/

The *Building Faculties of Distinction* guidebook describes and provides resources for:

- A new framework for instructional observations to promote high-quality instruction using (with permission) an adaptation of the Danielson framework and its rubric for Domain 2-Classroom Environment and Domain 3-Instruction;
- A clear delineation of core responsibilities for undergraduate and graduate faculty;
- A holistic annual evaluation system that is developmental in nature and promotes positive, personal interaction among faculty, deans, and program directors;
- A stated commitment to ongoing faculty development both on-campus and off-campus; and
- Position descriptions of academic deans and directors.

Moreover, the College conducts an annual faculty satisfaction survey that provides evidence of healthy and productive relationships among faculty and administration, and an overall sense of satisfaction with respect to their work lives and the support they receive. The following chart provides the results of the surveys conducted over the last three years. The results show that faculty have a generally high level of satisfaction with the administration and with key elements of their work experience.

Table 2.2 Annual Faculty Satisfaction Survey			
	% of Faculty Satisfied / Very Satisfied		
Satisfaction with:	**2015-2016 (n = 244)**	**2016-2017 (n = 202)**	**2017-2018 (n = 146)**
Administration of School or Department	91%	93%	96%
Clerical/Administrative Support in School or Department	89%	92%	93%
Academic Affairs Administration	89%	95%	96%
College Administration	88%	95%	98%
Number and variety of courses you teach	90%	85%	91%
Availability and scheduling of courses you teach	89%	89%	89%
Opportunities for you to develop/revise curriculum	77%	92%	89%
Classroom resources	80%	89%	89%
Professional development workshops provided	76%	90%	92%
Library services	68%	94%	95%
Academic support services for students	83%	94%	94%

C. Student Relations

Student-centeredness and quality teaching/learning are the hallmarks of the Monroe experience. While the College is committed to supporting and advancing the professional goals of faculty and staff, assisting students with their academic and professional goals remains paramount.

The College also expects that students will contribute to a respectful, caring learning environment and adhere to the ethical standards of the academic community. In the end, students are expected to graduate not only with the skills and knowledge to succeed at the next level of education and in the workplace, but also with the positive attributes, mindset, and maturity of a career-ready professional. For that reason, among others, they are held to a high standard of scholarly integrity and academic conduct while pursuing their studies.

Two main policies guide student ethics and behavior at the College: the Code of Academic and Scholarly Integrity and the Code of Student Conduct, described below. The purpose of both documents is to promote academic and professional development, while also ensuring fairness and consistency in adjudicating infractions and applying sanctions.

ACADEMIC FREEDOM

The College adheres to the fundamental tenet of the American Association of University Professors (AAUP) that academic freedom is the "indispensable requisite for unfettered teaching" in institutions of higher education. Its shared philosophy is communicated to faculty and staff in the Employee Handbook, which contains the College's position on Academic Freedom. (See Standard II.C3 Academic Freedom from the Employee Handbook)

The Office of Academic Affairs is responsible for balancing the efficient provision of resources for faculty while respecting their professional autonomy. It provides the administrative structures, human resources, technological assets, and professional development for faculty to facilitate teaching and learning in ways appropriate to each discipline. Deans and directors work closely with Academic Technology to build master shells in the College's Learning Management System (Blackboard) that serve as a repository for lecture notes, student assignments, projects, simulations, and exams to support teaching and learning for both on campus and online courses. Equipped with this array of resources, faculty enjoy the freedom to design curriculum, deliver instruction, craft teaching/learning activities, and employ teaching methodologies that are best suited to their discipline yet still meet the needs and interests of their students.

A. Intellectual Property

The College's Employee Handbook contains the following statement regarding intellectual property:

> *The College retains ownership of course content, web materials, projects, and all research developed by employees if created while employed at the College, with College support, and/or at the College's request. This includes material*

commissioned in writing, created as a specific requirement of employment, or original records, including, but not limited to, software, electronic files, databases, programs, templates, etc. Such materials cannot be reproduced or shared without authorization.

This policy provides guidance for intellectual property developed by faculty and staff while in the College's employ, but does not address the equally important issue of observing the rights of others in the development of academic support materials. These published guidelines appear below:

- *All embedded course shell material must possess a Creative Commons public copyright license, which enables free distribution of otherwise copyrighted work.*
- *Copyrighted works may only be accessed with a link and may not be embedded.*

These two intellectual property policies/guidelines provide clarity and direction to faculty, and enable the College to deftly navigate the related issues and challenges in today's educational/technological academic landscape.

B. Assessment and Grading

The College values integrity, consistency, and fairness when assessing student learning and grading. To facilitate those outcomes, there is a required standard grading scheme for undergraduate courses and graduate courses outlined in the College Catalog, which the faculty leverages to build their gradebooks in Blackboard. The gradebooks are set up to ensure that grades are calculated according to the assessment scheme outlined in their customized syllabus for each course. Deans and program directors audit the gradebooks each semester to ensure they are set up to calculate grades correctly and fairly.

In terms of assessing learning, faculty are encouraged to provide ample and varied opportunities for students to demonstrate mastery of the course content. They are also guided to make their expectations and policies clear in their syllabi and in the descriptions of projects and assignments. Additionally, faculty are required to grade student work in a reasonable timeframe, utilizing rubrics where appropriate to ensure consistency, and enter grades expeditiously so students know how they are performing in the class.

C. Code of Academic and Scholarly Integrity

The College's Code of Academic and Scholarly Integrity serves as an ethical framework for all members of the academic community. It is designed to balance student development with student discipline, helping to nurture a teaching/learning environment noted for its integrity and rigor. The Code is used in three primary ways:

- As an educational vehicle to raise awareness among faculty and students about policies and practices related to academic honesty and integrity, and the College's rigid adherence to its high academic integrity standards. The Code is communicated via:

- o Student and faculty orientations
- o All 100-level undergraduate courses as well as selected graduate courses (KG-601 *Graduate Research and Critical Analysis,* and KG-602 *Ethics and Leadership: An Interdisciplinary Perspective*)
- o The College Catalog and all syllabi
- o Regular schedule of workshops for students and faculty

- As a guide for counseling individual students possibly involved in a violation
- As a disciplinary tool for investigating and sanctioning students found to be in violation of the Code

College policy demands that all alleged violations of the Code be reported to the Office of Academic Affairs. Each case is examined by the appropriate academic administrator in consultation with the relevant dean, director, or professor. The student meets one-on-one with the academic administrator to (1) discuss the incident, (2) review the Code, (3) discuss the particular violation, and (4) understand the sanction being imposed. At that time, students are also encouraged to take advantage of the many resources at the College to improve academic performance and avoid any further infractions. The outcome of the meeting, the sanction, and its implications are summarized in a follow-up letter to the student.

An analysis of violations of the Code of Academic and Scholarly Integrity was conducted for the 2015-2018 period. A breakdown of the 233 violations that appear in the table below reveals that 75% were cases of plagiarism, 18% used unauthorized materials, 3% submitted the same paper multiple times, and 3% falsified documents.

Table 2.3 Violations of Code of Academic and Scholarly Integrity, 2015-2018				
School of	**Enrollment**		**Violations**	
	Average Enrollment in the School	**% of Total College Enrollment**	**Total Violations in the School**	**% of Enrollment in the School**
Allied Health Professions	1,316	20%	47	4%
Business and Accounting	2,204	33%	100	5%
Criminal Justice	1,658	25%	44	3%
Education	86	1%	5	6%
Hospitality Management/CINY	633	9%	12	2%
Information Technology	680	10%	25	4%
Nursing	108	2%	0	-
Total	**6,685**	-	**233**	**4%**

The number of reported incidents increased during the period due to three primary factors:

- Increased efforts to raise awareness about the seriousness of these issues
- Centralization of reporting and adjudication
- A large influx of international graduate students who were unfamiliar with the cultural expectations regarding research and attribution of sources

The College proactively addressed the issue of plagiarism at the graduate level by:

- Incorporating sessions on the code of academic and scholarly integrity in International student orientations
- Re-designing two cross-disciplinary courses in the graduate curriculum to emphasize graduate level research conventions and analytical writing skills and their connection to ethics and integrity

The College will continue to track, evaluate, and implement interventions where appropriate.

D. Student Code of Conduct

In 2018, the Student Affairs Council underwent a months-long process of evaluating and revising the Student Code of Conduct, a new version of which took effect in January 2019. It sets forth the standards of conduct required of all students and outlines the disciplinary processes to preserve a safe, secure learning environment. The Student Code of Conduct will be evaluated annually. A summary of disciplinary actions resulting from violations of the Student Code of Conduct appears below:

Table 2.4 Disciplinary Actions Resulting from Violations of Student Code of Conduct, 2015-2018								
	Dismissal from							
Campus	Housing	College	Both Housing & College	Suspension	Probation	Warning	Verbal Warning	Total
Bronx	-	19	-	7	14	1	3	**44**
New Rochelle	18	16	54	21	74	30	50	**263**
Total	**18**	**35**	**54**	**28**	**88**	**31**	**53**	**307**

Note: The St. Lucia campus reported no violations of the Student Code of Conduct during this period.

POLICIES AND PRACTICES THAT PROMOTE TRANSPARENCY AND SUPPORT ACCESS AND AFFORDABILITY

The College's strong reputation and outcomes are predicated on serving and effectively educating students, and partnering with them throughout their entire educational journey with respect, care, and confidence in their ability to succeed. This philosophy underpins the College's general "student first" approach and student support programming, and influences all touchpoints along the student experience continuum.

It starts with the Admissions process. The College works hard to ensure it is delivering accurate and relevant information about its programs, services, and costs to prospective students, and that the application and financial aid processes are clear and high-touch. Once a student is enrolled, the strong focus on providing clear information and helpful guidance is evident in the heightened academic and career advisement provided to students in their first year and beyond.

This section highlights the efforts of the College to ensure that prospective students are provided with accurate, clear information to make an informed decision about whether Monroe is the right college for them.

A.   Honesty and Truthfulness in Marketing Materials

The College produces marketing materials that accurately portray the institution and its programs. Samples of general admissions and program literature appear below. They can be found in Standard II.C6.

- Student Life Brochure
- King Graduate Brochure
- Degree Book
- Degree Program List)
- Monroe Mustangs
- Monroe Express
- Honors Program
- Culinary Institute of New York (CINY) Brochure

Marketing literature describing academic programs refers potential students to website pages that provide additional, more detailed consumer information about each of the College's majors. Final approval of all marketing materials rests with the Executive Director of Marketing, Executive Director of Public Affairs, and at least one member of the Compliance Committee.

The priority placed on ensuring that all external communications are managed diligently, responsibly, and accurately is reflected in the fact that responsibility for answering all email correspondence to the College's general email account (info@monroecollege.edu) is managed by a staff member in the Office of the President.

The College's website, monroecollege.edu, is its most prominent, in-depth, and easily accessed public communication platform. For potential students and employees, it affords the first opportunity to learn about the College.

The College's webmaster is based in the Marketing Department, reporting to the Executive Director of Marketing with a dotted line report to the Chief Information Officer. The College uses the same standard for truthfulness and clarity with all posted webpages as with brochures. Navigation paths to the most significant webpages from a public disclosure and marketing perspective appear below:

- Undergraduate and graduate tuition and fees (Admissions and Aid/Tuition and Fees)
- Tuition and fees for special student profiles:
    - Students taking online module courses
    - Students taking onsite August orientation session courses
    - Students studying on the St. Lucia campus
    - International students studying fully online
    - Nursing students
- Academic Programs (Academics)
- Admissions and Financial Aid (Admissions and Aid)
- Office of Loan Management (Admissions and Aid/Financial Aid Resources/ Loan Management)
- Scholarships and Grants (Admissions and Aid/Financial Aid/Monroe Grants/ Scholarships)

B.   Admissions Code of Conduct

Monroe College adheres to the principles of professional ethics and practices of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) for its admissions advisors. In addition, the College has supplemented this policy with a Monroe Admissions Code of Conduct, which is summarized below:

- Always act in the best interests of students and their families.
- Always conduct oneself with integrity, honesty, fairness, and respect for others.
- Always give complete, accurate, understandable, and truthful information and advice.
- Recommend admission to the College only for students who will benefit from an education at Monroe and who will be a positive addition to the campus community.
- Partner with the Office of Student Financial Services to provide information to students and families.
- Establish a relationship with the student's college counselor and high school principal.
- Maintain a relationship with admitted students.
- Support the College's goal of assisting in the improvement of graduation rates at local high schools as well as at Monroe.

- Support the College's goal of increasing access and college completion for students in local communities.

C.   Financial Aid Code of Conduct

The College adheres to the Financial Aid Code of Conduct adopted by the National Association of Student Financial Aid Administrators (NASFAA) in March 2014. This code is summarized below:

- No action will be taken by financial aid staff that is for their personal benefit or could be perceived to be a conflict of interest.
- Information provided by the Financial Aid office is accurate, unbiased, and does not reflect preferences arising from actual or potential personal gain.
- Institutional award notifications and/or other institutionally provided materials shall include a breakdown of individual components of the institution's cost of attendance, clear identification of each award, standard terminology and definitions, and the renewal requirements for each award.
- All required consumer information is displayed in a prominent location on the institutional website.
- Financial aid professionals will disclose to their institution any involvement, interest in, or potential conflict of interest with any entity with which the institution has a business relationship.

In addition, the College has prohibited the following unethical financial aid practices:

- *Front-loading (awarding institutional aid to freshmen that only pertains to the first semester or first year of study).* The College offers approximately 40 institutional aid programs. All programs continue for the duration of the degree program provided students meet ongoing eligibility criteria.
- *Inappropriate/unreasonable renewal requirements for awards*. The College distinguishes between merit-based and need-based awards in setting eligibility criteria. Students who receive assistance based on financial need are not held to the same standard as those who receive merit-based awards. Academic scholarship recipients must earn a 3.0 G.P.A. to maintain their award, and may receive one semester of probation should they fall below this standard. Students receiving need-based grants must maintain good academic standing.

COMMITMENTS TO EXTERNAL PARTNERS

The higher education landscape has evolved considerably in recent years, with competition increasing significantly from publicly subsidized higher education options. To thrive in this environment, the College collaborates with many external partners who value and benefit from the educational experience and outcomes it delivers. This section highlights three forms of external partnerships that demonstrate the College's commitment to stakeholders' shared goals.

The College honors its obligations to such partners by making expectations clear in the beginning of the partnership and assigning dedicated staff to manage the relationship. In addition, all Monroe partnerships provide a feedback mechanism, which enables partners to receive aggregate information, within the limits of regulations such as FERPA, regarding the success of their employees/graduates as Monroe College students.

A. **The Corporate Partnership Program**
Supports the College's Mission to Align with Industries that Drive the Economy

The Corporate Partnership Program, established in 2012, has expanded to include more than 400 corporations and industry partners in the greater New York area. This was achieved through the efforts of a dedicated Office of Career Services staff, who research and negotiate highly advantageous partnerships that enable corporations to leverage the College as an educational resource for interns and employees. The College, in turn, provides a 20% tuition discount to any current employee of the corporation who wishes to enroll. The chart below indicates that the partnership program has been expanding and the desired outcomes have been improving, with the exception of career placements in the most recent year.

Table 2.5 Corporate Partnership Statistics				
Academic Year	**# Partners**	**# Career Placements**	**# Internships**	**# New & Readmit Enrollments**
2014-2015	215	303	453	106
2015-2016	293	354	632	145
2016-2017	381	361	553	226
2017-2018	403	238	594	213

B. **The Presidential Partnership Program**
Advances the College's Mission to Provide Access to Affordable Higher Education, especially for First-Generation Students and Newly Arriving Immigrants

The Presidential Partnership Program provides substantial scholarship assistance to under-served populations in 100+ area high schools. Through this program, selected high schools gain a pathway toward increasing their students' access to quality, affordable higher education programs. Approximately 1,000 students enrolled at the College since 2016 through the generosity of this program; the vast majority have ample institutional aid to graduate with no student loan debt. In addition to financial aid, the College offers Presidential Partnership students special personal development and enrichment activities, as well as concentrated academic support and a mentor assigned at first-year student orientation to keep them on track toward on-time graduation.

C.   Other Partnerships

In addition to the comprehensive partnership programs mentioned above, the College maintains certain partnerships with individual organizations and institutions. These arrangements are typically documented by a Memorandum of Understanding or, in the case of another educational institution, an Articulation Agreement.

In recent years, some partnerships have involved corporations or unions with an interest in developing an arrangement that differs from the standard Corporate Partnership. For example, a program in place with 1199 United Health Care Workers East offers tuition discounts greater than 20%. As with comprehensive partnership programs, the College manages these arrangements in an ethical and candid manner by making expectations clear and assigning the staff and other resources necessary to fulfill all obligations specified in the Memorandum of Understanding.

HONORING MISSION-BASED COMMITMENTS

As reflected in the mission statement, the College is pledged to improving access, affordability, and attainment; advanced social mobility; superior outcomes; and an innovative curriculum. The College delivers on these commitments in myriad ways:

- *Access, affordability, and attainment.* The College's commitment to these objectives is best reflected in the Presidential Partnership Program (PPP), which is fully documented in Standard I.
- *Social mobility.* Evidence of the College's success in this area was documented in a study published in the *New York Times* in 2017 that ranked Monroe College among the top 50 colleges in the country for facilitating graduates' social mobility.
- *Superior outcomes*. The College delivers superior outcomes for first-generation students, students who are newly arriving immigrants, and international students. Experienced, dedicated advisors in Admissions, Financial Aid, and Student Services work with faculty to drive students' success.
- *An innovative curriculum taught by industry professionals*. The overwhelming majority of Monroe's faculty have industry experience, a direct result of hiring practices that favor candidates working in the field. The College's engaging curriculum includes experiential learning, simulations, hands-on training, and other culminating experiences. This approach contributes significantly to graduates' readiness for continued scholarship, professional growth, and career advancement.

ADHERING TO POLICIES & COMPLYING WITH GOVERNMENTAL AND ACCREDITING REGULATIONS

The case has been made that the College's mission and core values dictate that the institution operates ethically and with integrity with internal and external constituencies. However, the College is also guided by a multi-level regulatory framework and by various accrediting bodies.

Multiple departments at the College are regularly involved in the process of complying with governmental and accrediting regulations.   Some of the key offices are described below:

Table 2.6 Offices with Compliance Responsibilities	
Office	**Type of Reporting/Compliance**
Institutional Planning Effectiveness & Budget	Accreditation reporting, IPEDS reporting, NY State Education Department reporting, St. Lucia Ministry of Education reporting
Office of Student Financial Services	FISAP (Financial Aid) reporting, Clery Act reporting, Right to Know reporting
Finance Office	All financial reporting
Registrar	Clearinghouse reporting
Athletics	NJCAA compliance reporting
Office of International Student Services and Immigration	SEVIS – Student Exchange Visitor Program reporting

In addition to these offices, the Compliance Committee (chaired by the Assistant Vice President for Student Financial Services) provides another layer of oversight. To stay current with all requirements and regulations, staff from the above offices also attend key conferences throughout the year that are hosted by the following organizations:

- Middle States Commission on Higher Education (MSCHE)
- National Association of Student Financial Aid Administrators (NASFAA)
- National Association of Foreign Student Advisors (NASFA)
- American Association of Collegiate Registrars and Admissions Officers (AACRAO)
- Accreditation Council for Business Schools and Programs (ACBSP)
- Accreditation Commission for Education in Nursing (ACEN)
- American Culinary Federation (ACF)
- American Institute of Certified Public Accountants (AICPA)

ASSESSMENT OF ETHICS AND INTEGRITY

The College's core values, which focus on ethics and integrity, have provided guidance to the institution for many years in its interactions with students, staff, faculty, government and accreditation authorities, and the public at large. The concept of assessing the degree to which it successfully complies with these standards, however, is something that is new to the institution. During the course of 2018-2019, the IPEB office created an Annual Ethics and Integrity Assessment designed to provide a periodic measurement of institutional behavior and actions in this regard. The IPEB office staff completed the first assessment for 2018-2019 with the assistance of the chair of the Compliance Committee and other senior administrators at the College. The initial attempt is a starting point and the College plans to review the instrument annually

throughout the 2018-2023 planning period. This overall approach to assessing ethics and integrity will be fully reviewed at the end of 2022-2023.

CONCLUSION

The regulatory framework and accreditation standards form a basic foundation for ethics and integrity at the College, but in reality, the College's drive to ethically serve students and all of its constituencies is dictated primarily by its mission and core values.

The processes of crafting the College's new strategic plan, covering the period from 2018 to 2023, ran parallel with this self-study. Both processes required the College community to review, revise, and reaffirm the mission, core values, and strategic goals. These three tenets provide the prism through which the outside world will view and evaluate the effectiveness of the College. The elements of Standard II – ethics and integrity as defining hallmarks of higher education – are explicitly reflected in them. This is particularly true of the inclusion of Goal 3, to institutionalize a responsive culture throughout the institution. The unambiguous inclusion of these elements in the latest statement of the College's identity and foundational planning assertions assures that they be operationalized and measured, further demonstrating the ongoing commitment to ethics and integrity.

RECOMMENDATION

The Annual Ethics and Integrity Assessment (see Standard II.C9 Annual Ethics and Integrity Survey) that was utilized in 2018-2019 represents the College's first attempt at measuring the degree to which it behaves as an ethical institution. Before this tool was developed, the College could claim to be a "high-integrity" institution based on its statement of core values and the absence of proven or acknowledged ethical violations. This approach, however, is flawed in that the absence of violations does not prove adherence to a higher standard. As such, the College will seek to develop additional assessments during the 2018-2023 planning period that will provide more meaningful and helpful measurements.

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.

Jacinth Coultman
Assistant Vice President, Academic Affairs
Chair of the Standard III Working Group

INTRODUCTION

Monroe College offers programs at certificate, associate, bachelor's, and master's levels at three physical locations and online. This chapter focuses on the design and delivery of the student learning experience. It begins with a description of the essential role of the faculty in ensuring that the College's teaching/learning environment advances the mission of the College and aligns with the general expectations of post-secondary institutions.

The chapter presents evidence that the College's curricula are intentionally designed to meet those expectations and is characterized by coherence and rigor across all programs, venues, and formats. Evidence is also provided that the curricula provide ample opportunities for synthesis of learning. The chapter concludes with a recommendation to further the College's commitment to evidence-based practices that promote the highest quality of teaching and learning.

