

STRATEGIC PLAN 2018–2023

MONROE COLLEGE

BRONX • NEW ROCHELLE • ST. LUCIA • ONLINE



Table of Contents

Executive Summary	4
Vision, Mission, Core Values, and Institutional Integrity	7
Strategic Goals and Objectives (2018–2023)	9
GOAL 1	10
GOAL 2	11
GOAL 3	12
GOAL 4	13
GOAL 5	14
Schools and Programs	15
Campuses and Locations	17
Strategic Planning Process	20
Environmental Scan	22
Challenges & Opportunities	27
Recent College Initiatives	31
Distinctions & Accomplishments	33
Summary of Strategic Planning 2015–2018	34
Sub-Plans	35



Executive Summary

The Monroe College 2018–2023 Strategic Plan outlines the key strategic goals and objectives that will support the College’s mission and drive its innovative work as a national leader in educating urban and international students.

This Strategic Plan reflects Monroe College’s continued evolution as an institution of higher learning focused on aligning its academic programming and institutional resources to best meet the needs of the students and communities it serves.

It also marks the College’s shift to a five-year planning cycle; prior Strategic Plans took a three-year planning approach. The longer time horizon provides directional consistency and clarity, which helps sharpen the College’s focus on its mission and how it allocates and invests resources. That said, the College recognizes the need to monitor and react to changes in the ever-evolving higher education landscape, especially within the regulatory environment. This Plan provides those charged with leading the College forward the agility to do so.

Diverse, Cross-College Committee Engaged in Year-Long Planning Process

A diverse team of faculty and staff from across the College and with a broad array of perspectives and areas of expertise were engaged in the intense, year-long process that led to the delivery of this Strategic Plan. The participants were selected with considerable care to ensure that the planning process was informed by strong insights on the day-to-day realities of College operations.

The efforts of this group were led by the Strategic Planning Steering Committee and coordinated by the Office of Institutional Planning, Effectiveness, and Budget.

The College's Five Strategic Goals for 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

Mission and Core Values Revised to Reflect Today's Monroe College

The 2018–2023 Strategic Plan includes revisions to the College's mission and core values. This work began at a strategic planning retreat hosted in November 2017 where administrators, school deans, program directors, and other representatives from nearly every department on campus were invited into the planning process and given a voice in setting the College's course. Subsequent to the retreat, a series of engagement workshops and community town halls involving faculty, students, staff, and alumni were conducted. This resulted in a consensus on the institution's revised mission statement and enhanced core values, which are now reflected in this Strategic Plan.

Additional Strategic Goal Added to Reflect the Importance of Responsive Culture

Equally important, the College adopted a fifth strategic goal as a consequence of its planning process. In 2017–2018, the College convened an internal working committee to assess how well the institution's key programs, policies, organizational structures, and resources supported its culture and mission. Institutionalizing the College's cultural expectations was deemed of such strategic importance that it was adopted as the third of the College's five strategic goals: "To formally cultivate and institutionalize a responsive culture and structure to more effectively serve students, faculty, and staff."

Key Discussions within the Monroe College 2018–2023 Strategic Plan

The broad themes and discussions contained in this 2018–2023 Strategic Plan are supported by accompanying sub-plans that provide detailed assessments, tactics, baselines, and timelines for key areas of the College's operations.

These six sub-plans are referred to and titled as: Financial Plan, Facilities Master Plan, Technology Plan, Academic Plan, Strategic Enrollment Management Plan, and Institutional Effectiveness Plan. Each of them is fully integrated into the Strategic Plan. Brief summaries of the sub-plans above are provided on page 35 of this document.

The College's Academic Year and Fiscal Year are aligned, starting on September 1 and concluding on August 31 each year. All date sequences in this Strategic Plan align with to the same 12-month cycle, unless noted otherwise.

Vision, Mission, Core Values, and Institutional Integrity



Vision

To be a national leader in educating urban and international students.

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.

Institutional Integrity

Monroe College holds its staff and employees to the highest standards of professional integrity and ethical behavior. The administration is committed to maintaining a vibrant, caring environment where intellectual curiosity, honesty, trust, and respect thrive. Expectations regarding individual and group behavior are introduced during new employee onboarding and reinforced in the Employee Handbook, as well as during various staff events each year.

There are principles of professional ethics and practice that are universally expected of employees throughout the College, chief among them:

- Always act in the best interests of students and their families.
- Understand the mission and core values of the College and reflect them in your work every day.

- Lead by example and mentor others. Help those around you become more effective professionals.
- Be fair, respectful, trustworthy, and reliable at all times, and conduct yourself with professionalism, integrity, and honesty.
- Be transparent and responsive to others' needs, communicating proactively, frequently, and accurately to keep those with whom you work well-informed (including students, colleagues, and external partners).
- Respect others' privacy and maintain the confidentiality of sensitive or privileged information at all times.
- Strive for excellence in all that you do.



Strategic Goals and Objectives (2018–2023)

The Strategic Planning Steering Committee has articulated a set of objectives for each of the five overarching strategic goals. Priorities and timelines were designed with the expectation that these objectives will be achieved by 2023.

GOAL 1

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

This goal flows directly from the last line of the College’s mission — *“Our graduates are prepared for continued scholarship, professional growth, and career advancement”* — and crystallizes the institution’s purpose. Achievement of Goal One involves the efforts of the faculty and a wide range of staff across all Schools and departments. Strategies, baselines, and metrics related to Goal One are fully described in the Academic Plan, which are subordinate to and aligned with this Strategic Plan.

Strategies to achieve Goal One include, but are not limited to, innovative curricula, high-impact practices, effective teaching, and career-related programs and services. The major objectives related to this goal are ongoing endeavors and are itemized below.

