

ACADEMIC PLAN

2018 – 2023

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MONROE COLLEGE

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TABLE OF CONTENTS

Executive Summary	5	
Section One: Introduction	7	
Section Two: Retrospective	8	
Section Three: Strategic Planning Goals	18	
AP-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	18
AP-2	Expand and diversify the College’s undergraduate programs, student body, faculty, and experiential learning capabilities	19
AP-3	Expand and diversify the King Graduate School’s (KGS) programs, student body, faculty, and research capabilities	20
AP-4a	Assess and strengthen the student experience delivered through Monroe Online	21
AP-4b	Assess and strengthen the student experience for adult learners	22
AP-4c	Assess and strengthen the student experience for English language learners	24
AP-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	25
AP-6	Expand curricular and co-curricular community service projects to contextualize learning	27
AP-7	Expand and diversify internship opportunities aligned with students’ career goals, and ensure a high-quality experience for students and employers	28
AP-8	Integrate career exploration and preparation into curricular and co-curricular experiences	32
AP-9	Improve employment and advanced education outcomes for graduates	35
AP-10	Engage and support alumni by expanding programs that promote lifelong learning and professional development	36
AP-11	Codify the College’s values to clearly communicate performance expectations and standards	38
AP-12	Implement hiring, onboarding, and professional development programs that reflect the College’s responsive culture, mission, and core values	38
AP-13a	Strengthen relationships with faculty, staff, and students	40
AP-13b	Strengthen relationships with external community groups and organizations	42

AP-14	Enhance and promote the identity of the College as a leader in higher education access, affordability, and degree attainment	44
AP-15	Engage students in opportunities for research, study abroad, competitions, and conference presentations that will enhance their academic experiences	46
AP-16	Pursue additional program accreditations for validation and engagement in continuous improvement	48
AP-17	Expand and strengthen the honors program at the undergraduate level	49
AP-18	Enhance and expand internal and external faculty development development opportunities	50
AP-19	Encourage, support, and articulate faculty contributions to the discipline	52
Section Four: Conclusion		53

TABLES

Table 1.	Academic Plan Goals linked to Strategic Plan Goals	5
Table 2.	New Academic Programs Launched in the Prior Planning Period	11
Table 3.	Module Delivery Formats	17
Table 4.	Fall 2018 Experiential Learning by School	19
Table 5.	Monroe Online – New Undergraduate Student Enrollment	21
Table 6.	Monroe Online – New Graduate Student Enrollment	21
Table 7.	Adult Learner New Fall Enrollment	22
Table 8.	Degree Completer Programs for Adult Learners 2018–2023	23
Table 9.	Faculty Survey Responses to Academic Support Services	26
Table 10.	Internship / Employer Satisfaction	29
Table 11.	Internship / Student Satisfaction	29
Table 12.	Internship Site Visit – Sample Commentary, 2016–2019	30
Table 13.	Practicum Courses, by School and Program	33
Table 14.	Outcome Rates by School, Class of 2017	35
Table 15.	Monroe Bachelor’s Degree Graduates Enrolled in Master’s Programs 2016–2017 to 2018–2019	36
Table 16.	Continuing Education Offered through Alumni Relations	37
Table 17a.	Six-Year Outcomes, 2011 Black and Hispanic Cohort by Race and Ethnicity	45

Table 17b.	Six-Year Outcomes, 2011 Black and Hispanic Cohort by Starting Institution Type	45
Table 18.	Opportunities for Research, Study Abroad, Competition, and Conference Participation	47
Table 19.	Honors Program Total Enrollment by Campus	49
Table 20.	Student Presentations at National and Regional Honors Conferences	50

FIGURES

Figure 1.	Daily Traffic Report, Student Success Center	25
Figure 2.	Student Satisfaction with Library Services	26
Figure 3.	Faculty Satisfaction with Administration and Support, 2016–2017	40
Figure 4.	Faculty Satisfaction with Administration and Support, 2017–2018	41
Figure 5.	Student Course Evaluation Responses to Question 6, “Would you recommend your professor to another student?”	41

APPENDICES

Appendix A.	2015-2018 Academic Goals, Objectives, and Outcomes	54
Appendix B.	Think Tank Proposed Programs Timeline	61
Appendix C.	General Education Competency Rubrics	63
Appendix D.	Prior Learning Course Offerings	80
Appendix E.	Internship Site Visit Reports	81
Appendix F.	Faculty Development Calendar 2018-2019	96
Appendix G.	Integration Maps	97

SUPPLEMENTS: STRATEGIC SCHOOL PLANS 2018-2023

School of Allied Health Professions 2018-2023	SAH-1
School of Business and Accounting 2018-2023	SBA-1
School of Criminal Justice 2018-2023	SCJ-1
School of Education 2018-2023	SED-1
School of Hospitality Management 2018-2023	SHM-1
School of Information Technology 2018-2023	SIT-1
School of Nursing 2018-2023	SNU-1

EXECUTIVE SUMMARY

The 2018–2023 Academic Plan outlines the strategic goals, initiatives, and priorities of the Academic Affairs area of the College, which includes nearly 40 academic programs at the certificate, associate, bachelor’s, and master’s levels. The College is organized into seven schools, each headed by a school dean:

- School of Allied Health Professions (SAH)
- School of Business and Accounting (SBA)
- School of Criminal Justice (SCJ)
- School of Education (SED)
- School of Hospitality Management (SHM)
- School of Information Technology (SIT)
- School of Nursing (SNU)

In addition to the plans for each school, the Academic Plan includes initiatives and priorities related to the General Education curriculum, academic support services, and the libraries.

Academic strategic goals for this planning period are directed principally by Goals 1, 3, and 4 of the College’s 2018–2023 Strategic Plan, as follows:

Table 1. Academic Plan Goals linked to Strategic Plan Goals

Academic Plan Goal #	Description	Linked to Strategic Plan Sub-Goal #
<i>Strategic Goal 1: Ensure graduates possess the competencies for successful careers, advanced education, and lifelong learning</i>		
AP-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	1.1
AP-2	Expand and diversify the College’s undergraduate programs, student body, faculty, and experiential learning capabilities	1.2
AP-3	Expand and diversify the King Graduate School’s (KGS) programs, student body, faculty, and research capabilities	1.3
AP-4	a) Assess and strengthen the student experience delivered through Monroe Online b) Assess and strengthen the student experience for adult learners c) Assess and strengthen the student experience for English language learners	1.4
AP-5	Measure and improve the effectiveness of academic support services (e.g., labs, learning support centers, libraries, academic support	1.5

Academic Plan Goal #	Description	Linked to Strategic Plan Sub-Goal #
	classes, adaptive software, and research centers) in preparing students for academic success	
AP-6	Expand curricular and co-curricular community service projects as part of curricula to contextualize learning	1.6
AP-7	Expand and diversify internship opportunities aligned with students' career goals, and ensure a high-quality experience for students and employers	1.7
AP-8	Integrate career exploration and preparation into curricular and co-curricular experiences	1.8
AP-9	Improve employment and advanced education outcomes for graduates	1.9
AP-10	Expand and diversify club athletics programs on both the New Rochelle and Bronx campuses	1.10
<i>Strategic Goal 3: To formally cultivate and institutionalize a responsive culture and structure to more effectively serve students, faculty, and staff</i>		
AP-11	Codify the College's values to clearly communicate performance expectations and standards	3.1
AP-12	Implement hiring, onboarding, and professional development programs for all employees that emphasize the College's mission and core values	3.2
AP-13	a) Strengthen relationships with faculty, staff, and students b) Strengthen relationships with external community groups and organizations	3.3a, 3.3b
<i>Strategic Goal 4. To validate program quality and learning outcomes through rigorous self-assessment and enhanced external institutional and programmatic recognition</i>		
AP-14	Enhance and promote the identity of the College as a leader in higher education access, affordability, and degree attainment	4.1
AP-15	Engage students in opportunities for research, study abroad, competitions, and conference presentations that will enhance their academic experiences	4.2
AP-16	Pursue additional program accreditations for validation and engagement in continuous improvement	4.3
AP-17	Expand and strengthen the honors program at the undergraduate level	4.4
AP-18	Enhance and expand internal and external faculty development opportunities	4.5
AP-19	Encourage, support, and articulate faculty contributions to the discipline	4.6

SECTION ONE: INTRODUCTION

The Academic Plan begins with a retrospective and assessment of achievements, progress, and goals not yet attained, which form the basis of our goals and priorities moving forward. The strategic planning portion of the plan is informed by the seven individual school plans, which are included as supplemental documents. The guiding authority for the Academic Plan is the institution's Strategic Plan – its vision, mission, and core values.

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.

SECTION TWO: RETROSPECTIVE

The 2015–2018 Academic Plan provided detailed objectives, baselines, and targets to support a set of broad goals.¹ An analysis of major academic achievements was conducted at the close of the planning period, a summary of which appears as Appendix A, *2015–2018 Academic Goals, Objectives, and Outcomes*. What follows is a retrospective of highlights achieved under each of these three umbrella activities:

1. Enhanced Schools of Distinction
 - a. Strengthened each school’s identity
 - b. Promoted Faculties of Distinction
 - c. Increased inventory of program offerings
2. Strengthened Academic Administration
 - a. Reorganized academic leadership management
 - b. Built a culture of academic assessment
 - c. Developed special inter-office programs
3. Improved Teaching and Learning
 - a. Implemented new academic technology
 - b. Established General Education projected learning outcomes
 - c. Introduced new instructional delivery formats

1. Enhanced Schools of Distinction

- a. Strengthened each school’s identity. The Schools of Distinction initiative provided both a vision and a framework for evaluating the health of the schools, while serving to strengthen each school’s identity. A School of Distinction has three defining characteristics: an aspirational aspect or hallmark, a link to our communities, and objective outcomes. These characteristics were met by the schools with a variety of defining achievements over the past three years.
 - *School of Allied Health Professions (SAH)*: Diversified clinical programs with the launch of the AAS in Diagnostic Medical Sonography (DMS), in which enrollment grew four fold in less than two years. The school also diversified and strengthened the Master of Public Health program to include concentrations in Health Administration and Leadership, Community Health, and Biostatistics and

¹ A number of plans in the 2015–2018 planning period addressed academics: the Academic Plan, the Academic Outcomes Assessment Plan, the Institutional Effectiveness Plan, and seven standalone school plans. For the new planning period, 2018–2023, the school plans (containing specific program level outcomes) have been subsumed into the Academic Plan, while overall academic assessment is now incorporated in the Institutional Effectiveness Plan. Thus, 10 plans have been reduced to two.

Epidemiology; and launched a new graduate program, the MS in Healthcare Administration. Furthermore, students, faculty, and staff participated in medical missions to Jamaica, the Dominican Republic, and Appalachia.

- *School of Business and Accounting (SBA)*: Successfully completed two Quality Assurance reports (2016 and 2018) and earned “Best Practices” distinction from its accreditor, Accreditation Council for Business Schools and Programs (ACBSP). The school successfully launched two undergraduate Sports Management programs (AAS and BBA). It raised its public profile by participating and winning competitions such as the NABA Deloitte Case competition; increased the number of MS Accounting students who sit for and pass the CPA exam; and supported the highly successful Club for Entrepreneurial Opportunities (CEO), initiating the club’s annual Business and Innovation Summit.
- *School of Criminal Justice (SCJ)*: Created the PASS program (Police Academy ScholarS) providing students with the skills necessary for successful entry into the New York Police Academy. The school integrated a Law Enforcement Training Simulator (LETS) into its curriculum on the Bronx campus, putting students in simulated, vulnerable domestic or street encounters, and opened LETS to the community at large for training purposes. It has also partnered with St. John’s University R.H. Brown Law Prep Program, to which two Monroe graduates earned law scholarships; partnered with New York State Senator Jamaal Bailey’s office for a series of discussion panels on policing and community engagement; and presented a series of events honoring high-ranking members of law enforcement and the courts during Black History Month.
- *School of Education (SED)*: Graduates demonstrated outstanding pass rates (87% to 100%) on the edTPA². More than 90% of Education graduates are working in the teaching field. The school was awarded the Teacher Opportunity Corps II Grant providing 50 education students each year with tuition, books, and fees. It was awarded the Champion for Children Award by the Child Care Council of Westchester for its commitment to new teacher training, and received approval for three new programs that include the first two master’s degrees in the school, the MATs in Childhood and Early Childhood Urban Education/Special Education, and the Bilingual Extension Certificate.
- *School of Hospitality Management (SHM)*: Rebranded the school’s culinary arts program as The Culinary Institute of New York (CINY) at Monroe College, receiving immediate industry recognition, and saw the growth of CINY student-run food service operations (Pastry Kiosk and Dining Lab) with critical acclaim in national newspapers. The school earned a reputation as a premiere culinary

² edTPA (formerly the Teacher Performance Assessment) is a performance-based, subject-specific assessment and support system used by more than 600 teacher preparation programs in 40 states to emphasize, measure, and support the skills and knowledge that all teachers need from day one in the classroom. <http://edtpa.aacte.org/fac>

competition program, winning regional and national championships annually, and dominated the Caribbean Tourism Organization's competitions among hospitality schools in the U.S. and the Caribbean. Students earned dozens of academic scholarships from the American Culinary Federation (ACF), the Council on Hotel, Restaurant, and Institutional Education (CHRIE), the American Academy of Chefs, and other organizations.

- *School of Information Technology (SIT)*: Introduced a Salesforce Boot Camp in collaboration with PepUp Tech, a non-profit organization founded by Monroe alumna Selina Suarez, to boost under-represented populations in the tech industry; participation leads to certifications, internships, and high-salaried placements. The school also hosted a Tech Challenge in cybersecurity, app development, web design, and robotics for New York City high school students; partnered with COMODO, a startup cybersecurity company, leading to internships and job placements; and launched two new programs, the MS in Computer Science and the BS in Computer Networks and Cybersecurity.
- *School of Nursing (SNU)*: Earned accreditation in December 2016 from the Accreditation Commission for Education in Nursing (ACEN) for the Practical Nurse Certificate program, and received subsequent accreditation from ACEN in August 2018 for the AAS Nursing and the BS Nursing programs. Student NCLEX pass rates continue to score well above the national mean³. A team of nursing faculty and students participated in medical missions to Haiti and West Virginia.

- b. Promoted Faculties of Distinction. Within the framework of Schools of Distinction, our Faculties of Distinction initiative resulted in better onboarding and orientation programs, an annual Faculty of Distinction award, regularly scheduled professional development programs, a faculty coaching program (piloted in 2018, to be launched in 2019), and a faculty guidebook. The guidebook, called *Building Faculties of Distinction: A Guide to Faculty Development*, was designed to support the development of both new and seasoned faculty. It expresses our philosophy of faculty development, holds relevant documents, delineates instructional goals and core values, and describes orientation and onboarding. The guide also provides the components of the annual evaluation process with instructions descriptions as needed.

In an effort to encourage faculty to make contributions to their discipline, the College has promoted faculty research endeavors toward the development of academic papers, publications, and presentations.

³ Based on 2017 results, the National Council of State Boards of Nursing (NCSBN) reports that the total pass rate percentage of first time test candidates in the U.S. was 87.1%. Monroe College's nursing students achieved 92.9%.

- c. Increased inventory of program offerings. Expanded programming in the schools, mentioned briefly above, was initiated in the Think Tank, which has become an effective vehicle for research and development of new programs, as well as a means for assessing the effectiveness of new programs. Successfully launched programs from 2015 through 2018 are listed below. (Programs that are in the Think Tank pipeline through 2023 appear in Appendix B.)

Table 2. New Academic Programs Launched in the Prior Planning Period

School and Program	Launched
Allied Health Professions (SAH)	
AAS Diagnostic Medical Sonography	Fall 2016
Business and Accounting (SBA)	
AAS/BBA Sports Management	Fall 2016
MS Accounting	Winter 2016
Criminal Justice (SCJ)	
AS/BS Human Services	Fall 2016
Information Technology (SIT)	
MS Computer Science	Spring 2016
BS Computer Networks & Cybersecurity	Fall 2017
General Education	
Minor in Psychology	Spring 2016

On the positive side, the prior planning period resulted in a much wider range of program offerings at the College, which diversified and strengthen several of our schools. However, in many cases, the programs did not result in the expected increase in college-wide enrollment. This is identified as an area of improvement going forward.

2. Strengthened Academic Administration

The administrative structure in Academic Affairs has been strengthened over the prior planning period resulting in stronger operations surrounding scheduling, logistics, processes, and academic outcomes assessment.

- a. Restructured administrative leadership and management. As detailed in the earlier Academic Plan, academic leadership and management were restructured to continuously improve teaching and learning, to ensure a respect of the College's history

as a teaching institution, and to reaffirm our culture of personalized, student-centered, career-oriented education. Today's academic leadership is comprised of the following:

- *Senior Vice President of Academic Affairs* – Chief Academic Officer of the College
- *Vice President of Academic Affairs* – Oversight of Academics on the New Rochelle Campus and shares in college-wide academic leadership
- *Assistant Vice President of Academic Affairs* – Academic Administration, Registration, and Operations
- *Assistant Vice President of Academic Affairs* – Academic Technology, General Education, and Academic Support Services
- *School Deans* – Strategic leadership and operations management of each school
- *Assistant Vice President for Institutional Assessment* – Positioned in the office of Institutional Planning, Effectiveness, and Budget (IPEB) and responsible for academic assessment college-wide

- b. Built a culture of academic assessment, continuous improvement, and innovation. Over the past several years, the College's academic outcomes assessment process has been successfully ingrained into the culture of all academic programming. The foundational processes – objective development, curriculum mapping, assessment of academic artifacts, evaluation of results, and development and implementation of improvement plans – are key for educational effectiveness assessment and provide a sound basis for development and assessment of our academic curricula across programs. Semesterly "Assessment Day" activities were established early in 2018 to bring the deans, directors, and selected faculty together for tutorials and information sharing on the establishment of projected learning outcomes across the seven schools and general education.
- c. Continued to strengthen inter-departmental collaborations. The development of special programming with other offices reflects the College's mission with a natural progression toward student success. As challenges arise, Academic Affairs often takes the lead in creating new ways of assessing and delivering services to the student body.
- *Student Services.* As Academic Affairs' traditional partner in securing the well-being and success of its students, the two offices came together to meet the challenge of retaining high-school graduates throughout their first year at Monroe College. In doing so, they developed a special First Year Experience (FYE) center in 2017, and followed it up with two other constituent offices: the Office of Continuing Students (OCS) and the Office of Transfer and Readmission (OTR). Academic advisement and support services activities also extend to the

King Graduate School as well as the Office of International Student Services on the New Rochelle campus.

A key element of the FYE initiative has been the Mentorship Program. Each FYE student is directed to a staff or faculty mentor who provides an overlay of support above that which is offered by the student services advisor. These mentors are typically assigned by high school cohort (a point of commonality) and again relate to the first year of study.

- *Admissions.* In an effort to engage students prior to the start of the Fall semester, Academics collaborated with Admissions to start running an orientation semester for incoming first-year students in August of 2018, during which students took six credits over three weeks, attending class five days per week. This is similar to a special summer session that has been offered for several years to student athletes prior to the start of their Fall semester.
- *Bookstore.* Recognizing the rising cost of textbooks, Academic Affairs met with the Monroe Bookstore (run by Barnes & Noble) and developed a “book bundling” program whereby a student’s textbooks for the semester would be bundled into packages and offered to incoming first year-students at a reasonable price. Additionally, in 2017, the Monroe Bookstore agreed to match all online pricing for textbooks.
- *Career Services.* Academic Affairs’ robust partnership with the Office of Career Services resulted in tangible improvements to the College’s internship program as well as its graduate outcomes. An Internship Review Panel was established in 2016 to ensure the quality of the overall internship experience for employers, faculty, and students. In addition to reviewing the quantity and appropriateness of internships for each program, the panel evaluates placements to ensure quality of the student experience. Initiated by Academic Affairs and Career Services, the panel also recruits Student Services advisors, school deans, and program directors, as appropriate. Improvements from 2015 to 2018 are reflected in a 22% increase in overall placements.

Career Services has taken the lead in the development of corporate partnerships – more than 400 to date. Benefits for the corporate partner include student interns, new full-time employees, and discounted tuition for their employees. Depending on their interests, corporate partners can participate in one, two, or all three features of the partnership.

Finally, the Office of Career Services contributes greatly to academic outcomes assessment by producing its annual *Undergraduate and Graduate Outcomes*

Report, a compendium of annual outcomes by graduation year (by school and program) that includes placements (in-field vs. out-of-field) and salaries, graduates pursuing continuing education, and those who are unemployed and seeking employment.

- *Institutional Planning, Effectiveness, and Budget.* Academic Affairs's partnership grew naturally with the establishment of a new office for Institutional Planning, Effectiveness, and Budget (IPEB), which opened in 2016. Among its many responsibilities, IPEB is committed to ongoing evaluation of both academic outcomes assessment and institutional effectiveness. Academic Affairs has grown to rely heavily on this office for a variety of institutional research data as well as College and programmatic accreditation activities and reporting. IPEB is in the process of developing an annual Academic Metrics publication that will be a central repository of data to be used in assessment activities.

3. Improved Teaching and Learning

Innovations in (a) academic technology, (b) general education, and (c) new instructional delivery formats were rolled out during the 2015–2018 planning period and resulted in significant improvements of the teaching and learning environment.

- a. Implemented new academic technology. Academic Affairs instituted new technologies across the curriculum, among them:
 - *Adaptive Software.* Several years ago, based on significant research, the College started to utilize adaptive software products that are geared for remedial and college-level coursework. These tools enable remedial students to work at their own speed, avoiding frustration for those moving at a different pace than the rest of the class.
 - *Academic Technology Training.* These days, training provided by Academic Technology is often conducted via Blackboard's Collaborate Ultra to ensure that Monroe Online and St. Lucia students and faculty can actively participate.
 - *Master Shells.* During the 2015–2018 planning period, the College scaled up its use of master shells to manage content and maintain course quality and integrity of all courses across the curriculum.
- b. Established General Education institution-wide outcomes. The Communications, Language, and Information Literacy Committee (CLIC) grew out of Academic Affairs, and is responsible for updating General Education courses/curricula and student academic support services to more effectively meet the needs of the College's evolving student population. The committee's work through 2016–2018 established institutional learning outcomes (ILOs) in General Education as follows:

- 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, quantitatively, technologically, and in writing 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.

In order to achieve these ILOs, the committee prepared rubrics for competencies in General Education, adapted from the AAC&U Value Rubrics⁴ (see Appendix C), and initiated the following curriculum and academic support improvements:

- *English and Communication.* Identified four areas in need of strengthening: course content design, student vocabulary, student writing skills, and student research skills. Steps have been taken in the schools to strengthen these areas throughout the curricula.
- *Mathematics.* The committee recommended piloting and implementing adaptive learning software and the development of an adjunct handbook for new hires. Also, two new courses paved the way toward a minor in Mathematics.
- *Social Sciences.* Developed new textbooks and materials in order to reduce costs and provide user-friendly texts and materials. Based on student demand, the first General Education minor was offered in Psychology, and has proved to be the most popular minor at the College.
- *Library.* Improved the effectiveness of library support services to include technical, quantitative, analytical, and written/oral communication skills. LibGuides assist students in writing and research through expanded electronic resources. An online library FAQ and databases are available 24/7. Students may also receive online instruction on how to find and access e-Books from the MoeCat Catalog, the proper use of APA formatting, and other useful tutorials.
- *Graduate Research Center.* Expanded and diversified library and research capabilities for graduate students. An onsite research librarian and two writing specialists, plus selected faculty, assist graduate students to conceptualize their

⁴ Association of American Colleges & Universities (AAC&U) <https://www.aacu.org/value-rubrics>

research and data analysis for thesis preparation and presentation. Similar support is available on the New Rochelle campus.

- *Academic Support Services*. Although wide-ranging support is available, assessing the outcomes of these centers has been problematic. Surveys of student utilization are quantifiable, but the quality of the services has been difficult to measure. Students who use the services tend to be our better students, or they take advantage of more than one service at a time. According to the U.S. Department of Education, this seems to be a universal challenge⁵ and one that the College will endeavor to remedy in the coming planning period.
- c. Remediation. Monroe College has a decades-long track record of effective remediation characterized by co-requisite enrollment in the major course of study, double the time in the classroom for the lowest levels of remediation, early intervention mechanisms, and intensive academic support outside the classroom. Recent innovations include short-term, intensive, tuition-free remedial academies in English and math that have proved effective for students testing into credit-bearing classes. These academies allow students to begin their college career without enrolling in long-term traditional remedial courses.
- d. Introduced new instructional delivery formats. For several years, the College has offered three different modalities of instruction in a traditional 15-week semester:
- Fully onsite
 - Fully online (called Monroe Online)
 - Hybrid of both onsite and online

New delivery formats called *modules* were rolled out from 2015 to 2018. These modules were designed for shorter, more intensive courses, and have become very attractive to a newly enrolled population. They are:

⁵ According to the U.S. Department of Education, one limitation of the evaluation of Student Support Services (SSS) is “the potential selection bias of participants who received more services. Models that measure supplemental services regardless of whether they were offered by the SSS project or were offered by some other service provider on campus are associated with positive and statistically significant effects on all outcome[s].” The report continues: “A major limitation of this analysis is that it does not account for the level of service received by SSS participants.” <https://www2.ed.gov/rschstat/eval/highered/student-support/final-report.pdf>

Table 3. Module Delivery Formats

Type	Description/Length of Time	Availability
Half-semester Module	7½ weeks	Online
Monthly Module	1 month in May, June, or July	Onsite
August Orientation Semester	3 weeks in August (a high school bridge program)	Onsite

SECTION THREE: STRATEGIC PLANNING GOALS

The seven school plans that appear at the back of this document detail each school's methods of approaching goals and sub-goals of the Academic Plan. Following are approaches that will be taken by the Office of Academic Affairs.

AP-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

Link to SP Goal
1.1

Baseline

Changes in academic assessment, 2015–2018:

- The Communications, Language, and Information Literacy Committee (CLIC) established institutional learning outcomes (ILOs) in General Education
- Appointed AVP of Institutional Assessment in IPEB
- Acquired an Assessment Management System (Taskstream) for data collection, assessment plan development, data evaluation, and reporting
- Incorporated Academic Learning Outcomes into Academic School Plans
- Incorporated Academic Outcomes Assessment into the Institutional Effectiveness Plan
- Created an IPEB webpage to house key data and outcome results

Objectives

1. Utilizing newly adopted Institutional Learning Outcomes (ILOs), evaluate the effectiveness of General Education curriculum across all majors, at all levels
2. Building on the pilot initiated in 2016–2017, implement a sound assessment method for measuring writing competencies at the associate, bachelor's, and master's levels
3. Evaluate the effectiveness of new courses EN-121 *Analytical Thinking, Writing, and Research* and KG-601 *Graduate Research and Critical Analysis* on the research skills of students
4. Initiate curriculum and assessment to evaluate and improve students' critical reading skills
5. Continue to evaluate and improve remediation in English and mathematics
6. Revamp IT-118 *Integrated Business Applications*, IT-115 *Electronic Spreadsheet*, and IT-100 *Introduction to Information Technology* to improve relevance and student engagement

AP-2

Expand and diversify the College’s undergraduate programs, student body, faculty, and experiential learning capabilities

Link to SP Goal 1.2

Baseline

Fall 2018 data:

- 28 undergraduate programs
- 6,012 undergraduate enrollment
- 298 undergraduate faculty (80 full-time, 218 part-time)

Table 4. Fall 2018 Experiential Learning by School

Program/School of	High-Impact, Curriculum-Based Practices
Allied Health Professions (SAH)	SonoSim (Diagnostic Medical Sonography Simulation software) SimChart (simulation software for electronic health records); ARCGIS (simulation with geographic information for disease outbreaks)
Business & Accounting (SBA)	GloBus (global business competition simulator)
Criminal Justice (SCJ)	Law Enforcement Training Simulator (LETS)
Hospitality Management (SHM)	Student-run service operations The Dining Lab and The Pastry Kiosk; Study Abroad program
Information Technology (SIT)	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 (SNU)	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

Objectives

1. Add 12–15 new undergraduate programs by 2023 as listed on Appendix B. (Think Tank) with an emphasis on Allied Health certificate programs and clinical associate degree programs; bachelor’s degrees in Finance, Physical Education, and Professional Studies; and new options in Nursing

2. Strengthen undergraduate faculty in key areas, i.e., Accounting and Finance, Sports Management, and IT (Cybersecurity)
3. Expand onsite simulations in each of the majors, plus field experience and service learning in the area of General Education
4. Successfully launch the Institute for Allied Health Professions to meet the regional demand for short-term coursework and credentialing
5. Successfully launch a college-wide initiative to improve deep, critical reading across disciplines

AP-3

Expand and diversify the King Graduate School's (KGS) programs, student body, faculty, and research capabilities

Link to SP Goal
1.3

Baseline

Fall 2018 data:

- 7 graduate programs
- 843 graduate enrollment
- 58 graduate faculty (18 full-time, 40 part-time)
- Research capabilities are found primarily in these programs:
 - Master of Public Health (concentrations in Health Administration & Leadership and Community Health)
 - Master of Criminal Justice

Objectives

1. New graduate programming:
 - a. Add 8–10 new graduate programs by 2023, as listed in Appendix B (Think Tank)
 - b. Add 4 new post-baccalaureate and post-graduate certificate programs by 2023, as listed in Appendix B (Think Tank)
 - c. Add new graduate STEM programs
2. Strengthen graduate faculty in discipline-related research and in the areas of Education, Computer Science/Cybersecurity, Business, and Nursing
3. Begin to explore the potential for a doctoral program in Criminal Justice
4. Support the development of a Research Institute to encourage and highlight faculty and student research

AP-4a

Assess and strengthen the student experience delivered through Monroe Online

Link to SP Goal 1.4

Baseline

Monroe Online enrollment data, undergraduate and graduate, appear in the following tables.

Table 5. Monroe Online – New Undergraduate Student Enrollment

Term	Fall 2016		Fall 2017		Fall 2018	
Main Semester	106	100%	112	100%	140	76%
Mid-Semester Module	n/a	–	n/a	–	45	24%
Total	106	–	112	–	185	–

Table 6. Monroe Online – New Graduate Student Enrollment

Student Type	Fall 2016		Fall 2017		Fall 2018	
Monroe Graduates	11	31%	8	31%	24	56%
Graduates of Other Colleges	22	61%	15	57%	15	35%
International Students	3	8%	3	12%	4	9%
Total	36	–	26	–	43	–

As shown, Monroe Online enrollment is growing, but the College does not yet have a tool to measure overall student satisfaction with online courses, other than semesterly student course evaluations. The College must pay particular attention to future retention and the overall student experience in Monroe Online including academic support services.

Objectives

1. Continue to implement and improve delivery of Monroe Online courses in the 7 ½ week module format, including requirements and electives
2. Assess the effectiveness of students pursuing credit-bearing online mathematics, with enhanced tutoring, in their second semester
3. Implement an all-digital textbook program so that students have access to their books immediately upon registration

4. Continue objective validation of online course shells through Blackboard Exemplary and Quality Matters
5. Improve the teaching and learning communities with the Monroe Online experience, which will require increased faculty development and training; expand the roster of Blackboard Ultra certified faculty
6. Develop a tool to measure Monroe Online student satisfaction.

AP-4b

Assess and strengthen the student experience for adult learners

Link to SP Goal 1.4

Baseline

Declining adult enrollment is largely a national trend. According to the National Student Clearinghouse Research Center, adult learner enrollment declined by 1.5 million from 2011 to 2018⁶. While this is true, it may not fully explain Monroe’s steady decline in this population. Other factors may include limited program options and outdated approaches to enrollment and onboarding.

Table 7. Adult Learner New Fall Enrollment

Location/Student Type	Fall 2016		Fall 2017		Fall 2018	
Bronx: Adult Associate Degree and Adult Direct Admits	309	32%	273	28%	227	24%
New Rochelle: Adult Associate Degree and Adult Direct Admits	159	15%	151	15%	132	14%
St. Lucia: Local Adults	64	80%	37	67%	58	62%
Total	532	–	461	–	417	–

Recognizing this trend, the College has taken several steps to stem the decline and enhance adult enrollment:

- Appointed a task force to study adult learners’ goals and motivations for enrolling in college; results studied in detail

⁶ Education Dive, <https://www.educationdive.com/news/research-shows-adult-learner-enrollment-declining/524170/>

- Reviewed the new regulations related to Career Pathways⁷
- Designated Adult Enrollment and Learning as a Center of Innovation, and dedicated resources and staff to re-envision and revamp the adult learner experience
- Piloted a new process for prior learning assessment that includes two seminars (see Appendix D):
 - PLA-001 *Introduction to Prior Learning Guided Assessment*
 - PLA-002 *Prior Learning Portfolio Development*
- Became a member of Council of Adult and Experiential Learning (CAEL). The College is in the process of implementing CAEL’s Credit Evaluator and Prior Learning Accelerator to help promote prior learning assessment of adult learners, engage and empower students, and lead to more effective advisor sessions – all supporting adult student success.

Objectives

1. Build on the prior learning assessment pilot to improve the onboarding process for all adult students. Fully implement the CAEL Prior Learning Accelerator⁸
2. Implement adult baccalaureate degree completer programs:

Table 8. Degree Completer Programs for Adult Learners
2018–2023

Program	Projected First Year Enrollment
BBA General Business (reinvigorated program)	30
BS Professional Studies (new program)	12

3. Implement the collaborative accelerated baccalaureate program and its competency-based education components as part of the College’s collaboration with CTAC/FHI 360⁹. This program will develop, implement, and assess the effectiveness of accelerated baccalaureate programs for students historically under-

⁷ Career Pathways, NYS Education Dept., <http://www.nysed.gov/curriculum-instruction/multiple-pathways>

⁸ CAEL PLA Accelerator, <https://www.cael.org/higher-education/pla-accelerator>

⁹ Monroe is one of three New York colleges participating in a collaborative accelerated baccalaureate initiative for students historically under-represented in higher education. The initiative is organized and funded by the Community Training and Assistance Center (CTAC), which provides intensive onsite technical assistance, conducts research and evaluation, and informs public policy; and FHI 360, an international nonprofit working to improve the health and well-being of people in the U.S. and around the world.

- represented in higher education. Unlike efforts that compress a traditional four-year program into three years, this initiative will provide restructured, high quality education programs. It will establish the academic and non-academic conditions and supports that enable student to complete a degree successfully, affordably, and at an accelerated pace.
4. Properly and consistently track new enrollment, Fall-to-Fall retention, and overall enrollment of adult learners on both the New Rochelle and Bronx campuses
 5. Revamp academic support services to meet the needs of adult learners, and measure their effectiveness

AP-4c

Assess and strengthen the student experience for English language learners

Link to SP Goal 1.4

Baseline

As its name indicates, the Enhanced Academic Support in English program (EASE) is designed to “ease” non-native English speakers as matriculated students into the College so that they may be successful in their course of study. EASE students receive a strong foundation in listening, reading, speaking, and writing. The emphasis is on language acquisition within the context of the major. Experiences and assignments aim to expand academic vocabulary, sharpen grammar skills, develop college level reading and writing skills, and help students build confidence in conversing and public speaking.

In 2018–2019, the New Rochelle campus enrolled 45 EASE students. The Bronx campus, which just initiated the program in August 2018, enrolled approximately 20 EASE students.

Objectives

1. Improve the intake and onboarding of EASE students on both campuses; expand and deepen relationships with high schools that serve newly arriving immigrants
2. Develop and implement assessment of student learning to ensure the effectiveness of the EASE curriculum in preparing students for their credit-bearing courses
3. Enrich the EASE curriculum with experiential learning opportunities appropriate to English language learners
4. Hire faculty coordinators for the EASE program, one on each campus, to closely monitor students throughout their English sequence
5. Develop a cadre of well-prepared faculty to craft teaching/learning experiences for English language learners; implement an appropriate tutoring and academic support program for English language learners

- 6. Properly and consistently track new enrollment, Fall-to-Fall retention, and overall enrollment in the EASE program on both the New Rochelle and Bronx campuses

AP-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

Link to SP Goal 1.5

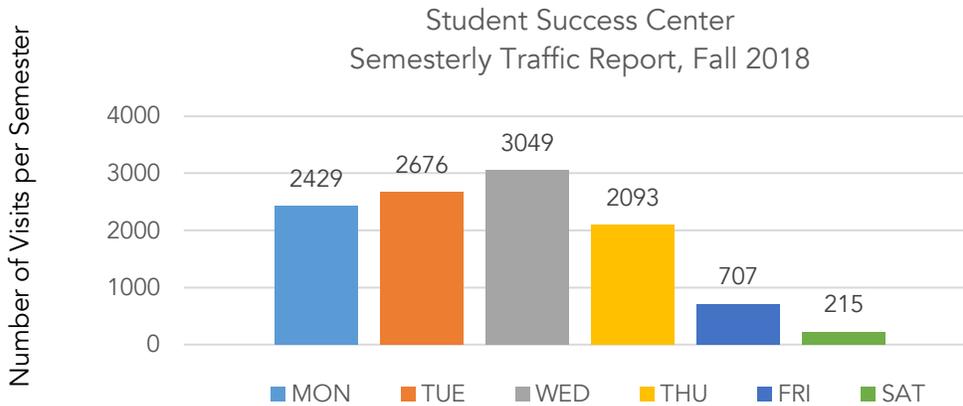
Baseline

Currently, the College assesses academic support services in three ways:

- Student usage (traffic) at academic support centers
- Student satisfaction with the libraries
- Faculty satisfaction with academic support centers and the libraries

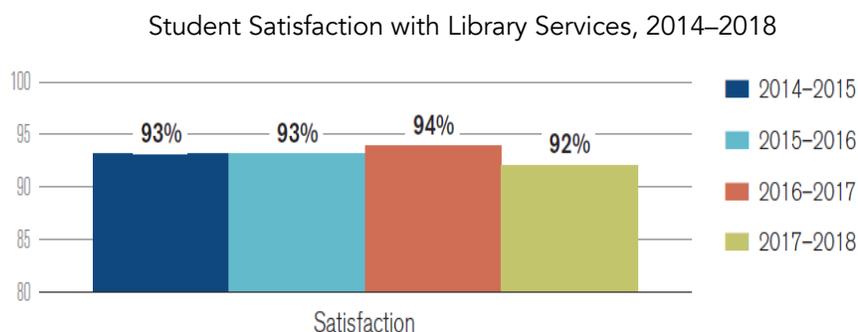
The following charts are examples of these assessments:

Figure 1. Daily Traffic Report, Student Success Center



Following are Student Satisfaction results of the College’s library services:

Figure 2. Student Satisfaction with Library Services



Following are faculty response rates to the 2016–2017 and 2017–2018 annual survey when asked for satisfaction with student support centers, including libraries:

Table 9. Faculty Survey Responses to Academic Support Services

Support Center	VERY SATISFIED		SATISFIED		DISSATISFIED		VERY DISSATISFIED	
	2016–17	2017–18	2016–17	2017–18	2016–17	2017–18	2016–17	2017–18
Library Services	33%	41%	62%	55%	3%	3%	3%	1%
Academic Support Services	44%	47%	50%	47%	4%	5%	3%	1%

Even though the College has used these assessments over the years, it has not yet implemented a mechanism for measuring the effectiveness of these services on improving student learning outcomes. The College recently took steps toward making data-informed decisions using demographic information and datasets about learners, their learning patterns, and the environments in which they study. Civitas Illume¹⁰ has been adopted in this regard, but has yet to be fully implemented.

¹⁰ Civitas Illume uses an institution’s data to develop personalized predictions that are timely, accurate, and actionable: (1) pinpointing at-risk students hiding in plain sight, (2) developing coordinated student success

Objectives

- Determine and define appropriate metrics to evaluate the effectiveness of academic support services and strategies for student learning
- Fully implement the Civitas software suite to improve learning, persistence, and graduation rates

AP-6

Expand curricular and co-curricular community service projects to contextualize learning

Link to SP Goal 1.6

Baseline

Curricular community service projects:

- School of Nursing (annual medical mission to Haiti)
- School of Information Technology (annual Monroe Tech Challenge for NYC high school students)
- Students in sociology capstone courses participate in requisite community service activities.
- The Honors Program participates in selected co-curricular activities throughout its annual Community Service Weekend.

Co-curricular community service projects:

- The New Rochelle campus offers three opportunities for all students to participate in community service activities:
 - Mustang Day of Service¹¹
 - Community Service Weekend
 - General Education Spring Day of Service¹²
- The Bronx campus has a long history of community service activities in which students, faculty, and staff participate annually. Types of community-based sites include:
 - Nursing Homes
 - Homeless Shelters

initiatives, and (3) deploying targeted email interventions. “Each student’s data tells a story. Are you listening?”
<https://www.civitaslearning.com/technology/illuminate/>

¹¹ Mustang Day of Service video, Feb. 2019: https://www.youtube.com/watch?v=if_HYAJTZtM

¹² Monroe College Community Services can be found at <https://monroecollegecommunityservice.wordpress.com/2017/03/17/monroe-college-community-service/>

- City Meals on Wheels and the City Harvest Mobile Market
- Food Bank NY and the NYC Common Pantry
- Habitat for Humanity
- NYC Parks and Recreation

Objectives

Curricular Community Service Projects:

1. Identify three courses in each major that would be appropriate for the integration of experiential learning opportunities, with a positive impact on the community; include for each major an introductory course, a mid-point course, and the capstone course.

Co-Curricular Community Service Projects:

1. Successfully launch the Center for Civic Engagement in order to improve the connection of students to the College community’s civic and political environment
2. Partner with Student Life to connect community service to academic course offerings
3. Continue to enrich community service programs through the Honors Program

AP-7

Expand and diversify internship opportunities aligned with students’ career goals, and ensure a high-quality experience for students and employers

Link to SP Goal 1.7

Baseline

Academic year 2017–2018 data:

- Approximately 1,350 internship placements
- Approximately 1,250 sites/settings
- 35+ faculty teaching internships
- 433 Corporate Partners, which provide considerable internship placements

Table 10. Internship / Employer Satisfaction

	2017	%	2018	%
Excellent	782	58	917	68
Very Good	381	28	279	21
Good	142	10	97	7
Average	32	2	42	3
Below Average	16	1	5	1
Grand Total	1,353	–	1,340	–

Table 11. Internship / Student Satisfaction

	2017	%	2018	%
Excellent	316	55	175	38
Good	154	27	200	43
Neutral	64	11	55	12
Fair	23	4	26	6
Poor	15	3	5	1
Grand Total	572	–	461	–

Internship Site Visit Reports

Faculty's internship site visit reports provide insight into the quality of the internship setting and supervision, and the performance of the intern.

Table 12. Internship Site Visit – Sample Commentary, 2016–2019

Academic Year	School	# of Internship Sections	# of Site Visits	Comments
2016–2017	SOB	22	11	Six of our interns secured permanent positions at the end of their internship from the experience, referral and recommendations from his operation.
	SAH	21	13	This student fitted in perfectly and applied herself and was engaged in all modalities of patient care and was invited to team meetings due to her commitment and was considered a great acquisition.
	SCJ	28	10	Interns are part of weekly strategy planning meetings and get the opportunity to “shadow” attorneys on any court related matters.
	SHM	17	3	Interns are exposed to both back and front of the house, but are predominantly in their area of expertise or desired area for increased learning.
	SIT	4	Phone calls	Mr. Pettway mentioned that he has gotten great students from us over the years. Students get to work directly at the VA handling all kinds of helpdesk issues. The internship experience is extended for a period of two semesters and has resulted in employment for a few students.
2017–2018	SOB	19	5	Ms. Cespedes complimented the caliber of our interns and expressed her desire and hope that we will provide them with ten interns next semester.
	SAH	17	8	This placement is appropriate as the student is a Health Administration major. The preceptor shared that she was very impressed with the student’s performance.
	SCJ	26	6	Bronx House is a great site for our students especially our Human Services students as well as our CJ students interested in the social justice and programmatic aspects of criminal justice.
	SHM	16	4	Mr. Clayton mentioned he enjoys working with our students, finds them professional, committed and very open to learning. He is very pleased with our continued partnership.
	SIT	3	Phone calls	Mr. Medina reported that the interns placed there were excellent. Eager to learn and open to be mentored. They learned to troubleshoot on the network and were helpful with some helpdesk tickets.

Academic Year	School	# of Internship Sections	# of Site Visits	Comments
2018–2019	SOB	22	16	Intern expressed that interning at Citrin Cooperman was a great opportunity for her to develop important skills beyond the classroom, such as multi-tasking, dealing with deadlines and working with top management in a diverse setting.
	SAH	27	12	Mr. Lettera said that intern has been a tremendous asset and a great student. He admires her humility and knowledge and is also impressed with her professionalism.
	SCJ	27	8	Mr. Williams would like to continue The Club’s relationship with Monroe College. He indicated that the quality of the interns keeps getting better and this semester’s interns were extremely responsible, smart and dedicated.
	SHM	27	5	Intern has been offered a job, to remain as an employee, upon the completion of her Internship hours, which she has accepted.
	SIT	3	Phone calls	Mr. Nieves was thrilled that we sent such highly professional students and thanked us for sending them! Both students placed at this site did very well working with the IT Team and getting cyber security exposure. There was even the possibility of employment being discussed.
Total		279	101	

Examples of full internship site visit reports for each of the schools appear in Appendix E.

Objectives

1. Better define criterion on which internship supervisors evaluate student interns
2. Continue to expand internship opportunities in settings closely aligned with newly established programming
3. Secure 1,500 internships through the College’s Corporate Partners by 2023
4. Expand internship sites for specific majors: Cybersecurity, DMS, Accounting, Sports Management, MPH, and MBA
5. Increase the number and relevance of faculty site visits and encourage more direct faculty-employer interaction regarding the quality of the internship
6. Plan a celebratory event recognizing internship partners

AP-8

Integrate career exploration and preparation into curricular and co-curricular experiences

Link to SP Goal 1.8

BaselineCurricular Experiences/Activities

Career exploration and preparation is the focus of all academic programming. All baccalaureate degrees have an internship requirement (See Goal AP-7 above). Following is a list of courses, by school and program, with a practicum requirement.

Table 13. Practicum Courses, by School and Program

School of	Program	Course
<i>Allied Health Professions (SAH)</i>	Master of Public Health (MPH)	PH-780 Internship (Public Health) (3 credits)
	BS Public Health	PH-396 Field Experience in Public Health (3 credits)
	AAS Medical Assisting	HC-292 Medical Assisting Practicum (4 credits)
	AAS Diagnostic Medical Sonography	DS-240 Clinical Internship I (2 credits) DS-241 Clinical Internship II (3 credits) DS-242 Clinical Internship III (3 credits)
<i>Criminal Justice (SCJ)</i>	AS Human Services	HS-250 Practicum in Human Services (4 credits) HS-255 Practicum in Human Services II (4 credits)
	BS Human Services	HS-450 Field Experience I (4 credits) HS-455 Field Experience II (4 credits)
<i>Education (SED)</i>	BS Early Childhood Education	ED-410 Mentored Education Internship I (Birth-Grade 2: General and Special Needs Education) (3 credits) ED-411 Mentored Education Internship II (Birth-Grade 2: General and Special Needs Education) (3 credits) ED-450 Education Student Teaching I (Birth-Grade2: General and Special Needs Education) (6 credits)
<i>Nursing (SNU)</i>	Licensed Practical Nurse (LPN)	NS-117 Fundamentals of Nursing (7 credits) NS-122 Maternal Child Nursing (3 credits) NS-126 Medical Surgical and Transitional Nursing (7 credits) NS-130 Psychosocial Nursing (2 credits)
	AAS Registered Nursing (RN)	NS-206 Culturally Competent Care of the Childbearing Family (2 credits) NS-211 Culturally Competent Care of the Childrearing Family (2 credits) NS-226 Culturally Competent Care of the Adult with Mental Health Alterations (2 credits) NS-250 Culturally Competent Care of the Adult with Health Alterations I (5 credits) NS-255 Culturally Competent Care of the Adult with Health Alterations II (5 credits) NS-261 Trends in Professional Nursing (3 credits)
	BS Nursing (BSN)	NS-206 Culturally Competent Care of the Childbearing Family (2 credits) NS-211 Culturally Competent Care of the Childrearing Family (2 credits) NS-226 Culturally Competent Care of the Adult with Mental Health Alterations (2 credits) NS-250 Culturally Competent Care of the Adult with Health Alterations I (5 credits) NS-255 Culturally Competent Care of the Adult with Health Alterations II (5 credits) NS-261 Trends in Professional Nursing (3 credits) NS-410 Culturally Competent Care in Community Health and the Role of the Professional Nurse Practicum (5 credits)

Co-Curricular Experiences/Activities:

Students participate in co-curricular activities through many different clubs and professional organizations, all contributing to career exploration and preparation. A sampling follows:

- Allied Health Club
- ALPFA (Association of Latino Professionals for America)
- Career Ambassadors Club
- CEO (Club for Entrepreneurial Opportunities)
- Criminal Justice Club
- Human Services Club
- ITSA (Information Technology Student Association Club)
- Monroe College Student Nurses Association
- NABA (National Association of Black Accountants)
- NSLS (National Society of Leadership and Success)
- Law Society
- PCMA (Professional Convention Management Association)
- Student Veterans of America

ObjectivesCurricular/Career Exploration and Preparation:

1. Complete an inventory of all majors with courses that include career exploration and preparation; conduct a gap analysis, and put into place an action plan for the integration of these experiences into the curriculum
2. Step up the involvement of the advisory boards in the assessment and improvement of career preparation in the curriculum

Co-curricular/Career Exploration and Preparation:

1. Continue to support and advance major-related clubs such as NABA, ALPFA, and ITSA
2. Expand career-related panels and presentations; ensure that each major includes career panels and guest speakers from industry as part of the co-curricular instruction
3. Continue to pair up with Career Services to offer school-specific career expos and job fairs
4. Expand and enhance relationships with career-related organizations such as PepUp Tech

AP-9

Improve employment and advanced education outcomes for graduates

Link to SP Goal 1.9

Baseline

Outcome rates of the most recent available class (2017) ranges from 92% to 100% among all of the schools (undergraduate and graduate). Monroe’s proprietary formula for calculating outcome rate:

$$\text{Outcome Rate} = \frac{(\text{Employed} + \text{Continuing Education})}{(\text{Total Graduates} - \text{Unavailable}^*)}$$

*“Unavailable” are those who are unable to work because of immigration status, health issue, or other constraint

Table 14. Outcome Rates by School, Class of 2017

School	Outcome Rate	Employed	Working in Field	Working Out of Field	Median Salary	Continuing Education
SAH	96%	286	171	115	\$34,125	199
SBA	98%	272	159	113	\$38,200	249
SCJ	93%	276	113	163	\$35,000	246
SED	92%	24	22	2	\$45,000	2
SHM	97%	112	71	41	\$27,300	114
SIT	94%	85	47	38	\$43,535	66
SNU	100%	24	21	3	\$67,080	49
KGS	99%	139	123	16	\$52,640	13

Monroe baccalaureate graduates who enrolled in Monroe master’s programs nearly quadrupled from 2016–2017 to 2017–2018. (Total enrollment in master’s programs in 2018–2019 is still outstanding.)

Table 15. Monroe Bachelor's Degree Graduates Enrolled in Master's Programs 2016–2017 to 2018–2019

Graduate Program	2016–2017	2017–2018	2018–2019*
Master Public Health	–	10	4
MBA Business Management	16	54	42
MS Accounting	3	9	12
MS Computer Science	1	6	8
MS Criminal Justice	6	12	12
MS Executive Leadership in Hospitality Management	–	–	1
MS Health Care Administration	2	9	6
Total	28	100	85

* Does not include Spring/Summer 2019 enrollment

Objectives

1. Continue to evaluate and improve graduate outcomes, by school
2. Implement practices that improve infield employment of graduates
3. Implement mechanisms to gather data on advanced education, especially among Monroe graduates pursuing master's and doctoral degrees

AP-10

Engage and support alumni by expanding programs that promote lifelong learning and professional development

Link to SP Goals 1.10

Baseline

Monroe College Connect, an alumni networking platform, has over 50,000 members. Through the platform, alumni may connect with fellow graduates, sign on as a mentor for current students, leverage professional networking capabilities, and learn about continuing education opportunities.

In 2017 and 2018, nearly 200 alumni enrolled in continuing education courses, as follows:

Table 16. Continuing Education Offered through Alumni Relations

Continuing Education Course	2017	2018
Leadership Motivation and Keys to Success	16	–
Certified Coding Associate	13	–
Tax Preparation	49	71
Certified Associate in Project Management	18	12
Eight-hour Security Guard Training	–	8
Total	96	91

Other courses available to alumni include:

- Excel, Advanced Excel
- CCA Prep
- QuickBooks
- Personal Finance
- Web Design
- Network Security Prep

Objectives

1. Conduct annual survey of alumni to determine professional development needs; do an analysis each year on the programs we offer alumni
2. Continue to offer Continuing Ed programs that are in demand
3. Establish and develop an Institute for Allied Health Professions that will include the following continuing education programs:
 - Phlebotomy and EKG (Electrocardiography) Certification
 - Certified Nursing Assistant
 - TEAS Prep (Testing of Essential Academic Skills)
 - Patient Care Technician Certification
 - CPR (Cardiopulmonary Resuscitation)
 - Medical Billing and Coding

AP-11

Codify the College's values to clearly communicate performance expectations and standards

Link to SP Goal 3.1

Baseline

President Jerome's plenary session at the 2017 Strategic Planning Retreat, entitled "Enrollment Management 2.0: A Proactive, Relationship-Based Approach," reminded those in attendance of their responsibility for initiating and nurturing relationships. Therefore, in preparation for the 2018–2023 Strategic Plan, the College adopted a new overarching goal:

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

This comprehensive philosophy is now being extended to all areas of the College – clearly impacting relationships among students, faculty, staff, alumni, partners, and the campus communities at large.

Objectives

1. Update the *Faculties of Distinction Guide for Professional Development* to include clear expectations regarding the College's value, and make the elements of a responsive culture tangible as they pertain to faculty
2. Fully implement a comprehensive annual evaluation of faculty that includes an element that assesses responsiveness to students, administration, etc.
3. Assist the office of Human Resources in its preparation of a code of ethics as part of a comprehensive HR guidebook, to include onboarding, training, and evaluation, with an emphasis on responsiveness.

AP-12

Implement hiring, onboarding, and professional development programs that reflect the College's responsive culture, mission, and core values

Link to SP Goal 3.2

Baseline

Hiring:

In the last planning period, the office of Academic Affairs improved and formalized the hiring process for adjuncts. Notably, the College improved its hiring timetable, completing the process of hiring faculty several weeks before the start of the next semester.

Onboarding:

A long-standing orientation for adjunct faculty takes place as new instructors are brought on board. Adjunct faculty are guided through the various phases of orientation by an administrator who spans both Academic Affairs and Human Resources. Among the most explicit onboarding topics are those regarding culture, mission, and core values.

New faculty are surveyed to measure satisfaction and impact of the hiring and onboarding process.

Professional Development:

Professional development programs for faculty and staff have been consistently informative.

- A formal, college-wide Faculty Retreat takes place each Spring, with a theme and guest speaker(s).
- Regularly scheduled faculty development workshops, sponsored and presented by members of the faculty, are held throughout the year. Faculty are invited to submit proposals for future workshops.
- Piloted a voluntary and confidential faculty coaching program in 2018, which has involved 10–12 faculty working with a lead faculty coach.
- To date, the College has not provided comprehensive professional development opportunities for its Academic administrative staff.

Objectives

1. Continue to improve orientation provided for adjuncts; utilize survey results; consistently administer an online evaluation of the adjunct faculty orientation
2. Routinely administer an adjunct follow up survey 6–12 months after initial employment begins
3. Provide training for deans and directors concerning mentorship of new and continuing faculty and career pathways for emerging academic leaders
4. Fully implement and evaluate the faculty coaching program as a vehicle for improving morale and expanding pedagogies across all disciplines. The coaching program will also advocate for and promote a responsive culture, in keeping with the College's mission and core values.

AP-13a

Strengthen relationships with faculty, staff, and students

Link to SP Goal 3.3a

Baseline

Faculty Satisfaction

Overall, Monroe faculty are satisfied with their school administration, clerical support, Academic Affairs administration, and College administration. Survey results from 2017–2018 show a distinct improvement in the percent of faculty who are satisfied or very satisfied with administration – departmental, school, Academic Affairs, and college-wide.