THE FACULTY

Throughout its history, the College has recruited, retained, and developed dedicated faculty across programmatic disciplines and in the general education curriculum who embrace the College's mission as a career-oriented institution with a commitment to students. Monroe faculty are passionate about teaching excellence. In keeping with the College's mission and values, they are committed to delivering strong outcomes, guided by integrity and accountability, and work hard to foster strong personal connections with students and other members of the College and external communities.

The 2015-2018 Strategic Plan challenged Academic Affairs to build Schools of Distinction that achieve aspirational goals and can demonstrate objectively their positive impact on students and the community. Academic deans, directors, and faculty took this charge to heart and the College began to amass supporting documentation that the schools and programs of the College are making strides in that regard.

In leading this charge, the Academic Affairs administration accepted as a truism that one cannot build *Schools* of Distinction or ensure quality of teaching and learning without a full commitment to building *Faculties* of Distinction. So, throughout the 2015-2018 planning period, the College redoubled its efforts to put teaching and learning at the forefront of planning and assessment activities.

In 2015, Academic Affairs launched the W. Jeff Wallis Faculty of Distinction Award, the purpose of which is to publicly recognize faculty who embody the values the College espouses. Awardees are nominated by their peers and are publicly celebrated by the academic community. The award's criteria reflect the characteristics and behaviors of highly effective faculty and emphasize community engagement and student relationships, as well as pedagogical excellence.

The Monroe approach to faculty development supports the goals of providing high-quality teaching and learning appropriate to the College's mission and the expectations of higher education.

In 2019, the College launched a voluntary faculty coaching program. A senior research professor was hired for the King Graduate School to head this initiative. Her expertise includes effective teaching and curriculum development, with a particular emphasis on academic success for students living in poverty.

She designed this program for professors interested in refining their pedagogical skills and approaches in a collegial, confidential, and caring manner. This program is anticipated to be particularly successful in meeting the needs and interests of the faculty teaching in the major area disciplines, nearly all of whom transitioned into teaching directly from the industries related to the College's fields of study. The practitioner-based faculty model is desirable given the College's mission and programs, but it must be coupled with ample opportunities for the refinement of teaching skills. It is also hoped that many of the College's general education faculty, whose education and work experience has trained them in teaching, will eventually serve as peer coaches.

As cited above, the College's mission dictates caring and effective faculty/student relationships. In fact, these connections are the hallmark of the Monroe experience. Students who come back to the College to continue their education often report they chose Monroe again because they see themselves reflected in the faculty and appreciate the genuine connection felt and support experienced.

Without prompting, students regularly – both publicly and privately – express their high regard for their professors and gratitude for the care and concern they consistently demonstrate. The President of the College and scores of administrators routinely receive correspondence from students citing professors who truly changed lives. Quantitative evidence supports these assertions. In student course evaluations, which are administered at the conclusion of each semester, approximately 90% of students consistently report that they would recommend their professor to another student, as shown below.
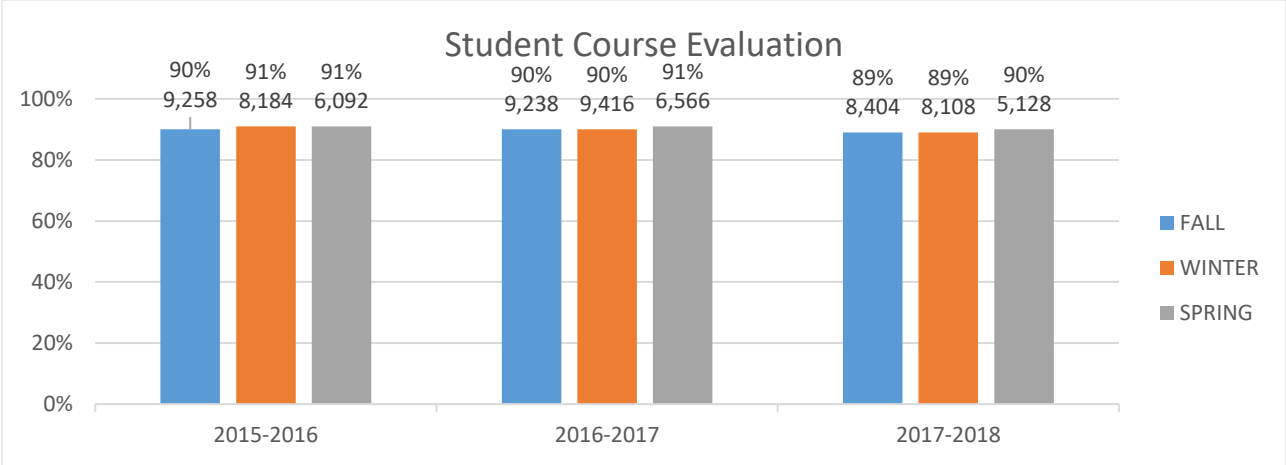
Figure 3.1 Student Course Evaluation, Question #6, "Would you recommend your professor to another student?" (% positive responses and total responses)

COHERENCE

A.   The Monroe Educational Model Promotes Coherence

The College provides learning experiences characterized by coherence across programs, degree levels, and instructional modalities. This section describes the evolution of instructional modalities and formats at Monroe, and provides evidence as to how the College's educational model supports and furthers coherence through curricular design, course sequencing, administrative structures, and staffing. Its strengths include the integration of academic advising, student support, and career development throughout the student learning experience.

Throughout its history, the College has offered career-oriented programs that lead to tangible career paths. Academic offerings are focused and their relevance to the workplace can easily be explained. General education offerings serve all majors and are designed to provide the fundamental skills and knowledge to serve students as they progress through their programs.

The College has recently developed minors in psychology, English, and math to complement major areas of study. The psychology minor, in particular, has become very popular.

Undergraduate students are required to declare a major in the admissions process and graduate students, in many cases, declare a concentration at the start of their studies. This approach is beneficial to students as it helps them discern early on the direct connection between their field of study and potential career pathways. Additionally, college-wide learning outcomes for general education and program-level outcomes have been developed at each level of the curriculum to ensure that students are learning what is intended and have sufficient opportunities to demonstrate mastery of knowledge and skills related to their chosen career path.

B. **The Evolution of Instructional Modalities/Formats**

Throughout the 2011-2014 strategic planning period, Academic Affairs leadership focused on the expansion and development of new delivery systems for teaching and learning, both onsite and online. The College completed a thorough assessment of Monroe Online, the venue for fully online programs, faculty, and students, including all of the programs and services that support them.

To meet the changing demands of higher education and the College's diversified student body, it was determined that overall supervision of the departments of general education, academic technology implementation and training, and academic support services, would be provided by a single administrator along with an infusion of additional resources. This multi-departmental functional area is responsible for teaching/learning in the online environment and the development of master course shells for all programs. The intention was not only to improve the quality of instruction in every venue, but to diversify and expand delivery formats to achieve strategic priorities, as described later.

The effort to centralize these departments and add resources resulted in efficiencies and improvements in instructional delivery. The office adopted Quality Matters and Blackboard Exemplary Course Design rubrics, both resulting in the redesign of all master shells across the College, which can be distributed to faculty for adaptation to any delivery format or modality.

Through this process of change and experimentation, the College has come to espouse the contemporary understanding of learning beyond the credit-hour – where time is variable and learning is constant rather than the other way around. Experimenting with new formats and delivery mechanisms paved the way to implementing practices that show promise for improved teaching/learning experiences and objectively validated outcomes.

The College now defines instructional modalities at both the course- and program-level. The College offers courses and programs in the following modalities:

- Course-level: onsite, online, hybrid, and independent study
- Program-level: fully onsite, fully online, and hybrid

Instructional formats are defined at the course level as either traditional or module, and currently offer the following:

- Traditional format: 15-week semester (onsite or online)
- Module format: shorter, more intensive courses:

    o Half-semester (seven and a half weeks), onsite or online
    o Monthly (May, June, and July modules)
    o August Orientation (three weeks in August)

Academic Affairs ensures the achievement of the same course and program objectives, regardless of modality or format. It does so by having common learning objectives for each course and designing content-rich master shells in Blackboard with academic assets

that support those learning objectives. As a result, faculty may deliver instruction and craft learning experiences in traditional 15-week semesters or in modules of varying length in onsite, fully online, or hybrid formats.

C.   Curricular Design

The College's curricular design is characterized by intentionality, clarity, and discernible connections between learning objectives and student learning outcomes at each level of study (certificate, associate, baccalaureate, and graduate). Each certificate program neatly fits into an associate degree program and each associate degree flows seamlessly into a related bachelor's degree program.

Certificate programs provide a focused curriculum for students seeking a short-term objective (for example, foreign students seeking a short-term experience learning about U.S. business, or nurses seeking certification as a licensed practical nurse). Associate degrees equip students with skills specific to certain workplaces and for success at the baccalaureate level. Bachelor's degree programs prepare students with the knowledge, skills, and professional foundation for positions in a wide range of industries and settings, and for success at the master's level. Master's degree programs are built on the strengths of the institution's undergraduate programs, and are carefully designed to equip graduates with the leadership, management, and applied research skills required by employers and industries related to the College's academic disciplines.

As an example, the figure below illustrates how a student in the School of Business and Accounting, who starts out with a 24-credit Certificate in Business Administration, may move on without loss of credit to the 60-credit AAS in Business Administration, and then transition seamlessly into the 120-credit BBA in Business Management. Since the BBA requires an in-field internship and allows for multiple internship experiences, the student would have the requisite foundation to pursue the MBA.

The student's career direction becomes increasingly clear at each stage of their education journey, particularly if they pursue one of several available minors at the baccalaureate level.

MBA Master of Business Administration

BBA Business Management

AAS Business Administration

Certificate Business Administration
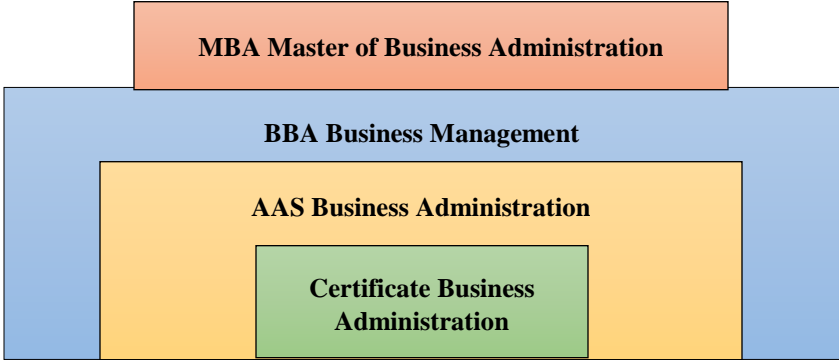
Figure 3.2 Curricular Design

D. **Course Sequencing - Learning Builds on Prior Learning as Students Progress**

Coherence in the curriculum is evident in the sequencing of academic courses. Each program has clearly stated learning objectives and sequential course numbers that graduate logically from remedial (below 100), to associate/lower level bachelor's (100-200), to upper level bachelor's (300-400), to master's (500-800). Pre-requisites are regularly reviewed in the assessment process to ensure that the pre-requisite course prepares the student for the requisite course. Assessment of program-level outcomes requires deans, program directors, and faculty to examine each required course in the major to ensure that one learning experience leads to the next in a logical manner. As students move through the curriculum at each level, they have sufficient time and opportunity to develop the competencies necessary to succeed at the next level, and ultimately, to achieve the overall program-level outcomes. (See Standard III.C8 Curriculum Maps)

E. **Administrative Structures and Staffing Support Coherence**

The organizational structure of Academic Affairs supports the College's commitment to ensuring a coherent curriculum. Academic Affairs is a broad administrative structure that comprises seven schools, the General Education division, and a host of academic operations. College-wide executive leadership, campus-based academic management, and school-level management support the College's commitment to consistent instructional quality and delivery across venues and formats, with the aim of maintaining a coherent curriculum. (See 2018-2023 Academic Plan at https://wwwstage.monroecollege.edu/IPEB/MScompdocs/)

- *Campus-based management.* Coherence is assured by an on-the-ground management team at each location that supports the day-to-day operations, provides access and support to students and faculty, and attends directly to any logistical or instructional issues that arise. Although operating a considerable distance from New York, the St. Lucia campus functions under similar administrative structures. The majority of classes offered on the St. Lucia campus are taught online (using the same syllabi and master shells), while a small number of on-site classes are taught by adjunct professors. An Assistant Vice President of Academic Affairs is also the academic liaison for the St. Lucia campus.

- *School-based management:* All undergraduate programming resides, respectively, within the seven schools of the College. A School Dean is responsible for ensuring curricular coherence across venues, degree levels, and instructional formats and modalities. The deans are responsible for strategic planning, new programs, hiring and developing well-qualified faculty and program directors, curricular design and coherence, academic outcomes assessment, and program evaluation. The seven schools of the College are:

    o   School of Allied Health Professions
    o   School of Business and Accounting
    o   School of Criminal Justice

- o School of Education
- o School of Hospitality Management and The Culinary Institute of New York
- o School of Information Technology
- o School of Nursing

- *King Graduate School*: Graduate programs are relatively new, having been added to the College's offerings over the last 13 years. The first graduate program was the MBA in 2006. The College now offers nine master's programs. These programs are situated academically in the School appropriate to their discipline as the School Deans are responsible for the curriculum and faculty. However, they are coherently and collectively organized within the expanding learning community of the King Graduate School, which has an emerging centralizing emphasis on applied research.

- *General Education:* General Education programs are designed purposefully to directly complement the majors. In 2017, the Communication, Language, and Information Literacy Committee (CLIC) produced General Education outcomes mapped holistically across all disciplines and degrees of the College. (A full discussion of CLIC appears in Standard V.). A Summary of Faculty Credentials (see Standard III.C2 Faculty Credentials) shows that approximately 30% of the College's faculty teach general education courses.

  As indicated above, General Education, academic support services, and academic technologies are housed together under an academic administrator who is responsible for leading the faculty and staff in ensuring the quality of the General Education curriculum across all campuses and delivery formats and in alignment with the College's major-area disciplines. This senior administrator works closely with the Assistant Vice President for Institutional Assessment to ensure that institution-wide learning outcomes are being met and appropriate services are provided to faculty and students.

  The overall Academic Affairs structure provides strong central oversight bringing together the seven schools of the College, undergraduate and graduate programs, General Education, and all libraries and academic support units. Guidance from an integrated strategic plan and a common approach to outcomes assessment further reinforces collegiality and curricular coherence. Evidence of this is found in documents related to strategic planning and academic assessment. Academic Affairs recently closed out the 2015-2018 strategic plans indicating that progress was made in achieving strategic goals, ensuring quality, and realizing positive learning outcomes. The 2018-2023 Academic Plan has recently been published and demonstrates an ongoing commitment to ensuring curricular coherence and high quality academic programs.

F.   Integrated Academic Advising and Career Development Furthers Coherence

The College's mission dictates two essential elements of the Monroe educational model that contribute to coherence: (1) student support and academic advisement, and (2)

integrated career development. At each educational level, the College ensures that students move through their programs in the prescribed manner and acquire the skills and experiences that lead to meaningful academic and career outcomes.

- *Student support/academic advising*. Academic Affairs and Student Services are inextricably linked, working closely together to deliver the necessary support, academic advisement, and personal counseling to help students persist and graduate. The various student services units are charged with providing one-on-one advising throughout each student's program of study. Utilizing a Colleague tool known as Degree Audit, College advisors who have intimate knowledge of their students' academic programs work directly with them to ensure proper progression and sequencing of courses, and ultimately, a smooth pathway to graduation. The advisors also ensure a smooth transition of eligible students from the associate degree to the bachelor's degree.

- *Integrated career development*. Career exploration, goal-setting, and preparation are integrated into the teaching/learning experience from day one and extend through graduation. From orientation to 100-level courses to internships and capstone courses, the Office of Career Services partners with the School Deans and the General Education division to provide career-oriented co-curricular experiences, including resume preparation, LinkedIn training, e-portfolio development, mock interviews, job search strategies, career panels, and job fairs specific to the majors. This kind of integration enhances the connection of academic programs with their related industries. Internships are required in virtually all baccalaureate programs, giving undergraduate students practical experience and a pathway into their chosen field. For example, the School of Information Technology uses integration of career services throughout its curriculum.

Three case studies demonstrate the College's commitment to this curricular coherence are referenced in three Evidence-Based Decision (EBD) forms, documenting steps taken to affect changes or revisions in academic policy. They include:

- CLIC Action Plan: A description of steps taken by the Communication, Language, and Information Literacy Committee (CLIC) to accomplish General Education revisions, aligned with all majors and supporting institutional learning outcomes (see Standard III.C5 CLIC Action Plan)

- MPH Thesis Analysis: An analysis of the Master of Public Health (MPH) program to improve on-time thesis completion (see Standard III.C6 Thesis Analysis)

- Minors: A restructuring of the minors offered by the College to ensure practicality, sustainability, and relevance (see Standard III.C1 Restructuring Minors)

RIGOR

A rigorous education is characterized by faculty, curricula, and learning experiences that challenge students to read deeply, reason logically, and think critically. Students emerge from such an experience with the ability to write coherently, speak convincingly, and work collaboratively and creatively toward solutions and innovations. The College's commitment to rigor is evidenced by its purposeful steps to solidify college-wide learning outcomes for each degree level, to be assessed regularly as dictated by the College's 2018-2023 Institutional Effectiveness Plan.

A.   College Philosophy of Challenge and Support

Monroe College adheres to the position that growth is optimized when students are in a learning environment that holds them to the highest academic standards and has the right measure of intellectual challenge and academic support. Its faculty rigidly adhere to the philosophy that students deserve a culture of caring, and should be afforded a clear understanding of standards and expectations.

The College offers a broad range of learning experiences from English language acquisition and remediation, to honors coursework and graduate level research. Its faculty orientations and professional development programs focus on equipping faculty with the pedagogical skills, tools, and strategies to meet the needs of the populations of students served by the College (predominantly first-generation, low-income, underrepresented, and returning adults), while delivering a rigorous, challenging academic experience. Faculty are encouraged to differentiate instruction within their courses to meet the needs and the various learning styles of their students. In cases where students struggle to meet the challenges of the curriculum, Academic Affairs works closely with Student Services to provide guidance and support services.

B.   External Validation of Quality and Rigor

As mentioned above, the College enshrined its commitment to objective external validation of programmatic quality in its last strategic plan. Efforts over that three-year planning period have resulted in the notable positive developments, as outlined below:

- Several programmatic accreditations earned, with additional ones in process
- An increase in students participating and earning distinction in various academic competitions; students continuing to distinguish themselves at professional conferences by earning scholarships, coveted internships, and job offers
- An increase in students from the Honors Program presenting posters and research papers, serving as conference chairs, and leading roundtable discussions at regional and national conferences. The Monroe College Honors Program was recognized by national and regional honors councils with three prestigious awards:
  - In 2016, Monroe student Nathalie Waldschmidt earned the National Collegiate Honors Council Student of the Year Award.

> o In 2017, the National Collegiate Honors Council presented the Sam Schuman Award for Excellence at a Four Year Institution to Monroe professor Kathryn MacDonald at its national conference.
>
> o In 2019, faculty member Bruce Wigutow was named the recipient of the Northeast Regional Honors Council's inaugural Honors Professional of the Year in the Faculty category.

C. Improving Student Perceptions of Academic Rigor

Academic Affairs utilizes a range of measurements to provide evidence of quality and rigor. One mechanism is the student course evaluation, which is deemed critical to the success of its faculty evaluation process. Students are asked to participate in course evaluation, onsite and online, every semester for all courses. Three questions on the onsite course evaluations ask students to what extent they (1) gained knowledge, (2) felt challenged, and (3) improved their critical thinking. The chart below indicates the positive ratings on these three elements since 2014.

Onsite Student Course Evaluation

	Gained Knowledge	Felt Challenged	Improved Critical Thinking
2013-2014 = 25,770	87%	59%	81%
2014-2015 = 24,465	92%	90%	81%
2015-2016 = 23,534	93%	90%	91%
2016-2017 = 25,220	91%	90%	91%
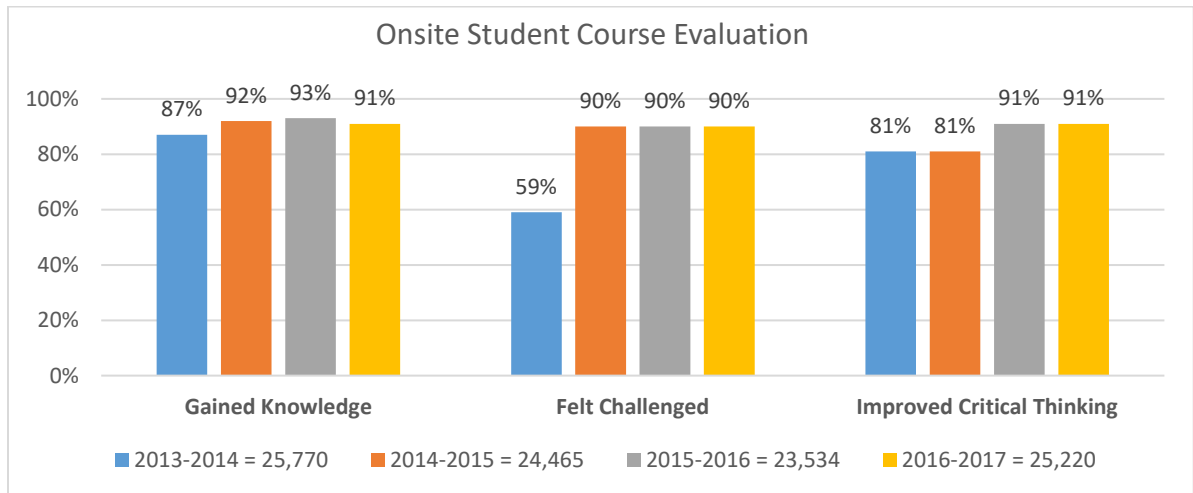
Figure 3.3 Onsite student course evaluation, percent of positive student self-perception

Students' positive perceptions generally range from 80-90% on each of the three measures, with one notable exception. In 2013-2014, only 59% of the respondents indicated that they felt challenged. When that result was noted, the focus of faculty development over the next academic year turned toward increasing rigor and ensuring that students felt challenged in the classroom. In March 2015, the faculty retreat theme was "Inspired Teaching/Transformative Learning: Challenging Faculty and Students to Reach Their Fullest Potential." Since these efforts were put forth, the College has continued tracking the results of course evaluations on these measures. It now realizes a 90% positive perception among students that they felt challenged.

