



MANHATTAN COLLEGE

Strategic Plan Phase II 2020 Report



A NOTE FROM THE CO-CHAIRS

Presented for your consideration is an assessment report of Phase II of the Manhattan College Strategic Plan (2015-2020) with progress towards our goals and objectives of the last five years. In Fall of 2019 a Strategic Plan Steering Committee and Advisory Committee were formed and charged with an assessment of Phase II and the concurrent development of Phase III (2020-2025) of the fifteen-year *Manhattan College Strategic Plan: Renewing the Promise*. The Steering Committee selected an Advisory Committee comprised of liaisons to all the departments and units at the College. In order to begin the work of Phase II assessment, liaisons were asked to reach out to their constituent areas with a form that requested feedback on major strategic initiatives from the last five years. A second form was sent to budget managers requesting information about allocation or reallocation of resources to support these initiatives.

Highlights of initiatives from the College community presented in the following pages demonstrate how individual departments and units aligned their strategic initiatives with the Key Strategic Goals of Phase II. There are also summaries qualitatively discussing our progress towards these Goals and Key Strategies as well as Select Measures associated with these areas. Select Measures for 2019-2020 are impacted by the COVID-19 pandemic, and in many instances are still fluid. Please note that this report gives the highest-level overview of our progress toward meeting our goals as laid out in Phase II of the Strategic Plan and we have had to condense information from many units and departments. Indeed, the number of responses that we had to our call for submissions reminds us of our close alignment with mission in every area, and the great work that has moved the College forward in the last five years.

We are happy to report that Phase III of the Strategic Plan was affirmed by the Board of Trustees in June of 2020. We proceed with this plan guiding our next five years, amidst a global national pandemic, COVID-19, with the new Strategic Plan Phase III as a guide to our vision for the future of Lasallian Catholic higher education at Manhattan College.

Respectfully Submitted,

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October 13, 2020



Reflection on
**FAITH
and
REASON**

MANHATTAN
COLLEGE

Excellence in
TEACHING

MANHATTAN
COLLEGE

Commitment to
**SOCIAL
JUSTICE**

MANHATTAN
COLLEGE

Hallmarks of the
**LASALLI
HERITAGE**
Inspiring our mission

MANHATTAN
COLLEGE

Emphasis on
**ETHICAL
CONDUCT**

MANHATTAN
COLLEGE

Respect for
**HUMAN
DIGNITY**

MANHATTAN
COLLEGE

STRATEGIC VISION FOR PHASE II OF THE STRATEGIC PLAN: 2015-2020

Manhattan College will be widely recognized for excellence in providing a distinctively engaging educational experience grounded in its Catholic and Lasallian commitment to education as both a search for wisdom and a means to contribute to the greater good of the human family. The College will enhance and expand its reputation for excellence chiefly by building on its core strengths: its Lasallian Catholic heritage, its location as a residential campus in New York City, and its ability to offer, in a medium-sized and person-centered college setting, an extraordinarily broad range of disciplinary, interdisciplinary, and co-curricular opportunities.

CORE GOAL 1: DISTINCTIVE LEARNING HERITAGE

We will advance learning by ensuring the vitality and visibility of our distinctive core identity as Catholic and Lasallian throughout the College.

CORE GOAL 2: DISTINCTIVE LEARNING ENVIRONMENT

We will advance learning by fostering student engagement and integrated learning through our distinctive environment on campus, in New York City, and with our international networks.

CORE GOAL 3: DISTINCTIVE LEARNING DYNAMIC

We will advance learning through the distinctive dynamic of our integration of liberal arts and professional disciplines throughout the College.

SUMMARY PROGRESS TOWARD GOALS 2015-2020

The assessment of Phase II of the current Manhattan College Strategic Plan shows substantial progress toward meeting established goals. The overall areas of substantial improvement include the expansion of academic programming, co-curricular expansion, graduate and non-credit expansion, student academic resource support, and student research enhancement. Areas needing improvement include student retention and satisfaction, facilities, institutional environmental and sustainability initiative coordination, and data accessibility. This latter issue of data access/availability is important in that it severely restricted the ability to measure progress toward respective strategic goals as well as the ability to match existing data collection with strategic initiatives and goals. As this assessment progressed, it became immediately apparent that many of our strategic goals were either difficult to measure as a result of goal-data incongruity, or needed data that was neither collected nor available. More to the point, it was clear that the Strategic Plan was not well-integrated into data collection initiatives and annual assessment in a way that made Strategic Plan assessment objective and verifiable. As we move into Phase III of the Manhattan College Strategic Plan, it is imperative that we put in place the means to actually promote and move strategic initiatives forward and that those initiatives be accurately measured to determine efficacy and progress. Below, please find specific information on each strategic goal category along with sample measures and community-generated highlights of activities in support of respective goal.

CORE GOAL 1
DISTINCTIVE LEARNING HERITAGE

We will advance learning by ensuring the vitality and visibility of our distinctive core identity as Catholic and Lasallian throughout the College.

1.1

Promote a local and global, inclusive, and accessible understanding of the Catholic intellectual, social, and educational tradition and the legacy of Saint John Baptist de La Salle through their integration with the liberal arts and professional disciplines.

1.2

Support an academic and co-curricular environment that encourages a dynamic quest for truth and assists students in the development of a mature understanding of faith and its relation to reason, including the contemporary global vision of Lasallian education.

1.3

Exemplify and enhance local and global civic engagement consistent with the social justice values of the College's Lasallian Catholic identity, with particular attention to the alleviation of human suffering.