- 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.
- 1.2 Expand and diversify the College’s undergraduate programs, student body, faculty, and experiential learning capabilities.
- 1.3 Expand and diversify the King Graduate School’s programs, student body, faculty, and research capabilities.
- 1.4 Assess and strengthen the student experience for adult learners, English language learners, and students studying through Monroe Online.
- 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.
- 1.6 Expand curricular and co-curricular community service projects to contextualize learning.
- 1.7 Expand and diversify internship opportunities aligned with students’ career goals, and ensure a high-quality experience for students and employers.
- 1.8 Integrate career exploration and preparation into curricular and co-curricular experiences.
- 1.9 Improve employment and advanced education outcomes for graduates.
- 1.10 Engage and support alumni by expanding programs that promote lifelong learning and professional development.

GOAL 2

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

This goal stems directly from the following lines of the College’s 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.

Goal Two focuses on providing a successful path to higher education for underserved communities (access), and the College’s work to enhance retention (attainment) and career-readiness (advancing professionally). Institutional aid (affordability) is also addressed in Goal Two. Enrollment services-related departments such as Admissions, Financial Aid, Student Services, and Marketing are primarily responsible for the planning and implementation of activities, programs, and campaigns related to shaping institutional enrollment. Tactics, baselines, and metrics related to Goal Two are fully described in the Strategic Enrollment Management Plan.

The major Goal Two objectives are ongoing endeavors and are itemized below:

- 2.1** Continuously improve student engagement, retention, and graduation outcomes.
- 2.2** Manage enrollment strategically, appropriate to locations, schools, programs, and the employment landscape.
- 2.3** Explore, launch, and nurture strategic enrollment partnerships.
- 2.4** Implement innovative practices that facilitate adult learner enrollment.
- 2.5** Expand program offerings and outcomes for specific communities, e.g., English-language learners, veterans, transfer students, international students, first-generation students, and students with disabilities.
- 2.6** Apply institutional analysis and predictive modeling to support strategic enrollment management college-wide.
- 2.7** Advance enrollment for Spring, intersession, and non-traditional starts throughout the year by leveraging the three-semester academic calendar and multiple delivery formats.
- 2.8** Pursue additional degree programs.
- 2.9** Evaluate the feasibility of additional extension sites.
- 2.10** Expand and diversify club athletics programs on both the New Rochelle and Bronx campuses.

GOAL 3

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

Goal Three was added as an overarching strategic goal in this planning cycle. It reflects the significant impact of the College's strong customer service orientation on outcomes, as well as the work underway to further institutionalize culture-centric expectations. It's important to note that "customer" is interpreted to broadly refer to students, colleagues, and myriad external constituencies.

The new goal connects to both the College's mission and core values, as evidenced below.

- Mission: "We are proud of our outcomes and unique caring environment, especially for first-generation college students, newly arriving immigrants, and international students."
- 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."

Goal Three forms the basis for a Human Resources Plan that prioritizes improvements to the employee onboarding and training process. It also drives the high standards the College sets for all interactions between and among students, faculty, staff, and external partners. Finally, this goal also encompasses any possible changes to the organizational or governance structure at the College. Strategies, baselines, and metrics related to Goal Three are fully described in the Financial Plan and Strategic Enrollment Management Plan, which link to and are aligned with this Strategic Plan.

Responsibility for achieving the objectives outlined below involve the office of Human Resources, senior management, and a broad cross-section of faculty and staff. The major objectives of Goal Three are ongoing endeavors and are outlined below:

- 3.1** Codify the College's values to clearly communicate performance expectations and standards.
- 3.2** Implement hiring, onboarding, and professional development programs for all employees that emphasize the College's mission and core values.
- 3.3**
 - a) Strengthen relationships among and between faculty, staff, and students.
 - b) Make relationships with external groups such as high schools, unions, employers, foreign governments, and community a cornerstone of our culture and strategic enrollment strategy.
- 3.4** Improve the College's organizational structure to better achieve an institution-wide responsive culture and reflect functional areas, campus locations, and opportunities for greater efficiencies.
- 3.5** Improve the College's governance structure to ensure appropriate representation of all constituencies and effective decision-making.
- 3.6** Improve periodic assessment of governance, leadership, and administration.

GOAL 4

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

This goal aligns with the following declarations in the College’s mission statement:

- 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.

Goal Four speaks to all College activities that contribute to strong academic outcomes, as well as recognition and validation from external organizations. Examples include accolades, programmatic accreditations, rankings, awards in academic competitions, and other forms of positive acknowledgment and endorsements. Tactics, baselines, and metrics related to Goal Four are described in the Academic Plan, which is integrated with this Strategic Plan.

Academic administrators and the Office of Institutional Planning, Effectiveness, and Budget are primarily responsible for achieving the Goal Four related objectives, which are outlined below:

- 4.1** Enhance and promote the identity of the College as a leader in higher education access, affordability, and degree attainment.
- 4.2** Engage students in opportunities for research, study abroad, competitions, and conference presentations that will enhance their academic experiences.
- 4.3** Pursue additional program accreditations for validation and engagement in continuous improvement.
- 4.4** Expand and strengthen the honors program at the undergraduate level.
- 4.5** Enhance and expand internal and external faculty development opportunities.
- 4.6** Encourage, support, and articulate faculty contributions to the discipline.
- 4.7** Communicate the achievements and distinctions of the College and its students, faculty, and staff to internal and external audiences.

GOAL 5

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

The efficient and effective allocation of resources is instrumental in supporting the College's mission and core values, as it is for any quality institution of higher education.

The activities of operational and capital budgeting, facilities management, financial management, information technology (IT) planning, and general resource allocation are all related to Goal Five and contribute to the sustainability of the institution. Strategies, baselines, and metrics related to Goal Five are fully described in the Financial Plan, Technology Plan, and Facilities Master Plan.

This goal impacts several key business units at the College that support daily operations. Those charged with responsibility for finance, human resources, strategic planning, budgeting, and technology work closely with the office of the president to achieve the following objectives:

- 5.1 Evaluate and enhance the College's current process of allocating resources (operational and capital) based on institutional priorities.
- 5.2 Continuously assess and improve campus facilities and technology to enhance teaching and learning.
- 5.3 Improve learning environments by evaluating and upgrading classroom settings, as appropriate, to promote innovation and collaboration.
- 5.4 Implement a formal Human Resources Plan that defines staffing levels and strategies for hiring, training, and developing talented faculty and staff.
- 5.5 Assess and improve the effectiveness of institutional aid on new enrollment and retention while improving related budgetary controls.
- 5.6 Align all sub-plans to prioritize budget resource allocation.
- 5.7 Incorporate sustainable practices and programs to make the College community greener and safer.