Figure 3. Faculty Satisfaction with Administration and Support, 2016–2017

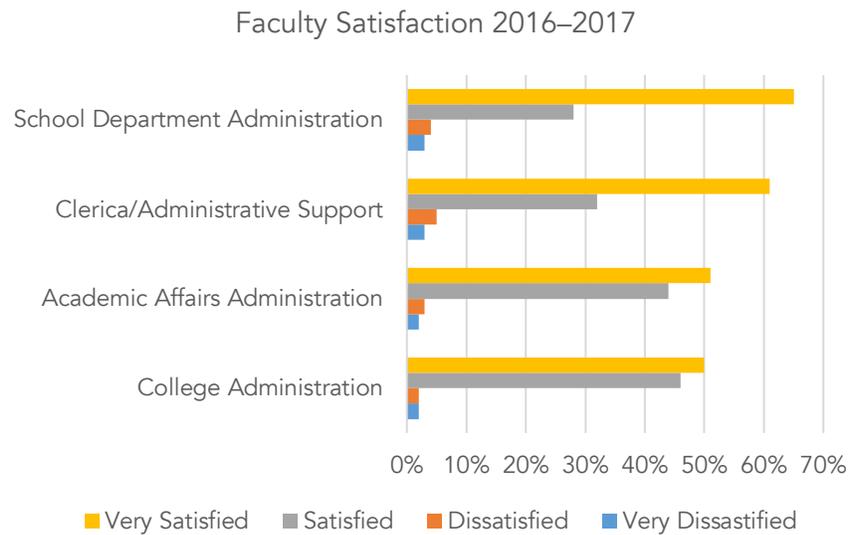
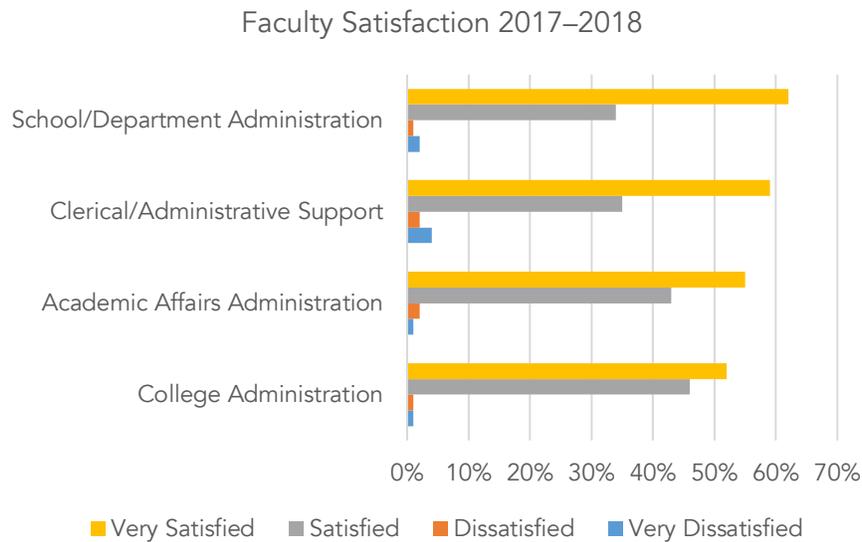


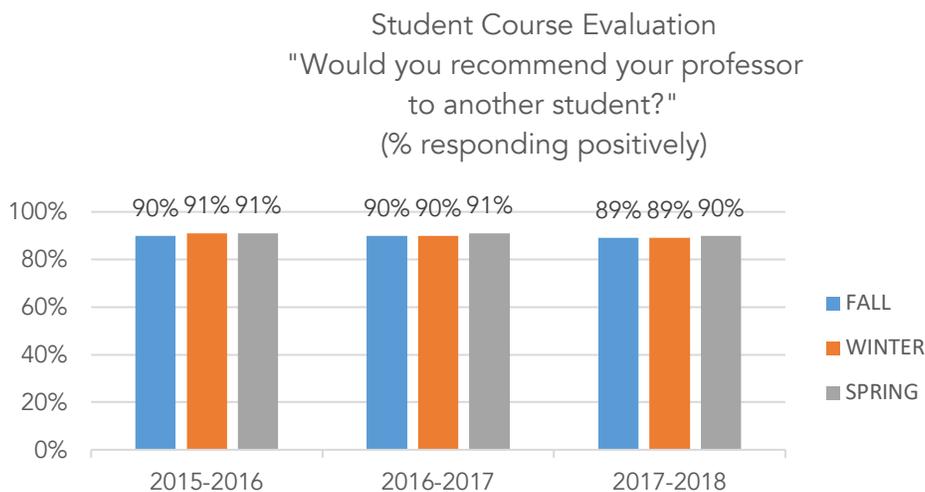
Figure 4. Faculty Satisfaction with Administration and Support, 2017–2018



Student Satisfaction

In student course evaluations, which are administered semesterly, approximately 90% of students consistently report that they would recommend their professor to another student, as shown below.

Figure 5. Student Course Evaluation Responses to Question 6, "Would you recommend your professor to another student?"



Objectives

1. Put relationship-building at the center of all academic initiatives and development programs
2. Ensure that academic staff fully participate in satisfaction surveys, and endeavor to ensure a high response rate.
3. Within the faculty and staff satisfaction surveys, include a reflective question focused on relationships with the academic administration and students; use feedback as a springboard for improving relationships between faculty/staff, administration, and students
4. Survey students based on the relationship-based elements of *Great Jobs, Great Lives*¹³ that have a positive impact on graduates' well-being and employment satisfaction. Apply these six elements/questions in the survey:
 - I had at least one professor at Monroe who made me excited about learning.
 - My professors at Monroe cared about me as a person.
 - I had a mentor who encouraged me to pursue my goals and dreams.
 - I worked on a project that took a semester or more to complete.
 - I had an internship or job that allowed me to apply what I was learning in the classroom.
 - I was extremely active in extracurricular activities and organizations while attending Monroe.
5. Consistently report on results of the annual faculty satisfaction survey regarding the College's responsive culture and structure
6. Create and implement actions plans based on results of surveys that will build responsive culture and relationships among student, faculty, and staff.

AP-13b

Strengthen relationships with external community groups and organizations

Link to SP Goal 3.3b

Baseline

Jumpstart Program:

- Offers introductory college-level courses to high school juniors and seniors at no cost, including textbooks and instructional resources

¹³ *Great Jobs, Great Lives*, Gallup-Purdue Index Report (2014)

- Instruction is designed to meet the needs of pre-college learners, with rigor and learning assessment of college-level coursework
- From Fall 2015–Fall 2018, approximately 1,800 students attended Jumpstart courses on the Bronx and New Rochelle campuses
- Students represented 70 different high schools in New York City, Westchester and Rockland counties
- 17% conversion rate of Jumpstart students (Fall 2015–Fall 2018) who matriculated at the College

Dual Enrollment Program:

- Courses taught onsite at the high school by professors from the College or by high school teachers who have successfully completed the Dual Enrollment Faculty Development Program
- From Fall 2015–Fall 2018, collaborated with 10 high schools in New York City (no plan to expand at this time)
- Dual Enrollment program works best with commitment from the high school (a good example is Gotham Collaborative High School)
- Students are prepared to complete an associate degree upon graduation from high school

Advisory Boards:

- Advisory boards in each of the schools support faculty and administrators to ensure the relevancy and quality of their academic programs. Members of advisory boards, representing industries relevant to the programming, provide guidance and feedback and frequently serve as partners in research and community collaboration. The Schools of Education and Nursing benefit greatly from advisory board participation
- Currently, the use of advisory boards is uneven across the seven schools

Objectives

1. Ensure that each school has an active and comprehensive advisory board to provide feedback and guidance for curricula, internships, and career placement
2. Improve relationships with high school partners, especially with regard to Jumpstart and Dual Enrollment
3. Through the Center for Civic Engagement, improve the connection of students to the College community's civic and political environment (measured through voting drives, internships with elected officials, etc.)
4. Strengthen relationships with high schools that serve newly arriving immigrants

5. Expand instructional initiatives with community partners such as Essen Health Care, the National Healthcare Workers' Union (1199 SEIU), and the New York City Municipal Employees' Union (DC37 AFSCME)

AP-14

Enhance and promote the identity of the College as a leader in higher education access, affordability, and degree attainment

Link to SP Goals
4.1

Baseline

Access means providing ready access to the benefits of higher education, demonstrated through outcomes of programs such as the Presidential Partnership Program and the Dreamers Initiative.

- The **Presidential Partnership Program (PPP)** was launched in 2016 as a “bridge to college” bringing together financial scholarship, academic mentorship, special personal development programming, and heightened performance monitoring to help first-year students adapt to the rigors of college and thrive on campus. Its goal is to increase college access for students who are largely underrepresented and underserved on today’s college campuses.
 - In Fall 2018, the College provided PPP scholarships to 674 students from surrounding high schools.
- The **Dreamers Initiative** was introduced in 2017 (as part of the PPP) to help undocumented students pursue their college ambitions. A number of full- and partial-tuition scholarships are reserved specifically for Dreamers to help them afford an undergraduate education. Special mentorship opportunities and other resources are made available to scholarship recipients tailored to their unique concerns and needs.
 - More than \$700,000 was awarded in institutional aid to Dreamers in 2017–2018.
 - In Fall 2018, 80 students attended the College under the Dreamers Initiative.

Affordability is reached by providing an effective combination of affordable tuition and institutional and government aid as validated by external recognition:

- Monroe is one of the most affordable private colleges in New York. 2017–2018 tuition was \$14,976, compared to the national average of \$34,740. (*US News & World Report: Best Value Colleges & Universities/Private Colleges*)
- *US News & World Reports* also ranked Monroe College #88 in Best Value School (2019). The ranking takes into consideration the quality of programming and the affordability of tuition and fees

- The College has a robust institutional aid (IA) budget that consists of 26 scholarship programs and 21 grant programs, each designed to assist a specific student population.
- Institutional aid provides additional resources for need-based and merit-based students as well as attracting desired populations to the College.
 - 4,485 students received over \$26,000,000 in IA in 2017–2018.

Attainment means supporting students so they can achieve, persist, and graduate – evidenced by strong completion rates, especially among Black and Hispanic students, as reported by the NYSED Office of Research & Information Systems and the National Student Clearinghouse Research Center:

- The College graduates more Black and Hispanic students than any other institution in New York State (New York State Education Department-Office of Research & Information Systems). Given that Monroe is a small to mid-size college, this speaks to strong graduation outcomes.
- National graduation data from the National Student Clearinghouse Research Center reports the following national data for Black and Hispanic students:

Table 17a. Six-Year Outcomes, 2011 Black and Hispanic Cohort by Race and Ethnicity

MONROE COLLEGE*		NATIONAL**	
Black	Hispanic	Black	Hispanic
52.0%	54.0%	29.3%	38.2%

* IPEDS, all first-time, full-time students

** 2017 National Student Clearinghouse Research Center

Table 17b. Six-Year Outcomes, 2011 Black and Hispanic Cohort by Starting Institution Type

Monroe College*	4-Year Public**	4-Year Private Not-for-Profit **	4-Year Private For Profit**
74.0%	53.5%	63.7%	22.1%

* IPEDS, students pursuing a bachelor’s degree

** 2017 National Student Clearinghouse Research Center

Objectives

1. Continue to realize Monroe’s nation-leading outcomes for low income, first generation college students

2. Track persistence and graduation for different groups of students (see Institutional Effectiveness Plan Goal IE-4)
3. Track persistence by demographic groups such as Pell recipients, first generation college students, English language learners, athletes, international students, and adult learners
4. Collaborate with Student Services to strengthen the mentoring program in order to improve the student experience and first-year retention
5. Improve student learning outcomes and success rates in 100-level courses
6. Promote the achievements and success stories of faculty through the College website and external media outlets

AP-15

Engage students in opportunities for research, study abroad, competitions, and conference presentations that will enhance their academic experiences

Link to SP Goal 4.2

Baseline

The following programs and activities provide opportunities for research, study abroad, competition, and conference participation:

Table 18. Opportunities for Research, Study Abroad, Competition, and Conference Participation

Program/Organization /Activity	Research	Study Abroad	Competition	Conference Presentation
MBA McGraw-Hill Glo-Bus simulation			✓	
Graduate student theses (MPH and MS Criminal Justice)	✓			
Capstone courses (all programs)	✓			
Culinary 8-week study abroad in Italy		✓		
Culinary ACF (Culinary) Competitions			✓	
Culinary NYC Hot Foods Championship			✓	
Business & Accounting NABA Deloitte Case Study	✓		✓	✓
Honors Program	✓		✓	✓
NRHC and NCHC Conferences				
Criminal Justice – American Mock Trial Association			✓	
Student Veterans of America Nat'l Conference				✓
Toastmaster International Advanced Communicator Competition			✓	
ALPFA (Latino Professionals) National Conference				✓

Objectives

Collaborate with Student Services, Student Activities, deans, and faculty to solicit ideas from students about what interests them, and provide opportunities that will broaden their academic experience, such as:

- Implement student exchange and study abroad options for all disciplines
- Scale up the campus-wide Research Day concept to include both graduate and undergraduate research
- Continue to fund and support selected study abroad opportunities, professional conferences, competitions, and other networking and high-impact opportunities

AP-16

Pursue additional program accreditations for validation and engagement in continuous improvement

Link to SP Goal 4.3

Baseline

The College holds accreditation of the following programs:

- School of Business and Accounting – ACBSP¹⁴
 - Master’s in Business Administration (MBA)
 - BBA in Business Management
 - BBS in Accounting
 - AAS in Accounting
 - AAS in Business Administration
- School of Hospitality Management – ACF¹⁵
 - AAS Baking and Pastry
 - AAS in the Culinary Arts
- School of Nursing – ACEN¹⁶
 - Certificate in Practical Nursing
 - AAS in Registered Nursing
 - BS in Nursing (including RN to BSN)
- School of Allied Health Professions – ARRT¹⁷
 - AAS Diagnostic Medical Sonography

Objectives

The following program accreditations are anticipated in the 2018–2023 planning period:

- School of Allied Health Professions – CAAHEP¹⁸
 - AAS Diagnostic Medical Sonography
- School of Education – CAEP¹⁹ (the school will submit a self-study in Fall 2019)
 - BS Early Childhood Education

¹⁴ ACBSP, Accreditation Council for Business Schools and Programs, <https://www.acbsp.org/>

¹⁵ ACF, American Culinary Federation, <https://www.acfchefs.org/>

¹⁶ ACEN, Accreditation Commission for Education in Nursing, <https://www.acenursing.org/>

¹⁷ ARRT, The American Registry of Radiologic Technologists, <https://www.arrt.org/>

¹⁸ CAAHEP, Commission on Accreditation of Allied Health Education Programs, <https://www.caahep.org/>

¹⁹ CAEP, Council for the Accreditation of Educator Preparation, <https://www.ncate.org>

- MAT Childhood Urban Education/Special Education
- MAT Early Childhood Urban Education/Special Education
- Certificate Bilingual Extension
- School of Hospitality Management – CHRIE²⁰
 - BBA Hospitality

AP-17

Expand and strengthen the honors program at the undergraduate level

Link to SP Goal
4.4**Baseline**

Established 15 years ago, the Honors Program provides the College’s most academically accomplished students the opportunity to engage in advance coursework, participate in experiential learning activities, and serve the local community through volunteer work.

New Enrollment in the Honors Program has grown over the last planning cycle:

- 35 new students enrolled in Fall 2016
- 79 new students enrolled in Fall 2017 (100% of this cohort were retained)
- 113 new students enrolled in Fall 2018

Table 19. Honors Program Total Enrollment by Campus

Campus	2016	2017	2018
New Rochelle	79	122	131
Bronx	76	90	111
Total	155	212	242

The Honors Program also offers its students the unique opportunity to present at national and regional honors conferences. The following table shows student participation in 2016–2018:

²⁰ CHRIE, The Council on Hotel, Restaurant, and Institutional Education, <https://www.chrie.org>

Table 20. Student Presentations at National and Regional Honors Conferences

Annual Conferences	2016	2017	2018
National Collegiate Honors Council (NCHC)	4	4	5
Northeast Regional Honors Council (NRHC)	8	6	9

Objectives

1. Raise the profile of the Honors Program on campus by:
 - a. Implementing student exchange and study abroad options for Honors students
 - b. Increasing the visibility of the Honors Conference – held each semester – to the Monroe Community
2. Engage undergraduate students in various discipline-related competitions to generate energy and excitement about the Honors program
3. Launch the honors program online to broad St. Lucia and Monroe Online enrollment
4. Honors Program projected enrollment in the next planning period is 85 in the Bronx and 85 in New Rochelle by 2023.

AP-18

Enhance and expand internal and external faculty development opportunities

Link to SP Goal 4.5

Baseline

The College offers three Faculty Development Conference Days each year (Fall, Winter, and Spring). Smaller, more intimate gatherings are planned in Winter and Spring 2019.

- In-Service Workshops improve the quality of the classroom and college experience.
- Lunch & Learn (or Dinner & Discussion) sessions are faculty-facilitated conversations on topics of interest.

Responses to the annual faculty survey show that 93% of faculty are satisfied with professional development provided on-site (school and academic retreats, academic workshops, and guest speakers/panels). As In-Service Workshops and Lunch & Learn Sessions are relatively new,

responses have not yet been surveyed. A list of upcoming faculty development conferences and smaller sessions can be found in Appendix F.

Following is a sampling of upcoming events:

Faculty Development Conferences – Winter/Spring 2019

- February 22: Winter Faculty Development Conference – Diversity, Differentiation and Inclusion in the College Classroom
- May 18: Faculty Development Conference for Adjuncts (postponed)
- July 12: Spring Faculty Development Conference and Faculty of Distinction Celebration/Luncheon

In-Service Workshops – Winter/Spring 2019

- January 29: Promoting Courtesy, Respect, and Full Engagement in the Classroom
- March 27: An Educational Approach to Understanding Sexual Assault and Harassment
- May 14/16: Strategies for Success
- May 20/21: Integrating Interactive and Enjoyable Writing Across the Curriculum

Lunch and Learn / Dinner and Discussion – Winter/Spring 2019

- January 31: Supporting Students' Social and Emotional Well-Being
- February 7: Engaging Students in Sensitive/Controversial Discussions
- March 5: Experiential Learning: Getting Out of the Classroom
- March 12: Classroom Management: Best Practices

Objectives

Internal:

- Continue to offer three faculty development conferences each year
- Arrange special offerings of faculty development for adjuncts
- Consistently monitor attendance and evaluate effectiveness of all faculty development opportunities
- Continue to solicit input from faculty about the types of professional development they would like to see

External:

- Allocate resources in each school and academic department for external faculty development opportunities

AP-19

Encourage, support, and articulate faculty contributions to the discipline

Link to SP Goal
4.6**Baseline**

Ongoing:

- Solicit and publish faculty contributions for internal publications Monroe in the News and Monthly Observer
- Raise the profile of the annual W. Jeff Wallis Faculty of Distinction Awards
- In the annual faculty satisfaction survey, faculty are asked to provide details of their recent or ongoing contributions to the discipline.

Objectives

- Continue to encourage flexibility in faculty employment and workload in order to pursue professional development
- Incorporate the reporting of professional development and contributions to the discipline into the annual faculty evaluation
- Prepare an annual compendium of faculty contributions to their discipline

SECTION FOUR: CONCLUSION

Guided by this Academic Plan, Monroe College will strive to cultivate creativity in service of access and attainability, innovative teaching and learning practices, expanded faculty development, and improved student engagement. In pointing the way for the College to achieve the academic goals identified above, and in the school plans that follow, this Academic Plan represents a coming together of the College's aspirations and the imperative to push the boundaries of innovation and intellectual pursuit. These goals set out a five-year vision for the College. During this time, additional action steps will be identified as part of ongoing institutional strategic thinking, especially in regularly scheduled annual review. But at the heart of this work stands the College's ongoing commitment to the success of its students.

As stated in the Executive summary, the initial sections of this plan relate to the efforts of the Academic Affairs department at the College. Strategic plans of the individual schools are contained in supplemental documents at the conclusion of this plan.

APPENDIX A: 2015-2018 ACADEMIC GOALS, OBJECTIVES, AND OUTCOMES END OF PERIOD SUMMARY AND ANALYSIS

Goal 1: To graduate students with the competencies for successful careers, advanced education, and lifelong learning.

Sub-Goal	Objective	Outcome
1. Track, analyze and improve graduate employment and advanced education outcomes.	Reach or exceed an annual college-wide graduate outcomes rate of 95% (annual official rates last three years: 2011 - 84%; 2012 - 93%; 2013 - 91%; 2014 - 94%).	Substantially Achieved. Overall Graduate Outcome Rate: <ul style="list-style-type: none"> • 2015- 95% • 2016- 94% • 2017- not yet reported
	Reach or exceed an annual graduate outcomes rate of 95% for each individual school, by program, by school.	Substantially Achieved. From 2014-2016: <ul style="list-style-type: none"> • Exceeded in SNU and SED • Reached 94% in SBA, SCJ, and SHM Did not meet: <ul style="list-style-type: none"> • SAH 92% • SIT 88%
	Track, analyze and improve in-field placement rates by at least two percentage points annually for each academic program.	Substantially Achieved. From 2014-2016: <ul style="list-style-type: none"> • Reached 100% in SED • Exceeded by more than 10 percentage points in SAH and SNU • 10percentage point increase in SBA • Exceeded by 2 percentage points in SCJ Did not meet: <ul style="list-style-type: none"> • Decreased by 10 points in SHM and SIT
	Collect and analyze data on students' enrollment in advanced education at the bachelor's, master's, and doctoral levels. Establish baselines and plans for improvement.	Not Achieved. We have not put in place a systematic way to collect and analyze advanced education of Monroe graduates. We can report on Monroe undergrads who enroll in Monroe graduate programs. We recommend that Career Services adds this data point to their data collection activities.

Sub-Goal	Objective	Outcome
2.Align internship placements with students' career goals and ensure a high-quality experience for students and employers.	Employ a system to identify internship positions that align with each school's majors, minors, and concentrations.	Achieved/Ongoing. Academic Affairs and Career Services have teamed up to develop and evaluate internship sites appropriate to our curriculum. Internship fairs are successful. Faculty site visits and evaluations are expanding.
	Implement and assess a common academic internship curriculum across schools and majors.	Achieved/Ongoing. Implemented Career Edge, evaluated its effectiveness, and then implemented a revised curriculum with common elements across schools and school-specific
	Analyze and report key data annually gathered from the internship employer evaluation; use this data to improve the internship program and the associated academic curriculum.	Achieved/Ongoing.
3.Measure and improve the effectiveness of the curricula in preparing graduates with the technical, quantitative, analytical, and written/oral communication skills for advanced education and employment.	Evaluate and improve the effectiveness of general education programs.	Open Issue.
	Implement a standardized assessment of student writing and use the results to improve the writing skills of all undergraduate students.	In Progress. Piloted and then implemented AccuPlacer for English placement 2015-2016 Piloted math placement - 2017
	Implement a standardized assessment of student information literacy and use the results to improve the research skills of all students.	Not started.
	Evaluate and improve remediation in the areas of critical reading, writing and mathematics.	Partially Achieved/Ongoing (Writing and Mathematics). Evidence: academy results for writing and math. Not initiated in critical reading.

Sub-Goal	Objective	Outcome
<p>4. Expand and diversify the King Graduate School's programming, student body, faculty, and research capabilities. (CONTINUED on next page)</p>	<p>Increase the number of program offerings.</p>	<p>Achieved/Ongoing.</p> <p><u>PROGRAMS:</u></p> <p>Launched:</p> <ul style="list-style-type: none"> MS in Accounting (Jan. 2016) MS in Computer Science (Jan. 2016) Bilingual Extension CASAC Certification <p>Submitted to NYSED for approval:</p> <ul style="list-style-type: none"> MAT Early Childhood MAT Childhood <p>In progress – proposal stage:</p> <ul style="list-style-type: none"> MFA Creative Writing MS Healthcare Administration MS in TESOL <p>Enhancements to MBA concentrations, plus dual concentration enrollment</p> <p><u>ENROLLMENT:</u></p> <ul style="list-style-type: none"> Fall 2015 - 738 Fall 2016 - 943 Fall 2017 - 817
	<p>Support and expand resources of the graduate research centers.</p>	<p>Achieved/Ongoing.</p> <ul style="list-style-type: none"> • Fall 2015 – Center only in NR with 1 full-time tutor (Aruna) • Opened GRC Winter 2016: • Hired a full-time graduate research librarian (Marilyn) • Hired 3 Writing Specialists (Amanda, John, David) • Hired Professional Subject matter tutor (Keshana Bromley) • Installed faculty mentors for Data Analysis (Peter Nwakeze and Mariceli Comellas) • Hired a peer tutor • Started with research and writing assistance and added data analysis; acquired site license for SPSS; added classroom sessions for research, APA, and academic writing. Also, added SPSS workshops and peer tutoring for subject areas,

Sub-Goal	Objective	Outcome
4. Expand and diversify the King Graduate School's programming, student body, faculty, and research capabilities. (CONTINUED)		<ul style="list-style-type: none"> • and expanded support for all majors, all locations, including Queens. • Published thesis guidelines; added quality review panel for thesis preparation; created a new flow and milestones for the thesis Increased electronic library resources and print publications
	Diversify the student body, enrolling international and domestic students as well as graduates from other colleges and universities.	Ongoing. Need statistics for Monroe vs non-Monroe enrollment; International vs domestic enrollment; and type of UG preparation prior to enrollment.
	Expand infrastructure for graduate academic and library services.	Achieved/Ongoing. See above, "Support and expand resources of the graduate research centers."
	Expand graduate faculty with a consensus on core responsibilities.	Achieved/Ongoing. Full-time faculty hires: Fall 2015 MBA 3 MPH 2 Fall 2016 MBA 5 MPH 3 MSCJ 1 Fall 2017 MBA 5 MPH 4 MSCJ 1 See also, Faculties of Distinction guidebook that includes graduate faculty work plans.

Sub-Goal	Objective	Outcome																												
5. Expand the breadth and scope of Monroe Online in order to provide complete educational access to a growing urban and international student body.	Increase the number and improve the quality of online course and program offerings.	Achieved.																												
	Increase percentage of all faculty who have earned basic Learning Management System (LMS) certification.	Achieved.																												
	Evaluate the 7½-week modules for online delivery.	Achieved.																												
6. Measure and improve the effectiveness of academic support services (i.e., labs and learning support centers) in preparing students for academic success.	Implement customized, adaptive academic support systems to measure the effectiveness of the services provided to students.	Achieved.																												
	Analyze usage and effectiveness data to inform decision-making and improve support services to students.	Achieved.																												
7. Engage alumni by providing meaningful lifetime programs that promote lifelong learning.	Develop, implement and evaluate continuing education, professional development and certifications through the Schools.	<p>Achieved/Ongoing.</p> <p><u>Continuing Education</u></p> <p>Monroe alumni enrolled in KGS programs, FL15-FL17:</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">FL15</th> <th colspan="2">FL16</th> <th colspan="2">FL17</th> </tr> </thead> <tbody> <tr> <td>Alumni</td> <td>227</td> <td>31%</td> <td>268</td> <td>28%</td> <td>239</td> <td>29%</td> </tr> <tr> <td>Other</td> <td>510</td> <td>69%</td> <td>681</td> <td>72%</td> <td>566</td> <td>71%</td> </tr> <tr> <td>Total</td> <td colspan="2">737</td> <td colspan="2">949</td> <td colspan="2">805</td> </tr> </tbody> </table>		FL15		FL16		FL17		Alumni	227	31%	268	28%	239	29%	Other	510	69%	681	72%	566	71%	Total	737		949		805	
	FL15		FL16		FL17																									
Alumni	227	31%	268	28%	239	29%																								
Other	510	69%	681	72%	566	71%																								
Total	737		949		805																									

Goal 3: To validate the quality and effectiveness of programs through rigorous self-assessment and recognition by acknowledged organizations, associations, and other impartial parties.

Sub-Goal	Objective	Outcome
1. Develop Schools of Distinction.	Implement the vision for each school, based on the three defining characteristics, and create a concrete plan for achieving distinction in the next three years.	Achieved. Academic plans for each school were published in 2016. They will be closed out this year, and updated in the new planning cycle.
	Continue to evaluate and improve the outcomes of schools annually by using school profiles and effectiveness data, including enrollment, academic performance, learning outcomes, and career outcomes.	Achieved/Ongoing. Outcome formulations are in place, but the schools are in various stages of completion.
	Expand and implement a cycle of program reviews to include all programs, established and new.	In progress. A newly developed cycle of assessment is ready to be implemented in 2018-2019.
2. Develop Faculties of Distinction. (CONTINUED on next page)	Continue to attract, develop, and retain highly qualified full-time faculty with the most suitable expertise for current and future programs of study.	In progress. The number of full-time, qualified faculty, per degree offering, will be analyzed in 2018-2019.
	Attract, develop, and retain a pool of highly qualified adjunct and practitioner faculty.	Achieved/Ongoing. (Number of hires vary by school/program.) Combined BX and NR: <ul style="list-style-type: none"> • 61 adjuncts were hired in FL15 of whom 32 (52%) were retained in FL16 • 44 adjuncts were hired in FL16 of whom 23 (52%) were retained in FL17

Sub-Goal	Objective	Outcome
<p>2. Develop Faculties of Distinction.</p> <p>(CONTINUED)</p>	<p>Sustain and continue to promote Faculty of Distinction through an annual award recognizing excellence and setting the standard for highly effective teaching.</p>	<p>Achieved/Ongoing.</p> <p>Annually award the W. Jeff Wallis Faculty of Distinction Award in recognition of excellence for highly effective teaching and campus engagement</p>
	<p>Build, sustain, and continually evaluate a formal faculty coaching program to support all faculty.</p>	<p>Achieved/Ongoing.</p> <p>In conjunction with the new Faculties of Distinction guide, a faculty coaching program was piloted in WN18 and SP18. Once evaluated, it will be fully rolled out in 2018-2019.</p>
	<p>Increase, improve, and continually evaluate professional development offerings for faculty. Achieve at least 85% of satisfaction rating for professional development.</p>	<p>Achieved/Ongoing.</p> <p>The College produces two faculty development days each year. In addition, Academic Technology workshops and a cadre of other professional development activities are offered throughout the year.</p>
<p>3. Identify and pursue external institutional and school/ programmatic validation.</p>	<p>Increase the College’s accreditations, certifications, rankings, and other forms of recognition.</p>	<p>Achieved/Ongoing.</p> <p><u>Accreditations:</u></p> <p>As of Spring 2018:</p> <ul style="list-style-type: none"> • Middle States institutional accreditation confirmed in 2017 • ACBSP Quality Assurance report submitted (School of Business & Accounting), accreditation confirmed in WN18 • ACEN accreditation received for Certificate PN program; successful site visit for undergraduate programs in WN18 • ACF accreditation for culinary programs, School of Hospitality Management <p><u>Accreditation applications in process:</u></p> <ul style="list-style-type: none"> • CAEP – School of Education • I-CHRIE – School of Hospitality Management • CAAHEP (DMI) and CEPH (Public Health) – School of Allied Health Professions • CSHSE (Human Services) – School of Criminal Justice

APPENDIX B: THINK TANK PROPOSED PROGRAMS TIMELINE PROGRAMS IN DEVELOPMENT 2019-2023

Year	Program	School	Status	Facilities Implications	Annual Enrollment
2019	BS Finance	Business & Accounting	Proposal will be submitted Winter 2019	\$100,000 equip + \$6,300/year software for Finance Lab	25
	MS Data Science	Information Technology	Proposal will be submitted Spring 2019	None	50
	MFA Creative Writing	General Education	Proposal will be submitted Winter 2019 w/ Master Plan Amendment	None	30
	BS Professional Studies	General Education	Proposal will be submitted Winter 2019	None	50
	Minor in English	General Education	Proposal is ready – internal approval	None	25
	Minor in Mathematics	General Education	Proposal is ready – internal approval	None	25
2020	Executive MBA	Business & Accounting	Proposal will be submitted Winter 2020	None	12
	MPA (Master of Public Admin)	Business & Accounting	Proposal will be submitted Spring 2020	None	12
	MS Athletic Training	Allied Health Professions	Proposal will be submitted Winter 2020	\$150,00-\$200,000 equip./labs	25
	BS Physical Education	Allied Health Professions	Proposal will be submitted in Winter 2020	None (money allotted to MS Athl. training)	25
	MS Forensic Psychology	Criminal Justice	Proposal will be submitted Fall 2020	Lab enhancement \$15,000	50
	Paralegal Studies Certificate	Criminal Justice	Proposal will be submitted Fall 2020	None	50
2021	Emergency Medical Tech.-Basic Certificate	Allied Health Professions	Proposal will be submitted Fall 2020	\$50,000-\$75,000 equip and labs	30

Year	Program	School	Status	Facilities Implications	Annual Enrollment
	Food Studies Certificate	Hospitality Management	Proposal will be submitted Winter 2021	None	25
	Medical Coding and Billing Certificate	Allied Health Professions	Proposal will be submitted Spring 2021	None	100
	Certified Nursing Assistant Certificate	Allied Health Professions	Proposal will be submitted Spring 2021	None	75
	EKG Certificate ¹	Allied Health Professions	Approved internally Launch Spring 2021	None	75
	Post Graduate Certificate programs	Allied Health Prof's, Business & Accting, Criminal Justice, and Info. Technology	Proposals will be submitted Spring 2021	None	100
2022	AAS Medical Laboratory Technician	Allied Health Professions	Proposal will be submitted Winter 2022	\$55,000 equipment	30
	AAS Physical Therapy Assistant	Allied Health Professions	Proposal will be submitted Winter 2022	\$40,000 equipment	30
	AAS/BBA Public Administration	Business & Accounting	Proposal will be submitted in Fall 2021	None	20
	BS Software Engineering	Information Technology	Proposal will be submitted in Fall 2021	None	20
2023	MS Health Informatics	Allied Health	Proposal in progress Launch 2023	None	25
	MS Nursing	Nursing	Proposal in progress Launch 2023	None	15
	BS Dental Hygienist	Allied Health Professions	Proposal is ready for submission Fall 2022	\$25,000 equipment	24
	AS Occupational Therapist Asst.	Allied Health Professions	Proposal is ready for submission Fall 2022	\$45,000 equipment	26
	MS Educational Leadership	Education	Proposal target date Fall 2023	None	12

APPENDIX C: GENERAL EDUCATION COMPETENCY RUBRICS

These rubrics were created using the Association of American Colleges and Universities (AAC&U) Critical Thinking VALUE Rubric. Retrieved from <https://www.aacu.org/value-rubrics>

Communication and Information Literacy Competencies Associate Level

Rubric One: Comprehension and retention

Mastery – 4	Strong Understanding – 3	Basic Understanding – 2	Minimal Understanding – 1	Not Evident – 0
Completely engaged and able to assimilate newly acquired knowledge presenting a paper that is organized and well interpreted	Fully engaged and understands the finer points of complex ideas, and creates a well prepared average final project (B)	Basic comprehension of main points and/or composes a below average paper (C)	Easily distracted and composes minimal final paper (D)	No engagement and does not produce a final paper (F)

Rubric Two: Crafting and delivering a cohesive position in written formats

Mastery – 4	Strong Understanding – 3	Basic Understanding – 2	Minimal Understanding – 1	Not Evident – 0
Conveys appropriate, detailed, well-structured and prepared, highly relevant and compelling content, written	Delivers detailed, structured and well-prepared, relevant written content	Delivers somewhat broad, reasonably structured, generally relevant content, well-prepared for presentation written	Has some understanding of the issues, but argument lacks sufficient detail, structure and preparation to be presented effectively in written formats	Lacks basic understanding to formulate or deliver a cohesive position in written format



Rubric Three: Communicating effectively non-verbal language in academic and professional settings

Mastery – 4	Strong Understanding – 3	Basic Understanding – 2	Minimal Understanding – 1	Not Evident – 0
Conveys clear and relevant points in writing with excellent tone and vocabulary	Communicates clear and relevant points in writing, suitable tone and vocabulary	Delivers mostly appropriate/applicable ideas in writing with proper tone and vocabulary	Communicates generic ideas in writing with more appropriate tone and vocabulary, less grammatical errors	Avoids writing in an academic and/or professional setting; uses casual vocabulary with many grammatical errors.

Rubric Four: Developing information literacy by locating, evaluating, synthesizing, incorporating, and utilizing appropriate sources of data through their writing

Mastery – 4	Strong Understanding – 3	Basic Understanding – 2	Minimal Understanding – 1	Not Evident – 0
Can independently access meaningful information using scholarly and academic sources; incorporates appropriate breadth of inquiry, and makes connections between recently acquired and prior knowledge; provides attribution via complete and consistent citation of sources	Moderately able to access information using search strategies which incorporate credible, timely, and authoritative sources; makes strong connections between material recently acquired and prior knowledge, with only minor errors in citation of sources	Accesses information using simple search strategies, no primary sources, and narrow scope of inquiry; makes minimal connections between material recently retrieved and prior knowledge; citation of sources is poor, with errors in format or incomplete source information	Accesses information at random; cuts and pastes from a relatively narrow sample of sources; fails to connect recently retrieved material to prior knowledge; makes little or no attempt at attribution, with inconsistent citation of sources	Presents no credible, timely, or authoritative research material

Communication and Information Literacy Competencies
Bachelor's Level

(Demonstrate all Associate competencies plus the following)

Rubric One: Articulating the results and implications of research and analysis through student's writing

Mastery – 4	Strong Understanding – 3	Basic Understanding – 2	Minimal Understanding – 1	Not Evident – 0
Identifies high quality material and displays no gaps in background information; inquiry and examination of material have been adequately addressed	Identifies worthy material and displays no gaps in background information; some inquiry and examination of material have been addressed	Can locate material but displays some gaps in background information; minimal inquiry and examination of material have been attempted	Attempts are made, but has difficulty locating material, and shows enormous gaps in background information	Ill-informed on the topic at hand and unable to conduct the research process

Rubric Two: Delivering a thoroughly researched, well-documented response and position, written

Mastery – 4	Strong Understanding – 3	Basic Understanding – 2	Minimal Understanding – 1	Not Evident – 0
Acquires, interprets and utilizes accurate information using primary and secondary scholarly and academic source; formulates a comprehensive and detailed, evidence-based response; correctly and completely cites all sources	Acquires, interprets, and utilizes accurate information using a broad variety of sources, showing some ability to engage with scholarly and academic sources; formulates a detailed response, citing all sources with few errors	Acquires accurate information using a variety of sources, but lacks ability to interpret or synthesize scholarly and academic sources, still relying somewhat on popular media and/or personal opinion; formulates a general response, citing all sources with some errors in formatting or completeness	Acquires mostly anecdotal information using popular sources; does not attempt to interpret or synthesize scholarly and academic sources, still relying heavily and/or personal opinion; formulates a general response, citing all sources with some errors in formatting or completeness	Makes no attempt to acquire information through research



Critical Thinking and Problem Solving Competencies
Associate Level

Rubric One: Defining a problem and explaining the issue; identifying and evaluating strategies using evidence to find a solution

Mastery – 4	Strong Understanding – 3	Basic Understanding – 2	Minimal Understanding – 1	Not Evident – 0
Demonstrates the ability to construct a clear and insightful problem statement; uses evidence and contextual factors to consider many issues; analyzes the most relevant factors or circumstances; identifies multiple approaches for solving a problem using contextual evidence to find a solution	Demonstrates some ability to construct a problem statement; uses some evidence and contextual factors to consider an issue; analyzes some factors or circumstances; identifies some approaches for solving a problem using limited contextual evidence to find a solution	Begins to demonstrate the ability to construct a problem statement; uses limited evidence and contextual factors to consider an issue; analyzes one factor or circumstance; identifies a single approach for solving a problem using single evidence to find a solution	Attempts to construct a problem statement; problem statement is defined broadly with a general understanding applying evidence or contextual factors to find a solution	Fails to define a problem statement

Rubric Two: Assessing the accuracy and validity of findings, results and conclusions; considers the need for further work.

Mastery – 4	Strong Understanding – 3	Basic Understanding – 2	Minimal Understanding – 1	Not Evident – 0
Information is taken from different valid and accurate sources; conclusion is logically tied to findings reflecting student’s informed evaluation; places evidence discussed in priority order and suggests the need for further work	Information is tied to at least one source; conclusion is logically tied to findings; information is chosen to fit the desired conclusion; begins to provide evidence in priority order and considers need for further work	Information is slightly tied to a single source; conclusion is limited and somewhat tied to findings; some information is included to fit the desired conclusion; some evidence is discussed; includes the need for further work, but is limited	Information discussed is lacking the use of sources; conclusion is limited; some information is included to fit the desired conclusion, some evidence is discussed but lacks evidence or the need for further work	Fails to assess the accuracy of findings, results, conclusions

**Critical Thinking and Problem Solving Competencies
Bachelor’s Level**

(Demonstrate all Associate competencies plus the following)

Rubric One: Applying information including theories, concepts, and perspectives

Mastery – 4	Strong Understanding – 3	Basic Understanding – 2	Minimal Understanding – 1	Not Evident – 0
Information is taken from various source(s) with enough interpretation /evaluation to develop comprehensive analysis or synthesis’ viewpoints of experts are questioned thoroughly; systemati-cally and methodically analyzes own and others’ assumptions and carefully evaluates relevant contexts	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis, viewpoints of experts are subject to questioning; identifies own and others’ assumptions; others’ viewpoints are acknowledged	Information is taken from source(s) with some interpretation; viewpoints of experts are assessed with little questioning; questions some assumptions; identifies several relevant contexts; may not be fully aware of own assumptions	Information is taken from source(s) without interpretation/evaluation; viewpoints of experts are taken as fact; shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions); begins to identify some contexts when presenting a position	Fails to apply information correctly

Rubric Two: Identifying information and approaches for solving the problem, evaluating solutions, and developing conclusions

Mastery – 4	Strong Understanding – 3	Basic Understanding – 2	Minimal Understanding – 1	Not Evident – 0
Identifies multiple sources of information to approach solving the problem, indicating deep comprehension of the problem; suggests solutions which address all of the following: ethical, logical and cultural factors. Evaluation is deep and elegant	Identifies multiple sources of information to approach solving the problem, only some of which apply to the context, indicating comprehension of the problem; suggests solutions which address one of the following: ethical, logical or cultural factors. Evaluation is adequate.	Identifies few sources of information or an approach to solving the problem in a way that applies within a specific context; suggests solutions which do not address the specific context. Evaluation of solutions is brief.	Identifies one or more approaches for solving the problem that do not apply within a given context; sources of information are limited; solution is vague or indirectly addressing the problem. Evaluation of solutions is superficial.	Fails to apply information correctly



Quantitative Reasoning Competencies
Associate Level

Rubric One: Applying reading comprehension strategies to interpret quantitative content

Mastery – 4	Strong Understanding – 3	Basic Understanding – 2	Minimal Understanding – 1	Not Evident – 0
Uses appropriate quantitative vocabulary to paraphrase or summarize the information the text communicates, and offers an suitable solution using the proper language	Reads and uses appropriate vocabulary to describe, interpret, and offer an appropriate solution	Reads and uses appropriate vocabulary to describe and solve the problem	Reads and uses appropriate vocabulary to describe the problem	Reading comprehension of quantitative content is not evident

Rubric Two: Understanding information presented in mathematical forms (equations, graphs, diagrams, tables, words)

Mastery – 4	Strong Understanding – 3	Basic Understanding – 2	Minimal Understanding – 1	Not Evident – 0
Accurately identifies data as represented in various mathematical forms, and draws proper conclusions	Accurately identifies data as represented in various mathematical forms, and is generally correct in applying the data	Identifies data as represented in various mathematical forms such as equations, graphs, diagrams, and tables, but occasionally makes minor errors	Identifies data as represented in various mathematical forms such as equations, graphs, diagrams, and tables, but draws inaccurate conclusions	Does not appear to understand information presented in mathematical forms

Rubric Three: Interpreting quantitative data in various formats to solve real-world problems

Mastery – 4	Strong Understanding – 3	Basic Understanding – 2	Minimal Understanding – 1	Not Evident – 0
Skillfully converts relevant information into an appropriate calculation that contributes to further quantitative reasoning	Competently converts relevant information into an appropriate and desired mathematical portrayal	Provides a quantitative response in an appropriate form, but the answer is only partially correct	Provides a quantitative response in an appropriate form, but the answer is usually inappropriate or inaccurate	Unable to interpret quantitative data

Rubric Four: Understanding and applying quantitative principles and methods in the solution of problems

Mastery – 4	Strong Understanding – 3	Basic Understanding – 2	Minimal Understanding – 1	Not Evident – 0
Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem; calculations are also presented clearly and concisely	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem	Calculations are attempted but are both unsuccessful and are not comprehensive	No understanding of quantitative principles and methods is evident



**Quantitative Reasoning Competencies
Bachelor's Level**

(Demonstrate all Associate competencies plus the following)

Rubric One: Representing mathematical information symbolically, visually, numerically, and verbally

Mastery – 4	Strong Understanding – 3	Basic Understanding – 2	Minimal Understanding – 1	Not Evident – 0
Uses the quantitative analysis of data and articulates a response in written and verbal form	Uses the quantitative analysis of data and is generally able to articulate a response in written and/or verbal form	Uses the quantitative analysis of data but is often unable to articulate a response in written and/or verbal form	Attempts to use the quantitative analysis of data but is unable to articulate a response in written or verbal form	Unable to represent mathematical information

Rubric Two: Expressing quantitative evidence in support of the argument or purpose of work

Mastery – 4	Strong Understanding – 3	Basic Understanding – 2	Minimal Understanding – 1	Not Evident – 0
Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explains it with consistently high quality	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than effective format	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate numerical support	Does not express quantitative evidence in support of argument or purpose of work

Rubric Three: Making judgments and drawing appropriate conclusions based on analysis of quantitative data

Mastery – 4	Strong Understanding – 3	Basic Understanding – 2	Minimal Understanding – 1	Not Evident – 0
Uses the quantitative analysis of data as the basis for thoughtful judgments, drawing, insightful, carefully qualified conclusions from the work	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from the work	Uses the quantitative analysis of data as the basis for conventional, uninspired judgments, drawing plausible conclusions from the work	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from the work	Does not make judgments or draw appropriate conclusions



Ethical Decision-Making and Academic Integrity Competencies
Associate Level

Rubric One: Understanding the fundamental and historical context of ethical reasoning and academic integrity

Mastery – 4	Strong Understanding – 3	Basic Understanding – 2	Minimal Understanding – 1	Not Evident – 0
names the theory or theories used to explain an ethical problem; relates the historical time period and social contexts of the theory while accurately explaining the details	attempts to explain the details of the theory or theories used but has some inaccuracies	Can name only the major theories used and is able to present the gist of the theories	Names the major theory he/she uses	Does not demonstrate an understanding of the fundamental and historical context of ethical reasoning and academic integrity

Rubric Two: Identifying an ethical dilemma or situation while evaluating multiple viewpoints with their individual and societal implications and determining the most just, fair, and socially responsible course of action

Mastery – 4	Strong Understanding – 3	Basic Understanding – 2	Minimal Understanding – 1	Not Evident – 0
Recognizes ethical issues when presented in a complex, multi-layered context and recognizes relationships concerning the issues; is able to determine the most just, fair, and socially responsible course of action	Recognizes the ethical issues when presented in a complex, multi-layered context, or recognizes cross relationships concerning the issues; can determine a just, fair, and socially responsible course of action	Recognizes basic and obvious ethical issues but cannot grasp completely the complexities or interrelationships among the issues; can determine a just and fair course of action	Recognizes basic and obvious ethical issues but does not grasp the complexity or interrelationships; can determine a fair course of action	Does not identify the ethical dilemma or situation, nor evaluates viewpoints; does not determine a specific course of action

**Ethical Decision-Making and Academic Integrity Competencies
Bachelor’s Level**

(Demonstrate all Associate competencies plus the following)

Rubric One: Applying sound, ethical reasoning to local and global issues

Mastery – 4	Strong Understanding – 3	Basic Understanding – 2	Minimal Understanding – 1	Not Evident – 0
Applies details and analyses of the origins and core beliefs of ethical systems with great depth and clarity to address local and global issues	Applies details and analyses of the origins and core beliefs of ethical systems with depth and clarity to address local and global issues	Able to state the origins and core beliefs of ethical systems as applied to local and global issues	Articulates either the origins or the core beliefs of ethical systems to address local and global issues	Does not apply social, ethical reasoning to local and global issues

Rubric Two: Developing a thoroughly reasoned plan of action that considers the short-term and long-term ethical consequences

Mastery – 4	Strong Understanding – 3	Basic Understanding – 2	Minimal Understanding – 1	Not Evident – 0
Applies independently a very wide range of ethical perspectives/ concepts with accuracy as applied to an ethical problem and is able to consider the full implications of the application	Can apply ethical perspectives/concepts to an ethical problem independently and accurately but does not consider the specific implications of the application	Can apply ethical perspectives/concepts to an ethical problem independently and the application is accurate	Can apply ethical perspectives/concepts to an ethical problem with support, using examples in a class or group but is unable to apply ethical perspectives/concepts independently	Does not develop a thoroughly reasoned plan of action that considers long- and short-term ethical consequences



Rubric Three: Communicating and defending a course of action

Mastery – 4	Strong Understanding – 3	Basic Understanding – 2	Minimal Understanding – 1	Not Evident – 0
<p>Can state a position, objections to it, assumptions and implications of it <i>and</i> can defend reasonably against the objections to different ethical perspectives/concepts, and the defense is effective</p>	<p>Can state a position, objections to it, assumptions and implications of it, and can respond to the objections to different ethical perspectives/concepts, but the student’s response is not fully effective</p>	<p>Can state a position, objections to it, and the assumptions of different ethical perspectives/ concepts, but does not respond to them</p>	<p>Can state a position but cannot state the objections to it or the assumptions and limitations of the different perspectives/concepts</p>	<p>Does not communicate and defend a course of action</p>

Interpersonal Relationships and Professional Conduct Competencies
Associate Level

Rubric One: Fully understanding the student’s responsibility in a classroom setting

Mastery – 4	Strong Understanding – 3	Basic Understanding – 2	Minimal Understanding – 1	Not Evident – 0
Always present, punctual, and attentive; interacts with both peers and professors in a professional way and demonstrates a growing understanding of organization, timeliness, and self-motivation	Generally present, punctual, and attentive. Interacts well with peers and professors, and shows a burgeoning understanding of self-motivation and organization	Usually punctual, understands how to act with peers and professors, and usually hands assignments in on time, but still needs to work on self-motivation	Often on time to class, somewhat participatory, and hands in some assignments on time	Fails to display the basics of student responsibility

Rubric Two: Using a professional tone when communicating with faculty and students

Mastery – 4	Strong Understanding – 3	Basic Understanding – 2	Minimal Understanding – 1	Not Evident – 0
Always professional, actively listens, analyzes and incorporates others’ suggestions, and communicates comfortably (both orally and in writing) with faculty and peers.	Communicates professionally (orally and in writing) with faculty and peers, listens well, and is able to understand and implement the ideas of others	Exhibits a burgeoning professional demeanor and demonstrates developing communication skills (both oral and written) with faculty and peers	Displays basic communication skills both orally and in writing, but needs to work on listening and/or interacting with faculty and peers	Fails to display the basics of effective professional communication



Rubric Three: Implementing problem-solving strategies, objective thinking, and conflict management in a classroom setting

Mastery – 4	Strong Understanding – 3	Basic Understanding – 2	Minimal Understanding – 1	Not Evident – 0
Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness	Demonstrates proficiency in conflict resolution, objective thinking, and problem-solving while working within a team	Passively accepts alternate viewpoints/ ideas/opinions and tries to think objectively	Has a limited understanding of others’ perspectives and tends toward subjective thinking	Fails to employ basic problem-solving skills when working within a group

Rubric Four: Committing to work collaboratively within a group

Mastery – 4	Strong Understanding – 3	Basic Understanding – 2	Minimal Understanding – 1	Not Evident – 0
Works well with others and is able to listen, engage, and incorporate various opinions and viewpoints	Listens well, respects others, and displays a growing understanding of group dynamics	Engages group members by taking turns and listening to others without interrupting	Displays limited focus, but has some success in communicating within a group	Fails to demonstrate effective communication within a group

Rubric Five: Identifying and designing components as a foundation for a professional portfolio and initiating professional networking

Mastery – 4	Strong Understanding – 3	Basic Understanding – 2	Minimal Understanding – 1	Not Evident – 0
Has a professional portfolio, complete with updated resume, and has initiated a robust and varied network	Has a strong portfolio and a small professional network of both social media and traditional contacts	Has compiled a basic portfolio and has begun to professionally connect with others	Has limited interaction with a wider network and needs to work on building a robust resume and portfolio	Fails to professionally connect with others

Rubric Six: Demonstrating good citizenship through empathy and tolerance

Mastery – 4	Strong Understanding – 3	Basic Understanding – 2	Minimal Understanding – 1	Not Evident – 0
Demonstrates good citizenship, effectively using both empathy and tolerance to better understand the perspectives of others	Demonstrates a growing understanding of good citizenship and the importance of empathy and tolerance	Understands the importance of others' views and attempts to show both tolerance and empathy	Demonstrates basic tolerance of others' ideas and displays some empathy	Displays little tolerance or empathy.



Interpersonal Relationships and Professional Conduct Competencies
Bachelor's Level

(Demonstrate all Associate competencies plus the following)

Rubric One: Developing and refining interviewing skills, professional comportment, and industry-appropriate attire

Mastery – 4	Strong Understanding – 3	Basic Understanding – 2	Minimal Understanding – 1	Not Evident – 0
Confident and appropriate in professional settings and can communicate effectively during an interview	Displays professional comportment in most situations, and exhibits growing interview skills	Understands the importance of professional comportment, and exhibits some skills in professional verbal and non-verbal communication	Displays a basic understanding of professional comportment and the importance of verbal and non-verbal professional communication	Does not display general professional behavior

Rubric Two: Assembling a professional portfolio, resume, and social media presence

Mastery – 4	Strong Understanding – 3	Basic Understanding – 2	Minimal Understanding – 1	Not Evident – 0
Has an impressive portfolio and resume, and is cultivating a growing and professional social media network	Has a strong portfolio and resume, and has a growing professional network	Has compiled a basic portfolio with a solid resume and has begun to expand on social media	Has created a basic portfolio and resume, but has a limited social media presence	Fails to professionally connect with others

Rubric Three: Building networking relationships with peers, instructors, coworkers, and industry professionals

Mastery – 4	Strong Understanding – 3	Basic Understanding – 2	Minimal Understanding – 1	Not Evident – 0
Has created a robust, professional network of peers, instructors, coworkers and industry professionals	Has created a growing network of peers, and has made solid connections with some instructors, coworkers, and industry professionals	Has created a small network of peers, and has begun to connect with instructors, coworkers, and industry professionals	Has created a small network of peers, but has yet to connect with instructors, coworkers, and industry professionals	Fails to interact professionally with peers, instructors, coworkers, and industry professionals

Rubric Four: Interacting professionally with internship supervisors and coworkers

Mastery – 4	Strong Understanding – 3	Basic Understanding – 2	Minimal Understanding – 1	Not Evident – 0
Professionally and comfortably interacts with and impresses both internship supervisors and coworkers, building trust and valuable industry connections through stellar performance	Professionally interacts with both internship supervisors and coworkers, building connections and trust through solid performance	Displays growing professionalism when interacting with internship supervisors and coworkers; is present, punctual, and productive	Has begun to interact professionally with internship supervisors and coworkers: is present and punctual	Fails to interact professionally with internship supervisors and coworkers

Rubric Five: Developing personal and professional leadership skills.

Mastery – 4	Strong Understanding – 3	Basic Understanding – 2	Minimal Understanding – 1	Not Evident – 0
Displays impressive leadership qualities in both personal and professional scenarios, and is able to inspire others to positive action	Leads with confidence in both personal and professional scenarios, and has a positive influence on others	Displays growing confidence in personal and professional leadership, and works well with others	Displays basic personal and professional leadership skills	Fails to display adequate leadership skills

APPENDIX D: PROPOSED PRIOR LEARNING COURSES

PLA-001 Introduction to Prior Learning Guided Assessment (0 credit)

This course explains how to earn college credit for what you already know. Introduction to Prior Learning Guided Assessment (PLA-001) will help you determine how learning gained from work and life experiences could potentially earn college credit. This 0 credit course will be up to 7.5-weeks and takes you through all the options offered by Monroe College for earning credit, such as: portfolio development, proficiency exams, external exams (CLEP), military training and education, professional licenses and certifications. You will be paired with a mentor to help analyze your background and experience to determine whether PLA options would fit your goals and to create a PLA plan including the specific courses for which they can earn PLA credit. Course will meet one hour a week, either onsite or online.

Course Objectives:

Upon successful completion of this course, students will be able to:

- Prepare an inventory of prior learning
- Identify opportunities to petition for PLA
- Create a PLA plan

PLA-002 Prior Learning Portfolio Development (0 credit)

PLA-002, a 0-credit, 7.5-week course that is intended as a continuation of PLA-001, is a structured seminar that guides you through the development of a Prior Learning Portfolio. PLA-002 provides structure and support to help you document your experiences and develop a narrative that addresses the learning outcomes that are at the core of every course, leading you to multiple credits. Course will meet one hour a week, either onsite or online.

Course Objectives:

Upon successful completion of this course, students will be able to:

- Identify and prepare appropriate documentation for application of PLA
- Write a learning narrative which demonstrates the context and nature of your learning
- Organize a Prior Learning Portfolio for submission

APPENDIX E: INTERNSHIP SITE VISIT REPORTS SPRING 2017- FALL 2018

The internship site visit report provides Academic Affairs administrators with immediate information about the learning that is taking place at an internship site, with an opportunity to address any areas of concern. Each school's reporting format is unique, but all provide critical information about the site, the supervising personnel, the performance of the intern, and, most importantly, the value of the internship on building a student's skills and professionalism as they prepare for career advancement.