1.1 PROMOTE A LOCAL AND GLOBAL, INCLUSIVE, AND ACCESSIBLE UNDERSTANDING OF THE CATHOLIC INTELLECTUAL, SOCIAL, AND EDUCATIONAL TRADITION AND THE LEGACY OF SAINT JOHN BAPTIST DE LA SALLE THROUGH THEIR INTEGRATION WITH THE LIBERAL ARTS AND PROFESSIONAL DISCIPLINES.

Manhattan College made progress toward meeting Strategic Goal 1.1 through the formalization of the College Core Identity Seminar for faculty, staff, and administrators as well as regular participation in and leadership within various national and international Lasallian formation initiatives. Outreach and engagement efforts have also been sponsored by the Offices of Mission to connect Manhattan College faculty, staff, administration, and trustees with colleagues at Lasallian institutions in Colombia, Palestine, France, and Italy. National outreach and participation in several racial justice colloquies have complemented the expanded inclusion of contemporary global and local issues in Mission Month. Campus Ministry continues to work to connect all members of the Manhattan College community with Catholic intellectual and social justice traditions through their innovative Agape Latte speaker series and the expansion of the Lasallians in Faith Together (LIFT) retreat. Academically, Manhattan College and Study Abroad led the development of the Rome interdisciplinary semester abroad program at the Generalate of the De La Salle Institute (LUCE) and faculty from the School of Liberal Arts worked with the editorial board of *Axis: The Journal of Lasallian Higher Education* to produce a special edition that featured the collaborative, mission-related work of students and faculty from Manhattan College.

SELECT MEASURES	2015	2016	2017	2018	2019
Number of CCIS participants (College Core Identity Seminar) faculty/administrators	48	61	42	34	55
Number of Attendees in IALU (International Leadership Program for Faculties from Lasallian Universities) Programs	2	5	4	7	15
Number of Attendees in Lasallian Higher Education Colloquy	7	4	5	6	6

HIGHLIGHTS OF INITIATIVES FROM COMMUNITY

- Mission-oriented speakers and series, including Agape Latte
- Support for and participation in international IALU formation programs on global understanding and leadership for faculty, staff, and students
- Saint Mary's University of Minnesota-Manhattan College Summer Retreat Colloquy
- Trustee Core Identity Formation Holy Land Pilgrimage
- Rome interdisciplinary semester abroad program (LUCE) at the Generalate of the De La Salle Institute developed with partner Lasallian institutions
- Faculty Collaborative Academic Exploration Experiences at Universidad de La Salle, Bogotá, Colombia (2018); UniLaSalle, Beauvais, France (2018), and Bethlehem University, Palestine (2017)
- Bethlehem University-Manhattan College student/faculty Summer Research Program participation (2016 & 2017)
- Expansion of Lasallians in Faith Together (LIFT) retreat program
- Lasallian Women and Gender Resource Center programming, including Agitating the Charism series
- Integration of Lasallian social justice legacies into School of Education training programs and experience abroad programs
- Faculty and Administrator participation in Lasallian Higher Education Colloquy on Racial Justice annual series 2015-2019 (joint with DENA and the Lasallian universities across North America)
- Creation of Lasallian Catholic core identity peer facilitated formation mentoring and networking orientation program (CCIS) for faculty, staff, and administrators (Office of Mission)
- Expansion of global issues and emphases in the annual Mission Month activities
- Creation, Collaboration and Participation Racial Justice Colloquy
- Catholic Relief Services Partnership and Faculty Research Awards
- Continued integration of Lasallian and mission-derived social justice themes into curricular development activities in academic departments
- Faculty publications on social justice in Lasallian higher education today in AXIS: Journal of Lasallian Higher Education

1.2 SUPPORT AN ACADEMIC AND CO-CURRICULAR ENVIRONMENT THAT ENCOURAGES A DYNAMIC QUEST FOR TRUTH AND ASSISTS STUDENTS IN THE DEVELOPMENT OF A MATURE UNDERSTANDING OF FAITH AND ITS RELATION TO REASON, INCLUDING THE CONTEMPORARY GLOBAL VISION OF LASALLIAN EDUCATION.

Manhattan College made progress toward meeting Strategic Goal 1.2 through cross- and inter-curricular engagement led by the creation of the Office of Community Engaged Learning (CEL) and the Lasallian Women and Gender Resource Center (LWGRC). CEL has worked to promote community-oriented co-curricular activities, expanded the long-standing Lasallian Outreach and Volunteer Experiences (LOVE), and supports service-learning engagement with the Manhattan College Arches program. LWGRC provides invaluable leadership training and outreach for students, faculty, staff, and administration, while also taking a lead role in connecting co-curricular engagement with the global vision of Lasallian education. The LWGRC-organized and led “Agitating the Charism” seminar is a notable example of this integrative work. The Center for Academic Success continues to expand its resource and support programs specifically designed to not only facilitate opportunities for underserved students, but also to provide ongoing support to ensure retention of students with less traditional academic backgrounds. CSTEP expansion, successful HEOP engagement, the Summer Literacy Institute, and the innovative Success@Manhattan programs all directly support retention goals and serve the fundamental Lasallian mission of providing educational opportunities to underserved students. The Multicultural Center continued to provide leadership training and global Lasallian engagement opportunities for students, notably at several annual international IALU Summer Institutes. Continued interfaith and intercultural activities and programming from the Office of Ministry, Office of Mission, and the Department of Religious Studies (Religion Matters series) have directly contributed to progress toward this specific strategic goal.