Schools and Programs

The academic programs offered by the College are organized into seven Schools, each of which is headed by an academic dean. The deans report to the Senior Vice President for Academic Affairs, who also serves as the Chief Academic Officer.

Monroe is accredited by the Middle States Commission on Higher Education and is authorized by the Board of Regents of the University of the State of New York to grant certificates, associate degrees, bachelor's degrees, and master's degrees, as outlined below.

School of Allied Health Professions

- Diagnostic Medical Sonography (Associate degree program)
- Medical Administration (Associate degree program)
- Health Care Administration (Master's degree program)
- Health Services Administration (Bachelor's degree program)
- Medical Assisting (Associate degree program)
- Public Health (Bachelor's and Master's degree programs)

School of Business and Accounting

- Accounting (Associate, Bachelor's, and Master's degree programs)
- Business Administration (Certificate program, Associate and Master's (MBA) degree programs)
- Business Management (Bachelor's degree program)
- General Business (Bachelor's degree program)
- Sports Management (Associate and Bachelor's degree programs)

School of Criminal Justice

- Criminal Justice (Associate, Bachelor's, and Master's degree programs)
- Human Services (Associate and Bachelor's degree programs)

School of Education

- Early Childhood Education (Bachelor's degree program)
- Childhood Urban Education/Special Education (Master's degree program)
- Early Childhood Urban Education/Special Education (Master's degree program)
- Bilingual Education (Certificate extension program)

School of Hospitality Management and the Culinary Institute of New York

- Baking and Pastry (Associate degree program)
- Culinary Arts (Associate degree program)
- Executive Leadership in Hospitality Management (Master's degree program)
- Hospitality Management (Associate and Bachelor's degree programs)

School of Information Technology

- Computer Information Systems (Associate and Bachelor's degree programs)
- Computer Networks and Cybersecurity (Bachelor's degree program)
- Computer Science (Master's degree program)

School of Nursing

- Practical Nursing (Certificate program)
- Nursing (Associate and Bachelor's (RN) degree programs)

King Graduate School

Graduate programs are academically situated in the School appropriate to their discipline as the School Deans are responsible for the curriculum and faculty. Additionally, the graduate student experience is organized within the learning community of the King Graduate School, which has a unifying emphasis on applied research.

- MS, Accounting
- MBA, Business Administration
- MAT, Childhood Urban Education/Special Education
- MAT, Early Childhood Urban Education/Special Education
- MS, Computer Science
- MS, Criminal Justice
- MS, Executive Leadership in Hospitality Management
- MPH, Public Health

Programmatic Accreditations:

The following degree programs have specialized programmatic accreditation:

- School of Business and Accounting: The School earned accreditation from the Accreditation Council for Business Schools and Programs (ACBSP) for certain programs offered on the Bronx and New Rochelle campuses.
- School of Hospitality Management and the Culinary Institute of New York (CINY): The School holds accreditation from the American Culinary Federation (ACF).
- School of Nursing: The School has accreditation for the Practical Nursing Certificate program, Registered Nursing Associate Degree program, and the Bachelor of Science Degree, Nursing major program from the Accreditation Commission for Education in Nursing (ACEN).



Campuses and Locations

Since 1933, Monroe College’s “high touch” approach to delivering a quality education in a warm, personal, and supportive learning environment has served as the bedrock of students’ success – and its own. The College has expanded from one location serving seven students to three campuses and a fully online learning environment that now serves 8,000 students each year. Each setting meets the unique needs of its student body while embracing the mission, culture, and core values that strengthen students, faculty, and staff as one community.



Bronx Campus

2501 Jerome Avenue, Bronx, NY 10468

The Bronx Campus, located in the Fordham section of the borough, is the main campus of the College. Monroe moved to this neighborhood from the West Farms section in 1967. The campus serves over 3,000 commuting students, adult learners, recent high school graduates, and veterans.

The Bronx Campus is located near the intersection of Fordham Road and Jerome Avenue, which is the third-largest shopping area in New York City. It boasts convenient access to public transportation and close proximity to a multitude of learning, cultural, and recreational attractions, government agencies, and medical facilities. The campus has five buildings dedicated to academics and administration, plus an Annex that houses the College's NJCAA Division III Monroe Express athletic program.

The Bronx campus houses discipline specific clinical lab facilities and simulation centers for nursing, allied health, and criminal justice.

The Bronx campus is a 30-minute commute from the New Rochelle campus. Shuttle buses run throughout the day between campuses, permitting students, faculty, and staff to take advantage of programs, facilities, and activities on both campuses.



New Rochelle Campus

434 Main Street, New Rochelle, NY 10801

Established in 1983, the New Rochelle campus is located in downtown New Rochelle, a historic, diverse city situated on the Sound Shore Corridor just north of Manhattan. The campus serves both a residential and commuting population of approximately 3,000 students from more than 90 countries and 30 states. Most first-year students enroll directly from high school and many of the 1,000 international students transfer in with college credits from their home countries.

The campus has nine buildings housing academic and administrative facilities. Over 1,000 residential students live primarily in three residence halls, Allison Hall (2004), Gaddy Hall (2014), and Locust Hall (2018). The campus is home to the Culinary Institute of New York at Monroe College which boasts an acclaimed student-run restaurant, The Dining Lab that opened in 2013. The Monroe Athletic Complex provides a home for the NJCAA Division I Monroe Mustangs.

Just minutes from the New Rochelle Transportation Center, the campus enjoys convenient access to New York City, and Amtrak service to Boston, Philadelphia, and Washington DC.



St. Lucia Campus

Vide Boutielle, Castries, St. Lucia

Established in 2007, the St. Lucia campus offers baccalaureate degrees as well as the MBA and MPH graduate programs. In addition to classrooms for on-site instruction, facilities and technology support the campus's blended learning instructional model. Baccalaureate programs on the St. Lucia campus align with those of the local community college, providing a seamless transition from associate degree programs. The student body of over 250 is mostly comprised of adult professionals from St. Lucia and some of the neighboring Caribbean islands.