Following are two sample reports from each School:

- School of Allied Health Professions (SAH)
 - Compassionate Care Hospice, December 2018
 - Post Graduate Center for Mental Health, July 2018
- School of Business and Accounting (SBA)
 - Hawthorne Foundation, Inc., December 2018
 - Ponce DeLeon Federal Bank, December 2018
- School of Criminal Justice (SCJ)
 - Children's Village, November 2018
 - Crime Victims Support Services, October 2017
- School of Hospitality Management (SHM)
 - Residence Inn by Marriot and Radisson Plaza Hotel, July 2017
 - Roc-N-Ramen Noodle Restaurant, December 2018
- School of Information Technology (SIT)
 - NYS Assemblyman Michael Blake's Office, February 2018
 - ServiceNow, April 2018

MONROE COLLEGE
School of Allied Health Professions
Internship Faculty Site Evaluation

Student Names (3): [REDACTED], [REDACTED], [REDACTED]

Major: Public Health

Internship Site: Compassionate Care Hospice, Bronx, NY

Site Supervisor Name: James Chew, Volunteer Coordinator

Internship Faculty: Desmond Poyser

Date of Visit: December 7, 2018

Internship Site Evaluation

Learning Goals

Please take the opportunity to ask about progress on the Learning Goals and if any adjustments need to be made to the Affiliation Agreement, the Syllabus or to the Competencies. Are you satisfied that the student is making progress on their goals? If not, please explain why and how this will be addressed.

Mr. Chew is very passionate about the internship agreement with Monroe College and has always been willing to offer suggestions. He is well informed re the requirements and his contribution to the program.

Site Supervisor Evaluation

Please review the evaluation criteria on the Site Supervisor Evaluation form with the supervisor. The supervisor will need to complete the form at the end of the internship. A form will be sent by the Career Services office. Please alert the supervisor to the fact that the evaluation will need to be returned prior to the end of the semester for grading purposes and the approved methods of submitting the form.

He already completed his evaluations or was in the process of doing the rest.

Future Internships

Is the supervisor interested in posting an internship opportunity for next semester? **(YES)**

FEEDBACK FROM SUPERVISOR: Discuss intern's basic work habits and punctuality; dress and conduct; adaptation to site; attitude, dependability; quality of work; initiative; communication skills; maturity; ability to learn; and interaction with staff and clients. Note any supervisor concerns or

recommendations. *Please remind the Site Supervisor of the importance of a complete and fair evaluation of the student's performance and the effect on the professional development of the student.*

He is a stickler for professionalism and has always been a strong advocate for the students to adhere to the workplace rules.

PLEASE DESCRIBE THE STUDENT'S EXPERIENCE OF THE SITE. Has it been positive or negative? Why?

The three students have had very enriching experiences.

WHAT IS YOUR OVERALL IMPRESSION OF THE SITE? Would you recommend it for future interns? Why or why not?

This site is highly recommended for future interns as Mr. Chew is a stickler for the rules, but is always willing to get the best out of the students he supervises.

WHAT IS THE SITE SUPERVISOR'S IMPRESSION OF THE PROGRAM? Any recommendations?

Mr. Chew thinks most of the students come prepared in some areas, but one problem he has is their ability to complete their time sheets. He thinks there should be some form of professional development exercise to get them to learn how to properly complete the form.

MONROE COLLEGE
School of Allied Health Professions
Internship Faculty Site Evaluation

Student Name: [REDACTED]

Major: Public Health – MPH

Internship Site: Postgraduate Center for Mental Health
 73 W 23rd Street, Suite 704
 NYC, NY, 10010

Site Supervisor Name: Rachel Jean Paul, Front Desk Administration Supervisor
 Steven Lipsky, CASAC Supervisor

Internship Faculty: Desmond Poyser

Date of Visit: July 16, 2018

Internship Site Evaluation

Learning Goals

Please take the opportunity to ask about progress on the Learning Goals and if any adjustments need to be made to the Affiliation Agreement, the Syllabus or to the Competencies. Are you satisfied that the student is making progress on their goals? If not, please explain why and how this will be addressed.

This particular student is having problems with parts of her internship and complains about the lack of activity and meaningful participation. This student is not making progress because of attitudinal problems which were addressed with the student. Her supervisor cited a problem with miscommunication and the fact that there was a change in supervisor as the original supervisor was separated from her role. Hence student had two supervisors so roles and responsibilities were changed midstream. A redirection was agreed upon after a discussion involving the supervisor, intern and myself,

Site Supervisor Evaluation

Please review the evaluation criteria on the Site Supervisor Evaluation form with the supervisor. The supervisor will need to complete the form at the end of the internship. A form will be sent by the Career Services office. Please alert the supervisor to the fact that the evaluation will need to be returned prior to the end of the semester for grading purposes and the approved methods of submitting the form.

The supervisor despite having the student for only half a semester is knowledgeable about the requirements for completing the and submitting the evaluation forms.

Future Internships

Is the supervisor interested in posting an internship opportunity for next semester? **(Yes)**

FEEDBACK FROM SUPERVISOR: Discuss intern's basic work habits and punctuality; dress and conduct; adaptation to site; attitude, dependability; quality of work; initiative; communication skills; maturity; ability to learn; and interaction with staff and clients. Note any supervisor concerns or

recommendations. *Please remind the Site Supervisor of the importance of a complete and fair evaluation of the student's performance and the effect on the professional development of the student.*

The supervisor admitted that the student was pleasant and a good listener and was placed in a role to help the clients better able to access the myriad services provided by the organization. He declared that the student was competent but needed to be more proactive as she was a bit laid back in her approach. She was also limited by her lack of clinical training and knowledge of filing electronic documents.

PLEASE DESCRIBE THE STUDENT'S EXPERIENCE OF THE SITE. Has it been positive or negative? Why?

The student has a litany of complaints and some are real, but most are due to the student's attitude. She has insisted that she has not been given a project, but her supervisor outlines a project he had discussed with her. She had more criticisms of the operational aspects than any positive outlooks and she was asked to focus on putting more interest in her particular task as it contributed to a better patient experience.

WHAT IS YOUR OVERALL IMPRESSION OF THE SITE? Would you recommend it for future interns? Why or why not?

This is a great site for the MPH program and the only problem is that this particular intern cannot see the importance of her role in patient care. There are two other students who have been placed at this site during this current internship and both are having positive and fulfilling experiences. Other students have thrives here so it is a recommended site. As I exited the building, I ran into my past student from last semester's class. She was actually the top student and received the top award for graduate students last semester. She was offered a job at this particular site due to her performance. Her name [REDACTED]

WHAT IS THE SITE SUPERVISOR'S IMPRESSION OF THE PROGRAM? Any recommendations?

The supervisor thinks the program is fine and most students are well trained. His only demand is that he would prefer to have students with more clinical experience especially Social Workers or other clinical areas but should also have exposure to electronic billing and documenting applications.

OTHER COMMENTS ABOUT THE SITE:

This site is a part of a much bigger organization and they have had other students who have done exceptionally well and there are two current students who are making significant contributions to the organization.

MONROE COLLEGE
SCHOOL OF BUSINESS AND ACCOUNTING
INTERNSHIP REPORT

Site visits are conducted to observe the fit and appropriateness and the learning environment created for interns in the School of Business and Accounting. This observation reinforces the college's commitment to the success of the student's internship experience.

Internship Site: **HAWTHORNE FOUNDATION INC., TARRYTOWN, NEW YORK**

Contact: **Ms. Eileen Bisordia, Executive Director**

Prepared by: **Aldith Williams, Faculty, School of Business and Accounting**

Date: **December 2018**

This facility provides quality education, rehabilitation, vocational, and recreational programs and services to adults and children with disabilities. The goal as stated by Ms. Bisordia is to enable every individual to reach his/her maximum potential in the least restrictive environment.

The intern was placed in the corporate office as a special project intern reporting directly to the Executive Director. Her main tasks were marketing-related and included market research, event planning, locating talents for events, organizing fund raising, reaching out to potential financial sponsors, while learning negotiating skills, and drafting contract of commitment. The intern sits in board meetings and is ask to participate in the decision making processes and is encouraged to offer her ideas.

The work environment appeared fast paced, productive and casual. Ms. Bisordia expressed her satisfaction with the intern's performance and offered her a full-time position, the intern did not accept because of her commitment to attend Graduate School. In a conversation with the intern she indicated that her internship experience helped her in deciding to pursue a Master's degree in Marketing.

MONROE COLLEGE
SCHOOL OF BUSINESS AND ACCOUNTING
INTERNSHIP REPORT

Site visits are conducted to observe the fit and appropriateness and the learning environment created for interns in the School of Business and Accounting. This observation reinforces the college's commitment to the success of the student's internship experience.

Internship Site: **PONCE De LEON FEDERAL BANK, BRONX, NEW YORK**

Contact: **Mr. Jason Olmeda, Vice President**

Prepared by: **Aldith Williams, Faculty, School of Business and Accounting**

Date: **December 2018**

The meeting was arranged in the corporate offices of the bank. The mission of the bank as stated by Mr. Olmeda, is to serve the needs of the community by emphasizing the importance of personal banking, and to promote economic growth. During our meeting I soon realize the wide scope and depth of the operations to which the intern was exposed. The bank uses a formal, competitive process in selecting students to participate in its internship program. To secure the internship position, our intern competed with a pool of applicants from prominent area colleges. In addition to the initial interview, he was asked to attend a second interview with the 360 degree model whereby a multidisciplinary team conducted the interview.

Mr. Omeda boasted of the high quality of the staff and expressed pride in the bank's highly structured internship program which affords the intern hands-on experience. The intern was placed in the Regulatory Department which provided exposure to governmental agencies that fight against financial crimes including money laundering, and identification of individuals who may pose a risk to the bank. I was able to meet with the intern, who discussed some of the projects that he has completed. He was eloquent and provided a clear, easily understood overview of his experiences. I was impressed with the professionalism of the intern's work.

The business environment was formal, yet free flowing and appeared to be team-oriented. It was clear that it was an excellent learning opportunity. Mr. Olmeda, said that the intern had an excellent demeanor, good work ethic and is a quick learner. The intern was offered and accepted a job in his field of interest within the bank.

MONROE COLLEGE

School of Criminal Justice

Field Experience II - CJ 390 99

Site Visit Report

Prepared by **Guylaine Harrison, Esq.**



THE CHILDREN'S VILLAGE

Summary & Recommendation

Date of Site Visit: Thursday, November 29, 2018

Time of Site Visit: 1:00 p.m. to 2:30 p.m.

Location of Site Visit: 1 Echo Hills Road, Dobbs Ferry, NY 10522

Internship Supervisor: Sharon Graham, Monroe College Alumni
Deborah Finley-Troup, Vice-President of Human Resources

Internship Students: Students in Prof. Singer's CJ390 Field Experience in CJ II:

██████████, ██████████, ██████████

The Children's Village is a residential facility for troubled youth. Its primary facility is located in Dobbs Ferry, N.Y. It works in partnership with families to care for 10,000 children every year and is funded at the city, state and federal level.

The Children's Village offers child welfare programs in non-secure and secure facilities. It offers specialized programs in substance abuse and sex offender treatment for juveniles. Typically, the Children's Village provides services for children ranging in age from 8 to 17. It also offers a day care service. By all accounts, the facility is clean, well-maintained and houses an Olympic size swimming pool and full basketball court. Upon my entry to the recreational facility, I met a woman who has worked for forty years with the young men at The Children's Village. She stated that she "loved" to work with troubled youth and has seen great success during her tenure.

This is a special internship opportunity for our students because they receive two full weeks of training and a salary during the entire course of the training and the internship. Background checks for this internship are required. Our three students were placed in the Direct Care department. Based on the discussions and evaluations of our students', supervisors indicated that they were adequately suited for their placement. For example, [REDACTED]'s supervisor indicated that although she witnessed crisis situations with young children, she did not shy away from the moment. Instead, she relied on her training to appropriately intervene with the supervision and guidance of her supervisor. Unfortunately, a great majority of the children are on medication and sometimes they may have adverse behavioral reactions to the medication.

I also toured the housing unit where [REDACTED], our second intern, is assigned. He is responsible for assisting male children aged 8 to 13. He helps them with homework, recreational activities and other needs. A worker is placed at the entrance to the door of their co-ed rooms whenever they are in their rooms (daytime or night-time). The workers try to prevent self-harm, harm to others and escape attempts. Mr. [REDACTED]'s supervisor indicated that he is a "natural" with the young boys and they miss him when he is not working. He is patient with them and listens to them.

We also spoke to [REDACTED]'s supervisor. She indicated that Ms. [REDACTED] is well-suited to work in Direct Care. She assists with recreational activities, including swimming. Her supervisor noted that Ms. [REDACTED] is astute to the needs of the children and often recognizes when they are in distress because they miss their families. Depending on the court order, some children are allowed to visit their families during the weekend. Sometimes upon their return to the facility, they experience anxiety and frustration. Some children even try to run away.

Overall, The Children's Village is a worthy endeavor and has provided care for troubled youth for over 170 years. We have had a terrific experience with our interns this semester and look forward to a growing and continued partnership.



SITE VISIT REPORT

Organization/Agency name: Crime Victims Support Services
 Supervisor name: Joanne Cicero – Executive Director
 Date of visit: October 24, 2017
 Time: 9:30am
 Students at site: [REDACTED]

Summary of meeting & observations:

Conducted site visit at office of Crime Victims Support Services located at 1138 Neill Avenue in the Bronx and met with Executive Director Joanne Cicero. Started by thanking Ms. Cicero for hosting Monroe College interns and she stated that she is extremely satisfied with her current interns and all the interns she has had in the past from Monroe and is very interested in continuing this partnership.

Conversation then consisted of Ms. Cicero describing the tasks and responsibilities that the interns do for her organization. These tasks include intaking and talking to clients when they call the office, researching all current issues and trends in the area of victim rights, assisting the development department with fundraising and event planning. Additionally, the interns sit in on all interviews with clients that take place while they are working.

Focus of visit then centered on my two students at the site – [REDACTED] and [REDACTED]. Both are doing well and the only issue was about getting more hours for each of them since they are both currently behind where they should be hour wise. Ms. Cicero is fine with giving more hours and stated that it is the students' school, work and personal schedules that prevent them from doing more with her. Professor offered some suggestions on how students may be able to get more hours with site involving escorting victims to and from court if possible and Ms. Cicero liked and endorsed that idea.

Overall this site appears to be a safe and productive work environment for our Monroe students and should continue to serve as an internship site for our students.

Faculty name: David Long

Faculty signature: David Long

MONROE COLLEGE
School of Hospitality Management
INTERNSHIP SITE VISIT CHECKLIST/EVALUATION

DATE: **July 28, 2017**

ORGANIZATION: **Residence Inn by Marriott**
35 Lecount Place, New Rochelle, NY 10801

Radisson Plaza Hotel
1 Radisson Plaza, New Rochelle, NY 10801

FACULTY **Prof. Stacy James**

SUPERVISORS: **Kari Vargas, Sales Coordinator (Residence Inn)**
Tomika Todd, Front Desk Agent (Radisson Plaza)

	Yes
No	

Did you met with any staff who supervise or work directly with students?	X
--	---

Did you share the syllabus/course objectives with the supervisor?	x
---	---

Were any interns present at the time of the visit?	X
If yes, please print the name of the student: [REDACTED]	

Did you have the opportunity to observe the intern at work?	X
---	---

Are the intern duties relevant to their major?	x
--	---

Recommendations and Comments:

At both hotels, students receive the opportunity to work in a different type of lodging facility, they are dedicated to a specific department and are not able to cross train. Interns are well received, but the general consensus is for students to have an open mind, especially if they don't receive the desired department to work within for the Internship experience. It was evident that the students are doing well at the respective sites, as the Residence Inn has offered two of our interns full-time positions ([REDACTED] and [REDACTED]).

Regarding the Radisson, students expressed interest in the Internship experience, but found that they wouldn't be able to cross train and would be in the Housekeeping Department for majority of the time. We took the opportunity to view the facility. We were actually surprised to find a graduate of our Hospitality Program and current Intern in the Master's Program, [REDACTED], who gave us a tour of the facilities and explained the operations. Interns experience a different market working at the Radisson, as students are exposed to the growing group, special events and long term stay market, as with the Residence Inn.

MONROE COLLEGE
School of Hospitality Management
INTERNSHIP SITE VISIT EVALUATION

DATE: December 10, 2018

ORGANIZATION: Roc-N-Ramen Noodle Restaurant
19 Anderston Street
New Rochelle, NY 10801

FACULTY: Prof. Stacy James

COURSE: Senior Management Apprenticeship FL18

SUPERVISORS: Wayne Carrington, CEO and Founder

Description and evaluation: A quaint restaurant with a seating capacity for approximately 36 patrons, Roc N Ramen brings a new twist to Japanese cuisine by including a Caribbean flair and casual American service. There are approximately 8 - 12 employees preparing and serving an a la carté menu of 25 to 30 items – excluding beverage options – ranging in price from \$6 to \$24. This restaurant is a great mecca for Interns, as they not only get the chance to learn the various stations and roles due to its small size of operation, but they have the chance learn from a Monroe College alumnus, Wayne Carrington, who founded and opened the Roc N Ramen restaurant in 2014.

Interns are exposed to both back and front of the house, but are predominantly in their area of expertise or desired area for increased learning. [REDACTED], the intern at this restaurant, enjoys his work, as he is being exposed to new roles and responsibilities such as being a shift leader, while applying various leadership, creative and communication skills. Per [REDACTED]'s supervisor, communication skills are key for any employee, and the opportunities are endless for [REDACTED] as he continues to grow and work on such skills.

Recommendations for our students: Formulate continued exercises / assignments that focus on communication skills between internal customers using various scenarios, rather than predominantly looking at the external customer angle.

MONROE COLLEGE

**School of Information Technology
INTERNSHIP SITE VISIT CHECKLIST/EVALUATION**

Date: **February 8, 2018**

Organization/Site: **NYS Assemblyman Michael Blake's Office
79th District, Bronx, NY**

Representative/Supervisor: **Sabrina Philson, Chief of Staff
Kevin Jean-Slide, President of Finslide**

Prepared by: **Brigitte Perez, DBA, IT Career Advisor/IT Internship Coordinator**

	Yes	No
Did you meet with any staff who supervise or work directly with students?	X	
Did you share the syllabus/course objectives with the supervisor?		X
Were any interns present at the time of the visit?		X
If yes, please print the name of the student(s)		
Did you have the opportunity to observe the intern at work?		X
Are the intern duties relevant to their major?	X	

What recommendations would you offer the supervisor in terms of enhancing the intern's experience?

Ms. Philson, Mr. Jean-Charles and I worked together to develop an internship where our IT students would analyze their IT network and develop an operational website in which reports and appointments can be done much easier. The team of IT students were supervised by Mr. Jean-Charles from Finslide where they were interning as well. The students did a dual internship that gave them the systems analysis, database design and development hands-on experience, all while they did a programming and full-stack developer internship with Finslide.

Noted on Finslide Technology Corp. evaluation/checklist:

The hands-on experience and exposure to other IT companies our students are getting at Finslide is phenomenal. Our students complete their internships very pleased.

MONROE COLLEGE
School of Information Technology
INTERNSHIP SITE VISIT CHECKLIST/EVALUATION

Date: **April 6, 2018**

Organization/Site: **servicenow**
60 E 42nd St., #1230, New York, NY 10165

Representative/Supervisor: **Sabrina Philson, Chief of Staff**
Kevin Jean-Slide, President of Finslide

Prepared by: **Brigitte Perez, DBA, IT Career Advisor/IT Internship Coordinator**

	Yes	No
Did you meet with any staff who supervise or work directly with students?	X	
Did you share the syllabus/course objectives with the supervisor?		X
Were any interns present at the time of the visit?		X
If yes, please print the name of the student(s)		
Did you have the opportunity to observe the intern at work?		X
Are the intern duties relevant to their major?	X	

What recommendations would you offer the supervisor in terms of enhancing the *intern's experience*?
It seems like the experience will be great for our IT Students.

Comments: **(Taken from an e-mail sent to Dean Shah and Prof. Villegas)**

Before we close off a great week, I'd like to give you an update on an exciting meeting I had this morning with the cloud company ServiceNow. As I am sure you know, they are based in Santa Clara, CA with offices in NYC, located right across from Grand Central. I met with their Senior Director of ITOM, Zaki Bajwa and one of my Comodo friends (who introduced me to ServiceNow). They'd heard about the program developed at Comodo and wanted to discuss how we can develop a similar program with their company. Their desire is to develop and run an internship program stems from the lack of preparedness of recent graduates upon graduation and not know how to enter the IT industry and from the company's very own challenges during their recruitment efforts. Their idea is to run an internship program to train Techs to be immediately placed with platforms companies similar to Salesforce. The company

is opening up three additional locations in the BX alone, one which has already opened in Parkchester and they will be recruiting for. We discuss the possibility of running a BootCamp type of training with placement being the end result. To keep the momentum going as I did with Comodo, I've invited them to visit our Campus to meet you, Prof. Villegas (if you are available and I'm crossing my fingers) and our IT students on April 25th from 4-6PM. I would love for us to meet with Mr. Bajwa at 4:00PM if you are available and then we can take him in to address the students. He will also recruit for the Parkchester office at that time. He will send me the job descriptions on Monday.

Note: Comodo Group is a cybersecurity company headquartered in Clifton, NJ.



2019 WINTER & SPRING FACULTY DEVELOPMENT CALENDAR

FACULTY DEVELOPMENT CONFERENCES

Friday, February 22 8:30am – 1:30pm Gaddy Hall	WINTER 2019 FACULTY DEVELOPMENT CONFERENCE <i>Diversity, Differentiation and Inclusion in the College Classroom</i> ♦ Open Plenary Session: Professor Kevin Wong (School of Education) ♦ Lunch and Faculty Book Signing: Professors Geoff Smith and Harvey Gilmore <i>The College Freshman Guide to First Year Greatness</i> ♦ Breakout Sessions: <ol style="list-style-type: none"> 1. English Language Learners 2. Student-Athletes 3. Students with Disabilities 4. Adult Learners 5. FYE Students 6. Under-Prepared Students 7. Honors Students 8. International Students
Saturday, May 18 (P/T Faculty) 9:00am – 12:00pm Gaddy Atrium	Faculty Development Conference for Adjuncts Keynote: Professor Kevin Wong (School of Education)
Friday, July 12 8:30am – 1:30pm Mintz Auditorium	Spring 2019 Faculty Development Conference and Faculty of Distinction Celebration Luncheon

IN-SERVICE WORKSHOPS: Improving the quality of the classroom and college experience

Tuesday, January 29 2:45 – 4:15pm King Hall Room 225/ Gaddy Atrium	Promoting Courtesy, Respect, and Full Engagement in the Classroom FACILITATORS: Bruce Wigutow (BX); Genevieve Crane-Slygh (NR)
Wednesday, March 27 2:45 – 4:15pm King Hall Room 227/ Gaddy Atrium	An Educational Approach to Understanding Sexual Assault and Harassment OUTSIDE FACILITATOR (BX and NR)
Tuesday May 14 2:45 – 4:15pm King Hall Room 225	Strategies for Success FACILITATORS: Karenann Carty and Jerry Kostroff (BX)
Thursday, May 16 2:45 – 4:15pm Gaddy Atrium	Strategies for Success FACILITATORS: Carol Genese and Jacinth Coultman (NR)
Monday, May 20 2:45 – 4:15pm King Conf. Room	Integrating Interactive and Enjoyable Writing Across the Curriculum FACILITATOR: Travis Rave (BX)
Tuesday, May 21 2:45 – 4:15pm Gaddy Atrium	Integrating Interactive and Enjoyable Writing Across the Curriculum FACILITATOR: Chris Cascio (NR)

LUNCH AND LEARN/DINNER AND DISCUSSION: Faculty-facilitated conversations on topics of interest

Thursday, January 31 12:15 – 1:00pm King Conf. Room Gaddy Atrium 5:15 – 6:15pm King 309 Gaddy 404	Supporting Students Social and Emotional Well-Being FACILITATORS: Dana Goren (BX), Hadar Schwartz (NR) Health and Wellness Psychologists
Thursday, February 7 12:15 – 1:00pm King Conf. Room Gaddy Atrium 5:15 – 6:15pm King 309 Gaddy Atrium	Engaging Students in Sensitive/Controversial Discussions DISCUSSION LEADERS: Guylaine Harrison (BX); Jody McCalla (NR)
Tuesday, March 5 12:15 – 1:00 pm King Conf. Room Gaddy Atrium 5:15 – 6:15pm King 309 Gaddy Atrium	Experiential Learning/Getting Out of the Classroom FACILITATORS: Jasmine Young (BX); Stacy Crawford (NR)
Tuesday, March 12 12:15 – 1:00 pm King Conf. Room Gaddy Atrium 5:15 – 6:15pm King 309 Gaddy 404	Classroom Management – Best Practices DISCUSSION LEADERS: Sol Velasquez (BX); Patrice Lewis-Riley (NR)

TECHNOLOGY TRAININGS — TBD

APPENDIX G: STRATEGIC GOAL INTEGRATION MAPS 2018–2023

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	-	-	-	-	-

2018–2023 Strategic Goal Integration Map

GOAL 2:

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

- 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
2.0	To shape institutional enrollment by attracting, enrolling, and retaining students with the potential to succeed academically, graduate, and advance professionally	–	–	–	–	IE-2a IE-2b	–	TP-2
2.1	Continuously improve student engagement, retention, and graduation outcomes	10	–	–	–	IE-2a	SEM-1	–
2.2	Manage enrollment strategically, appropriate to locations, schools, programs, and the employment landscape	9	–	FP-8	FMP-6	IE-2b	SEM-2	–
2.3	Explore, launch, and nurture strategic enrollment partnerships	8	–	–	–	–	SEM-3	–
2.4	Implement innovative practices that facilitate adult learner enrollment	8	AP-4	–	–	–	SEM-4	–
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	7	AP-4	–	–	–	SEM-5	–
2.6	Apply institutional analysis and predictive modeling to support strategic enrollment management college-wide	6	–	–	–	–	SEM-6	TP-3
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.	9	–	–	–	–	SEM-7	–
2.8	Pursue additional degree programs	8	AP-2 AP-3	–	FMP-6	–	SEM-8	–
2.9	Evaluate the feasibility of additional extension sites	5	–	FP-5	FMP-7	–	SEM-9	–
2.10	Expand and diversify club athletics programs on both the New Rochelle and Bronx campuses.	5	–	–	–	–	SEM-10	–

2018–2023 Strategic Goal Integration Map

GOAL 3:

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



- 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
3.0	Formally cultivate and institutionalize a responsive culture and structure to more effectively serve students, faculty, and staff	–	–	–	–	IE-3a IE-3b IE-3c	SEM-1	TP-4
3.1	Codify the College's values to clearly communicate performance expectations and standards	8	AP-11	FP-2	–	IE-3a	–	TP-4
3.2	Implement hiring, onboarding, and professional development programs for all employees that emphasize the College's mission and core values	10	AP-12	FP-2	–	IE-3b	–	–
3.3a	Strengthen relationships with faculty, staff, and students	9	AP-13	–	–	IE-3c	–	–
3.3b	Strengthen relationships with external community groups and organizations	8	–	–	–	–	–	–
3.4	Improve the College's organizational structure to reflect functional areas, campus locations, and opportunities for greater efficiencies	8	Carried out by the President's Cabinet					
3.5	Improve the College's governance structure to ensure appropriate representation of all constituencies and logical decision-making	5	Carried out by the President's Cabinet					
3.6	Develop periodic assessment of governance, leadership, and administration	6	Carried out by the President's Cabinet					

2018–2023 Strategic Goal Integration Map

GOAL 4:

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

- 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
4.0	Validate program quality and learning outcomes through rigorous self-assessment and enhanced external institutional and programmatic recognition	–	–	–	–	IE-4a IE-4b	–	TP-5
4.1	Enhance and promote the identity of the College as a leader in higher education access, affordability, and degree attainment	10	AP-14	–	–	–	–	–
4.2	Engage students in opportunities for research, study abroad, competitions, and conference presentations that will enhance their academic experiences	7	AP-15	–	–	–	–	–
4.3	Pursue additional program accreditations for validation and engagement in continuous improvement	8	AP-16	–	–	–	–	–
4.4	Expand and strengthen the honors program at the undergraduate level	8	AP-17	–	–	–	–	–
4.5	Enhance and expand internal and external faculty development opportunities	7	AP-18	–	–	–	–	–
4.6	Encourage, support, and articulate faculty contributions to the discipline	6	AP-19	–	–	–	–	–
4.7	Communicate the achievements and distinctions of the College and its students, faculty, and staff to internal and external audiences	6	AP-19	–	–	–	–	–

2018–2023 Strategic Goal Integration Map

GOAL 5:

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



- 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
5.0	Allocate resources effectively and efficiently in support of the Strategic Plan and institutional priorities	–	–	FP-4 FP-5 FP-7 FP-8 FP-9	–	IE-5a IE-5b	–	TP-6
5.1	Evaluate and enhance the College's current process of allocating resources (operational and capital) based on institutional priorities	7	–	FP-1	–	IE-5a	–	–
5.2	Continuously assess and improve campus facilities and technology to enhance teaching and learning	8	–	FP-8	FMP-1 FMP-2 FMP-3 FMP-5	–	–	TP-7
5.3	Improve learning environments by evaluating and upgrading classroom settings, as appropriate, to promote innovation and collaboration	8	–	FP-8	FMP-1 FMP-2 FMP-3 FMP-5	–	–	TP-7
5.4	Implement a formal human resources plan that defines staffing levels, strategies for hiring, training, and developing talented faculty and staff	8	–	FP-2	–	–	–	–
5.5	Assess and improve the effectiveness of institutional aid on new enrollment and retention while improving related budgetary controls	10	–	FP-3	–	–	–	–
5.6	Align all sub-plans to prioritize budget resource allocation	10	–	FP-1	–	–	–	–
5.7	Incorporate sustainable practices and programs to make College communities greener and safer	6	–	–	FMP-4	–	–	–

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MONROE COLLEGE

School of Allied Health Professionals

Strategic Plan 2018-2023

Prepared by Denese Ramadar, Dean

Table of Contents

	Page # (SAH-)
Executive Summary.....	3
Section 1. Introduction.....	3
Section 2. Retrospective – Major Accomplishments.....	7
Launched AAS in Diagnostic Medical Sonography.....	7
Reduced completion time of MPH Thesis.....	7
Added MPH Biostatistics and Epidemiology Concentration.....	8
Strengthened career outcomes Infield Placements.....	8
Goals Still in Progress.....	9
Section 3: Strategic Planning.....	10
SAH Goal 1: Initiate Programming to Increase Enrollment.....	10
SAH Goal 2: Improve Academic outcomes of Existing Programs.....	12
SAH Goal 3: Enhance Student Experiential learning Opportunities.....	14
Section 4: Conclusion.....	15

Appendices

SAH Appendix A	Evidence-Based Decision: MPH Degree – Revamp Curriculum.....	16
SAH Appendix B.	Evidence-Based Decision: MPH Degree – New Specialization/ Concentration.....	18
SAH Appendix C.	Selected Internship Sites, Undergraduate and Graduate, Winter 2018.....	20
SAH Appendix D.	School of Allied Health Professions Enrollment by Campus, Program, Degree - Fall 2015 – Fall 2018.....	24
SAH Appendix E.	School of Allied Health Professions, Class of 2017, Undergraduate and Graduate Outcomes.....	25

Tables

Table 1.	Collaborative Coursework.....	3
Table 2.	School Goals Linked to Strategic Planning Goals, 2018-2023.....	5
Table 3.	Infield Placement of Allied Health Professions Graduates.....	9
Table 4.	Proposed Allied Health Clinical Programs.....	11
Table 5.	School of Allied Health Professions, Total Enrollment by Campus, Fall 2015 – Fall 2018.....	12

Executive Summary

The School of Allied Health Professions remains committed to the aspiration of being the school of choice for the development and nurturing healthcare professionals at the various levels of the allied health spectrum. We are proud of our diverse, industry-experienced faculty who mirror the diversity of health care and who integrate local, national, and global perspectives into their teaching.

The 2018 -2023 School Plan identifies recent successes and challenges, new initiatives, and reinforces the School's commitment to the mission, core values and strategic goals of the College.

Section 1: Introduction

The School of Allied Health Professions (SAH) at Monroe College offers degree programs in the clinical, administrative, and public health sectors of health care. Our programs are designed to promote an understanding and appreciation of the demands of the health care industry. Our faculty are experienced practitioners, administrators, researchers, clinicians, scientists, and educators who teach and serve in the health care community and its far-reaching related fields. SAH provides students with the knowledge and skills basic to the practice of their disciplines, instilling in them the fundamental attitudes of professionalism and compassionate care for a diverse, mostly urban patient population.

One of the understated hallmarks of SAH is our contribution to the curricula of the other schools at the College and to special populations of students in need of science courses. (Likewise, Allied Health students benefit from classes taught in other schools or departments). The table below shows a sampling of collaborative coursework from school to school or department

Table 1. Collaborative Coursework		
Course	Originating School	Applied to Program/School
Liberal Arts courses: <ul style="list-style-type: none"> • LA-212 Drugs & Behavior • LA-254 HIV/AIDS in Society • LA-345 Group Dynamics 	Allied Health	<ul style="list-style-type: none"> • Human Services/Criminal Justice • College-wide Open Electives
Science courses: <ul style="list-style-type: none"> • SC-106 Environmental Science • SC-112 General Biology • SC-114; SC114L Human Anatomy and Physiology I; and lab 	Allied Health	<ul style="list-style-type: none"> • Athletes • Pathway Students • Early Childhood Education /Education <p style="text-align: right;"><i>(continued...)</i></p>

Table 1. Collaborative Coursework (continued)		
Course	Originating School	Applied to Program/School
Science courses (continued): <ul style="list-style-type: none"> • SC-116; SC 116L Human Anatomy and Physiology II; and lab • SC-118; SC-118L Principles of Microbiology; and lab • SC-120; SC 120L Human Biology; and lab • SC-130; SC 130L General Chemistry; and lab SC-208 Clinical Nutrition and Diet Therapy	Allied Health	Nursing/School of Nursing
Health Administration and Public Health courses: <ul style="list-style-type: none"> • HA-101 Introduction to Health Care • HA-135 Introduction to Health Informatics • PH-116 Race, Ethnicity and Health • PH-205 Global Health Issues 	Allied Health	Nursing/School of Nursing
Management courses: <ul style="list-style-type: none"> • MG-616 Health Care Policy • MG-625 Strategies for Decision Analysis in Health Care • MG-681 Operational Excellence in Health Care 	Allied Health	MBA/King Graduate School
Miscellaneous courses: <ul style="list-style-type: none"> • PH-115 Women's Health • HC-160 Emergency Medical Applications • HA-106 Introduction to Contemporary Health issues 	Allied Health	Frequently used for college-wide open electives

In keeping with the College's strong commitment to community involvement, SAH is an American Heart Association (AHA) Training Center and offers Basic Life Support (BLS) certification. Members of the health care industry and community alike may take CPR training through the School to meet their requirement for working in healthcare or other facilities. Students in SAH receive CPR training in preparation for the requirements of their various internship sites. Members of the Monroe community (including Public Safety and Residence Life) have also participated in CPR training.

According to the Bureau of Labor Statistics, allied health professions continue to lead among the fastest growing occupations in the United States. Growth is estimated at 18 percent from 2016 to 2026, much faster than the average for all other occupations, adding about 2.4 million new jobs over the 10-year period. As one of the most ethnically diverse allied health programs

in New York State, Monroe's SAH is addressing this projected growth and greater demand for healthcare professionals throughout New York City, the tristate area, and beyond.

Over the 2018-2023 planning period, the School of Allied Health Professions seeks to expand its program offerings in order to deliver professional development for health providers at various levels of the allied healthcare spectrum. The strategic planning section of this document (Section 3) identifies these goals and their linkage to the College's Strategic Goals, as shown in the table below:

Table 2. School Goals Linked to Strategic Planning Goals, 2018-2023		
SAH Goal #	Description	Aligned with Strategic Plan Goal #
SAH1	Initiate programming to increase enrollment	1, 1.9, 1, 10, 2, 2.2, 2.3, 2.8
SAH2	Improve academic outcomes to existing programs	1, 1.1, 1.5
SAH3	Enhance student experiential learning opportunities	1, 1.2, 1.3, 1.7, 4, 4.2

The start of the new Strategic Planning cycle coincided with a change in leadership at the School of Allied Health Professions. This plan will be reviewed at the end of the current academic year and updated accordingly.

The School of Allied Health Professions is committed to its statement of purpose:

To be recognized at the regional and national levels for excellence in providing diverse highly skilled clinical and non-clinical healthcare professionals, through specialized ultramodern educational environments and community partnerships, and to operate within the College's mission, core values, and strategic goals.

Mission of the College

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:

1. To ensure graduates possess the competencies for successful careers, advanced education, and lifelong learning
2. To shape institutional enrollment by attracting, enrolling, and retaining students with the potential to succeed academically, graduate, and advance professionally
3. To formally cultivate and institutionalize a responsive culture and structure to more effectively serve students, faculty, and staff
4. To validate program quality and learning outcomes through rigorous self-assessment and enhanced external institutional and programmatic recognition
5. To allocate resources effectively and efficiently in support of the Strategic Plan and institutional priorities

Section 2. Retrospective, 2015-2018

In its 2015-2018 Strategic Plan, the School of Allied Health Professions (SAH) committed to focus on “Future Directions” and outlined an academic plan with emphasis on two goals which were related to Goals #1 and Goal #3 of the College’s 2015-2018 Strategic Plan:

- Continuous improvements in teaching/learning, academic performance, and career outcomes
- Building Schools of Distinction and Faculties of Distinction

Major Accomplishments in SAH:

- Launch of AAS in Diagnostic Medical Sonography (DMS) in Fall 2016

The Bureau of Labor Statistics projects that by 2024, employment in this field will increase by 26%, far above the national average. Enrollment in Monroe’s DMS program has grown from 27 students in Fall 2016 to 122 students in Winter 2018. Initially introduced as a day program, DMS now runs full-time during the day, with a smaller part-time cohort in the evening. Retention in 2018 was at 83%, with the first cohort of students graduating from the program in December 2018.

In 2017, the College provided resources to enhance DMS with a software package called SonoSim. The software allows students to load the program directly onto their personal computers and simulate protocols that go into diagnostic scanning. Through this software, SAH can better prepare students for their clinical internships and continually assess their skills.

SAH is in the process of preparing documents to submit to the Commission on Accreditation of Allied Health Education Programs (CAAHEP) for accreditation of its DMS program. The School of Allied Health Professions is confident that it will be able to meet these fundamental requirements.

- Reduction of completion time of the Masters of Public Health (MPH) Thesis

The MPH program was launched in September 2013. The thesis process was a considerable challenge to the MPH program and resulted in a slow rate of thesis completion.

The King Graduate School took the lead on solving the problem by revamping the thesis curriculum and the thesis process. The changes included (1) revisions to the Research Methods course objectives, (2) grading policies that were more reflective of the ongoing work on the thesis, (3) a change in fee structure to encourage a higher level of commitment and more timely completion, (4)

creation of a thesis support course (Thesis Boot Camp) to provide students with a more structured and systematic communication schedule with the advisor, and (5) addition of academic resources and writing support that was required to move toward completion. See EBD attached as SAH Appendix A, MPH Degree - Revamp Curriculum

The Graduate Research Center, was established in 2016 on the Bronx campus to further support the MPH thesis students and graduate students at large. The center is staffed with a research librarian and supported by writing specialists, research faculty, and peer tutors. Equally supportive is the Entrepreneurial and Academic Center on the New Rochelle campus. Staff and informational resources are designed to support the students' efforts with academic research and thesis development.

- Added the Biostatistics and Epidemiology concentration to the Masters of Public Health (MPH) in September 2016

The MPH program experienced a growth in enrollment fueled by an increase in the international student population. Many of these clinicians had a preference for the more technical and quantitative aspects of public health. There were also students who wanted to pursue the MPH but did not see themselves in a research career and wanted a capstone option other than a thesis.

This led to recognizing that the MPH program would benefit from the addition of a more quantitative concentration and an applicable culminating experience project. See the Evidence Based Decision (EBD) attached as SAH Appendix B, MPH Degree - New Specialization/Concentration

- Strengthened career outcomes infield placements

The New York metropolitan area and its environs are home to many hospital systems, ambulatory care centers, senior residences, long-term care facilities, clinics, physician consortiums, and other types of healthcare delivery systems. These organizations provide opportunities for student internships across the allied health care landscape. The Office of Career Services places upper-level SAH students at internship sites throughout the area.

Every year the Office of Career Services publishes an *Internship Placement and Evaluation Report* (see SAH Appendix E). This comprehensive report is a compilation of data regarding each student's overall performance rating based on their initiative, maturity, poise, communication skills, aptitude, ability to learn, dependability, quality of work, ability to work well with others, judgment, and areas for improvement. The report also has data relevant to the intern's consideration for employment, recommendations for employment elsewhere,

and finally, if the internship transitioned into an offer of full-time employment. Allied Health students typically rate very high on their evaluations.

Infield placements specific to Allied Health programs for the past three years appear below in Table 3. A list of Winter 2018 healthcare-related internship sites appears as SAH Appendix C.

- **Goals Still in Progress:**

The thesis process continues to be a challenge for students in the MPH program. SAH is committed to building on the strides gained over the past strategic planning cycle and move toward a more streamlined thesis process.

SAH continues to face programmatic and enrollment challenges consistent with the multitude of niche health care specializations and the ever growing sophistication of health care equipment, especially in relation to clinical programs. The field continues to be demanding; it attracts qualified talented individuals conducive to practicing in this highly demanding field and setting continues to be a challenge.

Table 3. Infield Placement of Allied Health Professions Graduates

Year	AAS Medical Assistant	AAS Medical Admin	AAS Pharmacy Technician	BBA Health Svcs Admin	BS Public Health	Master of Public Health
2015	28%	35%	20%	53%	46%	50%
2016	56%	58%	75%	65%	59%	100%
2017	47%	51%	-	72%	50%	100%

Note: AAS Pharmacy Technician was discontinued in 2017

Section 3: Strategic Planning, 2018-2023

SAH Goal 1: Initiate Programming to Increase Enrollment

Link to Strategic Goals:

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

Baseline (2015-2018)

- The School has some of the strongest outcomes, as reported by the office of Career Services, class of 2017 (see [SAH Appendix F](#)).
- While the SAH alumni may participate in general alumni functions, there have been no separate alumni activities hosted by the school.

Objectives:

- 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

- 2.2 Manage enrollment strategically, appropriate to locations, schools, programs, and the employment landscape
- 2.3 Explore, launch, and nurture strategic enrollment partnerships
- 2.8 Pursue additional degree programs

Baseline (2015 to 2018):

- Currently, there is no STEM program offering in SAH.
- As our graduates enter and acclimate to the workforce, they are in need of advanced skills training and professional development.
- Currently, SAH offers only college-credit degree programs. We recognize there are multiple career paths within the health care industry which require shorter career-focused professional content programs to deliver meaningful and impactful job-related results. Currently our single offering is a Medical Coding & Billing Certificate to meet this need.

Objectives:

- Develop and implement new undergraduate programming (see [Table 4](#) below).
- Develop and implement one STEM program by the end of the strategic planning cycle.
- Develop and implement a postgraduate certificate program to meet the needs of the advanced professional in the health care job market.
- By the end of the strategic planning cycle, establish an [Institute for Health Care Professions](#) to develop and implement industry relevant programs across the varying certificate and degree levels.

Table 4. Proposed Allied Health Clinical Programs			
Program	Status	Facilities Implications	Projected Annual Enrollment
MS Health Informatics	Proposal ready for submission Fall 2018	None	25
AAS Medical Laboratory Technician	Proposal ready for submission	\$55,000 equipment	30
AAS Physical Therapy Assistant	Proposal to be sent Fall 2019	\$40,000 equipment	30
BS Dental Hygienist	Proposal to be sent Fall 2019	\$25,000 equipment and lab expense	24
AS Occupational Therapist Assistant	Proposal target date Fall 2019	\$45,000 equipment	26
BS Athletic Training and/or BS Physical Education (Kinesiology)	Proposal to be sent Fall 2019	\$150,00-\$200,000 equipment and labs	50

Source: Think Tank Timeline of Programs in Development

SAH Goal 2: Improve Academic Outcomes of Existing Programs

Link to Strategic Goals:**GOAL 1. To ensure graduates possess the competencies for successful careers, advanced education, and lifelong learning**

- 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
- 1.5 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

Baseline (2015 to 2018) :

- Fall 2018 enrollment in SAH was on par with the previous year; however, total enrollment has seen a 20% decrease since 2015.

Table 5. School of Allied Health Professions Enrollment, Fall 2015 - Fall 2018				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Bronx	998	857	745	723
New Rochelle	344	340	293	277
Monroe Online	147	156	154	179
St. Lucia	40	35	31	38
Total	1,529	1,388	1,223	1,217

Full enrollment by campus and program appears in [SAH Appendix D.](#)

- Outcomes of the SAH graduating class of 2017 showed a 96% outcome rate. Among the sample of 429 students, 286 are employed, 199 are seeking advanced degrees, and 20 were unavailable for comment. The employment breakdown shows that 60% of those employed are working in the field they studied, while 40% are not. Highlights of the Class of 2017 reporting may be found in [SAH Appendix F.](#)
- Sixty-nine SAH students self-reported that they passed field specific certification exams.
- Availability of SAH Academic Support Services is currently by appointment.

Objectives:

- Improve SAH academic support services and revitalize the SAH Academic Resource Center
- Improve the methods used by SAH to track students taking certification exams, and increase the number of students taking and passing certification exams by 5% per academic year

SAH Goal 3: Enhance Student Experiential Learning Opportunities
Link to Strategic Goals:
GOAL 1. To ensure graduates possess the competencies for successful careers, advanced education, and lifelong learning

- 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
- 1.7 Expand and diversify internship opportunities aligned with students' career goals, and ensure a high-quality experience for students and employers

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

- 4.2 Engage students in opportunities for research, study abroad, competitions, and conference presentations that will enhance their academic experiences

Baseline:

- SAH initiated the College's medical missions program, in which the School of Nursing has adopted and continues to participate.
- Allied health programs require specialized modern equipment, supplies and space. Currently there are space constraints on SAH lab facilities.
- Currently there is one practicum site for the Medical Assisting Program which can accommodate maximum twelve (12) students.
- Currently there is a mismatch relevant to the variety of topic selection between MPH students pursuing the Biostatistics & Epidemiology concentration and those pursuing the thesis track

Objectives:

- Reinstigate the activity of SAH on a medical mission program to a bi-annual basis.
- Enhance lab facilities and include simulation software where available to enhance experiential learning.
- Secure three internship placement sites for the Medical Assisting students by 2020. Current internship sites may be found in [SAH Appendix C](#).
- Increase the use of corporate partners as internship sites across all degree programs
- Create a repository for MPH thesis and encourage diversity in thesis selection topics & capstone projects

Section 4: Conclusion

During the 2018 to 2023 Strategic Planning Cycle, the plan for the School of Allied Health Professions is to elevate ourselves in the preparation and development of competent health care individuals, frequently from at-risk populations, to serve both local and international populations.

We seek to expand our program offerings and provide professional development to healthcare providers at the various levels of the allied health care spectrum. SAH endeavors to do so via establishing an *Institute for Health Care Professions* to develop certificate programs that match the demands of the job market. We are hopeful of introducing a STEM program and will continue to forge our role as a leader in inter-disciplinary studies and programs at the College. Overall, the School will strengthen its reputation as a School of Distinction by enhancing experiential learning opportunities in its efforts to graduate professionals to serve populations at risk, both locally and internationally.

SAH APPENDIX A

MONROE COLLEGE**EVIDENCE-BASED DECISIONS (EBD) DOCUMENTATION**

Evidence-based decisions are decisions supported by an analysis of relevant data intended to improve Institutional effectiveness or academic outcomes.

Employee Name:

Jerry Kostroff and Leuda Forrester

Topic of the EBD:

MPH Thesis: revamp curriculum

Employee Title:

AVP, Academic Affairs, and Dean, Allied Health

Date of Submission:

November 1, 2017

Problem/Issue

Describe and explain the problem to be solved or issue to be addressed.

Completion results for the MPH Thesis were highly problematic. The first were written/submitted in 2015, and it became obvious that it was a requirement that many students were unable to meet. Of ___ degree candidates in 2016-2017, 30 did not complete the thesis. It was obvious that we needed to revamp curriculum and resources.

Link To Strategic Goals or Planning Objectives

Identify the goal(s) of the strategic plan and/or the objective(s) of a specific sub-plan to which this decision is linked.

Goal 3: Self-assessment of the Thesis requirement (specifically of the MPH program) in order to validate the quality and effectiveness of the program.
Goal 4: Allocate resources appropriately to meet the requirements of the college's mission and strategic plan.

Individuals/Groups Involved in the Decision-Making Process

Include name, title, role as related to this decision.

Janice Girardi, Assistant Vice President, Institutional Assessment
Karenann Carty, Vice President, Academic Affairs
Jerry Kostroff, Assistant Vice President, Academic Affairs
Leuda Forrester, Dean, School of Allied Health Professions

Data Gathering/Assessment Tools/Metrics

Describe types and sources of data consulted, including specific metrics.

- Internal Data – Institutional research studies, previous assessments, etc.
- External Data – environmental trends, benchmarking against best practices, surveys of like institutions, etc.

Internal Data: Graduation rates, thesis completion rates, student surveys, faculty surveys.
External Data: Best practices, programs offered by similar institutions

MONROE COLLEGE

EVIDENCE-BASED DECISIONS (EBD) DOCUMENTATION

Data Analysis/Findings

What did the data reveal? What key findings emerged?

- (1) The curriculum, specifically Thesis 1, needs to be changed by front-loading milestones.
- (2) Early Intervention might also be reached by introducing Thesis Guidelines (through the Research Center).
- (3) Faculty/staff/advisor assignments need better resourcing (support).
- (4) A quality review panel is needed to determine if a thesis is ready for IRB.
- (5) Consider changes to grading system for the non-punitive repeat of Thesis 1 and 2.

Recommendations

List specific recommendations based on the findings.

- (1) Revamp curriculum, specifically Thesis Methods 1 and 2.
- (2) Be more deliberate in assigning advisors, and allocate appropriate resources to support faculty.
- (3) Initiate a thesis completion "boot camp." Add two faculty members, one from undergraduate and one from the research center, to help run the Boot Camp through the Fall semester and bring all 27 students to a positive conclusion.
- (4) Change the grading system and policies in the catalog to permit a non-punitive repeat of Thesis 1 and Thesis 2, adding a lab component to bolster the development, analysis, and reporting phases of the process.
- (5) Change KG601 (a one-credit course for incoming grad students) to require an annotated bibliography.
- (6) Clarify IRB responsibilities.
- (7) Clarify responsibility of thesis advisors, second readers, and students.

Resources/Funding Needed to Implement Recommendations

Include all personnel, facilities, technologies, marketing, etc.

- (1) A new Graduate Research Center (GRC), a dedicated space on the Bronx Campus (working in conjunction with the Academic Center in New Rochelle) to support our graduate students' academic experience with an emphasis on thesis development and support.
- (2) New hires: dedicated full-time Graduate Research Librarian; writing support (2 part-time Writing Specialists), statistical support and methodology development (2 Professional Faculty/Staff to assist), 1 Peer Tutor, and 1 Student Worker; additional Thesis Advisors (see Boot Camp, above).
- (3) Acquire site license for SPSS to be used in the data analysis phase of the research process.
- (4) Publish Master's Thesis Guidelines to standardize study documentation.

Cycle of Assessment and Improvement

Describe how, when, on what basis, and how frequently the outcomes of this decision will be assessed.

Assess at the of close of each cohort's term, and make adjustments to curriculum, staffing and resources as are deemed necessary.
We believe that the additional resources and support coupled with the revised curriculum will better prepare students to complete their studies in a timely manner.

Employee Signature: _____ Date _____

Attach supporting documentation.

Send completed form to Laurie Castaldo, lcastaldo@monroecollege.edu.

SAH APPENDIX B

MONROE COLLEGE**EVIDENCE-BASED DECISIONS (EBD) DOCUMENTATION**

Evidence-based decisions are decisions supported by an analysis of relevant data intended to improve institutional effectiveness or academic outcomes.

Employee Name:

Jerry Kostroff

Topic of the EBD:

MPH Degree -New Specialization

Employee Title:

Assistant Vice President, Academic Affairs

Date of Submission:

September 22, 2016

Problem/Issue

Describe and explain the problem to be solved or issue to be addressed.

The MPH program enrolls a large number of international students, many from India, who have completed advanced degrees from their respective countries (i.e. Physician, Dentist, Nurse, Pharmacist, etc.). Although the students are competent practitioners, and are successful in their careers, the scholarly writing skills of the majority of these students were not at the level that was required for success in the program, despite attempts at remediation. As a result many students left the College due to poor academic performance or dissatisfaction. A thorough review of their records resulted in the creation of a new concentration for the MPH degree that allows the students to successfully complete the program and prepares them for their new career.

Link To Strategic Goals or Planning Objectives

Identify the goal(s) of the strategic plan and/or the objective(s) of a specific sub-plan to which this decision is linked.

The creation of a new concentration links two goals of the Strategic Plan: Goal 1, to graduate students with the competencies for successful careers, advanced education, and lifelong learning; and Goal 2, to shape institutional enrollment by attracting, enrolling, and retaining students with the potential to succeed academically, advance professionally, and graduate.

Individuals/Groups Involved in the Decision-Making Process

Include name, title, role as related to this decision.

The decision making process involved convening a small committee consisting of Leuda Forrester, Dean of the School of Allied Health Professions; Denese Ramadar, Associate Dean of King Graduate School, New Rochelle Campus; Colette Brown, Full-time faculty member of the School of Allied Health Professions; and Alex Ephrem, Senior Vice President. These individuals offered their respective expertise in the areas of enrollment, admission, and academics. The proposal for the new concentration in Biostatistics and Epidemiology was then submitted to the CSPC (Curriculum, Standards, Policy, and Compliance) Committee. Upon approval by the Committee, the proposal was brought to the Academic Affairs Council, where it was approved, then to the Faculty of the Whole where it was approved.

Data Gathering/Assessment Tools/Metrics

Describe types and sources of data consulted, including specific metrics.

- Internal Data – institutional research studies, previous assessments, etc.
- External Data – environmental trends, benchmarking against best practices, surveys of like institutions, etc.

Internally, the transcript of each MPH student, both international and domestic, was reviewed. The grades achieved in specific courses involving scientific writing (PH 605, Behavioral and Social Aspects of Public Health, and PH 690, Global Health) were compared to those in the main quantitative courses (PH 660, Biostatistics, and PH 705, Principles of Epidemiology). In addition, retention was compared between the two groups. Externally, MPH programs in the New York City area were researched regarding their offerings in the proposed concentration (NYU, Columbia University, Lehman College, and New York Medical College).

MONROE COLLEGE

EVIDENCE-BASED DECISIONS (EBD) DOCUMENTATION

Data Analysis/Findings

What did the data reveal? What key findings emerged?

The data revealed that the retention for the international students, specifically from India, was lower than for the domestic students. Also, the number of academic dismissals was significantly higher for the international students from India. Furthermore, the international students received lower grades in the scholarly writing courses than the domestic students, however, performed much better than the domestic students in the quantitative courses. Lastly, each of the institutions we researched offered more concentrations than Monroe College.

Recommendations

List specific recommendations based on the findings.

Based on our findings, the following suggestions were made:

1. Offer a concentration in Biostatistics and Epidemiology beginning in the Spring 2016 semester. This concentration will be open to all MPH students, thus increasing the number of concentrations offered, which would be more in line with the choices offered at other institutions. This concentration will build on the strengths of the international students, thus increasing retention, and providing a greater opportunity for them to successfully complete the program.
2. This concentration will not require the students to complete a Thesis. Instead they will complete a Culminating Experience, which will consist of a research project based on their internship experience, decided in conjunction with their professor.

Resources/Funding Needed to Implement Recommendations

Include all personnel, facilities, technologies, marketing, etc.

Implementation of the concentration will require the hiring of additional instructors with specific expertise in this area. Marketing, Admissions, and Student Services personnel will need to be made aware of and present this new option to prospective and current students to achieve the maximum benefit. Additionally, new software will need to be purchased and the tutors in the Graduate Research Center will require training.

Cycle of Assessment and Improvement

Describe how, when, on what basis, and how frequently the outcomes of this decision will be assessed.

Effectiveness of the new concentration will be evaluated each academic year through the usual program assessment process by the School of Allied Health Professions. The King Graduate School will annually monitor enrollments and completions to ascertain the success of the new concentration. The Office of Career Services will survey students and employers to determine the the number of graduates employed, in and out of field, and the satisfaction of the employers.

Employee Signature: Jerry Kostroff Digitally signed by Jerry Kostroff
Date: 2016.09.23 08:28:09
-0400 Date: 9/22/16

Attach supporting documentation.

Send completed form to Laurie Castaldo, lcastaldo@monroecollege.edu.

