

**Queensborough Community College
of the City University of New York**

**SELF-STUDY REPORT:
AN INSTITUTIONAL PRIORITY APPROACH**

February 2019

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SELF-STUDY PARTICIPANTS

SELF-STUDY STEERING COMMITTEE

EXECUTIVE CO-CHAIRS

Ansani, Antonella	Foreign Languages and Literature
Corradetti, Arthur	Institutional Effectiveness
Ford, Kelly	Business

COMMITTEE MEMBERS

Beckford, Ian	Institutional Effectiveness
Blake-Campbell, Barbara	Nursing
Capozzoli, Gina	Counseling Center
Carpentier, Marc	Budget and Financial Services
Cook, Bonnie	Student Learning Center
Di Dio, Stephen	Marketing and Communications
Faulkner, William	Finance and Administration
Kaur, Simran	Biological Sciences and Geology
Kerr, Brian	Student Affairs
Lackner, Elisabeth	Institutional Research and Assessment
Landy, Kathleen	Center for Excellence in Teaching and Learning
Messier, Vartan	English
Palmer, Sandra	Academic Affairs
Pantaleo, Josephine	Affirmative Action, Pluralism, and Diversity Compliance Office
Salis, Andrea	Health, Physical Education, and Dance
Sarno, David	Chemistry
Shi, Lucy	Accounting, Related Entities, Asset and Risk Management

WORKING GROUP 1: MISSION AND GOALS

Sarno, David, Co-chair	Chemistry
Shi, Lucy, Co-chair	Accounting, Related Entities, Asset and Risk Management
Adair, Arthur	Speech Communication and Theatre Arts
Armstrong, Daniel	Health, Physical Education, and Dance
Ballerini, Jeffrey	Center for International Affairs, Immigration, and Study Abroad
Blick, William	Library
Davis, Henry	Center for Excellence in Teaching and Learning
Galvin, Jeanne	Library
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McAlear, Robert	English
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Student representatives	Rotating members

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Casatelli, Mary	Liberal Arts Academy Advisement
DiGiorgio, Liz	Art and Design
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Figel Roliz, Erika	English
Lai, Wei	Foreign Languages and Literature

Lizzul, Isabella	Health, Physical Education, and Dance
Petersen, Joan	Biological Sciences and Geology
Puri, Karan	Mathematics and Computer Science
Reesman, Linda	English
Rosen, Ted	Business
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Smith, Shanta	Admissions
Student representatives	Rotating members

WORKING GROUP 3: DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

Salis, Andrea, Co-chair	Health, Physical Education, and Dance
Landy, Kathleen, Co-chair	Center for Excellence in Teaching and Learning
Alexander, Elizabeth	Office of Chief Operating Officer and Senior Vice President
Alves, Kathleen	English
Cornick, Jonathan	Mathematics and Computer Science
Dahlke, Steven	Music
Desepoli, Eugene	Health, Physical Education, and Dance
Flaherty, Bonnie	CUNY Start
Mohess, Neera	Library
Srivastava, Anuradha	Biological Sciences and Geology
Tawde, Mangala	Biological Sciences and Geology
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Student representatives	Rotating members

WORKING GROUP 4: SUPPORT OF THE STUDENT EXPERIENCE

Capozzoli, Gina, Co-chair	Counseling Center
Cook, Bonnie, Co-chair	Student Learning Center
Demas, Jason	Health, Physical Education, and Dance
Huang, Hsiaofang	Business
Lukas, Veronica	Financial Services
Masterson, Virginia	Business
Nercessian, Elizabeth	Mathematics Learning Center
Nestoras, Alexandra	Student Learning Center
Spezio, Stefan	Campus Writing Center
Sutton, Elizabeth	Nursing
Yarde, Winston	College Discovery Program
Student representatives	Rotating members

WORKING GROUP 5: EDUCATIONAL EFFECTIVENESS

Kaur, Simran, Co-chair	Biological Sciences and Geology
Beckford, Ian, Co-chair	Institutional Effectiveness
Byfield, Carlene	Nursing
Colalillo, Georgina	Nursing
Fichera, Victor	Institutional Research and Assessment
Ford, Wendy	Business
Lee, Whan Ki	Mathematics and Computer Science
Liriano-Gonzalez, Krystal	ASAP
Mehta, Neeraj	Music
Nelan, Philip	Nursing
Nichols, James	History
Riekert, Susan	Nursing
Rome, Barbara	Nursing

Tarafdar, Meghmala	English
Yan, Xiyong	Mathematics and Computer Science
Zhelezcheva, Tanya	English
Student representatives	Rotating members

WORKING GROUP 6: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

Carpentier, Marc, Chair	Office of Finance and Administration
Anderst, Leah	English
Conkling, Lori	Pre-college, Continuing Education, and Workforce Development
Ferrari-Bridgers, Franca	Speech Communication and Theatre Arts
Ikwueze, Chukwudi	Social Sciences
Jacob, Frank	History
Lago, Susan	English
Lam, Raymond	Engineering Technology
Leary, Christopher	English
Mako, Richard	Library
McLaughlin, Susan	Biological Sciences and Geology
Pham, David	Mathematics and Computer Science
Ryan, William	English
Seo, Dugwon	Engineering Technology
Sporer, Celia	Social Sciences
Student representatives	Rotating members

WORKING GROUP 7: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

Blake-Campbell, Barbara, Co-chair	Nursing
Kerr, Brian, Co-chair	Students Affairs, formerly Student Development
Abramov, Arthur	Health-related Sciences Academy Advisement
Alleyne, Carol	New Student Engagement

Beale, Patricia	Liberal Arts Academy Advisement
Byrnes, Thomas	Admissions and Recruitment
Cupelli, Lorraine	Nursing
Golebiewska, Urszula	Biological Sciences and Geology
Kuszaj, Joel	English
Pecorino, Philip	Social Sciences
Ridinger-Dotterman, Angela	English
Saint Laurent, Natacha	Registrar
Schrynemakers, Ilse	English
Student representatives	Rotating members

SPECIAL WORKING GROUP ON REQUIREMENTS OF AFFILIATION AND VERIFICATION OF COMPLIANCE

Corradetti, Arthur, Chair	Institutional Effectiveness
Cartolano, Joseph	Buildings and Grounds
Evangelou, Linda	Admissions
Galvin, Jeanne	Library
Larios, Liza	Human Resources and Labor Management
Lukas, Veronica	Financial Services
Moretti, David	Marketing and Communications
Rodriguez, Mel	Environmental Health and Safety
Sherman, George	Information Technology
Canale, Pat	Registrar
Ward, Denise	Pre-college, Continuing Education, and Workforce Development
Wasserman, David	Finance and Administration
Zins, Rosemary	Institutional Advancement

EXECUTIVE SUMMARY

This is the Self-study Report for Queensborough Community College (QCC) of the City University of New York (CUNY). The report adopts an institutional priority approach and is, therefore, not designed to demonstrate the kind of comprehensive compliance of traditional self-study reports.

To complement the Self-study Report, then, the Evidence Inventory (or Documentation Roadmap) provides documentation demonstrating comprehensive compliance with all the criteria of Standards I to VII and the fifteen Requirements of Affiliation. The inventory that has been provided is a table of contents, standard by standard and criterion by criterion, for the documentation that the college presents for review. All documents and websites are hyperlinked. All documents are also provided on the Middle States portal. In addition, the Verification of Compliance demonstrates compliance with the eight federal regulations and covers applicable requirements of affiliation, as indicated in the Evidence Inventory.

The Self-study Report is divided into an overview; seven chapters, each chapter devoted to one of the seven Middle States standards; and a conclusion that sums up the suggestions and recommendations laid out in the report. The two institutional priorities that the self-study addresses are the Queensborough Academies and faculty and staff development. For years, these have been institutional priorities, focusing extensive college efforts. They also figure prominently in the recently revised mission and goals of the institution. Each chapter focuses on the two institutional priorities in the context of the institution's mission and goals and the criteria of the corresponding standard and related requirements of affiliation.

The overview of the Self-study Report provides general information about CUNY and the college, some facts about the college and its students, the self-study design, the organization of the self-study process, and a brief introduction to the two institutional priorities and to the context of the university system in which QCC is one unit.

Each chapter of the self-study begins with an overview of college areas relevant to the standard's criteria and then focuses on the two institutional priorities in the context of the college's mission and goals. Where certain criteria are not covered or are covered less than comprehensively a note is provided to indicate where in the relevant part of the Evidence Inventory, or in another chapter, compliance is demonstrated instead.

The self-study process has resulted in a thorough review of the current state of the college. In sum, the college is sound. It has a new mission statement and goals. It is fiscally stable. Enrollment is stable. Promulgation and use of technology are widespread. Given its unchanged footprint over decades and the ongoing challenges of limited instructional spaces, the college has been creative and effective in maximizing space utilization.

The Queensborough Academies are an ambitious model for promoting student success. Much planning and extensive financial and human resources have been devoted to their development. Student indicators of success are trending upward—students are accumulating more credits over an academic year, and graduation rates are going up. The Academies have received national attention. Using an assessment protocol that was adopted at the inception of the Academies, the college continues to monitor effectiveness and implementation and to modify and enhance organizational structures and practice.

Faculty and staff development has been and remains a college priority, and the results are widespread. In particular, faculty development is extremely robust, offering opportunities for professional development from orientation to promotion to full professor and extensive support to attend conferences and to develop and improve pedagogical practice and use of instructional technology.

As a result of the self-study process, several recommendations have been formulated for institutional improvement. Two are related to strengthening periodic assessment, under two standards—ethics and integrity and governance. More generally, improving periodic assessment across campus and units is reflected in the third recommendation related to expanding professional development to support administrative and educational support services assessment.

The self-study process also yielded some suggestions for institutional improvement, though not at the mission-critical level. These include: developing a modified faculty observation form (part of the annual evaluation process) that recognizes pedagogical strategies and/or online modalities that may be germane to an evaluation; involving more faculty in assessment processes; considering ways to operationalize recommendations from the Senate Committee on Assessment and Institutional Effectiveness to strengthen institutional effectiveness assessment and planning; responding to faculty issues, including Academic Senate concerns, relative to policy and practice regarding the Academies and to expanded communication forums; and, finally, broadening professional development to include leadership development.

The self-study process that has resulted in the Self-study Report, Evidence Inventory, and Verification of Compliance has been an institution-wide effort. It has helped to clarify both accomplishments and concerns and to identify areas where institutional improvement is possible. The college looks forward to the review and comment of the evaluation team when it visits the campus in March 2019.

OVERVIEW

INSTITUTIONAL INFORMATION

Queensborough Community College (QCC) is a unit of the City University of New York (CUNY). According to New York State Education Law, CUNY is

Supported as an independent and integrated system of higher education on the assumption that the University will continue to maintain and expand its commitment to academic excellence and to the provision of equal access and opportunity for students, faculty, and staff from all ethnic and racial groups and from both sexes.

The law requires CUNY to “remain responsive to the needs of its urban setting and maintain its close articulation between senior and community college units.” CUNY is the nation’s largest urban university: 11 senior colleges, 7 community colleges, and six graduate, honors, and professional schools offering more than 30 doctoral programs. There are 275,000 students enrolled in degree credit courses, and more than 200,000 enrolled in adult and continuing education courses. A 17-member Board of Trustees is the governing body of the university. CUNY negotiates the collective bargaining agreements, establishes the overall enrollment and revenue targets, and allocates the tax-levy funds for individual campus operating budgets.

Established in 1958, QCC is committed to open access. The college offers associate degrees and certificate programs that prepare students for careers and for transfer to baccalaureate degree programs. The curriculum provides a rich general education core aimed at enhancing students’ critical thinking and decision making skills. Through the Queensborough Academies—Business; Health-related Sciences; Liberal Arts; Science, Technology, Engineering, Mathematics (STEM); and Visual and Performing Arts (VAPA)—the college provides students an integrated undergraduate experience. Faculty in the Academies coordinate and arrange co-curricular activities and events to supplement the classroom experience. Students are advised through a caseload system, with advisers in each academy assigned a caseload of students. QCC also functions as a community resource serving the educational, professional, and cultural needs of the general community, including continuing education, on-and off-campus learning centers, and cultural and recreational events. The college plays a leadership role in providing access to the arts and culture, including a state-of-the-art Art Gallery, the Kupferberg Holocaust Resource Center and Archives, and the Queensborough Performing Arts Center.

The Fall 2017 student enrollment was 15,400 students out of which 13,341 were degree and certificate seeking students. Sixty-nine percent of the degree and certificate seeking students were enrolled full-time. The top five curricula with the highest enrollments were the A.A. in Liberal Arts and Sciences, A.S. in Business Administration, A.S. in Health Sciences, A.S. in Criminal Justice, and A.S. in Liberal Arts and Sciences (Mathematics & Science).

Some facts about the institution include:

- A total of 2,059 students were non-degree. The majority of this group were high school students who were part of the College Now program, which enrolls high school students in college courses.

- QCC is a very diverse campus with students from 127 countries. The majority live in Queens. Thirty-four percent report speaking a language other than English at home.
- QCC is an open-admissions campus; over fifty percent of the incoming freshmen require at least one remedial course. In the academic year 2016-17, 77 percent of all first-time full-time freshmen and 53 percent of all degree students received some form of financial aid.
- The six-year graduation rate for the Fall 2011 cohort was 31.6 percent from QCC with an additional 8.5 percent that graduated elsewhere in CUNY or outside CUNY. This brings the overall six-year graduation rate to 40.1 percent. QCC students usually go on to other CUNY senior colleges like Queens College and Baruch College, but also enroll in non-CUNY colleges (e.g., SUNY Stony Brook, SUNY Binghamton, Adelphi University, Long Island University, NYU, and St. John’s University).
- QCC graduated 2,254 students in the academic year 2016-17, the second highest number of graduates in one academic year since the inception of the college, behind academic year 2015-16. The top three curricula with the most degrees were Liberal Arts and Sciences (785), Business Administration (352), and Criminal Justice (227).
- Sixty percent of the full-time faculty at QCC have earned doctoral degrees. Another 21 percent have terminal degrees in fields like nursing, engineering, and the visual and performing arts.

SELF-STUDY DESIGN

The self-study design was the blueprint for the development of the self-study report that the college undertook over a two-year period. The design conceptualized and organized the self-study tasks that the working groups carried out in the development of the individual chapters—one to each working group, each one devoted to one standard and the relevant requirements of affiliation—that constituted the self-study report. Specifically, the design organized and directed efforts regarding:

- Outcomes of the self-study
- Organizational structure of the self-study process
- Charges to the working groups and guidelines for reporting
- Organization of the final self-study report
- Editorial style and format of the self-study
- Timetable for the self-study
- Profile of the evaluation team
- Documentation Roadmap

In each case, the design explained what the expectations were that guided the working groups in their development of the chapter of the self-study to which they had been assigned.

The self-study process has three components—the self-study report, the documentation roadmap (or evidence inventory), and the compliance review. The self-study report comprises seven chapters, each devoted to a Middle States standard and the relevant requirements of affiliation. The self-study chapters demonstrate how the institution meets and fulfills its mission and goals and campus priorities. They demonstrate the ways in which the institution uses data and evidence, at any level, to make informed decisions about the degree to which it is meeting its goals and priorities and, where necessary, to modify its practices to improve institutional effectiveness.

The two institutional priorities that have given shape to the self-study are college priorities that have been part of the college’s strategic plan for a number of years. They are:

- Faculty and staff development: supporting faculty to tenure and promotion, promoting HIPs and pedagogical innovation, and training and supporting administrative professionals for the growing challenges of higher education
- Queensborough Academies: shaping the student experience for success through focused and expanded use of data and redoubled efforts on remediation and improving student preparedness

After discussion with the self-study steering committee during the development of the self-study design, it was decided that these sustained campus-wide efforts would be the institutional priorities addressed in the self-study report.

The accompanying Documentation Roadmap demonstrates, criterion by criterion of the standard, the ways in which the institution complies with Standards of Accreditation and the relevant Requirements of Affiliation. The Documentation Roadmap is the key to showing how the institution holistically meets the Middle States standards and the relevant requirements of affiliation.

Finally, the compliance review demonstrates compliance with the eight areas of verification and with Requirements of Affiliation not covered in the chapters.

ORGANIZATION OF THE SELF-STUDY PROCESS

The self-study process was guided by the Self-study Steering Committee, consisting of the three executive co-chairs, the working group co-chairs, and administrative representation from areas like institutional research, marketing and communication, and finance and administration. The executive co-chairs included the dean for institutional effectiveness and two seasoned faculty members, from the departments of business and foreign languages and literature. The executive co-chairs recruited the working group co-chairs, one faculty member and one administrator for each working group. Each working group, consisting of faculty and staff, was devoted to one Middle States standard and the relevant requirements of affiliation.

The executive co-chairs met periodically with the steering committee to address issues as they arose, to monitor the progress of the working groups, and to review drafts of documents as needed. Working groups communicated with the executive co-chairs on all matters through their working group co-chairs. The goal of the executive co-chairs was to provide leadership and guidance to a smooth self-study process toward the successful completion of the self-study report.

To populate the working groups, a call for volunteers was distributed to the entire campus community by the executive co-chairs. Each volunteer had three choices of working group, in order of preference. Volunteers were assigned to working groups according to their preferences, in some cases being assigned to a second or third choice to ensure that working groups were relatively consistent in size. Based on the meeting times established by each working group, the executive co-chairs worked with Student Activities to assign a small team of Student Government leaders to each group as their schedules permitted. Team members rotated in their attendance to ensure better overall attendance.

In addition to the seven working groups, each assigned to one standard and the relevant requirements of affiliation and responsible for developing one chapter of the self-study, a special working group was formed to demonstrate institutional compliance with the *Requirements of Affiliation and Verification of Compliance*. All members of the special working group received the Middle States publication on the requirements and verification. Each working group submitted a completed draft chapter in June 2018 to the executive co-chairs.

During summer 2018, the executive co-chairs compiled the full self-study report, editing the document to ensure a consistent voice throughout the report, lack of redundancy, appropriate cross-references as needed, and an organized and consistent presentation of the material. It was the charge of the executive co-chairs to make final decisions about changes, additions, and deletions and the final disposition of the self-study document before it was distributed to the campus for review and comment.

During the fall 2018 semester, there was an extensive effort to disseminate the self-study draft with the campus community and to provide forums for the sharing of suggestions and comments about the draft document. These included campus conversations and other open forums, meetings with the president’s cabinet, the College Advisory Planning Committee (CAPC), which includes student representatives, and the Academic Senate. The meetings not only provided information about the overall self-study process and the key milestones in accreditation but also opportunity for discussion of the draft report and institutional mission and goals. The input from these forums was considered by the executive co-chairs in their further revising and refining of the self-study report.

In addition, the self-study draft was submitted for review and comment to the CUNY MSCHE Council, now a standing committee with representation from all the CUNY colleges. This group made a careful review of the document, providing recommendations for improvement and revision. The executive co-chairs used the groups’ input to make additional edits and refinements to the self-study report and evidence inventory (or documentation roadmap).

During the fall 2018 semester, there was a conspicuous website presence concerning the self-study, along with an email campaign that kept the campus community apprised of developments. Following submission of the report to the Middle States Commission and the evaluation team and before the site visit scheduled in March 2019, there was an extensive campus-wide campaign to prepare the community for the visit.

The timetable for the entire self-study process appears below.

Self-study Process Timetable

2016

November	Attend Self-study Institute
November to December	Begin draft of self-study design; confirm executive co-chairs for project; reach out to prospective working group co-chairs
December	Attend annual Middle States conference with large contingent

2017

January	Confirm working group co-chairs; assemble steering committee
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Self-study Process Timetable

January to April	Complete draft of self-study design, including documentation roadmap; distribute for comment and revision; finalize document
March	Call for volunteers sent out to campus community to serve on working groups
April	Submit draft of self-study design to MSCHE VP liaison
April	Working group membership confirmed and distributed to campus
May 4	MSCHE VP liaison visits campus to provide feedback on self-study design
May	Executive co-chairs host kick-off meetings with all working groups
July	Documentation Roadmap (in draft form) distributed to all working group participants
June to August	Self-study design revisions completed; final document submitted for approval to MSCHE
September	Special working group formed by executive co-chairs; work begins on compliance review report
September	Executive co-chairs conduct orientation sessions with each working group
September to November	Working groups review Documentation Roadmap and conduct gap analysis; conduct interviews as needed, meet with steering committee, and begin drafting a chapter outline; faculty, staff, and student surveys developed by the steering committee with assistance from Institutional Research
December	Executive co-chairs attend annual Middle States conference accompanied by contingent of working group co-chairs; working groups submit an outline of chapter to executive co-chairs, who provide feedback to working group; first draft of Compliance Review reviewed and revised

2018

January	Progress update due from working group co-chairs to executive co-chairs; discussion of progress toward first draft due in March
January to May	Site team chair selected and confirmed
February to April	Survey conducted through Survey Monkey; survey results developed with assistance from Institutional Research and shared with working groups
March	First drafts of chapters from working groups; feedback provided by executive co-chairs to working groups
April to May	Based on edits and comment provided on chapter draft, working groups complete final draft of chapter
June	Working group co-chairs submit final draft chapter to executive co-chairs

Self-study Process Timetable

July to September	Executive co-chairs assemble and edit full self-study report and continue development of Documentation Roadmap and Compliance Review for distribution and comment
September	Draft of self-study sent to cabinet for review; final drafts of Documentation Roadmap and Compliance Review prepared
October	Final draft of self-study report distributed for review comment to cabinet; self-study draft sent to site team chair for review in advance of preliminary visit; drafts of Documentation Roadmap and Compliance Review sent to cabinet; drafts of self-study, Documentation Roadmap and Compliance review sent to evaluation team chair; self-study report distributed to the campus community and sent to CUNY MSCHE Council review team for input and feedback; site team chair campus visit on October 22; comments and edits from team chair; regular notifications to the campus community about the self-study report and the evaluation team site visit; regular notifications to the campus community about the self-study report and the evaluation team site visit
October to December	Open forums hosted and smaller-group meetings to review and discuss self-study distributed; edits to self-study report based on feedback from evaluation team chair, CUNY MSCHE Council review team, and campus input; Documentation Roadmap and Compliance Review shared with Self-study Steering Committee and campus constituencies for comment and suggestions; self-study draft shared with CUNY central group for comment and suggestions; edits and changes recommended by the CUNY group evaluated and implemented by executive co-chairs; regular notifications to the campus community about the self-study report and the evaluation team site visit
November 28-30	Executive co-chairs and other self-study participants attend the annual Middle States conference
December to January	Final versions of self-study report, Documentation Roadmap, and Compliance Review completed; regular notifications to the campus community about the self-study report and the evaluation team site visit

2019

January to February	Final version of self-study report completed and sent to evaluation team (six weeks prior to visit); regular notifications to the campus community about the evaluation team site visit
March to April	Evaluation team comes to campus (arrives on Sunday, March 24, leaves mid-day on Wednesday, March 27)
June	MSCHE commission meets to determine accreditation action and reports decision to campus

INSTITUTIONAL CONTEXT

To provide overall context for the self-study chapters that follow, some fundamental organizing and operational principles relative to CUNY and QCC require explanation. These principles involve governance, strategic planning, and institutional effectiveness from the university level to the local or college level.

As the largest public urban university in the country, CUNY is intended to be “an independent system of higher education governed by its own Board of Trustees responsible for the governance, maintenance and development of both senior and community college units of The City University” and “must remain responsive to the needs of its urban setting,” with “close articulation between senior and community college units” ([Mission](#)). As an integrated university, CUNY has one board of trustees that decides and approves all policy but delegates to each college its own responsibility for the way in which each college organizes itself through an individualized governance plan. The board consists of seventeen members, ten appointed by the Governor of New York and five appointed by the Mayor of New York City. The duties of the board members and the operation of the board are described in the [Board of Trustees Bylaws](#). The board’s [Manual of General Policy \(MGP\)](#) contains non-bylaw policy action items adopted and amended by the board, including matters of board independence, conflicts of interest, and evaluation and assessment of the chancellor and college presidents. Individual colleges in the university may in their governance plans define the duties of the faculty departments, including methods for appointments and promotions, and those provisions may be inconsistent with CUNY bylaws provided that the board has adopted the college’s governance plan.

To carry out its [mission](#) of remaining responsive to the needs of its urban setting, CUNY regularly develops a four-year master plan and is currently operating under the [2016-20 master plan](#). The plan sets the direction and goals for the university and articulates the place of CUNY in higher education and the public university in New York and the metropolitan area. The plan involves four areas of effort: expanding portals of opportunity and access, raising success rates, setting the standard for academic quality in the urban university, and operating efficiently in the service of its academic mission.

The operational plan for implementing the master plan is the CUNY Strategic Framework, “[Connected CUNY](#),” a strategic vision for the university. The plan consists of five “pillars”: College Readiness, Access and Completion, Career Success, Knowledge Creation and Innovative Research, and New Economic Model. The pillars are intended to continue and enhance CUNY’s effort to improve college access and student readiness, increase graduation rates, prepare students for successful careers, and advance CUNY’s historic mission as an engine of mobility and beacon of opportunity for all New Yorkers. Specifically, the university seeks to double the three-year graduation rate for associate degrees and to raise by ten points the six-year graduation rate for bachelor’s programs. To make this pledge a reality, CUNY asked that each college develop an Academic Momentum Plan to support a new culture of completion that makes accumulation of 30 credits each academic year the norm. The Academic Momentum Plan operationalizes key pillars in the CUNY Strategic Framework.

As part of this integrated university, QCC is committed to student success and a student-centered learning environment. Its mission and goals, recently revised and approved by the college’s senate (see chapter 1), are autonomous but grounded in CUNY’s mission and goals. The college’s goals are organized around the broad themes of “shaping the student experience,” “supporting faculty and staff,” and “supporting and sustaining the environment” ([Mission and Goals](#)). The college’s annual strategic plan (e.g., [2017-18 Goals](#)

[and Priorities](#)) is organized around these college goals, and the goals are aligned with the five pillars of the CUNY Strategic Framework.

Two of the college’s strategic priorities aligned with the five pillars—the two institutional priorities around which this self-study is organized—are the Queensborough Academies and faculty and staff development. Both priorities have been mission-centric efforts for at least five years and been featured in every strategic plan over those years.

The Queensborough Academies are the institution’s plan for enabling student success. In fall 2013, the Queensborough [Academies](#) launched, serving all full-time degree students in all areas of study from admission to graduation. QCC is one of only a few community colleges in the country offering such a program on this scale. Based on academic interests and future goals, all full-time students become part of one of the five Queensborough Academies: Business, Health-related Sciences, Liberal Arts (including Education and Criminal Justice), STEM (Science, Technology, Engineering and Math), and VAPA (Visual and Performing Arts). An important and unique feature of the Academies is that students are assigned an Academy adviser, who becomes the student’s personal guide throughout his or her career at the college through program planning, selection of courses, understanding of degree requirements, and other student-centered support ([About Queensborough Community College, 2018](#)).

The academies model evolved over time and emerged from an earlier and less ambitious version, the Freshman Academies. During 2007, the college engaged faculty and staff in planning a major reorganization of the student experience that would connect students to their academic fields at entry, offer more comprehensive and personal advisement through their freshman year, and enhance learning; in fall 2009, the Freshman Academies were officially launched. Students were enrolled in six distinct disciplinary areas (STEM, Health-related Sciences, Liberal Arts, Visual and Performing Arts, Business, and Education). The Freshman Academies were staffed with a new cadre of ten Freshman Coordinators, a director, and an office and office assistant for each Academy; the existing Academic Advisers served readmits and continuing and transfer students. Through its focused structure, the college hoped to increase retention and graduation rates, better connect students to the institution, and enhance learning through [High-Impact Practices](#) (HIPs). Each academy consisted of Freshman Coordinators, Faculty Coordinators, HIPs, extracurricular activities, and assessment ([QCC 2009- 2012 Strategic Plan](#)). The scope of the Freshman Academies was limited to the first 30 credits of the students’ academic career, and the goal was to double the three-year graduate rate compared to a Fall 2006 pre-Academies cohort.

In January 2013, an Academies Review Committee, with campus-wide representation, was formed to review the status of the Freshman Academies and to make recommendations on their future (Chapter 6, Appendix 22). The committee revisited the concept of the academies, reviewed several years of assessment findings, and interviewed participants to determine the Academies’ effectiveness. [The review of the Freshman Academies \(pages 25-30\)](#) showed that the Academies had had a positive effect on student success. The three-year graduation rate of the first Freshman Academy cohort of 2009 was 16.2%, up from 12.8% for a 2006 comparison cohort. This change represents a 26.6% increase of the three-year graduation rate, an important step towards QCC’s goal of doubling the three-year graduation rate of the 2006 cohort. Similarly, the one-year retention rate increased from 65.8% to 71.5%. While the program was well received externally and students were connecting with freshman coordinators, several key recommendations emerged from the review: consolidation to five Academies (Education was folded into Liberal Arts); revision and expansion of the HIPs supported by the Academies; and revising the Academies Assessment Protocol to focus on more trackable data. The fourth and most visible recommendation responded to the need to move beyond the first two semesters to provide enhanced advisement to all

students. As a result, the Freshman Coordinators were merged with the Academic Advisers, creating *Academy Advisers*. Under the leadership of one director and each located in specific Academy offices, Academy Advisers adopted a case management model of advisement for the life of the student at the college (Chapter 6, Appendix 23).

In their current form, the Queensborough Academies feature structured academic advisement; extended outreach and intervention strategies; and expanded HIPs, including service learning, writing-intensive courses, internships, and educational opportunities at the college's three cultural resource centers (the Kupferberg Holocaust Resource Center and Archives, the QCC Art Gallery, and the Performing Arts Center). These enriched learning experiences serve to reinforce classroom teaching and enhance students' commitment to their education ([About Queensborough Community College, 2018](#)). In addition, a primary intervention adopted by the college is the Starfish Early Alert system. Starfish is a web-based tool that helps faculty and advisers to identify at-risk students and then manage support efforts through meaningful contact between students and their instructors, advisers, and tutors. The system enables instructors to *flag* students that have not been attending or doing well in their classes or to *refer* students to particular kinds of support like tutoring. Once students have been flagged or referred, Academy Advisers then intervene to ensure that students take appropriate action, providing the administrative follow-up to the instructors' initial outreach. Faculty are also able to send *kudos* to students to reinforce good performance. (For more detail, see chapter 6.) A campus-wide effort, but a particularly close collaboration between Academic Affairs and Student Affairs, the Queensborough Academies are intended to provide a holistic learning experience for students at the college and to foster a culture of persistence and completion toward degree that prepares students successfully for work or transfer.