In 2018, the College opened the International Hospitality Training Institute in collaboration with the government of St. Lucia as a pathway for local residents to train for entry-level travel and tourism jobs, a key sector of the local economy. Located in the southern town of Vieux Fort, the Training Institute offers certificate programs in high-demand hospitality roles: Bartending, Event Planning and Logistics, Front Office / Guest Services, Food & Beverage Service, and Housekeeping.



Monroe Online

Monroe Online serves a student population of approximately 800 students pursuing degree programs fully online. Similar to campus-based programs, programs offered through Monroe Online are designed to provide students with a competitive edge in the workplace.

Students choose Monroe Online because it is compatible with their professional and personal responsibilities, especially for working professionals. Each student is assigned a dedicated advisor who provides academic guidance and personal support. Tutoring is available 24/7 in all subject areas.

Blackboard Ultra, the College's learning management system, provides an enhanced experience for students including easy access to lecture notes, course resources, videos, simulations, discussion forums, and online chats. Faculty routinely conduct face-to-face sessions via the system's "Collaborate" tool and hold weekly live office hours.

Strategic Planning Process

The Strategic Planning process at Monroe College is a continuous cycle of activities that ensures the College realizes its mission, stays true to its core values, and advances its strategic goals. The process includes goal setting, evidence-based assessment, evaluation of the achievement of objectives in support of the goals, and the promotion of improvement and innovation.

Strategic Planning Steering Committee

The members of the Steering Committee are:

Anthony Allen / Senior Vice President, co-chair

Karenann Carty / Senior Vice President, Academic Affairs, co-chair

Laurie Castaldo / Director, Academic Planning and Assessment

David Dimond / Senior Vice President

Carol Genese / Vice President, Academic Affairs

Janice Girardi / Assistant Vice President, Institutional Assessment

Gersom Lopez / Dean, International Admissions

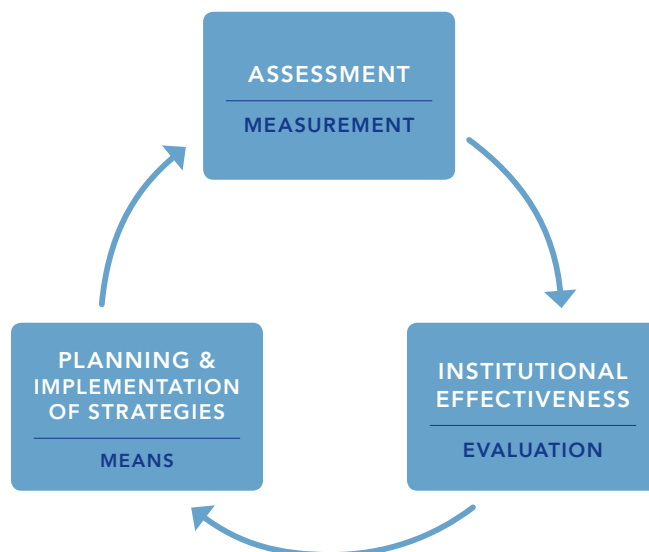
Terrence McGowan / Vice President and Chief Information Officer

Edward Schneiderman / Assistant Vice President, Institutional Research and Reporting

Development of the 2018–2023 Strategic Plan

Key outcomes of the last strategic planning cycle included a complete revision of the College’s planning processes, the integration of budgeting and assessment, a transition from a three-year plan to a five-year plan, and built-in mechanisms for continuous improvement of our processes.

The Strategic Planning Steering Committee developed the current plan for 2018–2023 through an inclusive community-based approach with the following milestones:



Milestones in the Development of the 2018–2023 Strategic Plan

June 2017	College-wide Kick-off Meeting
November 2017	Strategic Planning Retreat – Initial Town Hall on Mission, Core Values, Strategic Goals
January 2018	Opening Faculty Meeting – Reimagining Mission and Core Values
March 2018	Held College-wide Town Halls on Mission, Core Values, and Strategic Goals
April 2018	Circulated draft and obtained feedback on Mission, Core Values, and Strategic Goals
June 2018	Mission, Core Values, and Strategic Goals approved by President’s Cabinet and Board of Trustees
July–August 2018	Drafted objectives in support of each strategic goal and shared with College community
August 2018	Main elements of the Strategic Plan (Mission, Core Values, Strategic Goals, and Objectives) finalized and approved by President’s Cabinet
September 2018	Main elements of the Strategic Plan approved by Board of Trustees
October 2018	Authors of sub-plans established goals and linked to the Strategic Plan
November 2018	Strategic Plan officially launched at Session I of the Strategic Planning Retreat
December 2018	Session II (School Plans) and Session III (Data Analysis and Assessment) of the Strategic Planning Retreat
March 2019	Publish all sub-plans in support of the Strategic Plan

Annual Planning Cycle

As this strategic plan is implemented over the next five years, the Steering Committee will lead the College through an annual integrated process of planning, assessment and budgeting as outlined below:

Annual Planning and Improvement Process

Activity	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Implementation of Current Plans	█	█	█	█	█	█	█	█	█	█	█	█
Assessment of Annual Outcomes	█	█										
Evaluation and Analysis of Institutional Effectiveness		█	█									
Annual Strategic Planning Retreat			█									
Planning for Next Cycle			█	█	█	█	█	█	█			
Budget Submissions									█	█		
Development of Five-Year Enrollment Forecast											█	█
Budget Approvals											█	█
Budget Reforecasts	█						█					



Environmental Scan

The College's decision-making processes and its ability to accomplish its institutional goals are impacted by external challenges. The higher education landscape is ever-changing, and responding effectively to these pressures requires the College administration to be nimble and innovative.

Following is an overview of the external factors that may influence College operations — especially enrollment — including demographic changes, shifting government policies on the state and federal levels, and changes to academic offerings that address current industry needs. By identifying and understanding the consequences of external trends, the College is better positioned to deliver programs and services that are aligned with the changing needs of the communities it serves.