SAH APPENDIX C
School of Allied Health Professions
Selected Internship Sites, Undergraduate & Graduate
Winter 2018

<u>Undergraduate Internship Placements Winter 2018</u>	<u>Graduate Internship Placements Winter 2018</u>
Courses: HA-290/291 Medical Administration HA-390/391 Health Services Administration	Course: Public Health PH-396
Bellevue Hospital Center	American Diabetes Association
Calvary Hospital	Bronx Lebanon Hospital Center
Elmhurst Hospital	Calvary Hospital
Essen Medical Associates	Compassionate Care Hospice, Bronx
Hebrew Home by RiverSpring Health	Harlem Hospital
Hospital For Special Surgery - HSS	Hospital For Special Surgery - HSS
Isabella Geriatric Center	International Medical Corps
James J. Peters VA Medical Center	Leake & Watts Services, Inc.
Lincoln Hospital	Lincoln Hospital
Metropolitan Hospital Center	Memorial Sloan Kettering Cancer Center
Mount Sinai Medical Center	Metropolitan Hospital Center
Mount Sinai Medical Center	Montefiore New Rochelle Hospital
North Bronx Healthcare Network/Jacobi Med Ctr	Morris Heights Health Center
Northwell HEALTH	Mount Sinai Medical Center
Priority Care Staffing LLC	New York Medical College
SBH Health Systems/St. Barnabas Hospital	North Bronx Healthcare Network/Jacobi Med Ctr

Source: Office of Career Services

SAH APPENDIX D
School of Allied Health Professions
Enrollment by Campus/Program/Degree, Fall 2015 to Fall 2018

Campus/Program	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Bronx Campus				
AAS Diagnostic Med. Sonography	-	26	82	121
AAS Medical Administration	168	148	127	118
AAS Medical Assisting	230	179	140	136
AAS Pharmacy Technician	27	5	-	-
BBA Health Services Admin.	332	262	207	163
BBA Public Health	166	151	107	89
MS Health Care Administration	-	-	-	13
Master of Public Health	75	86	82	83
Total	998	857	745	723
New Rochelle Campus				
AAS Diagnostic Med. Sonography	-	1	1	1
AAS Medical Administration	43	34	32	28
AAS Medical Assisting	91	87	60	69
AAS Pharmacy Technician	7	3	-	-
BBA Health Services Admin.	50	53	51	48
BBA Public Health	70	75	69	58
MS Health Care Administration	-	-	-	4
Master of Public Health	83	87	80	69
Total	344	340	293	277
Monroe Online				
Medical Administration	46	43	45	45
BBA Health Services Admin.	65	76	76	94
BBA Public Health	31	27	20	25
MS Health Care Administration	-	-	-	3
Master of Public Health	5	10	13	12
Total	147	156	154	179
St. Lucia Campus				
BBA Health Services Admin.	1	3	6	7
BBA Public Health	39	30	23	26
Master of Public Health	-	2	2	5
Total	40	35	31	38
Grand Total	1,529	1,388	1,223	1,217

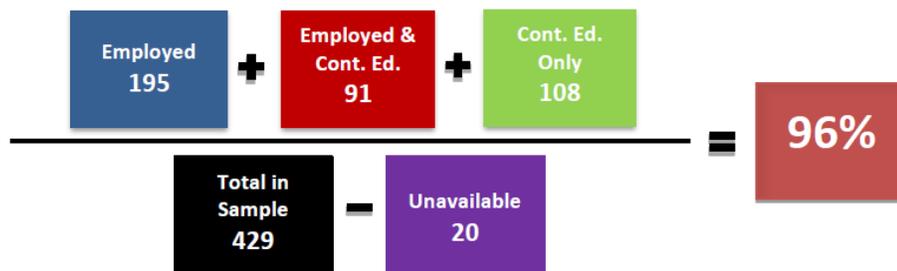
Source: Monroe College 2017 Annual Databook

SAH APPENDIX E
School of Allied Health Professions
Class of 2017 Undergraduate and Graduate Outcomes

Overall Report Highlights

The total number of graduates in the Allied Health majors is 457. Data was collected on 94% of the class (sample size 429).

OFFICIAL OUTCOME RATE



Employment Breakdown



Unavailable Breakdown



Categories	Associate		Bachelor's		Total	
	#	%	#	%	#	%
Sample Size	92%		95%		94%	
Employed	42	22%	153	63%	195	45%
Employed and Continuing Ed.	43	23%	48	20%	91	21%
Continuing Education	87	47%	21	9%	108	25%
Unavailable	12	6%	8	3%	20	5%
Unemployed and Seeking	3	2%	12	5%	15	3%
Total In Sample	187		242		429	
Total In Class	203		254		457	
Official Outcome Rate	98%		95%		96%	

Source: Office of Career Services – Class of 2017 Outcomes

MONROE COLLEGE

School of Business & Accounting

Strategic Plan 2018-2023

Prepared by Ahmed Eshra, Dean



Table of Contents

	Page # (SBA-)
Executive Summary	3
Introduction	4
Retrospective: 2015-2018.....	7
Strategic Goals and Objectives (2018-2023).....	10
Conclusion	14

Appendices

SBA Appendix A. Program-Level Outcomes	18
SBA Appendix B. Peregrine Results AAS Accounting	21
SBA Appendix C. Peregrine Results BBA Accounting	25
SBA Appendix D. Peregrine Results AAS Business	28
SBA Appendix E. Peregrine Results BBA Business	32
SBA Appendix F. Peregrine Results MBA.....	35

Tables

Table 1. Select Key Goals and Objectives, 2015-2018.....	7
Table 2. Projected Fall-to-Fall Retention Rates, by Program, by Campus.....	11
Table 3. Projected Conversion Rates, by Program, by Campus.....	11
Table 4. Projected Graduation Rates, by Program.....	11
Table 5. Projected Goals, Sub-Goals, and Measures.....	14

Executive Summary

The School of Business and Accounting Strategic Plan is an outgrowth of the 2018-2023 Monroe College Strategic Plan. This Strategic Plan outlines the key strategic goals and objectives that will continue to support the College's mission.

As the College shifts to a five-year planning cycle, the School of Business and Accounting recognizes the need to align its Strategic Plan with the College's Strategic Plan to provide appropriate consistency. The longer time frame allows for strategic goals and objectives to be thoughtfully crafted, executed, and measured.

To ensure that the School's Strategic Plan was informed by its stakeholders, the insights and feedback from administrators, faculty, staff, students, and community partners were considered. The planning process started at the conclusion of the 2015-2018 Strategic Plan.

Revisions of the mission and core values of the College's Strategic Plan informed many of the changes made in the School's Strategic Plan. The addition of a strategic goal to the College's plan (goal three: "to formally cultivate and institutionalize a responsive culture and structure to more effectively serve students, faculty, and staff.") resulted in the re-alignment of the School's Strategic Plan.

As part of recognizing the importance of external validation, the School of Business and Accounting programmatic accreditation with the Accreditation Council of Business Schools and Programs (ACBSP) has provided a structure for establishing quality standards and measures to ensure the continuous improvement of our programs and processes.

Effectiveness benchmarks have been established to guide our data-driven decision making philosophy.

Many of the School successes demonstrate our commitment to quality standards at all program levels. The School prides itself in preparing our students through experiential learning and real-world education. Through this philosophy, our students were able to participate in many competitive opportunities through our association with professional organizations such as ALPFA (Association for Latino Professionals for America) and NABA (National Association for Black Accountants). Our NABA team was placed first two consecutive years (2017 and 2018) in the Deloitte Case Study Competition. Our "Glo-Bus" Business Strategy simulation teams on the graduate level were able to consistently rank in the top performing 100 teams globally with more than 3,000 teams competing.

Periodic, systematic reviews of our programs help identify gaps in performance, program offerings, and other academic areas. Based on gaps identified, plans are developed to address those gaps.

Section One: Introduction

The Monroe College School of Business and Accounting (SBA) was formed in May, 2009 combining what had previously been two independent academic departments – the Department of Business Administration and the Department of Accounting and Finance. SBA is one of the major schools of the College. SBA has academic responsibility for students enrolled in all Associate, Bachelor’s, and Master’s level degree programs in the areas of Business and Accounting.

As of fall 2018, SBA administers eight degree programs with six concentrations/minors on the undergraduate level and nine concentrations on the graduate level. It serves 1744 students on the undergraduate level and 438 students on the graduate level out of a total of 6789 students enrolled in the College as a whole. The School has 18 full time faculty members and 78 adjunct professors.

The MBA program was established in January 2006 and the MS in Accounting program was launched in January 2016. Currently, all graduate programs at the College reside administratively in the King Graduate School. For the purpose of this document, however, SBA refers to all Business and Accounting undergraduate and graduate programs.

<p style="text-align: center;">School of Business and Accounting Purpose</p>	<p style="text-align: center;">King Graduate School Purpose</p>
<p>The School of Business and Accounting prepares our diverse student body to succeed in a global business environment by focusing on experiential learning, global business, and entrepreneurship. Through our diverse curriculum and distinguished faculty, we provide our students with an unparalleled experience in a challenging and supportive environment designed to prepare our students to become tomorrow’s future business leaders.</p>	<p>The King Graduate School prepares students to understand the unique characteristics of urban communities around the globe and to have a positive impact on them through a focused curriculum and applied research. KGS values include:</p> <ul style="list-style-type: none"> • A commitment to teaching and learning in the areas of business, entrepreneurship, criminal and social justice, public health and safety, and technology • An integration of local, national and international perspectives, and • A practical, research-based approach to improving communities

The School of Business and Accounting (SBA) is guided by the Colleges, vision, mission, core values, and strategic goals. They are:

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.

Strategic Goals

The five principal goals of Monroe College's 2018-2023 Strategic Plan are:

- 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

The School of Business and Accounting Strategic Plan aims to identify gaps and develop action plans to address those gaps while continuously improving our processes and outcomes.

Section Two: Retrospective, 2015-2018

To place our new plan in perspective, we provide a retrospective of key achievements of the plan included as part of the ACBSP Self Study QA Report submitted and accepted in February 2018.

Table 1. Select Key Goals and Objectives, 2015-2018

Goals and Objectives	Results
<p>IMPROVE SBA RETENTION RATES AND OUTCOMES</p> <ul style="list-style-type: none"> • Achieve a minimum fall-to-fall retention rate for each program <ul style="list-style-type: none"> ○ AAS Accounting 65% ○ AAS Business Administration 65% ○ BBA Accounting 89% ○ MBA Business Management 85% • Achieve conversion rates (Associate-to-Bachelor's degree) <ul style="list-style-type: none"> ○ Accounting Bronx campus 80% ○ Accounting New Rochelle campus 60% ○ Business Administration Bronx campus 72% ○ Business Administration New Rochelle campus 40% • Improve demonstrated mastery of the CPC (Common Professional Component) on Peregrine assessments by achieving a minimum increase between inbound and outbound scores <ul style="list-style-type: none"> ○ 5% for the associate degree ○ 10% for the bachelor's degree ○ 15% for the master's degree ○ Achieve minimum outbound scores of "average" to "above average" for each degree level 	<p><u>Retention Rates (Fall 2017):</u> AAS Accounting BX 78%; NR 55% AAS Business Administration BX 58%; NR 57% AAS Sports Management BX 66%; NR 63%</p> <p>BBA Accounting BX 78%; NR 92% BBA Business Management BX 75%; NR 68% BBA Sports Management BX 91%; NR 60%</p> <p>MBA Business Management BX 88%; NR 78% MS in Accounting BX 67%; NR 75%</p> <p><u>Conversion Rates (2017-2018):</u> Business Administration BX 78%; NR 42% Accounting BX 71%; NR 53%</p> <p><u>Peregrine Assessment Increase (2017-2018):</u> AAS: Business 5.7%; Accounting 24.9% BBA: Business 27.2%; Accounting 46.6% MBA: 44.2%</p>
<p>DEVELOP SBA AS A SCHOOL OF DISTINCTION Raise the public profile of the School, measure the impact on various communities, and increase the employability of our students:</p> <ul style="list-style-type: none"> • Maintain ACBSP accreditation. • Once approved, develop Sport Management as a premier program with excellent internship and graduate outcomes. • Advance the goals of the Entrepreneurial Centers 	<p>Successfully completed two QA reports in 2016 and in 2018 and earned "Best Practices" distinction from ACBSP</p> <p>Successfully launched the Sports Management Program</p> <p>Significantly raised the public profile of the school by participating and winning competitions such as NABA Deloitte</p>

<p>on each campus and measure the impact of their programs</p> <ul style="list-style-type: none"> • Drawing on the success of the NABA (National Association of Black Accountants) team's second place performance in the Deloitte-sponsored competition, build strong competitive teams that perform annually in a variety of competitions. • Raise the profile of the Delta Mu Delta international honor society of business throughout the college and the external community. • Build successful study-abroad and exchange programs with at least three study destinations. • Develop the newly launched CPA-qualifying MS in Accounting as a premier program with a competitive CPA passing rate. 	<p>Case competition</p> <p>Increased the number of MS in Accounting students who sit for and pass the CPA exam</p> <p>Run a successful club on campus (CEO) and host a Business and Innovation Summit</p>
<p>DEVELOP A FACULTY OF DISTINCTION</p> <ul style="list-style-type: none"> • Reach or exceed ABCSP benchmarks for percentage of courses taught by academically qualified faculty. • Increase the ranks of the full time faculty at the graduate and undergraduate levels with academically and professionally qualified faculty in all majors and specializations. • Implement and assess the SBA Faculty Research Fellows Program. 	<p>Exceeded our ACBSP benchmark for percentage of courses taught by academically qualified faculty and increasing the number of faculty earning their doctorate degree while teaching for the School by six members</p> <p>Increased the number of faculty involved in research and scholarly activities</p>
<p>FOSTER A CULTURE OF INNOVATION AND CREATIVITY</p> <ul style="list-style-type: none"> • Assess the effectiveness of the following delivery formats initiated in the last planning period: <ul style="list-style-type: none"> ○ Seven and a half-week modules both on site and online, ○ Five-week modules onsite, and ○ Linked classes across campuses (via video conferencing). • Engage faculty in the improvement of the master shells for all courses as measured by the Blackboard Exemplary Course program (benchmark of 70% or higher). 	<p>Successfully developed and offered classes in multiple delivery modalities</p> <p>Revamped all master shells and updated 100% of course outlines</p> <p>Introduced experiential learning in and out of the classroom</p>

Other accomplishments of the 2015-2018 planning period include:

- Increased visibility of the School of Business and Accounting through the active participation in ACBSP operation resulting in the election of Ahmed Eshra to the

position of Region 1 Chairperson, Articulation Committee Chairperson, Member Relations Committee Vice Chairperson, Certified Reviewer and Site Evaluator

- Successfully launched the Sports Management Program on the Bronx campus and the New Rochelle campus
- Students competed in a Deloitte-sponsored NABA (National Association of Black Accountants) case study competition, winning first place in two consecutive years (2017 and 2018)
- Increased the number of students who successfully sit for and pass the CPA exam
- Increased the number of students who receive external scholarships and awards (ranging between \$250 and \$10,000) through guidance and nomination

Section Three: Strategic Planning, 2018-2023

To advance the College-wide strategic goals, SBA has set several school-wide strategic goals for its 2018-2023 Strategic Plan.

SBA Goal 1	Enhance student success and outcomes	Link to SP Goal 1
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1.1 Provide appropriate level of rigor and support in programs by systematically reviewing and updating our course and program offerings

1.2 Continue to engage students in relevant clubs and organizations that offer opportunities for professional advancement

1.3 Enhance the mentoring and support system provided through formal and informal processes to provide students with the needed assistance

1.4 Continue to identify experiential learning simulation programs to further enhance students learning experience

1.5 Continue to embed skills-driven assignments for students to enhance their professional skills and employability

1.6 Improve demonstrated mastery of the CPC (Common Professional Component) on Peregrine assessments.

- Achieve minimum increase between inbound and outbound scores as follows:
 - 20% for the associate degree
 - 30% for the bachelor's degree
 - 45% for the master's degree
- Achieve minimum outbound scores of "average" to "above average" for each degree level

SBA Goal 2	Improve SBA's enrollment, retention, and graduation rates	Link to SP Goal 2
-------------------	--	--------------------------

2.1 Achieve a minimum fall-to-fall retention rate for each program as follows:

Table 2. Projected Fall-to-Fall Retention Rates by Program, by Campus		
Program	Bronx Campus	New Rochelle Campus
AAS Accounting	78%	70%
AAS Business Administration	70%	70%
AAS Sports Management	70%	70%
BBA Accounting	85%	85%
BBA Business Management	85%	85%
BBA Sports Management	85%	75%
MS Accounting	85%	85%
MBA Business Management	85%	85%

2.2 Achieve conversion rates (Associate-to-Bachelor's degree) as follows:

Table 3. Projected Conversion Rates, by Program, by Campus		
Program	Bronx Campus	New Rochelle Campus
Accounting	80%	65%
Business Administration	80%	50%
Sports Management	50%	40%

2.3 Achieve graduation rates as follows:

Table 4. Projected Graduation Rate Goals, by Program	
Program	Graduation Rate
AAS Accounting	40%
AAS Business Administration	40%
AAS Sports Management	40%
BBA Accounting	85%
BBA Business Management	88%
BBA Sports Management	85%
MS Accounting	85%
MBA Business Management	85%

2.4 Continue to improve career outcomes for all programs by tracking, assessing, and improving the quality of in-field placements.

SBA Goal 3	Develop a culture of service	Link to SP Goal 3
-------------------	-------------------------------------	--------------------------

3.1 Introduce service as a core value in the School of Business and Accounting

3.2 Identify needs of students, faculty, and staff and develop practices to address those needs

3.3 Strengthen relationships with students, faculty, staff, and the community

3.4 Engage students and faculty in initiatives to serve the College and the community it serves

3.5 Develop a robust advisory board for each program to inform and guide academic plans

SBA Goal 4	Develop SBA as a school of distinction	Link to SP Goal 4
-------------------	---	--------------------------

Raise the public profile of the School, measure the impact on various communities, and increase the employability of our students:

4.1 Maintain ACBSP accreditation

4.2 Advance the goals of the Entrepreneurial Centers and student clubs on each campus and measure their impact

4.3 Continue to identify opportunities for students to join professional organizations and participate in regional and national competitions

4.4 Raise the profile of the Delta Mu Delta international honor society of business throughout the college and the external community

4.5 Continue to develop the newly launched CPA-qualifying MS in Accounting as a premier program with a competitive CPA passing rate

4.6 Implement an Investment and Trading Center to provide students with hands-on experience

SBA Goal 5	Develop forward-thinking projects	Link to SP Goal 5
-------------------	--	--------------------------

- 5.1 Scan the environment for opportunities to develop impactful projects and secure needed funding
- 5.2 Develop a finance degree to diversify program offerings and enhance students' opportunities to be part of a fast-growing industry
- 5.3 Introduce post graduate certificate programs to respond to graduate students' needs
- 5.4 Develop an Investment and Trading Center to provide students with hands-on experience
- 5.5 Engage the Advisory Board in identifying industry trends to implement new projects and initiatives that are current and relevant
- 5.6 Build successful study-abroad and exchange programs with at least three study destinations

Section Four: Conclusion

The School of Business and Accounting aims to accomplish the goals of this strategic plan by 2023 while remaining true to the Core Values of the College:

The following outlines the School's goals, sub-goals, and measures to guide and assess its progress:

Strategic Goal	Sub-Goals	Measure
1. Enhance student success and outcomes	<p>1.1 Provide appropriate level of rigor and support in programs by systematically reviewing and updating our course and program offerings</p> <p>1.2 Continue to engage students in relevant clubs and organizations that offer opportunities for professional advancement</p> <p>1.3 Enhance the mentoring and support system provided through formal and informal processes to provide students with the needed assistance</p> <p>1.4 Continue to identify experiential learning simulation programs to further enhance students learning experience</p> <p>1.5 Continue to embed skills-driven assignments for students to enhance their professional skills and employability</p> <p>1.6 Improve demonstrated mastery of the CPC (Common Professional Component) on Peregrine assessments.</p>	<p>1.1 Perform program- and course-level reviews and identify gaps and opportunities for improvement</p> <p>1.2 Assess current club student engagement and performance and develop new clubs and organizations that are relevant to students' professional advancement</p> <p>1.3 Track students utilization of the Business and Accounting lab and the Academic Center and assess mentoring effectiveness</p> <p>1.4 Pilot simulation programs and assess their effectiveness in enhancing students learning experience</p> <p>1.5 Office of Career Services reports on student employment and internship employment evaluations</p> <p>1.6 Achieve a minimum increase between inbound and outbound scores as follows:</p> <ul style="list-style-type: none"> ○ 20% for the associate degree ○ 30% for the bachelor's degree ○ 45% for the master's degree

Table 5. 2018-2023 Goals, Sub-Goals, and Measures

Strategic Goal	Sub-Goals	Measure
2. Improve SBA's enrollment, retention, and graduation	2.1 Improve fall-to-fall retention rates for each program 2.2 Improve conversion rates (Associate-to-Bachelor's degree) 2.3 Improve graduation rates 2.4 Continue to improve career outcomes for all programs by tracking, assessing, and improving the quality of in-field placements.	2.1 Achieve retention rates specified 2.2 Achieve conversion rates specified 2.3 Achieve graduation rates specified 2.4 Office of Career Services report on student employment and internships
3. Develop a culture of service	3.1 Introduce service as a core value in the School of Business and Accounting 3.2 Identify needs of students, faculty, and staff and develop practices to address those needs 3.3 Strengthen relationships with students, faculty, staff, and the community 3.4 Engage students and faculty in initiatives to serve the College and the community it serves 3.5 Develop a robust advisory board for each program to inform and guide academic plans	3.1 Assess the number and quality of service projects 3.2 Utilize stakeholder surveys to identify needs and measure satisfaction 3.3 Track stakeholder involvement and engagement in events and projects 3.4 Measure level of engagement in projects and initiatives 3.5 List members of each advisory board and relate their experience to program and academic plans
4. Develop SBA as a school of distinction	4.1 Maintain ACBSP accreditation	4.1 Successful submission and acceptance of biannual Quality Assurance report

Table 5. 2018-2023 Goals, Sub-Goals, and Measures

Strategic Goal	Sub-Goals	Measure
	<p>4.2 Advance the goals of the Entrepreneurial Centers and student clubs on each campus and measure their impact</p> <p>4.3 Continue to identify opportunities for students to join professional organizations and participate in regional and national competitions</p> <p>4.4 Raise the profile of the Delta Mu Delta international honor society of business throughout the college and the external community</p> <p>4.5 Continue to develop the newly launched CPA-qualifying MS in Accounting as a premier program with a competitive CPA passing rate</p> <p>4.6 Implement an Investment and Trading Center to provide students with hands-on experience</p>	<p>4.2 Track the number of student entrepreneurs and effectiveness of student clubs through membership and engagement</p> <p>4.3 Membership of students in professional organizations and engagement in relevant regional and national competitions and projects</p> <p>4.4 Number and quality of events engaging student members of DMD</p> <p>4.5 Track and measure student plans to sit for and pass all four parts of the CPA exam. Measure CPA passing rates and compare them to national average</p> <p>4.6 Securing resources needed to establish an Investment and Trading Center</p>
5. Develop forward-thinking projects	<p>5.1 Scan the environment for opportunities to develop impactful projects and secure needed funding</p> <p>5.2 Develop a finance degree to diversify program offerings and</p>	5.1 List program development initiatives and measure progress (BS in Finance, Executive MBA, MPA, Post graduate certification program, MS in Finance, MS in Taxation)

Table 5. 2018-2023 Goals, Sub-Goals, and Measures

Strategic Goal	Sub-Goals	Measure
	<p>enhance students' opportunities to be part of a fast-growing industry</p> <p>5.3 Introduce post graduate certificate programs to respond to graduate students' needs</p> <p>5.4 Develop an Investment and Trading Center to provide students with hands-on experience</p> <p>5.5 Engage the Advisory Board in identifying industry trends to implement new projects and initiatives that are current and relevant</p> <p>5.6 Build successful study-abroad and exchange programs with at least three study destinations</p>	<p>5.2 Completion of program proposal and introducing program</p> <p>5.3 Develop at least two post graduate certification programs</p> <p>5.4 Securing resources needed to establish an Investment and Trading Center</p> <p>5.5 Tracking number of advisory board meetings, measuring progress made in implementing recommendations</p> <p>5.6 Development of a study-abroad and exchange program and identification of three study destination</p>

SBA Appendix A

Program-Level Outcomes

AAS BUSINESS PROGRAM OUTCOMES:

Upon the successful completion of the program, graduates will be able to:

1. Demonstrate fundamental knowledge and application of business concepts including management, marketing, finance, accounting, human resources, and ethics
2. Identify and research a specific academic/career area of business to focus their futures
3. Analyze current issues in business, evaluate evidence and construct a written report, and deliver an oral presentation detailing the outcomes of the analysis
4. Develop a career plan to secure an appropriate, entry-level position relevant to their study or be eligible for bachelor-level study
5. Illustrate effective utilization of technology solutions relevant to employers

BBA BUSINESS PROGRAM OUTCOMES:

Upon the successful completion of the program, graduates will be able to:

1. Apply business concepts including management, marketing, finance, accounting, human resources, and ethics in analyzing business cases/creating a comprehensive business plan
2. Identify and research a specific academic/career area of business to focus their futures
3. Analyze current issues in business, evaluate evidence and construct a written report, and deliver an oral presentation detailing the outcomes of the analysis
4. Develop a career plan to secure an appropriate position relevant to their study or be prepared for graduate study
5. Illustrate effective utilization of technology solutions relevant to employers

AAS ACCOUNTING PROGRAM OUTCOMES:

Upon the successful completion of the program, graduates will be able to:

1. Demonstrate fundamental knowledge and application of business concepts with emphasis on bookkeeping and accounting
2. Identify and research a specific academic/career area of accounting to focus their futures
3. Analyze current issues in accounting, evaluate evidence and construct a written report, and deliver an oral presentation detailing the outcomes of the analysis
4. Develop a career plan to secure an appropriate, entry-level position relevant to their study or be eligible for bachelor-level study
5. Illustrate effective utilization of technology solutions relevant to employers

BBA ACCOUNTING OUTCOMES:

Upon the successful completion of the program, graduates will be able to:

1. Apply accounting concepts to comprehensive accounting and financial problems and scenarios
2. Identify and research a specific academic/career area of accounting to focus their futures
3. Analyze current issues in accounting, evaluate evidence and construct a written report, and deliver an oral presentation detailing the outcomes of the analysis
4. Develop a career plan to secure an appropriate position relevant to their study or be prepared for graduate study
5. Illustrate effective utilization of technology solutions relevant to employers

AAS SPORTS MANAGEMENT OUTCOMES:

Upon the successful completion of the program, graduates will be able to:

1. Demonstrate fundamental knowledge and application of business concepts with emphasis on the sports management industry
2. Identify and research a specific academic/career area of sports business management to focus their futures
3. Analyze current issues in sports business management, evaluate evidence and construct a written report, and deliver an oral presentation detailing the outcomes of the analysis
4. Develop a career plan to secure an appropriate, entry-level position relevant to their study or be eligible for bachelor-level study
5. Illustrate effective utilization of technology solutions relevant to employers

BBA SPORTS MANAGEMENT OUTCOMES:

Upon the successful completion of the program, graduates will be able to:

1. Apply sports business concepts including management, marketing, finance, operations, and ethics in analyzing sports management issues and cases
2. Identify and research a specific academic/career area of sports to focus their futures
3. Analyze current issues in sports business, evaluate evidence and construct a written report, and deliver an oral presentation detailing the outcomes of the analysis
4. Develop a career plan to secure an appropriate position relevant to their study or be prepared for graduate study
5. Illustrate effective utilization of technology solutions relevant to employers

MBA OUTCOMES:

Upon the successful completion of the program, graduates will be able to:

1. Apply quantitative methods to analyze business problems and implement solutions
2. Assess and analyze global opportunities and challenges for business growth
3. Integrate ethical analysis in decision making using advanced levels of ethical reasoning
4. Perform strategic analysis effectively and make recommendations
5. Research and analyze current issues in business, evaluate evidence, construct an in-depth written analysis, make recommendations, and deliver an oral presentation detailing the outcomes of the analysis

MS IN ACCOUNTING OUTCOMES:

Upon the successful completion of the program, graduates will be able to:

1. Apply advanced accounting and tax principles and techniques in a variety of business settings
2. Evaluate alternative solutions to complex accounting and tax issues and determine the costs and benefits of each possible solution
3. Demonstrate in-depth knowledge of professional responsibilities and ethical decision making in accounting and tax settings
4. Integrate all accounting principles related to the NYS CPA exam into a comprehensive plan to sit for all four parts of the exam
5. Research and analyze current issues in accounting, evaluate evidence, construct an in-depth written analysis, make recommendations, and deliver an oral presentation detailing the outcomes of the analysis



Note : "Interpreting and Using Exam Scores" and "Glossary of Terms" appear at the back of Appendix F (pages SBA-39 to SBA-41)

SBA Appendix B
Peregrine Results - AAS Accounting

External Analysis Executive Summary Report

Monroe College

9/1/2017 - 9/1/2018

Total Tests = 83

Inbound = 48

Outbound = 35

Academic Level: Associate

Aggregates: ACBSP (US) - Accreditation Council for Business Schools and Programs.

Located Inside the US

Privately Owned University

Courses

Inbound: AC161 Accounting I Exam

Outbound: AC214 Cost Accounting

Prepared By:

Peregrine Academic Services, LLC

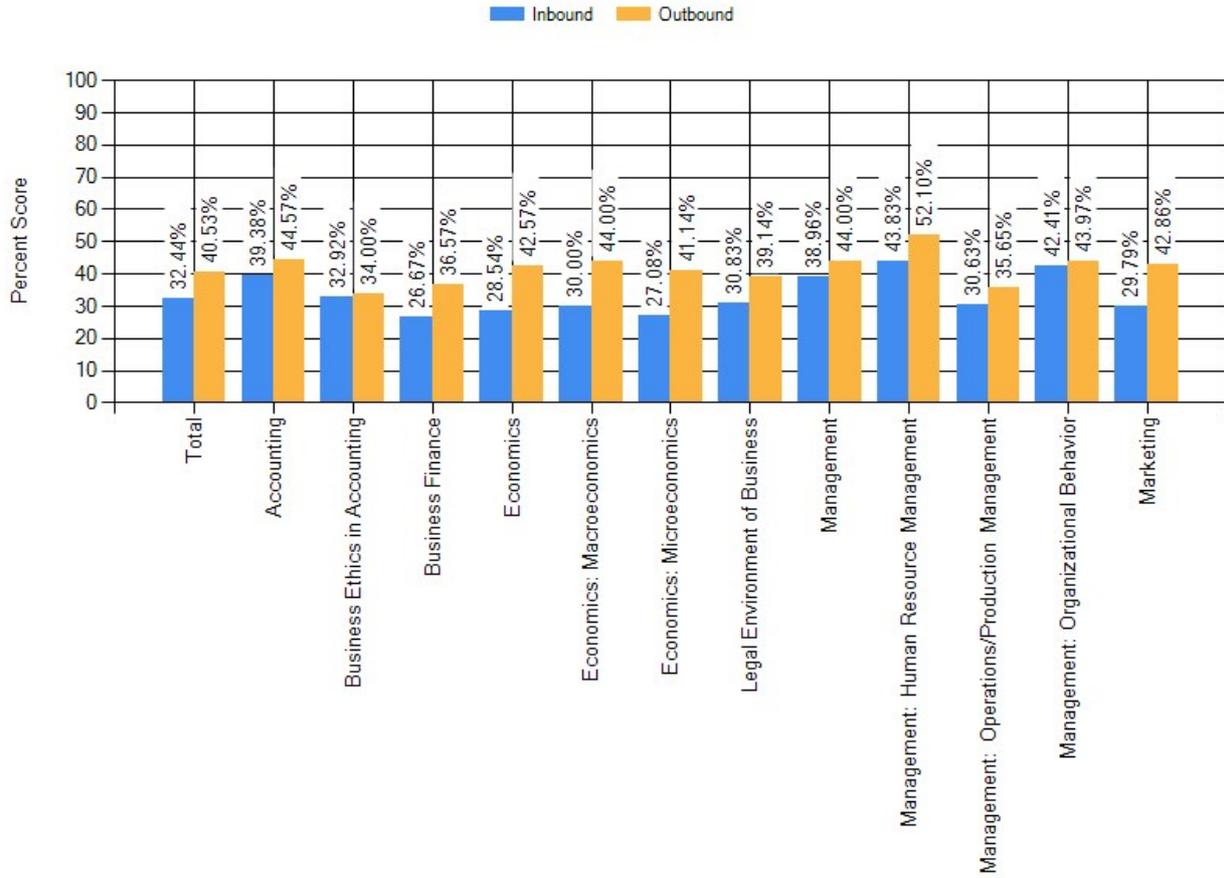
P.O. Box 741

Gillette WY 82717-0741

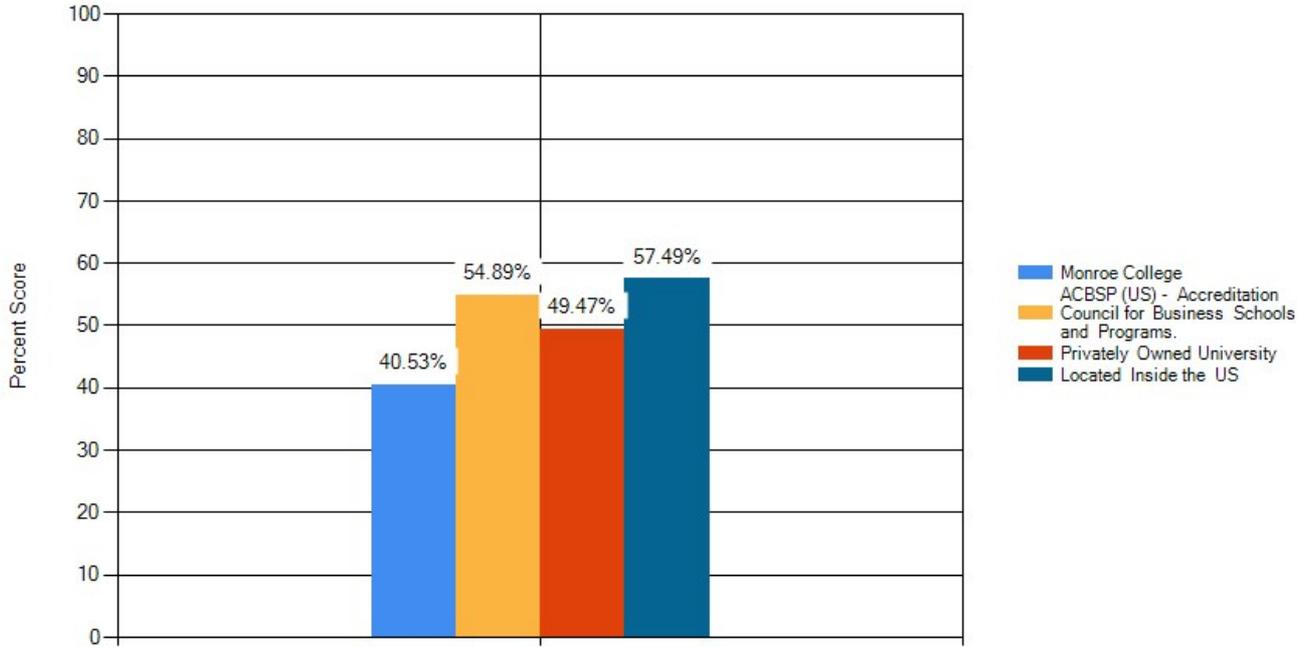
(307) 685-1555

Please direct questions to PASClientServices@peregrineacademics.com

Comparison of Inbound Exam Results with Outbound Exam Results

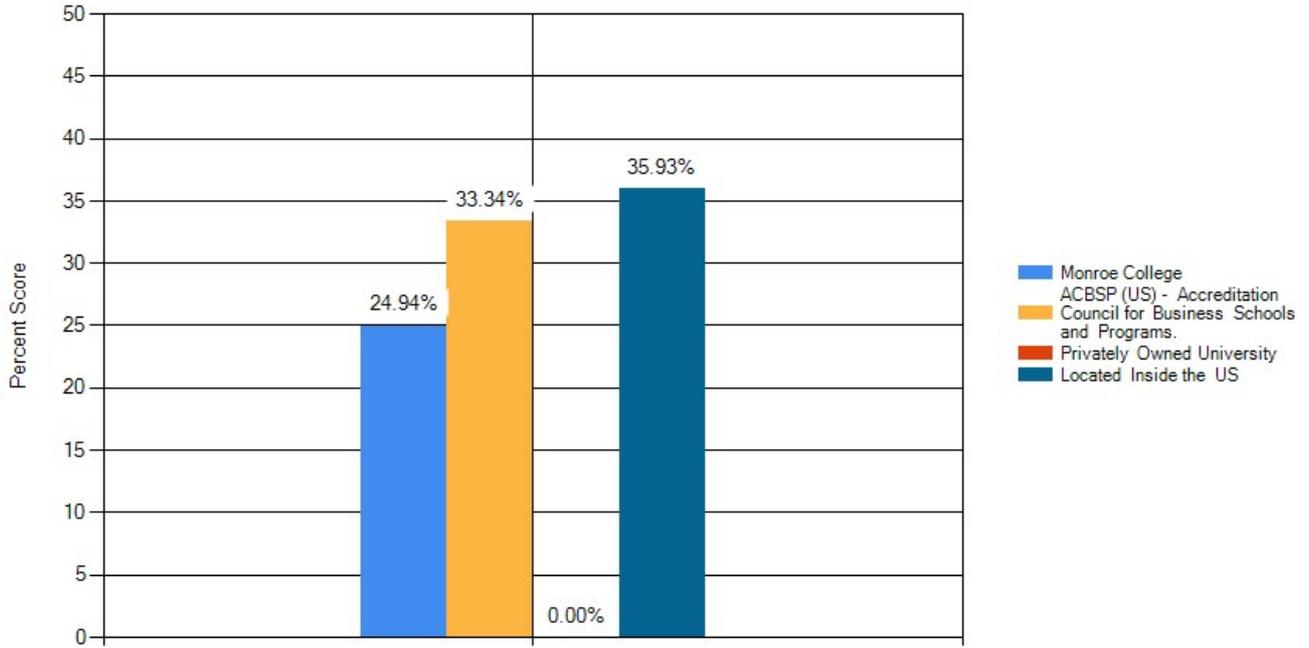


Outbound Exam Total Results Compared to the Different Aggregate Pools



-14.36% Difference with the ACBSP (US) - Accreditation Council for Business Schools and Programs. Aggregate
 -8.94% Difference with the Privately Owned University Aggregate
 -16.96% Difference with the Located Inside the US Aggregate

Percent Change in Inbound/Outbound



-8.40% Difference with the ACBSP (US) - Accreditation Council for Business Schools and Programs. Aggregate
 24.94% Difference with the Privately Owned University Aggregate
 -10.99% Difference with the Located Inside the US Aggregate



PEREGRINE
ACADEMIC SERVICES
Global Educational Support

SBA Appendix C
Peregrine Results - BBA Accounting

External Analysis Executive Summary Report

Monroe College

9/1/2017 - 9/1/2018

Total Tests = 12

Outbound = 12

Academic Level: Bachelors

Aggregates: ACBSP (US) - Accreditation Council for Business Schools and Programs.

Located Inside the US

Privately Owned University

Course

Outbound: AC449 Accounting Theories

Prepared By:

Peregrine Academic Services, LLC

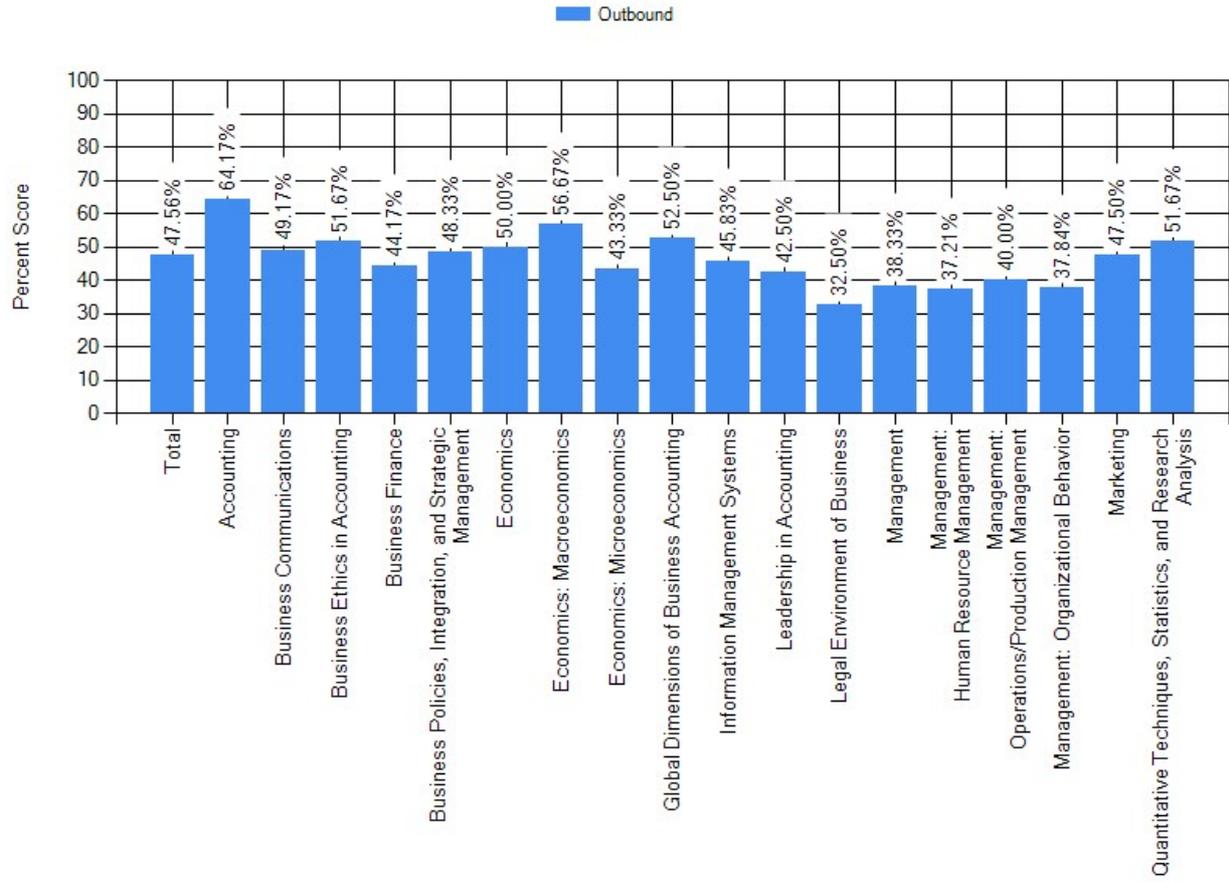
P.O. Box 741

Gillette WY 82717-0741

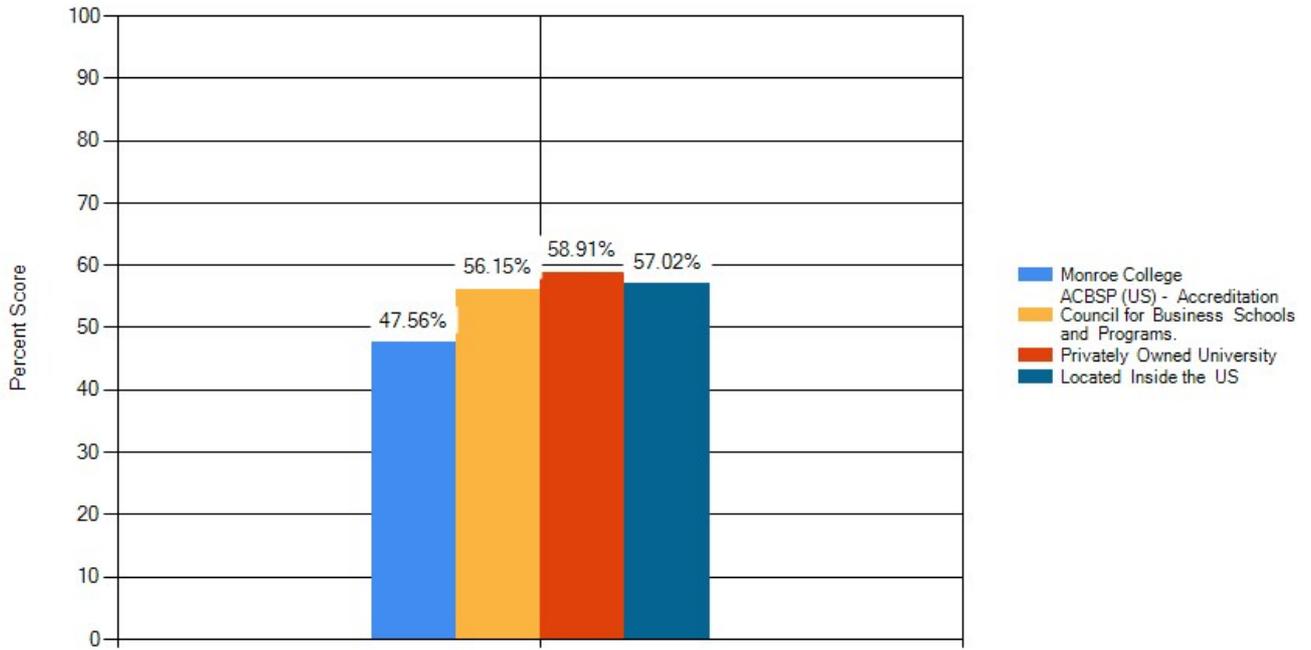
(307) 685-1555

Please direct questions to PASClientServices@peregrineacademics.com

Outbound Exam Results



Outbound Exam Total Results Compared to the Different Aggregate Pools



-8.59% Difference with the ACBSP (US) - Accreditation Council for Business Schools and Programs. Aggregate
 -11.35% Difference with the Privately Owned University Aggregate
 -9.46% Difference with the Located Inside the US Aggregate



SBA Appendix D
Peregrine Results - AAS Business

External Analysis Executive Summary Report

Monroe College

9/1/2017 - 9/1/2018

Total Tests = 132

Inbound = 70

Outbound = 62

Academic Level: Associate

Aggregates: ACBSP (US) - Accreditation Council for Business Schools and Programs.

Traditional/Campus-based Delivery Mode

Courses

Inbound: MG101 Intro to Business Exam

Outbound: MG285 Integrating Business Concepts Exam

Prepared By:

Peregrine Academic Services, LLC

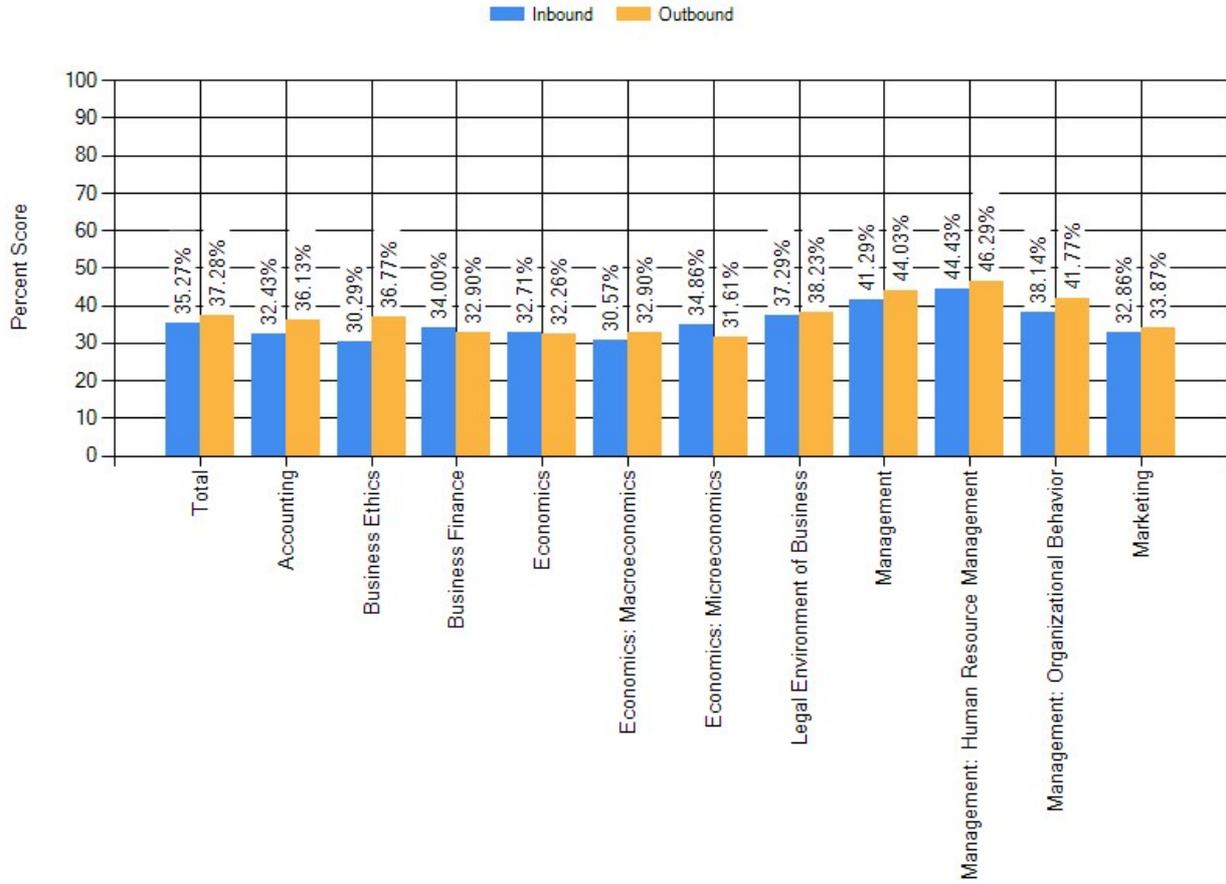
P.O. Box 741

Gillette WY 82717-0741

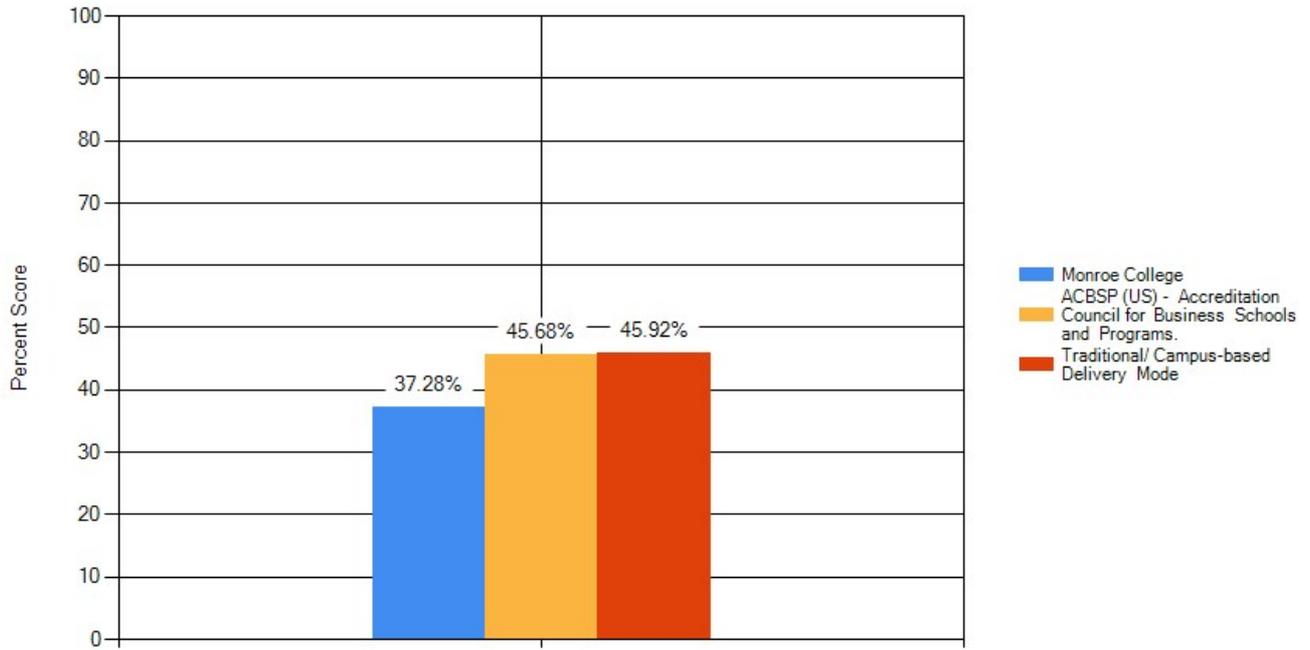
(307) 685-1555

Please direct questions to PASClientServices@peregrineacademics.com

Comparison of Inbound Exam Results with Outbound Exam Results



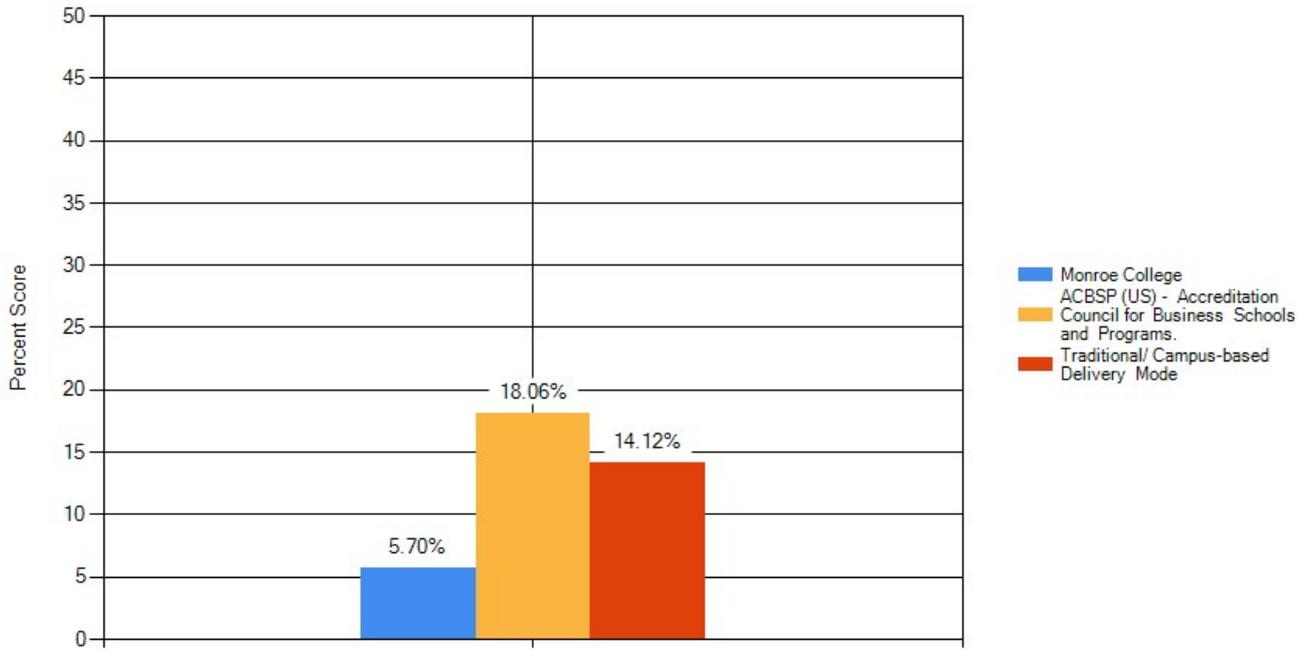
Outbound Exam Total Results Compared to the Different Aggregate Pools



-8.40% Difference with the ACBSP (US) - Accreditation Council for Business Schools and Programs. Aggregate

-8.64% Difference with the Traditional/ Campus-based Delivery Mode Aggregate

Percent Change in Inbound/Outbound



-12.36% Difference with the ACBSP (US) - Accreditation Council for Business Schools and Programs. Aggregate

-8.42% Difference with the Traditional/ Campus-based Delivery Mode Aggregate

SBA Appendix E
Peregrine Results - BBA Business



External Analysis Executive Summary Report

Monroe College

9/1/2017 - 9/1/2018

Total Tests = 78

Outbound = 78

Academic Level: Bachelors

Aggregates: ACBSP Region 1 (Northeastern Council)

Located Inside the US

Privately Owned - For Profit

Course

Outbound: MG485 Business Policy Exam

Prepared By:

Peregrine Academic Services, LLC

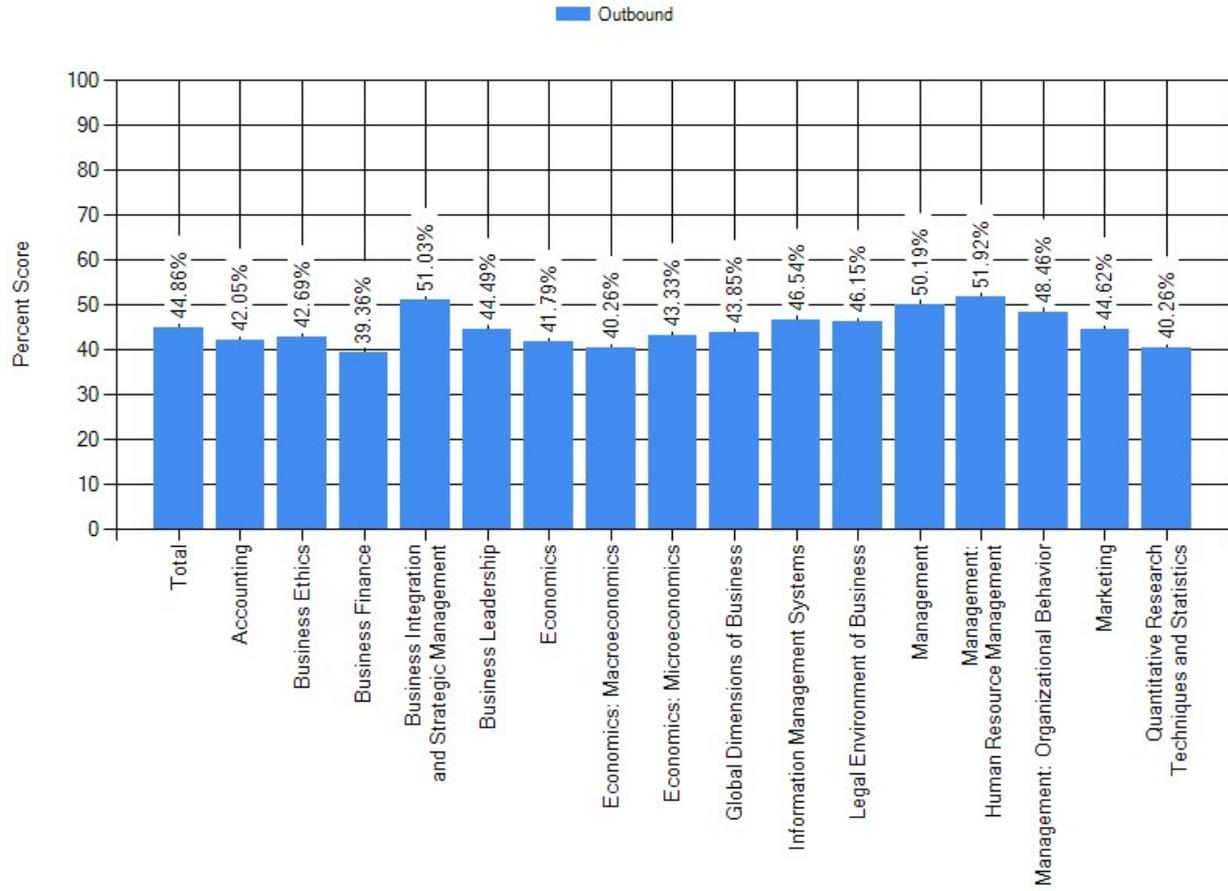
P.O. Box 741

Gillette WY 82717-0741

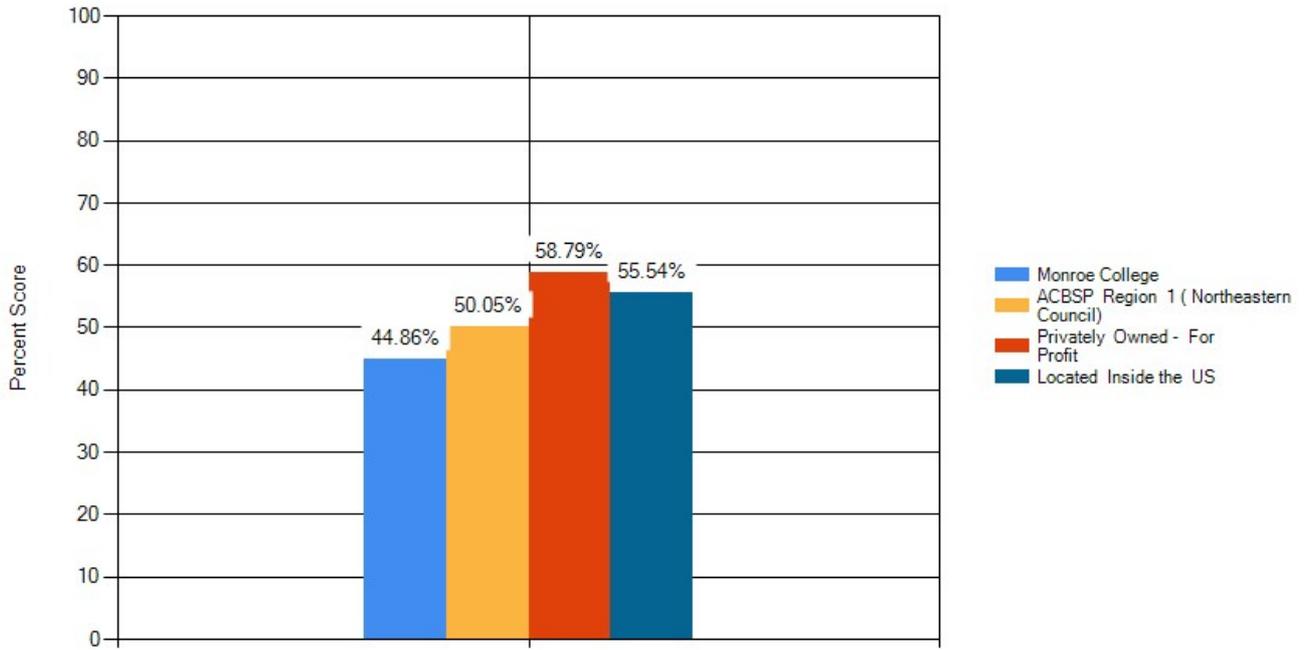
(307) 685-1555

Please direct questions to PASClientServices@peregrineacademics.com

Outbound Exam Results



Outbound Exam Total Results Compared to the Different Aggregate Pools



-5.19% Difference with the ACBSP Region 1 (Northeastern Council) Aggregate

-13.93% Difference with the Privately Owned - For Profit Aggregate

-10.68% Difference with the Located Inside the US Aggregate



SBA Appendix F
Peregrine Results - MBA

External Analysis Executive Summary Report

Monroe College

9/1/2017 - 9/1/2018

Total Tests = 155

Inbound = 57

Outbound = 98

Academic Level: Masters

Aggregates: ACBSP Region 1 (Northeastern Council)

Located Inside the US

Privately Owned University

Courses

Inbound: MG615 Managing in a Global Environment Exam

Outbound: MG800 Strategic Management Exam

Prepared By:

Peregrine Academic Services, LLC

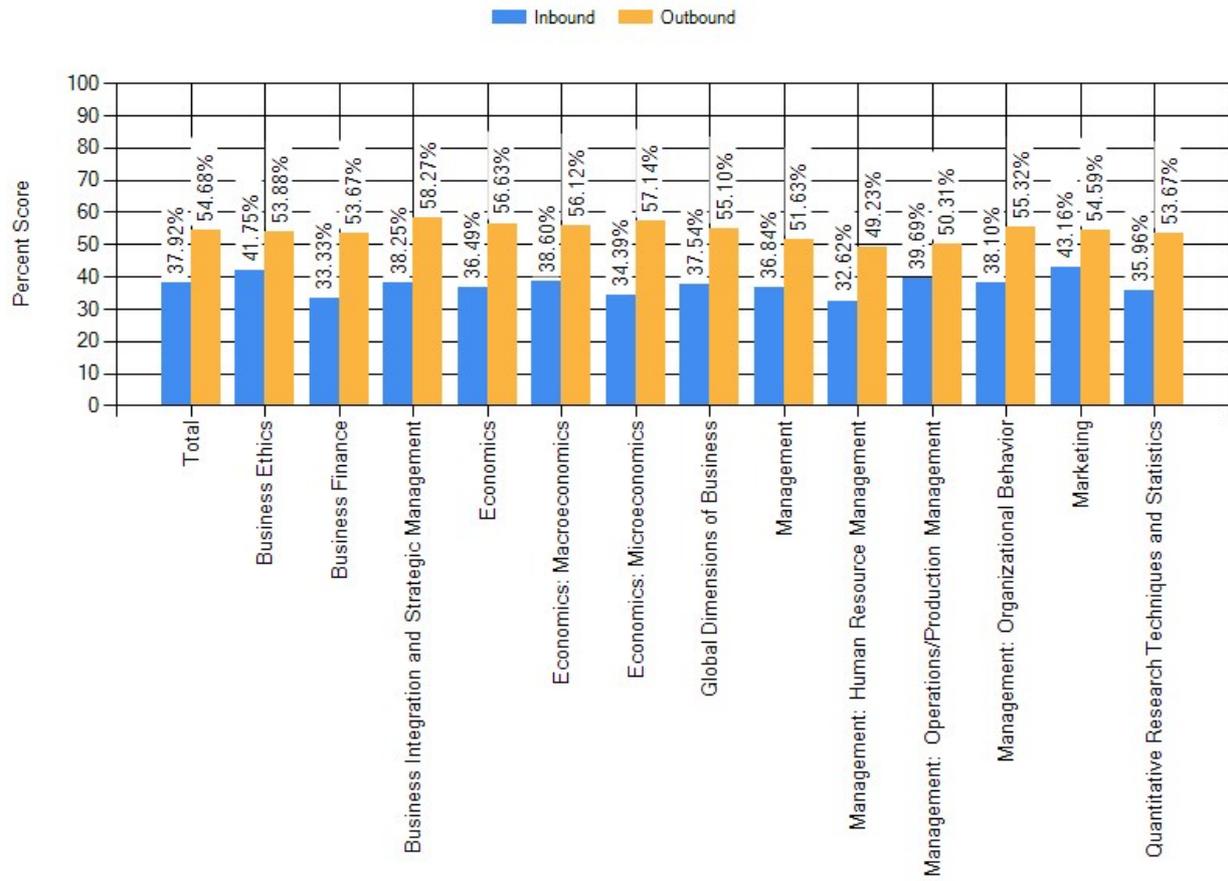
P.O. Box 741

Gillette WY 82717-0741

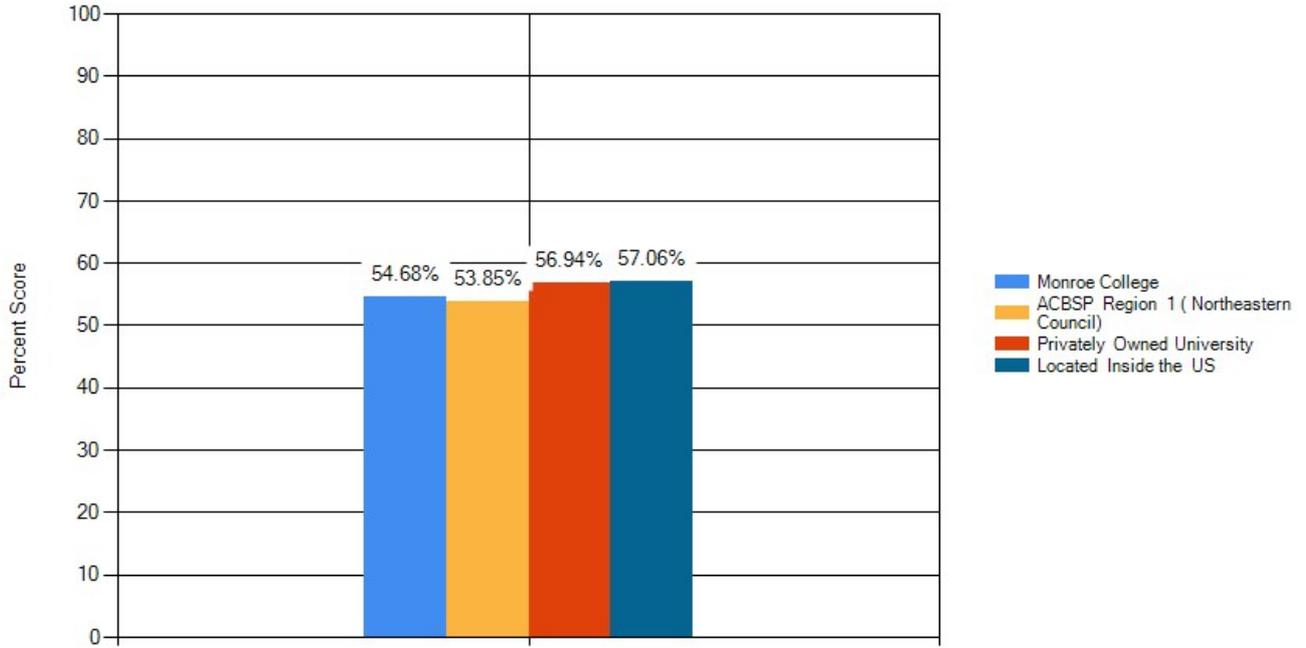
(307) 685-1555

Please direct questions to PASClientServices@peregrineacademics.com

Comparison of Inbound Exam Results with Outbound Exam Results



Outbound Exam Total Results Compared to the Different Aggregate Pools

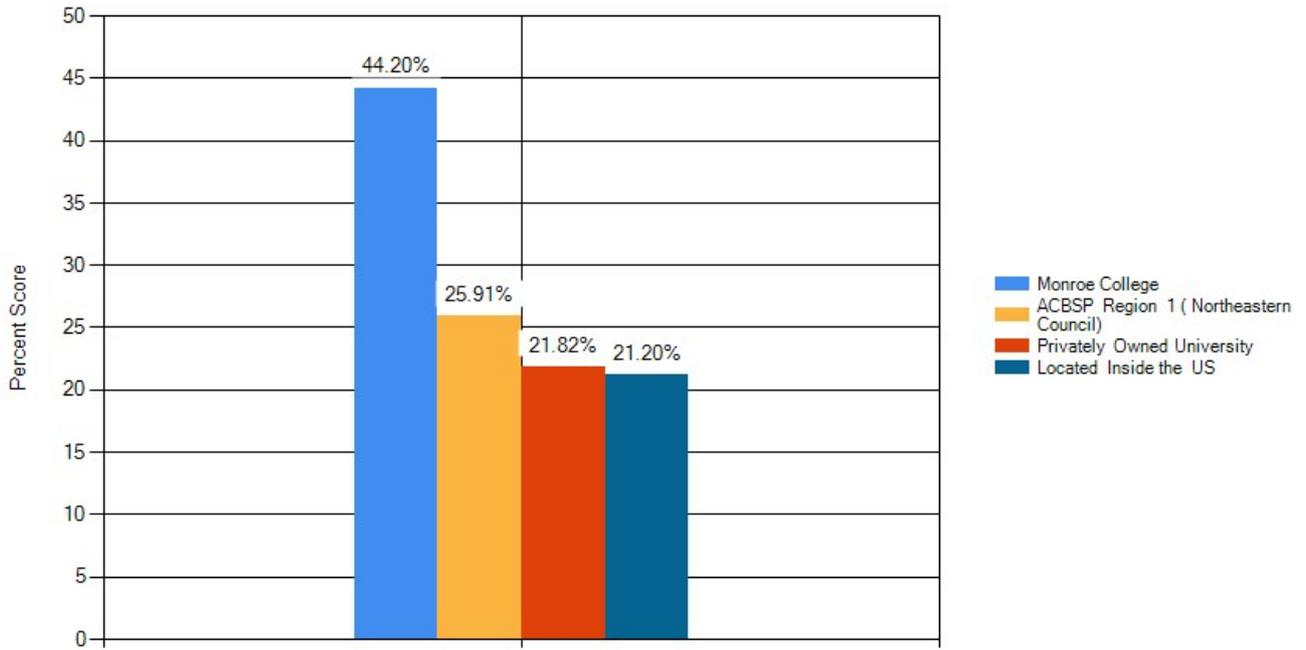


0.83% Difference with the ACBSP Region 1 (Northeastern Council) Aggregate

-2.26% Difference with the Privately Owned University Aggregate

-2.38% Difference with the Located Inside the US Aggregate

Percent Change in Inbound/Outbound



18.29% Difference with the ACBSP Region 1 (Northeastern Council) Aggregate

22.38% Difference with the Privately Owned University Aggregate

23.00% Difference with the Located Inside the US Aggregate

Interpreting and Using the Exam Scores

Inbound Exam results are obtained from incoming students who have not yet completed their advance program of study. Cumulative Inbound Exam results are only used relative to the cumulative outbound results to directly measure academic learning. Individual student results from Inbound Exams (Individual Results Report) can be used to help guide, advise, and place a student within a program of study; however, individual results should generally not be used for academic grading purposes other than perhaps extra credit (or some other incentive) to complete the exam.

Outbound Exam results are a direct measure of academic learning since the students taking the Outbound Exams have completed or nearly completed the degree program.

Outbound Exam results, both cumulatively and individually, **DO NOT** correspond directly to a traditional academic grading scale. This is a nationally normed exam with an average degree of difficulty of approximately 55%-60%. The exam is relative to only to the inbound results as well as the external aggregate comparisons.

There is a distinct difference between evaluating results versus grading individual exams. Individual student grading of Outbound Exams should be conducted using the table shown below on a relative grading scale (school officials determine the exact letter/point grades). Evaluation of the results for internal and external benchmarking should be conducted based comparisons to aggregate pools and between the Inbound and Outbound Exam results.

NOTE: There is no such level as a "passing" or "acceptable" score based on the results of this nationally normed exam nor do accreditation organizations expect to see a passing or acceptable level. Rather, school officials determine what is passing/acceptable based on associated benchmarks.

To encourage students to do their best with the Outbound Exams, an incentive is usually needed. Exam incentives include a direct grade, grading for extra credit if the result is above a certain threshold, or credit for a future assignment/activity within a course. Some client schools also use top scores to determine prizes or gifts. Typically, simply grading the exam based on the following relative grading scale is the best approach to properly incentivize the exam.

Another useful way of evaluating scores of outbound exams is to review the mean completion times. Typically, for example, a 100-question exam should take the student about 60-90 minutes to complete. If exam completion times are below 30-45 minutes academic officials may consider further efforts to incentivize the exam in order to get the students to take the exam seriously and thus, improve results. Mean completion times are shown in many of the graphs and tables. Reports can be re-run to screen out exam results where the completion time is below a desired threshold.

The following table shows an approximate relationship between the exam results and relative student performance based upon competency level. **Note: This table should only be used for relative grading purposes of individual student exams. This table should not be used to evaluate exam results for program-level assessment, rather the evaluation of exam results should be based on scores and comparisons of scores with the benchmarks.**

Abandoned exams are not included in the data set for this report.

<u>Exam Score</u>	<u>Relative Interpretation of Student Competency</u>
80-100%	Very High
70-79%	High
60-69%	Above Average
40-59%	Average
30-39%	Below Average
20-29%	Low
0-19%	Very Low

If specific academic credit (grade and points) are to be awarded to students based on their exam results, the table to the left could be used to assign letter grades, extra credit, and/or course points, assuming that the exam is included within a course.

Glossary of Terms

Abandoned Exam. An exam that had the 48 hour time limit elapse. These exams are auto-completed, giving the student a score of "0" for each unanswered question. These exams are only included in the school's individual results, not in the reporting or analysis.

Academic Level. The academic degree level of the program: associate, bachelors, masters, and doctoral.

Aggregate Pools. The aggregate pool is the data set used for external benchmarking and comparisons and is based on the results from accredited institutions. The various aggregate pools are defined as follows:

Pools Based on Program Delivery Modality

1. **Traditional.** The majority of the program is delivered at a campus location at an established college or university. The majority of the students are recent high school graduates, typically 18-22 years old. Courses are taught on a semester or quarter basis, typically Monday through Friday.
2. **Online.** The majority of the program is delivered online to students and there is little, if any, requirement for the students to go to a campus location any time during their college or university experience. The majority of the students are considered non-traditional, meaning they tend to be older, may have some college credit prior to starting their program, and are often working adults completing their degree program.
3. **Blended.** The program is delivered to students using a combination of online and campus-based instruction and/or the program is delivered in an accelerated format. The course term is typically 4 to 8 weeks. Campus-based instruction tends to be either at night or on weekends with generally longer sessions. The student population tends to be non-traditional, meaning they tend to be older, may have some college credit prior to starting their program, and are often working adults completing their degree program.

Pools Based on Location

1. **Outside-US.** Includes colleges and universities outside of the United States. Program delivery is usually campus-based; however, the aggregate pool includes some blended programs and online programs.
2. **Regional/Country.** Includes colleges and universities outside of the United States from specific regions (e.g. Latin America, Europe, Asia, etc.) or from specific countries (e.g. Mongolia). Program delivery is primarily campus-based; however, the pools may include some blended and online course delivery.
3. **Inside the US.** Includes all US-based schools and programs.

Pools Based on Institute Characteristics

1. **Large Private.** This aggregate pool includes large, privately owned universities within the United States.
2. **HBCU.** Includes colleges and university that are designated as Historically Black Colleges and Universities.
3. **Private.** US schools that are privately owned.
4. **Public.** US schools that are publically owned.
5. **Faith-based.** US schools that have a specific religious affiliation or association.

Masters-level Pools Based on Degree Type

1. **Masters-MBA.** Includes programs that are designed as Masters of Business Administration.
2. **Masters-MS.** Includes programs that are designed as Masters of Science.
3. **Masters-MA.** Includes programs that are designed as Masters of Arts.
4. **Masters-MHA.** Includes all assessments under the Health Care Administration.
5. **Masters-MPA.** Includes all assessments under Public Administration.

Pools Based on Dual-Accreditation Affiliation

1. **IACBE.** Includes business schools and programs affiliated with the International Assembly for Collegiate Business Education. Where available, this pool is further divided by IACBE Region.
2. **ACBSP.** Includes business schools and programs affiliated with the Accreditation Council of Business Schools and Programs. Where available, this pool is further divided by ACBSP Region.
3. **AACSB.** Includes business schools and programs accredited with the Association to Advance Collegiate Schools of Business.

Assessment Period. The date range for the report, which includes all the exams administered within these dates. For synchronous schools, the assessment period is generally based upon the semester or quarter. For asynchronous schools, the assessment period is generally annual, semi-annual, or quarterly. School officials determine the assessment period.

Coefficient of Determination (R²) denoted R2 and pronounced R squared, is a statistical measure of how well the regression line approximates the real data points. An R2 of 1 indicates that the regression line perfectly fits the data.

Cohort. A group of students based upon a demographic factor such as specialization, campus location, program start date, etc. We provide cohort-level analysis based upon cohort categories identified at the start of the exam cycle.

Exam. Includes all of the topics to be assessed for a specified program. Each topic has 10 questions included within exam, randomly selected from a validated test bank that includes 300-500 exam questions. Inbound and Outbound Exams are generated from the same test bank of questions.

External Benchmarking. Analyses performed by comparing the cumulative results from a school with a demographically similar aggregate data set.

Frequency of Questions Correct. For Outbound Exams, the frequency of questions correct is calculated for each subject within a topic. The formula is: (Number of Questions Correct / Number of Questions Offered) * 100. In order to provide a relative index for understanding these data, an average of questions correct is shown for the aggregate pool selected for the Internal Analysis Report. To see the comparisons for other pools, the Internal Analysis Report can be re-run with a different pool selected.

Inbound Exam. A student exam administered early in the student's program, usually during their first or second core course, that measures the student's knowledge level at the beginning of their academic program.

Internal Benchmarking. Analyses performed by comparing the inbound and outbound exam scores and/or by the analyses of the frequency of questions correct for each subject within a topic.

Mean Completion Time. The average time, in minutes, to complete the exam. Mean completion time is also shown for each topic. Mean completion times are helpful when evaluating student effort, particularly with Outbound Exam results. If the Outbound Exams have a relatively low mean completion time, this may be an indication that the students are not putting forth their best effort. Additional incentives may be necessary to encourage better student performance (extra credit, points, letter grades, credit for future assignments, etc.).

Outbound Exam. A student exam administered at the end of the student's academic program, usually within their last course, that measures the student's knowledge level at the end of their academic program.

Percentage Change. The percentage change between two scores. For inbound/outbound testing, the percentage change is calculated using the following formula: $(\text{Outbound Score} / \text{Inbound Score}) - 1$.

Percentage Difference. The percentage difference between a school's outbound student results and the aggregate, calculated using the following formula: $\text{Aggregate Score} - \text{School Score}$.

Percentile. Percentiles are shown within the subject level analysis based upon the frequency of questions answered correctly. The measure is used to establish relevancy of the school's score with the selected aggregate pool used for the Internal Analysis Report. The percentile benchmarks indicate to what level an average score is needed in order to be at the 80th, 85th, 90th, or 95th percentile, which school officials can subsequently use for academic benchmarking and for setting performance targets.

1. A **percentile rank** is the percentage of scores that fall at or below a given score and is based on the following formula: $(\text{NumValuesLessThanScore} + (0.5 * \text{NumValuesEqualScore})) / \text{TotalNumValues} * 100$. When shown, the percentile rank of the school's exam sample of the subject/subtopic/topic score to the aggregate pool is based on using exam results within the aggregate pool grouped by school and calculated using samples of 30 exams. The percentile rank is not a ranking based on the number of individual schools included within the aggregate pool, rather it is a percentile ranking compared to the exam results included within the aggregate pool.
2. The **percentile benchmark** values are calculated using the Empirical Distribution Function with Interpolation based upon the Excel Function of PERCENTILE.INC (array,k) with the following formula: $(n-1)p=i+f$ where i is the integer part of $(n-1)p$, f is the fractional part of $(n-1)p$, n is the number of observation, and p is the percentile value divided by 100. The percentile benchmark then is the required score of questions correct to be at a specific percentile value (80th, 85th, 90th, or 95th) and is based on interpolation.

Percent Change Comparison. The percent difference between the school's percent change between Inbound and Outbound Exam results and the aggregate pool's percent change between Inbound and Outbound Exam results. The percent change comparison represents a relative learning difference between the specific school and demographically similar schools.

Scatter Plot. A visual representation of the exam results for all students. The purpose of the scatter plot is to provide you with a visual reference for the ranges in results.

Subjects. For each topic, questions are grouped using 4-8 subject areas. Subjects generally correspond to the school's learning outcomes associated with each topic. In using these data, consider the Subject is the Learning Outcome without the verb.

Subtopic. For the topics of Economics and Management, there are identified subtopics. For the topic of Economics, the subtopics are Macroeconomics and Microeconomics. For the topic of Management, the subtopics are Operations/Production Management, Human Resource Management, and Organizational Behavior. NOTE: When analyzing and evaluating the sub-topic scores, the cumulative totals of the subtopic scores (percentages) will not equal the topic score. The subtopic scores are based on the number of questions answered correctly for that specific subtopic. For example, getting 2 out of 3 questions correct for the subtopic of Human Resource Management is a score of 66.66%, 3 out of 4 correct on Organization Behavior is 75% and 1 out of 3 on Operations/Production Management is 33.33%. The total Management topic score, however, is $2+3+1 = 6$ out of 10, or 60%.

Summary Statistics. Includes the mean completion time, sample size, average score, standard deviation, and the min/max/median/mode scores.

Total Exam Score Significance. If a student simply randomly selected responses to questions, the statistical mean of the total score of such a randomly responded to exam would be approximately 30% (+/- 2.5% depending upon the number of questions on the exam). Therefore, exam scores above 30% could be considered significant in terms of measuring actual knowledge levels.

Understanding and Using the Report

The formulas used for percentile calculations are shown within the glossary of terms. Two statistical artifacts could appear on your reports where the percentile rank seems "off" when compared to the calculated values for the percentile benchmarks.

1. **Statistical Artifact #1:** Due to the use of different formulas used to calculate the school's percentile rank and the required scores for specific benchmarks, the school's rank is less than or higher than the required score for a percentile benchmark, usually by a factor of 1 percentile value. When calculating the percentile rank, we use the school's score and simply calculate the percent of scores that are at or below that score. When we calculate the percentile benchmark, we use an interpolation function to determine the required score for a specific percentile. Therefore, we use two different formulas for the percentile values: the first concerns the score and how many at/equal to the given score and the second an interpolation to calculate the desired score. Both use the same distribution list of scores, arranged in sequence from low to high. When we developed the distribution tables, we used 5 decimal points. When we calculated the benchmarks, we also calculated to 5 decimal points. We show, however, two decimal points in the table.
2. **Statistical Artifact #2:** Due to sample size limitations and rounding, the school's rank is less than the required score for a higher percentile benchmark. The lower the number of exams in the pool, the more these situations will occur. For example: the school score is 56.52% and the 85th percentile is 56.52. In this case, both calculations are correct; the issue concerns sample size. With only 586 questions offered in the pool, we have a distribution sample of 15 values. When we do the rank calculation (the 81st), it comes out "low" due to the sample size and the values within the distribution. When we do the calculations of the benchmarks (interpolation), the actual 85th benchmark to 5 decimal places is 56.52377, but rounds to 56.52 in the table. The school's score of 56.52 and the full number is 56.52173 (52/92 correct). The school's value is below the benchmark of 56.52% for the 85th Percentile, but due to rounding, it looks like the school's score should be at the 85th percentile.

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MONROE COLLEGE

School of Criminal Justice

Strategic Plan 2018-2023

Prepared by Guylaine Harrison, Esq., Dean

Table of Contents

	Page # (SCJ-)
Executive Summary	3
School of Criminal Justice Goals – Linked to College Strategic Plan	3
Section One: Introduction	5
Monroe College Vision, Mission, Core Values	5
Monroe College Strategic Goals	6
Section Two: Retrospective	7
Faculty Enhancement	7
Technological Innovation	7
School Accomplishments/Community Engagement	8
Section Three: Strategic Planning	10
Goal 1. To ensure graduates possess competencies	10
Goal 2. To shape institutional enrollment	12
Goal 3. To cultivate a responsive culture	13
Goal 4. To validate program quality and learning outcomes	13
Goal 5. To allocate resources effectively	14
Section Four: Conclusion	15

Appendices

SCJ Appendix A. Assessment Process, Assessment Results/Gaps, Favorable Assessment Results, and Improvement Plans	16
SCJ Appendix B. Learning Outcomes	19
SCJ Appendix C. Capstone Assessment	20
SCJ Appendix D. Internship Results	21
SCJ Appendix E. Internship Outcomes by Program	22

Executive Summary

The School of Criminal Justice strategic plan provides the framework for our academic and departmental goals from 2018 to 2023. The expansion of our curriculum, programs and external partnerships during the 2015-2018 will continue to guide our continued growth.

The School of Criminal Justice offers a comprehensive curriculum that encompasses the major components of the criminal justice system and human services. Students accepted into our competitive programs will study the areas of law enforcement, corrections, law, and human services. Each class builds the proper foundation for the advanced intellectual application of knowledge necessary for success in our upper level courses.

Our students have the distinct advantage of learning from industry professionals who masterfully incorporate theory with a practical perspective. Experiential learning from core internships, membership in active student clubs, volunteer community-based initiatives, meaningful site visits and technology-based learning supplement our excellence in academics.

The addition of three programs, Credentialed Alcohol and Substance Abuse Counselor (CASAC), paralegal studies, and forensic psychology, as disciplines of study will further enhance our course offerings and support increased enrollment at the undergraduate and graduate levels.

The School of Criminal Justice will continue to be a premier program committed to the development of bright, motivated and skilled students for entry into successful careers in criminal justice and human services.

School of Criminal Justice Goals

The primary goal of the School of Criminal Justice (SCJ) is to encourage a dynamic and responsive culture that will help to increase enrollment and retention rates.

Our principal goals are consistent with the goals of the College and are as follows:

School of Criminal Justice 2018-2023 Goals (Linked to Strategic Plan)		
SCJ Goal #	Description	Link to SP Goal #
1	Prepare our students to strengthen core competencies in writing, critical thinking and public speaking for successful entry into industry-based careers and advanced education	1
2	Continue to attract a highly-qualified faculty with demonstrated experience in the criminal justice and human services fields	1
3	Continue to attract a diverse portfolio of employers at the local, state and federal levels to provide internships and full-time employment opportunities to our students	1

4	Expand and diversify program and course offerings at the graduate level	1
5	Develop a reliable method for the internal collection of employment data for our CJ & HS graduates	1
6	Continue to improve enrollment through strategic partnerships and/or the addition of new programs	2
7	Continue to improve retention and graduation rates through student engagement and multiple delivery formats	2
8	Encourage a responsive culture amongst our staff and faculty to effectively assist students with their academic growth and development	3
9	Improve the quality of our program and course offerings through yearly rigorous self-assessment and evaluation of the program	4
10	Support faculty development and excellence through formal faculty observations and professional development	4
11	Seek and cultivate external partnerships for programming and events	4
12	Seek accreditation of our CJ program, grants for criminal justice initiatives and honor societies for our CJ & HS students	4
13	Incorporate technology, experiential learning, and project-based initiatives to enhance the educational experience of our students	5

Section One: Introduction

The School of Criminal Justice provides an innovative and structured academic curriculum designed to fully prepare students for professional careers in law enforcement, corrections, human services, legal services and advanced studies.

We embrace the College's core values by demonstrating the following:

- **Excellence:** We strive for outstanding quality in instruction, student engagement, educational servicing, and academic performance from our students.
- **Integrity:** We expect honesty and ethical conduct from our staff, faculty and students.
- **Innovation:** We seek innovation in our curriculum, teaching methods and instructional delivery, programming, external partnerships and use of technology in the classroom.
- **Collaboration:** We are stronger and more productive when we work collaboratively in support of our mission to provide excellent educational service to our students.

The strength of our program lies in the richness and diversity of our talented faculty. Our faculty have significant industry experience in criminal justice and human services. They are highly responsive to student needs and aptly incorporate theory, experiential learning and technology to provide a framework for excellence in education.

Our strong curriculum, talented faculty and growing network of employers guides our strategic vision for the continued, substantive industry-related employment of our graduates.

The School of Criminal Justice is guided by Monroe College's vision, mission, core values, and strategic goals.

Vision

To be a National Leader in Educating Urban and International Students.³

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

- 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.

Section Two: Retrospective, 2015-2018

Faculty Enhancement

School of Criminal Justice's faculty profile is diverse and includes professionals of all ranks in law enforcement and corrections, attorneys, judges, clinicians, and therapists.

- One undergraduate/graduate faculty member, Dr. Steven Ippolito, has obtained his Doctorate Degree.
- The following four faculty and staff members are pursuing their Doctoral studies:
 - Program Director Everett Faison
 - Professor Hari Drayton
 - Professor Delores Patterson
 - Professor LaQuetta Solomon
 - Professor Cassandra Garrett
- The following graduate faculty hold a Ph.D or ED.D in the Master's in Criminal Justice (MSCJ) program:
 - Dr. William Vericker
 - Dr. Carlos Rios-Collazo
 - Dr. Thomas Coghlan
 - Dr. Steven Ippolito

Technological Innovation

The school has incorporated the Law Enforcement Training Simulator (LETS) into core undergraduate and graduate courses. For example, the curriculum of CJ-206, Police Patrol Procedures, was expanded to incorporate LETS into the first eight weeks and the second eight weeks of the semester. During the first eight weeks, students are taught the basic of police patrol procedures, de-escalation techniques and the proper use of non-lethal and potential lethal responses to resistance.

During the second eight weeks, students practice these basic skills once a week. Professors provide a formative assessment during class to improve student learning. Three practical scenarios are used to gauge student learning as part of the final examination. A final written report is written by the professor which assesses how students handled each scenario using the skills taught during the semester. LETS is used as an instructional tool and guide in the Use of Deadly Force graduate level course.

LETS has also been utilized as a tool to enhance external partnerships with the community. For example, LETS was used as a complementary tool during community forums at the College

to bridge the gap between law enforcement and some communities of color. General exposure of LETS to the community included:

- News 12 – 3 participants
- New York 1 -3 participants
- Public Broadcasting System – 4 participants
- Community Boards (2) – 10 participants
- NYPD/FDNY – 4 participants
- Fall CJ/HS new enrollees – 30 participants
- High School tours – 260 participants
- Various classrooms in Spring and Fall – 400 participants
- Various visiting dignitaries – 50 participants
- PASS Experience – 20 participants
- PASS Program – 22 participants

School Accomplishments and Community Engagement

Following are selected SCJ accomplishments and instances of community engagement:

- Partnership with St. John's University Ronald H. Brown Law Prep Program. Outcome – Three Monroe College students were admitted into this competitive program. Two Monroe College graduates earned partial or full scholarships to law school.
 - **Yamilette Alvarez** – Currently a third-year law student at Stetson University Law School; earned a partial scholarship
 - **Samantha Folkes** – Currently a first-year law student at Florida State University; earned a full scholarship and \$5,000 yearly stipend
- Partnership with N.Y. State Senator Jamaal Bailey's office to provide a series of four discussion panels on policing and community engagement.
- Creation of the Police Academy ScholarS (PASS), a highly selective program that provides students with the skills necessary for successful entry to law enforcement.
- Successful series of events honoring high-ranking members of law enforcement and the courts during Black History Month
- Student trip to the U.S. Supreme Court
- Student trip to the White House
- Student trip to FBI Headquarters in Washington, D.C.

- Student trips to maximum-security facilities in New York:
 - Sing Sing Correctional
 - Clinton Correctional Facility
 - Fishkill Correctional Facility
 - Sullivan Correctional Facility
 - Eastern NY Correctional Facility
- Student trips to the Bronx District Attorney's
- Student trips to Albany Law School
- Student trips to Seton Hall University Law School
- Student participation in the Northeast Regional Conference for Amnesty International at Boston University
- Student participation in a CUNY Law School Seminar on Women Confronting Isis
- Student participation in a Fordham Law School Symposium on Neuroscience and the Criminal Mind
- Student trip to live television show, *The Security Brief*, hosted by Paul Viollis. The segment was on child sextortion and human trafficking.
- Amal Habbani, winner of the Ginetta Sagan award, was honored at Monroe College. A journalist, she was imprisoned for writing children in Sudan as young as five years old who were being auctioned for marriage
- Senator Charles Schumer recognized the work of Amnesty International student club members on behalf of human trafficking victims.
- Participation of our CJ students in the Court Navigation Program
- Participation of our graduate MSCJ students in Graduate Research Day

Section Three: Strategic Planning, 2018-2023

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

Sub-Goal 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

SCJ Initiatives/Action Plan:

- We will prepare our students to strengthen core competencies in writing, critical thinking and public speaking for successful entry into industry-based careers and advanced education. We will continue to provide and assess academic rigor in the following advanced classes: Diversity in the Criminal Justice System, Research Methods, Leadership in the Criminal Justice System, and Criminal Justice Capstone.
- In our MSCJ program, students will develop core competencies for successful careers and research in the Capstone class and/or Master's Thesis project. The following two students will defend their thesis during the Winter 2019 semester:
 - Christopher Berrios will defend his thesis entitled, "The Study of Homelessness among Veterans."
 - John Thompson will defend his thesis entitled "Reintegration Issues for Incarcerated Offenders."

Sub-Goal 1.2: Expand and diversify the College's undergraduate programs, student body, faculty, and experiential learning capabilities

SCJ Initiatives/Action Plan:

- We will continue to attract a highly-qualified faculty with demonstrated experience in the criminal justice and human services fields. Below are notable examples beginning in the Fall of 2018:
 - We hired a Program Director for the New Rochelle campus, Jody McCalla, JD.
 - We hired ten adjunct faculty members in preparation for the Fall 2018 semester.
 - We hired one full-time faculty member, Dilia Travieso, Esq., on the New Rochelle campus for the Winter 2019 semester, and two adjuncts:
 - Faculty members for Winter 2019 semester, Yadhira Gonzalez, Esq., and Crystal Reveron. We also welcomed a returning adjunct faculty member, James Ferguson, Esq., for the Winter 2019 semester
 - Our new Fall 2018 adjunct faculty member, Professor Diane Crowley, is pursuing her Doctoral studies at Walden University.
 - Our new Winter 2019 adjunct faculty member, Crystal Reveron, is pursuing her Doctoral studies at Seton Hall University.
- We recently received approval for our CASAC program. CASAC will expand our Human Services offerings and will eventually help to increase overall enrollment on both the

Bronx and New Rochelle campus for our Human Services program.

Sub-Goal 1.7: Expand and diversify internship opportunities aligned with students' career goals, and ensure a high-quality experience for students and employers

SCJ Initiatives/Action Plan:

- We will continue to attract a diverse portfolio of employers at the local, state and federal levels to provide internships and full-time employment opportunities to our students.
 - During the Spring 2018 semester, our site visit with the Botanical Gardens opened a dialogue about internship opportunities for our students in the Security Department.
 - The Office of Career Services department secured a paid internship opportunity for three of our CJ/HS students at The Children's Village in Dobby Ferry, N.Y.
 - We have secured a meeting with the NYS Unified Court System for a discussion on their Court Navigator Internship program.
 - Through a new relationship with the U.S. Supreme Court Police, fifteen of our students applied for full-time employment.
 - We will seek to host our internship partners for a luncheon during the year to thank them for their commitment to our students.

Sub-Goal 1.8 Expand and diversify the King Graduate School's programs, student body, faculty and research capabilities

SCJ Initiatives/Action Plan:

- We are in the process of reviewing a proposal for a DCJ (Doctorate in Criminal Justice) submitted by Dr. Carlos Rios-Collazo.
- We have begun preliminary work on a proposal for a Master's Degree in Forensic Psychology. Dr. Thomas Coghlan will assist us in the development of the proposal and the program.
- We have received approval for a new graduate course proposed by Professor Tom Ridges entitled, "The Law and Politics of Our Criminal Justice System."
- Currently we have a General Track and concentrations in Human Services and Urban Crime Policy. We seek to enhance our concentration offerings by adding a concentration in Homeland Security. Proposed courses will include:
 - Crisis/Emergency/Disaster Management
 - Critical Infrastructure Protection
 - Homeland Security
 - Terrorism and Counterterrorism Operations

Sub-Goal 1.9: Improve employment and advanced education outcomes for graduates

SCJ Initiatives/Action Plan:

- We will continue to work with our external partners and the Office of Career Services to assist our students to secure employment in their field of study. We seek to continue to

use reliable methods of internal collection of employment data for our CJ & HS graduates.

- We seek to gradually increase the percentage of in-field employment over the next five years over the in-field CJ/HS employment placement percentage revealed in 2017. Our goal is an increase of three to five percent.
- We will also seek to encourage our Alumni to stay connected to their Alma Mater and pursue mentor/mentee relationships with our current students.

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

Sub-Goal 2.1: Continuously improve student engagement, retention, and graduation outcomes

SCJ Initiatives/Action Plan:

- We seek to continue to improve retention and graduation rates through student engagement and multiple delivery formats. Many of our professors formally and informally mentor their students. They also provide tutoring during their office hours. In addition, they support student development in their role as faculty advisors for the Police Academy Scholars Program (PASS), the Criminal Justice Club, the Law Society, the Human Services Club and the Debate Club.
- Our goal over the next five years is to gradually increase retention and enrollment by five percent at the undergraduate and graduate levels.
 - We offer courses through various delivery formats which include the following:
 - 15-week on-site experience
 - 7.5-week on-line module experience
 - 4-week on-site module experience
 - The August Summer Orientation experience
 - On-line
- For our MSCJ program, we are exploring a one-year program with cohorts.

Sub-Goal 2.3: Explore, launch and nurture strategic enrollment partnerships

SCJ Initiatives/Action Plan:

We will continue to improve enrollment through strategic partnerships and/or the addition of new programs. We will nurture our relationship with our dual-enrollment partners and Jumpstart high schools

Sub-Goal 2.8: Pursue additional degree programs

SCJ Initiatives/Action Plan:

- We have recently received approval to offer CASAC (Certified Alcohol and Substance

Abuse Counsellor).

- We are in the preliminary stages of working on a Bachelor of Science in Forensic Psychology.
- We are also working on the Paralegal Studies Certification program.

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

Sub-Goal 3.3a: Strengthen relationships with faculty, staff, and students

SCJ Initiatives/Action Plan:

- We will continue to encourage a responsive culture amongst our staff and faculty to effectively assist students with their academic growth and development. We will encourage our faculty to devote time to tutor their students during their office hours. We will also encourage our faculty to continue to formally and informally mentor their students.

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

Sub-Goal 4.3: Pursue additional program accreditations for validation and engagement in continuous improvement

SCJ Initiatives/Action Plan:

- We seek to improve the quality of our program through additional course/program offerings.
 - We submitted a proposal for CASAC and it was recently approved.
 - We will seek external Accreditation for our Bachelor of Science and Master of Science Criminal Justice programs by the Academy of Criminal Justice Sciences.
 - We will seek external Accreditation of the Paralegal Studies Certificate program by the American Bar Association.
 - We will actively seek grants for studies to be conducted by our faculty and students.

Sub-Goal 4.5: Enhance and expand internal and external faculty development opportunities

SCJ Initiatives/Action Plan:

- We will continue to support faculty development and excellence through formal faculty observations and professional development. We are in the process of reviewing a proposal for Mental Health First Aid Training and Certification for our faculty. In

addition, we will conduct our annual Criminal Justice Faculty Retreat. We will also continue to support our faculty with their research. For example, during the Spring 2018 semester Dr. William Vericker presented his research at a symposium in Ireland.

Sub-Goal 4.7: Communicate the achievement and distinctions of the College and its students, faculty, and staff to internal and external audiences

SCJ Initiatives/Action Plan:

- We are proud to share the successes of our students and faculty members. We are also proud to share the partnerships we are building with the external community.
 - Samantha Folkes received a full scholarship to Florida State University College of Law and a \$5,000.00 yearly stipend.
 - Mohammed Darboe secured full-time employment with the Department of Investigation.
 - We are exploring a partnership for symposiums with Council Member Ritchie Torres' office.
 - We are exploring a partnership with the Center for Court Innovation for Youth Court hearings.
 - We have a continued partnership with the NYPD to provide information sessions on the NYPD and School Safety Agent application and examination.
 - The following events were held during the Fall 2018 semester:
 - Restorative Justice Symposium
 - Bail Reform Symposium
 - Westchester County DA presentation
 - Domestic Violence Symposium
- We are seeking to host NYC Debate Club high school debates on our campuses.
- We will seek a partnership with George Washington University Law School for the Prison Operating Project (POPS).
- Dr. Rios-Collazo recently had an article published on emotional intelligence in the on-line environment.
- Professor Tom Ridges was awarded the Thomas E. Dewey Medal in December 2018.

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

Sub-Goal 5.2: Continuously assess and improve campus facilities and technology to enhance teaching and learning

SCJ Initiatives/Action Plan:

- We will continue to incorporate technology, experiential learning, and project-based initiatives to enhance the educational experience of our students. Examples are listed below:
 - PASS is offered on both campuses during the common hour as a non-matriculated class.
 - Drone technology for the classroom is being explored.
 - Interview room for human services students being explored.
 - Human services clinical tapes for students being explored.
 - New scenarios for LETS being explored.
 - Space to conduct physical activity for PASS and PASS equipment being explored.

Section Four: Conclusion

The School of Criminal Justice will continue to provide its students with a quality education in preparation for industry-based careers and/or advanced studies. By adhering to the College's core values, we are committed to an innovative curriculum where students are supported and challenged. Our responsive culture encourages student development and success.

SCJ APPENDIX A

Assessment

Assessment Process:

- During the 2015-2018 assessment cycle, a mapping of all courses for the Criminal Justice (CJ) undergraduate degree program was conducted. During this cycle, there was only one set of Program Objectives for the one discipline and there was none for Human Services. In accordance with this mapping, course level assessments were attempted on CJ-101 (Introduction to Criminal Justice), LA-240 (Criminology), and LA-245 (Introduction to Counseling Theory) in the 2015-2016 academic year. In addition, course level assessments for CJ 390 (Field Experience in Criminal Justice II) and CJ 480 were also conducted.
- At the graduate level for the MSCJ program, mapping of courses was not conducted, and Program and Course Objectives were not identified. Accordingly, course level assessments were not conducted. One MSCJ student, Amanda Walker, successfully completed and defended her thesis during the 2016-2017 academic year.

Assessment Results/Gaps

- The target threshold for all objectives in all assessed classes was set at 80%. In reviewing the data, this threshold was reached on only two of a possible ten course objectives. This led to the following assessment conclusions:
 - For CJ-101, no report has been found but the resulting data that was collected has been provided.
 - For LA-240, it was deemed that more than just one measurement tool should be used to better evaluate the course. This course already required a final paper to be submitted and it was decided that a grading rubric for this assignment was also needed so that it could be used as a second evaluation tool.
 - For LA-245, it was deemed, that while well geared to assess a knowledge base, the essay questions were worded in a way that would allow too much ambiguity in responses and grading. These questions would need to be reworded to only allow for a very specific answer which would reduce the ambiguity in grading.
- If this data were to be checked against the Course-Program Objective mappings, they would indicate a low percentage of the Program Objectives being met.

Favorable Assessment Results Based on Deliverables for CJ 390 and CJ 480

- For CJ-390, the internship course, employer evaluation reports which measure eight specific qualitative skills, were collected. The outcomes for the internships were favorable are included in the Academic School Plan Annual Progress Report Strategic Planning Cycle (2015-2018). The results indicate that the 80% target threshold was consistently met in all assessed years.
- For CJ-480, deliverables of the capstone project were based on group work skills and presentation skills. During the period in which capstone classes were assessed, Spring 2017 to Winter 2017 and Spring 2017 to Winter 2018, favorable results indicate that the 80% target threshold was met. The deliverables tested the following:
 - Project-based research and analysis of complex CJ issue(s) in a team-based environment.
 - The creation of effective strategies and solutions to the issues mentioned above by speaking to and interacting with industry professionals.
 - Orally presenting the capstone project with team members and defending outcomes and conclusions in front of a panel of industry experts and professionals.

Improvement Plans for Assessment

- Subsequent to the aforementioned mapping and assessments, in May 2018, separate Program Objectives were developed for the required courses in the Associate and Bachelor's level degree programs for Criminal Justice. Program Objectives for the Associate and Bachelor's level degree programs in Human Services were also developed. In addition, Program Objectives for the Master's in Criminal Justice degree were developed.
- As a result, new Course-Program Objective maps were created. Going forward, these new maps will be used to assess Program Objectives. This change will allow for a better targeting of the course assessment as Associate level courses will not be measured against Bachelor level objectives. The desired outcome is that these courses will better match the target threshold which will now be set at 75%, a percentage that is compatible with a passing GPA for each discipline.
- Based on the assessment data results, and the low percentage of correlation to the Program Objectives, we will review and expand our assessment tools to include, where feasible, the following: examinations, written assignments, team-based projects, document-based questions/assignments, debates, local, state and federal agency reviews, mock crime scenes and oral presentations incorporating the use of technology.

We will also rigorously review the grading rubrics for such tools for clarity and specificity.

- Evaluation forms, with a specific list of questions and criteria, will be distributed to the industry professionals/experts invited to the capstone presentation.
- In addition, for the specific courses to be assessed, we will include a comprehensive pool of daytime and evening classes in the Bronx and New Rochelle and in the online environment.
- Note that although the CJ 350 (Research Methods) course was not assessed during this cycle, it is a prerequisite for the CJ 480 (Capstone) course. Many CJ students feel that they are not prepared for the rigor of the CJ 350 class based on prior coursework. Therefore, in the future, we may consider splitting the Research Methods course into two courses: Research Methods I and Research Methods II.
- Although there has been no formal assessment of courses in the MSCJ Program, going forward, we will carefully review the third hour for on-site courses held on-line to evaluate if meaningful activities linked to the course lesson plan(s) are consistently being administered.

SCJ APPENDIX B

Learning Outcomes

1. Students will demonstrate a comprehensive understanding of the systems and institutions of American society that function to implement democratic values, such as the protection of life and property, the safeguarding of civil liberties and the maintenance of social order and domestic tranquility, and to nurture respect for them.
2. Students will effectively articulate the processes and inner workings of the criminal justice system in the United States, including law enforcement agencies, the courts and the correctional system.
3. Students will demonstrate core competencies in analyzing and evaluating seminal criminal law and criminal procedure cases.
4. Students will apply the tenets learned in behavioral and social sciences course work to achieve higher levels of self-knowledge, to develop critical thinking skills, to communicate ideas effectively, and to make sound judgments.
5. Students will be well prepared to obtain a wide variety of entry-level positions in the field of Criminal Justice.

SCJ APPENDIX C

Capstone Assessment

Deliverables of the Capstone Project = 100 %

Presentation Skills = 20 %

Group Work Skills = 80%

DELIVERABLES OF THE CAPSTONE PROJECT						
SKILL	SP13- WN14	SP14- WN15	SP15- WN16	SP16- WN17	SP17- WN18	% Change
1. Project-based research and analysis of complex CJ issue(s) in a team-based environment.	N/A	N/A	N/A	92%	96%	+4
2. Creating effective strategies and solutions to the issues mentioned above by speaking to and interacting with industry professionals.	N/A	N/A	N/A	92%	96%	+4
3. Orally presenting the capstone project with team members and defending conclusions and outcome in front of a panel of professionals.	N/A	N/A	N/A	88%	85%	-3

SCJ APPENDIX D

Internship Results

During the 2016-2017 academic year, CJ students were required to successfully complete 160 internship hours. Students were assessed in various ways. However, the most meaningful and measurable way students were assessed were through employer evaluations. Eight specific qualitative skills were assessed. The target threshold for the eight specific assessed qualitative skills was set at 80% or better. The average for all eight indicators for the BS in CJ was 95%. The average for the overall employer evaluation was 97%. The average for all eight indicators for the BS in HS was 95%. The average for the overall employer evaluation was 99%.

During the 2016-2017, students in all CJ capstone classes completed their research and analysis, devised strategic and innovative solutions after conferring with industry professionals, and orally presented and defended their findings to their classmates, their professor and a panel of professionals. The target threshold for the capstone deliverables was set at 80% or better. The results indicate the following:

- 92% of the students in the courses assessed met the threshold for project-based research and analysis of complex CJ issue(s) in a team-based environment.
- 92% of the students in the courses assessed met the threshold for creating effective strategies and solutions to the issues mentioned above by speaking to and interacting with industry professionals.
- 88% of the students in the courses assessed met the threshold for orally presenting the capstone project with team members and defending conclusions and outcome in front of a panel of professionals.

SCJ APPENDIX E
Internship Outcomes

Internship Outcomes – Criminal Justice – AS						
SKILL	SP13- WN14	SP14- WN15	SP15- WN16	SP16- WN17	SP17- WN18	% Change
Employer Overall Evaluation	N/A	100%	100%	N/A	100%	-
Quality of Work	N/A	100%	100%	N/A	98%	-2
Maturity	N/A	100%	100%	N/A	98%	-2
Dependability	N/A	100%	100%	N/A	93%	-7
Communication Skills	N/A	100%	100%	N/A	95%	-5
Judgment	N/A	100%	100%	N/A	98%	-2
Relationship with Others	N/A	100%	100%	N/A	100%	-
Attitude	N/A	100%	100%	N/A	100%	-
Initiative	N/A	100%	100%	N/A	90%	-10

Internship Outcomes – Criminal Justice – BS						
SKILL	SP13- WN14	SP14- WN15	SP15- WN16	SP16- WN17	SP17- WN18	% Change
Employer Overall Evaluation	N/A	97%	96%	97%	98%	+1
Quality of Work	N/A	96%	96%	95%	98%	+3
Maturity	N/A	99%	92%	97%	97%	-
Dependability	N/A	93%	96%	93%	96%	+3
Communication Skills	N/A	95%	95%	94%	97%	+3
Judgment	N/A	98%	95%	94%	98%	+4
Relationship with Others	N/A	98%	97%	96%	97%	+1
Attitude	N/A	96%	98%	95%	97%	+2
Initiative	N/A	94%	93%	96%	95%	-1

Internship Outcomes – Human Services – AS						
SKILL	SP13- WN14	SP14- WN15	SP15- WN16	SP16- WN17	SP17- WN18	% Change
Employer Overall Evaluation	N/A	N/A	100%	100%	97%	-3
Quality of Work	N/A	N/A	100%	100%	95%	-5
Maturity	N/A	N/A	100%	100%	96%	-4
Dependability	N/A	N/A	100%	97%	91%	-6
Communication Skills	N/A	N/A	100%	99%	94%	-5
Judgment	N/A	N/A	100%	100%	93%	-7
Relationship with Others	N/A	N/A	100%	100%	96%	-4
Attitude	N/A	N/A	100%	99%	97%	-2
Initiative	N/A	N/A	100%	99%	91%	-8

Internship Outcomes – Human Services – BS						
SKILL	SP13- WN14	SP14- WN15	SP15- WN16	SP16- WN17	SP17- WN18	% Change
Employer Overall Evaluation	N/A	N/A	100%	99%	100%	+1
Quality of Work	N/A	N/A	100%	91%	100%	+9
Maturity	N/A	N/A	100%	99%	96%	+3
Dependability	N/A	N/A	100%	91%	92%	+1
Communication Skills	N/A	N/A	100%	100%	92%	-8
Judgment	N/A	N/A	100%	100%	96%	-4
Relationship with Others	N/A	N/A	100%	94%	100%	+6
Attitude	N/A	N/A	100%	100%	100%	-
Initiative	N/A	N/A	100%	88%	96%	+8

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MONROE COLLEGE
School of Education

Strategic Plan 2018-2023

Prepared by Dr. Anne Lillis, Dean

Table of Contents

	Page # (SED-)
Executive Summary	3
Section One: Introduction	3
Monroe College Mission	4
Core Values and Strategic Goals 2018-2023	5
Section Two: Retrospective / Major Accomplishments	6
Section Three: Strategic Planning	8
1. Increase undergraduate and graduate enrollment	8
2. Earn national accreditation through CAEP	8
3. Establish Monroe as a leading teacher training institute	9
4. Establish Monroe as a leading provider of TESOL and Bilingual Education.	9
5. Recruit terminal degree faculty.	10
Section 4: Conclusion	10

Appendices

SED Appendix A: NY State Certification Data	11
SED Appendix B: 2015-2018 Program Goals Achieved	12
SED Appendix C: Academic Outcomes Assessment of Programs	13
SED Appendix D: Accreditation Plan	19
SED Appendix E: Academic Outcomes Assessment of Capstone Course: BS in Early Childhood Education	20

Executive Summary

This School of Education Strategic Plan for 2018-2023 continues SED's commitment to providing high quality instruction and in-field coaching for pre-service teachers in the high demand, early childhood arena. The plan includes an introduction to the school and its commitment to the College's mission, core values, and strategic goals as it aspires to be a *School of Distinction*.

The plan also includes a retrospective of the last three-year planning period (2015-2018), citing significant achievements in student pass rates, the acquisition of a New York State funded grant, and the approval of three new programs. The strategic planning section defines an expanded vision for impactful teacher training that includes the new degree offerings which are designed to meet additional high needs areas within New York City and the surrounding diverse suburbs.

SED remains committed to broadening our recruitment efforts to address persistent teacher shortages, especially in the areas of bilingual and special education. SED will pursue national accreditation, validating its effectiveness in all aspects of teacher training and preparedness.