The second institutional priority featured in this self-study, faculty and staff development, has been a strong institutional commitment for many years, built into every college strategic plan in recent years. New full-time faculty experience a number of formative venues to help them become a successful member of the campus community. These include a New Faculty Orientation, New Faculty Institute (two days in January), Assessment Institute (four successive Fridays, offered each semester), and New Faculty Mentoring Program. Adjuncts are provided a New Adjunct Faculty Orientation. Orientation sessions cover basic classroom management, college grading policy, the theory and practice of teaching and learning at the college, and an introduction to various college initiatives, including grant and research opportunities. The Assessment Institute introduces faculty to assessment practices on campus, including course- and program-level outcomes assessment, general education outcomes assessment, and accreditation at the institution and program level. Faculty professional development also includes travel support, tenure workshops, and new faculty dinners hosted by the college president.

Staff development is conducted largely by Human Resources and Labor Management in conjunction with the Office of Affirmative Action, Pluralism and Diversity, and Compliance. Sessions are conducted on preparing annual evaluations and on workplace issues. Many sessions are conducted on diversity. The university also requires that employees complete modules on workplace violence and sexual harassment training. Staff professional development also includes travel support and new administrative staff dinners hosted by the college president.

The two institutional priorities featured in this self-study help to organize the discussion of the achievement of college mission and goals in the context of each Middle States standard and the related Requirements of Affiliation.

CHAPTER 1: MISSION AND GOALS

STANDARD I: Mission and Goals

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

Requirements of Affiliation 7

The institution has a statement of mission and goals, approved by its governing body that defines its purpose within the context of higher education.

Requirement of Affiliation 10

Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

INTRODUCTION

Queensborough Community College (QCC) satisfies the criteria of Standard I and the associated Requirements of Affiliation 7 and 10. The college has a [statement of mission and goals](#) approved by its governing body that defines its purpose within the context of higher education, and its institutional planning practices integrate goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

The mission and goals of the college are periodically evaluated as part of the ongoing process of institutional review and improvement (**I.1g, 4**)*. This ensures that the mission and goals are up to date and that the college is serving the needs of its constituencies: students, faculty, staff, community members, and alumni. Due for a periodic review of its mission and goals, last revised in 2005, the college constituted a Mission Review Committee. The review process began in 2015, and the new mission statement was approved in February 2017. It articulates and clarifies the institution's goals and values in the context of evolving priorities and challenges. In addition to being a far more succinct statement than its predecessor, one of its primary achievements is that it delineates four distinct college goals, distributed across three themes: "Shaping the Student Experience," "Supporting Faculty and Staff: Professional Development and Curricular Innovation," and "Shaping Planning, Process, and Practice: Supporting and Sustaining the Environment." Specifying goals rather than including them within the mission statement directly addressed a suggestion from the 2009 Middle States review and has since resulted in greater transparency and efficiency with respect to strategic planning.

The new mission is both a refocus and a reaffirmation of the college's core principles, as a comparison of the [2005](#) and [2017](#) mission statements reveals. Core principles include commitments to open admissions, academic excellence, critical thinking, intellectual inquiry, global awareness, and diversity, as well as

* Throughout the self-study, the criteria of the standards are cited parenthetically, Roman numeral for standard and Arabic numeral for criterion. References to the Requirements of Affiliation are abbreviated RofA followed by the requirement number.

providing offerings for pre-college, continuing education, and workforce development and access to cultural and artistic forums. In addition, the college is dedicated to the “holistic development” of students (previously referred to as “development of the whole individual”), and professional development for faculty and staff. Notably, affordability has taken a more prominent position and now applies to all learners, whereas it had previously appeared at the end of the mission and referred only to “non-credit courses and certificate programs and other activities.” This more strongly acknowledges the role played by QCC as part of a large public urban institution of higher education. In addition, the Queensborough Academies, fully implemented in 2013, now feature prominently in the college goals. The Academies provide “personalized advisement and comprehensive support” and seek to improve student readiness, a concept new to this mission. Also new is a commitment to “civic responsibility,” which is embodied, for example, in service-learning projects discussed in later chapters of this self-study. The 2009 Middle States review recommended that a new mission should clearly refer to efficient use of resources. A commitment to “Integrated planning, supportive technology and sound infrastructure” and “Fiscal responsibility, institutional advancement, and grant-funding” are key components of this effort. Finally, ongoing commitment to academic excellence and a new commitment to improve curricular alignment with baccalaureate programs reflect an intentional alignment of the college’s mission with the [Mission of the City University of New York](#) as a whole.

The process by which the new mission and goals were developed and approved demonstrates the college’s commitment to transparency and a culture of collaboration **(I.1a, 1c; RofA 7)**. On April 24, 2015, the College Advisory Planning Committee (CAPC) met and agreed unanimously on convening a group to review the mission and goals of the college. In May 2015, the Academic Senate voted to create a special committee to “review the College’s Mission Statement, determine if it should be revised and, if so, prepare a revised statement of mission and goals” ([Academic Senate Agenda, May 12, 2015 - Attachment H](#)). The committee included faculty representatives, department chairs, one vice president, and representatives of the administrative staff, students, and alumni. This was the first step in a long process that culminated with the approval and support of the mission and goals by the Academic Senate **(I.1c)**. At the first meeting of the Mission Review Committee, on [September 18, 2015](#), the group developed an action plan and timeline and agreed that the process should be open and involve all the constituents of the college **(I.1b)** so that the mission and goals would be developed through appropriate collaborative participation **(I.1a)**. To elicit comment and suggestions, focus groups were conducted and student and college surveys (93 respondents) were distributed (Focus Group Questions and Responses). Additionally, individual staff and faculty members reported their opinions to committee members (Mission Statement Suggestions). These efforts not only provided themes for the new mission statement, but also suggested that it should be more concise. The college community was then invited to a Campus Conversation (March 24, 2016) to review the results of the surveys and focus groups, which led to several drafts of a new mission statement. At the beginning of this process, the college’s mission was known primarily through the [college website](#) and the [College Catalog](#) (available in print and online). Through these many efforts, however, the mission and goals were publicized and became widely known to the internal stakeholders of the college **(I.1f)**. The new mission was presented to the Academic Senate on [May 10, 2016](#), where it was voted on and approved **(I.1c)**. In [February 2017](#), the Academic Senate approved a minor clarification, adding the phrase “critical thinking” to the mission “to reflect the multiple aspects of the college in its service to students, its support of faculty and staff, and its integrity as an institution of higher education” (Academic Senate Agenda, Feb. 10, 2017). The Senate also approved adoption of the college goals that support the mission.

INSTITUTIONAL PRIORITIES

To demonstrate how the college develops initiatives in support of its goals, this self-study focuses on two institutional priorities that have figured prominently in the college’s strategic plans: the QCC Academies and Faculty and Staff Development. The examination of these institutional priorities through institutional planning from 2014-2015 through 2017-2018 will show how administrative initiatives are developed, prioritized, and enacted. It should be pointed out that the 2009 Self-Study specifically noted that the mission was *implied*, but rarely directly referenced, in the strategic plans. The articulation of clear goals under the three themes helped in the process of reorganizing the college’s strategic plan. The organizational structure of the [2017-2018 strategic plan](#) explicitly aligns the college’s strategic objectives with the newly adopted college goals.

The two institutional priorities that are addressed in this self-study are embodied in college goal themes, “Shaping the Student Experience” and “Supporting Faculty and Staff.” The Queensborough Academies are central to the college’s goal of “promot[ing its] values and support[ing] the holistic development of students.” The five curriculum-aligned Academies provide individualized advisement and comprehensive support for degree completion, as well as events and activities that reinforce classroom instruction by relating it to academic and professional goals. Faculty and staff development is central to the college’s goal of “Improv[ing] and enhanc[ing] comprehensive faculty and staff development” and “Support[ing] curricular innovation.” Highly qualified faculty and staff are attracted, retained, and cultivated through initiatives and incentives from the college and external agencies. By encouraging professional development, faculty scholarship, creative activity, and pedagogical research, faculty and staff can better fulfill their commitments to students. Finally, both priorities are integrated in the third college goal theme, “Shaping Planning, Process, and Practice,” which ensures that the institution supports the activities of all of its constituents. The examination that follows is not meant to be an exhaustive review; rather, it presents representative examples that best demonstrate the college’s compliance with the standard’s criteria and related requirements of affiliation.

QUEENSBOROUGH ACADEMIES: SHAPING THE STUDENT EXPERIENCE

The Queensborough Academies are the college’s organizational structure to support student success (see Overview). The Academies support the holistic development of students by promoting student readiness and offering personalized advisement and comprehensive support. Advisement, high impact practices, and technology are the three major components of the Academies, and each will be addressed in relation to the institutional priorities.

STUDENT READINESS

When the college revised its mission, it included a new dimension dedicated to pre-college learners. This was further articulated in its revised goals, as the college committed to “Improve student readiness for the academic excellence and rigor of the college experience.” This effort is consistent both with the college’s mission and with the “[Connected CUNY](#)” Strategic Framework, under “[College Readiness](#),” and is a realistic and appropriate goal within higher education **(1.2)**.

QCC has consistently offered and improved on its innovative student readiness programs, even before this term was included in the mission and goals. Specifically, the [2015-2016 Strategic Plan \(QCC Version\)](#) aimed to assess all pre-college programs for duplication of effort, outcomes, and value to the pre-college community (2014-2015 strategic objective, section C.4a). In 2015-2016, the Office of New Student Engagement (NSE) was created to offer opportunities for new incoming students to prepare for the CUNY Assessment Test (CAT) and to assist them with the transition from high school to college. There was also a commitment within the Division of Pre-College, Continuing Education, and Professional Development to expand, deepen, and develop pre-college student readiness programs to strengthen future students' academic and behavioral readiness for college. In addition, the [2015-2016 Strategic Plan \(QCC Version\)](#) includes increasing completion and pass rates for remedial courses and for students taking courses multiple times as a strategic objective (2014-2015, section C.4b). That year's assessment led to targeted and increasingly specific long-term strategic objectives through 2018, all of which sought to support the holistic development of students, faculty, and staff with the Queensborough Academies.

In sum, the actions of the college have produced notable outcomes since 2014 through new and innovative initiatives, including:

- Development of the first student readiness assessment model, Indicators of Student Readiness (ISRs) for the Business Technology Early College High School (BTECH) program, a 9-14 early college initiative launched in fall 2014
- Restructuring of the University Skills Immersion Program (USIP) to offer additional programming in the winter and summer sessions, the development of a USIP webpage, and a partnership between USIP and Student Affairs
- Increase in Accelerated Learning Project (ALP) offerings of writing and reading, BE-112/ENGL-101 and BE-122/ENGL-101, and the development and implementation of two kinds of math ALPs, MA-10/MA-119 (College Algebra) and MA-321 ALP/MA-321 (Math in Contemporary Society)
- Expansion of CUNY Start programming, which includes full- and part-time immersion programs in mathematics, reading, and writing

ADVISEMENT AND STARFISH

QCC provides “traditional” advisement that includes selecting programs of study and setting course schedules. The Queensborough Academies model, however, personalizes this process based on the student's area of interest and assigns them an adviser who provides proactive advisement. Serving as consistent points of contact for the duration of the students' academic career at QCC, Academy Advisers direct students toward support services for academic, personal, and financial struggles, as well as toward appropriate internships, scholarships, and other opportunities that recognize and build on student success.

In addition, the college has created and implemented “technological solutions to provide personalized advisement and comprehensive support for degree completion.” One of the most salient of these initiatives is [Starfish](#), a web-based system first proposed in the 2011-12 academic year, by which faculty and staff can notify each other about their students and connect them with the support needed to succeed. For several years, Starfish has been a core feature of the Queensborough Academies. An instructor can flag a student and provide details of the student's issues to an adviser. In turn, the adviser can meet with the student to determine the cause of the difficulties and to refer him or her to the services that can best address the student's challenges. Such a program demonstrates that “faculty and staff are committed to the ...development of today's students in a nurturing...environment that prepares them to

be successful in a dynamic workforce.” An instructor can also award “kudos” and elaborate on a student’s high performance, which may help an adviser identify promising candidates for academic enrichment opportunities like research assistantships, internships, or honors classes. By helping students to deepen their intellectual experiences, the college shows its dedication “to academic excellence and rigor.”

Since its formal launch in the 2013-14 academic year, faculty/staff participation in Starfish has increased from 47% in [spring 2015](#) (section A.3c) to 50% in [spring 2016](#) (section A.3c) and to 60% in [spring 2017](#) (section C.4e), as indicated in the corresponding College Completion Reports. More encouraging is the improvement in student completion/pass/graduation rates. These data, excerpted from the Completion Reports in the table below, indicate that the college goal is supported by existing student support programs and services and is consistent with the mission (**I.3; RofA 10**).

Report Year	Outcome
2014-15	Remedial courses using Starfish have better outcomes than remedial courses not using Starfish; e.g., Fa14 Starfish users vs. non-users – 44.1% passing vs. 37.1%; 77.1% course completers vs. 76.9%; 12.6% unofficial withdrawal rate vs. 12.1%
2015-16	Fa15 usage @ 46% of all faculty invited; Sp16 usage @ 49.7% of all faculty invited; total learning center tutoring referrals for Fa15 at 2,059, down from 3,007 in Fa14; Sp16 total learning center tutoring referrals at 2,796; all learning centers combined managed over 40,000 tutoring visits in both Fa15 & Sp16 terms.
2016-17	Faculty usage of Starfish @ 60.5%; faculty usage of Starfish in Gateway/high-risk courses @ 78.5%

The data derived from Starfish have been central to the efforts of faculty and staff to shape the student experience for success through focused and expanded use of data. By identifying and addressing student performance issues earlier in the semester (before they become insurmountable), the college is better able to increase student retention and timely degree completion.

COMPREHENSIVE STUDENT SUPPORT

In addition to the more traditional support systems like tutoring and counseling associated with the Queensborough Academies, which will be discussed in more detail in chapter 4, the college has promoted initiatives that contribute to students’ holistic development for academic success, including addressing financial hardship. Single Stop, established in 2010 with the assistance of a \$120k grant from the Robin Hood foundation, is designed to provide assistance for students enduring economic hardships. The Counseling Office offers free appointments for students facing personal and emotional challenges. The Center for International Affairs, Immigration, and Study Abroad works to support students traveling to or arriving from countries abroad. The Office of Career Services helps students with career planning.

Over time, the college has worked to maintain support for its existing initiatives, while developing new initiatives to respond to emerging needs. For example, the [2014-2015](#) and [2015-2016](#) strategic plans (section A.8) emphasize the college’s consistent allocation of financial resources for these efforts. Partially funded by the QCC Auxiliary Fund (with \$70k donated to the fund annually), the college provides [Merit Scholarships](#) both to freshmen and continuing students. The college also funds the [Milestone Scholarship](#), over \$800k annually, to support students to achieve the 30-credit milestone within one academic year. Funded by the university, the college offers the [STEM Support Expansion Program](#), providing tuition waivers for certain STEM courses, about \$75k annually, to promote credit accumulation in the STEM disciplines. To assist students struggling with food insecurity, the Lucille A. Bova Food Pantry was institutionalized in 2016, exemplifying the college’s dynamic ability to address student need and to create

an environment conducive to learning (**1.1b, 1d, 3; RofA 10**). The strategic plans for [2016-2017](#) (sections A.8 and C.5) and [2017-2018](#) (sections A.3d and C.1) show that the college prioritizes a five-year technology initiative intended to bolster student support initiatives.

NEW ARTICULATIONS WITH BA PROGRAMS

The Queensborough Academies considers the full student experience, from onboarding and entry to the college through successful transfer. In support of core mission components like preparing students "to be successful in a dynamic workforce" and "striv[ing] for better alignment with baccalaureate programs and the demands of a dynamic workforce," the college has dedicated space and resources to the Transfer Resource Center, which provides advisement and information to students. The academic dean who supervises this office works with academic departments to develop articulation agreements with senior colleges and, in the past, the development of new dual-joint programs with CUNY senior colleges, degree programs that are dually enrolled, dually registered with the New York State Education Department (NYSED), allowing for truly seamless transfer from community college to senior college. NYSED has since discontinued the registration of new dual-joint degree programs.

College effort toward articulation is evident both at the level of strategic planning and in specific initiatives. The Strategic Plans for [2014-15](#), [2015-16](#), and [2016-17](#) (section C.2) consistently included variations on the strategic objective to "Support new program development and innovation, and achieve better alignment with baccalaureate programs and job market entry," anticipating the language that would be incorporated into the new goals attached to the 2017 Mission. After adoption of the new mission, in the [2017-18 Strategic Plan](#), the corresponding objective changed to "Support development of new programs and *stronger links* with baccalaureate programs, *especially through dual/joint degree programs*; identify programs that align with current and future *workforce needs*" (emphasis added). This modified objective (section B.2a) emphasizes the importance of developing agreements that are dynamic and interactive ("linkage" rather than "alignment"), embodied in the new focus on dual-joint initiatives. In comparison to the earlier "job market entry," the term "workforce need" denotes a measurable that is to be used as an indicator to guide program development in a manner that best serves students. For example, measurables like employment trends and degree requirements in the public health sector were a central component of the college's proposal for a dual-joint program in Public Health with York College. Before NYSED decided to discontinue the registration of new dual-joint programs, QCC had developed ten of them, the most in CUNY; a dual-joint program in Public Health would have been the eleventh.

These strategic objectives have been met through the development of dual-joint degree programs and articulation agreements between 2014 and 2018. Dual-joint programs include Chemistry and Pharmaceutical Sciences with York College and Computer Science and Information Security with John Jay College of Criminal Justice. Articulation agreements include those with York College, Molloy College, Hunter College, SUNY Old Westbury, New York City College of Technology, and St. John's University in programs in business, electrical engineering, childhood education, and public health.

LIBRARY

An integral part of student support in the Queensborough Academies is the college library. The primary mission of the library is to support the mission of the College. According to its [welcome statement](#), its "ultimate goals are to foster excellence in teaching, learning and research and to develop competence in

information literacy”; its “highest priority is the education of our students through instruction at the reference desk, in the classroom and online.”

These goals align with the college goal of “Shaping the Student Experience,” specifically its commitment to academic excellence and rigor and the promotion of critical thinking. Instructional workshops, computer facilities, access to electronic databases, and over 20,000 print and electronic periodicals foster intellectual inquiry, global awareness, civic responsibility, and cultural and artistic appreciation. In addition, Open Education Resources (OER, materials that are freely available to anyone, anywhere) and a large textbook collection support affordability, which is valued highly in the new college mission and is consistent with priorities in the Connected CUNY Strategic Framework. Zero-cost courses (those having no textbook or using resources licensed to QCC) and those using OERs are flourishing at QCC. Their usage has been reported by the department chairs of Biological Sciences and Geology, Chemistry, History, Mathematics & Computer Science, Music, Physics, Social Sciences, and Speech Communication & Theatre Arts. Though the initiative is too recent to have collected more than anecdotal evidence of its positive impact at QCC, a July 24, 2017, announcement titled “[CUNY Cutting Cost of Textbooks Through the use of Open Educational Resources](#)” highlights the connections between OER and improved student performance, class completion, and graduation rates. By providing such financial relief, students are better able to engage in the activities set out in the college mission **(1.1b, 2, and 3)**.

FACULTY AND STAFF DEVELOPMENT

Investment in the human resources of the campus has been a priority at the college for years. The [previous mission](#) stated that the college “features a highly qualified faculty with excellent scholarly credentials.” From 2015 to 2018, emphasis in this area was also featured in previous strategic plans under College Focus Area Goals. For example, in the [2015-16 Strategic Plan \(QCC Version\)](#), strategic objectives included:

- Increasing faculty retention and promotion rates
- Increasing faculty publications in prestigious journals and presentations at national conferences
- Increasing opportunities for faculty to provide service to college, department, and university
- Supporting faculty in all three areas related to promotion and tenure—teaching, research, and service
- Providing pedagogy and scholarship professional development to tenure-track faculty
- Expanding training and workshops to provide development opportunities to HEOs and other non-teaching titles

The [new mission](#) takes this priority even further. It explicitly articulates the institution’s support for faculty and staff development under the college goal theme of “Supporting Faculty and Staff: Professional Development and Curricular Innovation.” More detailed efforts appear below.

FACULTY DEVELOPMENT

Faculty and staff development takes the form of orientations, workshops, institutes, and other activities to help promote professional development. Areas covered below include tenure and promotion and support for or from facilities, the library, and grants.

TENURE AND PROMOTION CRITERIA

A dedicated faculty requires the support of its administration to fulfill its obligations to students. An especially critical area in which the college has demonstrated its support of faculty development is the tenure and promotion process. As noted above, the college's [long-term objectives for 2015-2018](#) include "Increase faculty retention and promotion rates" and "Continue to support faculty related to promotion and tenure – teaching, research, and service." This support was further prioritized by the strategic objectives to "Provide or increase resources to help faculty with tenure and promotion" ([2016-2017, section C.1a](#)) and to "Provide comprehensive faculty and staff development opportunities" ([2017-2018, section B.1a](#)). To achieve these objectives, the Office of Academic Affairs (OAA) and the Center for Excellence in Teaching and Learning (CETL) offer presentations and workshops on topics such as the tenure process, opportunities for service to the college, and research and publication, as well as practice sessions for faculty applying for full professor. Newly hired faculty are also required to attend the New Faculty Institute, an orientation program with a portion dedicated to tenure and promotion. The college was able to meet two important [2016-2017 Targets](#) that suggest these initiatives have been successful:

- Increasing the number of New Faculty Institute participants who indicated that they have a better understanding of the promotion and tenure process, from 63% to 89%
- Fewer than 10 faculty members requiring review by the Academic Review Committee

The college took measures to increase objectivity in these processes by releasing [guidelines for promotion to the rank of full professor](#) on October 3, 2016. Department-specific criteria for reappointment, promotion, and tenure were also developed by the respective departmental Personnel and Budget committees and disseminated to the college community. Other initiatives include a mentoring program in which new faculty are mentored by more senior colleagues in their department ([2014-2015 and 2015-2016 strategic objectives in 2015-2016 strategic plan \(QCC Version\), section C.1a](#)). The [2014-2015 Completion Report](#) indicated 100% of survey respondents wished to continue the mentoring program beyond the first year (section C.1a).

The importance placed on faculty scholarship and creative activity to support tenure and promotion is further evident in the variety of available [Faculty Research Resources offered by the Office of Academic Affairs](#) (OAA) (**I.1e**). These include OAA Travel Grants for faculty who have a paper accepted, are making a presentation, are presenting a poster session, are moderating a panel, or are organizing a session. The QCC Presidential Fellowship Program also provides mid-career faculty with release time, a modest stipend (travel, research supplies, etc.), and mentorship by a senior faculty member.

FACILITIES SUPPORT

A core element in strategic planning in support of faculty development has been a commitment to providing facilities that can catalyze faculty pursuit of academic excellence. This commitment is exemplified by the vigorous and successful effort of the college to compete for funds in the [CUNY2020 Challenge Grant Program](#). All 18 senior and community colleges in CUNY were eligible to apply. Remarkably, of the eight awards made, two were to QCC. One of these successful applications was generated by the college administration and provided, among other benefits, [\\$757,000 in 2014](#) for a [complete renovation of the Biotechnology Laboratory](#) housed in the Medical Arts building on campus. As part of the renovation, the laboratory was furnished with state-of-the-art technologies that are rare for community colleges (such as flow cytometry and confocal microscopy), providing a rich resource for academic research in the life sciences. The second successful application, by the Engineering Technology

department, resulted in a [\\$1.5 million dollar award to create an Advanced Manufacturing Center on campus](#) that includes multiple 3-D printers, a rare resource for STEM research at a community college.

These initiatives demonstrate that the college is guided by a [mission and goals](#) that support scholarly inquiry and creative activity **(I.1e)**. They are also consistent with CUNY goals and values in the [Connected CUNY](#) strategic framework, which emphasizes knowledge creation by faculty and specifies the need to focus on upgrading research facilities, which the college continues to pursue and accomplish **(I.1b)**.

LIBRARY

The Kurt R. Schmeller Library provides significant support for faculty development at QCC, which is a major component of the college mission. It provides training opportunities and resources for faculty to pursue their scholarship and creative works **(I.1e)**, including access to professional journals and databases in a multiplicity of disciplines, in several venues and mediums. The library keeps abreast of cutting-edge technological and scholarly advancements to aid in preparing faculty for innovations and changes in higher education and pedagogy. These include OERs and tools to deal with difficult emerging problems in academia like predatory publishing. In service to CUNY’s mission as a public university, the open access institutional repository [CUNY Academic Works](#) makes available and showcases the scholarly and creative output of QCC faculty.

GRANT PREPARATION SUPPORT

A central component of faculty development is the pursuit of external funding in support of scholarly inquiry and creative activity **(I.1e)**. The [annual reports of the Research Foundation of CUNY \(RFCUNY\)](#) provide data on grants awarded for research, training, program development, institutional improvement, equipment, and student support services across all units of the CUNY. The excerpted data below indicate that between 2013 and 2016, the number of external grants awarded at QCC increased by 28% and the total funding increased by 40%.

Year	Number of external grants	Amount
2016	27	\$5,126,282
2015	26	\$4,659,450
2014	26	\$4,413,347
2013	21	\$3,633,857

Recently, the College undertook a thorough restructuring of its Office of Grants and Sponsored Programs (OGSP), with the goal of increasing both the volume and the competitiveness of applications from faculty and staff. In July 2016, OGSP was placed under new leadership and a new director of grants development was recruited with over 30 years of experience in the field. A new emphasis was placed on website development, updating procedures, and providing multiple opportunities for faculty training in grant development through workshops and other support activities. According to the Vice President of Pre-College, Continuing Education, Workforce Development and Sponsored Programs, this initiative resulted in nearly 200 one-on-one consultation sessions with faculty, and in the first year of the restructuring, there was a 58% increase in external grant/contract submissions. Data from OGSP indicate that, in the same year, there was a 29% increase in the number of PSC-CUNY awards at QCC. These CUNY-funded grants provide support for all disciplines and often serve as seed money for projects before investigators apply for external funding.

STAFF DEVELOPMENT

Several offices offer workshops and informational sessions in support of staff development. [Human Resources and Labor Relations](#) provides orientations to new employees and has hosted sessions on effective communication and completing an effective annual evaluation. [Affirmative Action, Pluralism and Diversity, and Compliance](#) offers an extensive array of workshops throughout the year for college employees and students. Services for individuals include advice regarding EO/AA policies and procedures, and assisting in identifying employment opportunities, among others. Services for groups include workshops on EO/AA topics, technical assistance in resolving EO/AA issues, and assistance with recruitment strategies for women, minorities, people with disabilities, and Vietnam era, disabled, and other eligible veterans. There is also a [Title IX office](#) that provides training to employees and students on combating sexual assault and other unwelcome behavior.

In the 2015-16 academic year, the college initiated the Student Affairs Leadership Enhancement and Development Series (SA LEADS), in which 8-10 staff members (Higher Education Officers, HEOs) participate in seven daylong sessions that focus on different professional competencies as defined by the National Association of Student Personnel Administrators (NASPA) and the American College Personnel Administration (ACPA), including advising and supporting; law, policy, and governance; leadership; organization and human resources; personal and ethical foundations; social justice and inclusion; student learning and development; technology; and values, philosophy, and history. Participants perform personality self-evaluations before meeting with leading figures in professional development to discuss the fundamental qualities of effective leadership and how to apply those precepts within the context of their respective personality profiles. Participants then meet with both QCC and CUNY senior administration to examine subjects related to the institution’s long-term mission and goals, including enrollment management, budgeting, and human resources management **(I.1d, 3)**.

The [2016-2017 Baseline Narrative Progress Report](#) notes that, on completing the program, participants have shown high marks in the competencies, improved leadership skills and self-knowledge, established new relationships across QCC and CUNY departments, and increased their awareness of administrative structures and functions of various offices. SA LEADS alumni attend follow-up sessions touching on additional topics of importance to the college mission.

By acquainting administrative staff members with the issues that govern large-scale decision-making at QCC and CUNY, SA LEADS assists them in improving their understanding of the role they play in helping to implement those policies and what they can do to produce better outcomes. Cultivating and empowering a dynamic cadre of administrators promotes “community-building practices across campus” so that QCC can continue to provide its students with a “nurturing and diverse environment...dedicated to academic excellence and rigor” **(I.1b, 1d)**.

ADVANCING PEDAGOGY: QUEENSBOROUGH ACADEMIES AND FACULTY AND STAFF DEVELOPMENT

The two institutional priorities that are addressed in this self-study are linked in areas where faculty and staff development support the efforts of the Queensborough Academies. This is especially apparent with respect to curricular innovation, mentorship of students, and High Impact Practices (HIPs).

CURRICULAR INNOVATION

In supporting QCC's mission-related goal of promoting faculty development, the [Center for Excellence in Teaching and Learning \(CETL\)](#) offers several funding opportunities to full and part-time faculty members, as well as administrators involved in student learning. For instance, the CETL Pedagogical Research Challenge Award is given to study interventions that can impact student learning outcomes at community colleges. Insights are shared with the campus community to encourage implementation of innovative pedagogical practices across academic disciplines. Faculty Inquiry Groups (FIGs) are another CETL program structured to encourage professional growth and critical analysis. Groups of three to five faculty members are provided a modest budget to explore a teaching or learning question and investigate potential solutions based on evidence and literature. FIG workshops introduce the results of the inquiry to fellow faculty members, promote the formation of academic learning communities, and advance faculty experiences in the classroom **(I.3)**.