Regulatory, Media, and Political Issues

As a regionally accredited institution of higher education in New York State, Monroe is accountable to the New York State Board of Regents, which oversees the environment in which higher education institutions operate; the New York State Education Department, which registers programs and monitors activities; the Middle States Commission on Higher Education, which accredits the institution; and the U.S. Department of Education, which administers all federal student financial aid and imposes related regulations on institutions disbursing federal aid.

Regulatory

In 2017, the regulatory environment surrounding higher education shifted with the new federal administration. Regulatory measures under development to increase oversight of for-profit colleges were put on hold as additional negotiated rulemaking committees were empaneled. Until the new regulations are finalized, institutions such as Monroe remain subject to those already in effect.

In early 2019, New York State's proprietary sector faced potential new regulatory oversight under the proposed For-Profit College Accountability Act introduced by Governor Andrew Cuomo. The future of the unfunded proposal remains unclear at this time. Monroe leadership is working hard to identify its potential impacts and plan for different scenarios.

Media

Increased consumer activism by those philosophically opposed to for-profit education coupled by sympathetic legislators willing to champion their cause have resulted in a significant uptick in negative media coverage of the sector in such prominent publications as The New York Times. The underlying message is that students are not well served by for-profit institutions because they leave them with unmanageable student debt burdens and low prospects for commanding strong salaries to service their repayment obligations. Such high-profile reporting has had an impact on those who influence and craft public policy, as well as those who counsel potential students on their college choices. The College works diligently in response to inform and engage external stakeholders to increase awareness of its strong student outcomes and differentiate itself from the "bad actors" in the sector.

Political

The political climate has had an impact on international student enrollment in U.S. institutions. Many are opting out of the U.S. market and instead attending college in countries like Canada, Germany, and Australia where there are fewer hurdles to obtaining a student visa and remaining after graduation. Monroe College, the institution of choice for students from more than 90 countries on average each year, is working to strengthen its international admissions initiatives to counter this macro-level trend.

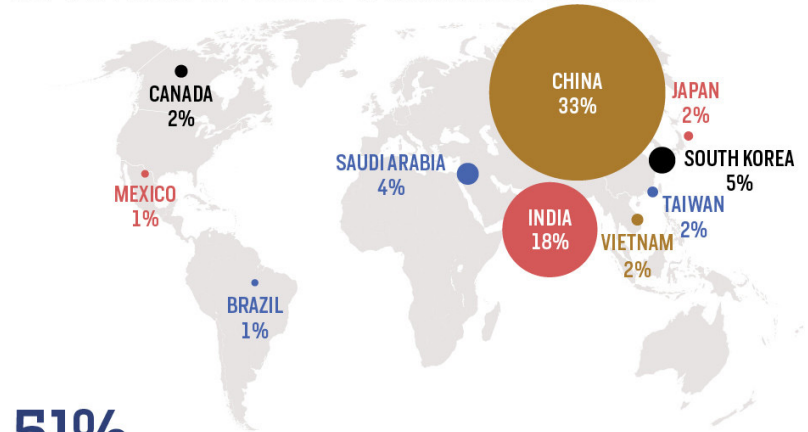
New International Student Enrollment (National), 2012–13 to 2016–17

Student Type	2012–13	2013–14	2014–15	2015–16	2016–17	% Change from 2015–16
Undergraduate	102,069	109,486	112,765	119,262	115,841	-2.9
Graduate	100,129	108,519	121,637	126,516	124,888	-1.3
Non-Degree	48,722	52,123	59,364	54,965	50,107	-8.8
Total	250,920	270,128	293,766	300,743	290,836	-3.3

ENVIRONMENTAL SCAN

China remains a very strong source of international student enrollment, and the College is working diligently to improve recruitment practices there and in the other two top markets – India and South Korea. According to a report by the Institute of International Education, more than half of international students currently hail from those three countries.

TOP TEN PLACES OF ORIGIN OF INTERNATIONAL STUDENTS



51%
of international students come from China and India.

Open Doors is conducted by the Institute of International Education with the support of the Bureau of Educational and Cultural Affairs of the U.S. Department of State. Online at: www.iie.org/opendoors

opendoors®

Population and Demographic Shifts

The College is not immune to the broad population and demographic shifts in the U.S. that continue to create enrollment challenges for colleges and universities across the country. Declining birth rates translate to a smaller pool of high school graduates who could potentially become college applicants. Indeed, the National Center for Education Statistics projects that the number of high school graduates will grow more slowly at 5% from 2012 to 2025. This is down considerably compared to the 22% growth in high school graduates between 2000 and 2012. New York (along with Pennsylvania and Illinois) leads the nation in this downtrend.

High School Graduation Rates in NYC: Top and Bottom Five Community Districts

Rank out of 59	Community District	Neighborhood	Graduated High School on Time, 2014 (%)
Top Five			
1 & 2	Manhattan Districts 1 & 2	Battery Park City, Greenwich Village, & Soho	95.1
3	Queens District 11	Bayside, Douglaston, & Little Neck	92.2
4	Queens District 6	Forest Hills & Rego Park	91.0
5	Staten Island District 3	Tottenville, Great Kills, & Annadale	89.0
Bottom Five			
55	Bronx District 4	Concourse, Highbridge, & Mount Eden	63.4
56 & 57	Bronx Districts 3 & 6	Belmont, Crotona Park East & East Tremont	61.4
58	Brooklyn District 16	Brownsville & Ocean Hill	61.4
59	Bronx District 5	Morris Heights, Fordham South & Mount Hope	60.9

Competition

With the number of local high school graduates continuing to steadily decline, the competition to enroll them has intensified. The College's nearby two- and four-year public colleges continue to be its strongest competitors. Like other public institutions in New York State, these institutions are expected to benefit from the launch of the Excelsior "free college" program introduced by the Governor's office.