SELECT MEASURES	2015	2016	2017	2018	2019
Percent of Students that Agree or Strongly Agree that Lasallian Catholic identity is vital and visible on this campus	64%	68%	62%	64%	67%
Percent of graduating seniors that self-report ability from knowledge gained while at MC for “aware and knowledgeable of different religious faiths” (Excellent or Very Good)	64%	61%	62%	64%	64%
Percent of graduating seniors that self-report ability from knowledge gained while at MC for “working with people from diverse cultures and backgrounds.”	64%	62%	65%	63%	64%

HIGHLIGHTS OF INITIATIVES FROM COMMUNITY

- Participated in the establishment of the Lasallian Contingent at the Ignatian Family Teach-In Established the Lasallian Ambassadors Points for Performance Program
- Development of the Office of Community-Engaged Learning (CEL)
- Expansion and redevelopment of Lasallian Outreach and Volunteer Experiences (LOVE) through the Office of Community-Engaged Learning
- Departmental participation in College Core Identity Seminars (CCIS)
- Lasallian Women and Gender Resource Center creation and programming
- Multicultural Center-led student participation in IALU Summer Institute
- Center for Academic Success (CAS) expanded program including Summer Literacy Institute, CSTEP, and Success @ Manhattan bridge programming
- Center for Optimal College Readiness
- Continued interfaith and intercultural activities and programming from the Office of Ministry, Office of Mission, and the Department of Religious Studies including Religion Matters Series, Agape Latte, Faith on Tap, Kairos Retreat
- Catholic Relief Services Partnership and Student Ambassador Program

1.3 EXEMPLIFY AND ENHANCE LOCAL AND GLOBAL CIVIC ENGAGEMENT CONSISTENT WITH THE SOCIAL JUSTICE VALUES OF THE COLLEGE'S LASALLIAN CATHOLIC IDENTITY, WITH PARTICULAR ATTENTION TO THE ALLEVIATION OF HUMAN SUFFERING.

Manhattan College made substantial progress toward Strategic Goal 1.3, specifically enhancing student and student/faculty collaborative research opportunities. Program innovations like the Summer Research Scholars program, professional support in the Office of Grants Administration and Center for Graduate School and Fellowship Advancement. The Summer Research Program has served as a springboard for increased research engagement on the part of Manhattan College students, particularly with regards to undergraduate fellowships (successful winners of Mitchell, Fulbright, Goldwater, and other highly competitive fellowships). Study Abroad has expanded its short and semester-long offerings and worked to collectively build the One Lasalle student exchange program with other international Lasallian higher educational institutions. CCIS participation and global Lasallian faculty/staff outreach (see 1.1) have also resulted in enhanced research opportunities, including the Lasallian Research Platform (developed in collaboration with Bethlehem University), that continue the tradition of embedding scholarship in Lasallian education. Mission-centric social justice initiatives include CEL augmentation of the LOVE program, Ignatian and racial justice colloquies and teach-in events, LWGRC activities on campus and community equity, expansion of Community Engagement and Social Action programming, including local community engagement with the Lasallian Outreach Collaborative (LOCo), Service on Saturday, and Activism Excursions. Finally, work on better integrating global awareness and engagement in the College Wide Core Curriculum has been integrated into ongoing preparation for Middle States Assessment during the next academic year.

SELECT MEASURES	2015	2016	2017	2018	2019
Number of MC presentations at International Lasallian Research Symposium	11	16	16	13	10
Number of Summer Research Scholars	65	63	77	68	58
Percent of seniors report that while at Manhattan College, they did research with a faculty member	34%	44%	25%	20%	16%
Percent of seniors Report Having Participated in Community Service During their Undergraduate Years	45%	46%	48%	46%	46%
Total number of Work Study Placements for Community Partnerships in academic year through Campus Ministry and Social Action	35	125	71	44	60
Number of active Community Partnerships for work study placement in academic year through Campus Ministry and Social Action	5	14	9	10	15
Percent of students that report it is important that we are a Fair Trade college	56%	58%	57%	58%	57%

HIGHLIGHTS OF INITIATIVES FROM COMMUNITY

- Office of Mission-led faculty, staff, and administrator experiences in Bogota, Bethlehem, and within the US
- CCIS formation events and orientation activities
- Expansion of Study Abroad, Semester Abroad, and Study Away programs
- One Lasalle student exchange program development
- CAS and School of Education college preparedness outreach and support, including VISTA
- Expansion of Community Engagement and Social Action programming, including local community engagement with the Lasallian Outreach Collaborative (LOCo)
- Social Justice Immersion experience through the LOVE program, Service on Saturday, Activism Excursion
- Post-Graduation Volunteer Fair
- Review and reform of College Wide Core Curriculum (CWCC), particularly focused on Global Engagement
- Fulbright Advising Program
- Community Engaged Learning Faculty Development Program
- Center for Urban Resilience & Environmental Sustainability Programs
- Fair Trade Designation
- Development of ARCHES

CORE GOAL 2 DISTINCTIVE LEARNING ENVIRONMENT

We will advance learning by fostering student engagement and integrated learning through our distinctive environment on campus, in New York City, and with our international networks.

2.1

Ensure that incoming undergraduate and graduate students have the support to make the transition to the Manhattan College community as welcomed, aware, confident, motivated, and responsible persons.

2.2

Ensure a safe, nurturing, engaging, and enjoyable environment with resources and services that support and challenge undergraduate and graduate students academically, socially, spiritually, physically, psychologically, and professionally.

2.3

Ensure that students have excellent support in their efforts to deepen the discernment of their vocation as they gain employment or continue their education in graduate or professional schools.

2.4

Promote and model environmental sustainability throughout the campus.

2.5

Ensure financial resources and administrative capacity to recruit and retain excellent students, faculty, staff, administrators, and trustees.

2.6

Continue to develop athletic and wellness opportunities.

2.1 ENSURE THAT INCOMING UNDERGRADUATE AND GRADUATE STUDENTS HAVE THE SUPPORT TO MAKE THE TRANSITION TO THE MANHATTAN COLLEGE COMMUNITY AS WELCOMED, AWARE, CONFIDENT, MOTIVATED, AND RESPONSIBLE PERSONS.