SCHOLARLY INQUIRY AND CREATIVE ACTIVITY

Such curricular innovation benefits and addresses the internal constituencies of students and faculty **(I.1b)** and focuses on student learning, consistent with the current mission **(I.2, 3)**. It is also an important component of tenure and promotion, as acknowledged in the most recent guidelines. Equally important to tenure and promotion are scholarly inquiry and creative activity. Although they are not explicitly named in the college goal, these activities are an essential part of faculty and staff development **(I.1e)**. The strategic plans have consistently promoted increases in faculty scholarship and research impact. These appear, for instance, in the 2016-2017 Completion Report as University Goals ([section A.2](#)) and as long-term objectives of the college ([section C.1](#)). Notably, the strategic objectives for 2014-2015 included submission of grants to strengthen the college's capacity with respect to the *Queensborough Academies* ([section A.2b](#)), the other institutional priority addressed in the self-study. Although publication and exhibition is not specifically mentioned in the 2017-2018 Strategic Plan, grant training resources (pre-award, grant-writing, and compliance) appear as objectives and targets not only for faculty, but also for HEOs and other non-teaching titles to support successful research and institutional proposals ([section B](#)). The quality, quantity, and impact of publications, presentations, exhibitions, and research awards are indicative of a productive culture of research that spans all departments, as indicated in the table below (from the 2014, [2015](#), and [2016](#) Faculty Activity Reports, submitted annually to the university).*

Category	2014	2015	2016
Peer-reviewed journal articles	64	89	65
Books authored	9	10	13
Creative works (performance, production, direction, composition, exhibition)	44	64	75
Invited lectures	33	40	48
Conference Presentations	201	243	328
TOTAL	351	446	529

The data show generally steady increases in the amount of scholarly work and creative activity, including peer-reviewed journal articles, books authored, invited lectures, performance, production, direction, composition, and exhibition. Conference presentations, the largest portion of scholarly activity, are especially noteworthy because many of them involve student co-presentations at professional meetings. Undergraduate research plays such a prominent role that the college developed a HIP around it.

* Faculty activities are self-reported by individual faculty members.

HIGH IMPACT PRACTICES, STUDENT MENTORING, AND UNDERGRADUATE RESEARCH

High standards in scholarship at QCC are often met by mentoring first- and second-year students so that they can play roles normally taken on by junior- and senior-level undergraduates. Mentorship of students is a unique strength of the college, especially in the STEM fields and Business, and is promoted through Undergraduate Research (UR), one of the college’s High Impact Practices (HIPs). HIPs are pedagogical approaches that promote active learning and student engagement; at QCC, they include academic service-learning, common intellectual experience, global and diversity learning, undergraduate research, writing intensive classes, and students working in interdisciplinary groups. A specific objective in the [2014-15 strategic plan \(section C.3b\)](#) was to “offer 2 across-HIPs faculty development workshops and coordinate HIP-specific faculty development and assessment plans for HIPs.” Twice each academic year, CETL offers the HIPs Institute for faculty to fulfill this professional development objective.

Authentic UR has a long history on campus but has only recently been recognized as a HIP. Several programs on campus provide students with scholarships and stipends, funds for research, opportunities to publish and present at professional conferences, and entrepreneurial opportunities. Agencies include the CUNY Research Scholars program, National Institutes of Health, National Science Foundation, NASA, and US Department of Education. Affiliations of students and faculty with organizations such as the Community College Undergraduate Research Initiative, Council of Undergraduate Research, Society for Advancement of Chicanos/Hispanics and Native Americans in Science, and the American Chemical Society provide opportunities to network with local, regional, and national communities **(I.1b)**.

Along with advisement and technology, HIPs are one of the three major components of the Queensborough Academies. The importance and investment in HIPs is demonstrated by examination of the Strategic Plans from 2014 through 2018. The table below shows how the college goals with respect to HIPs have remained consistent from 2014 through 2017, as well as how the relevant objectives and their corresponding targets have evolved.

High Impact Practices (HIPs)

Report Year	College Goal or College Focus Goal	Strategic Objectives	Targets
2014-2015	Fully implement, sustain & assess 3 components of Academies: advisement, high impact practices (HIPs) & technology.	CETL will offer 2 across-HIPs faculty development workshops & coordinate HIP-specific faculty development & assessment plans for HIPs.	<i>Strategic Objectives served as Targets this year</i>
2015-2016	Sustain and assess three components of Queensborough Academies: advisement, high impact practices (HIPs), and technology.	Improve HIPs student outcomes	<ul style="list-style-type: none"> • Target for "high involvement with QCC" for students in HIPs: 53.0% • Student work in courses with faculty using HIPs scored according to analytical reasoning rubric
2016-2017	Sustain and assess three components of Queensborough Academies: advisement, high impact practices (HIPs), and technology.	Improve consistency & quality of HIPs implementation	Consistent, systematic assessment process established, including: <ul style="list-style-type: none"> • Student learning outcomes (SLOs) streamlined • Faculty development aligned with SLOs

Report Year	College Goal or College Focus Goal	Strategic Objectives	Targets
			<ul style="list-style-type: none"> Central repository established to enable assessment of faculty development
2017-2018	<p>Through a nurturing and diverse environment and commitment to academic excellence and rigor, the college seeks to promote critical thinking intellectual inquiry, global awareness, civic responsibility, and cultural and artistic appreciation.</p> <p><i>CUNY Strategic Framework Area: Access & Completion and Career Success</i></p>	<p>Institute HIPs-specific faculty development assessment protocol to strengthen consistency of HIPs implementation; includes assessing evidence of alignment to general education outcomes & meaningful reflection associated with deep learning.</p>	<ul style="list-style-type: none"> Public posting of faculty development curriculum maps for all six HIPs Training of HIP Faculty Coordinators & select faculty members in <i>Taskstream Aqua</i> to facilitate deliverables review Pilot of faculty development protocol in Sp18 Documentation of HIP faculty development process on CETL website in Summer18

The strategic plans present consistent college goals from 2014 to 2017. After adopting the new mission in 2017, alignment of the [2017-2018 Strategic Objectives](#) with the college mission was significantly improved by including the exact text of the relevant college goal and the general CUNY Strategic Framework areas. New objectives with respect to HIPs were introduced each year from 2014 through 2017. Over time, the few student-focused targets evolved into several highly specific student and faculty-focused targets, indicating the growing commitment to HIPs.

CONCLUSIONS

The college meets all of the criteria of Standard I and the related Requirements of Affiliation. It upholds its mission through the implementation of activities in support of its college goals, as exemplified by the two institutional priorities addressed in this self-study, the Queensborough Academies and faculty and staff development. These serve as organizing principles for the college and inform planning at all levels, thereby demonstrating the college’s commitment to the holistic development of its students, its ongoing support of an engaged faculty and staff, and its engagement with the community.

Review of the mission and college goals is scheduled to occur on a regular schedule, every eight years and in advance of reaccreditation by the Middle States Commission of Higher Education. Review will ensure that the mission and goals are relevant and achievable. Through periodic review, the mission and goals may be understood as a more current or “living” statement that is meant not only to guide the institution, but also to evolve in response to the needs of its stakeholders and constituents. This is embodied in the new strategic planning format described earlier, which is now explicitly aligned with the mission and goals. This mission-centered planning process more clearly builds on previous years’ outcomes and also charts a course for the future.

CHAPTER 2: ETHICS AND INTEGRITY

Standard II: Ethics and Integrity

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

Queensborough Community College (QCC) values ethical behavior and integrity. As indicated in its [Affirmation of Integrity](#), QCC is committed to upholding the tenets of integrity in all aspects of its operations. Its mission grounds the institution's values and aspirational efforts in the "[nurturing and diverse environment](#)" of the campus. The process of the revision of the mission statement discussed in Chapter 1 is one of many examples that attest to the college's transparency and inclusiveness in initiating, discussing, and implementing change in the continual response to the needs of a changing landscape in higher education.

This chapter explains how QCC is faithful to its mission, honors its contracts and commitments, adheres to its policies, and represents itself truthfully to internal and external stakeholders. As part of the City University of New York (CUNY), QCC is obligated to comply with policies and procedures as dictated by the CUNY Board of Trustees, under which all colleges in the integrated university are governed. In addition, the college is obligated to comply with New York State Department of Education rules and regulations regarding curriculum and with New York State and New York City rules and regulations regarding the leadership, operation, and finances of a community college. In the overview that follows, more detail is provided concerning the ways in which QCC meets the standard in the context of the integrated university and the college's own mission, policies, and stakeholders. When needed, the college has revised its own bylaws, changes to which are approved by the senate and faculty and, ultimately, by the CUNY Board of Trustees. Following the overview are sections devoted to the two institutional priorities that focus the self-study—Queensborough Academies and faculty and staff development.

OVERVIEW

CUNY policies and procedures ensure fair and impartial college practices. The college makes every effort to promote clarity and transparency in its adherence to federal, state, and city policies and procedures, and the college president's yearly [reaffirmation letter](#) to the campus community concerning this adherence attests to this commitment. [Compliance guidelines and guidebooks](#) provide resources and, where appropriate, recourse to taking action. [Marketing and Communications](#) ensures that all public relations, both internal and external, are conducted with the highest regard for honesty and truthfulness (II.6). [Consumer information](#) for prospective and current students makes transparent to the college's primary constituency, its students, data about financial aid, student outcomes, health and safety, and other general information about the college like programs of study, accreditation, and licensure (II.8).

CUNY policies also cover the grievance process, academic integrity, academic freedom, and conflicts of interests. Ultimately, the college president is accountable to the CUNY Board of Trustees with regard to all appointments and the integrity of the tenure and promotion process. On the faculty side, observing

appropriate faculty and union rights, the Vice President for Academic Affairs carries out and implements policies and procedures as the agent of the college president; for all other employees, the corresponding vice president by division. The Dean for Human Resources is the duly appointed agent of the president to ensure that all compliance requirements related to employment—federal, state, city, university, union—are upheld.

The college’s workforce consists of different employee groups. The executive-level series is governed by the contents of the Executive Compensation Plan, developed by the university and approved by the New York State legislature. Additional guidelines for recruitment are provided by the University’s Vice Chancellor for Human Resources Management. Faculty and administrative staff are considered instructional staff (teaching and non-teaching). Their employment is governed by bargaining unit agreements, supplemented by CUNY’s Standards of Practice and other guidelines issued by the University Office of Recruitment and Diversity, including a University-wide Search Committee Guide. Classified Civil Service Staff employment is governed by Rules and Regulations developed by the university and overseen by an independent Civil Service Commission under the oversight of the New York State Department of Civil Service. Application and selection practices for Classified Civil Service employees apply equally to all candidates for a given title or level. All of these policies are accessible on the CUNY website.

QCC’s hiring practices conform to the bylaws of the CUNY Board of Trustees and applicable collective bargaining agreements, as well as federal, state, and local laws and regulations. Faculty and staff are invited to attend professional development sessions that focus on the federal, state, city laws and regulations, and CUNY policies and procedures. The [Office of Affirmative Action/Pluralism and Diversity/Compliance](#) monitors search activities, maintains documentation relative to compliance, disseminates information, and helps to ensure compliance with policies and procedures (II.2). To ensure transparency, this office makes these [policies and procedures](#) accessible on the website and outlines the federal, state, and city laws that govern its employment practices (II.5).

Since 2013, with the implementation of the CUNY-wide Faculty Diversity Plan, the college amplified its commitment to diversity, equity, and inclusion while sustaining its guiding principle of academic excellence. Improvements to the search process have enhanced the college’s ability to recruit faculty from diverse backgrounds more effectively. Faculty demographics over a five-year period, from 2013-2018, show that the total number of women faculty at the college increased by 11 and the total minority numeric representation experienced a growth of 22.

Minority group	2013-14	2014-15	2015-16	2016-17	2017-18
American Indian	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.2%)	1 (0.2%)
Asian/Native Hawaiian/Pacific Islander	54 (14.1%)	55 (14.1%)	57 (14.3%)	60 (15.0%)	64 (15.8%)
Black/African American	34 (8.9%)	38 (9.7%)	37 (9.3%)	38 (9.5%)	40 (9.9%)
Hispanic/Latino	27 (7.1%)	25 (6.4%)	26 (6.5%)	27 (6.7%)	28 (6.9%)
Two or more races	0 (0.0%)	1 (0.3%)	2 (0.5%)	2 (0.5%)	4 (1.0%)
Total minority	115 (30.1%)	119 (30.5%)	122 (30.6%)	128 (31.9%)	137 (33.8%)
Female	196 (51.3%)	198 (50.8%)	202 (50.6%)	203 (50.6%)	207 (51.1%)

Prior to any search, the Office of Affirmative Action/Pluralism and Diversity/Compliance provides guidance to the search committee on recruitment and hiring processes. Improvements to the search process during this five-year period included making search committee members aware of the demographic composition of the department by sharing data on the underutilization and the

representation of the federally protected groups in the offices/departments, supporting transparency in data sharing. Over the same five-year period of the Faculty Diversity Plan, the percentage of total minorities among the new faculty hires has steadily increased, with the latest recruitment and hiring period recording 50% of new faculty hires self-identifying as a member of one of the federally protected groups (Affirmative Action Plan 2018, page 46). This percentage is 8 percentage points higher than the 42% recorded in the 2017 reporting period and 14 percentage points higher than the 36% recorded in the 2016 reporting period.

To attest further to the college's commitment to equity and inclusiveness, a non-voting Affirmative Action representative is assigned to every search committee. The role and responsibility of the representative are to provide transparency in the recruitment and hiring process, to offer objective oversight in maintaining an inclusive and non-discriminatory assessment of all candidates, and to provide guidance to the federal, state, and city policies and to CUNY recruitment, hiring, and screening practices. Presently, over 50 members of the college community serve on the Affirmative Action Representative Committee. These committee members attend an orientation to the position and then annual training sessions.

To ensure transparency and objective review of applicants, search committees submit screening criteria and interview questions prior to a review of applicants for all positions so that all applicants who are considered for positions are screened using the same minimum and preferred qualifications. Standardized Job Vacancy Notices, both the blank template and sample JVN, and the process of screening applicants mentioned above attest to the college's commitment to equitable hiring practices **(II.6)**.

Employment advancement is governed by transparent university policy, bargaining unit contracts, and Civil Service regulations. Promotions and tenure decisions within the faculty ranks are governed by an extensive committee review process, requiring substantiation and written justification. Recommendations for promotion, appointment, and tenure are made by the department Personnel and Budget (P & B) committees, except for actions of promotion to the rank of professor. Actions of promotion to full professor are reviewed, voted on, and recommended by the College P & B Committee. The college president has ultimate authority to recommend employee advancements for approval by the CUNY Board of Trustees. The college has implemented strategies to retain faculty and maximize the likelihood of tenure and promotion (see below under Faculty and Staff Development).

Efforts regarding the promotion of minorities and women have been successful. According to the 2017 Affirmative Action Plan, all 11 Assistant Professors who applied for Associate Professor in 2017 received promotion. Six (54.5%) were female and 5 (45.5%) were male. Two (18.2%) were Asian/Pacific Islander and 2 (18.2%) Hispanic. The number of Associate Professors who moved to Professor during this same period was 4; three (75%) were female and 1 (25%) male. The total minority representation of this professorial promotion was 2 (50%). The specific breakdown was 2: 1 (25%) Black and 1 (25%) Hispanic. There were 5 Associate Professors who were not approved for the promotion: three (60%) males and 2 (40%) females. The specific breakdown of this group was 1 (20%) Black, 1 (20%) Hispanic, and 3 (60%) non-minority. The faithfulness of QCC to its own procedures regarding the hiring, promotion, and tenure of faculty and staff is documented in the Fact Book with regard to gender and in the Affirmative Action Plan with regard to gender and race. The Affirmative Action Officer on campus reports directly to the college president.

Once hired, QCC employees at all levels are expected to meet basic guidelines at their rank or in their administrative or staff positions. Levels include assistant, associate, and full professor; instructors and

lecturers; adjunct professors; executives (vice presidents, deans, executive directors); administrative staff, and classified civil service.

Non-tenured faculty work under the supervision of their department chairs, who continually guide them in fulfilling their responsibilities in teaching, scholarship, and service to their departments and the college, commonly referred to as “the three legs of the stool.” Most faculty are peer observed each semester and the observers provide faculty members with constructive guidance on their teaching techniques. Faculty are also reviewed by their students at least once, and in many cases, twice each academic year. These student reviews are reviewed by the faculty member’s department chair ([Faculty Handbook](#)). Faculty members frequently collaborate with one another on matters of pedagogy and teaching techniques as well as substantive matters within their respective discipline.

Opportunities for service to the departments and to the college are many and varied. Various departments have committees (including the departmental personnel and budget committee) and projects on which interested faculty members may provide meaningful service to their department. There are various [committees of the faculty](#) and of the [Academic Senate](#) that offer faculty members the opportunity to provide service. Faculty members may also serve as advisers to numerous [student clubs and student activities](#).

Associate professors who are eligible for and seek promotion to the rank of full professor are provided detailed instructions regarding requirements for promotion to full professor. Full-time faculty applying for the rank of full professor present their accomplishments to the College Personnel and Budget Committee (P&B). To ensure fairness in the promotion process to full professor, the Office of Academic Affairs, in consultation with department chairs and faculty, has created [guidelines](#) regarding the content and presentation of credentials, including teaching, research, service, scholarship, creative work, grants, presentations, honors, awards, and patents. An application to the rank of full professor must also include a statement of teaching philosophy, a current updated curriculum vitae covering the period since the last promotion, and letters of support from individuals outside the college who may attest to the significance of the scholarly work, contribution to the academic discipline or pedagogical practice, and regional/national recognition of scholarship/creative work. The guidelines also note the importance of annual evaluations and current peer teaching observations **(II.5)**.

Adjunct professors may be promoted by a recommendation of the department chair and approval by the Office of Academic Affairs. Across CUNY, adjunct pay rates are matched (from campus to campus) to ensure consistency. Job descriptions are found in the [Codes of Practice for Instructional Staff](#).

Faculty members are provided ample opportunities to develop the three “legs of the stool”—teaching, scholarly and creative accomplishments, and service (see more under Faculty and Staff Development below)—in their efforts toward tenure and promotion. In the rare cases in which tenure or promotion is denied, there is a grievance process in place. In the event of disagreement over a decision about reappointment or promotion or a complaint, faculty members have recourse to the college’s grievance process, described in the [Faculty Handbook](#), which cites the Bylaws of the Faculty **(II.3)**. Faculty may appeal negative decisions on reappointments and promotions by requesting a hearing before the Academic Review Committee. Further appeal may be submitted in the form of a letter to the college president (Faculty Bylaws, Article XI). In this situation, faculty members are urged to contact the college’s PSC chapter grievance officer.

As for administrative staff, promotions into and within the executive grouping are individually reviewed by the University Office of the Vice Chancellor of Human Resources Management and require detailed job descriptions and written documentation described in the [Executive Salary and Compensation Plan](#).

Advancements within the administrative staff are managed through a reclassification process that is reviewed by the college's HEO Screening Committee and the University Office of Human Resources Management, requiring justification that the new position represent a substantial increase in duties as well as detailed job descriptions and organizational charts. The college sends out notices about reclassification each year. The HEO series consists of, in ascending order, Assistant to Higher Education Officer (aHEO), Higher Education Assistant (HEa), Higher Education Associate (HEA), and Higher Education Officer (HEO). HEOs requesting reclassification are encouraged to speak with their supervisor. Recommendations for reclassification go through the HEO Screening Committee, which makes a recommendation to the college president. The ultimate decision about such matters lies with the college president and the university; the president's recommendation is forwarded to CUNY for approval by the Board of Trustees.

Promotions and advancements in the Classified Civil Service are achieved either through automatic level advancements detailed in bargaining unit agreements, generally based on years of service, through promotional examinations, or through an evaluation of job duties for various levels of a title, which are detailed in the written Civil Service specifications for that title. As the appointed officer, the director of personnel monitors civil service appointment and promotion processes. Ultimately, all such matters are the responsibility of the Dean for Human Resources, to whom the director above reports.

Through its commitment to academic freedom and academic integrity and the avoidance of conflict of interest, QCC ensures that the institution operates in an environment free from external or internal pressures inimical to the values of higher education.

To address issues of academic freedom, QCC established a [Committee on Academic Freedom](#) in 2008. The committee website describes the protocol for raising an issue concerning academic freedom. The committee meets regularly to discuss issues related to academic freedom and makes recommendations accordingly. The [committee website](#) contains documents related to Academic Freedom (committee reports, including annual report and reports addressing specific issues) but is not updated or complete. The committee chair, however, will be trained as a webmaster and be able to update the website. At faculty meetings, the role of the Academic Freedom committee is shared with others on campus. To supplement this, additional sessions for new faculty and regularly scheduled faculty development workshops may be considered. All documents related to the Academic Freedom committee will also be made available in the college library. Resources available on academic freedom include (II.1): [QCC Library on academic freedom](#); main charges of the [PSC-CUNY Academic Freedom Committee](#); [American Association of University Professors](#), which includes webinars and video tutorials; [documents](#) of the University Faculty Senate (UFS) Committee on Academic Freedom; and the [UFS Statement on Academic Freedom](#) (2009).

Like academic freedom, academic integrity is a pillar of the institution. According to the [Affirmation of Integrity](#), the Office of Academic Affairs employs rigorous and thorough analysis of all faculty scholarship, and it bases personnel actions on a comprehensive and holistic review of faculty's accomplishments, including excellence in teaching, service to the institution and its students, and the quality of creative and scholarly research as presented in a variety of forums. The Office of Academic Affairs advises faculty members to seek reputable venues for their scholarly output, and to utilize the resources of the Kurt R.

Schmeller Library when assessing potential avenues for publication and presentation. Faculty are reminded of the College's [Guidelines for Promotion to Full Professor](#) and implored to avail themselves of the numerous professional development opportunities aimed at protecting themselves and the University from association with disreputable outlets.

[CUNY's Policy on Academic Integrity](#) clearly defines cheating, plagiarism, obtaining unfair advantage, and falsification of official records and official documents. As required by the document itself, the policy is available through the college website under [Governance: Plans Policies and Procedures](#), as well as through the College Catalog (39-41). The College follows the Policy's methods for promoting academic integrity, including discussions of academic integrity as part of new faculty orientation. The "Faculty and Staff Development" section on the Faculty and Staff homepage of the QCC website prominently features an advisory on predatory publishing. It presents a set of steps one can take to determine whether a journal is likely to be reputable and it also notes red flags that should engender caution. The activities above demonstrate that the college is faithful to its mission, honors its contracts and commitments, adheres to its policies and represents itself truthfully with regard to Academic Integrity **(II.1)**.

To ensure integrity in all matters academic and otherwise, the college has state, university, and college policies and procedures in place to educate faculty on the avoidance of conflict of interest. All newly hired faculty, both full-time and adjuncts, are invited to attend new faculty institutes in which all policies and procedures are reviewed. Faculty are asked to fill out the [Statement of Policy on Multiple Positions](#). This form must be submitted by all faculty certifying that they do not engage in work inside or outside of the CUNY system that interferes with their full-time teaching position. Reminders are sent out every semester from the Office of Faculty and Staff with additional follow-up by the department chairs. In addition to the reminders to fill out multiple position forms, faculty are also sent emails each semester reminding them that they should not accept gifts from students. This policy is in keeping with the Joint Commission on Public Ethics (JCOPE). All employees earning over \$97,448 are required to fill out a [financial disclosure form](#) with New York State. They are also required to take ethics training developed by JCOPE and presented by the Dean of Human Resources. The college has widely disseminated its policies and procedures for the avoidance of conflict of interest and, as such, honors its contracts and commitments, adheres to policies at the college, university, and state levels and represents itself truthfully with regard to conflicts of interests **(II.4)**.

Recently, in a threat related to academic integrity, issues concerning predatory publishing arose at the college. In November of 2017, CUNY's Interim Associate Vice Chancellor and its Interim University Dean of Libraries and Information Systems sent CUNY's [Guidelines Re Publishing in Predatory Journals](#) to all CUNY faculty. The document provided guidelines and links to relevant articles on the subject as well as a *Memo from the CUNY Office of Research Dated May 18, 2017*. QCC's [Guidelines for Promotion to Rank of Full Professor](#), under "Scholarship," provides information and guidance with regard to this issue **(II.1)**. In addition, the college's librarians have been addressing this higher education challenge (see under Faculty and Staff Development below).

QCC's faculty have addressed the issue of predatory journals to maintain the standards and principles of academic integrity. This issue has been addressed at the Academic Senate, at the department level, and by the Faculty Executive Committee (FEC), which held a panel discussion on this topic on October 25, 2017. The FEC conducted a poll from April 17, 2018, through May 1, 2018, asking whether faculty support its statement on academic integrity and asserting that "only scholarly works or presentations of creative works in media that have high quality review processes that are in accordance with generally accepted standards in academia and the principles of academic integrity should be accepted as evidence of

scholarship or creative work for decisions on reappointments, tenure and promotion and for faculty awards and recognition.” **(II.1)** The FEC apprised the faculty of the [results via email](#) on May 6, 2018. As reported, the number of faculty who voted was 141 out of 427 or 33.02%: 99 of the 141 faculty members or 70.21% voted “I support the statement as is”; 21 of the 141 faculty members or 14.89% voted, “I do not support the statement”; and 21 of the 141 faculty members or 14.89% abstained **(II.1)**.

The issue of predatory journals has been and continues to be addressed at QCC, at the university and at the college level and by both the administration and faculty. The actions taken to date indicate that the college is faithful to its mission, honors its contracts and commitments, adheres to its policies, and represents itself truthfully with regard to its commitment to academic integrity.

Like faculty and staff, students are both supported and bound by guidelines and expectations congruent with the college’s mission and goals. Faithful to its mission and charter, QCC is an open admissions institution. To respond to the students’ college preparedness, QCC’s CUNY Start program provides instruction in academic reading, writing, and math for college-bound students who have not passed the CUNY Assessment Tests. The program, which includes integrated academic advisement, is completed in one semester, saving financial aid dollars for credit-bearing courses and addressing remedial needs in a timely fashion. This program attests to the college’s commitment to supporting student success by providing them with the skill sets needed for academic success in credit-bearing courses.

The college’s commitment to an affordable, high quality education and financial support is demonstrated by the fact that 90% of its students graduate without federal student loan debt and 66% of full-time students attend the college tuition free. To support student success, the college allocates 76% of its operating budget directly to academic and student support programs, which include but are not limited to supporting its tutoring and advising areas, all of which are offered at no cost to students **(II.7a)**. The Office of Financial services assists students complete the financial aid process and provides information and counseling to all students regarding the various financial aid programs (grants, loans, and work-study) offered by the federal government and New York State, along with various scholarship opportunities **(II.7b)**. One such unique opportunity available to students who are in jeopardy of dropping out of college because of financial hardship is the Carroll and Milton Petrie Foundation Student Emergency Grant ([Report of the President to the Academic Senate, April 8, 2014](#), page 2). This three-year, \$300,000 grant, awarded to QCC in January 2014 and widely promoted to students, supports retention and graduation rates. Through fall 2017, 200 students have been awarded the grant, with 87% of these students having graduated or still continuing at the college ([Petrie Foundation Year-end Report, January 2018: QCC Historical Report on Student Outcomes](#)). Considering its success, the grant has been renewed for an additional \$300,000 for a three-year period effective January 2017 ([Report of the President to the Academic Senate, February 14, 2017](#), page 3).

In addition, the [Single Stop](#) program connects students with government services and resources to overcome obstacles that may otherwise impede their ability to continue or be successful in college. Its services include free benefit screening, legal services, financial counseling, and tax preparation. Coordinators present information about the program at New Student Orientations; at the 2015 orientation, they screened 1,381 students, of which 492 received benefits ([Single Stop Year-end Report, 2015-2016, Part B](#)). After the launch of its new online screener, which enables students to use the New Technology database to screen for possible benefits or services, Single Stop assessed 1,039 households, of which 747 were confirmed for wrap-around benefits; 91 households were approved for Supplemental Nutrition Assistance Program (SNAP, formerly known as food stamps), health insurance, and cash assistance ([Single Stop Year-end Report, 2016-2017, Part B](#)).

In collaboration with the campus Petrie Foundation Administrator in the Office of Financial Services, Single Stop developed a referral system between the two departments to enhance student support and improve persistence toward graduation. In 2015, 21 students from the Single Stop program were awarded Petrie-Foundation Funds, totaling \$68,000 ([Single Stop Year-end Report, 2015-2016 Part B](#)). In 2016, six students from the Single Stop program were awarded funds totaling \$24,118.

On a broader scale to support student success, orientation events play a critical role in providing students with a comprehensive view of support services, as well as with expectations for academic performance, academic integrity, and conduct. The [Office of Student Conduct](#) receives about ten academic integrity cases each year (usually related to plagiarism and cheating). All cases are resolved within the school year. Student Conduct mediates situations between students. Some students are given a “no contact” order. In extreme cases, a student’s suspension is warranted. The Student Conduct Officer notes that the processes in place appear to work because there are few repeat offenders **(II.1)**. As noted above, CUNY’s [Policy on Academic Integrity](#) clearly defines cheating, plagiarism, obtaining unfair advantage, and falsification of official records and official documents. The policy is distributed at [New Student Engagement](#) orientations. In accordance with the policy, QCC subscribes to electronic plagiarism detection services **(II.1)**.

Disciplinary procedures are described in the CUNY Rules and Regulations for the Maintenance of Public Order Pursuant to Article 129A of the Education Law (258), in the college catalogue. This section describes the consequences of violations, which range from admonition, warning, and censure to disciplinary probation, restitution, suspension, expulsion, complaint to civil authorities, and ejection (260). Academy advisers intervene in matters of academic performance; the dean of students intervenes in matters that are behavioral **(II.2)**.

Student grievances with faculty are handled through the Office of Academic Affairs. Students are first advised to speak with their professor to resolve the issue. If this is unsatisfactory or not possible, they are then advised to speak to the chair of the department. Departments have a grade appeals committee in charge of reviewing documentation pertaining to student grade appeals. If no satisfaction is reached, students are advised to speak with the Dean of Faculty or the Vice President for Academic Affairs **(II.3)**.

In these ways, QCC is faithful to its mission, honors its commitments, adheres to its policies, and represents itself truthfully with regard to student opportunity, academic integrity, and disciplinary issues.