Over the course of the next three years (2015-2018), the strategic plan emphasized Schools of Distinction and Faculties of Distinction. Challenge and rigor in the classroom were central components of these efforts.

SYNTHESIS OF LEARNING

The College's mission to prepare students for continued scholarship, professional growth, and career advancement dictates that programs of study include many opportunities to demonstrate the ability to synthesize learning. Synthesis of learning is achieved when students demonstrate that they can combine key elements of the overall learning experience, connect ideas and skills from various disciplines, demonstrate a sophisticated understanding of an industry or field of study, and produce original work. Learning, therefore, is evidenced through a range of cognitive, emotional, and environmental influences experienced through capstone projects, e-portfolios, research papers, certifications, and clinical or lab experiences, several of which are detailed below.

A.   Capstone Courses and Culminating Experiences

Several majors offer a real-world, full-semester project as part of their capstone course. For example, in Senior Seminar, the capstone course for those studying Computer Information Systems, each student prepares a website with a database back-end that includes a mobile application. They also create a network design and provide cost estimates for each of these items. Final projects are presented to a professional panel that evaluates the work.

In the capstone course for Business Management (Business Policy and Strategy), students research a company from a provided list, presenting an analysis of the company's strategies and the effectiveness with which they executed against those strategies. A panel consisting of college administrators and outside business professionals evaluates the completed projects.

The table that follows presents three examples of capstone courses – by degree level – and relative culminating experiences. These end-of-program courses require semester-long, comprehensive projects that test a potential graduate's mastery of program learning outcomes.

Table 3.1 Selected Capstone Courses and Culminating Experiences by Degree Type	
Associate Degree Level **School of Information Technology – AS Computer Information Systems**	
IT-295 System Analysis and Design	A comprehensive study of the five phases of System Development Life Cycle (SDLC) and the System Analysis Toolkit shows the importance of communications, economic analysis, and project planning skills with current technologies across all phases of the SDLC. Students gain an in-depth understanding of how Information Systems support business requirements in today's intensely competitive environment.
Required Project	Several "real world" projects are assigned to students to work on individually and as members of a systems development team. Students apply their knowledge and skills to act as a System Analyst and develop an information system for problems that arise in typical business organizations. *(Continued…)*

Bachelor's Degree Level School of Criminal Justice – BS Criminal Justice	
CJ-480 Criminal Justice Capstone Course	Provides senior students with the opportunity to analyze, integrate, and synthesize knowledge, critical thinking, and problem-solving skills gained in their major program of study. The course also focuses on applying major criminal justice theories that have contributed to an understanding of deviant, delinquent, or abnormal behaviors and crime. The course serves as a bridge for either entry-level positions in the criminal justice field or graduate studies.
Required Project	Through the capstone project, students demonstrate what they have learned and developed (practical knowledge, theoretical understanding, critical thinking skills, and intellectual curiosity) applied to a "real world" problem of crime and justice. Students are required to submit their proposed projects with clearly delineated outlines for review and approval. Projects are delivered in teams to the full class, generating discussion.
Master's Degree Level School of Business and Accounting/King Graduate School – MBA	
MG-800 Strategic Management	This MBA course uses the case study approach to demonstrate the integration of core business disciplines with formal analysis of an organization's macro and industry environment; mission and goals; and strategy formulation, implementation, and control.
Required Project	Students engage in a competition-based strategy simulation that is delivered online. Class members are divided into teams and assigned to run a company that competes head-to-head against companies run by other class members. The final project of the course allows students to demonstrate their proficiency of integrated knowledge through submission and presentation of a business plan, a practicum, or a research project.

B. **On-campus Clinical Experiences, Simulations, and Lab Experiences**

Several Schools at the College have on-campus facilities designed to provide students with opportunities to synthesize and contextualize learning, as well as refine key competencies and skills. These high-impact, curriculum-related practices have proved invaluable for preparing students for external clinical, internship, and career opportunities.

Table 3.2 High Impact, Curriculum-Related Practices	
Program/School	**High-Impact, Curriculum-Based Practices**
Allied Health Professions	SonoSim (Diagnostic Medical Sonography Simulation software); SimChart (simulation software for electronic health records); ARCGIS (simulation with geographic information for disease outbreaks)
Business & Accounting	GloBus (global business competition simulator); Becker CPA Prep
Criminal Justice	Law Enforcement Training Simulator (LETS)
Hospitality Management and The Culinary Institute of New York (CINY)	Student-run service operations The Dining Lab and The Pastry Kiosk; Study Abroad program
Information Technology	Hands-on A+ Lab; Wireless Lab with Access points; Oracle Server and MS-SQL Server administration in database classes; physical and virtual CISCO routers and Windows Server Administration in networking classes; CISCO NetAcademy, MINDTAP and UCertify online assets; Server-side PHO scripting in web development classes
Nursing	Human Patient Simulation Center
General Education	Adaptive skills-building software such as Aplia and ALEKS
All Schools and Programs	Culminating experiences that include full-semester, "real world" projects within clinicals, practicums, and internships

One example of how synthesis of learning is achieved through on-campus practica is in the School of Hospitality Management and The Culinary Institute of New York. Two clinical learning facilities, The Dining Lab and the Pastry Kiosk, are located on the New Rochelle campus where the College's culinary facilities are housed. These are student-run, contemporary American hospitality operations serving the College community and general public. Under the supervision of faculty, both operations are staffed by students enrolled in specific hospitality and culinary courses. Students have the opportunity to put into practice the knowledge and skills they are learning in current courses and have gained from other courses, such as Restaurant Operations and Customer Service. An added benefit is performance feedback from the community. Guest comment cards are analyzed to determine student performance in both front and back of house operations.

Through this experience, Dining Room Management students work the front of house (hospitality) and learn the principles of fine dining operations and management. Students learn how to set up a dining room, make specialty coffees, develop the art of serving and clearing a table, how to take a table order, use of the point of sales system (POS), beverage

service, how to mark a table, and most importantly, how to interact with guests and provide great customer service. Dining Room Management students rotate through the different areas of front of house service, including server, runner, barista, host, dish room, and expeditor. Culinary IV Practicum students work back of house operations (Culinary and Baking), preparing menu items as the tickets come through the system.

The Dining Lab has been favorably reviewed by *The Wall Street Journal* and *The New York Times*, and was described as "Westchester's Best Kept Secret" by *Westchester Magazine.*

C.   Internships/Field Experiences

As previously noted, every bachelor's program at the College requires an internship, clinical rotation, and/or field experience. Graduate students have an option of pursuing a professional track that permits them to take an internship for each semester of study. Annually, more than 2,000 Monroe students participate in supervised internships. These experiences challenge students by testing their practical application of theoretical knowledge through critically important hands-on experience.

Throughout the internship, students are enrolled in a course taught by a member of the faculty who engages students in academic assignments that connect what they have learned in the course of study with the work experience. Faculty who teach the internships provide professional coaching and guidance to students and engage employers through phone calls and site visits. An internship data report provides information on the number of interns placed, their academic requirements, faculty site visits, and results of employer evaluations (perceptions of students' ability to synthesize and apply knowledge).

Some schools have required field experiences or practica that challenge students to synthesize and apply learning, such as:

- School of Allied Health Professions: The Public Health program (graduate and undergraduate) requires field experiences, and the Diagnostic Medical Sonography and Medical Assisting programs require practicums.
- School of Criminal Justice: The Human Services program requires four field experiences: two for the associate degree, plus two for the bachelor's degree.
- School of Education: Student teaching and other field experiences are required.
- School of Nursing: Practicums are required at all levels.

D.   Medical Missions and Study Abroad

The schools of Allied Health Professions and Nursing sponsor medical missions that bring students and faculty to communities in the U.S. or abroad that are marginalized and in need of medical services. These missions to Haiti, Jamaica, the Dominican Republic, and Appalachia have proven to be transformative experiences for all involved and provide students with hands-on opportunities to apply the knowledge and skills gained through their academic programs. In 2019, students in the School of Education and the School of

Allied Health Professions will team up for a medical mission at a Native American reservation in Montana.

Since 2005, the School of Hospitality and The Culinary Institute of New York (CINY) has sponsored an annual study abroad program in Italy, providing a life-changing experience for students who, in most cases, have never traveled beyond the confines of their own neighborhood. Students spend a 15-week semester under the tutelage of professional chefs through five regions of Italy – Parma, Ferrara, Asti, Assisi, and Nettuno – and receive technical culinary instruction along with a thorough understanding of the regional culture, food history, recipes, and indigenous regional ingredients.

ASSESSING THE DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

The assessment of the design and delivery of learning experiences has evolved at the College. Many years ago, the focus was more subjective and based on periodic supervisory evaluations of faculty, coupled with the analysis of student satisfaction surveys. Objective data related to passing rates and completion rates became part of the evaluation in recent years as did qualitative evaluations of course-shells in the online environment. This enhanced method of evaluation served the College's needs when all classes were offered in the fifteen-week format with 90%+ of the instruction taking place in traditional onsite classrooms.

As the instructional experience became varied with the addition of the online mode, and modules spanning three weeks, five weeks, and seven-and-a-half weeks, the approach needed to become more flexible and sophisticated. The College now employs an addition to the assessment model that compares the academic outcomes of different delivery options for the same course, which enables judgments to be made about the consistency of learning in different modes and in multiple locations. One such analysis appears below:

Table 3.3 Academic Outcomes for LA-101 *Introduction to Psychology*, Spring 2018								
Format	**Bronx (n= 252)**		**New Rochelle (n=128)**		**Monroe Online (n=68)**		**Totals (n=448)**	
	Pass Rate	**Complete Rate**	**Pass Rate**	**Complete Rate**	**Pass Rate**	**Complete Rate**	**Pass Rate**	**Complete Rate**
15-Week Semester (Onsite)	81.4%	91.3%	79.3%	89.1%	-	-	81.1%	91.1%
5-Week Module (Onsite)	100%	100%	90.0%	100%	-	-	92.6%	100%
3-Week Module (Onsite)	98.6%	100%	93.7%	100%	-	-	96.1%	100%
15-Week Semester (Online)	-	-	-	-	66.7%	84.5%	66.7%	84.5%
7.5-Week Module (Online)	-	-	-	-	86.7%	91.3%	86.7%	91.3%

Organizing the data in this fashion lends itself to analysis of modes or locations that are under-performing. It also provides excellent reference data to which individual faculty outcomes may be compared. This analysis is now being done for common courses offered in multiple modes/locations. The College plans to increase the number of courses analyzed in this manner during the current planning period and will evaluate the overall approach again at the end of the current planning period (2022-2023).

CONCLUSION

Monroe College remains committed to ensuring that academic programs and services are of the highest quality, characterized by coherence, rigor, and opportunities to synthesize learning. The above narrative provides evidence that the design of all curricula is sound and that the Academic Affairs administration, its structure, policies, practices, and governance system, work in concert to provide continuous planning, assessment, improvement, and innovation to advance teaching and learning, regardless of instructional format, modality, pace or setting. Institutional outcomes demonstrate that the College provides a quality higher education experience suited to the students it serves (first-generation, low-income, international, and newly arriving immigrants) and the industries that employ its graduates.

RECOMMENDATIONS

This response to Standard III shows how a strong foundation has been set for the College's academic outcomes assessment, and that the interpretation and analysis of data are often being employed to implement improvements and initiate innovations. The College is committed to becoming much more sophisticated and consistent in these practices. To that end, it is recommended that the College fully roll out Civitas Illume Courses (which was recently piloted) to identify courses in the curriculum correlated with higher or lower persistence and graduation rates, and use the data to make appropriate interventions in the curriculum and delivery of instruction to achieve better outcomes.

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.

Alex Canals
Dean, Admissions and Student Services, King Graduate School, Bronx
Chair of the Standard IV Working Group

INTRODUCTION

Delivering a positive and productive student experience is at the heart of the College's mission. Monroe devotes substantial resources to admitting applicants whose goals and abilities are a good match with the institution, and then providing a variety of support services and programs designed to ensure strong persistence and graduation. Success in this mission-based endeavor is evidenced through published retention rates and graduation rates available in the Annual Databook and IPEDS. The College is proud of its outcomes with regard to both of these metrics.

Monroe promotes access, affordability, and attainment via its admissions, financial aid, and retention policies and strategies. The model on the following page shows the manner in which the College attracts and retains students with a strong potential to succeed.

ADMISSIONS — **ONBOARDING**

Admit students with strong potential to succeed and a good match with the institution → Successful Onboarding and Orientation

RETENTION

EDUCATE
Excellence in Teaching
Strong Student/Faculty Relationships
Referrals to Labs/Advisors
First Semester Courses in Major

SUPPORT
Constituent Student Services Offices
Assigned Advisors & Mentors
Wellness Services

ASSIST
Assess Skills
English/Math Academies & Remediation
Adaptive Software Tutors/Labs

ENRICH
Honors Program
Academic Teams
Internships
Capstone Courses

INVOLVE
Activities & Clubs
Athletics
Community Service
Work-Study
Residence Life

PERSISTENCE AND ACADEMIC ACHIEVEMENT

GRADUATION

Figure 4.1 Admissions and Retention Model

ADMISSIONS

Monroe College admits applicants for study at four different educational levels (Certificate, Associate degree, Bachelor's degree, and Master's degree) on three different campuses (Bronx, New Rochelle, and St. Lucia), and through three specific modalities (onsite, online, and blended). Across all levels and locations, the institution employs a holistic admissions process that evaluates all aspects of an individual's qualifications and background. The goal of the process is to determine whether an applicant is a good match with the institution in terms of interests, abilities, experiences, and goals. An interview and personal statement provide the greatest insights into whether Monroe is the right college for the individual. The following section outlines the College's admissions requirements and process.

A. Application

The majority of applicants to the College apply online via the application portal. This electronic system is connected to the institution's Customer Relationship Management (CRM) system, Salesforce, which automatically assigns applicants to advisors based on degree level, modality, and campus of choice. Paper applications are still available and tend to be used during outreach events as a matter of convenience.

B. Academic Credentials

Academic credentials are an essential part of the process, serving primarily to confirm that minimum requirements are met rather than to determine a match between the applicant and the College. These requirements vary by applicant type and degree level as follows:

- *Undergraduate Admissions – High School Applicants.* Applicants who are attending their final year of high school must submit a current high school transcript. This transcript is reviewed for grade point average, New York State Regents Exam scores (for in-state residents), and performance trends in specific grades from year to year. The nature of the review can range from a determination of basic academic ability to identifying superior students for the honors program or academic scholarship consideration. Applicants submit a final transcript after graduation.

- *Undergraduate Admissions – Adult Applicants.* Adult applicants must document the successful completion of secondary school. This documentation may take several forms, the most common being a high school diploma, transcript, or High School Equivalency Diploma. The review of high school transcripts for adults relates more to authenticity than a course-by-course analysis, as the College believes that the life and work experience of an adult applicant is more relevant than grades from many years ago.

  College transcripts, however, are closely evaluated for adult applicants. Individual course grades and GPAs are reviewed for transfer credit as well as acceptance. The College's transfer credit policies enable students to transfer up to 30 credits for an Associate degree, 90 credits for a Bachelor's degree, and nine credits for a graduate

degree. Discussion and review of work may lead to consideration of prior learning assessment.

- *Graduate School Applicants.* Graduate school applicants must submit all collegiate transcripts, work history, a personal statement, and two letters of recommendation to be considered for admission. Transcripts are reviewed by the King Graduate School Admissions Committee for grade point average. Depending on the applicant's program of choice, completion of certain foundation courses also factor into the evaluation. Work histories are reviewed for selected programs that place an emphasis on experience in their respective fields. The committee may also consider the applicant's time and readiness for graduate-level work, professional experience, years since graduating from college, and prior academic performance on a holistic scale for many of the graduate programs.

- *International Applicants.* Documentation for international applicants mirror that for domestic applicants, but takes the form of credentials common to the applicant's home country (e.g., CXC scores in the Caribbean). The College has experience evaluating credentials from the areas where it recruits, utilizing the services of academic translation services where it lacks the expertise.

- *Career Pathways Applicants.* The Career Pathways Program enables students to obtain their high school credential while pursuing an associate degree. The program provides students with remediation (if necessary), career preparation, and financial literacy instruction while matriculated in an associate degree program. Students complete a specific combination of eight courses prescribed by New York State for a state-issued High School Equivalency Diploma. Applicants for this program must complete all standard undergraduate admissions requirements plus earn a passing score on a special qualification exam (Wonderlic and Accuplacer) that is approved by both the federal government and New York State, and substitutes for high school documentation. A small Career Pathways Program served 135 students on the Bronx campus in Fall 2018.

- *EASE Program Applicants.* Enhanced Academic Support in English (EASE) is designed to help non-native English speakers' transition into an academic environment to facilitate their success with college-level studies. The program is geared toward local high school graduates and international students with proven academic skills for the demands of college level coursework, but who need to improve their English language skills. EASE students receive a strong foundation in listening, reading, speaking, and writing. Applicants are required to pass an EASE placement exam and to sit for a second interview conducted by the Office of Academic Affairs.

C.   Interview

Interviews for all degree level programs are conducted by designated advisors and administrators who provide both academic and career advice, enabling applicants to make informed decisions about the programs in which they choose to enroll. In addition to

reviewing an applicant's basic academic background, the objectives of the interview are to (1) determine the applicant's motivation for enrolling and suitability for the program of interest, (2) ascertain if the applicant's goals are aligned with the program, and (3) clear up any unresolved academic issues or present-day circumstances that might prevent the applicant from being successful at the College. For some undergraduate and graduate programs, an additional interview may be required.

D.   **Personal Statement**

Another requirement for admission to both graduate and undergraduate programs is a well-crafted personal statement that details the applicant's goals and expectations regarding their proposed program of study. Each admissions office has the authority to permit alternative personal statement topics on a case-by-case basis. Given that the personal statement is often submitted at the same time as the application form, it can provide a good starting point for the initial discussion between the advisor and applicant.

E.   **Evaluation of the Interview and Personal Statement**

Notes from the interview and a review of the personal statement form the basis of evaluation for a determination of the applicant's overall match with the institution. The advisor reads the statement for content and the applicant's level of motivation, comparing it with comments in the interview notes. In this final review, the advisor is looking for evidence of a clear interest in the program of choice and a strong determination to succeed academically. Areas of concern are also considered, such as unresolved personal or academic issues that might prevent success at the College, or the characterization of prior academic problems in a manner that does not demonstrate growth and understanding. In some cases, the advisor will also review the essay and interview notes for evidence of circumstances that might suggest the applicant consider postponing their start date (e.g., a new job, a housing crisis, etc.).

F.   **Acceptance**

Acceptance requires a determination that the applicant is a good match with the institution and the program of study. As described above, this process begins with an application and submission of academic records, which establishes basic eligibility, and then continues with a personal statement and interview where the applicant's suitability for the College is determined. Admissions advisors abide by the institution's Admissions Code of Conduct, which clearly states that the advisor recommend admission to the College only when a determination is made that the applicant would likely benefit from an education at Monroe and will be a positive addition to the College community.

G.   **Acceptance Rates**

Acceptance rates as reported to IPEDS are as follows:

Table 4.1 IPEDS Data - Monroe College Acceptance Rates, Fall 2017						
Category	**Applications**	**Acceptances**	**Enrolled Full-time**		**Enrolled Part-time**	
Men	2,235	1,234	473	38%	41	3%
Women	2,811	1,401	474	34%	57	4%
Total	**5,046**	**2,635**	**947**	**36%**	**98**	**4%**

FINANCIAL AID

A.   Financial Aid Packaging: Domestic Students

Accepted students meet with a financial aid advisor who guides them through the financial aid application process. Once applications are submitted and the Expected Family Contribution (EFC) is calculated, the advisor will estimate eligibility for federal, state, and institutional awards, and present the estimates on a Financial Aid Estimates form. Grant aid is estimated before loan aid, and private payments are factored in as necessary. The College's $28 million institutional aid budget makes college possible for many with funding gaps and supports the College's mission-based theme of affordability. All awards are applied against tuition, fees, and other expenses, as appropriate. The College's tuition is less than half the national tuition average of $39,529 (2017), as reported by the National Center for Education Statistics. All charges, along with the official cost of attendance and the net price calculator, are posted prominently on the College's website.

B.   Financial Aid: International Students

International students are not packaged in the same manner as domestic students because they are not eligible for federal or state aid. Many foreign students at the College qualify for a number of institutional aid (IA) programs such as academic scholarships, athletic scholarships, and need-based grants. During the 2017-2018 year, the College invested $5.1 million in aid for this population, which represents 19% of the IA budget and 14% of the total enrollment. In the event that international students qualify for government scholarships from their home country or other third-party awards, such amounts are reflected on the student's I-20 form (Federal Certificate of Eligibility for Non-immigrant/ F-1 Student Status) and entered into the College's administrative system as aid. The presentation of these awards on the I-20 for an international student is the equivalent of an award letter for a domestic student.

C.   Connection between Financial Aid Packaging and Recruitment Programs

Due to the increased importance of affordability in College admissions, the issues of financial aid packaging and recruitment initiatives often intersect. Some recruitment initiatives feature embedded discounts or institutional aid as a core feature. For example, the Corporate Partnership Program offers a 20% discount to the employees of corporate partners, while the Presidential Partnership Program covers gaps in coverage after government grants are applied to students from participating high schools.