Manhattan College has made progress toward meeting Strategic Goal 2.1 at multiple levels in varied areas. Successful initiatives include academic preparation in the form of respective department and school “bridge” transition programs, first-year seminar course expansion and continued Arches development, and HEOP, CSTEP, College 101, and other academic success initiatives. Progress was also noted in the areas of equity and diversity with the creation of a new senior level position of the Director of Equity, Diversity, and Chief Title IX Coordinator in September 2018, a position that provides leadership in the strategic planning of programs that support and promulgate an equitable, diverse and inclusive campus culture and reports directly to the President. Additionally, progress in advancing this key strategy was also noted with regards to expanded institutional support with the creation and staffing in 2016 of the [Lasallian Women and Gender Resource Center](#), the [creation of a new department, staff, and space for Multicultural Affairs](#) in January 2016 (including student retreats leadership training events), intergroup dialog initiatives (as well as Green Dot trainings), a host of Lasallian social and racial justice events for faculty, staff, and administrators, as well as interfaith programming from the Office of Campus Ministry and Social Action. Indirect support for the efficacy of these efforts can be found in the two Graduating Student Survey response measures (below). A less encouraging measure is the decrease in first to second year retention.

SELECT MEASURES	2015	2016	2017	2018	2019
Number of students enrolled in first year seminar courses in academic year	437	391	406	415	424
Number of students who participate in ARCHES	170	155	160	146	214
Freshman-Sophomore Retention Rate	84%	89%	85%	82%	81%
“As I think back on my orientation as a new student at Manhattan College, I believe that the Orientation Program provided me with a successful transition to the College.” (Answered Agree or Strongly Agree)	41%	45%	43%	42%	49%
“Did you feel that you were a valued member of the Manhattan College Community, accepted and treated fairly no matter race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability, attributes, religious or ethical values system, national origin, and political beliefs?” Answered Yes	—	89%	90%	88%	91%

HIGHLIGHTS OF INITIATIVES FROM COMMUNITY

- Student Orientation, Opening Weekend, Orientation Leader Program
- Arches Program
- Intergroup dialogue initiative
- Creation of the Multicultural Center
- Leadership Trainings for RAs, OLs, other student leaders.
- Creation of the Lasallian Women and Gender Resource Center
- Diversity Retreats and Programming
- Creation of Peer Mentor Program (Manhattan Opens Doors—MODs), Creation of College 101
- Financial Aid in Spanish
- Summer Programs for HEOP, CSTEP, Creation of Success @ Manhattan Program
- Bridge Programs: Pre-Calculus Bridge, Biology Bridge
- Director of Diversity, Equity, and Chief Title IX Coordinator Hire
- Development of 1st year seminar in all schools (used to be more limited)
- Recruitment plan for minority, first-generation, pell
- Faculty selection committee training
- Microaggression and Diversity trainings (FDD +)

2.2 ENSURE A SAFE, NURTURING, ENGAGING, AND ENJOYABLE ENVIRONMENT WITH RESOURCES AND SERVICES THAT SUPPORT AND CHALLENGE UNDERGRADUATE AND GRADUATE STUDENTS ACADEMICALLY, SOCIALLY, SPIRITUALLY, PHYSICALLY, PSYCHOLOGICALLY, AND PROFESSIONALLY.

Manhattan College has made unclear progress toward meeting Strategic Goal 2.2, but recent declines in student satisfaction, graduate rates, and retention demand future attention. Program development and expansion with regards to student veterans, living and learning communities, student exchange opportunities, and student resource support (from the Center for Academic Excellence) are all areas of ongoing student engagement. Similarly, recent additions such as the Office of Equity, Diversity, and Title IX, Green Dot training, and the Lasallian Women and Gender Resource Center are reflections of significant campus needs and were driven by student, faculty, staff, and administrative demand. Limited information with regards to faculty, staff, and administrator climate and satisfaction similarly limit assessment.

SELECT MEASURES	2015	2016	2017	2018	2019
Percent of freshmen evaluate their entire educational experience at Manhattan College so far as excellent or good	84%	85%	91%	82%	—
Percent seniors evaluate entire educational experience as excellent or good	82%	85%	80%	77%	75%
6 Year Graduation Rate	75%	72%	71%	75%	71%
Freshman-Sophomore Retention Rate	84%	89%	85%	82%	81%

HIGHLIGHTS OF INITIATIVES FROM COMMUNITY

- Jasper Books program emphasizing affordable and free textbook options for students in need
- Expansion of Career Services to staff career counselors in each school
- Creation and staffing of a Title IX office and Director of Equity and Diversity
- Expansion of equity training initiatives
- Implementation of Green Dot bystander training initiative
- Development of Veterans Center and Director of Veterans Affairs
- Development and support of One Lasalle student exchange program
- Expansion of interfaith engagement and programming
- Development of numerous mentoring programs
- Living and Learning Communities
- Expansion of academic success (CAS) programs including the Writing Center
- LWGRC Wellness Week programming and other personal health/wellness programming
- Academic Success (Retention Services, Disability Services, Peer Academic Coaches, Learning Specialist, Writing Fellows, Advising initiatives)
- Centralized Services in Thomas Hall
- Counseling Center Additional Staff

2.3 ENSURE THAT STUDENTS HAVE EXCELLENT SUPPORT IN THEIR EFFORTS TO DEEPEN THE DISCERNMENT OF THEIR VOCATION AS THEY GAIN EMPLOYMENT OR CONTINUE THEIR EDUCATION IN GRADUATE OR PROFESSIONAL SCHOOLS.