Under the Excelsior Scholarship, more than 940,000 middle-class families and individuals (New York State residents) making up to \$125,000 per year have the opportunity to attend college tuition-free at all CUNY (City University of NY) and SUNY (State University of NY) two- and four-year colleges. The new program was rolled out in 2017 and will be phased in over three years.

While Excelsior's impact remains to be seen, new enrollment at CUNY is growing. CUNY reported a 4.0 percent increase in first-year student enrollment in the Fall 2018 semester, which was "a record for the University and a continuation of a five-year upward trend."

Affordability remains a key marketing message among local private and public institutions. The State's public college system has an exclusive advantage in marketing itself to New York City high school seniors as every graduating student fills out a public college application as part of the curriculum. Monroe College has a more individualized, robust high school outreach program to connect with interested students and assist with the application process.

Advertising from out-of-state institutions targeting metro New York City area students via local billboards and digital marketing campaigns has also noticeably increased, including those from institutions as far away as New Hampshire, Massachusetts, and Maine.

While the College has increased its investment in Monroe Online, competition for online students remains intense. Price and program availability are key drivers of enrollment choice.

Technology

Innovations in educational technology – so-called "edtech" – are rapidly transforming the classroom experience – and the way that higher education institutions attract, enroll, retain, educate, and support students. The role of the educator is evolving as well as traditional learning models adapt to the new capabilities and insights that technology-driven applications provide – and the digital experience that today's college students expect.

While edtech entrepreneurship is on the rise, adoption of emerging technologies has been steady but measured. Declining enrollments have put budget pressures on containing institutional costs; IT budgets are not spared that reality. Funding for new IT investments is not easily prioritized. Indeed, a study by EDUCAUSE showed that "... most institutions spend 80 percent of their IT budgets to run existing operations, with another 10 percent earmarked for growth and just 8 percent for innovation and transformation."

New technologies are also creating opportunities – and threats – with respect to data collection, analysis, security, and privacy. Institutions must balance the benefits of data-driven decision-making tools with the pressing need to protect the integrity and privacy of students' personal information.

Changes in Market Demand for Careers

STEM (Science, Technology, Engineering, and Math) programs continue to be a priority at many institutions. These positions are in demand and the supply of career-ready, well-trained graduates has not kept pace.

Healthcare majors are similarly emphasized. Allied health and information technology positions continue to rank among the fastest-growing occupations in the U.S., according to the Bureau of Labor Statistics:

Fastest Growing Relevant Occupations (2016–2026)

Occupation	Growth Rate 2016–2026	2016 Median Pay
Home Health Aides	47%	\$ 23,210
Personal Care Aides	39%	23,100
Physician Assistants	37%	104,860
Software Developers (Applications)	31%	101,790
Physical Therapy Assistants/Aides	29%	25,730
Medical Assistants	29%	32,480
Occupational Therapy Assistants	29%	59,310
Information Security Analysts	28%	95,510
Operations Research Analysts	27%	81,390

Source: Bureau of Labor Statistics



Challenges & Opportunities

For 85 years, the College has realized some of the strongest outcomes in New York State for the student populations it serves. Its accomplishments are the result of a relentless commitment to providing students with the academic, personal, social, and professional resources and support they need to be successful, and to ongoing evaluation and continuous improvement.

Monroe continues to focus on strengthening its resources and positioning to seize opportunities and address challenges, several of which are described on the following pages.



Institutionalizing a Responsive Culture

The College’s “high touch” approach to delivering a quality education in a warm, personal, and supportive learning environment has served as the bedrock of its students’ success — and its own. One of the many reasons students succeed at Monroe is the personalized and focused academic support that is a well-known and highly regarded feature of the Monroe student experience.

In 2016, the College introduced its Presidential Partnership Program, which seeks to improve college access, affordability, and outcomes for students from local New York area high schools (discussed more in depth in the next section). Mentoring is a major component of the program, and staff and faculty chosen to serve as a mentor are carefully selected for their ability to deliver exceptional support and service to students in their assigned cohort. The mentors, in other words, serve as cultural ambassadors for the College, leading by example on “the Monroe Way.”

The promising retention data and early results of the mentoring work led the College to take a closer look at a number of key programs, policies, organizational structures, and resources that drive its culture and support its mission. All areas were examined, from the Welcome Center’s initial contact with interested applicants to Human Resource’s onboarding of new staff and faculty. Several areas for improvement were noted and are in the process of being implemented to better institutionalize cultural expectations.

Cultivating a responsive culture was deemed of such strategic importance that it was added as one of the College’s overarching strategic goals (number three of five, specifically). This work will continue to be one of the College’s top priorities during the planning period.

Managing a Complex Organization Across Diverse Locations

The College continues to work to strengthen its organizational structure to find the right balance of maintaining oversight and control on one side and fostering a culture of innovation and flexibility on the other. College leadership continues to work on ways of improving reporting, collaboration, and innovation among the Bronx, New Rochelle, and St. Lucia campus teams.

As part of this ongoing work, in 2018 the College began introducing the concept of Structures for Sustainability and Centers of Innovation.

Structures for Sustainability

Permanent functional structures ensure that the College operates effectively and efficiently. Each is headed by a chief executive responsible for strategic leadership, assessment, planning, and operations management. The six areas are:

- Academic and Student Affairs
- Enrollment Management
- Financial Affairs
- Institutional Planning and Effectiveness
- Operations Management
- Technology

Centers of Innovation

The College has also implemented the concept of Centers of Innovation to ensure that the institution achieves its strategic initiatives. These are teams devoted to piloting innovations, implementing improvements, and achieving strategic initiatives.

Centers of Innovation are linked to the Strategic Plan, particularly to Goal Two, and related to enrollment management. To make them work effectively, they are assigned a leader, a hand-picked team, and the necessary resources to meet specific goals in a reasonable period of time. Progress is continuously assessed, and outcomes are evaluated at the end of the set timeframe.

There are five such Centers of Innovation:

- Adult Learners
- High School Relationship-Building
- Monroe Online
- English Language Institute
- Alternative Locations

Once the goals are achieved, the College will decide how to proceed organizationally, possibly by absorbing the Center into the existing structures, or casting it as a new structure. The College will create new Centers as appropriate to achieve new strategic goals and support initiatives.