QUEENSBOROUGH ACADEMIES

As one of the institutional priorities addressed in this self-study, the [Queensborough Academies](#) address the mission’s goal of providing students with a holistic higher educational experience that promotes critical thinking, intellectual inquiry, global awareness, civic responsibility, and cultural and artistic appreciation. The Academies seek to improve student readiness for the academic excellence and rigor of the college experience and to leverage best practices and technological solutions to provide personalized advisement and comprehensive support for degree completion. All QCC students are enrolled in one of [five academies](#). From the beginning of their academic career at the college, students are assigned to the appropriate academy for advisement. [Academy Advisers](#) guide students through course selection and degree requirements, assist with career planning, and provide support as needed through the student’s entire academic career at the college.

The Queensborough Academies offer a wide array of [academic and student support services](#). The orientation to the Academies is extensive and transparent. The Office of [New Student Engagement](#) provides assistance, information, and resources to new students before they even arrive for their first class in a comprehensive onboarding experience. Other support areas guiding students from start to graduation include [Counseling](#), [CUNY Edge](#), [Career Services](#), [Services for Students with Disabilities](#), [Military and Veterans Services](#), [Single Stop](#), and the [Transfer Resource Center](#). Students receive continuous information about the services available to them from these offices in email blasts throughout the semester. To help students with academic preparedness, the college offers tutorial services in the [Campus Writing Center](#), [Mathematics Learning Center](#), and the [Student Learning Center](#). Other educational resources accessible to students include support and assistance for [foreign languages](#), [Nursing courses](#), and the [Academic Computing Center](#). The Academies sponsor co- and extra-curricular events and activities and [Student Welcomes and Orientations](#). The Academies work closely with [Marketing and Communications](#) to promote their services. All of these support services, offered at no cost to students, are marketed through a variety of printed materials and digital communications (II.7).

Assessment of the Queensborough Academies is addressed through the Office of Institutional Research and Assessment. An assessment protocol addresses goals and outcomes of all areas of the Academies. Reports on outcomes are accessible on the office's [website](#) for internal and external stakeholders to review and evaluate.

In its development and implementation of the Queensborough Academies, the college is faithful to its mission, honors its commitments, adheres to its policies, and represents itself truthfully with regard to student success and support efforts.

FACULTY AND STAFF DEVELOPMENT

As the second institutional priority addressed by this self-study, faculty and staff development is central to the college's mission and goals. The college's commitment to its faculty and staff is demonstrated through its formidable financial, pedagogical, technological, and wellbeing support services and opportunities.

The [Office of Academic Affairs](#) leads the college's efforts to support faculty in meeting the requirements and expectations of their ranks and titles. In addition to the Dean for Institutional Effectiveness, the Assistant Dean for Faculty, and the Assistant Dean for Teaching and Learning, two additional positions were added to the office in the past year: Dean for Research and Assistant Dean for Academics. This strong Academic Affairs senior staff provides faculty with pedagogical and research support that spans implementation of High Impact Practices (HIPs) to expertise in research design, methodology, and technique and to assessment.

Academic Affairs supports faculty in numerous ways. It sponsors a New Faculty Orientation each semester and a [New Faculty Institute](#) in January on such topics as scholarship, grant writing, and pedagogy. Academic Affairs also hosts orientations for new adjuncts each semester. Academic Affairs supports faculty presentations, research, and publications through its formidable travel grant funding. This support is evidenced in the 2018 Affirmative Action Plan, which reported that, during the 2017-18 academic year, 174 discrete faculty received this funding. In addition to these travel grants, Academic Affairs provided Academic Promise Grants during this same period to those faculty unsuccessful in applying for a PSC/CUNY grant application. Academic Affairs encourages faculty research and grant opportunities on an ongoing

basis by informing faculty of internal and external opportunities as these opportunities become available through various funding agencies.

To provide faculty with the support needed for tenure and promotion, Academic Affairs has initiated a phased orientation program for newly appointed faculty that covers guidelines and expectations concerning tenure and promotion and a series of workshops that are intended to provide guidance to the process for tenure and promotion, including a third-year review to assist faculty in their preparations for tenure. Faculty receive information concerning tenure and promotion through additional venues, from the college, from the Professional Staff Congress, and from the college's governance. In 2011, an innovative mentoring program was established for untenured faculty. Untenured faculty are encouraged to participate in the CUNY-sponsored Faculty Fellowship Publication Program, the QCC Presidential Fellowship Program, the QCC Pedagogical Research Challenge Awards, and the various funding opportunities that are promoted through Academic Affairs and Grants and Sponsored Programs. The benefit of these best practices is evident in the fact that, for the 2016-17 academic year, 100% of the 13 untenured faculty who were eligible for tenure received tenure (Affirmative Action Plan 2016-17, p. 31) **(II.5)**. To support faculty who seek promotion to full professor, Academic Affairs provides informational sessions about the requirements for promotion and techniques and practices with respect to the promotion application process. Academic Affairs also provides practice sessions for associate professors seeking promotion to full professor. Candidates give a 10-minute presentation before a panel of three faculty members for a peer critique.

Reporting to Academic Affairs, other campus offices provide professional development opportunities for faculty members. The [Center for Excellence in Teaching and Learning](#) (CETL) provides programs and workshops for faculty throughout the academic year that span topics from assessment to technology. The QCC library provides [professional librarians](#) to assist faculty in their research challenges as well as helping them locate suitable journals in which to publish their research and scholarship. The [Academic Computing Center](#) provides faculty with instruction on various software programs. The Office of [Information Technology](#) provides technological support to faculty and the campus at large. The Office of [Affirmative Action/Diversity/Compliance](#) provides and supports workshops that promote awareness for enhancing an inclusive learning community for faculty, staff, and students.

About two years ago, QCC's Kurt R. Schmeller Library began to address the issue of [predatory journals](#) with faculty. In addition to answering individual inquiries from faculty seeking assistance in finding reputable journals, the library offers workshops to faculty every semester to provide general guidance and advice. Among the complexities of the issue, librarians note that the internet has greatly magnified what has been a longstanding problem, that reputable journals may sometimes publish poor quality studies, that predatory journals can sometimes publish high quality studies, and that faculty mentorship is not a foolproof preventive measure because journals that were once reputable and in which mentors have published in the past may no longer be so. They also note that cost is not always indicative of the reputation of a journal as both peer-review and open access journals may charge fees and that reputable peer review journals take some time to review and accept articles, which means that a rapid acceptance is a red flag. The librarians further advise that a reputable journal should be indexed in a major database. They advise that faculty consult with colleagues in the field. The library currently subscribes to Cabell's database for science and health sciences to assist faculty in those disciplines in determining appropriate journals for publication. Cabell's database offers bibliometrics, journal ranking, and acceptance rates, as well as a blacklist of predatory journals. QCC's library has clearly taken steps to monitor the situation and to offer remedies for what is an ever-evolving and complex problem **(II.1)**.

In addition, the college provides opportunities for additional support for the work of tenured permanent instructional staff members from the rank of lecturer to professor. Permanent instructional staff who meet the application criteria regarding length of employment are invited to apply for fellowship leave for purposes of research, improvement of teaching, or creative work in literature or the arts. Such fellowship leaves are awarded with paid leave that is 80% of the bi-weekly salary rate for a full year or half year or a fully paid half-year leave, according to [CUNY criteria \(II.5\)](#).

The [Office of Human Resources and Labor Relations](#) makes transparent the college’s commitment to fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees **(II.5)**. Staff development efforts include a wide array of workshops and activities to help provide orientation to new members of the community, support for [diversity and affirmative action](#), training with regard to [Title IX](#) issues, and professional development to help prepare for promotion.

As a unit of the integrated university, the college abides by and complies with university and union standards, policies, and procedures. The presentation above is demonstrative of a formidable support program available to faculty and staff.

CONCLUSIONS

Based on the evidence presented above, the college meets the criteria of Standard II. To address the absence of a rigorous and systemic plan or protocol to conduct periodic assessment of ethics and integrity relative to the functioning of the college as an institution **(II.9)**, the college should designate or establish a group comprising faculty and staff to conduct such periodic assessment.

Recommendation

To ensure periodic and systematic assessment of ethics and integrity at the institution, establish a representative body charged with the periodic assessment of ethics and integrity as such principles and matters relate to the operation of the institution at every level in the service of mission and goals.

CHAPTER 3: DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

Standard III: Design and Delivery of the Student Learning Experience

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

Requirement of Affiliation 8

The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.

Requirement of Affiliation 9

The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.

Requirement of Affiliation 10

Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

Requirement of Affiliation 15

The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.

Queensborough Community College (QCC) satisfies criteria of Standard III and the relevant Requirements of Affiliation (8, 9, 10, 15). All but one of the Standard III criteria will be covered; the final criterion—related to the assessment of educational effectiveness—is covered in Chapter 5 and under Standard V in the evidence inventory (documentation roadmap). This chapter provides broad descriptions of the student learning experience beginning with the design of the student learning experience, which includes curriculum, general education, official publication of college programs, and the Queensborough Academies, one of the institutional priorities addressed in this self-study. Next, the chapter addresses the delivery of the student learning experience, including descriptions of specific programs and avenues of support within the Queensborough Academies and online learning. In addition, the delivery of the student learning experience section of the chapter addresses faculty and staff development, the other institutional priority addressed.

DESIGN OF THE STUDENT LEARNING EXPERIENCE

This section demonstrates how the college’s goal of “supporting curricular innovation and striving for better alignment with baccalaureate programs and the demands of a dynamic workforce” is effectively achieved through the design of the student learning experience.

CURRICULUM

All curriculum proposals must adhere to the standards, policies and procedures set by the college’s [Curriculum Committee of the Academic Senate](#) and in accordance with CUNY and State guidelines. The Senate Curriculum Committee consists of 9 faculty members, 2 student representatives and 3 liaisons (including the Provost and VP of Academic Affairs), who follow a specific [process for curricular changes](#). This process includes weekly meetings of the Senate Curriculum Committee to review curricular submissions from Academic Departments that have received departmental approvals. After the Senate Curriculum Committee considers and recommends the proposed curricular items, they are included in the committee’s monthly report and submitted to the Academic Senate Steering Committee for inclusion in QCC’s monthly Senate agenda for Senate approval. Senate-approved curricular changes are included in the CUNY Chancellor’s reports for approval by the CUNY Board of Trustees. Any new programs or significant program changes are then forwarded to the New York State Department of Education (NYSED) for approval and registration. For communication and implementation of approved curricular changes, the Office of Academic Affairs has instituted a flow of information reaching the college community through a [curricular changes distribution](#). The college’s rigorous review and approval process is designed to ensure that programs are coherent and both courses and programs are consistent with higher education expectations **(III.1)**.

The processes, policies and procedures set forth by the college demonstrate how the institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes **(RoA 8)**. The institution’s student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality **(RoA 9)**. Institutional planning integrates goals for academic and institutional effectiveness and improvement **(RoA 10)**.

GENERAL EDUCATION

As described in the 2014 Periodic Review Report ([2014 PRR](#)), QCC implemented the *Pathways Transfer Initiative* in fall 2013. The Pathways initiative—a 2011 university-wide mandate—sought to facilitate student transfer among CUNY campuses while addressing issues related to the accumulation of excess credits. The college created a “[crosswalk](#)” to map how the CUNY Pathways outcomes are subsumed by the QCC general education outcomes.

The college’s general education program “offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy.” Consistent with the mission, the general education program also includes the study of values, ethics, and diverse perspectives” **(III. 5b)**. In the most recent (spring 2018) revision of QCC’s general education learning outcomes, the Faculty Senate voted and approved the transition of three specific

learning outcomes—ethical reasoning, integration of knowledge, and collaboration—to program level. The college’s general education program offers sufficient scope to draw students into new areas of intellectual experience expanding their cultural and global awareness and prepares them to make well-reasoned judgments outside as well as within their academic field. A student graduating with an associate degree in a transfer program will meet requirements for successful transfer into the upper division of a baccalaureate program, and a student graduating with an associate degree in a career program will demonstrate mastery of discipline-specific knowledge and skills required for entry into or advancement in the job market in his or her field (III. 5a). The institution supports incorporating culturally rich experiences and active learning into the college curriculum.

The commitment to promoting cultural and artistic appreciation is evident in the efforts of the Kupferberg Holocaust Center to engage with both faculty and students (Kupferberg Center [programming and resources](#)), as well as in the educational missions of the [Queensborough Performing Arts Center](#) and the [QCC Art Gallery](#). Campus groups of faculty and staff—such as the Faculty Senate [Committee on Cultural and Archival Resources](#)—promote curricular connections as well as faculty collaboration with the college’s considerable cultural resources, all of which are archived through the college [library](#).

DESCRIPTIONS OF ACADEMIC PROGRAMS IN OFFICIAL PUBLICATIONS

The college's programs are described accurately and clearly in official publications so that students are able to understand and follow degree/program requirements and expected time to completion. The college’s course catalog ([2017-2018 Catalog](#)) is published annually and offers a complete delineation of programs and courses offered. The catalog is formally reviewed and revised as necessary each year by the academic departments and Academic Affairs, in collaboration with all administrative offices (III.3).

To assist students in navigating through their respective academic programs, the college website features a complete listing of degree maps or recommended course sequences ([Queensborough Academies homepage](#)), as well as tools like DegreeWorks, which is an online advisement system with self-audit functionality for students. An online tutorial and web-based instructions for use promote greater student familiarity, comfort, and competence with the use of this system ([DegreeWorks tutorial page](#)). In all sections of ST 101: Strategies for College Success, a semester-long elective course designed to introduce new students to QCC, staff members and administrators of the Registrar’s Graduation Audit unit facilitate a session to orient students through logging in to DegreeWorks and conducting a degree self-audit. The college’s effort to offer its students accessible descriptions of all academic programs is reinforced by the Academies’ emphasis on intentional advising. By providing Academy-specific advisers, the college ensures that students are interacting with advisers who possess a maximum degree of familiarity with respective programs of study.

QUEENSBOROUGH ACADEMIES

To prepare our students for success, the [Queensborough Academies](#) promote student learning experiences through structured degree programs, personalized advisement, innovative teaching and learning practices, and supportive technology. The Queensborough Academies comprise five Academies organized by related majors: Science, Technology, Engineering and Math (STEM); Liberal Arts; Visual and Performing Arts; Health-related Sciences; and Business. The curriculum for each program of study ensures students meet the necessary general education and degree requirements for degree completion and continued studies and career preparation. Academy advisers are both knowledgeable and skilled in the related majors of their Academy and generalists dedicated to helping all students

reach their academic and career goals. Since the Queensborough Academies were implemented in 2009 and expanded in 2013 to serve all degree-seeking students at the college rather than only incoming freshmen, graduation rates have increased ([Fact Book, p. 32](#)).

DELIVERY OF THE STUDENT LEARNING EXPERIENCE

The following section demonstrates how the specific goal in the college’s mission of “Shaping the Student Experience” is effectively achieved through the delivery of the student learning experience.

The Queensborough Academies also feature support programs for different student populations within the Academies (see below). Students are assigned to an Academy based on their major. Based on level of placement, students may be directed to one of several pre-college experiences to complete their remediation (CLIP or CUNY Start). For those not in pre-college programs, Academy advisers advise students to complete remediation through USIP and Accelerated Learning Program (ALP) courses. The Admissions process helps point students to the Accelerated Study in Associate Programs (ASAP). Academy Advisers recommend High Impact Practices (HIPs) to students and refer students to the appropriate learning centers based on tutorial need. Academy advisers also recommend online courses as appropriate. The Academies collaborate with ASAP and these other programs in an effort to meet target goals.

Other ways in which the college offers coherent learning experiences and opportunities for synthesis of learning is through over one hundred Queensborough Academies co-curricular events and activities provided each year to support and enhance student learning experiences (see the college’s [Campus Events](#) calendar). Academy-specific and inter-Academy events and activities are designed and delivered through a collaboration among divisions and departments. Academy faculty coordinators and Academy advisement leads (adviser leaders) plan co-curricular activities that support students interests in careers, professional development, lifelong learning and, in collaboration with the Transfer Resource Center, transfer events.

PRE-COLLEGE PROGRAMS

For students whose placement scores indicate very weak reading, writing, and mathematics skills, QCC offers two pre-college programs, CLIP and CUNY Start. [The CUNY Language Immersion Program \(CLIP\)](#) is a pre-matriculation program meant for students identified as Non-Native English Speakers or English As a Second Language (ESL) students with scores in the lowest bands on the CATW test in writing and the ACT test in reading. CLIP is a full-time academic ESL program (25 hours/week) for CUNY freshmen. Based on analysis of students enrolled in CLIP at QCC between 1999 and 2010, 91% saw improvement in their scores on the writing test in writing and 84% saw an improvement in their scores on the reading test. After completing CLIP, 15% did not need any additional remedial class in writing or reading, a significant improvement considering that all students entering CLIP require remediation at the lowest level. Of those who still needed remediation, 33% required writing remediation and 75% required reading remediation at the lowest level of the college’s remedial courses. This reflects the weaker improvements in reading versus writing for CLIP graduates and suggests a need for further analysis, including the possible impact of the demographics (especially native languages) of the student population. Those CLIP graduates who place in the college’s higher-level remediation, however, have pass rates similar to those of their non-CLIP counterparts. These students tended to start at a much lower level of proficiency when they first entered the program and did not reach the upper proficiency levels of the program before

exiting. Overall, when compared with all first-time full-time freshmen, full-time CLIP graduates had higher average first-semester GPAs (higher by between 0.65 and 0.29 points) and average first-semester credits passed (including equated credits, higher by between 1.8 and 0.24 credits).

[CUNY Start](#) is a pre-matriculation program that offers an alternative to the traditional, costly, and sequential remediation classes. CUNY Start provides a student with the opportunity to complete all remedial needs in one semester. A January 2018 analysis was conducted of students who attended CUNY Start between fall 2011 and spring 2017 (spring 2016 for most analyses). On average, 87% of students in CUNY Start matriculate at QCC; 18% graduate within three years, with many going directly into ASAP on completion of CUNY Start, compared with 22% for all QCC students (as of fall 2013). Within two years of attending CUNY Start, 64% were remedial free and enrolled in a gateway math or English course; 55% of those in CUNY Start took a gateway math course, with 34% earning a C or better on their first attempt. About half (49%) of these students earned a C or better in their first gateway math course within two years. Fifty percent of those in CUNY Start took a gateway English course, with 63% earning a C or better on their first try and 67% earning a C or better within two years. The median number of credits earned by CUNY Start students after one semester was 9, after two semesters 17, after three semesters 22, and after four semesters 25.

PROGRAMS ADDRESSING REMEDIATION

To support the learning experience of students at differing levels of preparedness, QCC offers a range of innovative interventions. In fall 2016, 65.4% of freshmen needed remedial mathematics, 25.3% remedial writing, and 18.6% remedial reading ([Fact Book 2017-18, p. 16](#)). In addition to designing and offering stand-alone, traditional remedial courses, the faculty is developing and refining targeted offerings that meet the needs of a range of students with the goal of accelerating student entry into and success in credit-bearing courses (III.4). Programs include pre-college programs—the CUNY Language Immersion Program (CLIP) and CUNY Start—and other programs for matriculated students—the University Skills Immersion Program (USIP) and English and Math Accelerated Learning Programs (ALP).

UNIVERSITY SKILLS IMMERSION PROGRAM (USIP)

USIP is a CUNY-wide initiative to provide remedial support in math, writing, and reading through free summer and winter courses and workshops offered to students who need skill development as demonstrated by their college placement test scores. Students participating in the USIP program have the opportunity to exit from remediation and progress in their credit-bearing courses.

Table 4 below shows the pass rates for the MA 10 Workshop in the winter 2016, summer 2016, and spring 2017 and BE 112 ALP sections for 2016 and 2017. BE112 linked with ENGL 101 ALP has been offered in previous semesters and has demonstrated ongoing success.

**Table 4: Remedial Course, Workshop, and ALP Pass Rates:
Winter 2016 and Summer 2016**

Group	Winter/Summer 2016 MA-10	Spring 2017 MA-10 ALP Workshop	2016/2017 BE 112 & ENG 101 ALP Sections
Total enrolled	340	41	307
Total completed	300	37	269

Group	Winter/Summer 2016 MA-10	Spring 2017 MA-10 ALP Workshop	2016/2017 BE 112 & ENG 101 ALP Sections
Passed	224	35	226
% passed out of total enrolled	66%	85%	74%
% passed out of total completed	75%	95%	84%

ACCELERATED LEARNING PROGRAM

The Accelerated Learning Program (ALP) was first piloted by the English department for developmental writing spring 2014 and for developmental reading in fall 2014 and by the Mathematics and Computer Science department in fall 2016 for developmental algebra. Through the ALP model, students with a remedial placement in one subject area enroll in a credit course and co-requisite developmental course, enabling them to gain credit toward program completion while building skills in an identified area with additional support within the context of the credit class. The founding English 101: English Composition I ALP Coordinators attended the June 2013 ALP conference in Baltimore (the 5th Annual Conference on Acceleration in Developmental Education), collaborated with experienced ALP faculty at other community colleges, and participated in the following: CETL trainings, tutoring sessions (in-person and electronic), small-group tutoring sessions, workshops, and in-center class visits. This same group of ALP coordinators planned in-person and online trainings for all new English ALP faculty. By fall 2017, the English department offered 15 sections of Writing ALP and 5 sections of Reading ALP. As the program expands, new instructors are selected who have experience teaching both developmental and first-year composition courses and who participate in regular meetings and professional development.

Faculty from the Mathematics and Computer Science department also attended the national ALP conference in 2013 for information gathering and presented at subsequent ALP conferences in 2014 and 2016 about acceleration and contextualization in Elementary Algebra. In 2015-2016, supported by funding from CUNY, a group of four faculty members developed an ALP course in which students with high remedial mathematics placement could take MA-119 College Algebra (the credit-bearing College Algebra course) with an additional two hours per week co-requisite developmental algebra support session with the same instructor. The faculty authored an Open Educational Resources (OER) College Algebra textbook directly aligned with the curriculum for MA-119 and incorporated elements from an elementary algebra OER for the support sessions. This course, piloted by the project faculty in fall 2016, has subsequently expanded to more sections taught by other full-time faculty. In addition, several instructors in regular MA-119 sections are assigning the zero-cost OER textbook for their students.

In 2017-2018, supported by additional funding from CUNY, another group of faculty developed a MA-321 (Mathematics in Contemporary Society) Quantitative Reasoning ALP course with a locally designed two-hour/week support session for students on non-STEM degree paths, in particular for those in the Liberal Arts and Visual and Performing Arts Academies. The leader of that team attended workshops led by co-requisite course experts from CUNY central office, and other team members had also previously attended national ALP conferences. Piloted in fall 2018, this course includes no-cost textbook and other course materials developed locally by faculty. Altogether, faculty wrote texts for MA-10, Elementary Algebra; MA-119, ALP College Algebra; and MA-321 ALP, Mathematics in Contemporary Society. CUNY grant support for coordinators enabled the expansion of course offerings to multiple sections. Further institutional support provided opportunities for presentations at local and national conferences (III.4).

ACCELERATED STUDY IN ASSOCIATE PROGRAMS

The Accelerated Study in Associate Programs (ASAP) at QCC is dedicated to fostering and sustaining a student-centered community by creating a small college environment within a large urban university. The program is committed to graduating at least 50% of students within three years through structured and wide-ranging supports. With guidance from ASAP student managers, a career and employment specialist, a recruitment coordinator, an associate director, and a director, ASAP students enjoy personalized advisement, cohort-based education, career-related advice, and specialized enrichment activities that support collaborative learning, higher retention, and higher graduation rates. These full-time students are prepared to graduate in two to three years and are informed about transfer and/or employment possibilities through a network of resources within ASAP and the college. ASAP’s comprehensive support includes:

- Personalized advisement (assigned adviser that works individually with students from the time of entry through graduation)
- Financial assistance (tuition waivers for students in receipt of financial aid with a gap need, textbook assistance, and MetroCards)
- Structured pathways to support academic momentum (full-time enrollment, ASAP-reserved sections, immediate and continuous enrollment in developmental education, summer and winter course-taking)
- Tutoring
- Career development service and department-sponsored activities

In the 2015-2016 year the ASAP program surpassed all four of its strategic objectives:

Table 1: ASAP 2015-2016 Strategic Objectives

Department Strategic Objectives	Expected Outcomes	Actual Outcomes
Maintain students in good standing	75% of students in good standing	Surpassed - Fall 2015, 92% and Spring 2016, 87% in good standing
Graduate students within three years	50% of each cohort in three years	Surpassed - 53.5% graduated in 3 years
Enroll students in University Summer Immersion Program (USIP)	Sections filled at least 70%	Surpassed - sections filled 86%
Increased community awareness of ASAP	Each FY enrollment target of 1019	Surpassed - 1106

The QCC ASAP program successfully met the 50% graduation rate target with the 2016-2017 cohort. ASAP’s efforts at providing students with academic and students support services aligns with the college’s mission to “improve student readiness for the academic excellence and rigor of the college experience” and to “provide personalized advisement and comprehensive support” (III.1, 4). Staff development (conference attendance and workshops) also aligns with institutional efforts to “improve and enhance comprehensive faculty and staff development” ([mission](#)).

HIGH-IMPACT PRACTICES

The college’s general education program also involves exposure to experiential learning opportunities **(III.5)**. More specifically, the college formally supports the implementation of six of the ten high-impact practices (**HIPs**) officially recognized by the Association of American Colleges and Universities (AAC&U). These practices include: Academic Service Learning, Global and Diversity Learning, Common Intellectual Experience (known on campus as The Common Read), Collaborative Projects (known on campus as SWIG, Students Working in Interdisciplinary Groups), Undergraduate Research, and Writing-intensive classes. Students participate in at least two high-impact learning experiences, which are designed to enhance and reinforce their classroom experiences. Table 3 shows student participation in HIPs for the 2016-2017 Academic Year.

Table 3: Student Participants in HIPs

HIPs	Fall 2016	Spring 2017	Total
Academic Service-Learning	290	143	433
Common Read	N/A	1,091	1,091
Global & Diversity Learning	376	441	817
Students Working in Interdisciplinary Groups	296	348	644
Undergraduate Research	181	173	354
Writing Intensive Courses	6,920	6,773	13,693

ACADEMIC AND STUDENT SUPPORT AREAS

The Academies use of Starfish effectively achieves the college goal of “providing personalized advisement” by detecting the academic needs of students and also demonstrates how the college achieves the college goal of “providing comprehensive support for degree completion” through the use of the Campus Writing Center, Student Learning Center, and Mathematics Learning Center **(III.4)**.

STARFISH

[Starfish](#) Early Alert is an early warning and student tracking system that has been offered at QCC since 2013. It is a web-based tool that helps faculty identify at-risk students and then manage support efforts through meaningful contact between students and their advisers, tutors, and instructors. The system enables instructors to flag students that have not been attending or doing well in their classes so that advisers can provide additional support. Faculty may also send kudos (e.g., “keep up the good work”) and are encouraged to write instructions in the comments section so that advisers and tutors may provide the right support needed. Table 7 below shows that students who receive referrals through a Starfish Alert are 50% more likely to attend tutoring than students who do not receive referrals.

Table 7: Students seeing a tutor at least once in Fall 2017

Learning Center	% Referred Who Saw a Tutor	% Not Referred Who Saw a Tutor
College Discovery	71%	34%
Campus Writing	59%	22%
Math Center	49%	29%
Student Learning Center	26%	8%
Any Learning Center*	73%	48%

**Any Learning Center* – tutoring visit to any learning center regardless of the learning center to which the student was referred.

In an effort to increase pass rates and completion rates for mathematics courses, STEM advisers provide outreach to students that are referred through the campus-wide Starfish Early Alert program to visit the Mathematics Learning Center. On completion of the tutoring session, referrals are resolved, and feedback from the session is sent to the student and instructor.

CAMPUS WRITING CENTER

The Campus Writing Center ([CWC](#)) supports the student learning experience with free tutoring assistance for writing-related assignments across the curriculum. Tutoring assistance is available to students through a variety of modalities including: one-on-one tutoring sessions (in-person and electronic); small group tutoring sessions; workshops; and in-center class visits. Systematic training, evaluation and development of the CWC tutoring staff by CWC management results in remediation support services that are characterized by both rigor and coherence. Chapter 4 provides more detail about the Campus Writing Center.

STUDENT LEARNING CENTER

The [Student Learning Center](#) (SLC) supports the student learning experience with free academic tutoring for all credit-bearing courses in the following disciplines: Arts and Humanities (Foreign Languages, Music and Speech), Business, Computer Science, Education, Engineering Technology, Health Sciences, History, Nursing, Sciences (Astronomy, Biology, Chemistry, Geology, Physics), and the Social Sciences (Criminal Justice, Economics, Psychology, Philosophy, Political Science, Sociology).

Comprehensive development of the SLC staff through workshops, evaluations, and surveys ensures that the support services offered are consistent with higher education expectations. SLC staff participates in in-service training throughout the academic year. In Fiscal Year 2016-17, a five-week *Communication and the Tutoring Cycle* workshop was completed by 17 SLC tutors; “pre and post evaluations (of 14 tutors) were completed with 100% of tutors demonstrating improvement in tutoring skills, verbal communication and/or written communication” ([Student Learning Center, Year-end Report 2016-2017, Part B, p. 1](#)).

Academic facilitators/faculty coordinators from the Biological Sciences and Geology and Foreign Languages and Literature departments completed 16 observations of tutors in their respective disciplines during FY2016-17; “100% of the evaluations completed stated that tutors were performing well; 90% offered suggestions to improve even more” (Student Learning Center - Year-end Report 2016-2017 - Part B, p. 1). These academic facilitators also met with the SLC director five times each and with appropriate tutors once each semester. An additional 21 tutor observations were completed by senior

tutors; five tutors were identified as needing improvement while 16 were evaluated as satisfactory. Chapter 4 provides more detail about the Student Learning Center.

MATHEMATICS LEARNING CENTER

The Mathematics Learning Center ([MLC](#)) is a tutoring and study facility accessible to all students. Open year round, it provides assistance for all mathematics and computer science courses, from the developmental to the advanced level. Highly qualified tutors are trained to work with students on a one-to-one basis and in small group sessions. The center facilitates orientation for new tutors as well as ongoing training throughout the semester to ensure that tutors are prepared. Tutors are evaluated formally and informally every semester.