Manhattan College has made significant progress toward Strategic Goal 2.3. The expansion of several academic programs, including the expansion of community learning courses and activities organized by CEL and vocational preparation programs in the Schools of Business and Education alongside mentor program development in all schools. These academic initiatives are augmented by co-curricular initiatives, such as the Women Influencing Successful Enterprise (WISE) program run through the Career for Career Development, research experience in the Jasper Summer Research Scholars program, and supported by the Center for Fellowship and Graduate School Advisement. Students are taking advantage of this expansion of co-curricular and research experiences, including a substantial increase in the number of students engaged in senior seminar/capstone courses. This level of rigor appears to have sustained our nearly 90% level of employment or graduate school enrollment one year after graduation despite decreases in internship participation. This disparity implies that more students are taking advantage of research opportunities and pursuing graduate education following commencement, as a result. The successful applications of several Fulbright, Mitchell, and Goldwater Fellowship winners was also augmented by Manhattan College being recognized by the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA) as being a top Fulbright producing institution in 2019.

SELECT MEASURES	2015	2016	2017	2018	2019
Number of Community Based Learning courses in academic year	19	26	27	29	47
Number of students enrolled in a Community Based Learning courses by academic year	433	454	452	419	677
Percent of previous year's graduates enrolled in graduate school or employed within 1 year of graduation	89%	88%	88%	90%	85%
Percent of seniors report having participated in internship or field experience	85%	75%	72%	73%	75%
Number of Summer Research Scholars	65	63	77	68	58
Percent of seniors report that while at Manhattan College, they did research with a faculty member	34%	44%	25%	20%	16%
Percent of graduating seniors that participated in the Mentor Program during their undergraduate years	18%	16%	21%	23%	21%
Number of alumni that participated in Mentor Program	163	198	172	162	243

HIGHLIGHTS OF INITIATIVES FROM COMMUNITY

- Creation of the Women Influencing Successful Enterprise (WISE) program
- ITS STARS internship program
- Expansion of alumni mentor program for all schools
- Jasper Summer Scholars program
- Creation of a Student Conference Funding Program
- Expansion of student grant success (Fulbright, Goldwater, Mitchell, among others)
- Expansion of mentorship and career preparation programs in the School of Business including Beta Alpha Psi Dinner
- Annual Data Analytics Competition
- Development of virtual training simulations in the School of Education and Radiology
- Development of the Pre-health Concentration and credit bearing seminar course
- Graduating Student Survey and Career Outcomes Analysis
- Development of Advisory Boards for each school

2.4 PROMOTE AND MODEL ENVIRONMENTAL SUSTAINABILITY THROUGHOUT THE CAMPUS.

Manhattan College has made some progress toward Strategic Goal 2.4, particularly with regards to academic engagement. The creation and expansion of both the Environmental Studies (School of Liberal Arts) and Environmental Science (School of Science) programs emerged from student demand and discussions within the Center for Urban Resilience and Environmental Sustainability (CURES). Community engagement and local outreach with regards to urban sustainability and urban agriculture were developed on campus (rooftop test gardening) and supported in local communities. The long-standing success of the Civil and Environmental Engineering Department facilitates broader New York metro area work with local communities and the New York Department of Environmental Conservation, grant support from the Environmental Protection Agency, global clean water projects, and works projects in both New York City and Westchester County. With regards to promoting and modeling environmental sustainability on campus, there is little objective evidence to show that infrastructure and practice improvements have made substantial progress, though Manhattan College has become a Fair Trade campus. There have been several business practice initiatives to eliminate paper form processes (in the O'Malley Library, notably) but these efforts have been departmental and have not been engaged at the College level. Similarly, campus-wide initiatives to improve infrastructure efficiency and routinize sustainable practices have generally been student-led rather than institutional. The student clubs led an initiative to install water dispensers throughout campus, and during 2019-2020, there were strides made to reduce bottled water at campus events by moving to hydration stations.

SELECT MEASURES	2015	2016	2017	2018	2019
Percent of graduating students that report it is important that we are a Fair Trade college	56%	58%	57%	58%	57%
Total number of students enrolled in Environmental Studies, Environmental Science, and Environmental Engineering	51	60	47	54	64

HIGHLIGHTS OF INITIATIVES FROM COMMUNITY

- Expansion of electronic business practices in many areas of College operations
- Development of Environmental Studies, Environmental Science programs
- Expansion of student-led sustainability initiatives including rooftop gardening and community outreach
- Sustained outreach and community engagement of Civil and Environmental Engineering program, including the NYWEA Activities and Partnerships, active research grants and contracts, and partnerships with public and private organizations
- Center for Urban Resiliency and Environmental Sustainability

2.5 ENSURE FINANCIAL RESOURCES AND ADMINISTRATIVE CAPACITY TO RECRUIT AND RETAIN EXCELLENT STUDENTS, FACULTY, STAFF, ADMINISTRATORS, AND TRUSTEES.

Manhattan College is making progress toward Strategic Goal 2.5, however the data available for measuring financial resources and administrative capacity are either unavailable or limited in their scope. That said, indirect measures of recruitment and retention show either stable or declining retention and a slight decline in student satisfaction with academic facilities. Marginal gains in aggregate “minority” student recruitment and stable faculty retention may show adequate funding, but these available data do not allow for more significant findings. Narrative evidence of strategic goal progress can be found in recent Manhattan College Capital Campaign successes, increased donor engagement, the expansion of CAMINO and other programs within SCPS, and increased revenues from Conference Services and Events. These programs and initiatives have benefitted from increase social media and marketing initiatives led by the Office of Marketing and Communications. All of these programs have been negatively impacted by the 2020 pandemic. Academic expansion in other areas includes program additions (Biomedical Engineering, Geography, for example), graduate and non-credit program expansion (see Strategic Goal 3.3), and logistic support from the Office of Grants Administration have all either directly or indirectly benefitted enrollment and are indicators of future strategic academic development. With respect to facilities, during this time the College moved Center for Academic Success, Financial Aid, Career Pathways, and Study Abroad to a centralized location on the campus level of Thomas Hall to better support students.