Supporting and Encouraging Innovation

As a leader in educating urban and international students, the College has applied innovative practices to increase college access, affordability, and outcomes for the students it educates. Implementing new career-oriented programs and evaluating their viability and outcomes is a cornerstone of its success.

In 2018, the College introduced three innovations in the delivery of instruction that also supported strategic initiatives:

1. An August Orientation Semester was added to the academic calendar for incoming first-year students that provided recent high school graduates with a bridge to college. Through this program, students were acclimated to the College environment and our learning management system, while earning six credits toward their degree. Student attendance and academic outcomes were excellent, ensuring that students got off to a great start.
2. Three additional start dates were introduced in Monroe Online resulting in an increase in enrollment, particularly in the 7.5 week modules.
3. Monthly modules, coupled with an online class, were introduced in the Spring semester (April-early August) as an option for students who desire additional time off campus in the Spring. The results were promising and Spring enrollment in 2018 was much stronger.

While these types of innovations hold great promise for better student outcomes and achieving strategic objectives, the College must provide the autonomy and resources necessary to improve the pace and effectiveness of innovation.

Attracting, Developing, and Retaining Talent

The ongoing need to identify, recruit, hire, and retain professionals with the ability to deliver on the College's mission and responsive culture expectations is a challenge.

In 2018, the HR function revisited its onboarding process to improve new hire orientation and cultural training, while also assessing its professional learning and development approach for individual and team improvement opportunities.

The College prides itself on the rich diversity of its faculty and staff, which students consistently note as a key strength of the College.

Attracting a qualified, engaging practitioner-based talent pool remains an ongoing concern. The College has struggled to fill a number of open mid-level positions due to a combination of campus geography, ongoing demographic changes, a healthy labor market, and strong demand for student-centric educators.

Evaluating employee benefits, professional development, and staff retention programs to advance the mission and goals of the College while preserving core values and supporting staff hiring and retention goals remains a priority in this planning cycle.

As a measure of responsible College governance, Monroe continues to assess and pursue succession planning needs for key positions. This includes identifying potential successors, providing on-the-job and formal training opportunities to ensure role readiness, and implementing best practices to continuously evaluate and improve performance.

Recent College Initiatives

Following are a number of recent and ongoing College accomplishments and initiatives linked to various goals in the 2018–2023 Strategic Plan.

Presidential Partnership Program

GOAL 2 GOAL 3 GOAL 4

The Presidential Partnership Program is the College's unique initiative launched in 2016 to increase college access, affordability, and completion rates among students in the local New York City area. It does so by providing comprehensive financial, academic, and personal support, and by partnering with high schools to gain knowledge and insights about students to better serve their needs and overcome any barriers to success. There are three core elements to the program:

- 1. Full and partial four-year tuition scholarships** to ensure affordability and access for students at selected high schools in the metro NYC area. In most cases, recipients have a chance to realize their college dreams without having to take on student debt.
- 2. A personal relationship coupled with intensive support services**, including an assigned mentor, for all Presidential Partnership Scholarship recipients provided by a dedicated First-Year Experience (FYE) team before, during, and after their time at Monroe. The FYE team is solely focused on providing the extra support first-year students need to adapt to college life and achieve academic, personal, and social success during their first three semesters. The College is working to have the highest graduation rate in New York State for first-generation students.
- 3. Ongoing dialogue and reporting with the high schools and district superintendents** about the progress of their graduates once enrolled at Monroe to jointly provide the appropriate, personalized support for each student. Participating high schools benefit from the increased insight on the college and career-readiness of their graduates. Many high school principals have requested more substantive data and perspective on their students' success in college.

Dreamers' Initiative

GOAL 2 GOAL 3 GOAL 4

The College introduced its Dreamers' Initiative, a part of the Presidential Partnership Program, in 2017 to help undocumented students pursue their college ambitions. Monroe College believes in the power of education to change lives. In keeping with this value, it reserves a number of full- and partial-tuition scholarships specifically for Dreamers to help them afford an undergraduate education. As part of the Dreamers' Initiative, special mentorship opportunities and other resources are made available to scholarship recipients tailored to their unique concerns and needs. There were 80 students attending the College as part of the Dreamers' Initiative in 2018.

First-Year Experience Program

GOAL 2 GOAL 3 GOAL 4

The First-Year Experience Program at Monroe is a direct outcome of the College's 2016 strategic planning retreat. It is an institutionalized approach to providing first-year students with enhanced and centralized resources, services, and support to help them adjust to college life, navigate through the challenges and opportunities ahead of them, and ultimately stay on the path toward graduation. A formal mentoring program is part of the program, with careful class attendance and performance monitoring in place to improve student persistence. In the Bronx, the program is based in a separate First-Year Experience Center in the main academic and administrative building. In New Rochelle, the program is delivered through the Student Services office to compare the impact of the two different models.

Corporate Partnership Program

GOAL 1 GOAL 3 GOAL 4 GOAL 5

The College’s Corporate Partnership Program seeks to create mutually beneficial connections with local employers related to Monroe’s areas of study. Monroe benefits through the expansion of internship and job opportunities for students, while the industry partners benefit from tuition discounts and training opportunities for their employees. One measure of the program’s impact can be seen in data relating to graduates’ employment in their field of study. In 2015, the percentage was 48%; it improved to 57% and 60% in 2016 and 2017, respectively.