D.   Impact of Institutional Aid (IA) on Retention

The College awards IA in an effort to make College affordable for incoming students as well as to promote persistence. Retention rates for students with awards consistently outpace rates of those without an award, and scholarship recipients always have the highest retention rates. Retention for students receiving grants steadily increased during the prior three-year planning period. The following table displays retention rates by institutional aid award type:

Table 4.2 Retention of First-Year Students by Financial Aid Award Type						
Category	**Fall 2015**		**Fall 2016**		**Fall 2017**	
	No. of Recipients	**Retention Rate**	**No. of Recipients**	**Retention Rate**	**No. of Recipients**	**Retention Rate**
Scholarship Awards Only	341	72%	361	73%	319	72%
Grant Awards Only	1,225	59%	1,196	62%	1,360	67%
Non-Recipients of an Award	611	41%	260	64%	-	62%
Total	**2,177**	**56%**	**1,817**	**65%**	**1,879**	**68%**

ONBOARDING

Once the Admissions Office makes an offer of acceptance to an applicant and the accepted student agrees to the terms of the financial aid package, the student is assigned to a specific (constituent) Student Services office that supervises the onboarding/orientation process. As part of this process, the student meets with their Student Services advisor to discuss the planned course of study, registers for classes, and receives their college identification card. The College seeks to move students through this stage of the process quickly because the act of registration and the receipt of an identification card support the final transition from accepted applicant to starting student.

Many first-year students understandably experience challenges during the transition to college. Monroe College offers two pre-college programs that aid in this transition. Jump Start offers credit-bearing courses on Monroe's campus to high school juniors and seniors, while the Dual Enrollment program offers college-level courses at partner high schools. By exposing potential high school students to a particular course of study, these programs allow students to "test the waters" to see if they have made the right choice of a major. Equally important, the student becomes excited and connected to that major. However, in the event a student doesn't connect with their first choice, they can be redirected to a different program before actually beginning their studies. In all cases, the programs prepare students for the rigors of college life, wherever they choose to attend.

Once a student arrives on campus, Monroe places great importance on establishing a warm, welcoming environment that inspires confidence and cultivates a true sense of belonging through a comprehensive series of orientation and onboarding techniques. Orientation experiences are

designed and customized to meet the needs of students such as first-year traditional-age students, adult learners, readmitted students, transfer students, online students, and international students.

A.   Traditional-Aged Students

The offices serving traditional-age high school graduates hold several sessions for new students prior to their start. After meeting their advisors in one-on-one settings during the registration process, incoming first-year students participate in several group activities, including an event called Summer Slam that engages them in team and community building workshops and affords them an opportunity to bond with one another and learn leadership skills. The final orientation session is on-campus and filled with helpful tips related to starting strong, solving problems, and interacting with the School Deans. (See Standard IV.C1 Fall Semester Orientation Guide)

B.   Adult Learners

Offices involved with adult learners (including readmitted students and transfer students) also make an effort to register students and issue College IDs expeditiously. These offices then minimize subsequent sessions in recognition of the students' other commitments, along with the likelihood that many adult students have already experienced college orientation sessions at prior institutions. These orientation programs are customized with a focus on the individual's field of study and program of choice.

The immediate indication of successful onboarding and orientation is the start rate for a particular cohort. Monroe's start rates are consistently above 90%.

RETENTION

Graduating prepared students is the primary objective of the College's mission statement and the first of its overarching institutional goals. Given that students can only graduate if they persist and succeed academically, the importance of retention flows directly from the mission. The College utilizes a multi-level undergraduate retention model, as shown at the start of this chapter.

Clarification of individual segments of the undergraduate retention model follows.

A.   From the Retention Model: Educate

- *Faculty Emphasis on Teaching.* Throughout its history as an accredited institution of higher education, Monroe has always emphasized teaching excellence, whether in general education or in career-oriented majors. As the College has evolved into a comprehensive institution offering both undergraduate and graduate programs, faculty have been encouraged to pursue research and other scholarly activities, but excellence in teaching is still the College's priority. All candidates for faculty positions are screened for their content expertise and their industry experience, but they must also conduct a demonstration lesson in order to evaluate their ability to relate to students and create an engaging learning environment. Faculty who successfully engage and motivate students contribute to positive learning outcomes and strong retention.

- *Strong Student/Faculty Relationships.* The connections forged between faculty and students serve to support academic achievement and retention. Faculty members work individually with students who need help or could benefit from enrichment or additional challenges. When problems develop that could impact retention, faculty often provide timely advice and counsel, or an appropriate referral.

- *Referrals to Labs/Advisors.* Students who are struggling with coursework or life issues are routinely referred to the appropriate academic lab or student services advisor for assistance. These referrals are tracked through a proprietary administrative computing system called the Monroe Tracking System (MTS). Advisors and tutors can enter follow-up notes in the MTS academic referral page to update faculty regarding their progress in resolving issues.

- *First Semester Courses in the Major.* Recognizing that students need to have their interests piqued early, the College started the practice of introducing major area coursework in the first semester of study. Monroe believes that a student who wants to study accounting, for example, should have an introduction to accounting immediately so that they become excited about the major, channeling their learning into the context of a potential career. Alternately, first-semester exposure to the major allows a student to recognize that they might have selected the wrong major, which is also helpful to learn at an early stage of one's college career. An overall benefit of this practice is increased potential for persistence.

B. From the Retention Model: Support

- *Constituent Student Services Offices.* The College supports its students with a number of Student Services offices serving different populations. These segmented offices reflect differences in academic backgrounds (first-time versus transfer), degree level (undergraduate versus graduate), type (domestic versus international), and modality (onsite versus online). The offices also reflect differences in locations (Bronx, New Rochelle, and St. Lucia). The theory behind the segmented model assumes that different student types have different needs and issues. Additionally, Student Services offices must be small enough to remain personal. Student Services staff support retention objectives by advocating for students and assisting them with issues and problems that might cause them to withdraw from the College.

- *Assigned Advisors.* Advisors within each Student Services office are assigned a caseload appropriate for their office.

- *Mentorship Program.* Each First Year Experience (FYE) student is assigned a staff or faculty mentor who provides an overlay of support as the student begins their first college experience. These mentors are typically assigned by high school cohort (a point of commonality) and again relate to the first year of study. The mentorship program has been particularly effective in increasing retention of FYE students, as evidenced during the program's first full year, 2017-2018. Fall-to-Fall retention of first-year traditional high school graduates increased by 13 points in the Bronx, and three points in New Rochelle.

- *Wellness Services.* Each Student Services office is staffed with dedicated, compassionate professionals, including at least one advisor with an advanced degree in either social work or counseling. These professionals provide students with problem-solving strategies and, if necessary, referrals when students require additional assistance. Each New York campus also has a licensed clinical psychologist on staff.

C.   **From the Retention Model: Assist**

- *Assess Skills.* Incoming first-year students are assessed for college-level English and math skills through a combination of the ACCUPLACER exam, an evaluation of prior college credit, and selected New York State Regents Exam scores or other equivalent New York State exams (for in-state residents), if recently taken. The goal of this assessment is to place students appropriately in the English and math sequence. Inaccurate placements can drive attrition, as those who are placed too high in the sequence will struggle, while those placed too low will not be challenged. Incoming graduate students are assessed via a required writing sample.

- ***English and Math Academies and Remediation.*** Academies provide short-term refresher courses for students who are out of practice in English or mathematics and have tested into remediation. English and Math Academies are voluntary, intensive, one-week courses in writing and/or mathematics that give students the opportunity to test into college-level courses prior to their first day of the semester. Remediation provides a semester-long academic experience that fills gaps in prior learning. Both of these options provide assistance to students with weak skills and contribute to early retention efforts. The College has an 80% success rate with academies and remediation.

- *Adaptive Software.* In 2012, based on significant research, the College began to utilize adaptive software products (Aplia for English and ALEKS for math) geared for remedial and college level coursework. These tools enable remedial students to work at their own pace.

- *Tutors and Labs.* The College supports labs staffed by academic support personnel at several locations (see Standard IV.C1 Academic Support Services). In some cases, tutors are able to present material to students in ways that crystalize their learning and effectively supplement the efforts of the instructors. Faculty regularly refer students to these tutors and labs, contributing to overall academic achievement and retention.

- *Predictive Analytics.* The College has taken initial steps toward making data-informed decisions using demographic information and datasets about learners, their learning patterns, and the environments in which they study. Civitas Learning has been adopted in this regard, but has yet to be fully implemented.

D. **From the Retention Model: Enrich**

- *Honors Program.* The rigor of undergraduate honors courses provides additional enrichment for high-performing students. Candidates for the Honors Program are

often selected at the point of admission based on strong high school credentials, while others are identified during their first semester by referral from faculty. Students who complete nine honors credits at the associate level and another nine at the baccalaureate level are eligible for an Honors Diploma. Honors students participate in undergraduate research and present their findings annually at both regional and national honors conferences. These experiences contribute substantially to the educational experience of participating students.

- *Study Abroad.* Each year, a select group of students who are enrolled in The Culinary Institute of New York at Monroe College (CINY) participate in the study abroad program in Italy. The eight-week program builds upon the skills and knowledge students have gained through their intensive training in the Culinary Arts and Baking & Pastry programs. These students are fully immersed in Italian culture and cuisine, learning the country's language and history in addition to classic recipes and culinary techniques. As they travel to different cities, the students learn about Italy's regional cuisines, including the histories and origins of local specialties.

- *Academic Teams.* Four of the academic Schools field teams that compete at regional and national competitions in the areas of Culinary Arts, Hospitality, Business and Accounting, and Criminal Justice. Students are selected for these teams based on their academic record and performance in competitions. The teams, along with the associated Schools and achievements, are discussed in Standard III.

- *Internships and Field Experience.* More than 2,000 Monroe students participate annually in supervised internships. These experiences enrich students by testing their practical application of theoretical knowledge by way of much-needed hands-on experience. Internships are described at length in Standard III.

- *Capstone Courses.* These final-semester courses require semester-long, comprehensive projects that test a graduating student's mastery of major-program learning outcomes. Many Schools require students to present their projects to a panel of industry professionals. (See Standard III, Table 3.2 Selected Capstone Courses and Culminating Experiences by Degree Type)

E. From the Retention Model: Involve

- *Activities.* Co-curricular experiences play an important role in ongoing retention efforts, as they immerse students in real-life scenarios described in course material. Many of these experiences consist of field trips related to the major areas of study, for example, Criminal Justice students may visit the Bronx Courthouse and culinary students might tour the kitchen of a famous restaurant. A list of co-curricular activities from 2017-2018 demonstrates the variety of offerings. Other activities unrelated to programs provide students with new, meaningful experiences and cultural exposure. Examples include Broadway shows, operas, museum trips, and outward-bound activities.

- *Clubs.* The College supports more than 40 student clubs that provide opportunities to connect with like-minded students, staff, and faculty members outside of the classroom. In 2016, the College calculated a separate retention rate for students

who participated in clubs and found that they retained at a rate of 81% compared to the overall college average of 63%.

- *Athletics.* Overall, the College fields 30 teams across nine sports. The New Rochelle campus fields 13 NJCAA Division I athletic teams and two club teams, while the Bronx campus fields 11 NJCAA Division III athletic teams. The New Rochelle Campus is also the home of a co-ed Marching Band. Dedicated athletic advisors and coaches are present on both campuses. These programs serve 850 student-athletes (600 in New Rochelle and 250 in the Bronx) and help student-athletes develop strong bonds with each other and the College. Athletics programs on both campuses support first-year retention efforts. However, many New Rochelle Division I student-athletes receive scholarship offers to play in NCAA programs and transfer after their second year of study. The athletics program on the Bronx Campus is new with only one year of retention rates available. The College expects that fewer of the Division III athletes will transfer after completing their second year.

Table 4.3 Athletics Retention Rates				
Teams*	**New Rochelle – Division I**			**Bronx – Div. III**
	Fall 2015 (n = 266)	**Fall 2016 (n = 280)**	**Fall 2017 (n = 202)**	**Fall 2017 (n = 129)**
Men's	57%	54%	57%	75%
Women's	80%	69%	81%	79%
Total	**65%**	**57%**	**66%**	**77%**

Retention rates by team are available in the 2018 Annual Databook

Table 4.4 Athletics Graduation Rates			
Teams*	**Fall 2013 Cohort (n = 167)**	**Fall 2014 Cohort (n = 205)**	**Fall 2015 Cohort (n = 266)**
Men's	39%	43%	40%
Women's	52%	72%	61%
Total	**43%**	**51%**	**47%**

Graduation rates by team are available in the 2018 Annual Databook.

Accomplishments of New Rochelle Division I Programs, 2016-2019:

- On the Field: At the National level, the College had one National Championship (Women's Soccer 2018), one national runner-up (Men's Soccer 2016), along with 29 national tournament appearances from a variety of teams. At the district and region levels, the College had 10 district championships, 14 regional championships, one conference championship, and one bowl game.

- In the Classroom: Monroe Athletics also distinguished itself in the classroom with 134 NJCAA All Americans, 6 CoSIDA (College Sports Information Directors of America) All Americans, along with 3 NJCAA Academic Team of the Year awards and 15 NJCAA Academic Team Honorable Mention awards.

Accomplishments of Bronx Campus Division III Programs 2017-2019:

- In the new Bronx Athletics Program, 34 student-athletes were awarded NJCAA All American honors and two teams were designated NJCAA Academic Team of the Year in the first two years of operation.

- *Community Service.* All campuses hold annual community service days connected to certain academic programs, during which students have opportunities to give back to the College's surrounding communities. These events are significant experiences for students and also contribute to their bonds with the institution and classmates. A sampling of 2018 community service projects appears in the Community Service Summary.

- *Work-Study.* Work-study provides an opportunity to develop professional skills while working on-campus or at area institutions in a controlled environment. Both on-campus and off-campus experiences support retention by helping students understand the connection and value of their studies to their future careers. Placement in work-study is approved by the Office of Student Financial Services and facilitated by the Office of Career Services.

F. Retention Data, Trends, and Analysis

The College has tracked fall-to-fall retention data for years. A brief summary of recent data appears below:

Table 4.5 Fall-to-Fall Retention, 2014-2017*								
Campus	**Fall 2014**		**Fall 2015**		**Fall 2016**		**Fall 2017**	
	# students	%	# students	%	# students	%	# students	%
Bronx	1,092	72%	1,164	67%	1,050	62%	1,024	72%
New Rochelle	975	69%	1,201	66%	1,157	65%	1,096	68%
Monroe Online	148	61%	151	71%	136	51%	123	65%
St. Lucia	100	76%	51	84%	71	77%	57	84%
Total	**2,315**	**70%**	**2,567**	**67%**	**2,414**	**63%**	**2,300**	**70%**

Full retention data by degree are available in the 2018 Annual Databook.

College-wide retention percentages listed above are weighted averages that are largely impacted by the Bronx and New Rochelle campuses, based on enrollment. The seven-point decrease from 70% in Fall 2014 to 63% in Fall 2016 drove the changes described in this chapter; the one-year recovery in Fall 2017 was driven by tremendous improvements at all locations. While the 10-point increase in the Bronx was not the largest – Monroe Online gained 14 points – it was the most significant in terms of improving the overall weighted average.

ASSESSMENT OF PROGRAMS SUPPORTING THE STUDENT EXPERIENCE

The College sponsors a host of programs that support the student experience. A partial listing of programs include social activities, athletics, academic activities, clubs, and community service. The College evaluates the effectiveness of these events/programs as follows:

- **Attendance.** While participation alone is not a definitive indication of effectiveness, the lack of participation does suggest ineffectiveness. The College, therefore, considers the level of attendance to be a necessary component, but not the sole determinant, of an effective program. As such, the College documents attendance at most Monroe events/activities.

- **Pre-Event Proposals/Post Event Evaluations.** Before an event, club leaders are required to submit a proposal that outlines the objectives of the activity/event. At the conclusion of most activities/events, participants are asked to complete an evaluation, which may take the form of a full survey or an informal questionnaire. Appropriate student services administrators review these evaluations and develop a consensus on the merits of the activity with regard to the previously established objectives.

While the College considers a well-attended and positively evaluated event to be effective, the ultimate gauge of effectiveness is the degree to which an activity/event supports persistence. Those student life programs that are more permanent in nature (e.g., clubs) are tracked in the administrative computing system with cohort codes, enabling the College to track retention of participating students. As stated earlier in this chapter, students who were members of clubs in the Fall 2016 first year class retained at a rate of 81% as compared to an overall college average of 63%.

Moving forward, the College will strive to improve its attendance tracking as well as the quality of the follow-up evaluation of individual events. In addition, it will seek to track more of the permanent programs with cohort codes so that additional retention data may be gathered and analyzed related to student life programs at the College.

CONCLUSION

The College believes in its retention model that begins with an appropriate acceptance and results in a well-prepared graduate. Admissions efforts are guided by the principles of access, affordability, and attainment, and retention efforts are tailored to suit the individual needs of students. The strong retention rates consistently achieved serve as validation of the effectiveness of efforts to promote academic persistence and degree attainment.

The College appreciates that admissions and retention strategies evolve over time, and that what is effective one year may no longer be effective a few years later. As such, the College is committed to the ongoing process of assessment and analysis of admissions and retention results in order to achieve consistent institutional improvement and foster continued student achievement and success.

RECOMMENDATION

This recommendation is based on feedback from students, faculty, and staff on the St. Lucia campus, which was received after the draft of the self-study was shared with the College community. In both in-person meetings and follow-up surveys, it was noted that while the admissions and retention model described in the standard is generally reflective of the overall student experience in St. Lucia, there is one notable exception – the "involve" element of the model. Students and faculty described the need for a more robust student life, especially for international students from neighboring islands. The recommendation, therefore, is for the office of Student Affairs to allocate resources to St. Lucia for the development of student life.

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.

Janice Girardi
Assistant Vice President, Institutional Assessment
Chair of the Standard V Working Group

INTRODUCTION

This chapter addresses the College's commitment to ongoing review of its academic programs and the assessment of data required to ensure the effectiveness of its curricula. Across all majors and degree levels, the College conducts assessments for course and program-level outcomes, as well as ongoing evaluation of academic support services (which are designed to facilitate student success) and student achievement (notably, retention and graduation). This chapter presents continued and new processes for academic outcomes assessment, which have served to support the creation of a "culture of assessment" within the College community, as it is described by the American Association of University Professors (AAUP):

> *"…clear general education goals, common use of assessment-related terms, faculty ownership of assessment programs, ongoing professional development, administrative encouragement of assessment, practical assessment plans, systematic assessment, the setting of student learning outcomes for all courses and programs, comprehensive program review, assessment of co-curricular activities, assessment of overall institutional effectiveness, informational forums about assessment, inclusion of assessment in plans and budgets, celebration of successes, and, finally, responsiveness to proposals for new endeavors related to assessment."*

The College has a long history of focusing on academic outcomes and institutional effectiveness through a decentralized system of assessment and self-reflection. However, recognizing that a comprehensive approach to institutional assessment was necessary to achieve sustainability and advance the College's mission and goals, Institutional Effectiveness and Academic Outcomes Assessment were brought under the umbrella of the Office of Institutional Planning, Effectiveness, and Budget (IPEB), which opened in 2016. A newly created position – Assistant Vice President of Institutional Assessment – was established to shepherd the effort and filled by a long-time senior member of the administration. Two main charges of IPEB are to (1) build campus consensus around continuous assessment and improvement, and (2) provide leadership in the development and training of effective assessment practices for faculty, staff, and the administration.

This chapter will briefly describe prior assessment methods and explain the rationale for transitioning to a new model. Case studies are also provided for illustrative purposes.

<u>**RETROSPECTIVE**</u>

A.   Academic Assessment Prior to 2017

The College utilized a system of assessment from 2004 to 2016 that served the institution well and began a culture of continuous academic assessment and improvement at Monroe. This system was based on the following five steps in the assessment cycle:

- *Objective Development.* The first step was developing appropriate expectations for student performance (i.e., What should a student be able to do when they have finished their academic program?). During this period, the College ensured that all courses had clearly defined, measurable course outcomes that were globally adopted across campuses, modalities, and deliveries.

- *Curriculum Mapping.* Next, course outcomes and student expectations were aligned with overall program learning outcomes. This process provided a means to identify and address academic gaps, redundancies, and misalignments for purposes of improving the overall coherence of an academic program and, by extension, its effectiveness. This process was introduced during the 2004-2016 period and fully implemented during the 2017-2018 academic year.

- *Assessment of Academic Artifacts.* The next step involved standardizing the process of adjudicating student artifacts (i.e., To what degree does an artifact demonstrate that the student is proficient or has met course and program learning outcomes?). This was an ongoing process to ensure that milestone and capstone courses incorporated activities that were coherent across class sections and had a common rubric or assessment measurement.

- *Evaluation of Result.* A consistent and ongoing process then took place to evaluate assessment results, with a focus on using those results to improve the student learning experience and outcomes. This work was reported each spring.

- *Development and Implementation of Improvement Plans.* Lastly, the assessment cycle was closed by developing plans for improvement and innovation that fostered a more impactful learning experience and improved student outcomes. This was reported each spring and implemented during the following fall semester.

As originally developed, the cycle for academic assessment included four group meetings per academic year during which representatives from each School and program shared outcomes, as follows:

- *Fall Meeting.* In order to inform program-level assessment, each program was instructed to identify one course for course-level assessment, plus ongoing assessment of learning outcomes for their milestone and capstone courses.

- *Winter Meeting.* Academic representatives from each program presented the results of their prior year's program learning outcomes for discussion.

- *Spring Meetings.* At two separate meetings, program representatives shared their course-level assessment results, key capstone outcomes, and proposed program improvements.

Assessment data were stored in a decentralized fashion within each School. Oral and written summary reports were shared, with School Deans and Program Directors submitting electronic reports to the Vice President of Academic Affairs. Additionally, School Deans were charged with disseminating, discussing, and evaluating the data, reports, and plans with their faculty and staff. Periodic reports regarding assessment data were circulated to key administrators. Some data were included in the annual data book and discussed at school and academic retreats.

B.   Analysis of the Pre-2017 Assessment Process

- *Academic Outcomes Process.* The institutional academic assessment process that began in 2004 provided a solid foundation. All steps in the cycle were valid and appropriate, and still serve as the basis of the overall academic assessment process. However, the process and reporting were focused primarily on individual course-level outcomes; there was insufficient attention to program-level outcomes. As the College grew – adding new programs, deans, and directors – it became clear that changes to the process were necessary to address a diversified curricula and the changing nature of academic outcomes assessment reporting. Also, while continually evaluating institutional outcomes through retention, graduation rates, and graduate outcomes, the evaluation of institution-wide learning outcomes was not taking place.

- *Meeting Schedule and Content.* As the number of programs at the College increased, the annual meeting could no longer provide a suitable forum for robust dialogue and an exchange of ideas, nor did it allow for a comprehensive sharing of results with the College community. The institution literally outgrew the process. Additionally, some program reporting was disproportionately focused on course-level learning outcomes with less time and focus allotted to program-level outcomes and plans for program-level improvement and innovation.