Section One: Introduction

Monroe College School of Education (SED) is proud to offer our students a comprehensive teacher training program that reflects the best of research and practice and works to be part of the policy changes in our state and city that impact the education of young children.

Monroe College School of Education, chartered by the New York State Department of Education, launched a Bachelor of Science degree in Early Childhood Education in the Fall of 2011. As a young school, SED began with lofty aspirations that provided the framework for program goals and continue to remind us to dream what can be possible. We aspire to be a *School of Distinction* by:

- Becoming a leader in providing excellent teacher training in urban education
- Becoming a primary provider of teachers of color and bilingual teachers to the New York City Board of Education, the Archdiocese of New York and NYC charter and independent schools
- Guiding students to successful postgraduate employment in Early Childhood Education, serving their local communities, and high needs schools

The plan for 2015-2018 gave our young school opportunities to deepen our commitment to preparing highly skilled and committed teachers who positively impact their students and the communities in which they will work. During the 2015-2018 strategic planning cycle, SED, energized by a new dean and expanded faculty and students, established program goals (see [SED Appendix A](#)) designed in response to policy changes regarding New York State

certification requirements and a changing teacher training landscape. The program goals were successfully completed.

The College's commitment toward strong community engagement is evidenced by the number of graduates presently working as teachers, fellows, or assistants in local high needs schools. Our statement of purpose, likewise emphasizes community engagement – to develop high-performing, skilled, and passionate educator-practitioners who advocate for their students, particularly those at risk.

The school's curriculum is designed to develop the kind of teachers whose high performance can account for as much as five or six more months of student learning compared to what is seen among low-performing teachers. Graduates of the program are: (1) well-versed in all aspects of the development of typical and delayed young children, (2) knowledgeable about the challenges and heightened risk factors facing urban families and schools, (3) well-equipped to provide effective instruction and intervention for all learners, and (4) well-prepared to assist students' families to advocate for their children and navigate education system complexities.

The school's core values are rooted in the College's values. SED and the College emphasize hands-on and in-field learning as a key elements of a student's academic journey. The College's student-centric higher education approach prioritizes hands-on academic experiences, practical and relevant academic programs, flexible learning schedules, small class size, and committed and engaged faculty to ensure that students are career-ready upon graduation.

As such, SED operates in concert with the College's 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

- 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

Section Two: Retrospective, 2015-2018

SED has experienced a dynamic and successful three years. In a short time, the school has earned recognition from New York State as an effective teacher training program for diverse teaching candidates and locally from partners and employers who report how well-trained our students and graduates are.

Major Accomplishments

- Graduates of the Monroe College School of Education have demonstrated outstanding pass rates – averaging 87%-100% over the past three years – on the edTPA, the national teacher performance assessment. More than 90% of our graduates are working in the field.
- In May 2016, The Child Care Council of Westchester awarded SED the Champion for Children Award, for their commitment to training high quality, diverse teachers for the Early Childhood field.
- SED was one of 15 college programs in New York State awarded the *Teacher Opportunity Corps (TOC) II Grant* from NYSED in 2016. The grant, from federal “My Brothers’ Keeper” funds, is designed to assist recipients in recruiting and retaining New York State residents who are under-represented candidates in the teaching field. The grant (\$325,000 annually) began in the Fall of 2016 and will continue through the 2020-2021 school year. Through this grant, Monroe has been able to provide 50 TOC students each year with tuition, books, and fees scholarship subsidies. In addition, the grant supports SED to provide enriched, targeted activities and mentoring to foster their success.
- The New York State Education Department approved three new programs in SED, which will be launched in Spring 2019:
 - A 15-credit Bilingual Extension will provide current Spanish/English bilingual Early Childhood pre-service teachers and graduates the opportunity to extend their license to provide instruction to the growing emerging bilingual population. This program is designed to provide graduates with increased employment opportunities, as serving emergent bilingual learners remains an unmet need within the New York City Board of Education and the surrounding suburbs.
 - The School received NY State approval to offer two 42-credit Master of Arts in Teaching (MAT) degrees, one with a concentration in Early Childhood Urban Education/Special Education and the other with a concentration in Childhood Urban Education/Special Education. Graduates will be prepared to earn NY State professional certification in both general education and special education, either at

the birth-grade 2 level or the grades 1- 6 level. Program approval required NY State to grant the College a new Master Plan Amendment to expand offerings to graduate level education programs that include general and special education.

In spite of our early success, we have two significant ongoing challenges, most notably the struggle that some students exhibit in their inability to pass the mathematics portion of the multi-subject exam for teacher certification. This failure often discourages them from completing other required exams. Students who graduate prior to completing certification have been reluctant to participate in our outreach efforts to assist them in completing certification.

Finally, recruiting talented candidates to the teaching field remains a challenge for Monroe and, indeed, all schools across New York State and the country. In spite of SED's growing success in preparing diverse candidates for teaching careers, as well as generous TOC funding, we remain under-enrolled.

SED is poised to address these challenges in the next planning cycle through strategic and program goals.

Section Three: Strategic Planning, 2018-2023

The following strategic goals for SED have been developed for the 2018-2023 planning period, and are linked appropriately to the College's institutional sub-goals.

Table 1. SCHOOL OF EDUCATION STRATEGIC GOALS - 2018-2023		
Goal	Objective Measure	Link to Institutional Sub-Goals
1. Increase undergraduate and graduate enrollment.	<p>Increase undergraduate enrollment by 5% annually to reach a 25% increase by 2023. (From 83 to 112)</p> <p>To launch MAT with 15 students in Spring 2019 and increase enrollment annually by up to 10 students to reach an enrollment of 50 students by 2023.</p> <p>Launch Bilingual Extension in SP 2019 with 15 current students.</p> <p>Recruit up to 5 external students.</p> <p>Increase external student enrollment by 15% annually to reach a goal of 10 external enrollees by 2023.</p>	<p><i>Goal 2. To shape institutional enrollment by attracting, enrolling, and retaining students with the potential to succeed academically, graduate, and advance professionally:</i></p> <p>2.2 Manage enrollment strategically, appropriate to locations, schools, programs, and the employment landscape</p> <p>2.8 Pursue additional degree programs</p>
2. Earn national accreditation through CAEP for the BS in Early Childhood Education program	<p>Complete self-study and all required data-driven paperwork by Fall 2019, Host site visit during 2020. Receive accreditation by 2021.</p>	<p><i>Goal 4. To validate program quality and learning outcomes through rigorous self-assessment and enhanced external institutional and programmatic recognition:</i></p> <p>4.3 Pursue program accreditation</p>

(Continued...)

Goal	Objective Measure	Link to Institutional Sub-Goals
<p>3. Establish Monroe as a leading teacher training institute (at the BS and MAT levels) in the Bronx, known for graduating highly skilled practitioners, eager to make a difference in their communities.</p>	<p>Increase certification exam success by 5% annually reach a goal of 90% and maintain that level of success thereafter. Measure student and employer satisfaction by annual survey and demonstrate increased quality of responses and quantity of respondents. Increase NYC DOE hires by 10% annually to reach a goal of 60% of graduates employed. Increase social media presence by 10% annually, through SED and College-wide Instagram, as measured by posts and followers. Increase SED PR each semester to highlight continued successes as measured by at least one article/outreach per semester.</p>	<p>Goal 3. To formally cultivate and institutionalize a responsive culture and structure to more effectively serve students, faculty, and staff: 3.3a Strengthen relationships with faculty, staff, and students 3.3b Strengthen relationships with external community groups and organizations</p> <p>Goal 4. To validate program quality and learning outcomes through rigorous self-assessment and enhanced external institutional and programmatic recognition: 4.1 Enhance and promote the identity of the college as a leader in higher education access, affordability, and degree attainment 4.5 Enhance and expand internal and external faculty development opportunities 4.3 Pursue program accreditation (CAEP)</p>
<p>4. Establish Monroe as a leading provider of TESOL and Bilingual education across New York State.</p>	<p>Achieve 100 % certification success. Offer TESOL online by 2021 to expand program to other high needs areas across NY State. Gain local and state-wide prominence based on the success of our graduates, as measured by graduate employment, referral and rating agencies such as <i>US News and World Report</i>.</p>	<p>GOAL 1. To ensure graduates possess the competencies for successful careers, advanced education, and lifelong learning 1.1 Enhance the effectiveness of curricula 1.6 Expand curricular and co-curricular community service projects as part of curricula to contextualize learning 1.7 Expand and diversify internship opportunities (student teaching) aligned with students’ career goals, and ensure a high-quality experience for students and employers 1.9 Improve employment and advanced education outcomes for graduates</p> <p style="text-align: right;"><i>(Continued...)</i></p>

Goal	Objective Measure	Link to Institutional Sub-Goals
5. Recruit terminal degree faculty, known for their personal scholarship and teaching effectiveness, to staff growing programs.	Increase SED faculty academic scholarship by 10% annually, as measured by original research and published papers. Increase teaching effectiveness as measured by annual Danielson rubric score increases and positive student feedback surveys.	<i>Goal 4. To validate program quality and learning outcomes through rigorous self-assessment and enhanced external institutional and programmatic recognition:</i> 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

Section 4: Conclusion

Education continues to be a dynamic field that changes as new research and evolving public policy influence our practice. At Monroe College School of Education, we are proud to offer a comprehensive program leading to a Bachelor of Science degree in Early Childhood Education, with the addition of a Bilingual Extension for Spanish speakers, and a Master of Arts in Teaching, leading to a graduate degree in general and special education at both the early childhood and childhood levels. These programs prepare pre-service teachers and current teachers to be skilled practitioners and meet the challenges of today's classrooms by incorporating both current research and practice into all of our courses. SED offers support for students to achieve New York State certification in order to increase their employment opportunities and compensation.

As the newest School of Monroe College, SED has lofty goals, desiring to both grow and achieve prominence on campus and in the region. With these strategic goals, SED is well positioned to reach our aspiration of being recognized as a leader in providing excellent training in urban education and in providing a rich pipeline of diverse teachers to the high needs schools of New York City.

SED APPENDIX A

New York State Certification Data
Fall 2015 through August 2018

Year	Certification complete	edTPA results	CST 2 math only certification obstacle	Other missing exams impacting certification
2015-2016	4/26 (15%)	15/26 (58%)	2/22 (9 % of uncertified candidates)	20/22 (91 % of uncertified candidates)
2016-2017	7/23 (30%)	20/23 (87%)	2/16 (12.5% of uncertified candidates)	14/16 (87.5% of uncertified candidates)
2017-2018	10/16 (63%)	16/16 (100%)	2/6 (33% of uncertified candidates)	4/6 (66% of uncertified candidates)

SED APPENDIX B**2015-2018 Program Goals Achieved**

1. Recruited skilled practitioners to serve as clinical faculty to coach pre-service teachers in the field
2. Revised the fieldwork program from semester placements to yearlong placements, deepening students' clinical experiences and simultaneously providing more targeted interventions in high needs classrooms.
3. Expanded clinical partnerships within District 10 in the Bronx and in charter and independent schools across the city and in Westchester County to meet the needs of an expanded clinical program
4. Established relationships with partner schools and the larger early childhood community to provide increased employment opportunities for graduates
5. Provided a monthly mentoring program for recent graduates to assist them in navigating their first years as teachers, increasing their likelihood of remaining in the field
6. Increased student success on NY State certification exams and made programmatic adjustments to increase students' success
7. Expanded admissions recruiting for qualified high school graduates to meet the demand for diverse candidates to join the teaching force
8. Developed, collected, and analyzed school wide assessments, using data to help foster continuous improvement
9. Expanded SED offerings by developing Bilingual extension and Masters level programs

SED APPENDIX C

Academic Outcomes Assessment of Education Programs

BS in Early Childhood Education
Program Level Outcomes

Students will be able to:

1. **Create respectful, supportive, culturally relevant and challenging learning environments.**
Measured by: 90% of students in ED 450 and ED 451 will achieve an average of 2.8 or better on Domain 2 Danielson on 2 observations per course.
2. **Plan developmentally and culturally appropriate lessons for all learners in a variety of settings.**
Measured by: 80% of students in ED 330, ED 340, ED 350 and ED 370 will earn 10 or better on lesson plan assignments using a 12 item check list.
3. **Implement lessons in all academic areas including reading, writing, critical thinking, and problem solving, using a variety of instructional strategies.**
Measured by: 80% of students will earn average of 2.5 or better on lesson plan assignments in ED 330, ED 380, Ed 391 and ED 450 using Danielson rubrics in Domain 3.
4. **Implement formal and informal assessments to monitor progress and ensure continuous development of all learners.**
Measured by: 90% of students in ED 340, ED 380, ED 450 and ED 451 will achieve average of 2.5 or better on edTPA Task 3, assessments.
5. **Demonstrate ability to reflect on professional practice for continuous improvement.**
Measured by: 90% of students will earn 3 or better on end of semester reflections in ED 101, ED 330, ED 370, ED 451, using a self-reflection checklist.
6. **Meet the academic and assessment criteria to become a certified teacher in New York State.**
Measured by: 80% of program completers will meet certification requirements by graduation.
7. **Secure a first teaching position.**
Measured by: 90% of program completers will secure an ECE head teacher position upon graduation.

**Master of Arts in Teaching: Early Childhood
Urban Education / Urban Special Education
Program Level Outcomes**

Students will be able to:

1. **Create respectful, supportive, culturally relevant and challenging learning environments, specifically in urban settings.**
Measured by: 95% of students in ED 710 and ED 720 will achieve an average of 3.0 or better on Domain 2 Danielson on 2 observations per course.
2. **Plan developmentally and culturally appropriate lessons for all learners in a variety of settings.**
Measured by: 90% of students in ED 615, ED 625, ED 630, ED 640 will earn 10 or better on lesson plan assignments using a 12 item check list.
3. **Implement lessons in all academic areas including reading, writing, critical thinking, and problem solving, using a variety of instructional strategies for general and special education students.**
Measured by: 90% of students will earn average of 2.8 or better on lesson plan assignments in ED 625, ED 630, ED 640, using Danielson rubrics in Domain 3.
4. **Implement formal and informal assessments to monitor progress and ensure continuous development of all learners.**
Measured by: 90% of students in ED 630, ED 640, ED 710 and ED 712 will achieve average of 2.8 or better on edTPA Task 3, assessments.
5. **Demonstrate ability to reflect on professional practice for continuous improvement.**
Measured by: 90% of students will earn 10 or better on end of semester reflections in ED 625, ED 630, ED 640, ED 710 and ED 712, using 12 item self-reflection checklist.
6. **Demonstrate ability to work collaboratively with all stakeholders and advocate for all learners, especially those with disabilities.**
Measured by: 90% of students will earn 10 or better on end of semester reflections in ED 612 and ED 650 using 15 item self-reflection checklist.
7. **Meet the academic and assessment criteria to become a dual -certified teacher in New York State.**
Measured by: 80% of program completers will meet certification requirements by graduation.
8. **Secure a first teaching position.**
Measured by: 90% of program completers new to education, will secure an ECE head teacher position upon graduation.

Master of Arts in Teaching:
Childhood Urban Education / Urban Special Education (grades 1-6)
Program Level Outcomes

Students will be able to:

1. **Create respectful, supportive, culturally relevant and challenging learning environments, specifically in urban settings.**
Measured by: 95% of students in ED 710 and ED 720 will achieve an average of 3.0 or better on Domain 2 Danielson, on 2 classroom observations per course.
2. **Plan developmentally and culturally appropriate lessons for all learners in a variety of settings.**
Measured by: 90% of students in ED 615, ED 625, ED 680, ED 642 will earn 10 or better on lesson plan assignments using a 12 item check list.
3. **Implement lessons in all academic areas including reading, writing, critical thinking, and problem solving, using a variety of instructional strategies for general and special education students.**
Measured by: 90% of students will earn average of 2.8 or better on lesson plan assignments in ED 680, ED 642, ED 710 and ED 712 using Danielson rubrics in Domain 3.
4. **Implement formal and informal assessments to monitor progress and ensure continuous development of all learners.**
Measured by: 90% of students in ED 680, ED 642, ED 710 and ED 712 will achieve average of 2.8 or better on edTPA Task 3, assessments.
5. **Demonstrate ability to reflect on professional practice for continuous improvement.**
Measured by: 90% of students will earn 10 or better on end of semester reflections in ED 625, ED 680, ED 642, ED 710 and ED 712, using 12 item self-reflection checklist.
6. **Demonstrate ability to work collaboratively with all stakeholders and advocate for all learners, especially those with disabilities.**
Measured by: 90% of students will earn 10 or better on end of semester reflections in ED 612 and ED 650 using 15 item self-reflection checklist.
7. **Meet the academic and assessment criteria to become a dual -certified teacher in New York State.**
Measured by: 90% of program completers will meet certification requirements by graduation.
8. **Secure a first teaching position.**
Measured by: 90% of program completers new to education, will secure an CE head teacher position upon graduation.

Bilingual Extension (ECE)
Program level outcomes

Students will be able to:

1. **Understand the foundations of bilingual education and the cognitive, affective and social factors that affect second language acquisition and learning and their role in supporting EBLs.**

Measured by: 95% of students will earn 10 or better on end of semester reflections in ED 311, ED 371, Ed 361, ED 381 and ED 420 using 12 item self-reflection checklist.

2. **Create and research authentic and purposeful learning activities and resources in both English and Spanish that promote students' development of content area language, concepts, and skills.**

Measured by: 95% of students in ED 311, will earn 10 or better on lesson plan assignments using a 12 item check list.

3. **Plan literacy units that build upon and extend students' prior knowledge (particularly as regards home language and home culture), strengthen bridges between languages, and enhance their excitement and motivation to improve literacy outcomes.**

Measured by: 95% of students will earn average of 2.9 or better on lesson plan assignments in ED 381 using Danielson rubrics in Domain 3.

4. **Plan and implement bilingual instructional units in the content areas that are multilingual and multicultural, utilize culturally relevant teaching strategies and instructional**

Measured by: 90% of students will earn average of 2.8 or better on lesson plan assignments in ED 361 using Danielson rubrics in Domain 3.

5. **Utilize assessment practices in their own teaching that allow them to identify learning needs and set goals for their EBL students' academic and linguistic development.**

Measured by 95 % of students in ED 361 will achieve average of B or better on EBL student assessment plan project.

6. **Demonstrate ability to reflect on professional practice for continuous improvement.**

Measured by: 95% of students will earn 10 or better on reflections in ED 311 using 12 item observation-reflection checklist.

95% of students will earn a B or better on Parent Engagement Presentation in ED 371 using course level rubrics.

7. **Meet the academic and assessment criteria to become a certified bilingual teacher in New York State.**

Measured by: 95% of program completers will meet certification requirements by graduation.

Advanced Certificate TESOL
Program level outcomes

Students will be able to:

1. **Apply what they have learned through course readings and discussions to their analysis of various components in a bilingual and TESOL classroom, and reflect on those observations in ways that synthesize theory and practice.**
Measured by: 95% of students will earn 10 or better on end of semester reflections in ED 642, Ed 643, and ED 644 using 12 item TESOL self-reflection checklist.
2. **Understand language as an integrative system, and demonstrate knowledge of how its components - the phonology, morphology, syntax, semantics, and pragmatics of language - can be applied to help EBLs develop skills in English in all language domains.**
Measured by: 95% of students will earn average of 2.9 or better on lesson plan assignments in ED 643, Ed 720 and Ed 721 using Danielson rubrics in Domains 2 and 3.
3. **Learning to see students as emergent bilinguals, that is developing bilingualism rather than simply learning English, will gain an additive perspective on language learners that enables them to view students' funds of knowledge as a resource, applying this philosophy in instruction and planning.**
Measured by: 95% of students will earn 10 or better on end of semester reflections in ED 645, ED 720 and ED 721 using 12 item TESOL self-reflection checklist.
4. **Teachers will plan literacy units that build upon and extend students' prior knowledge (particularly as regards home language and home culture), strengthen bridges between languages, and enhance their excitement and motivation to improve literacy outcomes.**
Measured by: 95% of students will earn average of 2.9 or better on lesson plan assignments in ED 645 using Danielson rubrics in Domains 2 and 3.
5. **Teachers will create and research authentic and purposeful learning activities and resources that promote students' development of content area language, concepts, and skills, as well as respect and celebrate their cultural heritage and home languages**
Measured by: 90% of students will earn average of 2.8 or better on lesson plan assignments in ED 720 and Ed 721 using Danielson rubrics in Domain 2 and 3.
6. **Teachers will understand the main difficulties faced by EBL students in the content areas, and learn differentiated techniques for maximizing high levels of academic achievement in all aspects of language: reading, writing, listening, speaking**
Measured by: 95% of students in ED 642,643 and ED 645 will earn 10 or better on lesson plan assignments using a 12 item TESOL check list.

7. **Meet the academic and assessment criteria to become a certified TESOL teacher in New York State.**

Measured by: 90% of program completers will meet certification requirements by graduation.

SED APPENDIX D

Accreditation Plan

Council for Accreditation of Educator Preparation (CAEP)

The Monroe College School of Education is seeking national accreditation as an Educator Preparation Provider (EPP) through CAEP for the BS in Early Childhood Education and the Bilingual Extension during this strategic planning cycle.

We are seeking "Program Review with Feedback" as required by NYSED.

<http://caepnet.org/~media/Files/caep/accreditation/guidelines-program-review-with-feedback.pdf?la=en>

Self-Study

SED is embarking on a self-study for the ECE program, due to be filed by September 2019. A site visit and CAEP follow-up will be scheduled during the next three years. The following link relates requirements of the self-study.

<http://caepnet.org/~media/Files/caep/accreditation/readiness-self-assessment-checklist.pdf?la=en>

The Bilingual Extension Program and the MAT are targeted for Fall 2023 for CAEP accreditation, upon completion of a minimum of 2 cycles of annual performance data with a meaningful "n".

CAEP Standards

CAEP has 5 standards that must be met holistically, but the following sub-components must be met completely to achieve accreditation. (Standards: 3.2, 4.1, 4.2, 4.3, 4.4, 5.3, and 5.4.)

Standard 1: Content and Pedagogical Knowledge

Standard 2: Clinical Partnerships and Practice

Standard 3: Candidate Quality, Selectivity and Recruitment

Standard 4: Program Impact

Standard 5: Provider Quality Assurance and Continuous Improvement

The following link lists all five CAEP Standards and their components:

<http://caepnet.org/~media/Files/caep/standards/caep-standards-one-pager-061716.pdf?la=en>

SED APPENDIX E

**Academic Outcomes Assessment of Capstone Course:
BS in Early Childhood Education**

Outcomes	Course: Student Teaching II	Measured by:
Field of Study	ED-411 / ED-451	Edtpa Task 1: Planning: Students earn 2 or better on each component
Critical Thinking/ Problem Solving	ED-411 / ED-451	Edtpa Task 3: Assessment: Students earn 2 or better on each component
Communication	ED-411 / ED-451	Edtpa Task 2: Instruction: Students earn 2 or better on each component
Decision making	ED-411 / ED-451	Danielson: 2.5 average or better on Domains 2 and 3 rubrics
Professionalism	ED-411 / ED-451	Cooperating teacher report Final reflection Danielson: 3 or better on Domain 4F

MONROE COLLEGE

School of Hospitality Management

Strategic Plan 2018-2023

Prepared by Frank Costantino, Dean



Table of Contents

	Page # (SHM-)
Executive Summary.	3
College Mission, Core Values, Strategic Goals.	4
School of Hospitality Management Statement of Purpose and Principles.	5
Learning Outcomes.	5
Section One: Introduction – Environmental Scan.	7
Section Two: Retrospective 2015-2018.	11
Major Highlights and Accomplishments.	11
A. Industry Partnerships.	11
B. School Accomplishments and Community Engagement.	12
C. Academic Accomplishments.	12
Section Three: Strategic Planning.	14
Institutional Goal One: Competencies for successful careers and advanced education.	14
Institutional Goal Two: Driving enrollment.	15
Institutional Goal Four: Program validation and enhanced recognition.	19
Institutional Goal Five: Allocation of resources; sustainable practices.	20
Section Four: Conclusion	22
References	23

Appendices

SHM Appendix A. Enrollment Indicators, 2015-2018.	24
SHM Appendix B. Program Learning Outcomes/Internship Results, 2015-2018.	26
SHM Appendix C. Deliverables of Capstone Project.	27
SHM Appendix D. Capstone Results – Culinary and Baking & Pastry.	28
SHM Appendix E. Culinary and Banking & Pastry Internship Outcomes.	29
SHM Appendix F. Overarching Program Outcomes, 2015-2018.	31

Tables and Charts

Table 1. Industry Partners and Values.	11
Table 2. Index of School Goals with the Institutional Strategic Goals.	21
Chart 1. Growth of the BBA Hospitality Program.	9
Chart 2. Comparative Enrollment, BBA Hospitality, Bronx and New Rochelle.	9

Executive Summary

The School of Hospitality Management (SHM) has established itself as a leader in education in its field. Within the school, the Culinary Institute of New York (CINY), branded in 2015 as the first and only Monroe College program with a national brand, is regarded by many as one of the top programs in the nation for culinary education. It has paved the way at Monroe College as a model school of distinction by being the first to gain external accreditation, the first to gain national attention for its programs and community outreach – an aspirational goal for its students – and a nationally recognized excellence in program content and delivery.

SHM has offerings at the associate, bachelor's, and master's level and features a student run foodservice enterprise consisting of a café and fine dining restaurant open to the public serving 300 meals daily while in session. In addition, the school houses one of the most dominant culinary teams in the country, nearing 1,000 medals won in culinary competition since 2009, with multiple state and regional championships, and five appearances at the national championships.

The SHM plan purports to gain insights into what the next five years will look like and how the strategic planning will inform decisions, fuel the completion of goals, and bring the school well into the next decade. It will introduce critical points to address while looking at an overview of the last planning period, the challenges the school, and the industry, face and the plans to thrive in that climate.

The School of Hospitality Management (SHM) is guided by the College's 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

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

2. ***Integrity guides us.*** Honesty, transparency, accountability, and fairness are the bedrock of our work.
3. ***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

- 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

School of Hospitality Management Statement of Purpose

The mission for the School of Hospitality Management (SHM) is to prepare graduates who are hospitality operations-ready to make an impact in industry. We are committed to delivering theoretical and hands-on personalized education that quickly adapts to changing industry demands and is necessary today, and for continuous lifelong learning to ensure our graduates will excel and maximize their individual potential in a competitive global workforce.

Principles

We are committed to nurturing a faculty of practitioners to provide our students with real world experience from experts in the industry. We are committed to meeting the needs of traditional and nontraditional students with a curriculum that fosters individual growth in a supportive environment.

Learning Outcomes

There are six program learning outcomes identified as follows:

1. Demonstrate professional interpersonal communication, leadership and team building skills needed for roles within the hospitality industry.
2. Apply leadership skills in problem-solving to identify, analyze and solve business problems.
3. Apply classroom theory to real-world experiential settings when in the lab setting and through cooperative learning experiences.
4. Develop customer service strategies and distinguish the importance of providing exceptional guest service to achieve guest satisfaction.
5. Develop the managerial and financial skills necessary to successfully operate within the global hospitality business environment.
6. Research, analyze and evaluate hospitality industry changes and trends.

Section One: Introduction

Environmental Scan

The last five years in the history of SHM have been a contradiction of extremes. The branding of the Culinary Institute of New York at Monroe College (CINY), regarded by many as a brilliant capitalization on an emerging program and its position in the market, paved the way for growth at a time when interest in hospitality and the culinary arts is at an all-time decline. The news for culinary programs and schools in the last couple of years has been bleak with plunging enrollments and school closings. After the boom in interest of the beginning of 2000, when many saw a culinary education as a sure ticket to stardom, reality set in when graduates of some programs measured high fees. Schools like Cordon Bleu USA are now defunct because prospective students compared beginning restaurant kitchen salaries of barely more than minimum wage, and years of paying off loans (Arnett, 2018).

The Art Institutes followed suit, closing all of their campuses nationwide. Lincoln Tech downsized and the Star Academy closed all of their schools virtually overnight and without warning. Even bastions of culinary education like the Culinary Institute of America (CIA) and Johnson and Wales (J&W), arguably the Harvard and Yale of culinary schools respectively, have seen a formidable decline in enrollment. According to reliable sources at CIA, there was not enough enrollment to justify a spring cohort. This marked the first time in the school's illustrious history where they cancelled a cohort start. T.J. DelleDonne, assistant dean of Culinary Relations and Special Projects indicated that J&W has had a more than 35 percent decline in culinary enrollment across its four campuses from 2013-18 (Arnett, 2018). He further intimated that future emphasis will be on broadening the scope by offering careers in product development, culinary nutrition, sustainability, and other food-related fields as well as culinary skills for high-level chef jobs. The university is also encouraging students to pursue a baccalaureate degree, or even graduate studies. All of this is in line with what SHM has done and what we are moving towards in the upcoming planning period.

While the cost of culinary education has been cited as a major factor, especially in the age of gainful employment, one would expect that less expensive or even free community colleges would still thrive. This is not the case, and community colleges offering culinary arts degrees have seen dramatic declines. For example, Atlantic Cape CC in Atlantic City, NJ has seen an over 70% decline, while Trident Tech, a huge CC in South Carolina has seen a more than 30% decline in enrollment. Even SUNY and CUNY schools, despite the Cuomo-driven "free" tuition initiatives are seeing growth in STEM programs but a decline in culinary and hospitality students.

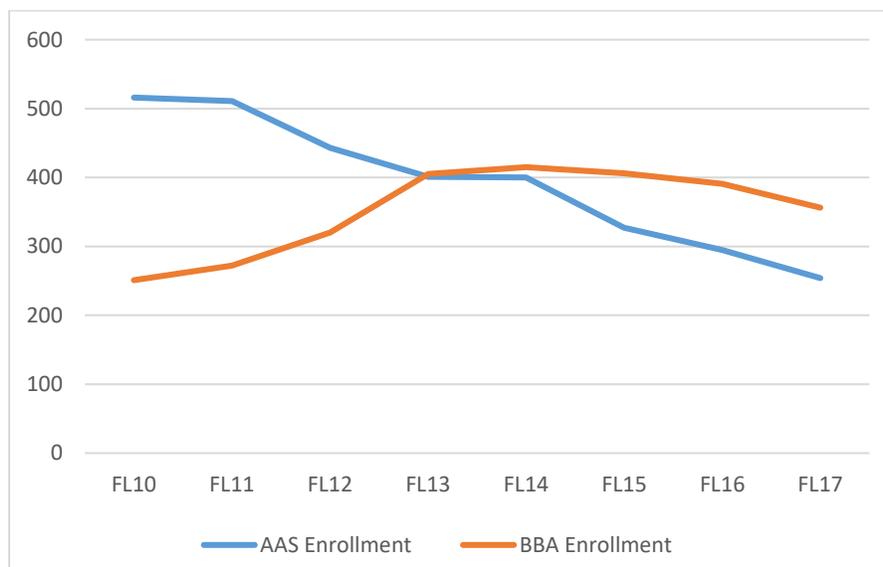
The hard realities are summed up in an article in the Orlando Sun Times discussing the closing of the 16 Le Cordon Bleu schools, the last of which was the Orlando Culinary Academy. Author Holly V. Kapherr, a 2006 graduate of Le Cordon Bleu, wrote "I'd still be happily searing scallops and torching crème brûlées today, but I was making \$10.50 an hour. Not nearly enough to cover my monthly \$300 student loan payment on the initial \$35,000 investment that my Le

Cordon Bleu counselor was more than confident I'd be able to repay quickly – not to mention still feed, clothe and house myself” (Kapherr, 2016).

The realities are not cost of education, but return on investment—and this was driven home this decade with the press and negativity that gainful employment brought with it, being particularly critical of culinary programs. The school’s dean had experience with this at the Art Institute of New York, another national brand that is now defunct. It was at this institution and its more than \$40,000 certificate program that it became aware to him that if students are going to spend anything on education, it must lead to a bachelor’s degree because that adds tangible value to earning potential above and beyond an associate’s degree and completely skewed higher as compared to a certificate. Statistics bear out that someone who holds a bachelor’s degree will earn \$2.27 million over their lifetime. Those with bachelor's degrees, no matter the field, earn vastly more than counterparts with some college (\$1.55 million in lifetime earnings) or a high school diploma (\$1.30 million lifetime), indicating that no matter the level of attainment or the field of study, simply earning a four-year degree is often integral to financial success later in life (Bernsand, 2011). So an investment now, of \$50K on a BBA yielding an ROI of \$2.27 million over a lifetime makes the pursuit of a bachelor’s degree incontrovertible.

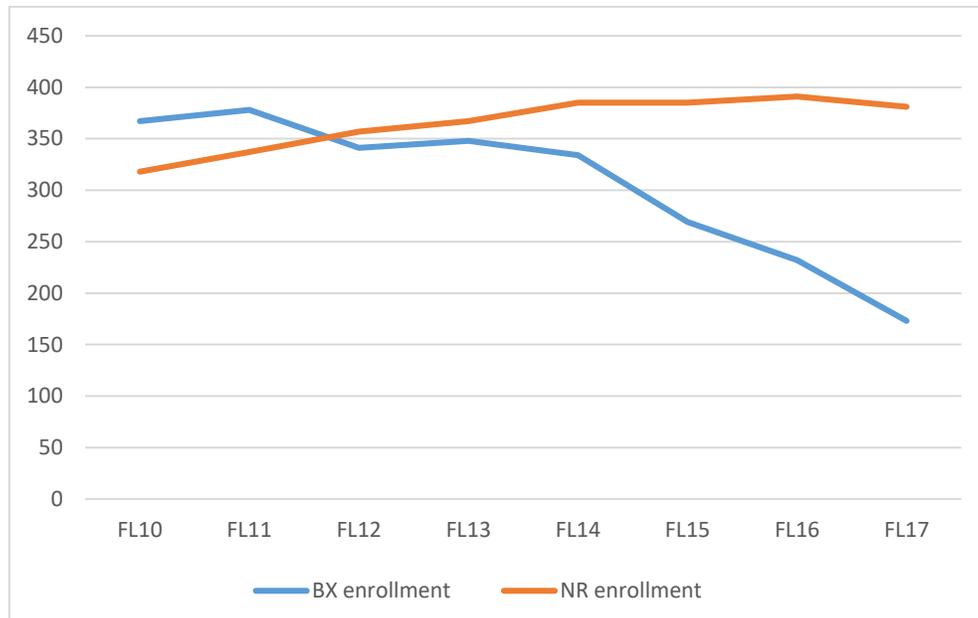
At the beginning of the decade, SHM was primarily an associate’s degree granting program. The vision that the majority of SHM students would pursue their BBA in hospitality was realized in the beginning of the decade (FL13) when there were more BBA students registered than AAS students and that is the new norm for SHM (see Chart 1, Growth of the BBA Program).

Chart 1. Growth of BBA Hospitality Program



Overall enrollment in SHM mirrored the decline of the other schools across the nation. Of profound significance was the decline of the BX enrollment since the middle of the decade, a 53% decline from FL10 to FL17. This drove overall enrollment down while New Rochelle enrollment saw a 20% increase in the same period.

**Chart 2. Comparative Enrollment of BBA Hospitality
Bronx and New Rochelle Campuses**



The phenomena that led to this point will be reflected upon in the retrospective section of the school plan.

Section Two: Retrospective, 2015-2018

Overview of 2015-2018 Planning cycle

SHM enjoyed its most productive period during the last planning cycle. The accomplishments of the program and its students on the academic and commercial levels were unprecedented at Monroe College. While the focus is always on enrollment growth, which cannot exist in a vacuum outside of programmatic growth and SHM enters the new planning cycle a more solid, more critically-acclaimed program than it did at the beginning of the last cycle. It continues to be the premiere program at the college and the seminal school of distinction by which other schools are measured.

Major Highlights and Accomplishments, 2015-2018

A. Industry Partnerships

There was no more important accomplishment during this cycle than the re-branding and re-positioning of the school's culinary arts program. SHM paved the way for a differentiated offering that received immediate industry attention; a sought-after partner of many in the culinary industry who wanted to co-brand and expose our students to their products and wares.

Table 1. Industry Partners and Values

Company	Value	What they do
Valrhona Chocolate	\$10,000	Supplies chocolates to co-brand on our dining lab menus
Modernist Pantry	\$2,500	Supplies molecular gastronomy products for our students
Tuxton	\$60,000	Is the primary sponsor of all china and serveware for the Dining Lab Restaurant
Jade Range	\$110,000	Sponsoring the refurbishment of the Dining Lab kitchen with their top of the line equipment at a significant discount
Vitamix	\$60,000	Outfitted our kitchens with several blenders; all models
ACF partners	\$7,500	Support competition efforts
Robot Coupe	\$10,000	supplied machines, including the R4 as well as free parts and repairs on all existing machines

B. School Accomplishments and Community Engagement

The school's foodservice operations, the Pastry Kiosk and Dining Lab Restaurants had explosive growth as the former began to accept meal swipes for the students. When in operation, the Kiosk is a central hub of the New Rochelle campus for its students during the lunch hours. The Dining lab received critical acclaim from the New York Times, Wall Street Journal, Westchester Magazine and a number of on-line sites devoted to food blogging during this period. The most recent inclusion in Westchester Magazines article on best places in Westchester included the Dining Lab and spoke of the quality of the "student run" restaurant. SHM's CINY received national attention as a focal point of a nationally broadcast program on *CBS: Undercover Boss-Celebrity Edition*, featuring Marcus Samuelsson, promoting and interacting with the students of the school.

Our new branding made recruiting advisory board members easier. SHM boasts a large, productive advisory board made up of industry professionals from all areas of the industry; food and beverage, travel and tourism, marketing, entrepreneurs, and of course chefs and pastry chefs. Advisory board interaction has been the most productive at a time when SHM needs strong feedback in the strategic planning process. Our network has never been deeper or more profound.

SHM's CINY has received tremendous coverage in the media largely due to the quality of its program as evidenced by the successes of its students. CINY has been included on many "best of" lists over the last planning period. It was identified as Identified as the #1 culinary school in New York (<https://www.bestchoiceschools.com/rankings/culinary-schools-new-york/>), included among the top 30 culinary schools in the country (<https://thebestschools.org/rankings/best-culinary-schools/>) and identified as the #11 best culinary programs in the US and #4 in New York (<https://www.niche.com/colleges/search/best-colleges-for-culinary-arts/s/new-york/>)

C. Academic Accomplishments

CINY has earned the reputation as one of the premiere culinary competition programs in the country. In every year of the previous planning cycle, it has brought either a team or an individual student (or both) to the American Culinary Federation (ACF) national championships. The team won the 2015, 2016 and 2018 New York State State championships, the 2016 and 2018 Northeast Regional championships and sent a representative as Student Chef of the Year to the 2015, 2016, 2017 and 2018 national championships. Thomas Recinella, former National Student Competition Coordinator for the ACF and current Dean for the Culinary Institute of Michigan, reflected on the successes of Team CINY. "You would be hard-pressed to find a school with a team like CINY in the US...the level of accomplishment of the students and the quality of the coaching of Chef's Costantino and Pellizzari is among the best in the nation." At the close of the planning cycle, Team CINY had won an unprecedented 872 competition medals in 9 years.

The Caribbean Tourism Organization (CTO) hosts a colloquium featuring competition among hospitality schools in the US and the Caribbean. The competition features teams of students presenting a business plan concept on one of the many branches of tourism development. The School of Hospitality Management, led by its Bronx campus director Professor St. Clair Thompson has dominated this competition winning it five times in seven years.

As of 2016 SHM has been a member of the Historically Black Colleges and Universities Consortium (HBCU). This relationship bore fruit with the hosting of the Hyatt Summer Bridge Program that exposed junior and senior high school students to the hospitality industry while creating a greater awareness for SHM. Also, the HBCU Consortium provides sponsorship for the accommodation of our students who attend the National Society of Minorities in Hospitality (NSMH) national conference. Students also benefit through the attainment of scholarships, job and internship opportunities.

SHM students have earned academic scholarships from the ACF, CHRIE, The American Academy of Chefs, American Hotel and Lodging Association (AHLA), The Hospitality Network (NEWH), National Society of Minorities in Hospitality (NSMH) and the Caribbean Tourism Organization (CTO) and regularly demonstrated outcomes of excellence in academics as noted by these prestigious scholarships and recognition.

Section Three: Strategic Planning, 2018-2023

Overview

SHM has a five- year vision that parallels with the institution’s strategic goals. The vision for the school has not changed over the last two strategic planning cycles. The vision is to firmly establish the school as a compelling brand of choice for local, regional, national and international students. This will be accomplished by continuing to galvanize a reputation for world class undergraduate education in culinary arts, and baking and pastry arts, undergraduate and graduate education in hospitality management and certification within emerging related fields such as food media studies, all with a focus on leadership and excellence.

The goals of SHM will be presented in the following sections as an under-pinning of the College’s strategic goals as outlined in the 2018-2023 strategic plan, as shown on Table 2 at the end of this section.

Goal 1. Competencies for successful careers and advanced education

SHM was the first school to gain significant external validation through an external accrediting body when it sought for and received accreditation from The American Culinary Federation Educational Institute in 2011. The linchpin of this accreditation was the required adoption of core competencies for both the culinary and baking/pastry programs, thus ensuring that upon graduation, students possessed industry standard skills. In the last planning cycle, the school launched an award-winning fine dining restaurant, The Dining Lab® which brought the real world experience to the students ensuring they possess an ability to apply their theoretical learning to a real commercial operation, thus preparing them for advanced learning and successful careers. The discussion of a campus-based boutique hotel to provide the same experience for hospitality students is in line with the college’s strategic goal by enhancing the effectiveness of the theoretical curriculum with a real world experience and providing effective assessment of technical, analytical and oral communication skills in a real face to face interaction with a paying guest. **Therefore, it is the goal of SHM to open and operate a boutique hotel on the New Rochelle Campus, preferably in the 5 Franklin Space that adjoins the Culinary Arts Center.**

A. Adoption of ePortfolio

SHM adopted the Career Success Program which “helps students’ discover, develop, and demonstrate their best ‘professional selves’ to get their targeted job, all while internalizing a process for ongoing personal and professional development” (Pearson). This academic and career focused program will be utilized in all first semester freshmen classes as well as several other required courses, and serve as the basis for the online internship curriculum. The program culminates with an ePortfolio of student work as well as earned badge certifications. Highlights of the program include the Conley Readiness Index, the GRIT gauge instrument, and strategic LinkedIn profile development. **Therefore, the goal is for all undergraduate students to have an ePortfolio upon graduation that can better position them for improved employment and advanced education outcomes.**

Goal 2. Driving Enrollment

In the introduction to this plan, the current climate and challenges to culinary and hospitality education have been thoroughly explored. It is a challenging time across the nation for post-secondary institutions to draw college-bound seniors into the industry. The counterpoint to that is the fact that industry growth and demand is on target to be its highest in our history as the industry continues to grow and demand more highly trained workers and leaders as the industry accounts for more than 10% of the world’s GDP (Deloitte, Q3 2017). While not as many college-bound seniors are choosing traditional hospitality and culinary pathways, there is still a sizeable population of students with interest as evidenced by the growth of CCAP, Prostart®, SkillsUSA, FCCLA, NAF and other secondary programs centered around hospitality and culinary career education. **The challenge for SHM is to increase its share of the market.**

SHM has the most diverse student population across all schools of the college. It has drawn a fair number of students from outside of the traditional markets of the institution. This has brought a student with great academic potential who persists in the program and most importantly graduates. SHM historically has the best re-registration rates and retention rates at the college, particularly in the BBA and Master’s programs where student quality is among the most important determining factors for those metrics. **SHM has a goal to expand this attraction of higher achieving, higher EFC students to the program.**

A. Rebranding of the School of Hospitality Management

With the successful branding of the culinary school and its positioning in the national landscape with its sister brands, The Dining Lab® and Pastry Kiosk, **SHM has a goal to re-brand its hospitality school.** The re-branding serves a vital role in not just the re-positioning of the school in the national landscape, but the transition of “hospitality management” to “hospitality leadership” which changes the delivery of the program dramatically. The hospitality industry model is that of a pyramid; low-level service employees form a critical base

of the industry—cooks, room attendants, front desk agents, etc. But the middle of the pyramid forms the nucleus of supervisory positions which are higher paying; thus substantiating the need for and return on investment of a college education. Beyond the middle of the pyramid is the top hierarchy of leadership; executive chefs, food and beverage managers, Directors of Sales and marketing and a plethora of such positions for which the school aspires for all of its graduates. **The goal is to rebrand the School of Hospitality Management as The Institute for International Hospitality Leadership at Monroe College.**

B. Diversifying the Culinary Offerings

We are at the precipice of a new age in food influenced by the digital age and the emergence of the individual who wants to build a career in food in part or in whole---but doesn't want to cook it or serve it—a phenomenon we have not seen in culinary education circles to this extent before. New vocabulary has pervaded the lexicon of food terminology: succulent, glistening, flavorful, redolent and sublime have given way to “instagrammable” and “viral.” The emergence of food in the digital age is happening and the premiere institution for culinary education in the largest media market in the world is poised to position itself among the collective in this new, blossoming culture.

As we move into the next decade, we will see a dramatic expansion of digital food and beverage marketing. No one has a better finger on the pulse of research and innovation in interactive marketing than the food industry, working in concert with dozens of ad agencies, marketing firms, and high-tech specialists to design campaigns that take advantage of young people's engagement with social networks, interactive games, mobile phones, online videos, and virtual worlds. We see this in the online advertising for Major brands as evidenced by Coca-Cola's spending was up 163%; Dr. Pepper witnessed 427.9% growth; Kellogg's was up 225.3%; PepsiCo 68.6%; Wendy's 355.7%; General Mills 105.6%; and McDonald's spent 47.4% more. The reason is simple: the consumer is on line and they choose to get their content on line and this is the target that the food industry is looking to hit. Anyone that has been involved in the food industry over the last two decades has seen the emergence of food programming on minor and major networks. They have seen the emergence of food blogs, digital food magazines, access to food in the digital media is unprecedented. The largest demographic group in the US, the millennials, love to eat, love to prepare meals at home, but are not pursuing traditional paths to culinary education as evidenced by the trend over the last 5 years in culinary education, in fact, companies like Rouxbe, Lobster Ink, Escoffier on-line and now Thomas Keller are offering culinary training via digital delivery for the home enthusiast. While the young person is not pursuing traditional routes of cooking or serving food professionally, they are pursuing the knowledge nonetheless. The pursuit of this knowledge is in the digital domain and creates the opportunity to provide the fundamental training to develop and distribute the content; that is where the center for food media lives. **The Goal to diversify our offerings by creating an advanced, Post-Baccalaureate Certificate in Food Media Studies within the Center for Food Media Studies in SHM's culinary program.**

C. Expanding the National footprint.

SHM has had success in “pocket” markets such as New Jersey, Arizona, Philadelphia and Long Island, NY, to identify a few. The CINY affiliation with high school-based culinary programs such as Careers through Culinary Arts Programs (CCAP), ProStart®, and SkillsUSA® has opened a recruitment pathway for students both in and out of the local market. It is imperative that the school’s CINY continue to build these relationships to expand the national footprint. CCAP is in 6 states, Prostart® is in 42 states and SkillsUSA® is in 40 states which gives much traction to national recruitment. **It is the goal of SHM to increase its CINY admissions pool from a wider geography and to attract, enroll and retain students from a wider geographic base; to cover this geography, digital marketing is an imperative.**

Pathways established through the aforementioned programs leads to the potential for additional partnerships with organizations like Family, Career and Community Leaders of America (FCCLA), a dynamic and effective national student organization that helps young men and women become leaders and address important personal, family, work and societal issues through Family and Consumer Sciences Education of which culinary and hospitality are a major element (FCCLA, n.d.). Additionally, established in 1982, the National Academy Foundation (NAF) has been partnering with high-need communities to improve outcomes for students by implementing NAF academies – small learning communities within existing high schools. NAF has grown from one NAF Academy of Finance in New York City to hundreds of academies across the country focusing on growing industries including: finance, hospitality & tourism, information technology, engineering, and health sciences. During the 2017-18 school year, over 100,000 students attended 644 NAF academies across 36 states, including DC and the US Virgin Islands. In 2017, NAF academies reported 97% of seniors graduated with 90% of graduates planned to go to college (NAF, 2017). **It is important that SHM investigate the potential for CINY partnerships with these organizations that represent hundreds of thousands of students with culinary and hospitality industry interest nationwide.**

Goal 4. Program Validation and Enhanced Recognition

The School of Hospitality Management (SHM) has undergone a two year program review of its AAS and BBA hospitality Curriculum. The lens through which this program review has been conducted is that of the Accreditation Commission for Programs in Hospitality Administration (ACPHA). SHM had determined during the last planning period that ACPHA-accreditation was an important goal, but the curriculum and program had deficiencies that needed to be corrected. Through the program review, **SHM has developed program learning objectives, learning outcomes and course objectives and is prepared to seek ACPHA accreditation during this planning period.**

SHM will continue to update and renew its accreditation through the American Culinary Federation. Accreditation with ACF means that graduates of the AAS Baking and Pastry and Culinary programs are automatically ACF-certified as culinarians (CC, CPC); however, far too few students fill out the application for certification as there is a cost of \$75 for it. **It is the goal of SHM to see more students apply and receive their ACF certifications.**

A. Curricular enhancements; Stackable Credentials.

These are changing times in the world of education. The consumer of post-secondary education is evolving and so is the workforce who employ college graduates. From the workforce perspective, graduates are no longer being assessed as employable based on a two or four-year degree. In the world of the gig economy, the economy of a freelance workforce, the currency has gone from just the paper degree to really the competency based credentials which can exist in many forms (Chatlani, 2018). As it does with programs like Servesafe®, SHM has an opportunity to look at value-added credentials within the coursework through in-course certifications in areas such as *front office management, meeting and event planning*, and *TIPS® alcohol training and certification* to name a few. **SHM has a goal to enhance curricular recognition by investigating and adopting appropriate credentialing agencies or through course program adoption as with Servesafe® and potentially TIPS®.**

B. International Culinary Competition Opportunities.

Based upon success and reputation, SHM receives countless invitations for its culinary students to compete in the international arena. During the last planning period, CINY students were invited to compete in Costa Rica, Chile, Italy and France, many times with a significant part of the expenses bore by the competition facilitators. Of particular note, was the invitation from the ACF National President, Reimund Pitz, for Team CINY to pursue selection as the 2020 Youth Team USA for the 2020 culinary Olympics to be held in Erfurt, Germany. Consideration of moving to the international arena would be the next logical step to continue to enhance the cachè of the culinary and baking programs.

Goal 5. Allocation of Resources: Sustainable practices

SHM has a commercial foodservice operation that serves thousands of meals per semester through the DiningLab and Kiosk operations. All commercial foodservice operations have the same concerns-sustainability and the need to be "greener." **The school will investigate the possibilities of third-party certification for "green" through organizations such as The Green Restaurant Association and, at a minimum, set a goal to run a cleaner, greener, more cost effective operation.**

Table 2. Index of School Goals with the Institutional Strategic Goals		
Strategic Plan Goal	SHM Goal	Strategic Plan Sub Goals
Goal 1: Competencies for successful careers and advanced education	To open and operate a boutique hotel on the New Rochelle Campus, preferably in the 5 Franklin Space that adjoins the Culinary Arts Center. Adoption of E-portfolio.	1.1 1.7 1.8 1.9
Goal 2: Shaping institutional enrollment	To attract and direct admit higher-achieving students to the BBA program	2.1 2.2 2.3
	To Re-brand the School of Hospitality Management	2.3 2.5
	To diversify culinary program offerings with the development of an advanced certificate in food media studies—the creation of the Center for Food Media Studies.	2.2 2.4 2.5 2.7 2.8
	To increase the admissions pool from a wider geography and to attract, enroll and retain students from a wider geographic base	2.1 2.2 2.3
	To investigate the potential for partnership with organizations that represent hundreds of thousands of students with culinary and hospitality industry interest nationwide.	2.3
	Goal 4: Validate program quality and learning outcomes	To seek ACPHA accreditation
To see more students apply and receive their ACF certifications		4.1 4.7
To enhance curricular recognition by investigating and adopting appropriate credentialing agencies		4.1
To consider moving to the international culinary competition arena as the next logical step to continue to enhance the cachè of the culinary and baking programs.		4.2 4.7

Goal 5: allocation of resources effectively and efficiently	To investigate third-party certification for "green" through organizations such as The Green Restaurant Association and, at a minimum, set a goal to run a cleaner, greener, more cost effective operation.	5.2 5.7
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Section Four: Conclusion

At the beginning of this planning period, SHM finds itself at a very important juncture. With national enrollments down in culinary and hospitality programs and career interest in the industry at an all-time low, the ability to thrive will require that many things happen. SHM will have to continue to be innovative in how it attracts students to its programs. It will have to think out of the box in the way it markets its programs. It will have to provide value-added through facilities, resources and curricular offerings. Even with the downturn in interest and enrollment, other programs have recently built or improved facilities significantly. Nassau County Community College has broken ground for a brand new culinary facility at a cost of \$4 million. This will challenge us in what has been a nicely growing Long Island market. "Free" CUNY and SUNY will only expand its reach and institutions like Culinary Institute of America and Johnson and Wales, once stoic in their position on limiting scholarships, have opened up their institutional aid purse strings to attract more students in the midst of the national enrollment downturn. With excellent school leadership and renewed vision as articulated in this school plan, SHM will thrive during this planning period.

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SHM APPENDIX A

Enrollment Indicators, 2015-2018

Enrollment Initiatives:

- Continue to direct admit into the BBA program
- Recruit from CCAP and ProStart high schools
- Expand the national and regional markets

ENROLLMENT BY CAMPUS					
Campus, Degree, Program	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17
AAS HM BX	97	99	102	83	65
AAS CUL BX	83	67	49	40	27
AAS BP BX	30	29	11	12	13
BBA HM BX	138	139	108	97	69
AAS HM NR	29	39	36	44	33
AAS CUL NR	102	118	96	81	79
AAS BP NR	48	36	24	27	30
BBA HM NR	189	201	229	239	239

AVERAGE CLASS SIZE – FL17			
Campus, Degree, Program	Seats	Sections	Average
BX HM	269	21	12.81
NR HM	510	24	21.25
NR CUL	508	29	17.52
TOTAL	1,287	74	17.19

CAREER SERVICES INDICATORS (CLASS OF 2016)						
Program/ Degree	2014 Mean Salary	2015 Mean Salary	2016 Mean Salary	2014 Median Debt	2015 Median Debt	2016 Median Debt
AAS CUL	\$35,300	\$20,191	\$31,298	\$12,000	\$14,062	\$11,981
AAS BP	\$20,400	\$28,993	\$26,000	\$13,250	\$13,732	\$11,757
AAS HM	\$33,600	\$31,016	\$29,490	\$13,800	\$14,226	\$12,202
BBA HM	\$26,879	\$27,929	\$31,747	\$19,144	\$21,175	\$22,094

ASSOCIATE TO BACHELOR'S CONVERSION					
Campus	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
BX HM	73%	62%	64%	56%	64%
BX BP	68%	73%	44%	56%	67%
BX CUL	63%	50%	39%	62%	33%
NR HM	71%	38%	35%	70%	40%
NR BP	60%	31%	50%	85%	53%
NR CUL	69%	61%	44%	57%	41%

RETENTION RATES					
Campus, Program, Degree	FL12-FL13	FL13-FL14	FL14-FL15	FL15-FL16	FL16-FL17
AAS HM BX	61%	66%	68%	51%	74%
AAS CUL BX	46%	67%	70%	63%	44%
AAS BP BX	40%	50%	55%	100%	67%
BBA HM BX	73%	71%	76%	85%	58%
AAS HM NR	67%	33%	67%	57%	50%
AAS CUL NR	73%	74%	76%	68%	63%
AAS BP NR	83%	54%	60%	62%	67%
BBA HM NR	79%	74%	82%	81%	89%

SHM APPENDIX B
Program Learning Outcomes, 2015-2018
Internship Results

Based upon four Academic Years of data collected from employer evaluations:

- **AAS Baking & Pastry:** For AY SP₁₄-WN₁₅ students were below the 80% proficiency in 6 out of 9 categories. Note that only 48% of students' evaluations were received that year. However, since SP₁₅-WN₁₆ students have exceeded the 80% benchmark, and far exceed the benchmark since SP 16 due in large part to switching from an externship at the AAS level to an internal internship in our in-house public kiosk operations.
- **AAS Culinary:** There are several categories where student performance was rated slightly under the 80% benchmark. We are currently re-evaluating the procedures and oversight of our internal AAS culinary internship operation, however, there has been improvements in the overall employer evaluations since switching from an externship at the AAS level to an internal internship in our in-house public Dining Lab and Kiosk operations
- **AAS Hospitality Management:** Students far exceed the 80% proficiency on all measurements, with the exception of initiative and judgment in AY SP₁₅-WN₁₆ below at 79%.
- **BBA Hospitality Management:** Students far exceed the 80% proficiency on all measurements

SHM APPENDIX C

Deliverables of the Capstone Project

Skill	FL16 (NR)	WN17 (NR)	SP17 (BX)	FL17 (NR)	WN18 (NR)
1. Research/Content (50%)	40.11%	40.96%	35.91%	41.81%	38.63%
2. Verbal Presentation (25%)	21.57%	21.85%	21.17%	21.76%	20.67%
3. Non-Verbal Presentation (25%)	22.00%	22.67%	21.91%	21.76%	21.93%
4. Average Grade Presentation	83.46%	84.56%	76.13%	85.33%	81.93%
5. Average Grade Final Exam			76.22%	85.33%	82.93%

Capstone Results

For four out of five semesters, the peer refereed research presentation scores exceeded the 80% proficiency benchmark. The one semester below 80% was the only BX section. The results of the pilot comprehensive final exam are being reviewed, and the exam will be revised starting as part of the next strategic plan.