SELECT MEASURES	2015	2016	2017	2018	2019
Percent First Generation Undergraduate Full-time Freshmen for Fall	32%	34%	35%	35%	36%
Percent Minority (HI, BL, AS, Amer Ind., Multi-Rac) Undergraduate Full-time Freshmen for Fall	37%	31%	39%	39%	36%
Percent Full-time Undergraduate Minority (HI, BL, AS, Amer Ind., Multi-Rac) Students	34%	33%	34%	35%	35%
Percent full-time faculty	76%	77%	76%	76%	78%
Percent female full-time faculty	42%	44%	46%	46%	45%
Percent minority (HI, BL, AS, Am. Ind., Mult-R) full-time faculty	15%	16%	18%	19%	18%
Percent of graduating seniors who report they are satisfied or very satisfied with Manhattan College's classroom facilities	84%	84%	83%	82%	81%
Freshman-Sophomore Retention Rate	84%	89%	85%	82%	81%
Percent of Graduating Seniors that Indicated Agree or Strongly Agree to the following: "During my time at Manhattan College, there have been improvements in the facilities and physical infrastructure that have enhanced living and learning for me."	69%	77%	69%	64%	55%
Total CAMINO Enrollment		9	29	55	63

HIGHLIGHTS OF INITIATIVES FROM COMMUNITY

- Staffing of Office of Grants Administration in support of several successful academic grant initiatives including funding from several federal and other sources
- Manhattan Capital Campaign through the Office of Development
- Significant expansion of donor gifts and sustained donor relationships
- Significant expansion of Conference Services revenues
- CAMINO program
- New program development in Biomedical Engineering, Geography, and other undergraduate programs and concentrations
- Increases in revenue generation in Study Abroad
- Expansion of social media and data infrastructure to enhance donations and gifts
- Non Credit programs expansion and development, including summer programs, IELP, Pathways Program, after-school programs
- Graduate program development and increases in total graduate credit hours
- Partnership with Admissions and Academic Affairs to increase total number of Veterans
- Hire of Director of International Admissions, Hire of Director of Graduate Admissions
- Retention Committee efforts, and CAS efforts
- Partnership with Higher Education Recruitment Consortium for recruitment activities and trainings

2.6 CONTINUE TO DEVELOP ATHLETIC AND WELLNESS OPPORTUNITIES

Manhattan College has sustained a high level of support for Strategic Goal 2.6. The popularity of the Fitness Center is facilitated by its open availability, the Department of Kinesiology and Student Life regularly organize wellness activities for students, faculty, staff and administration, and Manhattan College maintains an extensive NCAA Division 1 roster of athletics teams, despite the small size and limited resources of the College, in addition to several club and intermural athletic opportunities for students. Human Resources has worked with our current health insurer, Christian Brothers Services, to provide wellness screenings for all employees as well as preventative initiatives such as annual flu shots. Other co-curricular effects to promote wellness for all members of the campus community can be found in the work of the Lasallian Women and Gender Resource Center's "Wellness Week."

SELECT MEASURES	2015	2016	2017	2018	2019
Percent of graduating seniors that indicated that they are satisfied with the fitness center	50%	55%	54%	57%	54%
Percent of graduating seniors that indicated that fitness and exercise facilities are important	72%	76%	75%	73%	68%
Intramural Sports	764	630	613	769	717

HIGHLIGHTS OF INITIATIVES FROM COMMUNITY

- Fitness Center access for campus community members, expanded wellness monitoring and annual flu shot provision
- Development of innovative wellness programs for veterans as a part of both Religious Studies and Study Abroad
- LWGRC Wellness Week and other personal health/wellness programming
- Partnership with Center for Academic Success to support athletes; Academic Success Advisors
- Intramural Sports Programming
- Esports Initiatives

CORE GOAL 3
DISTINCTIVE LEARNING DYNAMIC

We will advance learning through the distinctive dynamic of our integration of liberal arts and professional disciplines throughout the College.

3.1

Transcend traditional disciplinary, programmatic, cultural, and physical boundaries.

3.2

Advance the connection of curricular and co-curricular programs that encourage students to reflect upon and understand relationships among contemporary issues in society, professional and technical trends, faith and reason, and traditional academic topics with a diverse, multicultural, and global perspective.

3.3

Strengthen graduate and continuing education as a means to promote professional advancement, personal development, civic engagement, and service of others.

3.4

Enhance the College's academic reputation, contributions to public knowledge, and the lifelong exchange of ideas between the campus community and the larger community.