Funded by the University Summer Immersion Program (USIP), the center offers Remedial Math Workshops during the winter and summer sessions to incoming freshmen, multiple repeaters or faculty recommended students to expedite exit from remediation. Funded by the college, the center provides weekly workshops to help students succeed in specific courses, including MA-10, Elementary Algebra, and MA-119, College Algebra, as well as review sessions for final exams. The center conducts training for the graphing calculators—TI – 82, TI-83, TI-86 and TI-89—that are required for most math courses. In fall 2016 and spring 2017, there were 5,222 total unique students served by the center and 51,673 total student visits. Chapter 4 provides more detail about the Mathematics Learning Center.

ONLINE LEARNING

The current CUNY Strategic Framework has identified online learning as an institutional priority. Specifically, the university has committed to “aggressively expand the high-quality online education offered by CUNY’s colleges, supporting the infrastructure, training and incentives necessary to reach ambitious new goals” ([CUNY Strategic Framework](#), p. 5). Accordingly, QCC has dedicated resources to support our evolving effort to provide partially and fully online learning opportunities for students **(III.1)**. This section presents evidence of the college’s efforts to establish online educational opportunities that are consistent with the institution’s mission and responsive to student needs. The existing evidence will be framed using the *Hallmarks of Quality* identified by Middle States ([Interregional Guidelines for the Evaluation of Distance Education](#)) that are relevant to Standard III.*

Hallmark 1: Online learning is appropriate to the institution’s mission and purpose.

Hallmark 3: Online learning is incorporated into the institution’s systems of governance and academic oversight.

Though not explicitly identified in the institution’s mission, the college’s emerging online educational opportunities are reflective of the “nurturing and diverse environment that prepares them [students] to be successful in a dynamic workforce” ([mission](#)). Specifically, affording students an opportunity to engage in diverse learning environments and modalities fosters the very skills related to critical thinking and intellectual curiosity that are explicitly identified in the college’s mission. The institution’s dedication to offering high-quality learning experiences is evident in its affiliation as a member institution of *Quality Matters*TM (QM), a non-profit organization dedicated to promoting and improving online education (“[About](#)”). More specifically, the use of the QM Rubric ([QM Rubric description](#)) as a framework for faculty development for online learning, as well as the adoption of a local course design

* “Hallmarks” refer to the nine hallmarks of quality in *Distance Education Programs: Interregional Guidelines for Evaluation of Distance Education (Online Learning)*, Middle States Commission on Higher Education.

rubric (link: QCC Modified Rubric), serves as evidence of the college’s commitment to developing high-quality online learning experiences.

The college’s most recent efforts to develop Open Educational Resources (OER) offer further evidence to the mission-critical commitment to providing affordable education to students. Led by the Mathematics and Computer Sciences department, the Library, and the Office of Educational Technology, this effort has already resulted in considerable savings for students and professional growth for participating Faculty (AY 18 OER report).

Hallmark 2: The institution’s plans for developing, sustaining, and, if appropriate, expanding online learning offerings are integrated into its regular planning and evaluation processes.

QCC has extensively developed technology resources for administrative and academic purposes. The Technology Fee Committee is tasked with developing, identifying, and prioritizing expenditures in educational technologies consistent with the college’s strategic plan. The plan offers a future view of the applications and challenges of technology and faculty development encouraging the infusion of computer-based technology into on-campus courses and the development of distance learning. Chapter 6 provides specific details how the college’s plans for online learning are linked effectively to budget and technology planning to ensure adequate support for current and future offerings.

Hallmark 4: Curricula for the institution’s online learning offering are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.

While assessment efforts are evolving with regard to purposefully and periodically conducting systematic, authentic assessment to conduct comparative analyses between face-to-face and fully/partially online offerings, the existing evidence indicates that the college’s traditional and online offerings are comparable. Notably, specific learning outcomes remain identical across individual course section learning modalities (face-to-face, hybrid, fully online environments). Institutional data indicate that student performance is relatively comparable. Table 9 below offers an analysis of student performance between 2012 and 2017.

**Table 9: Comparisons of Student Performance
Across Course Modalities from Spring 2012 to Spring 2017**

Course	No. of Freshmen	No of Sophomores	Total students	Freshmen GPA av.	Sophomore GPA av.	Total GPA av.	Freshmen GPA median	Sophomore GPA median	Total GPA median
Face to Face	36,015	20,866	42,763	2.64	2.91	2.74	2.66	3.00	2.70
Hybrid	19,950	12,669	26,185	2.45	2.79	2.58	2.53	3.00	2.67
Fully online	639	695	1,255	2.51	2.89	2.70	2.80	3.3	3.00

Note: GPA calculation excludes withdrawal grades. As students change their class standing from freshman to sophomore over the course of the semesters included in the report, students might be counted once in the freshman and once in the sophomore rows but are only counted once in the rows for the terms included in this report. Totals, therefore, are smaller than the sum of the parts. Hybrid courses are those which have some online component less than 100%.

The college is now in the process of revisiting the operational definition of what constitutes a *hybrid* course and creating guidelines to ensure greater consistency and quality of partially online learning experiences. The process of articulating a more formal eLearning policy to guide faculty and staff in the design, delivery, and assessment of online learning experiences began in fall 2107. This effort is being coordinated through the CETL and Office of Educational Technology and involves key stakeholders from the Faculty Senate Committee on eLearning and the Faculty Executive Committee. A formal policy will be submitted for approval to the Academic Senate in fall 2018.

FACULTY AND STAFF DEVELOPMENT

All the programs mentioned above are supported and sustained by ongoing professional development. What follows are descriptions of the ways in which the college commits to supporting the faculty through the CETL and Academic Affairs, the New Faculty Institute, peer observations, student evaluations, and annual evaluations. Faculty development has also been directed in support of HIPS and online learning. Staff development has been directed at, among other areas, the design and delivery of the Queensborough Academies, including in the ASAP and CUNY Start programs.

FACULTY DEVELOPMENT

The college’s academic programs and learning experiences are designed, delivered, and assessed by a sufficient number of qualified, well-supported faculty who are equally devoted to each of the three facets of the professoriate: teaching and the assessment of learning, scholarship, and service. As addressed in Chapter 2, there are extensive processes in place for hiring qualified faculty for the positions they hold (**III. 2b, 2c**).

The college is committed to providing sufficient opportunities, resources, and support for professional growth and innovation, consistent with the institution’s [mission and goals](#). QCC continuously strives to improve and enhance comprehensive faculty and staff development to ensure that faculty are rigorous and effective in teaching, assessment of learning, scholarly inquiry, and service. Both CETL and Academic Affairs (to which CETL reports) offer calendars of volunteer faculty development opportunities each semester. These offerings focus on various aspects of teaching and learning, assessment, the use of educational technology, scholarship, service opportunities, and the promotion and tenure process (see the [CETL Calendar](#) and the [OAA Calendar](#)). In 2016-2017, CETL offered a total of 45 workshops, 12 college-wide faculty development events, and over 110 faculty consultations (CETL year-end report). The faculty development workshops and the events offered are designed to help ensure the continuity and coherence of the institution’s educational programs (**RofA 15**). In a survey of faculty conducted in spring 2018, 63% of faculty respondents indicated that they considered the college’s faculty development opportunities supported their effort to design and deliver rigorous and coherent learning experiences for students ([Faculty Survey](#)).

Numerous initiatives offer explicit guidance on best practices in teaching, assessment, and the use of educational technology. For example, participation in the annual New Faculty Institute, which convenes every January (see Blackboard site, “2018 New Faculty Institute”) is mandatory for all new full-time faculty. As evident in the recent participant surveys, the majority of new faculty indicated that this event provided them with a better understanding of research-based best teaching practices (100% in 2017, 75% in 2018); high-impact practices (93% in 2017, 100% in 2018); classroom assessment (93% in 2017,

100% in 2018); and the definition of the scholarship of teaching and learning (93% in 2017, 100% in 2018); as well as the faculty development opportunities available to them related to all these topics (100% in 2017, 100% in 2018).

Beyond the support that is offered to help faculty remain rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, faculty also receive periodic feedback on the efficacy of their efforts through transparent processes based on clear expectations (**III. 2a, 2e**). These processes include regular peer observations, student evaluations, and an annual evaluation (Annual Evaluation Form). Chapter 2 provides more detail about these processes.

Each semester, faculty participate in peer observations and receive student evaluations from their classes. The peer observations provide an opportunity for faculty to demonstrate their classroom instruction practices to more senior faculty and participate in a post-observation discussion, which is all documented and used to inform annual evaluations, reappointment, tenure and promotion processes (Peer Observation Form, Student Evaluation Form). As evident in the college's current peer observation form, little to no language is included that fosters a common pedagogical language among the faculty. A critical aspect of professional growth involves periodic reflection on the feedback offered through a systematic, transparent process. The open-ended nature of the current peer classroom observation form lacks clarity regarding what constitutes "rigorous and effective teaching" (**III. 2a**). Establishing clear and consistent language related to a local—perhaps even departmental—description of characteristics of effective teaching would serve to build community among those charged with the design and delivery of the student learning experience. Establishing more specific guidelines for what constitutes effective teaching will allow faculty the benefit of having the specific guidance similar to what currently exists for scholarship and service.

Annual evaluations (**III. 2d**) are performed by a faculty member's chair or other senior member of the department as an opportunity to review the work of a faculty member in teaching, scholarly and creative accomplishment, and service. Annual evaluations offer feedback, guidance, and a record of accomplishment for scholarly inquiry, service, and participation in assessment initiatives. It is a requirement for the tenure and promotion portfolio process. The Chief Academic Officer also conducts a mid-tenure evaluation to ensure that untenured faculty members are progressing satisfactorily toward the awarding of tenure. When a faculty member comes up for reappointment, the Department Personnel and Budget Committee (P & B) reviews the annual evaluation, peer observation, student evaluations, curriculum vitae, and other supporting documents. After a faculty member receives departmental P & B approval, the College P & B, comprising all academic chairs, the President, the Vice President for Academic Affairs, the Vice President for Student Affairs, and the Dean for Human Resources, reviews and evaluates the faculty member for reappointment, tenure, or promotion (Schedule of Meetings, VPAA P&B Overview for Departments).

FACULTY DEVELOPMENT IN SUPPORT OF HIPs

Faculty receive professional development opportunities by creating student-centered HIP projects for selected classes. Faculty development for all of the HIPs includes workshops in the value of HIPs, backward course design, scaffolded reflection activities, and the alignment of learning activities with general education learning outcomes. Further details of faculty development for three HIPs—Academic Service Learning, Undergraduate Research, and the Common Read—are examples of the ways in which the college is committed to designing and assessing substantive and aligned faculty development programs in support of active learning and general education.

The Academic Service Learning (ASL) HIP requires significant faculty training for first-time implementation. Training includes workshops in the value of HIPs, backward course design, scaffolded reflection activities, and aligning of learning activities with reciprocal community partner/student needs. The training processes take place in CETL and foster community of learning interaction among new practitioners, CETL administrators, and veteran faculty practitioners. The robust, collaborative, and ongoing nature of ASL training advances faculty and staff expertise in designing and delivering maximally effective learning experiences.

Evidence of faculty development includes documentation of faculty course design processes in the form of [ASL project descriptions and reflection assignments](#). These documents are housed at CETL, and with author permission and appropriate redaction are available for consultation by interested practitioners. In fall 2017, a process of peer-review, rubrics-based assessment of proposed ASL projects was implemented to address possible areas of course design weakness regarding alignment of projects with ASL requirements. The review is undertaken by veteran faculty and staff ASL practitioners and includes delivery of feedback to all faculty practitioners.

The Undergraduate Research (UR) HIP promotes faculty publication and presentation opportunities embedded in a student-centered innovative teaching practice. The Chemistry department, for example, regularly presents/publishes on findings of faculty-student research teams. Students exhibit their research with poster presentations at the college's annual [Undergraduate Research Day](#). The administration recognizes UR participation as effective faculty development and distributes internally a booklet highlighting faculty participation in UR Day. Representatives from each department sit on the UR Committee and encourage UR participation from their respective departments. Evidence of the rise in faculty participation in traditionally underrepresented departments is shown in yearly reports, and the 2016-2017 UR report showed an increase in the number of departments participating in UR.

The Common Read is designed to directly meet general education outcomes. As a HIP that promotes integrative cross-disciplinary learning, the Common Read has been effective in cultivating faculty development to increase student social and academic engagement. The program offers faculty trainings in the fall of each year, with a stipend for faculty initiative, for the formal implementation of integrating the Common Read book in the following spring term.

To lend greater consistency and quality of the HIPs offered, it became apparent that the faculty development for HIPs needed to be formally assessed. CETL is currently implementing a faculty development protocol (link: [HIPs Assessment Overview](#)) designed to assess specific learning outcomes for CETL's HIPs faculty development program (link: [HIPs Faculty Development Rubrics](#)).

FACULTY DEVELOPMENT FOR ONLINE LEARNING

QCC's online offerings follow the *Nine Hallmarks of Quality* as described in the [Interregional Guidelines for the Evaluation of Distance Education Programs](#).

Hallmark 5: The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.

Each semester, faculty members receive student course evaluations. An analysis of these evaluations contributes to strategies for course improvements. Chapter 5 provides more detail how the college evaluates the effectiveness of its online learning offerings.

Hallmark 6: Faculty responsible for delivering the online learning curricula and evaluating the students' success in achieving the online learning goals are appropriately qualified and effectively supported.

Each year, the [Office of Educational Technology](#) (OET) accepts applications from faculty members who wish to participate in the annual eLearning Institute and commit to three semesters during which they develop and teach a quality online course. The institute begins with a series of intensive, hands-on workshops covering the pedagogy and technology available to today's online teachers (eLearning Institute Application and Curriculum). Additionally, the institute initiates a relationship between the faculty member and an assigned faculty mentor that continues throughout the three semesters of the program. Mentors and mentees use a slightly modified version of the nationally recognized QM rubric to guide the course development effort and assess the quality of the newly designed course. Once approved by the mentor, the final QM report is forwarded to the appropriate department chair, who assigns an online course to the mentee. The course is taught online by the mentee, refined as needed over two semesters. CETL and OET provide ongoing support for those who complete the eLearning Institute in the form of individual help and additional technology workshops ([Blackboard Faculty Support](#) and [OET Calendar](#)). To date, more than 115 faculty members have participated **(III.2d)**.

Hallmark 7: The institution provides effective student and academic support services to support students enrolled in online learning offerings.

The Office of Educational Technology provides both training and support to students who use Blackboard, the college's learning management system ([Blackboard Student Support resources](#)). This office has created a voluntary, [digital module](#) to orient students to the online learning environment.

Hallmark 8: The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings.

Although an explicit, multi-year strategic plan for online learning has not been articulated, the Office of Educational Technology and CETL routinely contribute to the college's multi-year [Technology Plan](#). Notably, yearly budgets include generous funding to support the provision of ongoing faculty development for online learning.

STAFF DEVELOPMENT

Staff development is discussed in chapter 4.

CONCLUSIONS

The college is in compliance with all the criteria of Standard III and the related Requirements of Affiliation 8, 9, 10 and 15. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes **(RofA 8, 9, 10)**. The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality. Institutional planning integrates goals

for academic and institutional effectiveness and improvement. Consistent with the institution’s [mission and goals](#), the college continuously strives to improve and enhance comprehensive faculty and staff development to ensure effectiveness in teaching, assessment of student learning, scholarly inquiry, and service (**RofA 15**).

A critical aspect of faculty professional growth involves periodic reflection on the feedback offered through peer observation. The open-ended nature of the current peer classroom observation form is less than clear about what constitutes “rigorous and effective teaching” (**III.2a**). Establishing clear and consistent language related to college-wide—perhaps even departmental—description of the characteristics of effective teaching would serve to build community among those charged with the design and delivery of the student learning experience. It would allow for the provision of far more substantive feedback with the intent of fostering more evidence-based reflection and possible goal articulation, including faculty choice of optional professional development offerings. In addition, establishing more specific guidelines for what constitutes effective teaching would provide faculty with guidance related to teaching as specific as that for scholarship and service.

SUGGESTION

Modify the official Peer Observation Form so that it takes into account pedagogical strategies that may be germane to the type of course section being observed (e.g., course sections featuring a specific HIP, honors experience, etc.) and ensures that any criteria that may be germane (e.g., college policy relative to WI instruction or Quality Matters for online modalities) are being met.

CHAPTER 4: SUPPORT OF THE STUDENT EXPERIENCE

Standard IV: Support of the Student Experience

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

Requirement of affiliation 8

The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.

Requirement of affiliation 10

Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

Queensborough Community College (QCC) satisfies the criteria of Standard IV and the related Requirements of Affiliation (8, 10). QCC is committed to its provision of coherent and effective support to students from point of admissions through graduation and/or completion, including experiences regarding placement, enrollment, advising, and support. QCC's [mission and goals](#) guide the college in development and implementation of its support activities. The college's mission aligns with the overarching goals of the [Strategic Framework](#) of the City University of New York (CUNY) regarding access and completion, college readiness, and knowledge creation. A review of the data and evidence used by the college to make informed decisions about the effectiveness of its support of the student experience also shows the college's adherence to the Requirements of Affiliation (8, 10), which are also covered in Chapters 5 and 6. This chapter will address in detail criteria 1b through d and 6. Compliance with criterion 1a is covered in Chapter 2; compliance with criteria 2 and 3 will be demonstrated in the Compliance Review; and compliance with criterion 4 will be demonstrated in the Evidence Inventory (Documentation Roadmap). Criterion 5 is not applicable.

QCC is distinguished by its creative development of the Queensborough Academies and in its professional development support both of faculty and instructional and other staff, the two institutional priorities addressed in the self-study. The college's commitment to its mission and CUNY's Strategic Framework is evident in its distinct programs and services that are designed to support student success at every point of the student experience at the college. While all of these programs and services focus on offering students' personal, academic, financial, and career support to achieve success, representative areas will be discussed to show the breadth and scope of the college's focus on support of its students and staff. The academic support services provided by the [Office of New Student Engagement](#), the three campus learning centers ([Campus Writing Center \(CWC\)](#), [Mathematics Learning Center \(MLC\)](#), and [Student Learning Center \(SLC\)](#)), the college's [Freshmen Orientation courses](#), and the activities and support provided by the [Accelerated Study in Associate Programs \(ASAP\)](#), all exemplify the high level of collaborative efforts between [Academic Affairs](#) and [Student Affairs](#) that support the

Queensborough Academies. Further, the professional development activities and training provided by the Learning Center STEM advisors, Learning Center workshop Leaders and tutors, and the Student Affairs Leadership Enhancement and Development Series (SA LEADS) demonstrate the college's level of commitment to a well-qualified staff in support of the students, the Queensborough Academies, and to the mission and goals of the college.

QUEENSBOROUGH ACADEMIES

Consistent with the college's mission and goals, the Queensborough Academies provide an academic and student support environment that strengthens the students' commitment to their own education, improving completion of academic goals and graduation rates **(IV.1)**. (See Overview.) The subsections that follow trace the student experience from the application and onboarding phase through entry and the first year; subsequent subsections illustrate the kinds of programs and support services available to students throughout their academic career at the college.

ADMISSIONS

Access to QCC for students begins through the [Office of Admissions](#). Admissions coordinates the onboarding of students from pre-enrollment through initial advisement. Once accepted, students' SAT and pre-college performance determines the need for CUNY placement tests. Admissions coordinates the students' date for the CUNY placement test with the [Testing Services Center](#). Students can obtain help in preparation for the tests by following the Testing Services Center's website's referral to [CUNY's Assessment Test](#) practice site or by contacting the [Office of New Student Engagement](#) whose staff guide students in preparation for the test(s) **(IV.1b, 1c)**.

NEW STUDENT ENGAGEMENT

The [Office of New Student Engagement](#), developed in 2015 to facilitate student knowledge and connectedness to college, provides comprehensive services to newly admitted freshmen and transfer students. Targeted programs support the population of accepted, admitted, and enrolled freshmen and transfer students through their first week of the academic semester. To achieve the goal of providing accurate, useful, and timely information and programming to new students and their families, the college uses the [Hobsons](#) Customer Relations Management (CRM) tool, which integrates electronic information from the applicant and then electronically tracks the students. The college is able to send targeted messages to students at the point where the students may demonstrate interest in a particular major. The student-friendly software invites student participation from recruitment through admissions. Newly accepted students are invited through the Hobsons Connect platform to a New Student and Family Welcome Session, Strategy and Resource Sessions, and the New Student Orientation **(IV.1b, 1c)**.

NEW STUDENT AND FAMILY WELCOME

[New Student and Family Welcome](#) sessions have three goals: to introduce undecided students to the college and the Queensborough Academies; to assist those who have decided to attend QCC through the enrollment process; and to ensure that the students are prepared for their first visit with their adviser. Breakout sessions introduce the specialized support programs of CUNY Start, College Discovery

(CD), and the Accelerated Study in Associate Program (ASAP) and include a presentation by Financial Services. The Testing Services Center also provides a brief presentation, inviting students who have not yet completed the CUNY Assessment Tests to sign up for a Strategy and Resource Session. Within its first year, New Student Engagement hosted eight Welcome Sessions for 779 students ([New Student Engagement Year-end Report, 2015-2016 Part A](#)) and increased the number of attendees the following academic year to 970 ([New Student Engagement Year-end Report, 2016-17, Part A](#)) **(IV.1b, 1c)**.

STRATEGY AND RESOURCE SESSIONS

In support of CUNY’s Strategic Framework supporting college readiness **(IV.1b)**, [Strategy and Resource Sessions](#) offer test preparation to students for the CUNY Assessment Tests in reading, writing, and mathematics. The test preparation course is taught by non-teaching adjuncts in Mathematics or English. Sessions are offered at a variety of days and times to provide wide accessibility. Each discipline provides approximately 40 minutes of test preparation information. Hard copies of materials as well as links to the online [CUNY test](#) preparation site are provided. A post-test program is also offered to those students whose test scores in any of the academic areas of Mathematics, Reading and/or Writing were very low and who would like to take the test(s) again.

From April to August 2016, New Student Engagement offered Strategic Resource workshop sessions to help students prepare for the remedial courses in Reading (BE Reading), Writing (BE Writing) or Mathematics (MA 010) in which they had been placed and enrolled during the Fall 2016 semester. Analysis of grades showed that 51% of the 227 workshop attendees passed MA010 compared to 50% of no-shows (registered but did not attend) and 46% of no-response students (those who did not respond to the workshop invitation). Seventy-two percent (72%) of workshop students passed the BE Writing course; only 63% of no-shows and 20% of the non-response group passed. Finally, 67% of workshop attendees passed BE Reading compared to 40% of the no-show group. In addition, 31% of the workshop group had enrolled for 15 or more credits that fall compared to 11% of the no-response group; 46% of those workshop students who registered for 15 or more credits passed all attempted credits, compared to 26% of the no-response students. This is consistent with the Academic Momentum Plan goal of facilitating students through remediation and into credit-bearing courses ([New Student Engagement: Strategy and Resource Workshop Assessment Fall 2016 Academic Performance](#)) **(IV.1b, 1c)**.

Admittedly, the pool of 227 students is too small to state unequivocally that the Strategic Resource Sessions helped students perform better in future courses, but it does suggest that they build academic momentum toward their degree. New Student Engagement’s continuation with these workshops and assessment of grades will support retention and academic progress towards graduation. **(IV.6)**.

NEW STUDENT ORIENTATION

Once the student is advised and registered, the student is invited through Hobsons Connect to attend the [New Student Orientation](#), which is held approximately one week before the start of the semester and supports the CUNY’s Strategic Framework’s pillar of Access and Completion, offering timely student orientations **(IV.1c)**. The New Student Orientation welcomed more than 1,300 students and parents during the 2016-2017 academic year ([New Student Engagement Year-end Report, 2016-17, Part A](#)). Attendees received the *New Student Survival Guide* and met their Academy advisers, faculty coordinators, and current students. Students also attended a Student Services Expo where

representatives from various support services and academic departments were available to provide information and additional resources.

In fall 2015 and early 2016, the college conducted Freshman Experience Surveys ([Freshman Experience Survey Fall 2015](#), [Freshman Experience Survey Fall 2016](#)) in the Queensborough Academies during student advisement sessions to gather information about their experiences before the semester began as well as their experiences with various support services throughout their first semester. Students enrolled in the College Discovery program (CD) and the Accelerated Study in Associate Programs (ASAP) were excluded (and are discussed separately below), as they have a separate orientation and set of advisors. Seven-hundred thirty (730) students participated in the fall 2015 survey, with 537 participating in fall 2016. The percentage of students that reported their preparedness for college and understanding of their Academy after attending the New Student Orientation remained fairly consistent and will continue to be a focal point for future orientations; 98.1% of fall 2016 participants also stated they could identify the Academy to which they belonged, higher than the 96.8% of students surveyed the previous year, suggesting that events such as the New Student Orientation can help students develop a connection with their Academy and the college.

PLACEMENT

The college understands that accurate assessment of students' college readiness is critical to their academic success. Ensuring that students are placed into learning environments that best support their unique and individual needs from the very beginning of their QCC experience is a priority. The goal is also to improve academic momentum ([CUNY Office of Policy Research, 2018](#)). Accomplishing this includes providing resources and support for students to complete 30 credits in one year; successfully completing Gateway courses, primarily English and Math; and improving the clarity and content of communication and advisement regarding course sequence and degree completion. The evolving modifications of the college's policies and practices regarding students' developmental needs demonstrate the alignment of QCC and the university system as a whole.

Results in assessment tests in Reading, Writing, or Mathematics (CATs) may indicate that students need to complete college preparatory courses or additional work before entering into credit-bearing courses, especially those in English or mathematics. Until five years ago, students were required to successfully complete certain remedial courses in sequence as well as successfully pass CUNY exit-from-remediation tests before being allowed to enroll in credit-bearing English or mathematics courses ([Queensborough Community College 2014-2015 College Catalog](#)). Research suggests, however, that reducing levels of remediation and accelerating students through Gateway courses may help students progress through their programs better than previously thought ([Center for Community College Student Engagement \(CCSE\), 2016](#)). In 2015, QCC began to offer a unique and innovative version of [Accelerated Learning Program \(ALP\)](#), which allows students to enroll in the college's credit-bearing course ENG 101 with a high level of additional support from the course's instructor, increasing the probability of successful completion of the course (Queensborough Community College 2015-16 College Catalog). A nationally recognized modality, ALPs at QCC include ESL students as well as students who have single reading needs and not just students with single writing needs. Subsequently, the Academic Literacy department, which prior to this hosted the developmental courses, merged with the English department, allowing for a new approach to student preparedness ([Merger between English Department and Academic Literacy Department, 2016](#)). Following this, the Campus Writing Center and the Academic Literacy Learning Center also merged. Early ALP outcomes are positive: grades in ALP courses suggest that the intense

support offered to ALP students contributes to improved completion of credit-bearing Gateway courses ([Pass Rates ALP v. non-ALP 2016-2017 and Grades Fall 2017](#)). New versions of ALP being piloted will also give more flexibility as CUNY’s placement policy evolves **(IV.1b)**.

The college has also made some changes to help students move on more quickly from remedial math courses to credit-bearing courses. Rather than the two previously offered, only one developmental course, MA 010, needs to be completed before entering credit-bearing math courses. Students in MA 010 receive continual and focused academic support as part of the course design ([Queensborough Community College 2016-2017 College Catalog](#)). Once again, this approach demonstrates the college’s commitment to a holistic view of the student and the importance of complementary support for Gateway courses.

ADVISING

The Academy structure calls for advisers within Student Affairs to have continuous communication with designated Academy faculty coordinators, who are overseen by Academic Affairs. Integral to the Academies, Academy advisers represent the primary, consistent line of communication with students throughout their time at the college. A survey of first-time freshmen and transfers enrolled in the fall 2016 semester indicated that 97.1% of the respondents attributed a positive attitude toward QCC to the “helpfulness and friendliness of the staff and faculty” ([Freshman Experience Survey Fall 2016](#)) **(IV.1c)**.

FRESHMEN ORIENTATION COURSES

An important component of the student experience within the Queensborough Academies is the [Freshmen Orientation Courses](#) (ST 100: Introduction to College Life and ST 101: Strategies for College Success) taught by Student Affairs counselors from the [Counseling Center](#). All full-time newly enrolled freshmen are enrolled into either ST 100 or ST 101 courses. The orientation courses strive to assist students in building a framework for both personal well-being and academic success, while acclimating to college life and QCC in particular. Since 2012, the ST 100 courses have been offered as partially (50%) online courses, offering students the additional ability to engage with technology through the use of the e-Learning platform of Blackboard. Conversely, ST 101 is a credit-bearing, full-semester course and is offered in person in a classroom setting.

ST course topics include college expectations, time management, study skills, stress management, healthy decision making, career exploration, communication skills, and healthy relationships. ST courses also provide information about CUNY policies like Sexual Misconduct, reinforcing student participation in programs like SPARC (Sexual and Interpersonal Violence and Response Course), formerly HAVEN, an online training program providing education on sexual harassment, gender-based harassment, and sexual violence. Counselors teaching ST courses introduce students to a mental health professional when learning about such sensitive topics and provide an immediate connection to the Counseling Center **(IV.1c)**.

As part of the ST courses, all students are introduced to the Queensborough Academies. Students are taught to identify their Academy and are introduced to the courses required in their curriculum through an introduction to Degree Works, the university’s graduation audit system. The Freshman Experience Surveys (FES), completed in 2015 and 2016, indicated that students felt positive after completing ST 100: 79% reported the ST course helpful; 79% also reported that as a result of attending ST 100 they had

become better at navigating through college procedures, with 74% stating that ST 100 had helped them feel more connected to the college community ([Freshman Experience Survey Fall 2015](#); [Freshman Experience Survey Fall 2016](#)).

Assessment of ST 100 is ongoing. Using the Blackboard platform beginning in fall 2015, between 1,903 and 2,008 student responses were collected from an online ST survey. Ten questions assessed course content with questions requiring students to apply knowledge to practical situations. One additional question asked whether the course helped with adjusting to QCC and college life. Of the respondents, 81% answered the content questions correctly; 91% reported that ST 100 helped them adjust to QCC and college life ([Fall 2015 ST 100 Assessment Survey](#)).