- *Assessment Data – Organization, Archives, and Communication.* A new process was developed and implemented to improve the organization, accessibility, and communication of assessment data. The following steps were taken in response:

  o   Acquired an assessment management system (AMS) for data collection, assessment plan development, data evaluation, and reporting;
  o   Incorporated academic learning outcomes into School plans;
  o   Incorporated academic outcomes assessment into the Institutional Effectiveness Plan; and
  o   Created an IPEB webpage to house key data and outcome results.

- *Overall Coordination of the Assessment Effort.* In 2017, the assessment function was fully absorbed into the IPEB office. The new Assistant Vice President of Institutional Assessment's mandate was to:

o   Provide leadership and expertise in the development and implementation of a comprehensive system for assessing effectiveness across the institution;

o   Build and facilitate a culture of evidence, assessment, and continuous quality improvement across the College; and

o   Direct and ensure the integrity of data collection, maintenance, analysis, and dissemination.

- ***Outcomes Assessment across the Programs.***   The evolution of the College's academic outcomes assessment process may be viewed through three case studies, as follows:

     o   *Case Study #1:* The School of Nursing is an example of how external review shapes assessment practices. The School's programs have undergone accreditation procedures twice in the last three years. (See Standard V.C3 SNU Assessment Case Study)

     o   *Case Study #2:* The School of Information Technology is an example of early adoption of comprehensive assessment developed into a straightforward and well-defined assessment process, even though the School has not yet applied for programmatic accreditation. (See Standard VI.C3 SIT Assessment Case Study)

     o   *Case Study #3*: The School of Criminal Justice is an example of how a School has moved from assessment for *compliance* toward assessment for *improvement*. (See Standard V.C3 SCJ Assessment Case Study)

THE NEW APPROACH

Analysis of the old assessment process was conducted by IPEB in 2016-2017, and a new model was adopted the following year. This new methodology preserves the strengths of the old process while introducing new approaches to address areas in need of improvement or innovation. The gradual evolution from the old assessment system to the new all-inclusive model is outlined below:

Before 2005 → Decentralized Academic Outcomes Process → 2005 → Centralized Academic Outcomes Assessment with a focus on Course-level Assessment and Annual Program-level Assessment through Capstone Course Assessment → 2016 → A shift in focus from Course-level Outcomes to Program-level Outcomes with Plans for Improvement → 2018 → Integration of assessment and the Strategic Planning process

Figure 5.1 Academic Outcomes Assessment Timeline

Since 2017, the College has embraced a new process of academic assessment and taken formative steps to put it into action. First, an accountability management system, Taskstream, was adopted and standardized. This central repository makes the collection of data and the sharing of assessment outcomes easier and more inclusive. In addition to the new system, a complete restructuring of processes, protocols, meeting structures, and scheduling took place.

To address the need to communicate more effectively to the College community as a whole, a landing page for Accreditation, Assessment, Research, and Planning was built for the Monroe College website. It provides contact information for the IPEB office; disclosure of regional and programmatic accreditations; degree-granting approval offices in New York State; descriptions of academic assessment, student success outcomes, key institutional effectiveness indicators; the College's annual planning calendar; and selected metrics from the Annual Databook.

A.   Reframing and Revamping the Process

The 2017-2018 academic year served as a pilot of new assessment processes. In the Fall of 2017, each School or program was given two charges:

- Review, edit, and update program learning outcomes for each program to ensure that they accurately describe what learners will know and what they will be able to do when they graduate from the program; and

- Conduct curriculum mapping exercises that map all course objectives for required classes to program learning outcomes, and conduct a gap analysis with the results.

In Fall 2017, the Assistant Vice President of Institutional Assessment met one-on-one with representatives from each School and General Education department to review their program learning outcomes and discuss how to move forward with assessing, editing, and updating them. Subsequently, representatives met with their individual schools and departments to discuss and implement their plans to address the two charges above. These pilot year activities laid the foundation of the new approach to academic outcomes assessment, which has continued during the 2018-2019 academic year with the following goals:

- Enter updated program learning outcomes and curriculum maps into Taskstream
- Identify program learning outcomes to be assessed and establish benchmarks to serve as measures
- Develop an assessment plan for the identified program learning outcomes

The above activities are supplemented by three institution-wide Assessment Day events each year.

B.   Assessment Day

In lieu of small, internally focused assessment meetings, the College moved to a more communal activity to promote interaction and the sharing of data. An inaugural academic Assessment Day took place in January 2018. Participants included school deans, program

directors, faculty, academic and institutional administration members, academic support staff, and other key members of the College community. The prior year's academic outcome data and other key indicators were reviewed and discussed in small groups. Suggestions for improvement and innovation were then presented and preliminary action plans were discussed.

Additionally, an interactive session was conducted to review, assess, and provide feedback regarding institutional general education outcomes that had been developed previously by the Communication, Language, and Information Literacy Committee (CLIC). (The work of CLIC is described more fully below and in Standard III.) Lastly, program learning outcomes that had been reviewed in Fall 2017 (with gap analyses) were discussed and finalized in small group sessions.

Spring Assessment Day in June 2018 was attended by the same school administrators, staff, and faculty as in the Winter. The goal was to close out the 2015-2018 strategic school plans and finalize improvement and innovation plans for the 2018-2023 strategic planning cycle. Additionally, participants were given an opportunity to share their thoughts on the new approach of academic outcomes assessment, their experiences working through the process, and suggestions going forward. Survey results demonstrated that members of the community were satisfied with the approach and felt that the process was both constructive and productive.

Table 5.1 Spring 2018 Assessment Day Survey Responses				
June 1, 2018: Attendees were asked to select the rating that best describes their reaction to the changes made in the Academic Outcomes Assessment process (n=17)				
Excellent	**Very Good**	**Good**	**Satisfactory**	**Unsatisfactory**
70.59%	11.76%	17.65%	0.00%	0.00%

C.   **New Approach and Focus**

The formation and implementation of a new approach to academic outcomes assessment serve to better support the College's strategic and academic plans. The focus shifted from heavy course-level assessment to a more universal program-level outcomes process. The newly acquired AMS (Taskstream) made the process more user-friendly, orderly, and consistent. Also, the focus of group meetings changed to include more hands-on workshop time, coupled with a reporting session. School administrators are encouraged to bring department faculty and staff to these sessions. Additionally, the College is more deliberate in linking the process to its overarching academic outcome goals and strategic goals.

In addition to better serving the College, the new approach is aligned with the main elements that are characteristic of successful outcomes assessment planning outlined by the Middle States Commission on Higher Education in *Standards of Accreditation and Requirements of Affiliation*.

On the basis of these deeply embedded educational values of learning and professional behavior, the new approach to academic assessment guides the College's assessment activities – all with the purpose of improving student learning and providing the foundation for quality education.

D.   New Meeting Schedule

Starting in 2018-2019, assessment meetings take place once each semester (three times a year) and consist of hands-on workshop sessions and opportunities for sharing and receiving constructive feedback. Additionally, individual assessment meetings by school/program meet individually each semester with each School/program to address any specific questions or concerns. The new meeting format exposes the larger academic community to the academic assessment process and professional development, with an opportunity to participate in both group meetings and individual School sessions. The College's response to reshape the assessment process has moved the academic community from a compliance/accountability-based approach to one that focuses on continuous improvement.

E.   New Assessment Management System

As indicated above, the College invested in Taskstream in 2017 to simplify and improve the assessment process, and began transitioning academic outcomes assessment documentation, evidence, and reporting into the new system in 2018. Schools and programs are working diligently to populate data into Taskstream with a goal of running institutional level reports in Fall 2019. Taskstream has also become instrumental in the development of documentary evidence for this Self-Study.

F.   General Education Assessments and Institution-Wide Outcomes

The 2015-2018 Strategic Plan established the goal to "measure and improve the effectiveness of the curriculum in preparing students for the technical, quantitative, analytical, and written/oral communication skills required for further education and employment." Although establishing general education learning outcomes was a strategic initiative of the College's 2015-2018 strategic planning cycle, it has been an area of concentration for many years, as reflected in the yearly Institutional Report Card. Starting in 2016, the Communication, Language, and Information Literacy Committee (CLIC) was tasked with establishing general education outcomes for the College across all degrees and disciplines, and defining core objectives for all associate, bachelor's, and master's degree programs. The committee sought to answer the following questions over a two-year period:

- Define our objectives, i.e., what do we want our graduates to be able to do?
- How will we know that students have met the program goals?
- What data will we use, and where will we find it?
- How will we evaluate the data?

Table 5.2 General Education Strategic Plan of Assessment		
2016-2017	**2017-2018**	**2018-2019**
Finalize objectives and competencies	Adopt objectives	Identify artifacts; collect from schools and programs
Identify appropriate courses and artifacts	Identify objectives to be assessed during academic year	Review and assess artifacts using new outcomes and rubrics
Pilot assessment of artifacts using AAC&U Value Rubrics	Select courses to collect artifacts	Compose analysis of results; plan improvements as necessary

Starting in Summer 2016, CLIC members met regularly to articulate expected outcomes for all students. It was an iterative process that mapped back to the overarching mission and goals of the College. The committee also collected input from faculty, deans, directors, academic administrators, and stakeholders to align the objectives of each School with expected general education outcomes.

By the end of the 2016-2017 academic year, CLIC had established five College-wide outcomes:

- Students will gain a coherent understanding of the knowledge, skills, and ethical practices of their field of study
- Students will develop critical thinking skills necessary to formulate an evidence-based and ethical solution to address problems, challenges, and/or opportunities
- Students will achieve proficiency to communicate orally, in writing, quantitatively, and electronically to deliver a thoroughly researched, well-documented response, position, and argument
- Students will be able to evaluate multiple viewpoints of a local, national, or global issue, and its individual and societal implications, to determine the most just, fair, and socially responsible course of action
- Students will develop self-efficacy, self-advocacy, interpersonal skills, and professionalism necessary to succeed after graduation

This marks the first time a concrete set of institution-level outcomes has been adopted for purposes of a firm assessment model upon degree completion.

G. General Education Overarching Outcomes

Critical thinking was deemed the overarching General Education objective. CLIC adopted the definition established by the New York State Education Department as "effective communication and problem-solving abilities within the real world; self-directed, self-disciplined, self-monitored, and self-corrective thinking."

By the end of 2017-2018, General Education outcomes were established in these five categories:

- Field of study
- Critical thinking and problem solving
- Communication, information literacy, and quantitative reasoning
- Ethical decision-making and academic integrity
- Interpersonal relationships and professional conduct

Lastly, the process of identifying where to find the data to assess began in Fall 2017 and continued throughout the full academic year. Data collection to assess the institutional learning outcomes commenced in Fall 2018. During a session at the Winter 2019 Assessment Day, a group of General Education faculty members piloted the evaluation of student artifacts with the newly adopted rubrics. An assessment of the newly adopted institution-wide General Education competencies will continue during summer of 2019, with full adoption during the 2019-2020 academic year.

IMPROVED ACADEMIC OUTCOMES ASSESSMENT PROCESS

The new annual program-level assessment process has effected changes across several programs of the College. Highlighted changes from each of the seven schools reveal issues, challenges, and opportunities with corresponding assessment data, action taken, and outcomes. (See Standard V.C3 Changes Based on Assessment Results)

A. Academic Outcomes and Self-Study

As noted, the College's development of this Self-Study is concurrent with the development of its five-year Strategic Plan. A significant part of the Strategic Planning process is the Academic Plan, which includes academic outcomes assessment. Embedded in the Academic Plan are the plans for the College's seven schools.
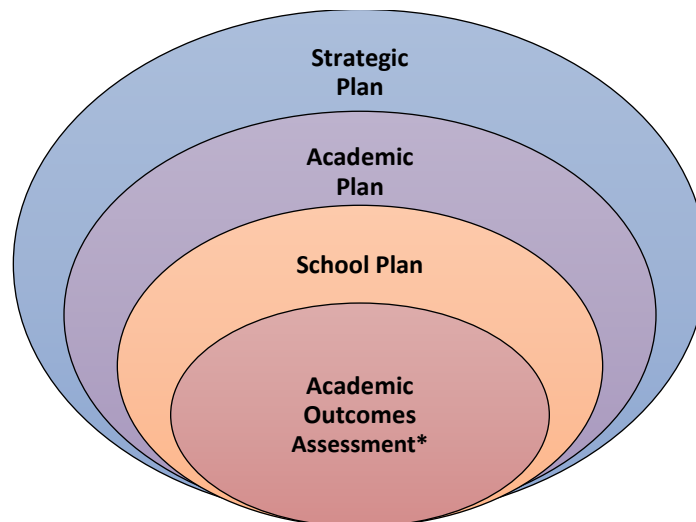
Figure 5.2 Annual Academic Outcomes Process
(*Annual Academic Outcomes Assessment" is also incorporated in the 2018-2023 Institutional Effectiveness Plan)

The College now has a coherent framework for course- and program-level assessment. A five-year cycle of internal self-study within each School reflects a more philosophical approach to program's outcomes, viewed through the lens of the School's profile and strategic goals. The results of these ongoing reviews are reflected in the individual School plans that are developed during the strategic planning cycle and integrated into the Academic Plan, as illustrated above.

B.   Annual Academic Outcomes Assessment

On an annual basis, the School Deans (or other persons responsible for program assessment) report on their progress toward building an annual assessment plan for the academic year. If need be, they will implement an improvement plan going forward. Secondarily, they will finalize their assessment plan for the approaching academic year.

In addition to annual reporting, following are long-term strategic goals that each school considers and includes in its plan. School plans are integral to the institutional Strategic Plan.

Table 5.3 End-of-Cycle School Review	
Components	**Description**
School's Purpose Statement and Goals	Relative to the mission and goals of the School, the College, and any external recognition of the program (accreditation or certification). (See Academic Plan Supplementary Materials/School at https://wwwstage.monroecollege.edu/IPEB/MScompdocs/)
Retrospective	A self-analysis of the previous planning period outcomes including key graduate outcomes, major accomplishments and challenges, and student learning outcomes summary
Strategic Planning	Goals set forth by the School for improvement and innovation relative to the purpose and aspirations of the School and individual programs through the lens of the College's mission and goals. This section includes the School's specific strategic goals.
Academic Outcomes Assessment	Academic outcomes plans for improvement and innovation

This end-of-cycle School review (see Standard V.C2 School of Education Annual Program Report) is undertaken by deans, directors, and faculty in conjunction with the School plan. At the end of the strategic cycle, a School plan closeout, which includes a closeout report, is prepared and made available to the IPEB office, the Academic Affairs office, and to Strategic Enrollment Management for the purpose of projecting where the School aspires to be projected out five years.

ASSESSMENT OF ACADEMIC SUPPORT SERVICES

As mentioned in Standard IV of this Self-Study, the College provides an array of academic support services to its students. The efficacy of these units is determined by measuring usage, satisfaction, and effectiveness.

A.   **Usage.** Measuring usage is a well-established practice at the College. Usage reports of academic support units have been run and studied for more than a decade, recording student visits (day and time) and the degree level of the user. Usage reports provide units, schools, and Academic Affairs with a valuable metric to gauge traffic flow and gain insights about whether students avail themselves of available support services. A variety of reports can be run to assess usage through the Monroe Tracking System (MTS).

**Student Success Center
Semesterly Traffic Report, Fall 2018**

MON 2429, TUE 2676, WED 3049, THU 2093, FRI 707, SAT 215
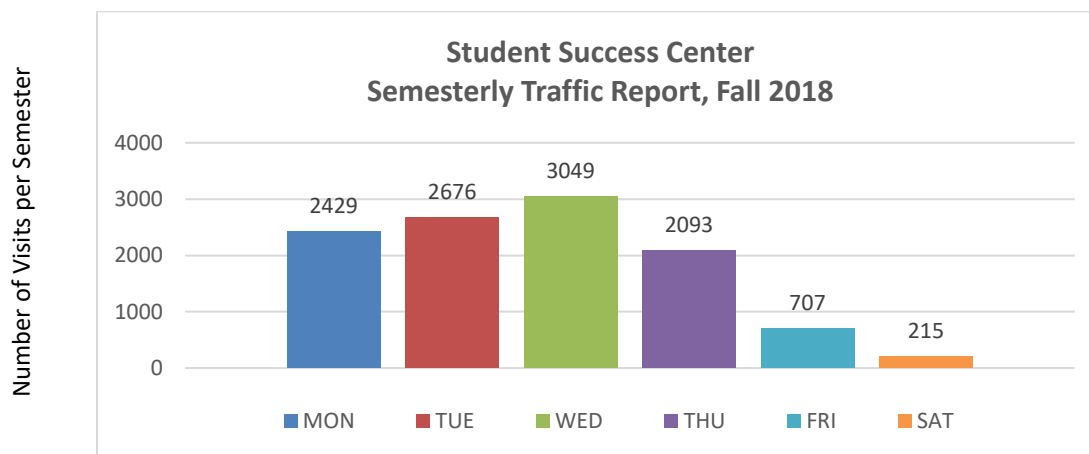
Figure 5.3 Fall 2018 Academic Support Usage: Student Success Center

B.   **Satisfaction.**   Measuring satisfaction of academic support services is also an established practice at the College.   Most academic support centers regularly administer their own unique student satisfaction surveys, and although their efforts are commendable, the results are generally inconclusive for the College at large. While College-wide responses to a climate survey and annual faculty surveys are helpful, a closer look at satisfaction within each support unit will provide more actionable information to enhance effectiveness and innovation. Steps are being taken to institutionalize a common survey that will be administered to all users across all academic support centers.

C.   **Effectiveness.** While usage and satisfaction are of interest to the College, it is really effectiveness that determines the impact on student learning and outcomes. Measuring effectiveness of academic support services is an emerging practice at the College that has not yet resulted in agreed upon methodology and consistent application. The development of this methodology forms the basis of the recommendation at the close of this chapter.

ACADEMIC SUPPORT CASE STUDY: GRADUATE RESEARCH CENTER

The College prides itself on being very responsive once an area of academic challenge has been identified. The launch of the Graduate Research Center and Support Services for student thesis development illustrate that point. In 2015, statistics showed that many students in the first cohort of the Master of Public Health (MPH) were having difficulty completing their required MPH thesis. A study was done to identify the causes and determine the best solution. Based on recommendations of the study, the College crafted an academic support solution that has resulted in improvements to the process and completion. (See Standard V.C3 EBD Graduate Research Center)

INSTITUTIONAL EFFECTIVENESS DATA COLLECTION: IMPROVEMENTS

During the 2015-2018 planning period, the College evaluated the assessment process for key departments/areas that support student learning. While the College had met its goal of collecting, organizing, assessing, and disseminating data on an ongoing basis for all of the effectiveness indicators identified in the 2015-2018 Institutional Effectiveness (IE) Plan, there were some areas flagged for improvement. They included data collection and dissemination, plus relocating and aligning some of the units housed in the IE Plan into other strategic sub-plans.

Another area identified for improvement was the need for a more consistent method of disseminating results to the appropriate community stakeholders. As mentioned above, a new presence on the College website for Accreditation, Assessment, Planning, and Reporting has been designed to house key assessment results. The web presence makes data easily accessible to both internal and external stakeholders.

ASSESSMENT OF ASSESSMENT ACTIVITIES

The last overall evaluation of the assessment process took place in 2016-2017 resulting in a new model for 2017-2018. At the end of the first year with the new approach, all assessment stakeholders (deans, program directors, and other academic administrators) participated in a survey designed to evaluate the new process. In addition to continuing these surveys:

The College developed a new model to evaluate and display the quality of the assessment and outcomes of each school.   This tool plots assessment and outcomes (on a scale of 1 to 5) on a graph where each quadrant represents a different combination of qualitative results. The Institutional Effectiveness Plan contains a full description of this tool. (See Institutional Effectiveness Plan, page 41, at https://wwwstage.monroecollege.edu/IPEB/MScompdocs/)

- The College will institute a formal end-of-year assessment with administrators from each school. This evaluation will focus on the thoroughness of assessment efforts, the extent to which results inform institutional improvement, and new concepts moving forward.   In addition, these annual evaluations will also be used to review progress in achieving the new institutional learning outcomes, which were created during the 2018-2019 year.

The next full assessment will take place at the end of the 2019-2020 academic year once the new model has been in place for three years.

CONCLUSION

The College's primary goal remains to ensure graduates possess the competencies for successful careers, advanced education, and lifelong learning.

Over the last planning cycle (2015-2018), the College undertook a thorough self-analysis of academic and institutional assessment processes. Changes were made to the academic outcomes assessment process that included a shift in focus from course-level outcomes to program-level outcomes; a revamp of processes encompassing a more inclusive, community-based, interactive approach; the addition of a centralized, organized system for data and reports; and overall coordination of the assessment effort. Finally, institutional-level outcomes were established across programs at each degree level.

The new approach and processes allow for a more consistent, thorough assessment of data. The shift in focus away from course-level outcomes to program-level outcomes assessment has allowed the academic community to create more holistic plans for improvement and innovation in instruction and curriculum. Institutional-level outcomes add another level of student learning and achievement to assess student outcomes. These changes serve to enhance educational effectiveness across the programs and degrees which, in turn, assist the College in achieving its mission.

RECOMMENDATION

Every academic program and service at the College must demonstrate its contribution to the mission and goals of the institution, and provide some measure of student learning and outcomes. This is applicable to academic support services, which, although ubiquitous at the College, are nonetheless lacking in conclusive measurement of their effect on student learning and outcomes. Over the next five years, the College will develop and begin to implement a methodology to continuously measure and improve the effectiveness of academic support services.

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 mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Daniel Sharon
Assistant Vice President, Student Financial Services
Chair of the Standard VI Working Group

INTRODUCTION

As a tuition-dependent institution, the College works to effectively manage the direct correlation between enrollment and revenue. During periods of rising enrollment, resource allocation and budgeting benefits from increased revenue. However, in periods of stagnant or decreasing enrollment, resources must be allocated in a way that balances the College's day-to-day operational needs with its ability to fund strategic initiatives and act quickly when challenges or opportunities arise.