Awards	2015–2016	2016–2017	2017–2018
New Awards to Incoming Students	107	173	173
New Awards to Re-Admits	38	53	40
New Awards to Existing Students	118	173	97
Total New Awards	263	399	310

Jobs	2015–2016	2016–2017	2017–2018
Internship Placements	632	553	594
Career Placements	354	361	238
Total Placements	986	914	832

Partners	2015–2016	2016–2017	2017–2018
Corporate Partners	293	381	403
Total Corporate Partners	293	381	403



Distinctions & Accomplishments

Distinctions



Ranked Top 100 Best Regional University (North)

U.S. News & World Report, 2019

Ranked #50 Best Colleges for Veterans

U.S. News & World Report, 2019

Ranked Top 100 Best Value Schools

U.S. News & World Report, 2019

Ranked Top 50 Best Online Criminal Justice Graduate Programs

U.S. News & World Report, 2019

Ranked Top 140 Best Online MBA Programs

U.S. News & World Report, 2019

Ranked Top 200 Best Online Bachelor's Programs

U.S. News & World Report, 2019

The New York Times

Reported the College is among the top 4% of nearly 2,400 institutions for facilitating graduates' social mobility

Source = Opportunity Insights at Harvard University



Lead all institutions in New York State for Awarding Undergraduate Degrees to Minority Students

NYS Education Department Office of Research and Information Systems, 2015

Accomplishments

New Programs

- MAT in Childhood Urban Education / Special Education (will launch Spring 2019)
- MAT in Early Childhood Urban Education / Special Education (will launch Spring 2019)
- BS in Computer Networks and Cybersecurity (launched Fall 2017)
- AAS in Diagnostic Medical Sonography (launched Fall 2016)
- MS in Computer Science (launched Winter 2016)
- MS in Accounting (launched Winter 2016)



Summary of Strategic Planning 2015–2018

Year	Theme	Key Action Steps and Outcomes
2015	Staking Our Claim as a National Leader in Urban and International Higher Education	<ul style="list-style-type: none"> • Officially launched 2015–2018 Strategic Plan • Overhauled the College’s approach to planning, assessment, and budgeting: Adopted a five-year planning cycle • Established Office of Institutional Planning, Effectiveness, and Budget • Published seven sub-plans to support and advance the Strategic Plan • Piloted the Presidential Partnership and the FYE Mentoring Program
2016	Proactive, Relationship-based Enrollment Management	<ul style="list-style-type: none"> • Launched the Presidential Partnership and FYE Mentoring Program • Reorganized Bronx Student Services: <ul style="list-style-type: none"> • First Year Experience • Office of Transfer and Readmission • Office of Continuing Student Services • Invested in Civitas Learning, a predictive analytics tool to improve retention and student outcomes
2017	Assessing Progress and Forging Ahead with Relationship-based Enrollment Management	<ul style="list-style-type: none"> • Scaled up the Presidential Partnership Program by expanding the roster of high schools and initiating a more sustainable model for relationship building • Realized promising initial outcomes resulting from the reorganization of Student Services • Completed an inclusive community-based process for the Middle States Self-Study • Partially implemented Civitas Learning (<i>defined above</i>) • Designated Monroe Online as a Center of Innovation • Designated Adult Enrollment and Learning as a Center of Innovation
2018	Institutionalizing a More Responsive Culture to Enhance Student and College Outcomes	<ul style="list-style-type: none"> • Developed consensus on defining responsive culture as it relates to students, college employees, prospective students, and strategic partners • Enhanced the orientation process for new employees strongly emphasizing the College’s mission, core values, and responsive culture <p>The College will continue developing culturally responsive practices in achieving equitable educational and employment outcomes.</p>



Sub-Plans

The Monroe College 2018–2023 Strategic Plan is supported by six integrated sub-plans, summarized below. All of the plans provide tactics and metrics related to the goals and objectives in the strategic plan.

Academic Plan

Karenann Carty, Senior Vice President, Academic Affairs

The Academic Plan goes directly to the core of the College’s mission – ensuring high quality programs and promoting student achievement and success. It articulates general strategies for advancing academic initiatives, and detailed objectives in support of the College’s strategic plan. It includes an individual plan for each of the College’s seven schools and objectives for general education, libraries, and academic support services.

Facilities Master Plan

David Dimond, Senior Vice President

The Facilities Master Plan ensures that the College provides the most appropriate facilities for teaching and learning, student advisement, academic support services, residence life, and administration. It outlines the College's underlying planning principles and specific facilities goals and objectives for each campus and school. In addition, it outlines planned capital improvements, the facilities replacement cycle, and the parking inventory.

Financial Plan

Anthony Allen, Senior Vice President

The Financial Plan ensures that the College has the resources necessary to carry out its mission and allocates them responsibly in support of the goals and objectives in the strategic plan. It describes the College's budgeting process, financial modeling, financial controls, enrollment and revenue projections, and capital and institutional aid budgets.

Institutional Effectiveness Plan

Janice Girardi, Assistant Vice President,
Institutional Assessment

The Institutional Effectiveness Plan ensures that all of the components and processes of strategic planning are integrated and working effectively. It provides a roadmap for monitoring, measuring, and evaluating progress toward the College's strategic goals and objectives. It identifies key effectiveness indicators within schools and departments to inform planning. These indicators are categorized into six areas relating to mission-based effectiveness: access, affordability, attainment, outcomes, student support, and student achievement.

Strategic Enrollment Management Plan

Gersom Lopez, Dean, International Admissions

The Strategic Enrollment Management (SEM) Plan provides the foundation for the College's five-year enrollment projections. The SEM Plan supports Goal Two: to shape institutional enrollment by attracting, enrolling, and retaining students with the potential to succeed academically, graduate, and advance professionally. Goals and objectives related to admissions and retention are outlined. It also includes plans for marketing, improving the College's website, expanding programs and locations, and institutional aid programs to support enrollment.

Technology Plan

Terrence McGowan, Vice President and
Chief Information Officer

The Technology Plan demonstrates the College's commitment to sustain and enhance teaching and learning, support the College mission, and increase the effectiveness of institutional operations and services. Additionally, it outlines the allocation, investment, and use of technology resources, especially with respect to academic and administrative computing, software and hardware utilization, cloud-based services, networking and infrastructure, as well as technology-related compliance matters. Goals and objectives related to service delivery, business continuity, enrollment, and retention are also articulated.

MONROE
COLLEGE



MONROE **COLLEGE**

Bronx Campus

2501 Jerome Avenue
Bronx, NY 10468

New Rochelle Campus

434 Main Street
New Rochelle, NY 10801

Saint Lucia Campus

Vide Boutielle Highway
Castries, Saint Lucia

Monroe Online

www.monroecollege.edu