Deliverables of the Research Capstone Project & Presentation = 80 %
Final Exam = 80 %

Note: Comprehensive *Pilot* Final Exam in Capstone HP 450

SHM APPENDIX D

Capstone Results - Culinary and Baking & Pastry

ACF Certified Culinarian® Practical Exam (AAS Culinary Capstone)			
SKILL	FL15-SP16	FL16-SP17	FL17-WN18
Pass rates (passing rates of 75% or higher)	68%	71%	70%

ACF Certified Pastry Culinarian® Practical Exam (AAS Baking and Pastry Capstone)			
SKILL	FL15-SP16	FL16-SP17	FL17-WN18
Pass rates (passing rates of 75% or higher)	81%	77%	82%

Capstone Assessment AAS Culinary Arts and Baking and Pastry Arts

Students across the board perform well in the area of sanitation (pass/fail) with less than 2% failing sanitation issues.

Time management and multi-tasking continue to be the challenges with both practical exams.

Taste/Texture/Doneness are areas where students lose the bulk of their points.

SHM APPENDIX E

Culinary and Baking & Pastry Internship Outcomes

2015-2018

SKILL	SP14- WN15 (14/29)	SP15- WN16 (13)	SP16- WN17 (30)	SP17- WN18 (20)
Employer Overall Evaluation	71%	92%	97%	95%
Quality of Work	71%	77%	97%	100%
Maturity	71%	85%	97%	95%
Dependability	79%	85%	97%	90%
Communication Skills	86%	92%	97%	100%
Judgment	64%	85%	97%	95%
Relationship with Others	93%	85%	97%	100%
Attitude	86%	92%	97%	95%
Initiative	79%	85%	97%	95%

SKILL	SP14- WN15 (19/48)	SP15- WN16 (37)	SP16- WN17 (59)	SP17- WN18 (52)
Employer Overall Evaluation	74%	78%	83%	73%
Quality of Work	79%	92%	86%	79%
Maturity	89%	78%	86%	77%
Dependability	74%	76%	71%	65%
Communication Skills	74%	94%	80%	83%
Judgment	58%	78%	80%	71%
Relationship with Others	95%	92%	90%	90%
Attitude	79%	86%	88%	87%
Initiative	68%	70%	80%	69%

SKILL	SP14- WN15 (5/26)	SP15- WN16 (24)	SP16- WN17 (40)	SP17- WN18 (34)
Employer Overall Evaluation	100%	88%	93%	97%
Quality of Work	100%	92%	93%	94%
Maturity	100%	96%	90%	97%
Dependability	100%	83%	93%	97%
Communication Skills	100%	83%	98%	91%
Judgment	100%	79%	95%	97%
Relationship with Others	100%	96%	98%	97%
Attitude	100%	96%	93%	97%
Initiative	100%	79%	88%	94%

SKILL	SP14- WN15 (90/165)	SP15- WN16 (121)	SP16- WN17 (117)	SP17- WN18 (149)
Employer Overall Evaluation	94%	94%	96%	93%
Quality of Work	97%	96%	98%	93%
Maturity	92%	93%	93%	92%
Dependability	93%	91%	92%	89%
Communication Skills	96%	93%	92%	93%
Judgment	91%	91%	94%	93%
Relationship with Others	96%	94%	97%	95%
Attitude	98%	95%	96%	96%
Initiative	92%	90%	94%	89%

SHM APPENDIX F

Overarching Program Outcomes, 2015-2018

Accomplishments

- Achieved 89% retention rate BBA HM
- CTO competition wins in successive years
- Student Chef of the Year
- 5 successive years of competitions at ACF regionals
- 4 successive years of competition at ACF nationals (Florida 2x, Phoenix, New Orleans)
- ACF Regionals/Nationals/medal wins (46 gold, 5 silver medals in 5-year period)
- Nearly 900 ACF competition medals won to date.
- National awards by Center for Advancement of Foodservice Education (CAFÉ), Idaho Potato Council and Pork Industry among others
- Increased advisory board membership with more industry professionals from the hotel, tourism and human resources fields
- Constantly identified among the top culinary schools in the country
 - Identified as the #1 culinary school in New York (<https://www.bestchoiceschools.com/rankings/culinary-schools-new-york/>)
 - Included among the top 30 culinary schools in the country (<https://thebestschools.org/rankings/best-culinary-schools/>)
 - Identified as the #11 best culinary programs in the US and #4 in New York (<https://www.niche.com/colleges/search/best-colleges-for-culinary-arts/s/new-york/>)

Improvements/Innovation, Period Ending 2018

- FL 17 rollout of mentorship program for all incoming freshmen
- New internal internship policy outlining expectations of the internship
- Rewrote program learning outcomes
- Adoption of MyHospitalityLab technology aimed at improving outcomes by targeting competencies and standardizing assessment strategies in HP-101 milestone course

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MONROE COLLEGE

School of Information Technology

Strategic Plan 2018-2023

Prepared by Dr. Nilesh Shah, Dean

Table of Contents

	Page # (SIT-2)
Executive Summary	3
Section One: Introduction	4
College Mission, Core Values, AND Strategic Goals.	4
School of Information Technology Statement of Purpose	5
Section Two: Retrospective 2015-2018	6
1. Background Data	6
2. Major Accomplishments.	8
3. Major Ongoing Challenges	8
4. Strategic Initiatives and Plans for Learning Improvement.	9
Section Three: Strategic Planning.	10
Institutional Goal 1: To ensure competencies for successful careers and advanced education.	11
Institutional Goal 2: To shape institutional enrollment.	12
Institutional Goal 3: To cultivate a responsive culture.	15
Institutional Goal 4: To validate program quality and learning outcomes.	15
Institutional Goal 5: To allocate resources effectively and efficiently.	16
Section Four: Conclusion.	17

Appendices

SIT Appendix A. Program Level Outcomes 2015-2018.	18
SIT Appendix B. Course Level Outcomes.	22
SIT Appendix C. IT-295 Rubrics	25
SIT Appendix D. IT-390 Rubrics	28
SIT Appendix E. IT-495 Rubrics	32

Tables and Charts

Table 1. Enrollment by Program, Fall 2014 to Fall 2018.	6
Table 2. Enrollment comparison, Fall 2016 to Fall 2018.	6
Table 3. Associate to Bachelor's Conversion (%), by Campus.	7
Table 4. Retention by Program (%), Fall 2013 to Fall 2017.	7
Table 5. Career Services Indicators (Mean Salaries)	7
Chart 1. Median Salaries by Degree Type.	12
Chart 2. Associate to Bachelor's Conversion by Campus.	13
Chart 3. Fall 2017 Retention Rate (%) by Program.	14

Executive Summary

In late fall of 2012, then Vice President Marc Jerome laid out his vision for the academic programs as “Schools of Distinction” where each program had an aspirational aspect, a link to the community and an objective outcome. Paradigm shifts in marketing, recruiting and enrollment, curriculum, and program offerings set the framework for what was to follow in the onset of 2015. It led all schools to focus on all pertaining areas to move forward in the right direction.

The School of Information Technology (SIT) has closed-out the 2015-18 sub-plan. Under the guidance of President Marc Jerome and Senior Vice-President Dr. Karenann Carty, a new 5-year sub-plan for 2018-23 is constituted as a follow up to outline past accomplishments, address the ongoing challenges and device strategic initiatives and plans for learning improvements.

The new SIT 5-year plan is devised in alignment with the college’s five strategic goals and their sub-goals, which are centered on our graduates’ competencies, institutional enrollment strategies, responsive culture and structure to serve the entire college community, validating learning outcomes through self-assessment and external recognition, and effective and efficient allocation of resources.

Section One: Introduction

The School of Information Technology (SIT) thrives to be a leader in the technical education industry. We actively recruit students with an interest and passion for learning, and serve and support those students with qualified, certified, and experienced faculty. We are particularly grateful for our support systems, as follows:

- The College has an exceptionally knowledgeable IT Department, which serves the entire student body, faculty, and staff. Insight and assistance provided by IT personnel are vital in implementing the latest state of the art resources in classrooms and computer labs, and integrating those tools into the curriculum.
- The SIT team consists of qualified, experienced, passionate, and caring faculty members, who are abreast with the current trends in the industry. Their help is invaluable inside and outside the classroom in the process of self-assessment at the course and program levels.
- Likewise, the school has a strong advisory board that has proved influential in many of the initiatives undertaken during the previous plan years, and it continues to be instrumental.

SIT continues its charge of persistently assessing and revamping curriculum, upgrading classroom resources, employing well-qualified faculty with certifications and industry experience, exploring various certification opportunities for its students, establishing articulation agreements with New York City schools of Career Technology Education (CTE), and exploring new degree programs.

As always, the school is guided by the College's 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

- 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

The School of Information Technology (SIT) is guided by the College's mission and core values, as well as the following school-level statement of purpose:

School of Information Technology Statement of Purpose

The overarching mission of the School of Information Technology is to *Develop Practical Employable Technology Professionals*. The strategy employed is the implementation of current and well-established computer and technology curriculum reinforced by knowledgeable passionate faculty and the use of state-of-the-art resources in the classroom. SIT's mission can be accomplished through five interrelated program goals:

1. To build and strengthen students' competencies, qualifications and marketability in four major areas:
 - a. Technical / Practical Skills
 - b. Business / Soft Skills
 - c. Industry Training / Experience
 - d. Certification Preparation
2. To cultivate problem-solving and critical thinking skills to solve complex computing problems through identification, assessment and evaluation of business and information systems; effectively design and develop diverse software applications and implement well-secured computer systems
3. To foster students' leadership and decision-making skills; and ability to work with others to function effectively as business solution providers
4. To enhance students' awareness in conducting themselves in a manner that is professional, ethical, and social
5. To adequately prepare students for rewarding careers in computer and information technology related fields

Section Two: Retrospective, 2015-2018

1. Background Data

We can summarize the past 3-years by outlining many accomplishments, and steps taken to tackle some ongoing challenges. The following tables will provide the status of the School of IT with respect to the enrollment, associates to bachelor’s conversion, retention and career outcomes.

Table 1. Enrollment by Program, Fall 2014 to Fall 2018					
Program	14/FL	15/FL	16/FL	17/FL	18/FL
BX-ASSOCIATE	141	83	108	103	109
BX-BACHELOR’S	135	117	116	116	118
BX-GRADUATE	-	-	4	3	8
NR-ASSOCIATE	75	85	76	83	92
NR-BACHELOR’S	108	129	164	157	168
NR-GRADUATE	-	-	113	116	130
OL-ASSOCIATE	15	11	14	12	16
OL-BACHELOR’S	-	-	32	28	38
SL-BACHELOR’S	46	39	41	37	40

In Table 1 (Enrollment by Program), we see that the numbers across the board are steady for the last 5 years. Only growth is in NR-Bachelor’s and NR-Graduate enrollment, which can be attributed to the in-flux of international (F-1) students mainly from the South East Asian countries of China and India. The introduction of a new Bachelor’s in Computer Networks and Cybersecurity program has already shown a growth in the enrollment. With the offering of all degree programs in the online format, further advancement is anticipated.

Table 2. Enrollment Comparison, Fall 2016 to Fall 2018			
Degree Type and School Enrollment Compared to College Total	16/FL	17/FL	18/FL
UNDERGRADUATE	552	534	581
GRADUATE	117	119	138
SIT TOTAL	669	653	717
COLLEGE TOTAL	7,047	6,601	6,789

Table-2 (Enrollment Comparison) shows the total SIT and college enrollment. The SIT enrollment has increased by more than 10% of the total college enrollment in the last 3 years,

which is due to the new degree programs (MS in Computer Science in 2016 and BS in Computer Networks and Cybersecurity in 2017).

Table 3. Associate to Bachelor’s Conversion (%), by Campus					
Campus	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
BRONX	66	60	66	74	79
NEW ROCHELLE	48	39	33	60	48

Associate to Bachelor’s conversion (Table-3) is an area of concern especially at the New Rochelle campus, which will be addressed strongly in the upcoming years.

Table 4. Retention by Program (%), Fall 2013-Fall 2017					
Program	13/FL	14/FL	15/FL	16/FL	17/FL
BX-BS-CNC					100
BX-AS-CIS	73	71	58	54	65
BX-BS-CIS	75	68	84	66	61
NR-AS-CIS	53	69	52	63	63
NR-BS-CIS	75	80	52	63	73
NR-MS-CS	-	-	-	64	55
OL-AS-CIS	33	67	67	67	25
OL-BS-CIS	71	38	63	88	50
SL-BS-CIS	63	78	83	82	78

The retention data (Table 4) does not show any particular pattern, but it is also an area of concern. The school will research deeply in to the various factors such as advisement, scheduling, faculty assignments and others.

Table 5. Career Services Indicators (Mean Salaries)			
Degree	2015	2016	2017
SIT-ASSOCIATE	\$27,049	\$39,044	\$30,263
SIT-BACHELOR’S	50,334	\$40,820	\$46,294
MS-CS	-	-	\$55,500

The IT field has shown tremendous growth in the recent years, and Department of Labor predicts further demands in the areas of software development, networking and cybersecurity areas. The career indicators for the School of IT are very promising with many 2018

undergraduate student placements in in the range of \$55K-\$65K. The school's new corporate partnerships, boot camps and networking events have resulted in remarkable internship and job placements.

2. Major accomplishments

2015

- Curriculum and degree name was changed to **AS/BS-Computer Information Systems**.

2016

- New degree program in **MS-Computer Science** was introduced
- MBA with Information Technology electives were changed to Computer Science (CS) courses which led to higher enrollment in the concentration
- Salesforce boot-camps were organized leading to certifications, internships and high-salaried placements
- First Monroe Tech Challenge in Cybersecurity, App Development, Web Design and Robotics was hosted at the Bronx campus.

2017

- New degree program in **BS-Computer Networks & Cybersecurity** was introduced
- Partnership with COMODO, a startup cybersecurity company, led to internships and job placements
- Second Monroe Tech Challenge in Cybersecurity, App Development, Web Design and Robotics was hosted.

2018

- Continued Salesforce boot camps led to many success stories
- School's first Computer Networks and Cybersecurity graduate received full scholarship to continue her education at elite Carnegie-Mellon University
- New MS-Computer Science weekend cohort was instituted

3. Major ongoing challenges

Enrollment Growth

- Expand dual-enrollment initiatives with new partner schools
- Reach out to more CTE Schools to establish articulation agreements
- Actively participate with admissions personnel in their recruiting efforts
- Collaborate with the marketing department to aggressively promote a major that promises high-paying careers

- Diversify program offerings at the undergraduate, graduate and post-graduate levels
- Benefit from Monroe's Presidential Partnership Program.

Faculty

- Hire passionate full-time and adjunct faculty with vast industry experience
- Organize internal and external professional development activities for the faculty.

Resources

- Update CISCO, server and wireless equipment for the new degree program in Computer Networks and Cybersecurity
- Improve VM performance in the classroom
- Acquire IT Certification preparation software for the student and faculty members
- Utilize new School of IT lab as a hub for club activities, student support and development.

Placement

- Establish more corporate partnerships that result in job placements and positive references
- Dedicated CPT/OPT/H1B support for international students.

4. Strategic initiatives and plans for learning improvement

- New degree programs
 - BS in Software Engineering
 - MS in Cybersecurity
 - MS in Data Science
 - Post Master's certificate/diploma programs in Cybersecurity, Data Science/Analytics, Artificial Intelligence and Software Development (DevOps)
- Explore various delivery formats for the graduate school
- Revamp undergraduate and graduate curricula by introducing new technology courses
- Improve classroom experience for the students
 - Acquire new and updated resources for the classrooms
 - Hire versatile faculty with vast industry background
- Expand IT certification program
 - Explore new certifications
 - License/purchase certification preparatory software tool
- New Computer Lab to serve School of IT students
- Upgraded equipment for CISCO, Wireless and A+ classrooms

Section Three: Strategic Planning, 2018-2023

The School of Information Technology thrives to be a leader in the education industry. The strategic plan for our program continues to be simple: we actively recruit students with interest and passion for learning. We serve and support our students with qualified, certified and experienced faculty. We are delighted about our offerings, facilities and support system. Finally, our staff and faculty are all professionals who believe in the mission of service to which the college aspires.

The school updated its curriculum over the period of 3 years to make it more balanced, which qualified us to change the degree from BS in Information Technology to BS in Computer Information Systems in 2015. The degree name change helps make it more recognizable and helps make our students more desirable by the employers. The school also successfully launched a Master's of Science degree program in Computer Science in 2015-16. Currently, the program has healthy enrollment of 138 students. The most current program offering in Computer Networks and Cybersecurity at the undergraduate level began in 2017, which has grown to 77 students in 18/FL semester. All that has brought the SIT enrollment to 700+, which is achieved for the first time in many years. We will continue to place our students through internships, corporate partnerships and technology challenges, where they can excel and maximize their potential while demonstrating their skills in professional endeavors, thus, continuing to bring accolade to themselves and to our program.

The technological advances in the area of Information Technology drive our programs. Our curriculum, our faculty, our classrooms and our resources must keep up the pace with the continual change we experience in this fast moving field. The Bureau of Labor Statistics forecasts 15% increase in computer and information sciences job opportunities by 2022. Monroe College has historically served African American, Hispanic and other minority demographics. Less than one percent of the minority community embraces the Science, Technology, Engineering and Mathematics (STEM) area. The school will continue to work with New York City schools to encourage minority, at-risk and disadvantaged students to pursue STEM education. The STEM area is inciting to F-1 students due to the 3-year OPT (Optional Practical Training) provision.

<p>GOAL 1. To ensure graduates possess the competencies for successful careers, advanced education, and lifelong learning</p>
--

- 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
 - *Continue to change curricula to fulfil industry's demand with new courses on virtual machines. big data analytics, cryptography, network administration and other new emerging technologies*

- **Update all course objectives to include writing, critical thinking and presentation skills as integral part of the student assessment**
- **Update and apply existing rubrics for the IT-295 (Systems Analysis), IT-390 (Internship) and IT-495 (Senior Seminar) courses to other departmental courses. (Attached on Page 27-39)**

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

- **Diversify degree program offerings in the areas such as cybersecurity, data science and analytics, software engineering and computer engineering at the undergraduate and graduate levels to meet the industry needs for the skilled IT professionals**
- **Explore possibility of offering post-graduate diplomas in cybersecurity, data science, artificial intelligence and DevOps.**

1.4a Assess and strengthen the student experience delivered through Monroe Online

1.4b Assess and strengthen the student experience for adult learners

- **Offer continuing education courses in the areas of A+, web design, mobile app development and CISCO networking to support college's initiative to promote lifelong learning.**

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

- **Utilize the new SIT Lab as a hub for student support services and all school activities.**

1.6 Expand curricular and co-curricular community service projects as part of curricula to contextualize learning

- **Involve the entire student body in real-life Community-based IT projects at the course level and integrate such initiatives in to the mandatory internship requirements**
- **Expand the IT Club's current activities with the non-profit organizations.**

1.7 Expand and diversify internship opportunities aligned with students' career goals, and ensure a high-quality experience for students and employers

- *Continue to work with the career services offices to establish corporate partnerships for internships in the areas of helpdesk, technician/troubleshooting, software development, web design, database, computer networking and security.*

1.8 Integrate career exploration and preparation into curricular and co-curricular experiences

- *Continue to offer Salesforce boot camps and similar events on a regular basis for the current students and alumni.*

1.9 Improve employment and advanced education outcomes for graduates

- *Educate, encourage and assist students in their pursuit of lucrative careers and higher education by integrating it in to course objectives*
- *Collaborate with the corporate partners to step up the efforts to create internship opportunities in various areas of the IT field.*
- *Chart-1 shows the median salaries for the students with associates, bachelors or master's degree. With various boot camps, expanded certification initiative and mentoring, we expect the overall mark to rise over \$50K.*

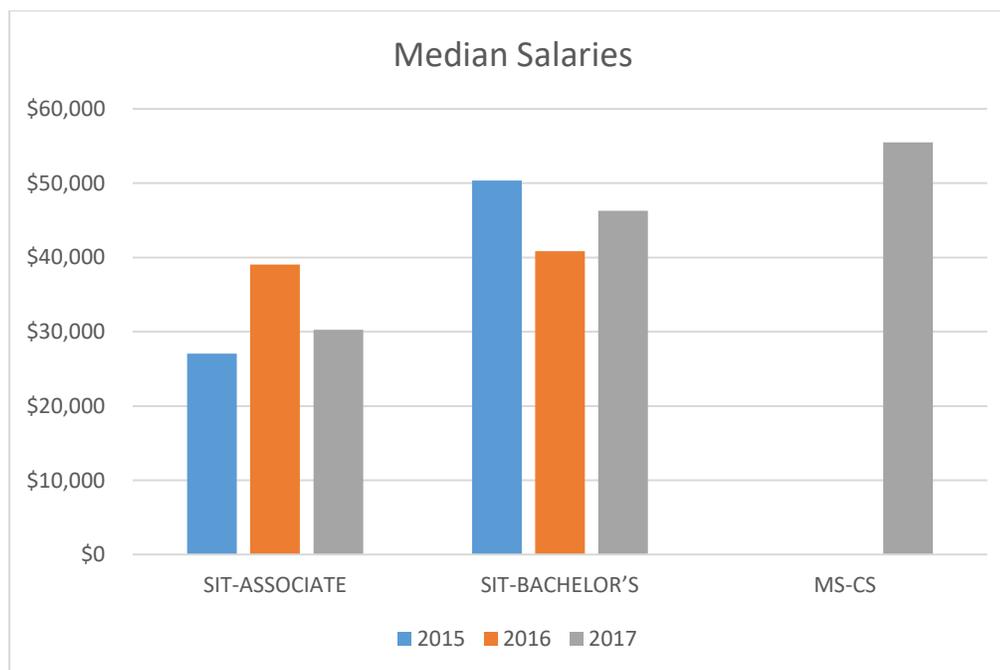


Chart 1. Median Salaries by Degree Type

1.10 Engage and support alumni by expanding programs that promote lifelong learning and professional development

- *Offer continuing education courses in A+, web design, mobile app development, cybersecurity and CISCO to support college's initiative to promote lifelong learning.*

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

- *Provide state-of-the-art resources, interesting methodologies and skills that the industry demands to prepare students for the real world, employ complete support services to help them succeed, and coach them to continue education beyond the associate's level*
- *Utilize tools such as Blackboard Learning Management System and Civitas as provided by the college to analyze data to help with the enrollment, scheduling and early intervention.*

2.1 Continuously improve student engagement, retention, and graduation outcomes

- *Chart-2 depicts the associates (AS) to bachelor's (BS) conversion rate, which is an area of concern in the New Rochelle (NR) campus. Our desire is to achieve an overall future AS-to-BS conversion rate of 75-80% by providing proper guidance to the student*

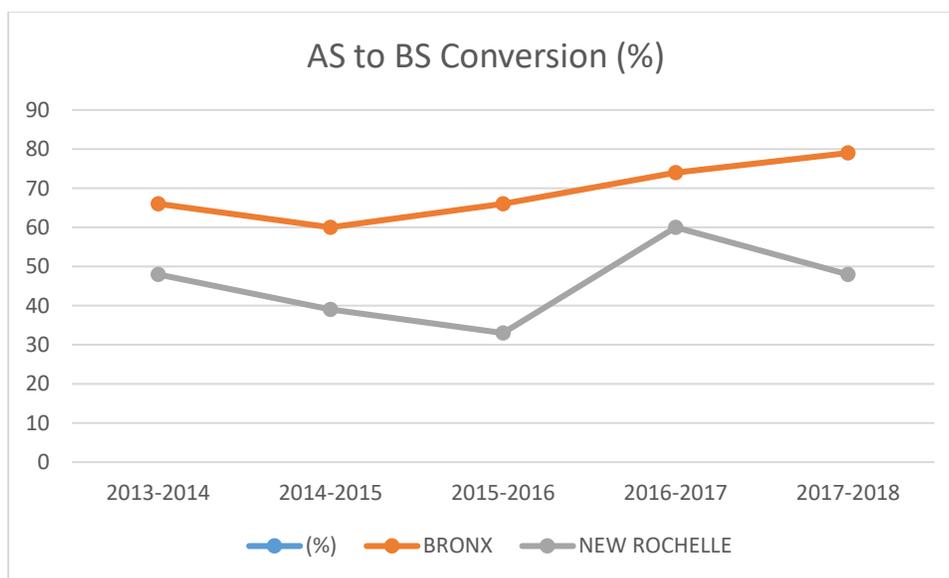


Chart 2. Associate to Bachelor's Conversion by Campus

- *Chart 3 shows the retention rate by campus/degree level for 17/FL semester, which is around 60% in most cases. Again, our desire is to raise it to 75-80% by providing, proper guidance, registration advisement, and in-class support*

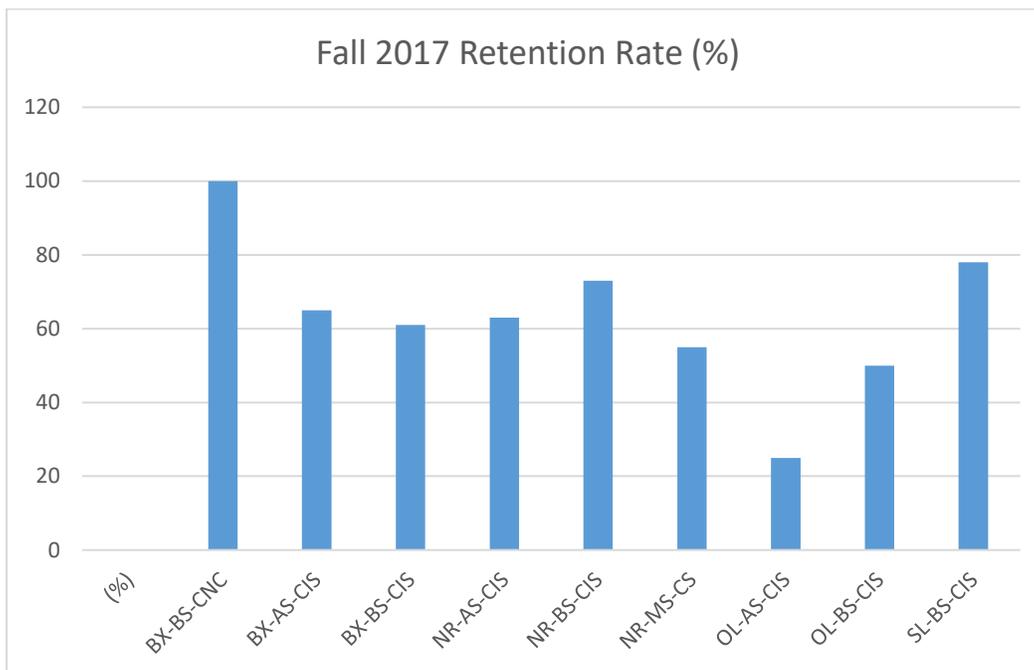


Chart 3. Fall 2017 Retention Rate, by Program

2.3 Explore, launch, and nurture strategic enrollment partnerships

- *Partner with global universities to attract F-1 students pursuing certifications (1 or 2 semesters), 1+1, 2+2 and exchange programs*
- *We envision an annual enrollment growth of 5-10% at the SIT and attain an optimistic enrollment of 1000 through new undergraduate, graduate and post-graduate programs in the areas of Software Engineering, Data Science, Cybersecurity and Computer Engineering, partnerships with high schools and tactical international recruiting. The role of the marketing department will be the key in reaching out to diverse population to achieve our goal of a steady growth*
- *School of IT has established articulation agreements with Career Technology Education (CTE) high schools educating at-risk and disadvantaged students. The SIT offers college credit bearing courses onsite and off-site to these students. It encourages these students to further their education and inspires them to pursue Science, Technology, Engineering and Mathematics (STEM) studies for betterment of their future.*

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

- *Provide dedicated CPT/OPT/H1B support for the growing international (F-1) student population.*

2.8 Pursue additional degree programs

- *Diversify degree program offerings in the areas such as cybersecurity, data science and analytics, software engineering and computer engineering at the undergraduate and/or graduate levels to meet the industry needs of the IT professionals*
- *Explore possibility of offering post-graduate diplomas in cybersecurity, data science, artificial intelligence and DevOps.*

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

3.3a Strengthen relationships with faculty, staff, and students

- *Hire experienced practitioners as full-time faculty to support new program offerings, and develop them as long-term contributors to support our student-centric culture and goals.*

3.3b Strengthen relationships with external community groups and organizations

- *Encourage SIT faculty and student clubs' participation in Association of Computing Machinery (ACM), Institute of Electrical and Electronics Engineers (IEEE), SkillsUSA and other similar organizations.*

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

- *The school will continue to perform self-assessment of outcomes with a higher benchmark of 80% at the course-level in undergraduate and graduate milestone courses, and at the program-level to articulate recommendations and future action plans.*

4.2 Engage students in opportunities for research, study abroad, competitions, and conference presentations that will enhance their academic experiences

- *Prepare current students for challenges of the real world by organizing competitions, talent showcases, code academies and seminars*

- *In the Information Technology field, industry recognized certifications such as A+, CCENT, CCNA, Security+, Network+, CWNP, MCP, MCSE, Cloud+, Project+, PMP and many more are barometer of an individual's skill level in a specific area. In addition to achieving their degree, the students are encouraged to certify in the above-mentioned areas. College provides students with the preparation tools, and tests them internally. On successfully passing of the internal exam with 85% or better score, the school grants free certification exam vouchers to its students. These certifications provide barometer for measurement of student competencies. The school plans to expand the 'free voucher' program.*

4.3 Pursue additional program accreditations for validation and engagement in continuous improvement

- *The School is also exploring an additional program accreditation from ABET (Accreditation Board for Engineering and Technology – www.abet.org). ABET is a non-profit, non-governmental accrediting agency for programs in applied sciences, computing, engineering and engineering technology since 1932 and they are recognized by the Council for Higher Education Accreditation. ABET accreditation is voluntary, and 4005 programs at 793 colleges and universities in 32 countries have received ABET accreditation to date.*

4.5 Enhance and expand internal and external faculty development opportunities

4.6 Encourage, support, and articulate faculty contributions to the discipline

- *Organize in-house and external faculty development activities, encourage faculty participation in curriculum development, and promote faculty certifications.*

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

5.3 Improve learning environments by evaluating and upgrading, classroom settings, as appropriate, to promote innovation and collaboration

- *Continue to build upon the real world experience for our 21st century learners with the addition of a 21st Century Computer Labs at our Bronx and New Rochelle campuses. Upgrade CISCO routers/switches, Servers, wireless and A+ equipment and software resources in classrooms and SIT labs. This will give us a strong educational advantage, as we will have all of the educational facilities to be the premiere computer program in the region.*

Section Four: Conclusion

The School of Information Technology will continue to be a leader among the other schools of distinction at Monroe College. It will continue to expand its offerings in the area of cybersecurity, data science and analytics, software engineering and computer engineering in the coming years. It will continue to build and change lives of hundreds of students by preparing them for the real world.

Our efforts will lead us to achieve the school's goals:

- New programs and partnerships will drive our enrollment
- Continual curricula changes and resource upgrades will enhance students' experience in the classroom
- Experienced, professional and passionate faculty will guide the student to success
- Challenging programs and external certifications will prepare competent graduates
- Community outreach and corporate partnerships will open the doors for students seeking internships, OPT/H1B opportunities and ultimate prolific careers.

SIT APPENDIX A

Program Level Outcomes 2015-2018

Summary

Following is a brief summary of results for each program level outcome:

(*Benchmark: Rating of 80% or higher*)

1. To develop students' competencies in four major areas:

A. Technical/Practical Skills

Direct Measure: IT495 – Deliverables of the Capstone Course

Outcome:

IT495 – Senior Seminar: Achieved the goal for Networking and Systems/IT Project Management categories with tremendous increase of 18.7% and 15.3% respectively in SY2016 - 2017. Web/Software and Database are mere -2.5% or less short of the benchmark.

Looking at the 5-year trend:

- a. There is still an absence of a steady pattern of growth to reach the desired benchmark of 80% or higher in all categories.
- b. However, if we look back from base year SY2012 - 2013, where some factors of the deliverables are roughly 30% short of the 80% benchmark, the succeeding years show that the gap is narrowing and the benchmark is reachable

B. Business/Soft Skills (Oral Presentation, Group Work Skills and Visual Presentation)

Direct Measures: Final Projects for IT295 and IT495

Outcome:

IT295 – Systems Analysis:

Presentation Skills: Achieved 4 out of 5 categories

Group Skills: Achieved 5 out of 5 categories

On the overall, it is indicative that the benchmark for Presentation Skills was achieved in SY2016 – 2017 as Clarity, Volume and Pitch is short by a mere 0.1%.

Looking at the 5-year trend:

- a. In the past two (2) years, all categories under Presentation Skills including Attire reached the desired benchmark of 80% or higher.
- b. Group Skills, on the other hand, has been steady with outcomes ranging from 82.0% to 93.0% or 2% to 13% higher than the desired benchmark.

IT495 – Senior Seminar:

Presentation Skills: Achieved 5 out of 5 categories

Group Work Skills: Achieved 3 out of 5 categories

IT495 – Senior Seminar:

- *Oral Presentation:* Students' rated Excellent or Very Good in 5 out of 5 categories including Posture and Eye Contact/Enthusiasm reaching 86.2%.
- *Group Skills:* Students' rating fell short of the desired benchmark in two (2) categories namely: Contribution/Participation/Job Proficiency and Correctness and on Communication/Listening/Information Sharing.

Looking at the 5-year trend:

- a. All categories under Presentation Skills reached the desired benchmark of 80% or higher except for Posture and Eye Contact/Enthusiasm in SY2014 – 2015.
- b. With regard to Group Skills, there is a significant growth pattern in the last five (5) years.

C. Industry Experience

Direct Measure: Internship supervisor ratings of students' performance on their industry experience.

Outcome: Achieved 7 out of 10 categories in Internship Evaluations

IT390 – Internship Seminar: Students' Internship Evaluations reached the desired benchmark of 80% or higher in all the categories of assessment except Judgment (74.2%), Initiative (77.5%) and Communication Skills (71.1%).

Looking at the 5-year trend:

- a. Overall Student Performance as per the supervisors' rating has been significantly steady and consistent against the desired benchmark of 80% or higher.
- b. Judgment, Initiative and Communications skills are areas students struggle with all these years except in FL14 – SP15.

D. Certification Preparation

Direct Measure: Industry Certification Preparation/Results

Students who were ready (passed the pretest exam) and signified their interest to take the certification exam were provided with exam vouchers. The outcome of the successful completion of the certification exams for the last six (6) years has been significant

2. To adequately prepare students for rewarding careers in Information Technology related fields

Direct Measures: Internship Evaluations (Industry Experience) and Job e-Portfolio Rubrics

Outcome:

Achieved 7 out of 10 categories in Internship Evaluation

Achieved 5 out of 7 categories in Job e-Portfolio

IT390 - Internship Employer Evaluations (Industry Experience): Briefly, students in IT390 achieved the desired benchmark of 80% or higher in all the categories of assessment except Judgment (74.2%), Initiative (77.5%) and Communication Skills (71.1%).

IT390 - Job e-Portfolio: The students reached the desired benchmark in 6 out of 7 categories except Personal Reflection (74.4%). This is the area that students have difficulty all these years except in SY2014 - 2015 with student outcome reaching 85.3%.

3. To enhance student awareness in conducting themselves in a manner that is professional, ethical, and socially acceptable.

Direct Measures: Group Skills in IT295 and IT495 Projects and IT390 Selected Skills of Attitude, Dependability, Ability to Work with Others and Communication Skills in the Internship Evaluation

Outcome: Achieved all categories of Group Work Skills in the Associates Level (IT295), in 3 out of 5 categories in the Bachelors Level (IT495) and in 3 out of 4 categories in Professional/Social Skills in Bachelors Level (IT390)

4. To develop students' leadership and decision-making skills; and ability to work with others to function effectively as business solution providers.

Direct Measure: Group Work Skills Rubrics from IT295 and IT495 Capstone Courses

Outcome: Achieved Group Work Skills in Associates Level (IT295), in 3 out of 5 categories in the Bachelors Level (IT495)

5. To expand and strengthen the ability of students to identify, assess and evaluate business and information systems; design, prepare, and implement well-developed technological solutions

Direct Measure: Capstone projects utilizing a standard rubric to measure the students' ability to assess and evaluate business and information systems; design, prepare, and implement well-developed technological solutions

Outcome: Achieved the goal in the Associates Level (IT295) and achieved 2 out of 4 categories in the Bachelors Level (IT495)

IT295 – Systems Analysis Associates Level Capstone Course: Effective FL15, we made significant changes in both teaching and learning for IT295 – Systems Analysis and Design. In FL2016 – 2017, all categories reached the desired benchmark of 80% or higher.

IT495 – Senior Seminar Bachelors Level Capstone Course: The past SY2016 – 2017, results show that there were significant improvements in the student outcomes for all categories. Two (2) deliverables, Networking and Systems/IT Project Management reached the desired benchmark of 80% or higher. Web/Software and Database are mere -2.5% or less short of the benchmark. Looking at the data for the last five (5) years, it is evident that student outcomes have significantly improved from the base year, FL12 – SP13.

SIT APPENDIX B

Course Level Outcomes

1. Greatest learning outcome achievements over the cycle

IT495 – Senior Seminar Bachelors Level Capstone Course:

Looking at the 5-year trend, there is still an absence of a steady pattern of growth to reach the desired benchmark of 80% or higher in all categories. However, if we look back from base year SY2012 - 2013, where some factors of the deliverables are roughly 30% short of the 80% benchmark, the succeeding years show that the gap is narrowing and the benchmark is reachable. SY2016 - 2017 showed tremendous improvements based on the percentage change in each of the categories ranging from 12.0% to 18.0%

IT295 – Systems Analysis Associates Level Capstone Course:

Effective FL15, we made significant changes in both teaching and learning for IT295 – Systems Analysis and Design. Thus, for the first time in five (5) years, the outcome of the capstone deliverables did not meet the desired benchmark of 80% or higher. However, for school year FL2016 – 2017, all categories reached the desired benchmark of 80% or higher. The percentage changes are significant ranging from 4.8% to 16.0% increase. Students produced comprehensive reports and though not required functional deliverables. Financial costing has become an integral part of the study.

IT390 - Internship Employer Evaluations (Industry Experience): The outcome of the students' rating in 7 out of 10 categories has been steady for the last five (5) years. Briefly, students in IT390 achieved the desired benchmark of 80% or higher in all the categories of assessment. Judgment (74.2%), Initiative (77.5%) and Communication Skills (71.1%) are still significantly short of a steady pattern of performance in the last 5 years.

2. Areas identified for improvement

IT100 – Introduction to Information Technology

- Bring more awareness to students on the different Careers in CIS/CNC by providing information and exploration opportunities early in the semester. Modified the Course Outline and moved the topic on Careers from mid-semester to the 2nd week. Implemented in Spring 2018
- Provide students with more exercises in developing and expanding their writing skills from simple to complex activities. Review expectations from students on how to answer essay questions like "Describe . . ." and "How Does . . ." Integration of at least five (5) writing activities from simple to complex.

IT295 – Systems Analysis and Design (Rubrics on page 27-29)**SDLC Phase:**

- Faculty will provide comprehensive lessons on Development Strategies and Cost Benefit Analysis
- Weekly deliverables and written report of study will be required prior to the preparation of the Presentation Slides

Presentation Skills:

- Faculty will require students to Dress professionally in mid-semester oral presentations and provide lessons on the importance of professional appearance to systems stakeholders

Group Work:

- Faculty will continue to build more teamwork skills by allowing each group member an opportunity to become a leader. Students will reflect on the experience, identify strengths and areas of improving leadership and team building skills.

IT390 – Internship Seminar I

- Prior to or at the start of the semester, hold a workshop on Change Student Mindset and Become a Professional Student/Intern
- Designate 1st Mandatory Live Chat on Internship Goal Setting:
 - Make the most out of the internship
 - Introduce the Internship Employer Evaluation - ten (10) factors of the Employer Evaluation and establish goals to achieve Excellent or Very Good rating
- Designate the second Mandatory Live Chat as the “The Art of Self-Promotion” Workshop.
 - The Career Toolbox
 - The Job Portfolio as a Marketing Tool
 - The Advertised Position/Job Task and the Applicants’ Skills

IT495 – Senior Seminar

- Continue to build the students’ database foundation on proper keys and indexing and relationship to implement a fully normalized database

- Continue to strengthen the Networking skills of students not only on the technical side but also on the financial costing and documenting the network that support the system.
- Continue to strengthen Systems/IT Project Management with lesson activities/review on cost estimates and projected financial revenue and expenses. Require students to seek guidance from previous instructors on preparing more realistic projected financial documents
- Group Work Skills: Continue more group work activities in IT core classes (onsite and online) to enhance student group work skills.

SIT APPENDIX C

IT-295 Rubrics

IT295 - Systems Analysis and Design				
Individual Student Final Exam Project Evaluation				
Group No. _____	Project Name: _____		Semester: _____	
CATEGORY	Excellent (90 - 100) A	Very Good (80 - 89) B	Good (70 - 79) C	Unsatisfactory (60 - 69) D
SDLC - Phases: Each phase has four (4) specific topics to be covered. <i>This section is worth 40 points.</i>				
	40 points	30 points	20 points	10 points
<i>Core Processes 1 and 2:</i> <i>Systems Planning:</i> System Vision Document Preliminary Investigation, Estimated Cost Of Ownership, including Cost Benefit Analysis, Company Mission Statement,	Demonstrates effective information system, describes the project clearly and provides thorough examination of company purpose, vision, values, and provides the company's organizational model in order to recognize	Demonstrates knowledge of systems planning; describes the project and provides the company's purpose, vision, values and organizational chart. (7.5 pts)	Demonstrates knowledge of systems planning. The deliverables shows limited effort and/or initial thinking of the topic. (5 pts)	Did not demonstrate knowledge of systems planning, lack of evidence of research effort or depth of thinking about the topic. (2.5 pts)
<i>Core Process 3:</i> <i>Systems Analysis:</i> Data Gathering, Interviews, Observations, Use Case Modeling including Use Case Description, Activity Diagrams for Use Cases and Use Case Diagrams,	Demonstrates comprehensive application of modeling tools and techniques, fact-finding techniques including interview, observation, questionnaires, research and develops effective documentation methods to use during systems development.	Demonstrates sufficient application of modeling tools and techniques; fact-finding techniques, research. Most sources were valid and analysis and design considerations were supported by documentation. (7.5 pts)	Demonstrates knowledge of systems analysis. The deliverables show limited and incomplete information for analysis. (5 pts)	Did not demonstrate knowledge of systems analysis. Insufficient information is obtained and/or sources lack validity. Analysis considerations were not supported by information collected. (2.5 pts)
<i>Core Process 4</i> <i>Systems Design:</i> Application Components, User Interface, Database, Website, Other Software, System Architecture, Hardware, Development	Demonstrates a thorough understanding and knowledge of physical design to meet the specifications described in the systems documents. The proposed system is very clear with functional, financial	Demonstrates sufficient knowledge and practical application of physical design, provides functional, financial cost/benefit. Information is not very clear and thorough. (7.5 pts)	Demonstrates limited knowledge of systems design. The deliverables were inadequate and confusing. Lacks practical application to the needs of the business. (5 pts)	Did not demonstrate knowledge of systems design. The system designed is not technically sound, costly, and does not support the information needs of the business. (2.5 pts)
<i>Core Processes 5 and 6:</i> <i>Systems Implementation, Deployment and Maintenance:</i> Training, Documentation, System Evaluation, User Support, System Support, Security, Warranties	Establishes a comprehensive task plan for implementation to ensure the complete functioning of the information system. Requirements follow a structure plan and documentation including post implementation evaluations, provides comprehensive plan designed to support users, supports business operations;	Demonstrates sufficient knowledge of the task plan for implementation. General information for implementation is provided. Lacks quality assurance to thoroughly evaluate the system. Provides task plan for systems operation, support and security. Some techniques for on-going management systems	Demonstrates fair knowledge of the task plan for implementation. Information is not clear and lacks details for implementing and evaluating the system. Demonstrates a limited knowledge of systems operation, support and security. Information is not clear and lacks procedures to assure maintenance and	Demonstrates a poor understanding and knowledge of systems implementation. The task plan is incomplete and lacks cohesive implementation tasks. Demonstrates a poor understanding of systems operation, support and security. An absence of a doable plan to support users,
SDLC Overall Score	(31 - 40) A	21 - 30 (B)	11 - 20 (C)	1 - 10 (D)

IT295 - Systems Analysis and Design				
Individual Student Final Presentation Evaluation				
Group No. _____	Project Name: _____		Semester: _____	
Presentation Skills: <i>This section is worth 40 points.</i>				
	40 points	30 points	20 points	10 points
Preparation, Content Knowledge and Responses	Completely prepared and has obviously rehearsed. Student demonstrates full knowledge and understanding of the system as evidenced by a comprehensively answering all	Seems pretty prepared but might have needed a couple more rehearsals. Student shows good knowledge and understanding of the system by sufficiently answering the	Is somewhat prepared, but it is clear that rehearsal was lacking. Student demonstrates fair knowledge and understanding of the	Does not seem at all prepared to present. Student demonstrates poor knowledge and understanding of the system by not answering
Clarity, Volume and Pitch	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. Volume is loud enough to be heard by all audience members throughout the presentation. Pitch was often used and it conveyed emotions appropriately. (8 pts)	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word. Volume is loud enough to be heard by all audience members at least 90% of the time. Pitch was often used but the emotion it conveyed sometimes did not fit the content. (6 pts)	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word. Volume is loud enough to be heard by all audience members at least 80% of the time. Pitch was rarely used OR	Often mumbles or cannot be understood OR mispronounces more than one word. Volume often too soft to be heard by all audience members. Pitch was not used to convey emotion. (2 pts)
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact. (4 pts)	Slouches and/or does not look at people during the presentation. (2 pts)
Attire	Business attire, very professional look. (8 pts)	Casual business attire. (6 pts)	Casual business attire; seemed somewhat wrinkled; wore sneakers.	General attire not appropriate for audience (jeans, t-shirt, shorts,
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others. (8 pts)	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others. (6 pts)	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented. (2 pts)
Presentation Overall Score	(31 - 40) A	21 - 30 (B)	11 - 20 (C)	1 - 10 (D)

IT295 - Systems Analysis and Design				
Individual Student Final Presentation Evaluation				
Group No. _____	Project Name: _____		Semester: _____	
Group Work Skills: <i>This section is worth 20 points.</i>			Source: Updated 11/5/03	
	20 points	15 points	10 points	5 points
Contribution/Participation/	Always willing to help and do more, routinely offered useful ideas. Always displays positive attitude. Work is complete, well organized, no errors and is done on time or early. (4 pts)	Cooperative and usually offered useful ideas. Generally displays positive attitude. Work is generally complete, meets the requirements of the task, and is mostly done on time. (3 pts)	Sometimes cooperative, sometimes offered useful ideas. Rarely displays positive attitude. Work tends to be disorderly, incomplete; not accurate and is usually late. (2 pts)	Seldom cooperative, rarely offers useful ideas. Is disruptive. Work is generally sloppy and incomplete, excessive errors and is mostly late or not at all. (1 pt)
Working with Others/Cooperation	Did more than others - highly productive. Works extremely well with others, never argues. (4 pts)	Did their part of the work - cooperative. Works well with others, rarely argues. (3 pts)	Could have done more of the work - has difficulty, requires structure, directions and leadership, sometimes argues. (2 pts)	Did not do any work - does not contribute, does not work well with others, usually argues with teammates. (1 pt)
Focus on Task/Commitment	Tries to keep people working together. Almost always focused on the task and what needs to be done. Is very self-directed. (4 pts)	Does not cause problems in the group. Focuses on the task and what needs to be done most of the time. Can count on this person. (3 pts)	Sometimes not a good team member. Sometimes focuses on the task and what needs to be done. Must be prodded and reminded to keep on task. (2 pts)	Often is not a good team member. Does not focus on the task and what needs to be done. Lets others do the work. (1 pt)
Team Role Fulfillment	Participated in all group meetings, assumed leadership role as necessary. Did the work that was assigned by the group. (4 pts)	Participated in most group meetings. Provided leadership when asked. Did most of the work assigned by the group. (3 pts)	Participated in some group meetings. Provided some leadership. Did some of the work assigned by the group. (2 pts)	Participate in few or no group meetings. Provided no leadership. Did little or no work assigned by the group. (1 pt)
Communication/Listening	Always listens to, shares with, and supports the efforts of others. Provided effective feedback to other members. Relays a great deal of information - all relates to the topic. (4 pts)	Usually listens to, shares with, and supports the efforts of others. Sometimes talks too much. Provided some effective feedback to others. Relays some basic information - most relates to the topic. (3 pts)	Often listens to, shares with, and supports the efforts of others. Usually does most of the talking - rarely listens to others. Provided little feedback to others. Relays very little information - some relates to the topic. (2 pts)	Rarely listens to, shares with, or supports the efforts of others. Is always talking and never listens to others. Provided no feedback to others. Does not relay any information to teammates. (1 pt)
Group Work Overall Score	(16 - 20) A	(11 - 15) B	(6 - 10) C	(1 - 5) D

SIT APPENDIX D

IT-390 Rubrics

IT-390 JOB SEARCH PORTFOLIO RUBRIC

Student Name: _____ Date: _____

	4	3	2	1
CONTENTS	Portfolio contains all of the required sample materials in the area of specialization	Portfolio contains most of the required materials in the area of specialization	Portfolio contains some of the required materials in the area of specialization	Portfolio contains little of the required materials in the area of specialization
CHOICE OF DOCUMENTATION	Samples show student progress and knowledge of information technology core and elective courses.	Samples show student progress and some knowledge of information technology core and elective courses.	Samples show some student progress and some knowledge of information technology core and elective courses.	Random Selection of Sample Documents. No knowledge of basic information technology core and elective courses displayed.
ORGANIZATION	Portfolio is complete and neatly organized with sections and tabs or hyperlinks for digital portfolio. The interviewer can easily find materials and navigate the sections.	Portfolio is well-organized sections and tabs or hyperlinks for digital portfolio. The interviewer has little difficulty finding materials and navigating the sections.	Portfolio is fairly well organized with few sections and tabs or hyperlinks for digital portfolio. The interviewer may have a little difficulty finding materials and navigating the sections.	Portfolio shows some attempt at organization but without sections and tabs or hyperlinks for digital portfolio. The interviewer has difficulty finding materials and navigating the sections.
MECHANICS	There are no errors in spelling, punctuation or grammar.	There are few errors in spelling, punctuation or grammar.	Errors in spelling, punctuation or grammar are evident.	Errors in spelling, punctuation or grammar are numerous.
PERSONAL REFLECTION	All Reflections include personal reactions that are descriptive and insightful and relate to course objective.	Most of the Reflections include personal reactions that are descriptive and insightful and relate to course objective.	Some of the Reflections include personal reactions that are descriptive and insightful and relate to course objective.	Few of the Reflections include personal reactions that are descriptive and insightful and relate to course objective.
PORTFOLIO PRESENTATION	Student spoke clearly, made appropriate eye contact with the interviewer and confidently answered questions.	Student spoke relatively clearly, made appropriate eye contact with the interviewer and answered questions.	Student spoke relatively clearly most of the time, made eye contact with the interviewer and was able to answer some questions.	Student spoke unclearly, seldom made appropriate eye contact with the interviewer and had difficulty answering questions.
OVERALL PORTFOLIO IMPACT	The portfolio demonstrates well the student's skills, abilities, and knowledge to potential employers.	The portfolio helps to demonstrate the student's skills, abilities, and knowledge to potential employers.	The portfolio does little to demonstrate the student's skills, abilities, and knowledge to potential employers.	The portfolio does not demonstrate the student's skills, abilities, and knowledge to potential employers.

IT-390 Mock Interview Evaluation Rubric

Student Name: _____ Mock Interview Date: _____

NON-VERBAL COMMUNICATION: (dress, facial expression, handshake, posture, eye contact)				
4	3	2	1	Score
Appearance is professional (classic suit or dress, nylons for women; coat and tie for men; color neutral, dressed shoes).	Appearance is appropriate for the work environment (dressed slacks, blouses and skirts, nylons for women; collared shirt for men; dressed shoes).	Appearance is clean and neat (casual slacks, blouse, no nylons for women; casual slacks, shirt for men; casual shoes).	Physical appearance is not a priority (too casual outfit – sports shirt, jeans and did not look neat; looked sexy or provocative).	
Sophisticated and controlled body language.	Maintains appropriate body language.	Aware of appropriate body language (student corrects self when needed).	Inappropriate nonverbal communication (shoulders dropping forward, legs crossed and plays with jewelry, hair or cross arms).	
Extended a medium firm grip and let the palms touch.	Extended a medium firm grip but did not let the palms touch.	Extended a limp hand or bone-crunching squeeze.	Extended fingers.	
Consistently shows interest and enthusiasm through positive facial expressions and eye contact.	Shows interest through positive facial expression and eye contact.	Tries to show interest through facial expressions and eye contact.	Shows no interest through facial expressions and eye contact or no facial contact.	
Comments:				
INFORMATION: (Background, skills, activities, experience)				
4	3	2	1	Score
Presents information that illustrates his/her job qualifications and displays the ability to apply these qualifications to position applied for.	Presents information that illustrates his/her job qualifications to position applied for.	Responds with clear and direct information.	Does not present or presents minimum information concerning his/her employment qualifications.	
Provides appropriate and specific examples from his/her experiences to illustrate job qualifications.	Able to provide appropriate and specific examples from his/her experiences when asked.	Had difficulty providing appropriate or specific examples from his/her experiences.	Provided unrelated examples.	
Asks appropriate questions throughout the interview, providing a natural dialogue.	Poses questions that show an interest and understanding of the interview process.	Asks appropriate questions when prompted.	Did not know what to ask at the end of the interview.	
Comments:				

VERBAL DELIVERY: (speed, pronunciation, language)				
4	3	2	1	Score
Delivery style is sophisticated and persuasive.	Delivery style is consistently strong.	Used voice to maintain the interviewer's interest.	No demonstration of effective language or delivery skills.	
Well articulated and integrated sophisticated language skills.	Used appropriate language in a skillful manner.	Used appropriate language skills.	Used inappropriate language or the delivery skills are inadequate.	
Comments:				
KNOWLEDGE OF THE COMPANY: (research and reference)				
4	3	2	1	Score
Confident and sure of information gathered about the company. Evidence of excellent research.	Able to provide specific information about the company. Evidence of average research.	Not sure whether information provided about the company is true. Little evidence of research.	Provides unrelated information about the company. No evidence of research.	
Made references to sources of information gathered about the company during the interview.	Able to make references to sources of information gathered about the company during the interview.	Not sure of accuracy of references to sources of information gathered about the company during the interview.	Not able to make references to sources of information gathered about the company during the interview.	
Comments:				
ORGANIZATION, TIMELINESS AND DECORUM:				
4	3	2	1	Score
Neatly organized important papers like extra resumes, pen, paper or notebook.	Easily retrieved resume, pen, paper or notebook.	Had difficulty retrieving resume, pen, paper or notebook.	Did not have extra resume or pen, paper or notebook to take down notes.	
Very courteous and polite. Professionally greeted the interviewer.	Courteous and polite. Casually greeted the interviewer.	Did not appropriately greet the interviewer.	Did not greet the interviewer.	
Allowed the interviewer to direct him/her to take a seat for the interview.	Paused and sat down without being directed by the interviewer.	Asked the interviewer if he/she could sit down for the interview.	Sat down without being directed to do so.	
Reported 10 minutes before the interview.	Reported 15 minutes or more before the interview.	Reported 5 minutes or less before the interview.	Was late for the interview.	
Comments:				
JOB SEARCH PORTFOLIO PRESENTATION:				
4	3	2	1	Score
Student spoke clearly, made appropriate eye contact with the interviewer and confidently answered questions.	Student spoke relatively clearly, made appropriate eye contact with the interviewer and answered questions.	Student spoke relatively clearly most of the time, made eye contact with the interviewer and was able to answer some questions.	Student spoke unclearly, seldom made appropriate eye contact with the interviewer and had difficulty answering questions.	

Monroe College

IT-390 Career Services - Internship Evaluation Form

Intern Name: _____ Semester: _____

Company Name: _____

Instructions: The Internship Site Supervisor will evaluate the student objectively; comparing him/her with other students or comparable academic level; with other personnel assigned the same or similarly classified jobs; and or with individual standards. Remarks are particularly helpful. Please select the appropriate outcome and measure.

Attitude <input type="checkbox"/> Excellent <input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Below average	Ability to Learn <input type="checkbox"/> Excellent <input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Below average
Dependability <input type="checkbox"/> Excellent <input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Below average	Initiative <input type="checkbox"/> Excellent <input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Below average
Quality of Work <input type="checkbox"/> Excellent <input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Below average	Ability to work with others <input type="checkbox"/> Excellent <input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Below average
Maturity <input type="checkbox"/> Excellent <input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Below average	Communication Skills <input type="checkbox"/> Excellent <input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Below average
Judgment <input type="checkbox"/> Excellent <input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Below average	Over-all performance <input type="checkbox"/> Excellent <input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Below average

The student's outstanding qualities are:

The areas needing improvement are:

Did you hire or consider this student for future employment? Yes _____ No _____

If no, would you recommend the student for employment elsewhere? Yes _____ No _____

How many hours has the student completed thus far? _____

Internship Supervisor Signature: _____ Date: _____

Print Name: _____

This form will only be accepted from the Internship Site Supervisor. Please submit via email to Internships@monroecollege.edu by the established deadline.