3.1 TRANSCEND TRADITIONAL DISCIPLINARY, PROGRAMMATIC, CULTURAL, AND PHYSICAL BOUNDARIES.

Manhattan College has made substantial progress toward Strategic Goal 3.1. These initiatives are both curricular and co-curricular and often form a bridge between academics and student life areas. The expansion of hybrid course offerings through the College is an indicator of the centrality of interdisciplinarity in curricular development and revision. Academic examples of interdisciplinary initiatives include the Digital Arts and Humanities program (and minor) that has been developed in the School of Liberal Arts, significant expansion of Study Abroad opportunities (both in locations and form of course offerings), and innovative interdisciplinary programs in Nanoscience and Environmental Science, not to mentioned sustained support for interdisciplinary programs (Peace and Justice Studies, International Studies, Labor Studies, Urban Studies, Women and Gender Studies, to name a few) in the School of Liberal Arts that partner with departments in Business, Education, and Engineering to expand interdisciplinary content. Co-curricular initiatives include the Lessons for Credit performing arts program that links students with professionals in Arches performing arts courses, the expansion of Lasallian Outreach and Volunteer Experience sites and activities, as well as the development of Activism Excursions and continuation of Slice of Social Justice programs organized by the Office of Campus Ministry. Finally, the Faculty Development Committee works to create events and opportunities for cross-disciplinary conversation and collaboration through their monthly lunch discussions and the annual Faculty Development Day seminars. There are a number of major areas of collaboration for Academic Affairs and Student Life, including Office of Career pathways, Community Engaged Learning, the Lasallian Women and Gender Resource Center, Athlete Success Programs, and Retention Committee. In addition, there is crosspollination between the Student Life Directors Meeting and the Provost Group Meetings so that relationships are maintained between these groups.

SELECT MEASURES	2015	2016	2017	2018	2019
Percent of Graduating Students that had a Study Abroad, Study Away or LOVE Experience	28%	28%	30%	28%	28%
Number of students who participate in ARCHES	170	155	160	146	214

HIGHLIGHTS OF INITIATIVES FROM COMMUNITY

- Lessons for Credit performing arts program linking students with professionals in the performing arts
- Arches
- Digital Arts and Humanities (DASH) initiative in the School of Liberal Arts
- Innovations in Study Abroad including research initiatives, short-term intersession offerings, among others
- Faculty Development Committee programming and initiatives to enhance professional faculty development
- Development of interdisciplinary programs in nanoscience and environmental science within the School of Science
- Expansion of Activism Excursions and Slice of Social Justice programming from the Office of Campus Ministry
- Expanded site locations (Bethlehem) for LOVE trips and continued revision of the LOVE program
- College Wide Core Competency work
- Instructional Design Work on hybrid and online courses
- Coordination between Academic Affairs and Student Life on Career Pathways, Community Engaged Learning, Lasallian Women and Gender Resource Center, Athlete Success, Retention Committee

3.2 ADVANCE THE CONNECTION OF CURRICULAR AND CO-CURRICULAR PROGRAMS THAT ENCOURAGE STUDENTS TO REFLECT UPON AND UNDERSTAND RELATIONSHIPS AMONG CONTEMPORARY ISSUES IN SOCIETY, PROFESSIONAL AND TECHNICAL TRENDS, FAITH AND REASON, AND TRADITIONAL ACADEMIC TOPICS WITH A DIVERSE, MULTICULTURAL, AND GLOBAL PERSPECTIVE.

Manhattan College has made significant progress toward Strategic Goal 3.2 in many of the same ways identified in Strategic Goal 3.1 above. Academic programs have worked to connect students from less advantaged backgrounds with the resources and strategies necessary for higher educational success as evidenced by the substantial bridge program development, particularly in the Schools of Engineering and Science, as well as greatly expanded bridge programs administered by the Center for Academic Excellence, including HEOP, CSTEP, Success @ Manhattan, and the Summer Literacy Institute. The School of Science has substantially expanded its interdisciplinary lab space to serve several new and existing programs. The Arches program continues to enroll high numbers of students who engage in a variety of co- and extra-curricular service learning activities. Increased research opportunities, identified in Strategic Goal 1.3 and 2.3 above, extend to broader engagement with the Lasallian educational community in the form of regular student and faculty presentations in the annual International Lasallian Research Symposium and publication in *Axis: The Lasallian Higher Education Journal*. Extensive co-curricular program development provides student opportunities in a variety of enriching areas and has been led by the Office of Career Development, LWGRC, Office of Campus Ministry, Student Life, and the Multicultural Center, as well as nearly all academic departments highlight the efforts of many across the College to connect interdisciplinary and co-curricular education with the broader academic and social worlds.

SELECT MEASURES	2015	2016	2017	2018	2019
Number of students who participate in ARCHES	170	155	160	146	214
Number of MC presentations at International Lasallian Research Symposium	11	16	16	13	10
Percent of Graduating Students that had a Study Abroad, Study Away or LOVE Experience	28%	28%	30%	28%	28%
Percent of students self-report ability from knowledge gained while at MC for “working with people from diverse cultures and backgrounds.”	64%	62%	65%	63%	64%
Percent of students report that the education has helped them develop a global perspective.	59%	65%	63%	63%	62%

HIGHLIGHTS OF INITIATIVES FROM COMMUNITY

- Sustained and expanded LOVE trip programming
- Co-curricular programming around women and LGBTQ+ initiatives in the LWGRC
- Expanded experiential education and cocurricular programming in several academic departments
- Arches
- Jasper Summer Research Scholars Program, including faculty and student joint presentation of research at the International Symposium on Lasallian Research at Saint Mary’s University of Minnesota
- Development of several integrated lab spaces in the School of Science, including: Sustainable Energy Systems Laboratory, Internet of Things Laboratory, Cybersecurity Laboratory and Laboratory for Cognitive Imaging and Neuromorphic Engineering (CINE)
- Active publication collaboration between faculty and students in all schools, including articles on social justice in Lasallian higher education in AXIS: The Journal of Lasallian Higher Education
- Office of Commuter Affairs development of “Bridging the Gap” cocurricular series for commuter and resident students
- Noncredit program development for vocational skills training by the Office of Career Development
- Extensive academic and professional lectures in all schools and across many departments at the College
- Summer Bridge Programs for HEOP, CSTEP, Success @ Manhattan
- Pre-Calc Bridge and Biology Bridge Programs
- Expanded Study Abroad and experiential education courses, including research abroad programming
- Data Analytics Competition