In a difficult enrollment environment like the one the College has had to navigate in recent years, planning, resources, and institutional improvement take on even greater operational importance. To that end, the College implemented a code system in 2016 to reflect and assign budget priority levels. These codes, which enable the College to allocate resources more effectively and efficiently, are now a mainstay of its operational and capital budgeting processes.

This chapter of the Self-Study will provide examples of the College's current resource allocation method (adopted in 2016), which is coordinated by the Office of Institutional Planning, Effectiveness, and Budget (IPEB). The individual offices of Finance, Human Resources, Information Technology, and Facilities also play major roles in this process.

Planning and managing resources in a multi-campus environment requires significant coordination and communication. In some instances, the proximity of campuses (Bronx/New Rochelle) is helpful. In other cases (St. Lucia/Bronx or St. Lucia/New Rochelle), technology is used to bridge what would otherwise be a great divide. In all cases, however, the College applies sound planning, appropriate resource allocation methods, and timely assessment to pursue its mission, achieve its goals, and provide a solid foundation for institutional improvement.

PLANNING AND RESOURCE ALLOCATION

A.   Primary Departments Involved in Planning and Resource Allocation

The following departments work collaboratively on various planning and resource allocation projects:

- *Institutional Planning Effectiveness and Budget (IPEB)* is responsible for strategic planning, academic assessment, institutional effectiveness, institutional research, external reporting, accreditation activities, and budgeting.
- *Finance and Human Resources (HR).* Together, these two departments are responsible for financial reporting, accounts payable, accounts receivable, financial aid reconciliations, regulatory compliance (Title IV, financial audit, bank covenants, federal and state taxation), real estate management, payroll, benefits administration, hiring, and onboarding. Additionally, Finance shares responsibility for budgeting with IPEB.
- *Information Technology (IT).* The IT department is responsible for the technology needs of the College, which includes servers, communications, network infrastructure, desktop computers, laptops, web-based programming, administrative computing, academic technology, and software licensing.
- *Facilities.* This department is responsible for the general maintenance of all buildings (academic, administrative, and residential), and plays a pivotal role in planning for future facility needs.

B.   Planning, Alignment, and Integration

All five departments – IPEB, Finance, HR, IT, and Facilities – are involved in planning and are closely allied with either the overall Strategic Plan or one of the sub-plans.

IPEB takes the lead role in engaging a representative cross-section of the College community in the development of the Strategic Plan and the Institutional Effectiveness Plan. Similarly, while others at the College provide input and perspective, the Finance office has primary responsibility for the Financial Plan, IT for the Technology Plan, and Facilities for the Facilities Master Plan.   Given that the achievement of many objectives requires the execution of strategies described in multiple plans, the College utilizes a tool called an *integration map* to show how a particular goal may touch on several plans. (A sample of an integration map appears as Figure 6.2 at the end of this chapter.)

An illustration of how these key offices collaborate occurred midway through the 2015-2016 academic year with the introduction of athletics to the Bronx campus. At the time, the College had instituted an initiative to increase traditional high school graduate enrollment on the Bronx campus, prompting a need for enhanced student engagement. Improving the student life experience became an important objective. Given that student-athletes come from the ranks of traditional high school graduates, and with the proven success of Division I athletics in New Rochelle, the College made an evidence-based decision to approve Division III athletics in the Bronx as part of an overall strategy for enhanced student engagement. (See Standard IV.C4 EBD Bronx Athletics)

The offices of Finance, HR, Admissions, Facilities, and IPEB began to work with Student Services and Athletics to achieve this goal. IPEB projected the enrollment of student-athletes and worked with Finance on the budget. Facilities began looking for an athletics space, and the HR team worked with Athletics to recruit coaches and other staff during 2016-2017.

The Annex on the Bronx campus, housing more than 25 staff members in three separate departments, became the focus from a facilities standpoint. The Finance office had previously recommended termination of the Annex lease at the end of its 10-year period (2018) based on the high cost per square foot. Facilities agreed, basing their judgment on two undesirable qualities of the space: (1) its physical separation from other buildings on campus and (2) an expansive space at the back of the facility that was not suitable for offices. Fortunately, the problematic features for a typical office space became advantageous as an athletic training space. The 25+ staff members were moved to other locations while Finance and Facilities worked with Athletics and HR to transform the Annex into an athletic facility. The Annex opened in 2017-2018, adding to student life in the Bronx. It now serves more than 200 student-athletes and more than a dozen coaches, trainers, and other athletic staff.

C.   Campus-Level Resource Allocation

As the College matured and its campus enrollment patterns changed, its approach to resource allocation evolved with it.

Following is a breakdown of enrollment by campus, as published in the 2018 Annual Databook:

- *Bronx Campus.* Historically, the Bronx campus has been the home for each functional area of the College and enrolled the majority of the student population. Resources allocated to the Bronx far outpaced allocations to other locations. In Fall 2018, the Bronx campus served 3,037 students, all of whom are commuter students.

- *New Rochelle Campus.* Since its founding in 1983, the New Rochelle campus has experienced significant growth and change, requiring facilities and staffing necessary to support residential and international students, as well as a Division I athletic program. After many years of steady growth in New Rochelle, enrollment now rivals that of the Bronx campus. In Fall 2018, the New Rochelle campus served 2,798 students and is the only campus with a residential population.

- *Monroe Online.* Monroe Online is considered part of the Bronx Campus for accounting purposes, but enrollment is segregated for internal management and oversight purposes. In Fall 2018, Monroe Online served 698 students.

- *St. Lucia Campus.* The College has a small campus in St. Lucia serving students in the Caribbean. In Fall 2018, this campus served 256 students, all of whom commute.

Fall 2011 Enrollment: 7,021

5.3% 5.2%

30.9% 58.6%

- Bronx
- New Rochelle
- Online
- St. Lucia
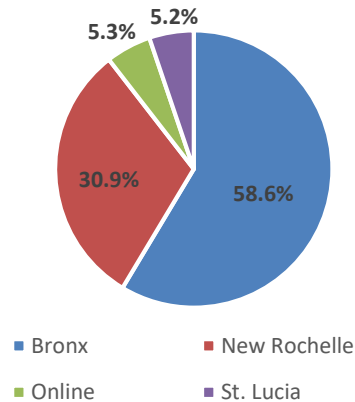
Fall 2018 Enrollment: 6,789

3.8%

10.3%

41.2% 44.7%

- Bronx
- New Rochelle
- Online
- St. Lucia
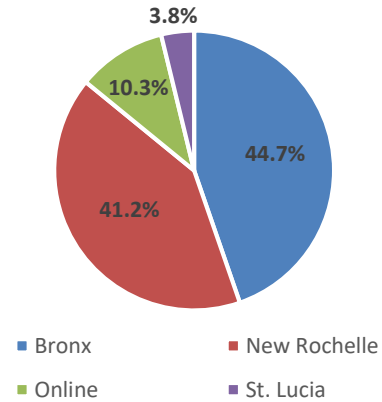
Figure 6.1 Enrollment by Campus Comparison, Fall 2011 and Fall 2018

The size of the student body at each location directly impacts resource allocation decisions. The pie charts above demonstrate shifts in campus enrollment over a seven-year period, showing that in Fall 2018, the Bronx and New Rochelle campuses are roughly equal in size, each comprising a 41-44% share of total College enrollment. Monroe Online accounts for 10% and St. Lucia for 3%.

During the last planning period, the College evaluated and adjusted campus-level resources as follows:

- Given decreased enrollment on the Bronx campus, some staff and faculty were redeployed to New Rochelle or Monroe Online to better serve students. In 2014, the College completed a study entitled "Right-Sizing the Bronx Campus" that had recommended such staffing changes. (See Standard VI.C4 Right-Sizing the Bronx Campus)
- Support functions/programs deemed to operate more efficiently and effectively on one campus are no longer duplicated at other locations (such as back-end operations for the Office of the Registrar and Student Financial Services).
- New Rochelle facilities expanded to support increased enrollment, a growing residence life population, an increasingly diverse international student body, and a robust athletics program. The expanded facilities include three additional dormitories, classrooms, and office space.
- Resource-sharing strategies were developed as follows:
  - The Campus Shuttle enables more than 1,000 students to conveniently take classes on both the Bronx and New Rochelle campuses. This service alleviates parking pressures and student travel expense, and is of tremendous assistance in academic scheduling.
  - Video conferencing is available for linked courses and staff meetings on the Bronx, New Rochelle, and St. Lucia campuses.

o The development of Monroe Online and investments in academic technology and online course design have permitted the College to diversify and further share resources across all locations.

The evolution of the College clearly demands a holistic and analytical approach to resource allocation to ensure that each location and academic program has the financial, physical, technical, and human resources appropriate to its size and specific needs.

A significant campus-level resource allocation decision involved the closure of the Queens Extension Center in 2018. The Center opened as an extension site in 2013 with the goal of enrolling a new student population from an area not previously served by the College. Some "enrollment of convenience" (existing Bronx and New Rochelle students taking a portion of their schedule in Queens) was anticipated, but an assessment of the success of the location rested on revenue generated by enrollment of new unique students compared to the cost of operations.

Below are the financial results of the Queens Extension Center from 2013-2014 through 2017-2018. As illustrated, after five years of operation and several marketing approaches, financial results did not support its continued operation. Closure of the extension center in 2018 enabled the redeployment of staff and faculty to other locations and the elimination of a financial strain caused by annual deficits.

Table 6.1 Queens Extension Center Profit and Loss			
Year	Unique Revenue Related to Queens	Annual Operating Costs	Profit (Loss)
2013-2014	$ 13,120	$503,008	($489,888)
2014-2015	15,399	622,056	(606,657)
2015-2016	234,381	822,949	(588,568)
2016-2017	285,700	578,613	(292,913)
2017-2018	164,734	225,332	(60,598)

D. Resource Allocation and the Annual Operational and Capital Budget Process

Operational budgets include both recurring expenses as well as strategic priorities, which are ranked with priority codes on a scale of one to 10 (with 10 reflecting the highest priority). Priorities are determined based on importance and/or cost. For example, a critical initiative that is central to the advancement of the College's mission and goals will be assigned a high priority code. Likewise, an initiative that will result in efficiencies and cost savings may also be assigned a high priority code. (See Standard VI.C3 Linked Expenditures 2018-2019)

Historically, the College utilized a bottom-up budget approach. For 2018-2019, the College decided to adopt a top-down approach based on the analysis and reforecasting completed in advance of the budget period. Budget owners were asked to review the

recommended allotments and to advocate for modifications. The IPEB Office then linked selected items in support of strategic priorities.

Revenue is tied to enrollment, and while enrollment is carefully projected each year, adjustments often need to be made to the budget once the final registration census is taken. If a downward adjustment is required, operational expenses will be reduced to the extent possible. If further reductions are necessary, strategic items with lower priority codes may be eliminated or deferred to a future budget period.

BUDGETING AND THE FINANCIAL MODEL

The College implemented a number of budget improvements during 2015-2016 (see Standard VI.C3 Improved Budget Process). The revised process was implemented in 2016-2017 and enhanced budget management software, Questica, was introduced the following academic year. Projected revenue for the budget is based on a Five-Year Enrollment Projection (see Standard VI.C3 Five-Year Enrollment Projections), and these comprehensive forecasts are broken down into multiple sub-categories reflecting each location, department, etc. Projected expenses, which are also broken down into sub-categories, provide targets for different types of spending. Questica enables users to create reports for any cost center, displaying budgets, encumbered amounts, and prior years' spending.

The chart below compares the College's actual enrollment against projections on an annual basis over the last five years. The overall actual-to-projected enrollment achievement rate based on headcount was 96% for this period.

Table 6.2 Comparison of Projected Headcount to Actual Enrollment 2013-2018			
Academic Year	Projection (Fall, Winter, Spring combined)	Actual (Fall, Winter, Spring combined)	%
2013-2014	20,644	19,784	96%
2014-2015	20,428	19,082	93%
2015-2016	19,711	19,122	97%
2016-2017	19,079	18,320	96%
2017-2018	18,817	17,985	96%
Total	**98,679**	**94,293**	**96%**

The next step in the process is to monetize the headcount projections into revenue estimates (see Standard VI.C3 Revenue Calculations). This begins with assumptions regarding course load and enrollments that are related to different tuition levels/types. After these initial calculations, the College reviews its recent performance against enrollment projections as well as the general enrollment landscape. A detailed review of the previous year's actual revenue also provides a basis for this analysis, which informs the determination of a final discount rate to be applied to the amount determined in the previous step. An example of this approach for the 2018-2019 year appears below:

Table 6.3 Process for Monetizing Headcount Projections into Revenue		
Semester	**Headcount**	**Revenue**
Fall 2018	6,800	$45,998,091
Winter 2019	6,155	40,972,172
Spring 2019	4,903	32,601,906

Once the registration period ends and enrollment is finalized, actual revenue is calculated and compared to the projected revenue. This comparison forms the basis for a determination of the financial scenario for the budget period, as illustrated below.

Table 6.4 Determination of Financial Scenario	
Scenario	**Projected Revenue**
Best Case	102.5% or more of Most Likely Revenue
Most Likely	Calculated revenue as described above, which already discounts headcount projections
Worst Case	97% or less of Most Likely Revenue

In a *Best Case* or *Most Likely* scenario, budgets remain unchanged. In a *Worst Case* scenario, the College would consider taking the following actions:

- Curtail discretionary spending including travel, entertainment, and non-essential expenditures
- Forego or limit salary increases
- Limit additional hiring to critical roles
- Explore temporary and permanent staffing cut-backs
- Seek out new revenue sources
- Review each major initiative based on its assigned priority code, and eliminate or postpone as appropriate

The 2017-2018 budget projected $1.3 million in net income, based on $103.7 million in net revenue. College-wide enrollment in Fall 2017 was 450 students below the headcount projection, and calculated revenue based on this reduced enrollment represented 97% of the original projected revenue. This percentage was used to classify the 2017-2018 budget year as being a *Worst Case* scenario. A combination of budget cutbacks and additional revenue during the year enabled the College to come close to the original budget projection, achieving $800K in net income (see Standard VI.C3 Budget Case Study).

In 2018-2019, the College achieved its Fall enrollment headcount target, but with an unanticipated mix in student "type." Monroe Online – which contributes lower revenue per student – experienced greater than anticipated growth, while enrollment at the Bronx and New Rochelle

campuses – with higher revenue per student – was slightly below expectations. The result was another classification of *Worst Case* scenario and the controls on spending and other approaches adopted in 2017-2018 continued. As with the previous year, the College has been careful to protect strategic initiatives despite the lower-than-expected revenue.

A.   **Other Controls**

The operational budgeting process was evaluated and improved in 2015-2016, and a similar review of the capital budgeting process will take place in the new planning period. Capital projects are included in the appropriate sub-plans. They are also assigned priority codes and, as with operational budget strategic items, capital items aligned with strategic goals are documented in the College's annual integration maps that appear below.

Certain expense categories, however, have dedicated reports and committees that serve as an added layer of oversight and control. Institutional aid (IA) is perhaps the best example of this type of expense. The College's budget for IA increased from $13.1 million to $20.5 million during the three-year period from 2015-2016 to 2017-2018. The budget for 2018-2019 is $27 million. The primary driver of this increase is the Presidential Partnership Program, which provides a debt-free educational experience for qualifying high school seniors. Two programs specifically designed for adult learners, the Transfer Grant and the Corporate Partnership Program, also contributed to the increase.

The College's IA spending represented 11.7% of gross revenue in 2015-2016. That percentage increased to 20.2% in 2017-2018 and is projected at 20.8% in 2018-2019.

In February of 2018, the College determined that this rate of growth was not sustainable; the increase in IA from the prior year more than offset the increase in revenue. As a result, the College conducted a full review of all IA programs. Selected results of that analysis, which appear below, informed the College's decision-making on how best to improve the effectiveness and efficiency of these programs moving forward.

Table 6.5 Selected Institutional Aid Analysis 2015-2016 to 2017-2018		
Program	**Effectiveness**	**Efficiency**
Presidential Partnership Program	***Highly Effective:*** New traditional high school graduate enrollment increased by 23% from Fall 2015 to Fall 2018.	***Poor Efficiency:*** Some students were over-awarded. The program began to serve higher-income students who were not in the original target market. Discount rates peaked at 45% (not sustainable).
Corporate Partnership Program	***Highly Effective:*** Adult Corporate Partner-ship enrollment increased 61% from FL15-FL18.	***Excellent Efficiency:*** The 20% discount rate is sufficient to satisfy the students' need for assistance with no over-awarding.
Transfer Grant	***Poor Effectiveness:*** Adult enrollment decreased 386 students from Fall 2015 to Fall 2018.	***Poor Efficiency:*** The discount rate increased to 26%.

The College created an Institutional Aid Oversight Group consisting of members from the IPEB Office, Finance, Student Financial Services, Admissions, and Student Services. This group meets weekly to monitor IA expenditures. In addition, the group reviews and adjusts (as appropriate) eligibility criteria and approves any award that is an exception to established guidelines. The work of the group is supported by a new Daily Institutional Aid Report that tracks IA spending and revenue by admit type throughout an enrollment period. The control of IA has become an institutional priority at the College, and the 2018-2023 Financial Plan has a sub-goal dedicated to this endeavor.

INSTITUTIONAL EFFECTIVENESS AND THE ANNUAL PLANNING/IMPROVEMENT PROCESS

The College's commitment to institutional renewal is the driving force behind the annual planning and improvement process. The cycle begins with assessment, continues with analysis and planning, and is followed by funding through the budget process. Execution of strategies is an ongoing effort that leads to another round of assessment.

Table 6.6 Annual Planning and Improvement Process

Activity	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Implementation of Current Plans	■	■	■	■	■	■	■	■	■	■	■	■
Assessment of Academic & Admin. Outcomes	■	■										■
Evaluation/Analysis of Annual Outcomes		■	■									
Annual Strategic Planning Retreat			■									
Planning for the Next Cycle			■	■	■	■	■	■	■			
Budget Submissions									■	■		
Development of 5-Year Enrollment Forecast											■	■
Budget Approvals											■	■
Budget Reforecasts	■						■					

For the past 20 years, the College has published an Annual Databook that informs the annual strategic planning meeting. This book expands in scope each year based on requests for additional data. The College's overall administrative assessment approach and strategies are outlined in the Institutional Effectiveness Plan.

Two examples of effectiveness indicators for individual administrative units are provided below:

- **Example 1.** *The Office of Loan Management (OLM) and the Annual Cohort Default Rate*: The goal of the OLM is to advise current and past students on issues of financial literacy and repayment options related to the management of their student loans. These options are numerous and complex, and a student's failure to make the right choice given their circumstances may result in unaffordable payments and, ultimately, delinquency and default. The U.S. Department of Education's annually published Three-Year Cohort Default Rate is the College's basic effectiveness indicator for OLM, whose annual objective is to compare favorably to both the national average (external benchmark) and the College's results from prior years (internal benchmark).

  The Office of Loan Management adopted *USA Funds Borrower Connect Advantage*™, a management tool to reach and effectively counsel student borrowers about their student loans. In addition, the staff was increased and advisors were assigned to cohorts based on repayment stage Between 2010 and 2012, Monroe's official three-year cohort default rate decreased from 10.7% to 5.8%, well below the national average of 11.8%.

Table 6.7 Annual Cohort Default Rates			
Year	**Monroe College**		**National Average**
	Number of Students	**Default Rate**	**Default Rate**
2006	2,426	8.9%	5.2%
2007	2,788	10.7%	6.7%
2008	2,931	5.3%	7.0%
2009*	3,146	8.9%	13.4%
2010	3,325	10.7%	14.7%
2011	3,400	10.5%	13.7%
2012	3,273	5.8%	11.8%
2013	3,268	4.6%	11.3%
2014	3,061	4.6%	11.5%
2015	3,068	3.9%	10.8%

*Rates changed from 2-year to 3-year cohorts.

Based on this effectiveness indicator, recent OLM results have been extraordinary compared to both external and internal benchmarks. The existence of these two benchmarks proved to be important during the 2009 to 2013 period, when the introduction of multiple servicers by the U.S. Department of Education caused default rates to rise throughout the country. During this period, the College did not compare well with its internal benchmark, but always remained below the national average (the external benchmark).

Financial literacy accomplishments include:

- o Financial literacy education has been integrated into the student experience through classroom visits, seminars, and an annual Financial Wellness Week.
- o The College adopted iGrad, an electronic resource available to students,

faculty, staff, and alumni that provides users with customized financial literacy, financial aid, career development, and job search resources. By 2018, iGrad had nearly 6,000 visits.

- o On the New Rochelle campus, the College implemented a five-week student loan and finance seminar for first-year students who borrow funds in order to live in on-campus housing. By the end of the strategic planning period, over 400 resident students had participated.
- o Faculty across all schools and departments participated in workshops designed to assist them in integrating financial literacy into their courses.
- o The School of Business and Accounting developed a three-credit course in personal financial management that has been adopted as a requirement for several associate degree programs.

- **Example 2.** *Various Student Services Offices and the Fall-to-Fall Retention Rate*: This institutional effectiveness example relates to undergraduate retention for the Bronx and New Rochelle campuses. The data, published in the College's Annual Databook, show the results on the following table leading into the 2017-2018 year.

Table 6.8 Fall-to-Fall Retention 2012-2016										
Student Categories	**Bronx Campus**					**New Rochelle Campus**				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2013**	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
Traditional Graduates*	60%	69%	66%	61%	74%	67%	68%	67%	64%	67%
Adult Learners**	69%	70%	56%	56%	67%	59%	58%	55%	54%	53%

Average traditional graduate enrollment on the Bronx campus, 2014-2017, was 366 (with a low of 329 and high of 441). For the same time period on the New Rochelle campus, average traditional graduate enrollment was 517 (with a low of 477 and high of 573).

**Average adult learner enrollment on the Bronx campus, 2014-2017, was 324 (with a low of 248 and high of 402). For the same time period on the New Rochelle campus, average adult learner enrollment was 203 (with a low of 195 and high of 210).*

Given the precipitous drop in the Fall 2016 cohort, the College compiled a five-year data set and concluded that the decline in retention was part of a steady pattern. In response, all undergraduate Student Services operations on the Bronx and New Rochelle campuses underwent a comprehensive review. This close examination revealed that the organization of these offices no longer reflected the changing demographics at the College or served the needs of current students.