If you have any questions please contact the Monroe College Internship Coordinators:

Bronx Campus: Cathy Carbonelli: ccarbonelli@monroecollege.edu; Militza Gonzalez: migonzalez@monroecollege.edu
New Rochelle Campus: Veralyn Gabriel: vgabriel@monroecollege.edu; Christopher Hughes: chughes@monroecollege.edu

SIT APPENDIX E

IT-495 Rubrics

System Management and Design Skills : This section is worth 40 points.				
Overall	31 – 40 (A)	21 – 30 (B)	11 – 20 (C)	1 – 10 (D)
Web/Software:				
Programs, Flowcharts and/or IPO charts, Bug List/resolution, Testing results, error handling, Web Site	Demonstrates that programs have a logical methodology, including error-handling routines and produce clearly written and well-documented code. The Web Site links to the database and all links work. The Web Site is smooth and uniform in appearance.	Demonstrates knowledge of the program; describes the program and web site and provides the reasons behind how the program and web site work.	Demonstrates minimum knowledge of programs and web functionality. The deliverables show minimum efforts. Web site includes only basic HTML codes; programs lack important features.	Demonstrates limited knowledge of programming logic and web site functionality. The deliverables are lacking and/or contains omissions through testing. Links/programs do not always produce desired results.
Score:	8.0 - 10.0 pts	6.0 - 7.5 pts	2.5 – 5.0 pts	1.0 – 2.5 pts
Database:				
Fully normalized database (normalized to at least level 3), including proper keys and indexing and relationships; create fully attributed ERD.	Database can handle full system functionality; keys and indexing fully integrate the system; database is fully normalized to level 3; redundancy is there by design; SQLs are not overly complex to handle system requirements. ERD is complete and accurate; contains backup recovery plan.	Database can handle most of the functionality of the system; minimum amounts of redundancy exist; database is normalized to level 2; SQLs perform as designed but require undue complexity due to level 2 normalization. ERD is complete but does not show all keys and indexes.	Database performs at a basic level; little functionality is incorporated in the design; some parts are integrated, keys and/or indexes are incomplete. SQL queries do not generate expected results.	Database performs at a limited level; complicated functionality is not incorporated into the design; each functional area works individually but not at an integrated system level. Each SQL is independent of the other ERD shows only tables. SQL Queries either do not work or produce too much data.
Score:	8.0 - 10.0 pts	6.0 - 7.5 pts	2.5 – 5.0 pts	1.0 – 2.5 pts

Continue...

Networking:				
Model and document a network supporting the system requirements which include physical topology, logical topology, operation, security, availability and cost.	Demonstrate working network model and related documentation that includes All major system requirements.	Network contains minor errors and omissions; a functional network model exists and includes related documentation, but some major system requirements are not supported correctly.	Network basically works but contains major errors and omissions; documentation is partially completed. Remote desktop is not supported; cost estimates are incorrect .	A working model is not available and documentation does not address major requirements.
Score:	8.0 - 10.0 pts	6.0 - 7.5 pts	2.5 - 5.0 pts	1.0 - 2.5 pts
Systems/IT Project Management:				
Fully operational system; user/ system documentation, and post implementation evaluation criteria. Project Integration Management, Scope, Time, Cost, Quality, Human Resource, Communications, Risk, and Procurement Management	System performs fully as designed; all documentation is consistent and has proper form and language. Integrates and applies skills across multiple areas of IT Project Management.	System performs as designed, however, all functionality is not complete; all documentation is consistent and has proper form and language, but shows some minor inconsistencies. Applies most skills across multiple areas of IT Project Management.	System performs with minimum design; major functions missing, documentation parts are missing. Applies minimum skills across multiple areas of IT Project Management.	Front end web page show major functionality, however, limited functionality is actually executable; system planning is inconsistent overall, documentation has proper form and language but overall shows inconsistencies. Performs beginning skills across some areas of IT Project Management.
Score:	8.0 - 10.0 pts	6.0 - 7.5 pts	2.5 - 5.0 pts	1.0 - 2.5 pts
Total Score:				
Instructor Comments:				

Presentation Skills: This section is worth 40 points.					
Overall	31 – 40 (A)	21 – 30 (B)	11 – 20 (C)	1 – 10 (D)	0 (F)
Preparation:					
Preparation, Content Knowledge and Responses	Completely prepared and has obviously rehearsed. Student demonstrates full knowledge and understanding of the system as evidenced by a comprehensively answering all questions.	Seems pretty prepared but might have needed a couple more rehearsals. Student shows very good knowledge and understanding of the system by sufficiently answering the questions.	Student shows reasonable knowledge and understanding of the system. Can answer good number of questions. A little more preparation and more rehearsals required.	Is somewhat prepared, but it is clear that rehearsal was lacking. Student demonstrates fair knowledge and understanding of the system by answering some questions.	Does not seem at all prepared to present. Student demonstrates poor knowledge and understanding of the system by not answering most of the questions.
Score:	6.0 - 8.0 pts	4.0 - 5.5 pts	2.0 - 3.5 pts	1.0 – 1.5 pts	0.0 pt
Speaking:					
Clarity, Volume and Pitch	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. Volume is loud enough to be heard by all audience members throughout the presentation. Pitch was often used and it conveyed emotions appropriately.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word. Volume is loud enough to be heard by all audience members at least 90% of the time. Pitch was often used but the emotion it conveyed sometimes did not fit the content.	Speaks clearly and distinctly (94-85%) of the time. Volume is loud enough to be heard at least 75% of the time. Mispronounces a few words. Pitch was used but the emotion it conveyed often did not fit the content.	Speaks clearly and distinctly (84-75%) of the time. Mispronounces several words. Volume is quite soft at times. Pitch was rarely used OR the emotion it conveyed often did not fit the content.	Often mumbles or cannot be understood or mispronounces very often. Volume often too soft to be heard by all audience members. Pitch was not used to convey emotion.
Score:	6.0 - 8.0 pts	4.0 - 5.5 pts	2.0 - 3.5 pts	1.0 – 1.5 pts	0.0 pt
Posture:					
Posture and Eye Contact/Enthusiasm	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation. Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Stands up straight and establishes eye contact with everyone in the room during the presentation. Facial expressions and body language most of the time generate a strong interest and enthusiasm about the topic in others.	Stands up straight and establishes contact with mostly everyone in the room during presentation. Facial expressions sometimes generate a strong interest and enthusiasm about the topic in others.	Sometimes stands up straight and establishes eye contact half of the audience in the room, Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Slouches and/or does not look at people during the presentation. Very little use of facial expressions or body language. Did not generate much interest in topic being presented.

Continue...

Score:	6.0-8.0 pts	4.0-5.5 pts	2.0-3.5 pts	1.0-1.5 pts	0.0 pt
Self Presentation:					
Attire	Wore business attire, very professional looking.	Wore business attire but accessories slightly distracted the professional look.	Semi business attire yet professional looking.	Casual business attire; seemed somewhat wrinkled; wore sneakers.	General attire not appropriate for audience (jeans, t-shirt, shorts, sneakers).
Score:	6.0-8.0 pts	4.0-5.5 pts	2.0-3.5 pts	1.0-1.5 pts	0.0 pt
Presentation:					
PowerPoint Slides	Contains no spelling errors; slide colors are uniform; different transition for each slide; font (size and color) is consistent throughout; followed 6 x 6 rule of text and bullets. Animated Graphics are not distracting.	Contains no more than 4 spelling/grammar errors; contains too much text instead of bullets; contains 3 slide colors/background designs; some transitions do not work or takes too long.	Contains no more than 5 spelling/grammar errors; contains a combination of long texts and bullets; contains more than 3 slide colors/background; graphics or animations slightly distracting.	Contains 5-10 errors; long text paragraphs; hard to read colors/fonts; bad transitions; more than 3 types of fonts; multiple colors and background designs.	More than 10 errors, few or no transitions, poorly aligned text, sloppy, presentation is distracting.
Score:	6.0-8.0 pts	4.0-5.5 pts	2.0-3.5 pts	1.0-1.5 pts	0.0 pt
Total Score:					
Instructor Comments:					

Group Work Skills: This section is worth 20 points

Overall	16 - 20 (A)	11 - 15 (B)	6 - 10 (C)	1 – 5 (D)	0 (F)
Contribution:					
Contribution / Participation/ Job Proficiency and Correctness	Always willing to help and do more, routinely offered useful ideas. Always displays positive attitude. Work is complete, well organized, no errors and is done on time or early.	Cooperative and very often offered useful ideas. Generally displays positive attitude. Work is generally complete, meets the requirements of the task, and is mostly done on time.	Cooperative and usually offered useful ideas. Displays positive attitude. Work is often complete, meets the requirements of the task, and often done on time.	Sometimes cooperative, sometimes offered useful ideas. Rarely displays positive attitude. Work tends to be disorderly, incomplete; not accurate and is usually late.	Seldom cooperative, rarely offers useful ideas. Is disruptive. Work is generally sloppy and incomplete, excessive errors and is mostly late or not at all.
Score:	3.5 - 4.0 pts	2.5 - 3.0 pts	1.5 – 2.0 pts	0.5 - 1.0 pts	0.0 pt
Cooperation:					
Working with Others / Cooperation	Did more than others – highly productive. Works extremely well with others, never argues.	Did their part of the work – cooperative. Works well with others, rarely argues.	Generally did their part of the work and provides inputs when needed.	Could have done more of the work – has difficulty, requires structure, directions and leadership, sometimes argues.	Did not do any work – does not contribute, does not work well with others, usually argues with teammates.
Score:	3.5 - 4.0 pts	2.5 - 3.0 pts	1.5 – 2.0 pts	0.5 - 1.0 pts	0.0 pt
Commitment:					
Focus on Task / Commitment	Tries to keep people working together. Almost always focused on the task and what needs to be done. Is very self-directed.	Does not cause problems in the group. Focuses on the task and what needs to be done most of the time. Can count on this person.	Good team member; sometimes needs guidance but will get the work done.	Sometimes not a good team member. Sometimes focuses on the task and what needs to be done. Must be prodded and reminded to keep on task.	Often is not a good team member. Does not focus on the task and what needs to be done. Lets others do the work.
Score:	3.5 - 4.0 pts	2.5 - 3.0 pts	1.5 – 2.0 pts	0.5 - 1.0 pts	0.0 pt
Fulfillment:					
Team Role Fulfillment	Participated in all group meetings, assumed leadership role as necessary. Did the work that was assigned by the group.	Participated in most group meetings. Provided leadership when needed. Did most of the work assigned by the group.	Participated in almost all meetings. Did the work assigned and can provide leadership when asked.	Participated in some group meetings. Provided some leadership. Did some of the work assigned by the group.	Participate in few or no group meetings. Provided no leadership. Did little or no work assigned by the group.
Score:	3.5 - 4.0 pts	2.5 - 3.0 pts	1.5 – 2.0 pts	0.5 - 1.0 pts	0.0 pt

Continue...

Presentation:					
Communication / Listening / Sharing Information	Always listens to, shares with, and supports the efforts of others. Provided effective feedback to other members. Relays a great deal of information – all relates to the topic.	Usually listens to, shares with, and supports the efforts of others. Provided some effective feedback to others. Relays some basic information – most relates to the topic.	Often listens to, shares with and supports the efforts of others. Sometimes talks too much, provided good feedback to others.	Sometimes listens to, shares with, and supports the efforts of others. Usually does most of the talking – rarely listens to others. Provided little feedback to others. Relays very little information – some relates to the topic.	Rarely listens to, shares with, or supports the efforts of others. Is always talking and never listens to others. Provided no feedback to others. Does not relay any information to teammates.
Score:	3.5 - 4.0 pts	2.5 - 3.0 pts	1.5 - 2.0 pts	0.5 - 1.0 pts	0.0 pt
Total Score:					
Instructor Comments:					

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MONROE COLLEGE

School of Nursing

Strategic Plan 2018-2023

Prepared by

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Table of Contents

	Page # (SNU-)
Executive Summary	3
Section One: Introduction	5
Section Two: Retrospective 2015-2018.	7
A. Program Restructuring.	7
..	
B. Program Development.	7
..	
C. Influences and Opportunities.	8
..	
D. National Accreditation.	9
.	
Section Three: Strategic Planning	10
Goal One: To ensure competencies for successful careers and advanced education.	10
Goal Two: To shape institutional enrollment.	10
Goal Three: To cultivate a responsive culture.	11
Goal Four: To validate program quality and learning outcomes.	11
Goal Five: To allocate resources effectively and efficiently.	12
Future Directions.	12
Section Four: Conclusion.	13
Appendices	
SNU Appendix A. Academic Outcomes Assessment of Programs.	14
SNU Appendix B. End-of Program Student Learning Outcomes.	19

Executive Summary

The aim of this plan is to build upon the foundation of stability and recognition that has been achieved over the previous strategic planning period and expand the programs and enrollment. Notably, the Practical Nurse Certificate, Associate in Applied Science for Registered Nurse, and Bachelor of Science Nursing Major RN-to-BS programs achieved national recognition through the Accreditation Commission for Education in Nursing (ACEN).

The program's curriculum underwent rigorous revisions to organize the delivery of instruction and direct learning activities that supports the achievement of the end-of-program student learning outcomes with graduates fully prepared to provide the highest level of safe, quality nursing care. The culture of the learning environment for nursing students encompasses a world of rigorous academic demands, high ethical and moral character, engagement in community volunteer service in local and abroad areas, a spirit of collaboration and sharing to deliver care based on current research, and opportunities for leadership in nursing and related fields to work for a safer healthcare system. Faculty pursuit of ongoing learning and scholarship activities have become an increasingly important goal with several faculty having achieved or currently enrolled in doctoral programs of study.

Several unique characteristics set the nursing program apart from competitors. The curriculum supports a seamless academic progression model whereby students who successfully complete and meet select benchmark criteria at program's end may be admitted directly into the next level of program. This progression requires that students be successful on the first time pass of the NCLEX and licensed by the completion of the first semester in order to continue on in the program. This model has been in effect since 2012 and has proven to be very successful with approximately 84% - 88% of the practical nurse (PN) graduates matriculating directly into the RN-AAS program and high NCLEX-PN pass rates at 100%. Likewise, there has been similar success in the Associate in Applied Science Registered Nurse (RN-AAS) program with approximately 90% - 93% of the registered nurse (RN) graduates having successfully completed and achieved high NCLEX-RN pass rates above the national average at 85 - 92%. Currently only 25% - 30% matriculate directly into the BSN program. The College's budgetary support of increasing computerized assisted instruction resources coupled with curriculum revisions, expansion of simulation learning activities and resources, faculty commitment, and student engagement have led to this improvement in licensing pass rates.

A second most important characteristic of the nursing program is the personalized attention that is afforded to each student. Many times students, particularly those having had exposure to other nursing programs, comment on the individualized attention from faculty, staff, and administration. Statements frequently heard are that students at Monroe College are more than just a number, they are supported in a climate of success and encouragement that they have not previously encountered.

As always, the school is guided by the College's 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

- 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

Section One: Introduction

A Brief History of the Nursing Program

The Nursing Program at Monroe College, located solely on the Bronx campus, began as a department within The School of Allied Health Professions, offering a Certificate in Practical Nursing in January 2007. An Associate in Applied Science for Registered Nursing Program began April 2008. With the growth and success of the program, separation from the School of Allied Health occurred in 2010 and designation of the Nursing Department was changed to the School of Nursing. The Upper Division Baccalaureate program began in September 2013. The nursing program, with its diverse student body, has provided a valued service to the members of the Bronx community with opportunities for personal growth and a meaningful career in nursing for its graduates.

Mission Statement of the School of Nursing

The mission of the School of Nursing is to educate students and to cultivate their capacity for life-long learning, to foster competent, culturally sensitive nursing care, and to bring innovative, socially responsible leadership to the nursing profession.

The mission of the School of Nursing, consistent with the mission of the College, places priority to commitment in delivering strong outcomes for students and striving for continuous improvement; maintaining integrity through honest, transparent, accountable and fair work; and building strong personal relationships among students, faculty, staff, and external education and community partners.

The mission of the Baccalaureate program is to educate students in an expanded scope to develop caring, competent nurses with leadership skills in using evidence-based research and collaboration with the interdisciplinary team to provide effective, efficient healthcare delivery.

Core Values

Outcomes drive us . . .

We are committed to student success and provide a challenging academic environment with appropriate support so all students can achieve their fullest potential. The nursing program outcomes (NCLEX pass rates, retention rates, and job placement) are above the national average.

Integrity guides us . . .

Nursing students and faculty are guided by the American Nurses Association Code of Ethics and Standards of Practice. Students learn the code and standards, which are used in clinical with patients and also as they relate peer-to-peer. Faculty role model these behaviors and serve as student mentors.

Relationships define us . . .

Faculty establish one-on-one relationships with students as they move through the curriculum. In addition to the college advisors, students have nursing faculty advisors. Faculty serve as content experts as well as guiding them into becoming professional nurses. We, as a school, strive to establish relationships within the community healthcare agencies.

School of Nursing Vision

To provide excellence in teaching and scholarship, and support aspiring nursing professionals to enhance the health of our community.

School of Nursing Core Values

- We are committed to provide our students with the capability to deliver individualized and holistic nursing care and health teaching with respect, compassion, and in congruence with the patient's healthcare needs, preferences, culture, values, and beliefs.
- We are committed to actively participate with students to achieve competencies of safe, quality, ethical/legal, best evidence-based nursing practice and clinical judgments consistent with contemporary healthcare environments.

Section Two: Retrospective

A. Program Restructuring

Nursing program redesign began in 2012, as described in the executive summary, with the transition to an academic progression model for students to matriculate directly from the practical nurse (PN) Certificate program into the registered nurse (RN) Associate in Applied Science degree program. This model has not been replicated in other similar nursing programs; typically students must achieve licensure prior to application to a higher level program. The progression model coupled with a cohort program of study, in three (3) consecutive semesters, provides an accelerated path for graduate to become a Licensed Practical Nurse (LPN) and continue on to the next level of the program. Advantages of the seamless academic progression model are:

- Students have the opportunity to build their academic skills in preparation for the more academically rigorous RN program.
- Upon licensure students may work in the field part-time or per diem while in the second year of study provided their academic grades remain in good standing.
- Students receive in-person and individualized support and guidance from faculty during the NCLEX-PN preparation period.
- The cohort nursing program model provides enrollment stability as the program length is eleven (11) consecutive months and results in stable enrollment for the three consecutive semesters.

During this academic year the curriculum underwent revision to a more contemporary framework put forth by the Institute of Medicine (IOM) which are being adopted by both academia and practice. The program's core competencies were established to be congruent with those established by the Quality and Safety Education for Nurses (QSEN) model.

B. Program Development

Nursing program expansion began in September 2013 with the approval of an Upper Division Baccalaureate program by the New York State Education Department – Office of the Professions (NYSED-OP). The Bachelor of Science degree in Nursing (BSN) consists of two (2) admission cohorts. One group of students are those who are matriculating directly from the RN Associate Degree program and similarly are required to pass NCLEX-RN and obtain licensure prior to the end of the first semester in order to progress through the program. The other group of students are registered nurses employed in the field with the goal of obtaining their Bachelor degree for the purpose of greater career opportunities and mobility. Development of the capacity of the Simulation Center and other technologies, such as a virtual electronic medical

record system were integrated into the curriculum. Faculty engaged in content mapping with the NCLEX test plan and test item analysis to improve assessment validity.

This was also the year that the national licensing exam, NCLEX-RN, was revised by the National Council of State Boards of Nursing which raised the passing standard based on an analysis of current nursing practices to meet patient safety. With the new NCLEX exam the RN pass rates declined and resulted in a period of instability during which time the faculty worked to ensure curriculum congruency with NCLEX testing. The NCLEX-RN pass rates stabilized in 2015.

C. Influences and Opportunities

The decline in 2013 NCLEX-RN pass rates provided an opportunity to generate a more robust curriculum to meet the educational demands for successful nursing graduates who can face the challenges of rapidly expanding technology and an increasingly complex healthcare system. Seeking candidacy status for national accreditation was put on hold and efforts went into effect to strengthen the core of the nursing program during a two year period between 2013 and 2015. The following opportunities and benefits resulted:

- Additional educational resources for students were put into place such as an end-of-program capstone course and 3-day live review for NCLEX preparation.
- Continued curriculum adaptation to the newer NCLEX test blueprint with increasing student achievement levels on standardized assessments.
- Increased participation in faculty development activities, conferences, and seminars.
- Participation of faculty in meetings and projects with external nursing organizations: The Council of Practical Nurse Programs in New York State (CPNPNYS) and the Council for Associate Degree Nursing (CADN).
- Increase of full-time faculty from three (3) in 2012 to eight (8) in 2015. Faculty role expansion to three (3) coordinator positions: Clinical Coordinator, Coordinator for the Simulation/Skills Lab, and Coordinator for Research and Scholarship. Addition of a staff position with the dual role of Director of Administrative Services and Counselor. Addition of a second full-time Administrative Assistant.
- Increase in space for a Skill Lab Annex with the addition of two beds, additional study space for students, and increase in faculty offices.
- Expanded student learning opportunities with the implementation of a medical mission to Haiti with our Baccalaureate students in February 2015.

D. National Accreditation

With the curricula of the Practical Nurse Certificate, Associate in Applied Science for Registered Nurse, and Bachelor of Science Nursing Major RN-to-BS programs well established, the focus of the program shifted to establish national recognition through the Accreditation Commission for Education in Nursing (ACEN). Candidacy for the Practical Nurse program was granted on December 21, 2015. The self-study was submitted for the March 1-3, 2017 site visit. Formal accreditation of the Practical program was granted August 2017.

Candidacy for the Associate in Applied Science and Baccalaureate programs was granted on July 12, 2017. The self-study was submitted for the March 7-9, 2018 site visit. Formal accreditation of the Associate and Baccalaureate programs was granted August 2018.

The New York State Education Department – Office of the Professions (NYSED-OP) also conducted a programmatic review of all three programs during a site visit conducted on June 19 – 21, 2018.

The preparation for the site visits by ACEN and NYSED-OP was extensive and required in-depth involvement by faculty. The site visits for ACEN and NYSED-OP accreditation and approval were comprehensive. The process of the site visits included interviews of students, faculty, administration and staff, classroom observations, and clinical site visits. The benefits of accreditation demonstrated that the curriculum is rigorous with achievement of program outcomes. Additional benefits provided validation of the program on a national level, expanded visibility of the College, and increased opportunities for graduates. With accreditation of each one of the programs, we are receiving more interests and inquiries from individuals and the community at large.

Section Three: Strategic Planning (Goals)

TABLE 1. Nursing Academic Strategic Goals 2018-2023

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

Institutional Sub-Goals	SNU Goal	Objective Measure
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. Revise the curriculum to expand students' skills in written communication skills.	80% of students will achieve satisfactory rating on QI proposal rubrics for the NS 450 Capstone course. Fall 2015: Faculty assessment of deficiencies in writing skills for students in the Bachelor's program. Focus group revealed students' felt unprepared for the higher level of writing required. Fall 2016: student assessment was done by Write Placer. Associate curriculum revised to include EN 121 Analytical Thinking, Writing, and Research. Bachelor's curriculum revised to include EN 325 Advanced Writing in place of liberal arts elective.
1.6 Expand curricular and co-curricular community service projects as part of curricula to contextualize learning.	2. Increase student completion of community service and written self-reflection requirement.	Increase student completion of community service/written reflection requirements by 5% annually to reach 90% completion by 2023. Fall 2018 data: PN student completion rate is 62% and RN student completion rate is 70%. No data available for Bachelor students. Begin tracking for BS students by Spring 2019.

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

Institutional Sub-Goals	SNU Goal	Objective Measure
1.1 Expand and diversify the College's undergraduate programs, student body, faculty, and experiential learning capabilities. 2.3 Explore, launch, and nurture strategic enrollment partnerships. 2.5 Expand program offerings and outcomes for specific communities, e.g., English language learners, veterans, transfer students, international	3. Expand undergraduate programs: <ul style="list-style-type: none"> • IMG-to-BS nursing • LPN-to-RN • RN-to-BS • Generic Bachelor 	Increase undergraduate enrollment by 5% annually while maintaining NCLEX pass rates at or above the national mean. Curricula developed for IMG-to-BS in Nursing and LPN-to-RN, part-time evening/weekend programs for Spring 2019. Corporate Partnerships established to recruit Registered Nurse candidates for the RN-to-BS program. Implement Traditional (generic) Baccalaureate program for Fall 2019. Receive approval/accreditation from

<p>students, first generation students, and students with disabilities.</p> <p>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.</p> <p>2.8 Pursue additional degree programs.</p>	<p>4. Establish graduate programs for Masters of Science in Nursing (MSN)</p>	<p>NYSED-OP and ACEN for newly implemented programs.</p> <p>Implement an MSN in Nursing Education and Post-Master's Certificate by 2022. Explore options for dual degrees in MSN/MPH and MSN/MBA.</p>
<p><i>Goal Three: To formally cultivate and institutionalize a responsive culture and structure to more effectively serve students, faculty, and staff.</i></p>		
Institutional Sub-Goals	SNU Goal	Objective Measure
<p>3.3b Strengthen relationships with external community groups and organizations.</p>	<p>5. Expand nursing visibility in High Schools within the local community.</p> <p>6. Explore opportunities with international healthcare agencies.</p>	<p>Present nursing sessions to students/parents in local high school settings; two per academic year.</p> <p>Identify key agencies of interest to our student population for learning opportunities; one per academic year.</p>
<p><i>Goal Four: To validate program quality and learning outcomes through rigorous self-assessment and enhanced external institutional and programmatic recognition.</i></p>		
Institutional Sub-Goals	SNU Goal	Objective Measure
<p>6.3 Pursue additional program accreditations for validation and engagement in continuous improvement.</p> <p>4.7 Communicate the achievements and distinctions of the College and its students, faculty, and staff to internal and external audiences</p>	<p>7. Earn national accreditation through ACEN for new program and maintain accreditation status for currently approved program.</p> <p>8. Establish accurate and timely information on the school webpage and marketing documents.</p>	<p>Submit required self-study documents to ACEN within 3 months of implementation of program.</p> <p>Update website by June 2019. Maintain currency of marketing documents.</p>

Goal Five: To allocate resources effectively and efficiently in support of the Strategic Plan and institutional priorities.		
Institutional Sub-Goals	SNU Goal	Objective Measure
<p>5.2 Continuously assess and improve campus facilities and technology to enhance teaching and learning.</p> <p>5.3 Improve learning environments by evaluating and upgrading, classroom settings, as appropriate, to promote innovation and collaboration.</p>	<p>9. Ensure adequate resources for new programs.</p>	<p>Maintain student-to-fulltime and adjunct faculty ratios to meet NYSED-OP and ACEN requirements in the classroom and clinical settings. Plan for adequate physical space with increases in student enrollment. Seek additional clinical agencies to meet the learning needs of student with increased enrollment. Implement simulation lab upgrade by 2019. Hire specialized simulation faculty to meet the learning needs of student with increased enrollment.</p>

Future Directions

The next phase, post accreditation, will be program expansion and enrollment increase.

Expansion of undergraduate nursing programs include the following specific options:

- IMG-to-BS Nursing: International Medical Graduate (IMG) to Bachelor of Science, Nursing major; Second Degree Accelerated program with a part-time evening/weekend curriculum
- LPN-to-RN: Part-time evening/weekend Licensed Practical Nurse (LPN) to Registered Nurse (RN), Associate in Applied Science degree
- RN-to-BS: Part-time Registered Nurse (RN) to Bachelor of Science, Nursing major
- Generic Bachelor: Full-time day Bachelor of Science, Nursing major; Traditional (Generic) Baccalaureate program option for High School graduates

Expansion of graduate nursing programs include the following specific options:

- MSN: Masters of Science in Nursing Education
- Post-Graduate Certificate in Nursing Education
- Dual-degree programs: MSN/MPH and MSN/MBA

Program expansion must ensure continued achievement of program outcomes and student success. The primary challenges to these initiatives will be recruitment of faculty, facilities space, adequacy of technology, and clinical site availability. Of note, all aforementioned programs will require pursuit of the national accreditation process to remain competitive.

Section Four: Conclusion

Congruence with the College Academic Plan

The School of Nursing plan and future directions set forth in this document are in perfect alignment with the College's academic plan for 2018-2023. **Table 1, Nursing Academic Strategic Goals 2018-2023**, provides the School of Nursing (SNU) goals and outcome measures that are linked with Institutional Goals.

To address institutional Goal 1, the nursing goals will focus on strengthening students' writing skills and increasing student participation in community service activities. The nursing goals related to institutional Goal 2 involve expansion of undergraduate and graduate nursing program offerings. Nursing goals aligned with institutional Goal 3 will be achieved through strengthening relationships with local high schools and international healthcare agencies. The next nursing goals connected to institutional Goal 4 are two-fold: (1) to maintain our excellent programmatic outcomes and accreditation through ACEN, and (2) to promote programmatic recognition through availability of accurate and timely information to all of our constituents.

Lastly, related to institutional Goal 5, the strategic plan for nursing expansion will include adequate resources to meet the needs of students in new programs. The School of Nursing is on the path for continued growth and positive outcomes for its graduates as they prepare to meet the healthcare needs of their communities.

SNU APPENDIX A
ACADEMIC OUTCOMES ASSESSMENT OF PROGRAMS

PROGRAM OUTCOMES

July 2018

NCLEX Pass Rates

- Assessment data revealed that NCLEX-PN and NCLEX- RN pass rates for the past three years have been above the expected level of achievement (ELA) for the minimum requirement of 80%.
- Licensure pass rate is not applicable to the Baccalaureate nursing program.

PN Licensure Pass Rate: Aggregate			Disaggregated	
ELA	Year	Rate	Aug grads	Dec grads
1. Annual licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period.	2017	100% (41/41)	100% (17/17)	100% (24/24) Preliminary Data: 1 more to test
2. Trended Pass Rate		+ 2.8%		
1. Same as above	2016	*97.2% (35/36)	100% (24/24)	94% (17/18)
2. Same as above		+ 5.9%		
1. Same as above	2015	*91.3% (42/46)	94% (17/18)	92% (11/12)
2. Same as above		+ 3.8%		

RN Licensure Pass Rate: Aggregate			Disaggregated	
ELA	Year	Rate	Aug grads	Dec grads
1. Annual licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period.	2017	88.3% (38/43)	100% (18/18) Preliminary Data: 2 more to test	80% (20/25) Preliminary Data: 1 more to test
2. Trended Pass Rate		+1.3%		
1. Same as above	2016	*87.0% (40/46)	94% (17/18)	90% (9/10)
2. Trended Pass Rate		+3.7%		
1. Same as above	2015	*83.3% (30/36)	76% (16/21)	95% (22/23)
2. Trended Pass Rate		+21.6%		

*Reported by NYSED

Program Completion Rates

- Assessment data revealed that the Practical, Associate, and Baccalaureate programs have consistently met and exceeded the expected levels of achievement (ELA) for program completion over the past three years.

Practical Program Completion: Aggregate			Disaggregated	
ELA	Year	Rate	Aug grads	Dec grads
1. 80% of students who begin the first semester nursing course will graduate from the practical nursing program within five semesters.	2017	88% (44/50)	85% (22/26)	92% (22/24) Preliminary Data: until Aug '18
2. Trended Pass Rate		+ 4%		
1. Same as above	2016	84% (41/49)	90% (26/29)	75% (15/20)
2. Same as above		- 13%		
1. Same as above	2015	97% (32/33)	100% (20/20)	92% (12/13)
2. Same as above		+ 3%		

Associate Program Completion: Aggregate			Disaggregated	
ELA	Year	Rate	Aug grads	Dec grads
1. 90% of students who begin the first semester nursing course will graduate from the associate degree nursing program within five semesters.	2017	92% (44/48)	90% (27/30)	94% (17/18)
2. Trended program completion rates		-1%		
1. Same as above	2016	93% (28/30)	94% (17/18)	92% (11/12)
2. Same as above		+ 1.5%		
1. Same as above	2015	91.5% (43/47)	91% (20/22)	92% (23/25)
2. Same as above		+ 6.5%		

Baccalaureate Program Completion: Aggregate			Disaggregate	
ELA	Year	Rate	Aug grads	
1. 85% of students who begin the first semester nursing course will graduate from the Bachelor's degree nursing program within: a. 5 semesters for Monroe ADN graduates b. 6 semesters for non-Monroe graduates	2017	93% (10/11)	93% (10/11)	
2. Trended program completion rates		+ 6%		
1. Same as above	2016	87% (13/15)	87% (13/15)	
2. Same as above		- 6%		
1. Same as above	2015	93% (14/15)	93% (14/15)	
2. Same as above		+ 17%		

Job Placement Rates

Practical Program:

- Assessment data revealed that the program has exceeded the expected levels of achievement for overall placement outcomes of Practical Certificate program graduates employed as an LPN and/or continued education in a nursing Associate program.

Overall Placement Rate for Continuing Education / Job Placement – Aggregate Practical Program						
ELA	Year	Total Job/School	Progress to Associate program	Work as LPN	Continue Education /Job	Response Rate
1. 80% of graduates within one year after graduation will be: <ul style="list-style-type: none"> Progress to Associate program Employed as LPN Continue education and work as an LPN 	2016	93% (39/42)	90% (38/42)	2% (1/42)	0% (0/42)	95% (40/42)
2. Trended overall placement rates		0%				
1. Same as above	2015	93% (28/30)	87% (26/30)	7% (2/30)	0% (0/30)	97% (29/30)
2. Same as above		+ 1%				

Associate Program

- Assessment data revealed that the program has exceeded the expected levels of achievement for overall placement outcomes of Associate Degree graduates employed as an RN and/or continued education in a nursing Baccalaureate program.

Overall Placement Rate for Continuing Education / Job Placement – Aggregate Associate Degree Program						
Expected Level of Achievement (ELA)	Year: Jan-Dec	Total Graduates Placed in Job and/or School	Grads continuing education in BSN program	Grads working as an RN	Grads continuing education and working as RN	Response Rate
1. 80% of graduates within one year after graduation will be: <ul style="list-style-type: none"> Employed as an RN Progress to next level of the program - (Bachelor's program) Continue their nursing education at another academic institution. 2. Trended overall placement	2016	82% (23/28)	18% (5/28)	39% (11/28)	25% (7/28)	89% (25/28)
1. Same as above. 2. Same as above	2015	82% (37/45) + 23%	24% (11/45)	29% (13/45)	29% (13/45)	91% (41/45)

Baccalaureate Program

- **Unlicensed Monroe Associate graduates: those who did not hold a license as a registered nurse upon admission to the program.** These students are required to have licensure as an RN by the end of the first semester. The data revealed that the majority of these students found employment as an RN while continuing in the Baccalaureate program.
- **Licensed Associate graduates: those who hold a license as a registered nurse prior to admission to the program.** These students entered into the program as an RN, identified as either a Monroe alumni or non-Monroe Associate graduate. The data revealed that upon graduation from the Baccalaureate program, the majority of these students received salary increases, job promotion, and/or better career opportunities. Anecdotal data regarding the impact of the Baccalaureate degree upon their nursing careers revealed comments such as, "The degree has opened more job opportunities" and "Has helped with increase of salary and it has benefitted when interviewing for other positions." The data also revealed that few graduates continued education in a Master's level program within one year of graduation from the Baccalaureate program.

Overall Placement Rate for Continuing Education / Job Placement – Aggregate Baccalaureate Degree Program:							
1. Unlicensed Associate graduates - did not hold RN license upon admission to program							
2. Licensed Associate graduates - held RN license prior to admission to the program							
Expected Level of Achievement (ELA)	Year : Jan-Dec	Total Graduates *Positive Outcomes	Unlicensed Monroe Associate Grads			Licensed Grads salary increase, promotion, and/or continued	Response Rate
			continue graduate education	employed as RN	continued and RN employed		
1. 80% of graduates within one year after graduation will be:	2016	100% (12/12)	0% (0/7)	86% (6/7)	14% (1/7)	100% (5/5)	100% (12/12)
2. Trended overall placement rates		+ 18%	- 13%	+ 11%	+ 1%	+ 33%	
1. Same as above.	2015	82% (14/17)	13% (1/8)	75% (6/8)	13% (1/8)	67% (6/9)	82% (14/17)
2. Same as above		+ 15%	+ 13%	+ 18%	- 16%	+ 8%	

SNU APPENDIX B**END-OF-PROGRAM STUDENT LEARNING OUTCOMES (SLOs)**

CRITERION 6.1 - Program evaluation demonstrates evidence of student achievement, ongoing assessment, analysis of data, and documentation for each end-of-program student learning outcome (SLO). (ACEN 2017)

SLO 1: Patient-Centered Care

SLO 2: Teamwork and Communication

SLO 3: Evidence-Based Practice

SLO 4: Quality Improvement and Patient Safety

SLO 5: Informatics

SLO-CCC 6: Culturally Competent Care

Primary Data Sources: PN Program

- **ATI Comprehensive Predictor Assessment: SLOs #1, 2, 3, 4, 6**
- **NS 126 Clinical Performance Evaluation: SLOs #1, 2, 4, 5**

Primary Data Sources: RN-AAS Program

- **ATI Comprehensive Predictor Assessment: SLOs #1, 2, 3, 4, 6**
- **NS 255 Clinical Performance Evaluation: SLOs #1, 2, 4, 5**

Primary Data Sources: BS Program

- **NS 410 Clinical Performance Evaluation: SLOs #1, 3**
- **NS 410 Health Promotion Project based on Community Assessment: SLOs #6**
- **NS 450 Quality Improvement (QI) Proposal Grading Rubric: SLOs #2, 4, 5**

Data Sources for end-of-program SLOs

SUMMARY TABLE

	PN	RN-AAS	BS
ATI Comprehensive Predictor Assessment	<u>SLOs #</u> 1, 2, 3, 4, 6	<u>SLOs #</u> 1, 2, 3, 4, 6	N/A _____
Clinical Performance Evaluations	<u>SLOs #</u> 1, 2, 4, 5 *NS 126	<u>SLOs #</u> 1, 2, 4, 5 *NS 255	<u>SLOs #</u> 1, 3 *NS 410
NS 410 Health Promotion Project based on Community Assessment	N/A _____	N/A _____	<u>SLOs #</u> SLO-CCC #6 *Group Paper & Presentation
NS 450 Quality Improvement (QI) Proposal Grading Rubric	N/A _____	N/A _____	<u>SLOs #</u> 2, 4, 5 *QI Capstone Project: Paper & Presentation

End-of-Program Student Learning Outcomes

#1 Patient-Centered Care

Practical Program	Associate Program	Bachelor Program
Demonstrate basic through intermediate skills to provide holistic, quality care and health teaching for individuals and families.	Demonstrate intermediate through advanced skills to provide holistic, quality care and health teaching for individuals and families.	Demonstrate leadership and management skills to provide holistic, quality care and health promotion for individuals, families, and aggregate groups within the community.

#2 Teamwork & Communication

Practical Program	Associate Program	Bachelor Program
Demonstrate effective communication with patients, families, and interprofessional team members.	Examine elements of interprofessional care coordination to address the healthcare needs of individuals and families.	Formulate recommendations based on practice standards for collaboration with interprofessional teams to address the healthcare needs of individuals, families, and aggregate groups in a variety of settings.

#3 Evidence-Based practice

Practical Program	Associate Program	Bachelor Program
Provide a rationale for clinical judgments based upon current best practice guidelines used in the care of individuals across the lifespan.	Apply evidence-based research practice to make sound clinical judgments in the care of individuals and families across the lifespan.	Integrate knowledge of nursing theories, science, and evidence-based research for clinical decision-making in nursing practice.

#4 Quality Improvement & Patient Safety

Practical Program	Associate Program	Bachelor Program
Explain the use of quality improvement measures and risk management data to promote the safe, quality care of individuals across the health care continuum.	Use standardized tools and/or methods of measurement to identify quality improvement interventions for the safe care of individuals and families across the health care continuum.	Evaluate healthcare systems to recommend quality improvement measures that contribute to practice standards and protocols for improvement of health outcomes.

#5 Informatics

Practical Program	Associate Program	Bachelor Program
Demonstrate computer literacy to maintain a safe environment for patient care.	Use healthcare informatics to improve individual patient health outcomes.	Demonstrate information literacy in healthcare informatics to manage nursing care for effective, efficient healthcare delivery.

#6 Culturally Competent Care

Practical Program	Associate Program	Bachelor Program
Contribute to the nursing plan of care in congruence with the patient's healthcare needs, preferences, customs, values, and beliefs.	Develop the nursing plan of care for individuals in congruence with the patient's healthcare needs, preferences, customs, values, and beliefs.	Design effective health promotion interventions for populations from diverse backgrounds in congruence with the community's healthcare needs, preferences, customs, values, and beliefs.

End-of-Program Student learning Outcomes (SLOs)

Practical Nurse Certificate

**SYSTEMATIC PLAN OF EVALUATION (SPE) for End-of-Program
Student Learning Outcomes: PRACTICAL
SLO #1 Patient-Centered Care**

Data for ELA #1:

ATI Comprehensive Predictor Assessment scores show the following results for the category of Health Promotion and Maintenance (*ATI definition is reflective of health teaching and promotion.)

Baseline Data:

SLO #1 Patient-Centered Care: Aggregate			Disaggregated	
ELA	Year	Rate	Aug grads	Dec grads
1. Students' group score for measure of patient-centered care will be \geq 70% on the ATI Comp Predictor for category of health promotion and maintenance.	2017	75.9%	79.4%	72.3%
2. Trended Data		+ 2.8%		
1. Same as above	2016	80.1%	85.1%	75.2%
2. Trended Data		N/A		

Data for ELA #2:

The revised clinical performance evaluation tool for the NS 126 course implemented in 2017-2018 show the following results for meeting clinical objectives related to patient-centered care.

Baseline Data:

SLO #1 Patient-Centered Care: Aggregate			Disaggregated		
ELA	Year	Rate	Exceeds	Meets	Meets w/assist
1. 95% of students will achieve the core competency for patient-centered care at the <i>Meets or Exceeds</i> level of expectation of the NS 126 clinical performance evaluation.	2018	100%	35%	65%	0%
2. Trended Data		N/A			

**SYSTEMATIC PLAN OF EVALUATION (SPE) for End-of-Program
Student Learning Outcomes: PRACTICAL
SLO #2 Teamwork and Communication**

Data for ELA #1:

ATI Comprehensive Predictor Assessment scores show the following results for the QSEN sub-category of Teamwork and Collaboration.

Baseline Data:

SLO #2 Teamwork and communication: Aggregate			Disaggregated	
ELA	Year	Rate	Aug grads	Dec grads
1. Students' group score for measure of teamwork and communication will be \geq 70% on the ATI Comp Predictor for category of teamwork and collaboration.	2017	75.7%	73.7%	77.7%
2. Trended Data		N/A		

Data for ELA #2:

The revised clinical performance evaluation tool for the NS 126 course implemented in 2017-2018 show the following results for meeting clinical objectives related to teamwork and communication.

Baseline Data

SLO #2 Teamwork and Communication: Aggregate			Disaggregated		
ELA	Year	Rate	Exceeds	Meets	Meets w/assist
1. 95% of students will achieve the core competency for teamwork and communication at the <i>Meets or Exceeds</i> level of expectation of the NS 126 clinical performance evaluation.	2018	100%	29.8%	70.2%	0%
2. Trended Data		N/A			

**SYSTEMATIC PLAN OF EVALUATION (SPE) for End-of-Program
Student Learning Outcomes: PRACTICAL
SLO #3 Evidence-Based Practice**

Data for ELA #1:

ATI Comprehensive Predictor Assessment scores show the following results for the QSEN sub-category of Evidence-Based Practice.

Baseline Data:

SLO #3 Evidence-Based Practice: Aggregate			Disaggregated	
ELA	Year	Rate	Aug grads	Dec grads
1. Students' group score for measure of evidence-based practice will be \geq 70% on the ATI Comp Predictor for QSEN category of evidence-based practice.	2017	71.3%	67.9%	74.6%
1. Trended Data		N/A		

**SYSTEMATIC PLAN OF EVALUATION (SPE) for End-of-Program
Student Learning Outcomes: PRACTICAL
SLO #4 Quality Improvement and Patient Safety**

Data for ELA #1:

ATI Comprehensive Predictor Assessment scores show the following results for the QSEN sub-category of Safety.

Baseline Data:

SLO #4 Quality Improvement and Patient Safety: Aggregate			Disaggregated	
ELA	Year	Rate	Aug grads	Dec grads
1. Students' group score for measure of quality improvement and patient safety will be => 70% on the ATI Comp Predictor for QSEN category of safety	2017	74.8%	72.3%	77.2%
2. Trended Data		N/A		

Data for ELA #2:

The revised clinical performance evaluation tool for the NS 126 course implemented in 2017-2018 show the following results for meeting clinical objectives related to quality improvement and safety.

Baseline Data

SLO #4 Quality Improvement and Patient Safety: Aggregate			Disaggregated		
ELA	Year	Rate	Exceeds	Meets	Meets w/assist
1. 95% of students will achieve the core competency for quality improvement and safety at the <i>Meets or Exceeds</i> level of expectation of the NS 126 clinical performance evaluation.	2018	94.6%	31.5%	63.2%	5.4%
2. Trended Data		N/A			

**SYSTEMATIC PLAN OF EVALUATION (SPE) for End-of-Program
Student Learning Outcomes: PRACTICAL
SLO #5 Informatics**

Data for ELA #1:

The revised clinical performance evaluation tool for the NS 126 course implemented in 2017-2018 show the following results for meeting clinical objectives related to use of healthcare informatics.

Baseline Data:

SLO #5 Healthcare Informatics: Aggregate			Disaggregated	
ELA	Year	Rate	Aug grads	Dec grads
1. 90% of students will achieve the core competency for use of healthcare informatics at the <i>Meets or Exceeds</i> level of expectation of the NS 126 clinical performance evaluation.	2018	90.6%	45.8%	9.4%
2. Trended Data		N/A		

**SYSTEMATIC PLAN OF EVALUATION (SPE) for End-of-Program
Student Learning Outcomes: PRACTICAL
SLO-CCC #6 Culturally Competent Care**

Data for ELA #1:

ATI Comprehensive Predictor Assessment scores show the following results for the QSEN sub-category of Patient-Centered Care: (*ATI definition for QSEN sub-category of patient-centered care correlates with the end-of-program SLO for Culturally Competent Care as stated.)

Baseline Data:

SLO-CCC #6 Culturally Competent Care: Aggregate			Disaggregated	
ELA	Year	Rate	Aug grads	Dec grads
1. Students' group score for measure of culturally competent care will be \geq 70% on the ATI Comp Predictor for QSEN category of patient-centered care.	2017	74.1%	75.9%	72.3%
2. Trended Data		N/A		
1. Same as above	2016	76.0%	76.9%	75.4%
2. Trended Data		N/A		

End-of-Program STUDENT LEARNING OUTCOMES (SLOs):
Associate in Applied Science, Registered Nurse Program

**SYSTEMATIC PLAN OF EVALUATION (SPE) for End-of-Program
Student Learning Outcomes: ASSOCIATE
SLO #1 Patient-Centered Care**

Data for ELA #1:

ATI Comprehensive Predictor Assessment scores show the following results for the category of Health Promotion and Maintenance (*ATI definition is reflective of health teaching and promotion.)

Baseline Data:

SLO #1 Patient-Centered Care: Aggregate			Disaggregated	
ELA	Year	Rate	Aug grads	Dec grads
1. Students' group score for measure of patient-centered care will be \geq 70% on the ATI Comp Predictor for category of health promotion and maintenance.	2017	73.9%	72.8%	76.1%
2. Trended Data		N/A		

Data for ELA #2:

The revised clinical performance evaluation tool for the NS 126 course implemented in 2017-2018 show the following results for meeting clinical objectives related to quality improvement and safety.

Baseline Data

SLO #1 Patient-Centered Care: Aggregate			Disaggregated		
ELA	Year	Rate	Exceeds	Meets	Meets w/assist
1. 95% of students will achieve the core competency for patient-centered care at the <i>Meets or Exceeds</i> level of expectation of the NS 255 clinical performance evaluation	2018	98.6%	53.6%	45.0	1.3%
2. Trended Data		N/A			

**SYSTEMATIC PLAN OF EVALUATION (SPE) for End-of-Program
Student Learning Outcomes: ASSOCIATE
SLO #2 Teamwork and Communication**

Data for ELA #1:

ATI Comprehensive Predictor Assessment scores show the following results for the QSEN sub-category of Teamwork and Collaboration.

Baseline Data:

SLO #2 Teamwork and communication: Aggregate			Disaggregated	
ELA	Year	Rate	Aug grads	Dec grads
1. Students' group score for measure of teamwork and communication will be \geq 70% on the ATI Comp Predictor for category of teamwork and collaboration.	2017	80.6%	84.4%	76.9%
2. Trended Data		N/A		

Data for ELA #2:

The revised clinical performance evaluation tool for the NS 255 course implemented in 2017-2018 show the following results for meeting clinical objectives related to teamwork and communication.

Baseline Data

SLO #2 Teamwork and Communication: Aggregate			Disaggregated		
ELA	Year	Rate	Exceeds	Meets	Meets w/assist
1. 95% of students will achieve the core competency for teamwork and communication at the <i>Meets or Exceeds</i> level of expectation of the NS 126 clinical performance evaluation.	2018	100%	27.5%	72.5%	0%
2. Trended Data		N/A			

**SYSTEMATIC PLAN OF EVALUATION (SPE) for End-of-Program
Student Learning Outcomes: ASSOCIATE
SLO #3 Evidence-Based Practice**

Data for ELA #1:

ATI Comprehensive Predictor Assessment scores show the following results for the QSEN sub-category of Evidence-Based Practice.

Baseline Data:

SLO #3 Evidence-Based Practice: Aggregate			Disaggregated	
ELA	Year	Rate	Aug grads	Dec grads
1. Students' group score for measure of evidence-based practice will be \geq 70% on the ATI Comp Predictor for QSEN category of evidence-based practice.	2017	75.6%	69.3%	82.0%
2. Trended Data		N/A		
1. Same as above	2016	72.9%	72.2%	73.6%
2. Trended Data		N/A		

**SYSTEMATIC PLAN OF EVALUATION (SPE) for End-of-Program
Student Learning Outcomes: ASSOCIATE
SLO #4 Quality Improvement and Patient Safety**

Data for ELA #1:

ATI Comprehensive Predictor Assessment scores show the following results for the QSEN sub-category of Safety.

Baseline Data:

SLO #4 Quality Improvement and Patient Safety: Aggregate			Disaggregated	
ELA	Year	Rate	Aug grads	Dec grads
1. Students' group score for measure of quality improvement and patient safety will be => 70% on the ATI Comp Predictor for QSEN category of safety.	2017	74.7%	75.5%	73.9%
2. Trended Data		N/A		

Data for ELA #2:

The revised clinical performance evaluation tool for the NS 255 course implemented in 2017-2018 show the following results for meeting clinical objectives related to teamwork and communication.

Baseline Data

SLO #4 Quality Improvement and Patient Safety: Aggregate			Disaggregated		
ELA	Year	Rate	Exceeds	Meets	Meets w/assist
1. 95% of students will achieve the core competency for quality improvement and patient safety at the <i>Meets or Exceeds</i> level of expectation of the NS 255 clinical performance evaluation.	2018	100%	60.8%	39.1%	0%
2. Trended Data		N/A			

**SYSTEMATIC PLAN OF EVALUATION (SPE) for End-of-Program
Student Learning Outcomes: ASSOCIATE
SLO #5 Informatics**

Data for ELA #1:

The revised clinical performance evaluation tool for the NS 255 course implemented in 2017-2018 show the following results for meeting clinical objectives related to use of healthcare informatics.

Baseline Data:

SLO #5 Healthcare Informatics: Aggregate			Disaggregated		
ELA	Year	Rate	Exceeds	Meets	Meets w/assist
1. 95% of students will achieve the core competency for use of healthcare informatics at the <i>Meets or Exceeds</i> level of expectation of the NS 255 clinical performance evaluation.	2018	100%	56.8%	43.2%	0%
2. Trended Data		N/A			

**SYSTEMATIC PLAN OF EVALUATION (SPE) for End-of-Program
Student Learning Outcomes: ASSOCIATE
SL-CCC #6 Culturally Competent Care**

Data for ELA #1:

ATI Comprehensive Predictor Assessment scores show the following results for the QSEN sub-category of Patient-Centered Care: (*ATI definition for QSEN sub-category of patient-centered care correlates with the end-of-program SLO for Culturally Competent Care as stated.)

Baseline Data:

SLO-CCC #6 Culturally Competent Care: Aggregate			Disaggregated	
ELA	Year	Rate	Aug grads	Dec grads
1. Students' group score for measure of culturally competent care will be \geq 70% on the ATI Comp Predictor for QSEN category of patient-centered care.	2017	75.6%	73.9%	77.4%
2. Trended Data		+ 5.4%		
1. Same as above	2016	70.2%	70.3%	70.0%
2. Trended Data		N/A		

End-of-Program STUDENT LEARNING OUTCOMES (SLOs):
 Bachelor of Science, Nursing Major RN-to-BS Program

**SYSTEMATIC PLAN OF EVALUATION (SPE) for End-of-Program
 Student Learning Outcomes: BACCALAUREATE
 SLO #1 Patient-Centered Care**

Data for ELA #1:

The revised clinical performance evaluation tool for the NS 410 course implemented in 2017-2018 show the following results for meeting clinical objectives related to patient-centered care.

Baseline Data:

SLO #1 Patient-Centered Care: Aggregate			Disaggregated		
ELA	Year	Rate	Exceeds	Meets	Meets w/assist
1. 95% of students will achieve the core competency for patient-centered care at the <i>Meets or Exceeds</i> level of expectation of the NS 410 clinical performance evaluation.	2018	100%	33.0%	67.0%	0%
2. Trended Data		N/A			

**SYSTEMATIC PLAN OF EVALUATION (SPE) for End-of-Program
Student Learning Outcomes: BACCALAUREATE
SLO #2 Teamwork and Communication**

Data for ELA #1:

The revised clinical performance evaluation tool for the NS 410 course implemented in 2017-2018 show the following results for meeting clinical objectives related to patient-centered care.

Baseline Data:

SLO #2 Teamwork & Communication: Aggregate			Disaggregated		
ELA	Year	Rate	Fully Met	Partially Met	Minim Met
1. 80% of students receive satisfactory rating, <i>criteria fully or partially met</i> , on QI proposal rubric: <ul style="list-style-type: none"> • Highlight role of ITD team. 	2017	82%	45% (5/11)	36% (4/11)	18% 2/11
2. Trended Data		N/A			

**SYSTEMATIC PLAN OF EVALUATION (SPE) for End-of-Program
Student Learning Outcomes: BACCALAUREATE
SLO #3 Evidence-Based Practice**

Data for ELA #1:

The revised clinical performance evaluation tool for the NS 410 course implemented in 2017-2018 show the following results for meeting clinical objectives related to patient-centered care.

Baseline Data:

SLO #3 Evidence-Based Practice: Aggregate			Disaggregated		
ELA	Year	Rate	Exceeds	Meets	Meets w/assist
1. 95% of students will achieve the core competency for evidence-based practice at the <i>Meets or Exceeds</i> level of expectation of the NS 410 clinical performance evaluation.	2018	100%	28.6%	71.4%	0%
3. Trended Data		N/A			

**SYSTEMATIC PLAN OF EVALUATION (SPE) for End-of-Program
Student Learning Outcomes: BACCALAUREATE
SLO #4 Quality Improvement and Patient Safety**

Data for ELA #1:

The revised clinical performance evaluation tool for the NS 410 course implemented in 2017-2018 show the following results for meeting clinical objectives related to patient-centered care.

Baseline Data:

SLO #4 Quality Improvement and Patient Safety: Aggregate			Disaggregated		
ELA	Year	Rate	Fully Met	Partially Met	Minim Met
1. 80% of students receive satisfactory rating, <i>criteria fully or partially met</i> , on QI proposal rubric: <ul style="list-style-type: none"> • Proposed plan of interventions 	2017	82%	45% (5/11)	36% (4/11)	18% (2/11)
2. Trended Data		N/A			

**SYSTEMATIC PLAN OF EVALUATION (SPE) for End-of-Program
Student Learning Outcomes: BACCALAUREATE
SLO #5 Informatics**

Data for ELA #1:

Summary data for student scores on the QI Proposal grading rubric (Draft 2) shows the following results for demonstration of information literacy in formulation of QI proposal that is based on a review of the literature.

Baseline Data:					
SLO #5 Informatics: Aggregate			Disaggregated		
ELA	Year	Rate	Fully Met	Partially Met	Minim Met
1. 80% of students receive satisfactory rating, <i>criteria fully or partially met</i> , on QI proposal rubric: <ul style="list-style-type: none"> • Literature review 	2017	100%	36% (4/11)	64% (7/11)	0% (0/11)
2. Trended Data		N/A			

**SYSTEMATIC PLAN OF EVALUATION (SPE) for end-of-program Student Learning
Outcomes: BACCALAUREATE
SLO-CCC #6 Culturally Competent Care**

Data for ELA #1:

The grading rubric tool for Health Promotion paper in the NS 410 course shows the following baseline results for meeting learning objectives related to culturally competent care for 2017-2018:

Group #1 grade = 98%

Group #2 grade = 100%