Analysis of the survey results supported the need for adjustments to the curriculum. An [ST 100 Course Assessment](#) was completed analyzing student perceptions regarding the course offered in the fall 2016 through spring 2017 semesters. The survey assessed retention standards, college policies, navigating e-learning platforms, competence in time management, career exploration tools for decision making, academic requirements per curriculum, and mental health awareness/actions to take in an emergency. Students satisfactorily met four of six curricular outcomes. The assessment also suggested that the course is achieving its goal of “introduc[ing] new students to Queensborough” as provided in the course description. A similar assessment plan and tool has been created for ST 101 and will begin in spring 2018 to utilize a larger assessment pool ([ST-100 Assessment Plan - Spring 2017](#)) (IV.6; RofA 8).

STUDENT COHORT PROGRAMS

Chapter 2 described programs and services aimed at promoting affordability and accessibility and to helping students navigate financial options, including offices like Financial Services, [Single Stop](#), and the Food Pantry. Within the Queensborough Academies, QCC also offers students cohort programs that, in addition to addressing financial concerns, support students in their academic and intellectual development and offer emotional support when needed (IV.1).

ACCELERATED STUDY IN ASSOCIATE PROGRAMS (ASAP)

One of the most successful programs that QCC offers is the Accelerated Study in Associate Programs (ASAP), whose infrastructure is strikingly similar to the Queensborough Academies but on a smaller scale, “an academy within an academy.” CUNY developed and implemented [ASAP](#) in 2007 in an effort to remove financial barriers to full-time study and to provide structured and coordinated support services to attain the ambitious goal of a 50% three-year graduation rate ([CUNY: About ASAP, 2015](#)). Assistance includes tuition waivers, textbook vouchers, monthly MetroCards, “high-touch” advisement, career planning, and referrals to tutoring, counseling, and other resources on campus ([CUNY: About ASAP, 2015](#)) (IV.1). Among other eligibility requirements, students must be New York City residents or eligible for in-state tuition and agree to enter into a full-time associate degree program.

The program’s emphasis on advisement, monthly meetings with students, starting early in the student’s academic career and with an emphasis on graduation, helps to build a relationship between the student and adviser. Advisement sessions help the student to stay motivated regarding timely graduation and to be self-aware concerning options to improve performance and succeed in attaining goals. The ASAP program staff also work with members of other college departments to increase awareness and support for ASAP students within the QCC community ([QCC ASAP Final Report to CUNY ASAP, 2017](#)).

COLLEGE DISCOVERY

[College Discovery](#) (CD) is a specialized program that serves students with educational and economic needs that may otherwise hinder their ability to attend college. In 2015 through 2016, to provide a more holistic approach to student services, CD began a steady increase in counseling and tutoring services focusing on their freshmen, with enhancements to their summer immersion program.

Summer immersion for College Discovery consists of enrollment in their CD-specific Freshman Orientation course, remedial courses, and tutoring. CD freshmen are required to complete the five-week College Discovery ST 100 (Introduction to College Life) course in the summer before the start of fall classes. In addition to enrolling in the ST course, students are also required to complete any remediation in the summer, all free of charge. To supplement the ST course and remedial classes, students receive intense tutoring in the CD Tutoring Center. All freshmen are required to attend tutoring at least one hour per week. During the fall semester, freshmen then continue to receive counseling and support services through CD 100, a continuation of ST 100, which focuses on technology used at QCC **(IV.1b, 1c)**.

In assessing pass rates in exit-from-remediation courses, CD students performed at higher rates than non-CD students in reading and writing and were comparable in mathematics. For example, in fall 2016, pass rates in exit-from-remediation were 25% higher in reading and 22% higher in writing for CD students than for non-CD students. This is attributed to the additional counseling support combined with the intense summer immersion session of ST 100 and tutoring while students are enrolled in remedial courses ([College Discovery Highlights](#), Table 4).

OTHER STUDENT SUPPORT

Other student services include more personal support, use of technology to help coordinate outreach and proactive responses to student needs, library support, and learning centers.

COUNSELING CENTER

In support of the college's [mission](#) regarding the holistic development of today's student in a nurturing and diverse environment, the Counseling Center provides "quality services that support the intellectual, emotional, social, and vocational development of the diverse student population enrolled at the college."

Along with teaching ST 100/101, licensed counselors provide a variety of support services to the campus community. In the 2016 academic year, counselors provided services to 3,615 individual and group appointments **(IV.1c)**. The center further supports students through development and delivery of workshops and presentations to faculty and staff, participating in campus-wide events, and serving on [committees of the Academic Senate](#) (e.g., Committee on Course and Standing, Admissions), which are charged with recommending standards pertaining to retention, re-admission to programs, and reviewing student appeals [Counseling Year-end Report, 2016-2017 Part A](#).

The Counseling Center has offered events to bring support, understanding, and awareness to mental health. In 2016, the center developed and presented Healthy Living Day serving 125 attendees ([Counseling Year-end Report, 2015-2016, Part A](#)); in 2017, there were 150 attendees ([Counseling Year-end Report,](#)

[2016-2017, Part A](#)). Participants included colleagues from QCC and others from off campus. Advisers from the Academies collaborated on and/or co-sponsored both events.

STARFISH AND HOBSONS

To improve and enhance communication among faculty, students, and advisers, QCC implemented the Starfish Early Alert System, an early warning and student tracking system that provides students with feedback on their academic performance. Starfish is one of several web-based tools available through [Hobsons](#) that helps the college to “scale its student success, support and retention initiatives to enable students to engage more effectively with the campus community and achieve their academic goals” ([Hobsons](#)). Communication with and outreach to students has significantly improved utilizing Hobsons’ Educational Solutions platform. The college has entered the very early stages of utilizing Hobsons Predictive Analysis Reporting Framework (PAR), which uses an integrative and holistic approach to bring together predictive analytics, data visualizations, and intervention management and efficacy with early alert, case management, and academic planning functionality. The goal is to help the college “make data-informed decisions, measure student outcomes, connect advisors and other services staff to their students and to each other, and empower students to engage with their campus community” ([Hobsons PAR Framework](#)), connecting students to faculty, advisers, and learning centers (**IV.1b**).

Utilizing [Starfish](#), faculty and advisers can contact students to commend them for their work or suggest that they need improvement (using flags for both situations), or they can issue “referrals” that direct the student to a specific learning center for tutoring. Referrals initiate communications simultaneously to the student and to the appropriate learning center advising the parties of the specific action needed on the part of the student. STEM Advisers working at the learning centers (see below) receive these communications and reach out to the student to encourage and facilitate the student’s appointment for tutoring services. Each center has developed an outreach system and set of procedures that most effectively supports that facilitation and also tracks and “closes” the open referral. The three learning centers processed 14,596 referrals between 2014 and 2017, closing 39% ([Starfish - Report on Referrals by LCs 2014-17](#)).

Analysis by QCC’s Office of Institutional Research and Assessment suggests that “high-risk students clearly benefit from tutoring.” Students “who were not flagged but had tutoring significantly outperformed the flagged students, indicating that these were students who actively sought tutoring before professors sent an early-alert.” Students “who were flagged through early-alert and did go for tutoring outperformed students who were flagged but did not go for tutoring” ([Early-Alert and Retention Prediction](#), p. 6).

LIBRARY

According to its [vision and mission](#), the college library and its librarians serve the learning, teaching, and research needs of the campus community and provide access to high-quality information. To support student learning, the library offers Information Literacy workshops and an Embedded Librarianship Program for all subject areas. Faculty members coordinate with librarians to supplement classroom instruction. The goal of library instruction is the promotion of information literacy—locating, evaluating, and using information—in the context of class assignments and research projects.

LEARNING CENTERS

There are three learning centers on campus: the Campus Writing Center, the Student Learning Center, and the Mathematics Learning Center. The learning centers serve all QCC students, and the volume of activity is high; the three centers served 15,983 unique students and had 91,694 visits during the 2016-2017 academic year ([Communication from S. Spezio to B. Cook, 3/16/18](#); [Mathematics Learning Center, Year-end Report 2016-2017, Part B](#); [Student Learning Center, Year-end Report 2016-2017, Part B](#)).

Although each center functions separately to complete its own mission and goals, all three centers are dedicated to offering the best quality in academic support and to provide ongoing assessment to ensure high quality services **(IV.1b)**. As each center has expanded its services, it has developed ongoing assessments that support the effectiveness and efficiency of each operation **(IV.6; RofA 8)**.

All three learning centers have STEM advisers that share one common task: to support the CUNY Strategic framework areas of Access and Completion and College Readiness, they use CUNY*first* and Starfish to initiate communication with students regarding learning assistance.

CAMPUS WRITING CENTER (CWC)

In support of the college's [mission](#) to help students achieve “academic excellence and rigor and CUNY’s plan to improve college readiness and access and completion regarding students’ college goals ([CUNY Strategic Framework](#)), the [Campus Writing Center’s](#) (CWC) provides, according to its mission, “free tutoring and e-tutoring services in English and reading and writing related course work” **(IV.1b.)**. The CWC focuses its activities beyond those that are traditional one-on-one or group tutoring. The center offers workshops for students completing ENG 101 in an effort to improve pass rates (grade of C or higher) **(IV.6)**. For example, in the 2014-2015 academic year, 90% of students who participated in ENG 101 workshops passed the course with a grade $\geq C$ as opposed to 66.3% of QCC students who did not participate in the workshop and earned grades of $\geq C$ ([Campus Writing Center Year-end Report, 2014-2015 Part B](#)). Likewise, in the following year, 92% of students who attended the workshop earned grades of $\geq C$ versus 80% of students who did not attend the workshop and passed the course with grades of $\geq C$ ([Campus Writing Center Year-end Report, 2015-2016 Part B](#)).

The center continues to expand its focus and services guided by student needs and the college’s goals. Since the Academic Literacy Learning Center merged with the Campus Writing Center in the fall of 2016, the CWC now offers learning support not only to students completing writing assignments in credit-bearing courses but also to students completing basic skills courses in reading or writing, as well as those completing ALP courses. Students can meet with a tutor or attend a workshop or clinic. They can also improve their reading and writing skills using specialized learning software in the CWC Computer Lab. During the 2016-2017 academic year, the CWC increased the usage of its TigerWrite e-tutoring system by targeting students enrolled in web-enhanced and PNET courses. The center also instituted new English Grammar workshops with 90% of participants showing improvement in their post-tests compared to their pre-workshop scores ([Campus Writing Center Year-end Report, 2016-2017 Part B](#)).

MATHEMATICS LEARNING CENTER

The [Mathematics Learning Center \(MLC\)](#) also supports both QCC’s [mission](#) as well as [CUNY’s Strategic Plan](#), as it is “committed to providing high quality mathematics one-to-one tutoring and small group

learning for all students” **(IV.1b)**. Highly qualified tutors are trained to work with students on a one-to-one basis and in small group sessions. The center offers reference materials, current textbooks, and review sheets of course material. The center also provides weekly workshops to help students succeed in their coursework, as well as review sessions for final exams. The center provides training for using graphing calculators (TI – 82, TI-83, TI-86 and TI-89), which are required for most math courses.

To expedite students’ exit from remediation, the center offers Remedial Math Workshops to incoming freshmen, multiple repeaters or faculty recommended students during the winter and summer sessions. In an effort to increase the percentage of incoming freshmen who have met the proficiency in math, during the summer session the MLC provides daily homework/problem-solving workshops for all day sections of MA 10. Students passing these workshops are eligible to register for a credit-bearing course toward their major.

The Mathematics Learning Center served 5,122 unique students and documented more than 51,673 tutoring/workshop visits during the 2016-2017 academic year ([Mathematics Learning Center Year-end Report, 2016-2017 Part B](#)). The center has always offered support to students completing credit-bearing and noncredit-bearing courses. During the last several years, therefore, it has played a very active part in the college’s evolving policies regarding effective measures to meet students’ developmental needs. In 2013, the developmental courses MA 005 and MA 010 were integrated into one MA 10 course, offered during the spring 2013 semester. For the fall 2013 semester, required workshops were added to the day sections of the newly integrated MA 10 course. Successful completion of the course allows the student to advance to credit-bearing math courses.

The Mathematics Learning Center provides support to all students completing MA 010, with good outcomes. During the 2014-2015 and 2015-2016 academic years, pass rates for students participating in summer and winter MA010 courses with workshops ranged between 73% and 90% (Mathematics Learning Center Year-end Report, Part B [2014-2015](#); [2015-2016](#)). Beginning in January 2016, the center provided multiple repeaters, incoming freshmen with a placement score between 47-56, and nearly passing students of MA 10 an opportunity to expedite their exit from remediation. A two-week MA 10 (Elementary Algebra) workshop course was offered during the winter and summer sessions. The results of these efforts were that students passed the workshop at a rate between 73% and 81%. This increased the timely progression of students to a credit-bearing course in their major. During the 2016-2017 academic year, the center was able to surpass its goal of a 50% pass rate in its Gateway courses: 52.5% of students completing MA 114 earned grades of $\geq C$; 54% of students completing MA 119 passed the course, and 61.5% of students completing MA 440 did so ([Mathematics Learning Center Year-end Report, 2016-2017 Part B](#)) **(IV.6)**.

STUDENT LEARNING CENTER (SLC)

Like the other learning centers, the mission of the [Student Learning Center’s \(SLC\)](#) is guided by the college’s [mission](#) and is committed, according to its own mission, “to providing the highest-quality academic support services for students” **(IV.1b)**. The SLC provides learning support to all QCC students completing credit-bearing courses in all disciplines except English and mathematics. The center assesses the quality of its services each year and uses a variety of measurements, including evaluation of grades, course completion rates, and student evaluations of tutors. A review of grades earned by students completing “critical courses” (high risk) from 2013 through 2017 shows the center’s overall success regarding both grades and course completion in a consistent manner. Student evaluations of tutors from

2014 through 2017 indicate strong satisfaction with tutor performance (Year End Reports Student Learning Center, Parts A and B [2014-2015](#), [2015-2016](#), and [2016-2017](#)) (IV.6; RofA 8).

The center realizes that provision of learning support for academic content may and often does involve more than just the course content itself. Students may face a variety of learning challenges that can hinder success, including poor communication skills, difficulty understanding their textbooks, lack of study skills, and low self-efficacy. To address these issues, the SLC offers workshops like the five-week Express Communication workshop. This has proved to be successful: student performance on pre and post-tests offered at the workshops show strong improvement and high student satisfaction at the end of the five-week cycle ([Student Learning Center Year-end Report, 2016-2017 Part B, Attachment I](#)). Tutors are also trained to incorporate techniques and strategies that may help students overcome these deficiencies and are not directly content related.

Additional workshops—e.g., Express Communication, Reading a Textbook, Lecture Note Taking in the Sciences, The Scientific Method, Becoming an Active Reader in the Sciences, and Study Skills—are offered by the SLC’s STEM advisers. In their evaluations during the 2016-2017 academic year, 92% of participants strongly agreed/agreed that the presenters were knowledgeable about the topic, and 86% strongly agreed/agreed that the workshop activities helped them better understand the material. Although 85% strongly agreed/agreed that the information received was useful, the center continues to improve student perceptions of the “usefulness” of the information learned ([Student Learning Center Year-end Report, 2016-2017 Part B, Attachment H](#)) (IV.1d).

PROFESSIONAL DEVELOPMENT

In addition to the various support services QCC offers, another contributing factor to student success and that of the Queensborough Academies lies in the college’s professional development of staff. QCC takes its commitment to professional development and support of the CUNY Strategic Framework pillar [Knowledge Creation](#) seriously and demonstrates the commitment through activities that foster academic learning, pedagogical skills, financial support, and professional advancement, particularly for teaching faculty but also for instructional and other staff (IV.1d).

TEACHING FACULTY

QCC actively supports the professional growth of its teaching faculty in all aspects of their career, with the strong belief that a highly supported faculty will also result in increased student success (see chapter 3). To support student success and the Queensborough Academies, QCC also offers unique professional development and training opportunities to its staff (IV.1d).

INSTRUCTIONAL STAFF

Instructional staff members that do not teach (e.g., the Higher Education Officer series) perform complex and higher-level tasks at the college and experience interactions with students, administrators, and staff on a continual basis. They must demonstrate a high level of knowledge and professionalism in all of their interactions, and QCC provides ample opportunities to develop and improve their skills. This support sustains the [CUNY Master Plan \(2016-2020\)](#) in its “investments in academic excellence [hinging]

on multiple factors, including an outstanding faculty...and creative activity” **(IV.1d)**. The college’s awareness that student success is closely aligned with staff development provides motivation for staff to learn and excel in their contributions to the college: 77% of respondents strongly agreed or agreed that “the duties assigned to [the respondent] are pertinent to student success”; 72% of respondents strongly agreed or agreed that “the tasks assigned to me will help [the respondent] to grow professionally” ([Middle States Staff Survey, Spring 2018](#)).

STUDENT AFFAIRS LEADERSHIP ENHANCEMENT AND DEVELOPMENT SERIES (SA LEADS)

In fall 2015, Student Affairs implemented the Student Affairs Leadership Enhancement and Development Series (SA LEADS). The program was inspired by [CUNY’s Executive Leadership Program \(ELP\)](#), designed to “enhance the leadership, motivation, and relationship building competencies needed to transition to new roles for leading others at the colleges and the university.”

SA LEADS was designed to facilitate the development of professional competencies and growth of Student Affairs and Student Services professionals at QCC. Prospective candidates volunteer to participate or can be nominated to attend through their director/supervisor. A small cohort (7-10) is selected to attend seven professional development days. From fall 2015 through spring 2017, 32 student services professionals participated in the series. The spring 2018 cohort consisted of an additional seven (7) participants ([SA LEADS Master List of Participants](#)). Topics have included college governance structures, social justice, role of the manager, communication skills, and conflict resolution. To provide an inclusive developmental program, presentations are facilitated by colleagues, faculty, and staff in Student Affairs, Academic Affairs, CUNY Central Administration, and other professional consultants ([SA Leads Daily Agenda Spring 2016](#)).

Assessing effectiveness of the program relies on self-reporting prior to and immediately on completion of SA LEADS from participants based on ten competency areas. Participants reported on rating scales of foundational, intermediate, and advanced levels. The competencies are based on the 2015 competency areas developed by the [National Association of Student Personnel Administration \(NASPA\) and College Personnel Association \(ACPA\)](#), [Professional Competency Areas for Student Affairs](#), pages 12-15). Assessment of cohorts from fall 2015 through spring 2017 revealed that participants rated themselves more positively in [intermediate and advanced competencies](#) levels on completion of the program **(IV.6)**.

A post-survey was also conducted with the 32 participants. The purpose of the survey was to provide an opportunity for participants to assess their own professional gains since completing the program, to elicit suggestions for future professional development opportunities, and to gain insight into areas of program improvement and development. In addition, the survey helped to determine if and how participants were able to apply what they had learned. Participants reported that they improved most in leading/managing staff through “active or improved listening” and “conflict resolution,” suggesting that they were able to apply what they had learned in the program. Participants further believed that their skill level in management styles within their respective department/office is more positive and has developed in areas of listening, interaction, resolving conflicts, and overall communication style ([Assessment of Self-Reported Competencies Developed through the SA LEADS Program, May 9, 2018](#)).

One recommendation that emerged from the post-survey was to have follow-up workshops for participants. The program has already begun to address this through its inception of SA LEADS 2. SA LEADS 2 offers the opportunity for all former program cohort participants to attend a two- to three-hour

informational session/workshop each semester. To date, four sessions have been provided, with over 70 attendees ([SA LEADS Series 2 Agenda November 1, 2017](#); [Communication from R. Pierre Charles to G. Capozzoli via e-mail, 3/15/18](#)). To address this recommendation further, SA LEADS 2 may provide follow-up workshops specific to those who were new to leadership roles when they participated and have now progressed in their role through experiential learning.

LEARNING CENTER STEM ADVISERS

The learning centers have dedicated STEM advisers who participate in the advisement and registration of students during the year. To stay current regarding policies/procedures for admissions, curricula, and enrollment, the advisers attend training sessions conducted by the [Office of Academic Advisement](#) throughout the year and particularly before and during peak periods (fall and spring semesters). All Learning Center STEM advisers process referrals for tutoring by faculty. In their “outreach” to students, STEM advisers attempt to interact with the student and encourage him or her to take advantage of the services offered by the appropriate center. STEM advisers also work closely with faculty, Information Technology (IT), Marketing, and Academic Affairs and Student Affairs to establish, monitor, and revise policies and procedures regarding outreach to students who are referred for tutoring by faculty.

Each learning center also assigns its STEM advisers additional duties appropriate to the unique needs of the students it serves (**IV.1c, 1d**). For instance, the Mathematics Learning Center STEM advisers assist with front desk management of tutoring sessions; tutor when needed; perform outreach for workshop and special courses; provide help with Starfish management for tutors and students; answer tutors’ questions; assist workshop leaders with content-based training session; and help with the evaluation process of tutors. Under the supervision of the MLC Director, MLC STEM advisers are trained in all aspects of tutoring, delivery of workshops, and evaluation of tutors. Likewise, the Student Learning Center STEM advisers meet with the director and/or associate director on a weekly basis to review and discuss their ongoing projects. Under the administrators’ leadership, the advisers are very involved with tutor training and conduct workshops and training sessions for new and continuing tutors throughout the academic year and at the all-day *Welcome Back and Orientations* held twice a year. In addition, and with the guidance of Biology faculty members who serve as facilitators, the advisers develop and offer workshops for students. Pre and post assessments are completed at the beginning and end of each workshop for tutors and students so that the STEM advisers can make adjustments and improvements to their training materials (Year End Reports Student Learning Center, Parts A and B [2014-2015](#), [2015-2016](#), and [2016-2017](#)) (**IV.1d, 6; RofA 8**).

LEARNING CENTER TUTORS

Although each of the three learning centers support unique populations, all three aim to help the student become an independent learner and, in support of the college [mission](#), “improve student readiness for the academic excellence and rigor of the college experience.” To achieve this, each center trains individuals hired as tutors to develop and hone their skills in facilitation of learning (**IV.1b, 1c**).

The [Campus Writing Center \(CWC\)](#) employs approximately 45 tutors and 10 facilitators each semester. The CWC hosts mandatory weekly tutoring training sessions, receiving 11 hours of training during the fall and spring, and 3 -4 hours during the summer. Training topics are usually based on results of formal tutor evaluations, current trends in student writing and writing assignments, training topic requests from tutors/ staff, comments and suggestions from students, and topics suggested by or facilitated by

QCC faculty ([Campus Writing Center Professional Development of Tutors Guide, 2018](#)). A week before the spring and fall semesters, the CWC holds a mandatory orientation for tutors and staff. During every orientation, tutors are asked for two topics they would like to see covered during tutor training in the upcoming semester. Tutor trainings that have been designed and implemented based on requests from tutors include: addressing plagiarism concerns in the session; documenting the tutoring session; working with class visits; writing across the curriculum; building blocks of grammar; mastering APA citation style; sentence structure in action; and helping students fix their own grammar errors. At least once each semester, the CWC academic resource center manager conducts a formal evaluation of every tutor, using the criteria of the Tutor Evaluation Form (TEF), which was created and modified by tutors and staff between 2008 and 2012 ([Campus Writing Center Tutor Evaluation Form](#)). The TEF is mainly used to ensure that CWC sessions are student centered and promote independent learning. A second evaluation may be conducted if the academic resource center manager feels it is necessary. Evaluations of tutors are used to plan tutor trainings. If TEF results show that more than 15% of tutors during a given semester receive a score of “needs improvement” for the same sub step, the academic resource center manager will plan tutor trainings on that specific topic **(IV.6)**.

The [Mathematics Learning Center \(MLC\)](#) employs 50-60 tutors/workshop facilitators each semester. It employs two full-time STEM advisers who advise QCC students during peak times preceding the fall and spring semester and process referrals for mathematics tutoring by faculty through the Starfish Early Alert system. The center requires new tutors to attend a General Tutor Orientation at the beginning of each semester. New tutors experience one to two months of “hands on” training; that is, observation of tutoring sessions, learning to implement facilitation of learning techniques from senior tutors, and weekly conferences with senior tutors and/or supervisors. New tutors also attend workshops to learn accurate completion of tutoring session logs and utilization of the software to enter them into the database. New tutors are evaluated regularly during their training period ([MLC Evaluation for Tutor Training Performance, 2018](#)) **(IV.1b, 1d)**.

Workshop facilitators assist in the delivery of training sessions for tutors. Training sessions are available during January and in the summer; completion of the training workshops is followed by one full semester of practical training, which includes observation and application of learned material with the guidance of a senior facilitator or supervisor. Trainees are evaluated regularly during their training period ([MLC Evaluation for Tutor Training Performance, 2018](#); [MLC Competency Exam for Tutors](#); [Mathematics Learning Center Training Sessions 2014-2017](#)) **(IV.6)**.

The [Student Learning Center \(SLC\)](#) employs 78 part-time tutors, front desk staff and facilitators, and four full-time STEM advisers. During the past few years, the SLC has expanded its Tutor Training Program, particularly for first-time tutors. Their training begins with six sessions on a one-on-one or small-group basis between the STEM adviser and tutor. During the next several weeks, the adviser and tutor discuss and review policies and procedures, tutoring techniques, and ethics, among other areas addressed in the [tutor training manual](#). At the beginning of each weekly session, the adviser and tutor review the previous week’s material and discuss any questions or concerns experienced by the new tutor. At the end of the six or seven weekly sessions, the tutor completes a [final test](#) of all material to assess whether additional reviews may be necessary **(IV.6)**. The new tutor generally observes 5-10 in-service tutoring sessions and then co-tutors sessions with senior tutors for at least 10 sessions. The number of co-tutoring sessions depends on the feedback given by the senior tutors regarding performance ([Student Learning Center Provisional Tutor Training Form](#)). The STEM adviser continues to meet with the new tutor after he or she has tutored independently so that the new tutor continues to feel part of the center and comfortable in asking questions.

The view of tutoring as a profession is stressed at each and every training session whether it is held for new or continuing tutors. All tutors are required to attend the all-day SLC Welcome Back and Orientations at the beginning of the fall and spring semesters. The orientations follow themes to be emphasized each semester (e.g., Working with Students with Disabilities, Handling Difficult Situations, Working with English Language Learners (ELL) ([SLC Orientation Agenda- Spring 2018](#); [SLC Orientation Agenda- Fall 2017](#))). Continuing tutors who will co-tutor with provisional tutors must complete additional training ([SLC Manual for Senior Tutors, 2017](#); [SLC Senior Tutors Training Outline](#)).

Finally, all tutors are required to complete the five-week Tutoring Cycle and Communication workshops. This series of sessions addresses communication skills, the 12-step Tutoring Cycle and the art of questioning, and review of the communication “musts” in tutoring sessions. Pre- and post-observations of the tutors show individual improvement in communication and/or tutoring techniques (**IV.1b, 1d**). According to the self-evaluation, 95% of tutors believe that the workshop series helped them to be better communicators and tutors ([Student Learning Center, Year-end Report 2016-2017, Part B Att. A](#); [Student Learning Center, Year-end Report 2016-2017, Part B](#)). Assigned faculty coordinators/academic facilitators evaluate tutors during sessions throughout each semester ([SLC Faculty Observation of Tutors Form](#)) (**IV.6**).

CONCLUSIONS

The college is in compliance with the criteria of Standard IV and the related Requirements of Affiliation (8, 10). As an open access institution, QCC is strongly committed to student retention, completion, and success through a coherent and effective support system sustained by qualified professionals that enhances the quality of the learning environment, contributes to the educational experience, and fosters student success. The institution systematically evaluates its student support programs, makes public how well and in what ways it is accomplishing its purposes through the results of support services assessments, and aligns the mission and goals of the student support system with the college’s mission and goals, assuring that student achievement of educational goals is an institutional priority.

CHAPTER 5: EDUCATIONAL EFFECTIVENESS ASSESSMENT

Standard V

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

Requirement of affiliation 8

The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.

Requirement of affiliation 9

The institution’s student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.

Requirement of affiliation 10

Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

Queensborough Community College (QCC) satisfies the criteria of Standard V and the related Requirements of Affiliation (8, 9, 10). QCC is committed to the assessment and review of academic programs and to examining the impact those programs have on educational effectiveness. Specifically, this chapter discusses the mechanisms in place at QCC that help assure that its students improve academic performance and accomplish educational goals consistent with their program of study, degree level, the institution’s [mission](#), and appropriate expectations for institutions of higher education. In addition, the topics discussed in this chapter will demonstrate how QCC’s mission and goals are interrelated and supported by various initiatives. The topics above will be discussed in the context of professional development and the Queensborough Academies, the two institutional priorities that this self-study addresses. Additional documentation to demonstrate compliance with the standard’s criteria, particularly criteria 3e and 5, is included in the evidence inventory (documentation roadmap), under Standards V and VI.

This chapter is organized in four sections. The first section addresses institutional effectiveness, which includes a discussion of the culture of assessment, the CUNY Strategic framework, the college strategic plan, course assessment, departmental reports, academic program review, and general education. The next two sections discuss assessment practices related to the two institutional priorities addressed by the self-study. The final section summarizes major findings and provides suggestions and one recommendation for institutional improvement.

INSTITUTIONAL EFFECTIVENESS

QCC supports a culture of assessment, and institutional effectiveness is measured through the assessment of the degree to which the college fulfills its mission and goals. Reporting to Academic Affairs, the Dean for Institutional Effectiveness provides leadership for the strategic planning process, course assessment, the year-end reporting process, academic program review, accreditation efforts, and general education outcomes assessment. Both reporting to Academic Affairs, the Assistant Dean for Teaching and Learning and the Director of Policy Analysis for General Education and Student Learning Outcomes help to provide faculty members with professional development opportunities related to assessment, supporting the efforts of Institutional Effectiveness.

To promote a culture of assessment, the college continues to offer professional development opportunities to faculty: the New Faculty Orientation, the New Faculty Institute (which includes an assessment module), the Faculty Mentoring program, the Assessment Institute (offered each semester), and various assessment workshops on such topics as backward-course design, curriculum mapping, and assignment design. In the [Middle States Self-study Faculty Survey](#), 79% of the respondents strongly agreed or agreed that the college demonstrates a commitment to the assessment of student learning; 64% of the respondents strongly agreed or agreed that they received sufficient support in assessing courses, and 53% of the respondents strongly agreed or agreed that they had benefited from faculty development workshops focused on the assessment of educational effectiveness.