3.3 STRENGTHEN GRADUATE AND CONTINUING EDUCATION AS A MEANS TO PROMOTE PROFESSIONAL ADVANCEMENT, PERSONAL DEVELOPMENT, CIVIC ENGAGEMENT, AND SERVICE OF OTHERS

Manhattan College has made substantial program toward Strategic Goal 3.3, built on a renewed emphasis on student-faculty research collaborations identified in Strategic Goal sections 1.3, 2.3, 3.1, and 3.2 above. This expanded and integrated emphasis on collaborative research, as well as student-led research, has been matched by graduate program development and expansion across the College. As a result, the full-time graduate enrollment at Manhattan College has more than doubled as Manhattan College undergraduates make up a significant majority of graduate enrollees at the College. The School of Continuing and Professional Studies has seen even more dramatic full-time enrollment increases and continues to work with other programs, including Study Abroad, to expand curricular offerings and increase “non-traditional” student engagement. Noncredit program expansion has also seen substantial growth as evidenced by the Not-for Profit Management program highlighted below. This is an area of strategic importance as Manhattan College seeks to expand its student enrollment and curricular offerings.

SELECT MEASURES	2015	2016	2017	2018	2019
Total Full-time Graduate Enrollment	201	421	402	392	420
Total Part-time Graduate Enrollment	252	89	88	97	98
Total SCPS Full-time Undergraduate Enrollment	15	16	25	43	71
Total SCPS Part-time Undergraduate Enrollment	94	91	87	87	79
Total SCPS Full-time Graduate Enrollment	16	40	39	54	44
Total SCPS Full-time Online Graduate Enrollment	—	22	31	25	2
Number of students enrolled in online MBA program	—	15	38	33	15
Total Graduate Credit Hours	3677	4,215	4,088	4,097	4,171
Total CAMINO Enrollment	—	9	29	55	63

HIGHLIGHTS OF INITIATIVES FROM COMMUNITY

- Expanded Study Abroad programming in the School of Continuing Studies (SCPS)
- SCPS curricular and programming expansion, including noncredit programs
- MBA program expansion to focus on Business Analytics, Finance and Economics, and Organizations, Markets, and Sustainability, as well as the hiring of a MBA Director to recruit external students and to develop programs in Real Estate with the strong support of an alumni affinity group
- Development of pathways to graduate programs for other majors (Engineering to Business, Chemistry to Chemical Engineering, etc)
- Expanded graduate programs in bioelectrical and cybersecurity concentrations
- Expanded noncredit programming, such a Not-For Profit Management, annually serves over 2,300 individuals
- Expanded graduate program in Counseling through the School of Education
- Development of CAMINO Program

3.4 ENHANCE THE COLLEGE'S ACADEMIC REPUTATION, CONTRIBUTIONS TO PUBLIC KNOWLEDGE, AND THE LIFELONG EXCHANGE OF IDEAS BETWEEN THE CAMPUS COMMUNITY AND THE LARGER COMMUNITY.

Manhattan College has made significant progress toward Strategic Goal 3.4, as noted in Strategic Goals sections 1.3, 2.3, 3.1, and 3.2 above. As previously noted, the notable presence of Manhattan College faculty and students in international and national conferences, extensive publication in global publishing outlets, and extensive outreach initiatives have all been previously identified. The expansion of grant funded research projects (including funding from the National Institute of Health and National Science Foundation, among many others), student and faculty global fellowship awards (including several Fulbright award winners), and faculty service as officials and organizers with international and national professional organizations are notable examples of this strategic progress. Also of particular emphasis, is the expansion of both academic and community engagement initiatives that reflect the social engagement inherent in the College Mission as well as new innovations to engage broader audiences. Efforts such as the International Business Analytics competition hosted by the O'Malley School of Business clearly highlight the successful blending of academic and outreach efforts. Similarly, LWGRC partnership initiatives with the Kingsbridge Community Center, among other community engagement efforts, regular engagement between Conference Services and local community organizations, and the work undertaken by International Student and Scholar Services, including the development of the Intensive English Learning Program (IELP), all exemplify areas of outreach in service of enhancing the academic and scholarly reputation of Manhattan College.

SELECT MEASURES	2015	2016	2017	2018	2019
Number of MC presentations at International Lasallian Research Symposium	11	16	16	13	10
Number of Summer Research Scholars	65	63	77	68	58
Number Funded for Student Conference Funding	—	18	14	14	32
Percent of graduating seniors that report the visibility and reputation has been enhanced	61%	71%	70%	59%	52%

HIGHLIGHTS OF INITIATIVES FROM COMMUNITY

- Jasper Summer Research Scholar Program
- High frequency and quality of lectures and speakers in all schools and in Student Activities
- International Business Analytics Competition, hosted by Manhattan College
- Student Conference Funding
- Faculty Travel Money
- Expansion of Faculty Summer Research Grants
- Faculty Development Program
- Deans fundraising
- Alumni Boards for each school
- Faculty research grants, contracts
- LWGRC partnership with the Kingsbridge Community Center and sponsorship of community engagement conferences and activities
- IELP recruitment of and support for international students at Manhattan College
- Fulbright Awards, Goldwater Scholarship Winners, and other Awards for Major National Scholarships
- Conference Support Services contributions in support of local community organizations, schools, and other groups utilizing Manhattan College facilities
- High number of faculty, staff, and administrators volunteering time and skills in support of local community initiatives in the Bronx as well as in other home communities
- High number of faculty actively participating in and contributing to professional and nonacademic organizational activities
- Business Analytics Competition
- Physics High School Program
- Eastern Colleges Science Conference Partnership and Hosting
- Revived Manhattan Scientist Publication
- Increased participation in Sigma Xi

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