During the annual planning period for 2016-2017, an evidence-based decision (see Standard IV.C6 EBD Student Services Reorganization) produced the recommendation for a fundamental reorganization of the College's approach to Student Services. In May 2017, a budget request was made to build out and staff a new office called the First Year Experience Center (FYE). The FYE, which focuses on serving traditional high school graduates, began operations in Fall 2017. Two other offices, one focused on continuing students and one focused on transfer and readmitted

students, were also restructured to better serve adult learners and returning students.

As a result of these structural changes (which included additional staffing assigned to Student Services), 2018 traditional high school graduate retention increased from 61% to 74% in the Bronx and from 64% to 67% in New Rochelle. Also, adult retention increased from 56% to 67% in the Bronx.

A.   Assessment of the Effectiveness of Planning, Resource Allocation, Institutional Renewal Processes, and Availability of Resources

The College assesses results continually as part of its Annual Institutional Improvement Cycle, with processes generally evaluated at the end of each planning period. However, in 2015-2016, specific processes related to planning and resources were assessed at the midway point of the planning period (in July). Significant changes were made as a result of this work that included a revised budget process, an enhanced resource allocation approach, and a revised annual improvement process. The next full assessment of the effectiveness of planning, resource allocation, the institutional renewal process, and the availability of resources will take place at the end of the planning period (2022-2023).

B.   Responsiveness to Challenges and Opportunities

At the start of each planning period, the College prepares an Environmental Scan that analyzes the competitive landscape (among other external factors) and assesses challenges and opportunities (short- and long-term). (See Strategic Enrollment Management Plan at https://wwwstage.monroecollege.edu/IPEB/MScompdocs/) The identified challenges and opportunities contribute to the strategic planning efforts. For example, the projected reduction of traditional high school graduates leading into the 2018-2023 planning period (noted in the College's current environmental scan) has led to a renewed focus on the enrollment of adults in the Strategic Enrollment Management Plan. A projected reduction in this population will take place over the next several years. The College's long-term strategy in response must be measured and deliberate.

Other challenges and opportunities require immediate action. In these cases, the College's status as a private institution with limited layers of approval and very little "red tape" for initiatives is a great advantage. The earlier example of the reorganization of the Student Services operations is an excellent example of the speed with which the College can respond to challenges. There, concerns were identified in the assessment process, a consensus related to the importance of the issue was developed at the Strategic Planning meeting, plans were assembled, and budgets were swiftly approved. By the following Fall, the College had fully implemented a plan that proved to be highly effective.

The same efficiency of response relates to opportunities as well. An example of this involves the St. Lucia campus. In April of 2018, the government of St. Lucia approached the College expressing a need for hospitality training centered on helping its residents better prepare for entry-level roles within the growing travel and tourism market, especially with cruise lines. The opportunity was assessed, an agreement was signed with the St. Lucia government, and a new facility was leased in the southern portion of the island by August 2018. By October, the first 135 students were enrolled, a mere six months after the initial suggestion of the partnership. A new cohort of 150 students started in January 2019

and graduated the following May.

C. Alignment of Processes and Plans

The IPEB Office is responsible for the overall coordination of planning processes at the College. Departments notify IPEB of upcoming planning meetings and provide written results of these sessions. IPEB is also responsible for all data leading up to the Annual Strategic Planning Retreat, as well as documentation of the results of the retreat.

The sequential processes of assessment, analysis, planning, and budgeting are all key components of the annual planning and improvement process at the College. This cycle repeats itself each year as a new round of assessment results triggers the next round of improvement. Plans are aligned through linked goals, which are best summarized in the College's integration maps for the next five years. One of these maps (Goal 1) appears on the following page. (The full set may be found in Standard VI.C1 Goal Integration Maps.)

CONCLUSION

Over the last few years, the College fundamentally restructured its resource allocation procedures, budgeting systems (operational and capital), and departmental administrative structure related to resources and resource allocation. In addition, the institution developed a more sophisticated financial model and firmly embedded the budget process in the more comprehensive annual planning and improvement process.

The concepts of integration and alignment have been prominent at the College during this period, and the final integration of sub-plans with the strategic plan is documented with a visual aid (see the Integration Map on the following page).

Finally, the College continues to retain its nimble approach to taking advantage of opportunities and dealing with challenges despite its growth in size and the increasing complexity of operations. For all of these reasons, the College is confident that its efforts with regard to planning, resource allocation, and institutional improvement are working in harmony to achieve mission-related goals.

RECOMMENDATION

The increase in institutional aid from $15 million in 2015-2016 (actual) to $27 million in 2018-2019 (budget) transformed the College in many ways. From an enrollment perspective, it enabled the College to establish a major presence in area high schools and, in a broader sense, an effective way to deliver upon the mission-based commitments of access and affordability. From a financial perspective, however, the sharp increase in tuition discounting created a resource allocation challenge. The recommendation, therefore, is to develop additional controls on, and new guidelines for, institutional aid programs in order to decrease the discount rate on tuition.

2018–2023 Strategic Goal Integration Map

GOAL 1:

To ensure graduates possess the competencies for successful careers, advanced education, and lifelong learning

- **AP** — Academic Plan
- **FP** — Financial Plan
- **FMP** — Facilities Master Plan
- **IE** —Institutional Effectiveness Plan
- **SEM** — Strategic Enrollment Management Plan
- **TP** — Technology Plan

INSTITUTIONAL GOALS		Priority Code	AP	FP	FMP	IE	SEM	TP
1.0	Ensure graduates possess the competencies for successful careers, advanced education, and lifelong learning	–	–	FP-8	–	IE-1a IE-1b IE-1c	–	TP-1
1.1	Enhance the effectiveness of the curricula through assessment of technical, major-related, quantitative, analytical, and written/oral communication skills for advanced education and employment	9	AP-1	–	–	IE-1b IE-4a	–	–
1.2	Expand and diversify the College's undergraduate programs, student body, faculty, and experiential learning capabilities	8	AP-2	–	FMP-5	–	SEM-5	–
1.3	Expand and diversify the King Graduate School's programs, student body, faculty, and research capabilities	8	AP-3	–	FMP-5	–	SEM-5	–
1.4a	Assess and strengthen the student experience delivered through Monroe Online	10	AP-4	–	–	IE-1c	SEM-1	TP-2
1.4b	Assess and strengthen the student experience for adult learners							
1.4c	Assess and strengthen the student experience for English language learners							
1.5	Measure and improve the effectiveness of academic support services (e.g., labs, learning support centers, libraries, academic support classes, adaptive software, and research centers) in preparing students for academic success	7	AP-5	–	–	IE-1c	–	TP-1
1.6	Expand curricular and co-curricular and community service projects as part of curricula to contextualize learning	5	AP-6	–	–	–	–	–
1.7	Expand and diversify internship opportunities aligned with students' career goals, and ensure a high-quality experience for students and employers	7	AP-7	–	–	IE-1b IE-4a	–	–
1.8	Integrate career exploration and preparation into curricular and co-curricular experiences	6	AP-8	–	–	–	–	–
1.9	Improve employment and advanced education outcomes for graduates	9	AP-9	–	–	IE-1b IE-4a	SEM-1	–
1.10	Engage and support alumni by expanding programs that promote lifelong learning and professional development	5	AP-10	–	–	–	–	–

Figure 6.2 Integration Map - Goal 1

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 governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Kathy Murphy
Special Assistant to the President/Board of Trustees
Chair of the Standard VII Working Group

INTRODUCTION

The delivery of quality education is the primary purpose of the College and remains the singular driving force of all tiers of governance, from the Board of Trustees and President's Cabinet, to the Faculty of the Whole and all standing committees and councils. The effectiveness of the governance, leadership, and administration is measured by their ability to steer the College toward achieving its mission and goals.

The governance structure is straightforward and promotes open dialogue among students, faculty, staff, and administration, both formally and informally. All members of the College community are encouraged to participate actively in strategizing and decision-making to meet the mission and goals of the institution. At all levels, this paradigm drives the formulation of strategic plans, new curricula, policymaking, and operations, thereby generating the ideas that guide the institution's courses of action.

The administration and leadership, as described in this chapter, utilize a functional model with an overlay for campus-based management that provides each location with necessary flexibility. The average number of years of service within the leadership is impressive and ensures that the College observes its core values as it pursues its mission and overarching institutional goals.

GOVERNANCE STRUCTURE AT MONROE COLLEGE

The institutional governance structure at Monroe College, which appears visually on the following page, is multi-level. It is composed of the Board of Trustees, President's Cabinet, Faculty of the Whole, four standing committees, and two councils. All members of the College community are free to make recommendations or proposals on institutional policy to appropriate departmental leadership. Recommendations may then progress in one of several directions.

If related strictly to academics, the proposal is vetted initially by the Curriculum, Standards, Policy, and Compliance committee (CSPC), a sub-committee of the Academic Affairs Council (not to be confused with the standing Compliance Committee). Once it has been accepted by CSPC, the proposal is referred to the Academic Affairs Council for a vote. If the vote is affirmative, it is forwarded to the Faculty of the Whole for majority consent and, if accepted, forwarded to the President's Cabinet for that body's approval.
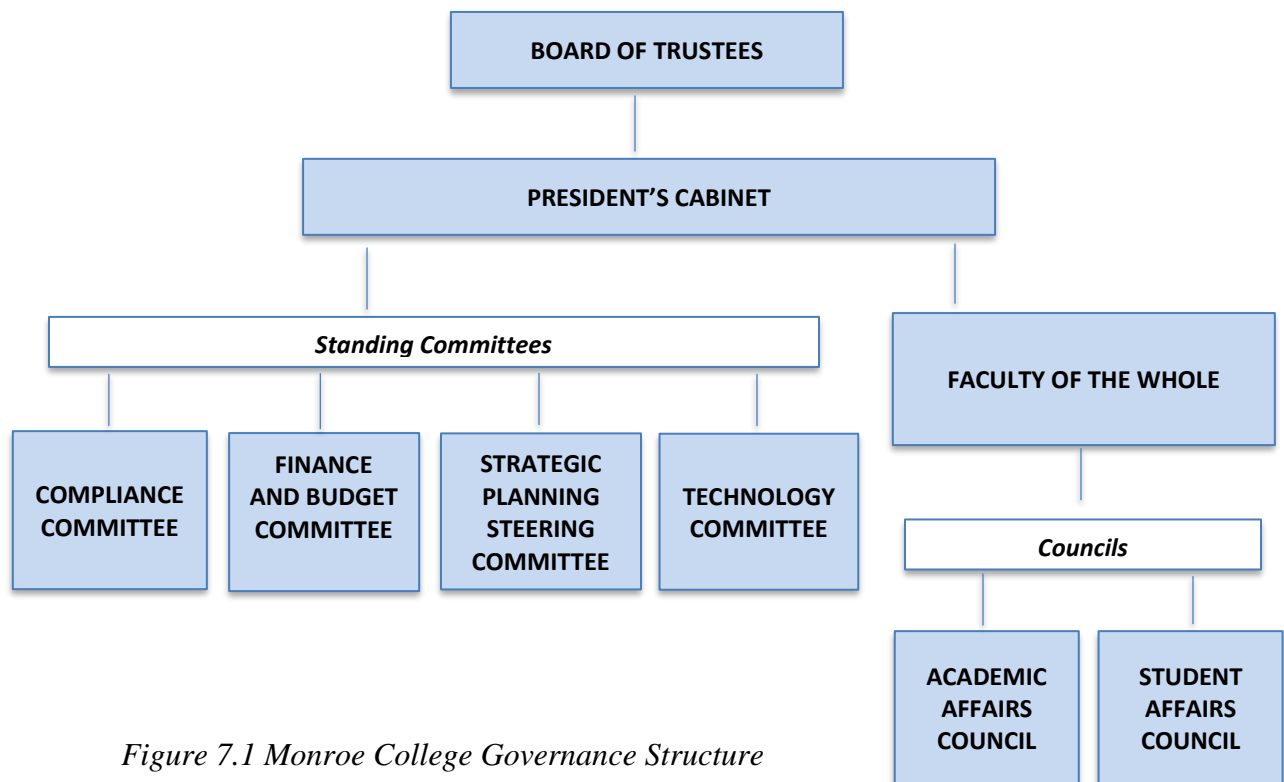
Figure 7.1 Monroe College Governance Structure

Recommendations or proposals that flow from the Student Affairs Council are referred directly to the Faculty of the Whole, and then – if accepted – to the President's Cabinet. Those generated by one of the standing committees (Compliance, Finance and Budget, Strategic Planning, or Technology) move directly to the President's Cabinet for discussion and approval.

Any recommendations or proposals that may have significant and far-reaching impact upon the institution as a whole, such as the introduction of a new major area of study, are considered by the Board of Trustees.

A.   Board of Trustees

The Board of Trustees is a diverse and independent group comprised of industry leaders, educators, and representatives of the communities the College serves. The Board is an autonomous body charged with reviewing and, if appropriate, approving policy changes and strategic initiatives, but it does not administer on a day-to-day basis. The Board is responsible for ensuring that the institution abides by its stated mission and core values, and that it conforms to the highest standards in all areas of operation. The Board works collegially with the College administration. However, it is independent in its approach to what it deems most important in ensuring that the College remains a quality institution, with education and the best interests of its students as primary focal points.

B.   President's Cabinet

The President's Cabinet is the senior policy-making body responsible for taking final action on all resolutions proposed by the faculty and administration. The decision-making process at this level involves consideration of all relevant factors: academics; student welfare; employee welfare; institutional benefits; budget and resources; compliance with the New York State Board of Regents/State Education Department, state and federal regulations governing the operation of the institution, and accrediting agency requirements and guidelines; and general expectations associated with the responsibilities of all institutions of higher learning.

The Cabinet is a body consisting of a broad spectrum of College administrators representing all functional areas of the institution. This group meets twice per semester with much of the work carried out by four standing committees (Compliance, Finance and Budget, Strategic Planning, and Technology) and two councils (Academic Affairs and Student Affairs). The Chair of each of these committees and councils reports to the Cabinet at each of the regularly scheduled Cabinet meetings. The Cabinet also reviews the resolutions approved by the Faculty and will either accept these proposals or refer them back for further discussion. The President of the College leads the President's Cabinet.

C.   Faculty of the Whole

All full-time and adjunct faculty of the College have membership in the Faculty of the Whole within the Monroe College governance structure. The Faculty of the Whole reviews all proposals approved by the Academic Affairs Council and may either accept or reject these recommendations. Resolutions approved by the Faculty of the Whole are then forwarded to the President's Cabinet. The Faculty meets at least twice per semester. The Senior Vice President of Academic Affairs is the head of the Faculty of the Whole.

D.   Standing Committees

- The Compliance Committee supports the mission of the College with respect to external regulatory policies and institutional requirements. It is a consultative body to the President's Cabinet, and is responsible for ensuring conformance with all regulatory authorities, implementing training programs for College employees in conjunction with Student Affairs (Title IX), and maintaining effective lines of communication regarding potential non-compliance issues. Prior to 2018, the Compliance Committee was comprised of a large group of College representatives who met sporadically. The committee was too cumbersome, and matters of compliance tended to be handled by individuals on an as-needed basis. This past year, issues regarding institutional compliance were addressed, and a smaller, more manageable committee was reconstituted, chaired by the Assistant Vice President for Student Financial Services.

  - The committee maintains compliance with all applicable U.S. Department of Education and New York State Education Department laws and regulations,

accrediting bodies, reporting and financial protocols, and special academic and athletic associations.

- The Finance & Budget Committee provides financial oversight for Monroe College. It is responsible for recommending to the President's Cabinet all financial policies, goals, and budgets that support the mission and strategic goals of the College, as well as monitoring the College's internal controls and risk-management activities. The committee also reviews the College's financial performance against its strategic goals and budget.

  - The committee plays a key role in preserving the College's strategic priorities and effectiveness, which is demonstrated through budget forecasting. Its findings and predictive analyses impact decisions made within schools and departments throughout the campuses, especially in determining the funding of institutional aid. The Finance and Budget Committee is nimble in its ability to identify shortfalls in enrollment and identify and implement counter strategies, enabling the College to stay on target.

- The Technology Committee is a representative group that considers issues of college-wide importance concerning information technology (IT), providing feedback and guidance regarding service level agreements, and assures that IT initiatives and services are aligned with the broader needs of the College. The committee assesses current communication processes and guides planning for future communication technology needs. Furthermore, the committee participates in IT strategic planning to assure alignment with individual school and area strategic directions, and to protect data privacy and the integrity of systems.

- The Strategic Planning Steering Committee is responsible for coordinating the preparation and monitoring of the College's written strategic planning documents and long-range planning activities. It assists the President and Board of Trustees by prioritizing the activities and resources that support the College's vision, mission, and core values, and in the development of future strategic plans with measurable goals.

  - The Strategic Planning Steering Committee has proved valuable and effective, not only in spearheading the development of the 2018-2023 Strategic Plan, which was approved by the Board of Trustees in January 2019, but also by subsequently organizing and driving the development of sub-plans for Academics, Finance, Enrollment, Facilities, Technology, and Institutional Effectiveness. All were developed, published, and linked to the Strategic Plan and to one another. In addition, the committee reviewed the extent to which the Strategic Plan is integrated with each of its sub-plans and developed integration maps to demonstrate plan integration.

E. Councils

- The Academic Affairs Council serves as the main governance body of academic affairs at the College. It is responsible for providing overall direction of academic

strategic planning, program review and assessment, accreditation, scholarly integrity, scheduling, registration, support services, articulation agreements, the College catalog, and the College website.

o Essential to the proper functioning of the Academic Affairs Council is the Curriculum, Standards, Policies, and Compliance (CSPC) committee, which provides the first stage for discussion and approval of new (or the removal of old) academic programming. As mentioned above, once the CSPC committee has accepted a proposal or recommendation, it moves up through the governance structure.

• The Student Affairs Council serves as the main governance body of Student Affairs and is concerned with all issues regarding the welfare of students. A consultative body to the President's Cabinet, it evaluates, develops, and promulgates policies and programs that support retention, counseling, and advisement, Title IX/Enough is Enough, health and wellness, student life, residence life, student activities, career services, athletics, disability support, and veteran's affairs. Three sub-committees support these functions: The Athletics Committee, the Title IX Committee, and the Residence Life and Student Activities Committee.

F. St. Lucia Campus in Governance

The St. Lucia campus is integrated into the College's governing structure through the Dean of Academics at St. Lucia, who serves as a member of the Academic Affairs Council, as well as all St. Lucia faculty who are members of the Faculty of the Whole. While the New York campuses attend to governance issues more regularly, information is shared on a continuous basis with the St. Lucia campus through two liaisons permanently stationed in New York who frequently travel to St. Lucia for meetings and to conduct professional development and training.

The College recognizes the opportunity to advance St. Lucia's involvement in the governance of the institution, and has identified this as its recommendation at the close of this chapter.

G. Students in Governance

While the student body does not have a traditional student government association, students are nonetheless actively engaged in the community and have direct access to faculty, staff, and administrators to address concerns, propose improvements, and solve problems.

Indeed, the President of the College is extraordinarily accessible to students and their families; he sends out a weekly email to which students may reply automatically. Students are welcomed to speak with him in person, by email, and by phone to address any issue or concern. By engaging students directly, the President gets an essential first-hand perspective on how College programs, policies, practices, and procedures are experienced by students and learns where improvements may be required.

Student campus climate surveys conducted over the last two years consistently report high levels of satisfaction with access and responsiveness throughout the College. Through their Student Services advisors (each focused on a specific population such as veterans, first-year students, transfer students), students have the opportunity to have their issues addressed, whether as individuals or in groups.

The Bronx and New Rochelle campuses offer opportunities for student engagement through activities, clubs, and leadership development (see Standard IV.C4 Student Life Handbook). Leadership is also advanced within the schools where students participate as members and competitors in professional, discipline-related organizations.

An area identified for improvement is to provide students with an opportunity to participate in College governance. With this in mind, the Student Affairs Council has been charged with appointing two student representatives to a one-year membership on the council for the 2019-2020 academic year. Initially, these students will be club presidents who have exhibited an interest in serving.

The Student Activities Executive Board meets bi-weekly, giving student leaders and other club representatives an opportunity to discuss pressing issues within their organizations or with the student body at large. If necessary, a focus group is appointed to further examine an issue and to report their findings back to the Executive Board.

As members of the College community, students may propose policy changes. The following is an example of this process: Several student members of the LGBTQ Club approached the staff of the Student Services Office to request gender-neutral restrooms in respect of the needs of transgender students. After appropriate consideration and discussion, a proposal was presented to the Student Affairs Council (then Committee) and the President's Cabinet was advised. Subsequently, gender-neutral restrooms were made available at both New York campuses.

In practice, most student recommendations are handled within the campus administration and rarely reach the President's Cabinet. The vast majority of recommendations move through the staff responsible for Student Affairs, Student Activities, housing (at the New Rochelle campus), and/or athletics.

BOARD OF TRUSTEES, CHIEF EXECUTIVE OFFICER, AND COLLEGE ADMINISTRATION

A.   Board of Trustees (members)

The Board of Trustees is responsible for ensuring that the College abides by its stated mission and conforms to the highest standards in all areas of operation. The Board is comprised of 12 voting members, including the President of the College who serves *ex-officio*. Trustees are elected to serve for a period of five years and may be reelected without limitation. Trustees are selected based on their professional backgrounds, areas of expertise, and their abilities to offer valuable input to specific areas of the College, such as academics, finance, or marketing. Board members are diverse in age, race, gender,

experience, and length of service on the Board. The Board last reviewed its by-laws in September 2018.

The Board Chair, effective January 1, 2017, is Stephen J. Jerome, President *emeritus* of the College. The Vice-Chair, Joan Ustin (the previous Chair), has been a member of the Board since 1981. Along with several long-serving Board members, three new members have joined within the past four years. Three alumni of the College sit on the Board. Two members currently serve as faculty members at the College, and their vantage point provides the Board a unique perspective on the academic and social needs of Monroe's student body.

The Chair of the Board is the presiding officer. The Vice-Chair acts in the absence of the Chair, assuming all the power and responsibilities of the Chair. Through the College Liaison, the Secretary of the Board ensures the recording of all the actions of the Board. The By-Laws allow for the formation of additional sub-committees, as needed, the most active of which is the Nominating Committee for potential new members. In January 2015, the Board reiterated its preference to act as a Committee-of-the-Whole.