QCC's annual [Strategic Plan](#) continues to be the primary institutional level planning document. This document is developed annually with input from every department in the college and is informed by the CUNY [Performance Management Process](#) (PMP). The PMP goals and objectives form the overall framework of the Strategic Plan. The [PMP](#) ensures clarity regarding university and college priorities and expectations for the year through:

- Recognizing and acknowledging progress at all levels
- Uniting a diverse set of colleges into an integrated university
- Ensuring that the [Master Plan](#) guides the plans and priorities of the colleges while each college retains its own identity, mission, and governance
- Introducing more accountability into the system

The PMP report, distributed to campuses at the end of the academic year, assists CUNY colleges to assess and plan according to indicators standardized across the university. This report provides colleges with university-wide data on faculty, student outcomes, pass rates in key courses, and other indicators **(V.2a)**. The PMPs link planning and goal setting by the university and its colleges and professional schools, measure annual progress towards key goals, and recognize excellent performance. Using this report and its own measures, QCC completes a year-end performance report (e.g., Completion Report for [2017-18](#) or [2016-17](#)) that indicates the degree to which the college has met university targets, has supported its mission and goals, and has met the strategic objectives and outcomes specific to the year **(V.2a)**.

At QCC, the [College Advisory Planning Committee](#) (CAPC) leads and coordinates the strategic planning process. This committee comprises divisional heads, faculty, student governance leaders, and Institutional Research. The CAPC meets during the academic year to discuss the priorities of the campus in the context of the strategic planning framework described above. Focus groups are held with

department chairs, instructional staff, and student governance leaders. Input gleaned from the teaching department year-end reports and from the divisional heads also informs the development of the strategic plan. At the end of the year or beginning of the subsequent academic year, a draft plan is presented and discussed at open hearings to which the campus community is invited. The final version of the plan is shared with the CAPC for any final edits. The strategic plan is then posted to the college website and submitted to the university (V.2b). Figure 1 is a calendar outlining the annual strategic planning process and the constituencies involved.

Figure 1: Strategic Planning Process

Month	Input	Responsible Parties
June	Teaching department year-end reports	Academic departments
August	Non-teaching department year-end reports	Administrative departments & offices
August	Division review of year-end reports	Cabinet
August, September	Priorities for new academic year	Cabinet
September	Discussion of priorities to be included in initial draft of plan	Mini-CAPC (dean, Senate Steering Comm. & Faculty Executive Comm. chairs)
October to November	Focus groups with department chairs, instructional staff, and student governance leaders	Dean for Institutional Effectiveness
December	Review of initial plan	CAPC
January	Preparation of complete draft document	Dean for Institutional Effectiveness
February to April	Review of draft document	CAPC
May	Open hearings to discuss plan	Campus community
May	Review of final draft plan	CAPC
July and August	Final review of plan	Cabinet
September	Submission of plan to university	Dean for Institutional Effectiveness

Providing additional structure to the planning process is CUNY’s [new strategic framework](#), which is a comprehensive vision for the university supporting the master plan and university goals for higher retention and graduation rates and positioning students for successful transfer or entrée to careers. The five “pillars” of the framework are access and completion, college readiness, career success, knowledge creation and innovative research, and new economic model. QCC’s [Strategic Plan](#) for 2018-19 will align the college goals with CUNY’s Strategic Framework.

Multiple resources inform the strategic planning process: academic program reviews, course assessments, teaching and non-teaching department year-end reports, and other assessment and fiscal planning documents (V.2a, b). Figure 2 links these resources to institutional goals.

Figure 2: College Goals Aligned with Planning and Assessment Documents

	Annual Strategic Plan and Strategic Planning Reports	CUNY Performance Management Plan Reports	CUNY Fiscal Year Expenditure Reports	CUNY Report on Faculty Scholarly and Creative Activities Report	Academics Assessment Protocol	Academic Program Review and Accreditation Report	Fact book & Academic Program Dashboards	Departmental Year-end Reports	Course Assessment Reports
Improve student readiness...	X	X			X	X		X	X
Leverage best practices and technological solutions...	X	X			X	X			
Improve and enhance comprehensive faculty and staff development...	X	X	X	X	X	X	X	X	X
Support curricular innovation...	X	X	X	X	X	X		X	X
Integrated planning, supportive technology, and sound infrastructure	X	X	X				X	X	
Fiscal responsibility, institutional advancement, and grant-funding	X	X	X	X			X	X	
Pre-college, continuing education, and workforce development offerings	X	X	X				X	X	
Cultural and artistic forums and events...	X			X				X	

The goal of maintaining or improving institutional effectiveness begins with the assessment of all aspects of the college endeavor, beginning with individual course offerings, extending to academic program reviews, departmental year-end reports, general education, and ending with the periodic evaluation of the assessment process (or meta-assessment).

COURSE ASSESSMENT

The primary and most direct means of assessing for student learning outcomes is [course assessment](#). All course assessment is conducted in the departments and is included in the department year-end report, which is posted in the college website. Course assessment provides the foundation for any further assessment protocol. If the results from course assessment are not informative, this can have an adverse effect on other levels of assessment like program assessment (**V.2a, c**).

Three examples of course assessment—from faculty in the Biological Sciences and Geology, Art and Design, and English departments—demonstrate processes to address issues of student learning.*

* It should be noted that these assessments were conducted prior to the revision of the college’s General Education outcomes, which occurred in February 2018.

BIOLOGICAL SCIENCES AND GEOLOGY: PRINCIPLES OF BIOLOGY

The first example of course assessment, which comes from faculty who participated in the [Assessment Institutes](#) with the spring 2015 cohort, is an assessment of BI 140 (Principles of Biology), an introductory general biology course designed for students who are not majoring in science and need to fulfill the laboratory science requirement in the common core. The assignment consisted of six questions that asked students to use analogical reasoning to interpret an illustration. The illustration showed a book of instructions (analogous to a gene) used to produce an axe (analogous to a catabolic enzyme), which was then used to cleave a log (analogous to a substrate) into firewood (analogous to products). The oxygen-dependent burning of the firewood was analogous to the oxygen-dependent respiration of glucose, which can be produced by the enzymatic cleaving of starch.

Each of the six questions posed had a multiple-choice component. The first four questions asked the students to explain their answer. For these four components, the evaluation of their explanations was the basis for scoring understanding of the tested concept. The other two multiple-choice questions were designed with close and distant distractors to permit three-level scoring of student choices. A summary of the results of the assessment may be found in Figure 3.

Figure 3: Summary of Course Assessment for BI 140

Student Learning Outcomes	Assessment Tools	Findings	Recommendations
Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions	The assignment given to the students consisted of six questions that asked students to use analogical reasoning to interpret an illustration. The illustration showed a book of instructions (analogous to a gene) used to produce an axe (analogous to a catabolic enzyme), which was then used to cleave a log (analogous to a substrate) into firewood (analogous to products). The oxygen-dependent burning of the firewood was analogous to the oxygen-dependent respiration of glucose, which can be produced by the enzymatic cleaving of starch. The questions were assessed with a rubric.	Overall, 92 percent of responses were substantive (that is, not "I don't know"), indicating a high level of student engagement. Fifty-six responses (38 percent) were excellent, equal to the number in the undeveloped category.	It may be helpful to develop teaching strategies that encourage students to grasp and retain analogies, so that the familiar can act as a bridge to the unfamiliar. An example of such a strategy would be to ask students to develop an analogy on their own, either individually or in collaboration with fellow students. Providing in-class opportunities for students to engage in peer-peer discussion and debate over such analogies may also be helpful. The development of additional exercises, along the lines of the current assignment design, may be useful in eliciting evidence of more points of confusion in other portions of the BI-140 syllabus. In the identification of barriers may lie the key to better teaching & improved learning.

The results of the assessment indicated that conceptual learning took place within a broad spectrum of students, but for most students these conceptual gains were incomplete. Recommendations involved

developing additional exercises for students and additional opportunities for students to develop analogies of their own and to collaborate among themselves to discuss and critique analogies.

ART AND DESIGN: ART HISTORY

The Art and Design course assessment report documents assessment activity from 2015 to 2017. Specifically, three Art History courses were assessed during this time period: ARTH-100 (Introductory Survey of Art), ARTH-116 (American Art), and ARTH-202 (History of Art II, which is the next course taken after taking ARTH-100 or History of Art I). Over this interim, student term papers in each of the courses above were assessed against the student learning outcomes and rubric dimensions in Figure 4:

Figure 4: Art History Outcomes and Rubric Dimensions

Art History Learning Outcomes	Corresponding Rubric Dimensions
Students will be able to conduct and write a formal analysis and evaluation of stylistic and historical contexts of works of art using art historical terminology	<ul style="list-style-type: none"> • Conducts a descriptive formal analysis of the visual aspects of an art object • Proper use of art historical terminology • Describes the stylistic elements of works of art • Describes the historical and cultural contexts of works of art
Students will demonstrate a critical use of sources by evaluating and synthesizing research to support their thesis and analysis	<ul style="list-style-type: none"> • Student has identified scholarly resources • Student critically evaluated and synthesized the research information into the text • Research supports thesis and analysis
Students will demonstrate analytical thinking through the written expression of historical facts and art historical concepts in order to derive meaning in works of art	<ul style="list-style-type: none"> • Historical facts and art history concepts are used to present meaning in works of art • Analytical thinking is identifiable in the presentation of art historical facts and concepts
Students will demonstrate proper use of grammar, syntax, and spelling; logical compositional structure (intro body conclusion); and proper use of citations and bibliographic reference	<ul style="list-style-type: none"> • Logical compositional structure (intro, body, conclusion, etc.) • Proper use of grammar, syntax, and spelling • Proper citation and bibliographic reference • Proper formatting and use of illustrations

For all rubrics there were categories of “Excellent,” “Good,” “Fair,” and “Poor.” A student was deemed “Excellent” within a particular skill area if that student exhibited a mastery of that particular skill consistently throughout the instrument. Their skill mastery was deemed “Good” if they exhibited mastery in a majority of instances. “Fair” was marked when a student occasionally but inconsistently exhibited such mastery. “Poor” was marked when a student consistently failed to exhibit mastery.

Generally, students performed best on the first and third learning outcomes and had more trouble with the second and fourth. Overall, their strengths tended to lie in the ability to conduct formal analyses of works of visual art and to discern the social and historical context(s) in which such artworks were fabricated. They also tended to display a significant grasp of theory and historical facts that contributed to the meaning and significance of works of art. Conversely, they tended to have greater trouble in

other areas, most notably in the critical evaluation and use of scholarly sources, as well as with aspects of the grammatical construction of the term paper narrative.

In addition to satisfying all relevant curricular and course outcomes, the skills required in the term paper assignment also satisfied the following General Education outcomes: (1) communicating effectively through reading, writing, listening, and speaking, (2) using analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions, and (3) using information management and technology skills effectively for academic research and lifelong learning.

To address these findings, students have subsequently been prepared for the term paper assignment by “scaffolding,” a writing training technique that entails giving shorter, lower stakes writing assignments and/or rough drafts earlier in the semester in an effort to accustom them to writing art historically. At the discretion of individual professors, classes were taken to the college library at the beginning of each semester for an Information Literacy session conducted by a librarian. Most professors handed out detailed instructions for writing assignments that also served as a template for students in terms of crafting both the form and content of their papers. These instructions also contained a section on plagiarism and its consequences.

In addition to term paper assignments, instructors commonly had students do readings and write-ups from textbooks and/or primary source documents in an effort to establish an understanding of art historical contexts. Instructors also regularly enhanced their pedagogy with the use of technologies like PowerPoint, Blackboard, and SafeAssign (for term paper assignments) and supplementary technologies like Smarthistory and the Khan Academy. Instructors also regularly required oral presentations in class and conducted museum visits and peer evaluation of writing assignments between student cohorts. Some also included HIPs like SWIG, the Common Read, and Writing Intensive. Further, guest speakers and/or off-site visits with art world professionals have in recent year become de rigueur in the departmental curriculum. All these efforts are intended to improve student understanding, critical thinking, and writing skills.

These actions have proven successful in improving areas of weakness, most notably those mentioned above: citation of sources and the critical use of sources. Nonetheless, mechanical writing skills remain a significant problem for students, who often enter the program in need of remediation with respect to writing skills. Traditionally, students with poor writing skills are referred to the Campus Writing Center (CWC). While the current set of rubrics does cover all basic areas of competence in the field of art history, the department is involved on an ongoing basis with the Office of Institutional Effectiveness to refine the writing assessment instrument and to explicate the expectations of writing assignments by sharing rubrics with students prior to assignment due dates and discussing in more detail the ways in which their writing will be evaluated and measured **(V.2c, 3b)**.

ENGLISH: ENGLISH COMPOSITION AND 200-LEVEL COURSES

Figures 5 and 6 show how the English department used information obtained from two years of assessment results to effect change in instructional practice. Assessments involved the two introductory composition courses, ENGL 101 and 102, and more advanced courses in the 200-series. Figure 5 shows assessment results for ENGL 101 and a resulting action plan and the beginning of work on an assessment plan for the 200-series.

Figure 5: Course assessment: (2016-2017)

<i>Course(s) assessed</i>	<i>Relevant General Educational Outcomes</i>	<i>Relevant Curricular Outcomes</i>	<i>Evaluation of Assessment Results</i>	<i>Action plan</i>
ENGL 101	Summarize, analyze, and synthesize diverse readings including multidisciplinary academic articles, essays, literary works, or other relevant genres.	To consider how students move from lower order to higher order learning skills and how greater continuity can be built into the curriculum, taking into account the need for review, reflection, and recursive learning. In particular, there was a consideration of why students seemed challenged by synthesis and citing sources.	As with past years, a revised rubric was developed in collaboration with faculty who had attended the Assessment Institute and shared with the department. Norming was again discussed, and norming session was held. Specific artifacts were collected, examined, and scored according to NCTE-WPA recommended methodologies, with additional collaboration from the Office of Institutional Effectiveness.	With the support of CETL, a Faculty Inquiry Group (FIG) was created to address some of these issues with continuity in outcomes and assessment, taking into account the increased scope of the department and changes in placement. Findings will be disseminate at a Composition Committee meeting. Further discussion of the scoring rubrics and a possible revision will also occur.
ENGL 200-level courses	In the process of being drafted by an Assessment Subcommittee			Outcomes will be shared with the department, after which a rubric will be created and shared and plans for norming and scoring will proceed.

What is notable about this assessment is the level of collaboration that it reflects to address the issue of an expanded department (English had merged with Academic Literacy, which used to offer developmental courses) with more challenging issues of student preparedness. In the process, faculty members in the English department who attended the Assessment Institute helped to revise the rubric the department was using. The assessment process was also tightened up. In addition, with the support of the Center for Excellence in Teaching and Learning (CETL), department faculty created a Faculty Inquiry Group to help to address the challenges in student preparedness. This example reflects an expanding culture of assessment on campus.

Figure 6 shows assessment results for both composition courses, ENGL 101 and 102, and the continuing efforts to plan the assessment of the 200-series.

Figure 6: Course assessment: (2017-2018)

<i>Courses assessed from previous year</i>	<i>Action plan from previous year</i>	<i>Evaluation of results</i>	<i>Follow-up</i>
ENGL 101 and ENGL 102	<p>With the support of CETL, a Faculty Inquiry Group (FIG) was created to address some of these issues with continuity in outcomes and assessment, taking into account the increased scope of the department and changes in placement. Findings will be disseminated at a Composition Committee meeting. Further discussion of the scoring rubrics and a possible revision will also occur.</p>	<p>The committee closed the loop on assessment for the shared outcome “Differentiate relevant evidence throughout all writing tasks, including written texts, visual images, electronic media and such primary sources as observations, interviews, and surveys.” The work of the committee on English course outcomes reflects the department’s attempt to meet the Standards of the Middle States Commission on Higher Education, Standards 3 and 5, as described below in the report. These course objectives were also linked with the General Education Outcome “Communicated effectively through written and oral forms” and examined as such. In the Fall 2017 and Spring 2018 semesters, the committee requested that faculty submit student papers that reflect the assessed outcome: “Differentiate relevant evidence throughout all writing tasks, including written texts, visual images, electronic media and such primary sources as observations, interviews, and surveys.” The committee also conducted two norming sessions for the scorers during which the rubric was revised for clarity, scorers discussed the rubric terminology, and the use of “anchor papers” was introduced to improve accuracy. To close the loop, faculty were asked to make and report on one intervention during the teaching of the assignment for the outcome. The results in ENGL 101 and ENGL 102 were examined, following the different dimensions. In addition, the results from this year’s outcome were compared against the original outcomes produced in spring 2015.</p>	<p>During the assessment conducted in 2016-2017, the results demonstrated that students scored lowest on the skill to synthesize material. As a result, a Faculty Inquiry Group (FIG) conducted research on specialized definitions of synthesis and develop assignments that enhance students’ awareness of synthesis. These results were shared with the department, as were the previous year’s assessment on another shared outcome for ENGL 101 and ENGL 102, “Determine logical arguments and stylistic approaches appropriate to form or genre of writing: transitional language, progressive development of ideas,” etc. In addition, norming sessions were held and an MLA Module for BB was created, disseminated, and implemented. Plans were made to present the latest ENGL 102 results to the department at a Composition Committee meeting during 2018-2019.</p>

<i>Courses assessed from previous year</i>	<i>Action plan from previous year</i>	<i>Evaluation of results</i>	<i>Follow-up</i>
ENGL 200-level courses	Outcomes will be shared with the department, after which a rubric will be created and shared and plans for norming and scoring will proceed.	In preparation for assessment of upper-level courses, the 200-Level Assessment Subcommittee was formed. The committee was charged with drafting the outcomes for upper-level courses which were approved via a department vote in Fall, 2017. They are listed in the report below. Faculty also drafted rubrics for the upper-level courses.	More faculty members completed the Assessment Institute, allowing the Assessment Committee to move ahead and coordinate greater input and more flexibility in addressing 200-level courses. In addition, the committee requested that faculty submit papers for assessment of upper-level courses, which will take place in the following academic year. The committee will be assessing papers for “Analyze texts through an historical, rhetorical, and/or theoretical framework.”

Collaborative efforts continue with the introductory composition courses. Department faculty are refining the methodology of the assessment process: as part of the norming process, faculty members shared “anchor” papers to improve accuracy and consistency of scoring. Intervention models were shared. In response to student performance related to synthesizing material, a Faculty Inquiry Group researched instructional practices that addressed student awareness of synthesis and shared the results with the department for adoption in their classes. Results of the assessment will be shared with the department’s Composition Committee to ensure that student outcomes feed back into department discussions of instructional practice. Finally, department faculty are tapping the expertise of recent participants in the Assessment Institute to implement an assessment related to analyzing texts in the 200-level courses.

ACADEMIC PROGRAM REVIEW

Program assessment (**RoA 10**) occurs as part of the [program review](#) process (**V.2a**). A program review [Guidelines and Template](#) document provides a timetable and guidance for the review process. This process consists of several phases. A program review report is completed by a faculty committee. To complete the report, each committee is provided with a dataset provided by the office of Institutional Research. An external reviewer site visit occurs, and the reviewer submits an external reviewer report (**V.2b**). The President and Vice President for Academic Affairs meet with the departmental faculty to discuss the action plan developed by the faculty. Finally, an administrative response from the vice president Affairs is sent to the sponsoring department(s) to operationalize the recommendations from the action plan (**V.2c**). Each academic program is reviewed on a [five-year schedule](#).

Examples of the ways in which program review results determined recommendations that were subsequently implemented follow. The program review for [Childhood Education](#) resulted in the findings, recommendations, and follow-up in Figure 7 below:

Figure 7: Dual-Joint A.A. in Liberal Arts and Sciences (QCC) Leading to a B.A. in Childhood Education (Queens College)

Findings	Recommendations	Follow-up
There is no coordinator in place to assist students with field placements or to oversee Education program-level decisions at Queensborough Community College.	Identify an Education program coordinator. This position is necessary to help with efforts to advise program students, manage students' fieldwork placements, counsel students about state certification requirements, work with faculty regarding certification-aligned curriculum development, plan extra-curricular activities, and facilitate program growth and management in coordination with Queens College and CUNY Central's Community College Teacher Education Council.	A department faculty member has assumed the Program Coordinator role.
Students report confusion and problems with the transfer process. They point to inconsistency in the content of their advising at Queensborough Community College.	Designate and train a Liberal Arts Academy advisor as a "specialist" in the Education curriculum.	An advisor has been identified and has assumed this role.
This program does not currently offer courses in the two most significant areas of student interest: early childhood education and special education	Offer more EDUC courses to both expand and enrich the program.	An early child development course (EDUC 230) was added to the curriculum in Fall 2017
There is currently no effort to integrate, standardize, and/or coordinate the multidisciplinary assessment efforts currently in place across the three education-oriented courses required by the program.	Re-evaluate and revise as necessary the assessment methodology for EDUC major courses.	In progress

As a result of findings from this program review, a program coordinator position was created and a new child development course was added to the curriculum.

The program review for the Criminal Justice program review resulted in the following findings, recommendations, and follow-up in Figure 8 below:

Figure 8: A.S. Criminal Justice Program Review

Findings	Recommendations	Follow-up
More course assessment is needed.	Continue and expand task-based assessment to all major courses	This is overseen by the department assessment committee.

Findings	Recommendations	Follow-up
	(one to two courses assessed each year, with cycle repeating).	
Strategic Plan for the CUNY Justice Academy has stipulated that John Jay’s community college partners collaborate with John Jay to develop a uniform methodology and set of rubrics to be used across the Academy to assess student engagement, satisfaction and student learning outcomes.	Coordinate assessment efforts with those of CUNY Justice Academy to ensure consistency of learning outcomes.	Queensborough Community College has one representatives working on this initiative.
There is a need for a research methods course that could align with equivalent courses offered at John Jay.	Develop a one-credit research methods course and submit as part of a curricular revision, eliminating Physical Education requirement.	The new research course was first offered in spring 2018
Financial resources are needed to enhance instructional technology (e.g. software, online demos)	Obtain and use financial resources to enhance support for instructional technology.	A new computer lab was installed in January 2018.

As a result of these findings from the Criminal Justice program review, a new course was added to the curriculum and a new computer lab was installed.

An examination of program review reports (located on the [Academic Program Review webpage](#)) from past years has noted irregular reporting on program outcomes. Working with the department chairs and faculty, the Dean of Institutional Effectiveness will implement the following (V.2a, 3a, b, c):

- Outcomes for all programs will be reviewed and, once approved, posted to the website.
- Curriculum maps for all programs will be developed, linking major courses to outcomes.
- The Assessment Institute will be refocused on program outcomes assessment through courses.
- Assistance will be provided regarding interpreting and disseminating assessment results.

The college believes that these four directives will help sponsoring departments to generate more purposeful and meaningful assessment of program outcomes, ensuring more useful program reviews.

DEPARTMENT YEAR-END REPORTS

Both [teaching](#) and [non-teaching departments](#) submit year-end reports that provide an account of the department’s activities and accomplishments for the year, changes in the department since the last year, a report on the achievement of goals and objectives, and goals and objectives for the new academic year. The teaching department version also reports on course assessment and program review. Teaching department year-end reports are reviewed by the Vice President for Academic Affairs before they are posted to the college website; non-teaching department reports are reviewed by the vice president of the appropriate division. All year-end reports are reviewed and evaluated by the Senate Committee on Assessment and Institutional Effectiveness, which oversees all campus assessment processes. The content of the year-end reports provides data and outcomes for the college’s year-end performance report and informs the strategic planning process (V.5).

The English department 2015-16 year-end report, for example, traces the trajectory of the department assessment for English 101 and 102, which had begun in the previous academic year. Figure 7 reports on the action plan, evaluation of results, and the follow-up in figure 9 below:

**Figure 9: English Department Year-end Report
Course Assessment Follow-up (from 2014-15 to 2015-16)**

Courses assessed	Action Plan from previous year (2014-15)	Evaluation of Results	Follow-up (2015-2016)
ENGL 101	In addition to promoting greater continuity in our assessment protocols, the department hopes to be able to consider additional variables such as the use of high impact practices, technology in the classroom, and online instruction.	Revised rubrics were developed in collaboration and shared with the department. Norming was discussed and a norming session was held during an English Department Composition Committee meeting. Specific artifacts were collected, and examined and scored. Some preliminary data on the use of technology and online instruction was gathered. Given that the college was revising the classifications of HIPs and developing its own assessment protocols, there was less need at this time for investigating HIPs as a separate variable.	As more faculty members have completed the Assessment Institute and the English Department as a whole has become more familiar with collecting student artifacts and assessing general education outcomes as well as student learning outcomes, the Assessment Committee has been able to move ahead with greater input and more flexibility. The past year’s assessment revealed some points for further review between ENGL 101 and ENGL 102 that will be followed up with further assessment processes, as well as curricular developments designed to lend more consistency to the courses themselves and the outcomes as students move from one to the next.
ENGL 102	In addition to promoting greater continuity in our assessment protocols, the department hopes to be able to consider additional variables, such as the use of high impact practices, technology in the classroom, and online instruction.	As with ENGL 101, revised rubrics were developed in collaboration and shared with the department. Norming was discussed and a norming session was held during an English Department Composition Committee meeting. Specific artifacts were collected, and examined and scored. In addition, the Assessment Committee identified two areas, transitory language and the use of MLA citations for further follow-up to improve the links and student outcomes as students move from one course to the next. Given that the college was revising the classifications of HIPs and developing its own assessment protocols, there was less need at this time for investigating HIPs as a separate variable.	As more faculty members have completed the Assessment Institute and the English Department as a whole has become more familiar with collecting student artifacts and assessing general education outcomes as well as student learning outcomes, the Assessment Committee has been able to move ahead with greater input and more flexibility. The past year’s assessment revealed some points for further review between ENGL 101 and ENGL 102 that will be followed up with further assessment processes, as well as curricular developments designed to lend more consistency to the courses themselves and the outcomes as students move from one to the next.

The process tracked above shows how the implementation of an action plan resulted in the determination that faculty development is needed to address the findings.

GENERAL EDUCATION/PATHWAYS

One of the goals associated with the college mission is to improve student readiness for academic excellence and the rigor of the college experience. General education is the foundation for all degree programs at the college. Assessment of general education outcomes is an integral part of the assessment processes relative to student learning.

General education assessment has evolved at QCC. Prior to 2013-14, general education outcomes assessment was incorporated into course assessment. All courses indicate which general education outcomes they support in the course curriculum. Course assessments were intended to demonstrate student achievement of general education outcomes through assessment of course-level outcomes aligned with general education outcomes. This ad hoc process resulted in inconsistent assessment of the 10 general education outcomes.

In 2013-14, the college set out to establish a systematic, college-wide assessment of the college's general education outcomes. A [General Education Assessment Task Force](#) was formed, with the initial charge of developing college-wide rubrics for each of the 10 general education outcomes and to establish a regular process for evaluating how well students across the curricula were meeting those outcomes (**V.2a**). The task force developed a process to collect electronic artifacts, via Dropbox, from courses across the disciplines to be assessed by members of the task force during June 2015. Volunteer faculty submitted anonymized examples of student work intended to demonstrate student achievement with the two educational outcomes for which rubrics had been developed at that time.

Between spring of 2016 and spring of 2018, the task force continued the college-wide assessment of the general education outcomes by using the assessment platform Taskstream Aqua. Volunteer faculty continued to submit artifacts to be assessed against the four rubrics developed for the [general education outcomes](#), which after Academic Senate approval had been reduced to four: Communication, Analytical Reasoning, Quantitative Reasoning, and Information Management. To date, almost 2,500 artifacts, covering courses from all 16 academic departments, have been assessed. As part of this project, each faculty member who submits student artifacts receives a confidential memo describing their students' performance for the general education outcome against which the artifacts are intended to be assessed. Several of the faculty members who participated in this assessment project have indicated that they had made appropriate modifications in their curriculum and assignments as a result of the feedback they received. These changes are consistent with the desired outcome of a well-designed assessment process, and they signal that the general education assessment that is being conducted at QCC is producing constructive results (**V.2b, 3b; RoA 8**).

Although this general education assessment activity has been reasonably effective, beginning in fall 2018 a slightly modified process will be implemented to obtain a more representative sample of common core courses. The Pathways Common Core is the general education program at the college and in the university ([College Catalog 2018-19](#), pp. 74-77). It consists of a required core—English composition, mathematical and quantitative reasoning, and life and physical sciences—and a flexible core—world cultures and global issues, U.S. experience in its diversity, creative expression, individual

and society, and scientific world. Each category of the required and flexible core has a generic set of student outcomes; each college offers courses in each category with specific student outcomes aligned with the student outcomes in the generic framework. To ensure that a good representative sample of courses in the QCC common core are assessed, one-third of the courses in each category of the common core will be randomly selected to be assessed each year. The courses selected will be high-enrollment courses that address at least one of the four general education outcomes. A weighted (proportional) number of sections from these courses will be randomly selected to participate in the assessment project. It is believed that this modified process will increase the likelihood that a more representative sample of common core or Pathways courses will be included in the assessment project and that the assessment of general education at the college will be more comprehensive **(V.2a)**.

META-ASSESSMENT

In addition to the levels of assessment described above, it is also important to conduct periodic assessment of the effectiveness of the assessment practices themselves to ensure the integrity of the process. The body most directly involved in the periodic assessment of the effectiveness of assessment processes is the [Senate Committee on Assessment and Institutional Effectiveness](#). This committee consists of nine members of the faculty. Faculty represent a balanced representation of programs and curricula. The administrative liaison to this committee is the Dean for Institutional Effectiveness.

The senate committee is charged with reviewing and evaluating all levels of assessment at the college. Over the years since its inception, the committee has reviewed and evaluated both teaching and non-teaching department year-end reports and academic program review reports. The committee has developed rubrics for assessing each kind of year-end report; rubrics have been shared with department chairs and with divisional heads and administrative directors. The committee has provided feedback to the Dean for Institutional Effectiveness to help him to modify his website, bringing together all levels of assessment in a more user-friendly and meaningful way. The year's work of the committee is summarized in [annual reports](#) submitted to the Academic Senate **(V.5, RoA 10)**.