The Board holds three on-site meetings each year in addition to one formal meeting via conference call during the Winter semester. In addition, Board members attend and participate in Commencement and other special events such as the College's annual Strategic Planning Meeting.

The Board is charged with reviewing and, if appropriate, approving policy changes and strategic initiatives, but it does not administer on a day-to-day basis. The Board reviews audited financial statements of the College and formally approves the annual budget, as well as changes to tuition and housing costs. The rationale for new degree program proposals is reviewed and approved by the Board, as are academic programs considered for discontinuation.

Since 1978, the College has enjoyed stable and sustained leadership with Stephen J. Jerome as President. On December 31, 2016, the Board approved a resolution accepting the resignation of Stephen J. Jerome as President, and appointed Marc M. Jerome to the position as of January 1, 2017. The Board also voted to appoint Stephen J. Jerome as a member of the Board of Trustees, and then as its Chairman. President Marc M. Jerome serves as a member of the Board, *ex-officio*, and cannot chair the governing board.

With the appointment of a new president, a process was instituted for a formal review of the President's performance to be conducted annually. The Board reviewed the President's performance at the conclusion of his first year in office, as well as his vision and goals for the coming year. (To avoid any perceived conflict of interest due to the family relationship, Stephen Jerome recused himself from any deliberations regarding Marc Jerome's performance.) The results of the review were shared in person with the President at an Executive Session of the Board in April 2018, as well as by formal memo. A follow-up was conducted in an Executive Session in September 2018.

Periodically, the Board receives an in-service workshop of best practices from an outside legal consultant who specializes in board relations. The most recent in-services were conducted in 2009, 2013, and 2018.

Effective April 2011, each member of the Board elected to sign annually a conflict-of-interest statement. Previously, this statement had been signed every five years. On occasion, the particular expertise of a Board member may be requested in a capacity that could involve monetary compensation. For example, one member of the Board is a real estate attorney, and his professional assistance was sought regarding real estate transactions. In these instances, Board members must report this information to the Board for its review and recuse themselves from the deliberations.

Periodically, the Board responds to a survey in order to assess its level of engagement and to identify any areas in which changes or improvements should be made. The most recent survey was distributed in July 2018. The response indicated a high level of satisfaction with Board service, as well as with the relationship between both the Board and College administration, and among fellow Board members. One recommendation resulting from the survey was for all Board members to play a greater role in nominating new Board members. Subsequently, at the September 2018 Board meeting, the Chair requested that all recommendations for Board service be forwarded directly to the members of the Nominating Committee rather than initially to the Chair. In addition, the orientation for new Board members was enhanced in response to the survey findings.

Monroe College enjoys the service of a very dedicated and collegial Board of Trustees who are committed to the mission of the institution and fully supportive of the student population it serves.

B.   Chief Executive Officer

Monroe College is led by a president who reports to the Board of Trustees. In 2016-2017, the institution prepared for a major governance transition: the appointment of its fourth president since its founding in 1933. On January 1, 2017, Marc M. Jerome became President of the College, succeeding Stephen J. Jerome, who had held that title since 1978. The transition process also included an external consultant with requisite expertise to provide counsel and guidance to minimize organizational disruption during the transition.

Marc Jerome made a formal presentation to the Board of Trustees on September 15, 2016, highlighting his then 23 years of experience at the College and stressing the following areas at the College on which he would focus: strong outcomes and outside validation; affordability; continuation of the culture and values set forth by Stephen Jerome; development of teams in the approach to leadership; and building the breadth and depth of Board membership.

Marc Jerome has the vision, experience, and credentials necessary to be an effective leader of the College. His prior experience as Executive Vice President prepared him well for the myriad issues facing the institution and the opportunities for it to excel. He is a recognized national leader on higher education policy and a vocal advocate for students' interests on

issues of higher education accountability, including college access and completion, as well as student debt and the impact of public policy measures on low-income and first-generation students. He is a member of the Board of the New York State Association of Proprietary Colleges (APC), was appointed by the Governor of New York to the board of the New York State Higher Education Services Corporation (HESC), and served twice as a member of a U.S. Department of Education negotiated rulemaking committee.

The President has the authority and autonomy to execute plans to further the operation and outcomes of the College. Additionally, the President allocates resources, staffs the organization, and leads the College toward achieving its goals while responding to policy directives from the Board of Trustees.

The President has the assistance of qualified administrators who enable him to discharge his duties effectively. The following individuals constitute his informal Executive Cabinet: Senior Vice President of Institutional Planning, Effectiveness, and Budget (IPEB); Senior Vice President and New Rochelle Campus Dean; Senior Vice President of King Graduate School; Senior Vice President of Student Affairs; Senior Vice President of Academic Affairs and Chief Academic Officer; Vice President and Chief Information Officer; and Executive Director of Public Affairs.

All of these individuals possess a broad knowledge of the operations and mission of the College, and have direct responsibility for the management of specific areas of the institution. All but one have a long tenure (more than 15 years) at the College. The responsibilities of Chief Financial Officer are currently being discharged by the Senior Vice President of IPEB with the assistance of the College's Controller, as the position of CFO was recently vacated. (An active search is in progress for a replacement.) The organization of the College's administration is logical, effective, and known to members of the College community.

C.   **College Administration**

- **College Administration Size, Experience, and Credentials.** All administrative units of the College are of appropriate size, collaborating across campuses to serve students, support the President, and carry out the mission of the College. These units are directed by 134 members of the administration: 14 vice presidents (including associate and assistant vice presidents), 20 deans and assistant deans, and 100 directors, each with a suitable support staff. Individual members of the administration are held accountable for the responsibilities of their respective job descriptions and carry relevant experience and credentials consistent with their functional roles.
- **Performance Evaluation.** The systematic annual evaluation of all staff, including administrative personnel, is detailed in the College's Employee Handbook. Performance assessments of administrative teams and outcomes are referenced in the Institutional Effectiveness Plan. This plan also covers academic outcomes assessment (student learning, course-level, and program-level), Institutional Report Cards (performance against goals) of both the prior year and the current planning period, and institutional effectiveness indicators of functional areas.

Notably, a large representation of the College community gathers each Fall for its annual Strategic Planning Retreat, at which discussion documents and the Annual Databook (outlining effectiveness indicators of the previous year) are distributed. Two follow-up strategic planning assessment days focus on specialized functions (Admissions, Academic schools, Student Services, and Career Services) at which outcomes from the prior year are dissected, and specific plans for improvement and innovation are made.

ORGANIZATIONAL STRUCTURE

The College's organizational structure (see Standard VII.C4 Organizational Structure) was recently revised from a location-based, hierarchical approach to a new model involving the following two types of structures:

- ***Structures for Sustainability.*** Permanent functional structures, each headed by a chief executive, responsible for strategic leadership, assessment, planning, and operations management

- ***Centers for Innovation.*** Teams and structures dedicated to piloting innovation, implementing improvements, and achieving strategic initiatives.

Academic and Student Affairs	Admissions Operations	Institutional Planning and Effectiveness	Operations Management	Technology	Corporate and Community Engagement	Finance
Karenann Carty/ Carol Genese	Michele Mumma	Anthony Allen	David Dimond	Terrence McGowan	Pamela DellaPorta	*To be filled*
• Schools and Programs • Student Services, Retention • First Year Experience • General Education • Academic Technology • Libraries and Academic Support Services • Coordination of College-Wide Governance	• College-wide Admissions Operations • Welcome Center • Admissions Processing and Compliance	• Integrated Strategic Planning • Accreditation • Institutional Research • Registrar • Financial Aid • Institutional Aid • Regulatory Compliance • Assessment • Budgeting	• Facilities and Physical Plant • Real Estate • Public Safety • Student Wellness and Compliance • Residence Life • Transportation • Athletics	• Client Services • Administrative Computing • Data Integrity and Information Security • Network Infrastructure • Help Desk Services • Web Development	• Career Services • Corporate Partnerships • Presidential Partnerships • Professional Development and Training to Institutionalize Responsive Culture	• Finance Operations • Financial Controls • Bursar Operations • Resource Allocation • Benefits Administration • Payroll Management

Figure 7.2 Monroe College Structures for Sustainability

Figure 7.3 Monroe College Centers of Innovation

ENGAGEMENT WITH FACULTY AND STUDENTS

All administrative personnel engage daily with students and faculty. For some, it is one of their job responsibilities. Advisors in Student Services and Career Services, along with faculty and academic support staff, form a dedicated team of student support. Deans and directors draw upon the insights and experiences of their faculty to assess course and program levels, reevaluate syllabi, and propose new curricula.

Similarly, all members of the College community are encouraged to participate in student activities and attend athletic competitions. Many staff members form an active cadre of student mentors and meet regularly with their mentees, both in person and by phone. Students are not required to make appointments to meet with their mentors. To the contrary, mentors work hard to establish a "comfortable enough to drop in unannounced" relationship with their mentees.

Administrators, staff, and faculty also serve as advisors of student clubs; assist with the development of conferences, food and clothing drives; and volunteer at a variety of student activities such as the Summer Slam team-building day for incoming first-year students. The new First Year Experience (FYE) Center is a microcosm of immediate student engagement, providing an environment that is at once supportive, instructional, disarming, and relaxed.

Faculty and staff are afforded multiple opportunities for collegial interaction at school retreats, professional development sessions, strategic planning meetings, self-study working group meetings, curriculum think-tank gatherings, opening-of-semester meetings, holiday celebrations, award ceremonies, and many other occasions. A highlight of the culture of community engagement is the willingness of administrators to contribute as adjunct faculty, tutors, and conferees.

Finally, the entire College comes together each June to celebrate Commencement at a major New York City venue, most recently the iconic Radio City Music Hall.

PERIODIC ASSESSMENT OF GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

Annually, at the conclusion of each planning period, the governance structure is assessed and reviewed for effectiveness and possible revision. This takes place during the annual planning meeting and follow-up break-out sessions. During the most recent planning period, the Student Affairs Council was modified to allow for increased student involvement.

CONCLUSION

The College is governed and administered in a manner that allows it to realize its stated mission and goals, effectively benefitting the institution and its students. Providing a "real world" education in an environment where students can thrive is the College's primary purpose. Its governance structure enables it to do so in a way that ensures the institution remains aligned with its mission while giving the functional areas appropriate autonomy.

Broadly, this standard demonstrates that the College has a clear, organized governance structure with well-articulated roles and responsibilities involving all appropriate groups. A well-qualified chief executive and competent, appropriately credentialed administrators lead with authority and autonomy to meet the mission of the College. Moreover, effective assessment policies are in place to properly guide and shape the experience of each student who graduates from the College.

RECOMMENDATION

The St. Lucia campus, located outside of the continental U.S. and a considerable distance from the New York campuses, presents a challenge for active participation in the governance activities of the College. While faculty in St. Lucia do vote as part of the Faculty of the Whole, and selected administrators do participate in the Academic Affairs council, they do not have representation in the other bodies. They do have a voice through their two liaisons, but active participation by faculty and staff in the formal governance structure of the College is limited.

Therefore, it is recommended that the College formalize a more substantive involvement of the St. Lucia campus in the governance structure of the College.

CONCLUSION

The Monroe College community has emerged from the self-study process with renewed energy and confidence in the future. Throughout the process, comments and suggestions were received from a wide-range of individuals and groups, some of whose voices may not always have been heard as clearly through existing organizational channels. Their input was informative and insightful, resulting in a realistic and meaningful set of recommendations that the College will take very seriously as it moves forward.

During the design phase, the Steering Committee committed to an inclusive, transparent, and self-reflective process – one that would reaffirm our accreditation and result in the following tangible outcomes, all three of which were realized and are documented in this report:

1. A rearticulated and reinvigorated mission, core values, and goals
2. An energized College community engaged in innovation and continuous improvement
3. A new strategic plan and sub-plans for the 2018-2023 period

Additionally, the Steering Committee led the community in discussions surrounding five equally important priorities for the self-study. Gaining consensus on theses priorities was significant because they connected the self-study directly to everyday realities of the College. They also provided an important institutional context for those who were undertaking this important work, and rendered all the efforts relevant to the College community. In the design phase, these priorities were mapped to specific Middle States standards and particular strategic goals. Now, at the conclusion of the self-study, it is fitting reflect on how those priorities were integrated in both the self-study and strategic plan.

Priority #1: Articulate our strengths and document evidence of success in access, affordability, and exceptional outcomes

The College articulated its positive impact on the communities it serves, and focused on how it communicates its strengths. Going forward, it is important that internal and external positioning matches the College's reality as a national leader in higher education access, affordability, and attainment.

Priority #2: Improve data collection, management, and reporting to promote institutional and academic effectiveness

The IPEB office engaged in an assessment of its data management systems and reporting practices to evaluate their effectiveness in supporting College operations and strategic initiatives. This is an ongoing priority; goals relating to this are found in the Technology Plan and the Institutional Effectiveness Plan.

Priority #3: Revamp systems and structures to support college-wide enrollment priorities

The College administration acknowledged that existing organizational structures and admissions systems have not kept pace with emerging needs and priorities. Two main initiatives resulted from this assessment. First, the College engaged the services of a consulting firm to assist in this area. They are working with the College to improve

processes that will have a positive impact on enrollment management. To that end they are recommending changes to systems and workflow, and providing training for admissions and financial aid personnel. Second, the College engaged a new vendor to revamp the website to ensure that it effectively engages new populations and existing constituents served by the College. These two initiatives are in their early stages, and will be concluded in the next academic year.

Priority #4: Strengthen infrastructure, operations, facilities, and resources to reach goals and enhance teaching and learning

The Strategic Planning Committee has made progress over the past three years in revamping the College's approach to planning, assessment, and budgeting. Their goal was to ensure that the College supports its strategic priorities, sustains healthy operations, and allocates resources appropriately. By simultaneously conducting the self-study along with the strategic planning process, the College gained valuable insight into specific areas needing improvement. Budgeting and resource allocation were built into the strategic plan to ensure the College can effectively meet its goals and improve teaching and learning.

Priority #5: Advance the vision and pave a pathway forward for each location and school

Monroe is a comprehensive college with three ground campuses and a growing online presence through Monroe Online. While each of these locations operates according to the College mission, core values, and institutional culture, they also serve specific populations of students with differing educational needs. Through the self-study and strategic planning processes, the College began to articulate a contemporary vision and strategic direction for each location that will be forged over the next five years.

This self-study revealed our institutional strengths and areas in need of improvement. The strategic plan provided a roadmap to capitalize on those strengths and promote institutional improvement. Finally, and most importantly, both documents serve as catalysts for future innovation.

The college community looks forward to welcoming the peer evaluation team in October 2019.

Standard I - Mission and Goals

Name	Title
Michael Altamirano, *Chair* *	Faculty, School of Business/MBA, Member of the Board of Trustees
Anthony Allen*	Senior Vice President, Institutional Planning, Effectiveness, & Budget
Karenann Carty*	Senior Vice President, Academic and Student Affairs/Chief Academic Officer
Frank Costantino	Assistant Vice President/Dean, School of Hospitality Management/CINY
Stacy Crawford	Director and Faculty, Business Programs, New Rochelle Campus
Loris Crawford	Faculty, School of Business and Accounting Pamela
DellaPorta	Vice President, Corporate and Community Engagement
Evan Jerome	Senior Vice President, Strategic Initiatives
Kaneez Naseem	Faculty, Social Sciences Department
Eileen O'Neil	Marketing and Communications Manager
Craig Patrick*	Vice President, Monroe Online
Adam Silverstein	Member, Board of Trustees

Standard II - Ethics and Integrity

Name	Title
Jerry Kostroff, *Chair*	Assistant Vice President, Academic Affairs
Matthew Avgerinos	Assistant Dean, First Year Experience
Collette Brown	Faculty, School of Allied Health Professions/MPH
Patricia Edwards	Faculty, English Department
Carol Genese*	Vice President, Academic and Student Affairs
Kerry McLaughlin*	Director of Human Resources
Luis Melendez	Director of Athletics
Jack Osborn	Member, Board of Trustees
Emerson Phillips*	Dean of Student Services, New Rochelle Campus
Allaire Primiano	Associate Athletic Director, Bronx Campus
Edward Schneiderman*	Assistant Vice President, Institutional Research
Daniel Sharon*	Assistant Vice President, Student Financial Services
Donald Simon*	Assistant Vice President, Governmental Affairs
Abigail Thorpe	Registrar
William Vericker	Faculty, School of Criminal Justice/MS Criminal Justice

*Serves on more than one working group.

Standard III - Design and Delivery of the Student Learning Experience

Name	Title
Jacinth Coultman, *Chair*	Assistant Vice President, Academic Affairs
Sonia Alexander	Dean of Academics/Faculty, St. Lucia Campus
Michael Altamirano*	Faculty, School of Business/MBA, Member of the Board of Trustees
Kameil Bennett	Deputy Registrar
Will Carpenter	Course Developer, Academic Technology and Online Learning
Carol Genese*	Vice President, Academic and Student Affairs
Anne Lillis	Dean, School of Education
Susanne Metscher	Faculty and Clinical Supervisor, School of Education
Pam Randall	Adjunct Faculty, School of Information Technology
Travis Rave	Director and Faculty, English Department, New Rochelle Campus
Mark Sonnenstein	Dean, Admissions & Student Services, King Graduate School, New Rochelle
Vernon Viera	Member, Board of Trustees
Bruce Wigutow	Faculty, English Department

Standard IV - Support of the Student Experience

Name	Title
Alex Canals, *Chair*	Dean, Admissions & Student Services, King Graduate School, Bronx
Edith Banks	Dean, First Year Experience
Christopher Cascio	Dean First Year Experience, New Rochelle/Faculty, English Dept.
Ted Goldstein	Dean, Transfer and Readmit Students
Roberta Greenberg	Former Senior Vice President, Student Services
Lamar Haynes	Vice President, Adult Learner Initiatives
Gersom Lopez	Dean of Admissions, New Rochelle Campus
Craig Patrick*	Vice President, Monroe Online
Emerson Phillips*	Dean of Student Services, New Rochelle Campus
Denene Rodney	Member, Board of Trustees
Jacqueline Ruegger	Executive Director, Public Affairs
St. Clair Thompson	Director, Hospitality Programs, Bronx Campus

Standard V - Educational Effectiveness Assessment

Name	Title
Janice Girardi, *Chair*	Assistant Vice President, Institutional Assessment
Ana Dorogan	Director, Institutional Research
Ahmed Eshra	Dean, School of Business and Accounting
Roberta Harris	Dean, King Graduate School, New Rochelle Campus
Patrice Lewis-Riley	Faculty, School of Allied Health Professions
Allison May	Faculty and Clinical Supervisor, School of Education
Peter Nwakeze	Senior Research Professor, King Graduate School
Edward Schneiderman*	Assistant Vice President, Institutional Research
Nilesh Shah	Dean, School of Information Technology
Geoff Smith	Faculty, Social Sciences Department
Jackie Stuchin-Paprin	Member, Board of Trustees
Peter Ulrich	Director and Faculty, English and Social Sciences Dept., Bronx Campus
Asteria Villegas	Director and Faculty, Information Technology Programs, Bronx Campus

Standard VI - Planning, Resources, and Institutional Improvements

Name	Title
Daniel Sharon, *Chair**	Assistant Vice President, Student Financial Services
Anthony Allen*	Senior Vice President, Institutional Planning, Effectiveness, & Budget
Vincent Comito	Director of Facilities, New Rochelle Campus
Cirino DiBartolo	Budget Director
David Dimond*	Senior Vice President, New Rochelle Campus Dean
Sharon Gellman	Director, Hospitality Programs, New Rochelle
Campus Mark Gibbel	Member, Board of Trustees
Harvey Gilmore	Faculty, School of Business and Accounting
Clemente LaPietra	Executive Director, Office of Loan Management
Terrence McGowan	Associate Vice President, Chief Information Officer
Kerry McLaughlin*	Human Resources Administrator
Alan Mechanic	Director of Facilities, Bronx Campus
Yesenia Ortiz-Dice	Assistant to the Senior Vice President
Augustus Small	Director of Public Safety and Facilities, St. Lucia Campus
Scott Stern	Bursar, Campus Budget Director, New Rochelle
Olesia Tiagi	Controller

August 16, 2019

Standard VII - Governance, Leadership, and Administration

Name	Title
Kathy Murphy, *Chair*	Special Assistant to the President, Liaison to the Board of Trustees
Karenann Carty*	Senior Vice President, Academic and Student Affairs/Chief Academic Officer
Laurie Castaldo	Director, Academic Planning and Assessment
George Chin	Faculty, School of Criminal Justice
Geeta Debisingh	Faculty, School of Hospitality Management
David Dimond*	Senior Vice President, Operations Management
Alex Ephrem	Senior Vice President, King Graduate School
Michael Niedzwiecki	Dean of Admissions, New Rochelle Campus
Donald Simon*	Assistant Vice President, Governmental Affairs
Ameil Sloley	Faculty, School of Business & Accounting, Member, Board of Trustees
Joan Ustin	Member, Board of Trustees

GLOSSARY / ACRONYMS

AACRAO   American Association of Collegiate Registrars and Admissions Offices

ACBSP   Accreditation Council for Business Schools and Programs

ACEN   Accreditation Commission for Education in Nursing

ACF   American Culinary Federation

AICPA   American Institute of Certified Public Accountants

AMS   Assessment Management System

CINY   Culinary Institute of New York

CLIC   Communication, Language, and Information Literacy Committee

CSPC   Curriculum, Standards, Policy, and Compliance Committee

DMS   Diagnostic Medical Sonography

EASE   Enhanced Academic Support in English

EBD   Evidence Based Decision

FYE   First-Year Experience

HR   Human Resources

IA   Institutional Aid

IE   Institutional Effectiveness

ILO   Institution Level Outcome

IPEB   Office of Institutional Planning, Effectiveness, and Budget

IT   Information Technology

KGS   King Graduate School

LETS   Law Enforcement Training Simulator

MTS   Monroe Tracking System

NASFAA   National Association of Student Financial Aid Administrators

NJCAA   National Junior College Athletic Association

OLM   The Office of Loan Management

PLO   Program Learning Outcome

PPP   Presidential Partnership Program

SAH   School of Allied Health Professions

SBA   School of Business and Accounting

SCJ   School of Criminal Justice

SED   School of Education

SHM   School of Hospitality Management

SIT   School of Information Technology

SNU   School of Nursing