FACULTY AND STAFF DEVELOPMENT

At QCC, faculty development is, and has been, an institutional priority for years. Faculty are strongly encouraged to participate in assessment activities at the college, and several opportunities exist for faculty development specifically dedicated to assessment **(V.3d)**.

The primary structure for delivering assessment-related professional development to faculty is the [Assessment Institute](#). Established in 2013, the institute was based on a recommendation from the Senate Committee on Assessment and Institutional Effectiveness. The institute continues to be successful in establishing a culture of assessment at the college, and it assists faculty in developing comprehensive assessment proficiency and in designing effective measures for assessment at the course and program level. All faculty members serving on the Senate Committee on Assessment and Institutional Effectiveness are encouraged to attend the institute **(V.3c)**.

The Assessment Institute offers a four-day workshop that addresses multiple aspects of assessment, including various aspects of course assessment, program review, and Middle States accreditation. Since its creation, about 170 faculty members from 16 departments have participated. Each participant is required to complete a course assessment plan a week after completing the institute and must submit a

course assessment report by the end of the semester. Faculty members are surveyed to obtain feedback on the effectiveness of the modules.

In spring 2015, a [survey](#) was administered to 83 former participants of the Assessment Institute. According to an [Assessment Institute Implementation and Impact Survey](#) report, of the 44 respondents, 77% indicated that the Assessment Institute had had a positive impact on their assessment practices in their department; 86% indicated that the processes for developing the course assessment plan and the report had had a lasting impact on their assessment practice; 93% indicated that the Assessment Institute was as informative as, or more informative than, other workshops they had attended; and 46% indicated that they had considered using or would use their assessment work to prepare a conference presentation or journal article. Based on other feedback from the survey, the Assessment Institute has been redesigned so that participants have more time to interact with the workshop facilitators, with more hands-on work during the institute sessions. Faculty participants in the institute continue to be surveyed after each institute to assess the effectiveness of the institute's implementation.

Another opportunity for faculty development is participation in the General Education Assessment Project. As previously described, student artifacts are collected biannually across all disciplines and assessed to determine the extent to which students have reached the goals established in the four general education outcomes. Student artifacts collected include artifacts from course sections in which faculty have adopted one or more HIPs. Faculty are fully involved in this project. As faculty score the artifacts, they are able to determine how students are performing on these outcomes in different disciplines; as such, faculty have opportunities both to absorb new information and perspective and to provide feedback regarding the ways in which student learning might improve. Their insights are incorporated into an aggregate [report](#) that is posted on the assessment website. In addition, faculty who contribute artifacts for this project receive individual confidential feedback memos. Many faculty memos have indicated that they find this practice useful in making effective changes to their pedagogy.

QUEENSBOROUGH ACADEMIES

The Queensborough Academies are a signature part of the organizational structure at the college. From their inception, there has been a concerted effort to analyze the components of the Academies structure to assess their effectiveness in improving student life and academic performance. Using the Academies Assessment Protocol, particular attention has been given to the assessment of the Starfish Early Alert System and of HIPs, as well as of the student support provided by the learning centers.

ACADEMIES ASSESSMENT PROTOCOL

The 2013-2016 [Academies Assessment Protocol](#), updated and expanded when the Freshman Academies evolved into the Queensborough Academies (see Overview), included a long-term institutional goal of higher graduation rates, retention rates, and student satisfaction (**V.2b, 3g**). This protocol specified student learning outcomes and methods for the assessment of the first-semester student experience, student support network, HIPs, and critical courses and programs. The updated Freshmen Experience Survey gathered detailed feedback from freshmen on student orientation, support services, and general satisfaction (**V.3c**). Assessment tools for the student support network included student and faculty surveys, focus groups, and the Institutional Research database and Starfish Retention Solutions data (**V.3e, 3g**).

In response to the increased scale of Academy advisement and the integrated use of the Starfish Retention Solutions with advisement and tutoring services, the new protocol included extensive analyses of the efficacy of this electronic system. The assessment of HIPs included course-embedded assessment of student learning (**V.2b**). Findings from a HIP survey were used to gather information on student perspectives of the ways in which HIPs experiences benefitted them, particularly in terms of academic skill improvements and connectedness to others on campus and to the campus community as a whole (**V.3a**). A new part of the protocol included course and program analyses involving the review of critical courses that hinder student progress and degree completion (**V.2a**). The newly modified protocol informed the (new) Queensborough Academies strategic planning process (e.g., [Academies Strategic Planning Completion Report 2014-15](#)); in fact, both have evolved together in an integrated way (**V.3e**).

Following the [Academies Assessment Protocol 2013-16](#), analyses of the effectiveness of the Academies pointed to a high satisfaction rate among students with regard to the ST 100 Freshmen Orientation courses and to the effectiveness of HIPs. Analyses also indicated that the use of Starfish did not increase passing and completion rates overall, but they did increase passing and completion rates in some remedial and gateway courses (p. 4).

STARFISH

Another area of the Academies that is being assessed is the Starfish “Early Alert” and student tracking system (see Overview and chapter 6 and [Starfish Reports](#)). As a part of the Academy Assessment Protocol, students’ performance and the effects of the implementation of Starfish were examined in some critical courses. The assessment helped to identify progress-barrier courses, including General Biology, Anatomy and Physiology, Introduction to Ancient Civilization, Introduction to Modern Western Civilization, and College Algebra (**V.2b**). The findings were then used to assess the effectiveness of the use of Starfish in those courses. It was communicated to faculty teaching these critical courses that it would be beneficial to use Starfish to alert students about their performance (**V.2c, 3f**).

Students in critical courses are regularly tracked through Starfish. Findings about student outcomes are reported to the Starfish Leadership team, which includes representatives from Academic Affairs and leaders of the Academies advisers. This report is communicated approximately four times each semester (**V.3**). Overall, this exemplifies how one part of the protocol, the identification and assessment of critical courses, produced findings that informed practice (how Starfish would be implemented) and how other parts of the protocol (Starfish assessment) would be carried out. The ultimate purpose of this exercise was to identify areas where students had difficulty learning and to target efforts with technology to those students who needed the most assistance (**V.3f, 3e, 3a, 3h**).

HIGH IMPACT PRACTICES (HIPs)

The college has a long history of fostering the development, implementation, and assessment of pedagogical practices that are designated as HIPs. Writing-intensive (WI) classes have been offered at the college since 1999, and completing two of them is a graduation requirement. In 2009, with the launch of the Freshmen Academies (currently, the Queensborough Academies), five HIPs were formally integrated as part of the Academies structure: academic service learning, cornerstone courses, e-portfolio, learning communities, and writing intensive. From the beginning, when the Academies were “Freshmen Academies,” the Academy Assessment Protocol included the provision that all HIPs would be assessed to determine their effectiveness as pedagogies. When the Freshmen Academies became the

Queensborough Academies, after a comprehensive review, the five HIPs became seven: academic service learning, common intellectual experience, global and diversity learning, students working in interdisciplinary groups (SWIG), undergraduate research, and writing intensive. Cornerstone courses and e-portfolio were removed as HIPs because it was determined that they were ill-defined as originally conceived; learning communities were removed because they were extremely difficult to implement administratively. As a result, resources were allocated to other HIPs, including the new ones, which tapped into stronger faculty interest—for example, with SWIG and with undergraduate research.

The Academy Assessment Protocol continued to collect indirect evidence of the impact of HIPs on student perceptions of learning, student persistence, sense of belonging, and course pass rates. According to findings from the Academy Assessment Protocol, deep learning activities or practices were experienced by students to a greater degree in HIP vs. non-HIP courses, most HIPs were implemented in a manner designed to enhance engagement and deep learning, and enrollment in HIP courses was associated with higher levels of connectivity to QCC ([Report on Findings](#), January 2016, pp. 5 and 8-9). Not surprisingly, the greatest impact resulted when students were enrolled in multiple HIPs (**V.3a**). The findings also indicated that WI classes were *not* more efficacious in most cases than the control group (those who did not experience any HIPs). All findings were posted on the college's website, distributed to the relevant constituencies, and presented on campus at multiple forums (**V.2b, 2c, 3f, 3h**). Based on the findings, concerns arose concerning the consistency with which HIPs were implemented and with the need for a different kind of faculty development to promote the use of HIPs.

Though surveys continued to monitor student perceptions, deep learning, and engagement, over the past few years efforts have sought to address the concerns above and to develop and implement a consistent means of assessing direct evidence of student learning in HIPs. The Assistant Dean for Teaching and Learning (and the CETL director before her) has worked with faculty practitioners to achieve three goals in an effort to make the delivery of HIPs as a pedagogy more consistent, to provide faculty development that promotes consistency and efficacy of instructional delivery, and to conduct assessment of student artifacts demonstrating student learning outcomes.

The first goal involved aligning HIPs outcomes to the college's general education outcomes. In 2016, as it became visibly difficult to maintain an assessment protocol for 18 to 24 distinct HIP-specific learning outcomes, the HIP Faculty Coordinators unanimously agreed, after a review and discussion of the existing literature, to ground the assessment of HIPs formally in the college's four general education outcomes. This decision resulted in the need to re-map and realign the existing curriculum for the HIPs faculty development program ([HIPs Assessment at QCC – Overview](#), pp. 1, 4-5).

The second goal, then, involved a concerted effort to redesign the faculty development in support of HIPs. The faculty development curriculum was redesigned to align with the general education outcomes, new learning outcomes were developed for the faculty development curriculum itself, rubrics were developed for these outcomes, and a faculty development protocol was designed using Taskstream Aqua, an artifact collection repository and scoring electronic data system ([HIPs Assessment at QCC – Overview](#), see timeline, p. 1). Two deliverables of the faculty development include backward course design and scaffolded reflection, both relative to instructional delivery of HIPs in the context of the general education outcomes. To assess for these deliverables, the redesigned faculty development included a [HIPs General Education Alignment Rubric for Backward Design](#) and the [HIPs General Education Reflection Rubric for Scaffolded Reflection](#). This newly designed faculty development continues in support of faculty who offer HIPs.

The third goal involved more consistent and sustained direct assessment of student learning. To accomplish this goal, the Assistant Dean for Teaching and Learning collaborated with the General Education Task Force (now Working Group) in the collection of authentic student artifacts. Faculty teaching HIPs were encouraged to submit student artifacts in the campus-wide collection of general education outcomes artifacts that the Task Force was collecting (see General Education above). Student artifacts demonstrating one of the general education outcomes, whether from a HIP course section or non-HIP course section, are scored by a faculty group in the general scoring of student artifacts for the assessment of general education outcomes. In this way, the assessment of student learning in HIPs is aligned with, and incorporated in, the overall assessment of general education outcomes. Data and findings from the general education assessment effort are shared with the HIPs faculty coordinators; comparisons of outcomes between student in HIPs and in non-HIPs are now more robust. As with other faculty who participate by submitting artifacts, faculty teaching HIPs also receive the individualized memo with data about their own student outcomes (**V.2a, 2b, 2c**).

An integral part of the implementation of HIPs as effective strategies to advance student performance and development is the professional development of the faculty who will deliver these instructional modalities. The development and implementation of HIPs exemplifies how the college established an assessment protocol for a process designed to enhance learning, based outcomes on goals of the college, conducted the assessments, reviewed the findings and changed the scale of operation and process (e.g., HIP professional development, HIP offerings, HIP implementation and assessment) in response to the assessment findings (**v.3a, 3b, 3e, 3f, 3h**).

LEARNING CENTERS

As part of the Queensborough Academies and supplement to classroom learning, students' academic development is also supported by the learning centers that play a critical role in shaping the student experience for success by improving student preparedness (see Chapter 4). In the learning centers, students are offered academic support by a cadre of tutors who are carefully selected and trained before they begin working with students, and their performance continues to be assessed throughout their career. The results of tutoring on the students' success is also assessed to determine what works and what needs to be improved.

For example, the Campus Writing Center's assessment method consists of tracking key performance indicators relative to unique and repeat student visits, student satisfaction surveys, and Tutor Evaluation Forms (**V.3a, 3c; RoA 9**). The center also hosts very comprehensive tutor professional development. Based on the assessment data, the center is able to make decisions on how to adjust or change its tutoring pedagogy and services. In 2017-18, when the English department merged with the Academic Literacy department, the center took on the tutoring for developmental courses in reading and writing. As an example of tracking outcomes assessment over two years, the center's [year-end report for 2016-17](#) featured expected outcomes on student participation in an orientation for CUNY Start (reading and writing) students and subsequent use of the center by these students (p. 2); comparisons of pass rates for students in an ALP course section who visited the center three or more times against those who did not (p. 3); and a survey conducted to provide actionable information for better communication outreach (p. 3). The [year-end report for 2017-18](#) noted a return rate of 22% for students in CUNY Start who attended the orientation and returned to use the center the following semester, a baseline on which additional efforts can build (p. 1); a 94% pass rate for ALP students in writing who visited the center three or more times compared to 91% for non-treated students, and 96% for ALP students in reading

compared to 91.4% for non-treated students (p. 2); and a redesigned survey plan involving three, more targeted surveys rather than one general survey, for distribution the following semester (p. 3). As part of periodic review, the center also reformulated its mission and unit goals, aligned with college goals (p. 4).

Likewise, the Student Learning Center continually reviews and uses assessment results to improve student outcomes, the delivery of tutorial services, and the professional development that supports this effort (**V.3a, 3c; RoA 9**). The center provides tutoring support for all subjects offered on campus except English and mathematics, in individual and small-group sessions. The center tracks key performance indicators like volume of service, course completion rates, course grades, student evaluations of tutors, student attendance at workshops, workshop pre- and post-quizzes, and tutor self-evaluations. As an example of tracking outcomes assessment over two years, the center's [year-end report for 2016-17](#) featured offering learning facilitation workshops to improve grades, compared according to the number of center visits (Part B, p. 6); offering communication cycle workshops to improve tutors' learning facilitation skills (Part B, p. 7); and researching the feasibility of adopting an online appointment system (Part B, p. 7). The [year-end report for 2017-18](#) noted that 76% of students who attended between 5 and 10 tutoring sessions and 90% of students who attended more than 10 times earned a grade of C or better in the course for which they received tutoring, a pass rate more than 10 percentage points higher than that of students who did not attend tutoring (part B, p. 1); tutors demonstrated a 27% improvement in verbal and written communication and tutoring skills in pre- and post-assessments (Part B, p.4); and the online appointment system was researched and implemented, with nearly 1,200 student appointments by the end of the spring semester (Part B, p. 6). As part of periodic review, the center also reformulated its mission and unit goals, aligned with college goals (Part B, p. 1).

CONCLUSIONS

The college satisfies the criteria of Standard V and the related Requirements of affiliation (8, 9, 10). As indicated at the beginning of the chapter, additional documentation to demonstrate compliance with the standard's criteria, particularly criteria 3e and 5, is included in the evidence inventory (documentation roadmap), under Standards V and VI. Assessment is used to demonstrate and improve educational effectiveness across campus. QCC's educational goals are clearly interrelated and support the institution's mission. Organized assessment is conducted at all levels of the institution, and the results of these endeavors are used to effect change. For example, at the institutional level, the college has an established general education protocol that has provided data demonstrating that students are achieving at a level commensurate with community college students. In addition, the data from general education assessment has provided faculty members with information they have used to make changes to their pedagogical practice. At the program level, all programs have student learning outcomes, and a process is being put in place to assess these outcomes on a more systematic basis. Since the last self-study, there is a consistent record of academic program reviews, available on the college website. Faculty and staff development and the Queensborough Academies are being assessed according to specific outcomes, and assessment results have given direction to the evolution of these areas. Finally, along with the Assessment Institute, departments are contributing course assessment to support the institution's assessment efforts.

Though assessment practices have evolved and expanded dramatically since the last self-study, there is a varied level of participation among faculty and staff and departments. On the faculty side, for successful program assessment, faculty teaching the courses within the programs are the key factors

involved in the implementation of any assessment protocol. Their participation and involvement in designing, planning, and executing the assessment activities is the driving force behind program assessment. On the staff side, a more purposeful effort to assess for student support services outcomes, guided by targeted professional development, would strengthen the non-teaching department year-end reporting process and, by extension, the development of priorities for college-wide strategic planning.

The final piece of the assessment process is meta-assessment. On an annual basis, the Senate Committee on Assessment and Institutional Effectiveness reviews and evaluates the assessment practices across campus. This process results in an annual report to the Academic Senate that includes recommendations. It would strengthen the periodic review of institutional effectiveness if there were a more systematic and campus-wide effort to incorporate this senate committee's recommendations into college planning and practice.

SUGGESTIONS

- Determine ways to involve more faculty in the assessment process.
- Develop and implement a systematic way of operationalizing recommendations from the Senate Committee on Assessment and Institutional Effectiveness.

RECOMMENDATION

Provide more systematic professional development to support administrative staff to assess for support services outcomes aligned with department mission and goals.

CHAPTER 6: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

Standard VI: Planning, Resources, and Institutional Improvement

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

Requirement of Affiliation 8

The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.

Requirement of Affiliation 10

Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

Requirement of Affiliation 11

The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.

OVERVIEW

Queensborough Community College (QCC) satisfies the criteria of Standard VI and the related Requirements of Affiliation (8, 10, 11). The planning process at QCC is a public, data-driven, consultative process. The college process sets the long-term goals and annual objectives of the institution, fulfilling the mission goals, which are integrated with the goals and targets of CUNY’s Performance Management Process planning process (PMP).

Planning and resource allocation at QCC are accomplished through processes involving all constituents of the college community: administration, faculty, staff, and students. Results are reported through detailed documents available on the college’s website, particularly the college’s strategic plan. At the departmental level, quantifiable goals, objectives, evaluation methods, and strategic plans are revisited annually, with the great majority of objectives being accomplished.

This chapter provides an overview of the budget and planning processes. It also details the college’s efforts to strategically manage its financial, technological, equipment, space, and personnel resources. Later in this chapter, implementation of these processes with respect to the college’s institutional priorities will

be demonstrated—specifically, the college’s efforts to provide financial support of the Queensborough Academies and budgetary support for faculty development.

STRATEGIC PLANNING

The strategic plan is the cornerstone of QCC’s planning process, annually outlining goals and objectives to ensure institutional renewal in a flexible but stable way. It incorporates QCC’s ongoing institutional planning process and objectives set by the [College Advisory Planning Committee \(CAPC\)](#) after careful review of institutional assessments, committee recommendations, surveys, and the performance goals and targets mandated by CUNY. The objectives in the strategic plan are driven not only by CUNY goals, but by the college’s [mission and goals](#). In this way, the college assures a financial planning and budgeting process that is aligned both with the college’s and with the university’s mission and goals. A visual representation of the circular process from one iteration of the strategic plan to the next appears below.



Participation in the strategic planning process also involves individuals representing all college constituencies. The CAPC, chaired by the president, includes administrative, faculty and student leaders and is responsible for the discussion of the strategic planning for the College and of College priorities and major initiatives. Yearly open hearings and focus groups for students, higher education officers, and department chairs afford full access to all those affected by the strategic plan; input results in modifications to the Strategic Plan. At the end of each academic year, the strategic plan is assessed utilizing data gathered by the Office of Institutional Research and Assessment. The analysis, which produces the strategic planning completion report, provides for planning and resource allocation by assessing goal achievement vis-à-vis QCC and CUNY objectives. Additional perspective is provided in CUNY Performance Monitoring Project (PMP) Data Book, in which QCC is represented by data in relation to the other colleges in CUNY. At the departmental level, the strategic plan is used as a basis for the preparation of goals for teaching and non-teaching departments.

The vast majority of the annual operational budget is driven by ordinary resources required to fund instruction. Institutional objectives are clearly stated and linked to mission and goal achievements. Many CUNY-mandated PMP goals, however, which require the college to set targets in a number of specific areas and to create plans to achieve those targets, require new or additional resources and, as such, are linked to the budget allocation process through their inclusion as specific QCC strategic objectives within the PMP framework. Several examples will be presented later in this chapter.

RESOURCE PLANNING AND ALLOCATION PROCESS

The college’s strategic plan is the basis on which the college operationalizes its budget, ensuring that goals and objectives may be met not only at the institutional level but also in alignment with CUNY’s PMP goals and targets. Not to be excluded from this process is the Resource Planning Office itself. [The college’s 2013-2014 Strategic Planning Completion Report](#) specifically sets the improvement of financial management & controls as a strategic objective (see 8.1.3), along with details on university targets, QCC mission, QCC strategic objectives, and outcomes **(VI.1, 3)**.

To this end, the college’s Resource & Planning Office constantly assesses the effectiveness of its planning, resource allocation, institutional renewal process; wherever and whenever possible, it implements process improvements that benefit the College **(VI.9)**.

Prior to FY 2015, the budget allocation process utilized a zero-based budget approach. Departments were given budget request [templates](#) with prior year approved budgets and actual expenditures, by budget category. Departments were tasked with completing the template and including justifications for their requested budgets. All fixed costs (including full-time personnel, vacancies, contractual obligations, utility costs, etc.) and specialized initiatives were accounted for outside of this process.

Beginning in FY 2015, the college made some demonstrable improvements to the budget allocation process. Prior to this, many departments requested the majority of their funding requests in major object categories with little regard to how their budgets would actually be spent, possibly due to lack of clear guidelines. This was evidenced by numerous budget modifications—requests to move funds from one category into another—throughout the year. These requests were routinely granted without question. Not only did this create more work to administer the budget, but it also indicated that many department-heads were not fully visualizing their true budget needs.

Having assessed this problem, the college decided to change the process in a way that would increase fiscal accountability, reduce administrative work, and concentrate budget development efforts on the justification of new needs, as opposed to known recurring needs. To this end, the college restructured the single zero-based budget request template into four separate [templates](#):

1. [Regular Recurring](#) – Used to request regularly recurring annual OTPS and part-time PS expenditures required to run the department
2. [One-Time](#) – Used to request non-recurring needs to support specific one-time needs
3. [New Recurring](#) – Used to request new or changes to the OTPS and part-time PS expenditures
4. [Tech Fee](#) – Used by academic departments to request Technology Fee interns, multimedia classroom podia, and Tech-Flex classrooms

The first year involved a zero-based budgeting of regular recurring expenses that were intensely scrutinized. In subsequent years, approved regular recurring requests would be granted without the need for further justification. This allowed departments to focus their budgeting efforts on the justification of new recurring and one-time needs. (In FY 2019, after an over 6% drop in enrollment since the first zero-based budget, departments were asked to “reset” their budgets using [zero-based budgeting](#), with the abbreviated new recurring request process to resume in FY 2020).

This improved resource planning and allocation process is clearly documented and communicated in a [Budget Overview document](#) that accompanies all budget request templates in the annual budget request process. This was a significant improvement over the typical [memo](#) to vice presidents accompanying requests for budgets.

In addition, to improve discussion and understanding of departmental budgetary needs, the Resource Planning Office expanded its budget request review meetings, previously held with only academic departments, to all departments. During the meetings, justifications for all new needs are vetted. The product of these meetings is essentially a department's preliminary budget.

To ensure accountability throughout the year, requests for budget modifications are held to the same, if not greater, level of scrutiny as original requests. Department heads are tasked with explaining the reason for the modification and obtaining approval from their divisional vice presidents. This well-defined decision-making process has significantly cut down on the number of modification requests and has led to increased accountability in department budgets.

These changes in the planning and resource allocation process help to ensure that resources support the college's highest priorities, articulated in the strategic plan. The [Strategic Planning and Resource Allocation Process Calendar](#) details the strategic planning and budget allocation process over the academic year **(VI.2, 5, 9)**.

FINANCIAL RESOURCES AND BUDGETING

The college's financial resources are primarily derived from an annual operating budget allocation distributed by CUNY. The allocation is based on a well-established community college [resources model](#) prepared by CUNY Budget Office. Funding for the community colleges is made up of city and state funding and tuition, and the model allocates a share to each community college based on a number of variables including, full-time equivalent headcount, staff size and costs, facility size and complexity, and additional tuition revenue from enrollment growth. In addition to the budget allocation, as part of QCC's [all-funds budget](#), the college receives assistance from its related entities, which include Auxiliary, Student Activities Association, and the Foundation. This mix of funding sources has thus far ensured that the college has had adequate fiscal and human resources as well as the physical and technical infrastructure to support its operations **(VI.4)**.

Tuition is billed by the college, but the tuition goes to CUNY to meet the college's tuition revenue target. The college can retain any funds collected over the target and use this as a resource in the current fiscal year. At the end of the fiscal year, unspent funds may be carried over to the next fiscal year as CUTRA (City University Tuition Reimbursable Account); however this account is capped at 4% of the total operating budget, including any previously accrued CUTRA. Beginning in FY 2016, CUNY further limited the carry-over to only revenue collected over target. All other funds must be spent during the year the funds are allocated or are taken back by CUNY.

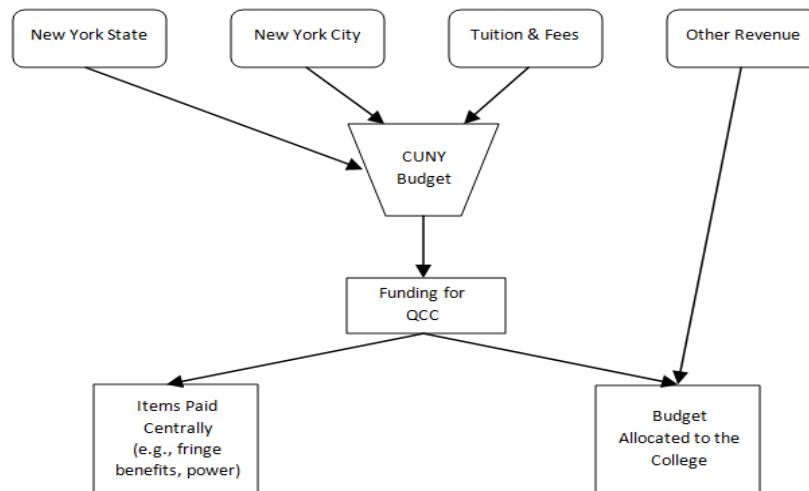
The college also receives funds from grants, philanthropic sources, and revenue generated by parking fees, food service commissions, and student fees. Student fees go to support student activities like student clubs, student union operating budget, athletics, and the Services for Students with Disabilities, among other areas. QCC also collects a technology fee that generates approximately \$3 million annually

and supplements institutional efforts to advance the use of technology in instruction to enhance the student educational experience.

QCC’s budget allocation consists of a base model allocation (funding baselined in prior years), a model allocation (QCC’s prorated share of the overall community college funding, primarily based on projected FTES), and various special program allocations. After the budget is allocated, which is at some time in early summer, the college analyzes its resources, its preliminary budget, and new or modified hiring plans and determines, relative to its strategic goals, the [optimal financial plan](#) for the year. If necessary, it is at this time that the college will adjust departmental preliminary budgets to ensure that the college’s strategic priorities are met. This plan is submitted to CUNY Budget Office for review and approval. Once approved by CUNY, departmental budgets are finalized and distributed.

The operating budget expenditures are monitored by the college’s Budget Administration Office, and monthly reports are sent to the department heads and respective vice presidents. Special programs are monitored individually, and the budget/expenditure data are distributed to the department head responsible for the program.

After an initial allocation of funds, CUNY issues a series of budget allocations over the course of the fiscal year in which adjustments are made to the college’s budget to reflect additional funding associated with new or modified expenses. The CUNY Budget Office provides quarterly and year-end reports based on CUNY and college data. While many details keep it from being a perfect representation, the process works broadly as illustrated in the figure below:



In the established CUNY process, the college does not prepare its own budget request for funding to the city or state. CUNY prepares a community college request and submits it to New York City and New York State. The amount of funding CUNY receives determines the budget distributed to the community colleges. The table below shows the percentage contributed by each funding source, based on IPEDS ([2015](#), [2016](#), [2017](#)):

Revenue Trends

Funding source	FY 2015	%	FY 2016	%	FY 2017	%
State appropriations, grants, and contracts	\$55,550,097	35.5	\$59,816,328	35.9	\$72,477,609	35.4
City appropriations, grants, and contracts	\$32,014,275	20.5	\$35,192,830	21.1	\$56,629,021	27.7
Tuition and fees	\$65,252,094	41.8	\$68,101,432	40.9	\$72,395,746	35.4
Other (including federal grants)	\$3,469,905	2.2	\$3,443,408	2.1	\$3,168,675	1.5
Total	\$156,286,371		\$166,553,998		\$204,671,051	

Prior to FY 2017, tuition and fees made up the largest component of the college’s overall resources. After settling labor contracts, implemented in FY 2017, the state and city component funding increased significantly. The college anticipates the same relative mix of funding going forward as it expects tuition rates to remain the same **(RofA 11)**.

HUMAN RESOURCES

Human resources account for approximately 90 percent of the campus-based operating budget. Collective bargaining increases are negotiated by CUNY with the Professional Staff Congress, the union representing teaching and non-teaching instructional staff, and with DC37, the union representing the civil service staff. To ensure that staffing levels are maintained, the college has established procedures in accordance with University Bylaws. Under the auspices of the College Personnel and Budget Committee (P&B), a subcommittee on lines reviews all teaching faculty line requests. These requests are based on new curricula, current enrollment, anticipated retirements, and departmental ratios of full-time to part-time teaching staff. Adjunct faculty positions, filled by the department, do not go through the lines committee.

Higher Education Officer (HEO) or middle management positions are filled based on HEO guidelines under university policy. New hires, once approved by senior management, are presented to the college [HEO Screening Committee](#) (comprising executive, staff, and faculty membership) for approval. Once approved, the candidate is recommended to the president for his recommendation to the [CUNY Board of Trustees](#) for approval. In addition to HEOs, there is the classified staff. While part-time staff are handled through the annual budget request process, requests for full-time staff had typically occurred outside the budget request process; however, beginning with the FY 2019 budget request process, requests for non-academic full-time staff were accepted as part of the budget request and review process **(VI.4, 5)**.

TECHNOLOGY RESOURCES

QCC has extensively developed technology resources for administrative and academic purposes—the former under the auspices of Information Technology (IT), which is primarily concerned with technology infrastructure and administrative support services, and the latter under the auspices of the Academic Computing Center (ACC), which is primarily concerned with the Library, CETL, and the academic departments. Decisions on network resource replacement are prioritized by the QCC network administrator, the chief operating officer, and the director of Information Technology based on available resources like the operating budget and capital grants from CUNY’s IT division. The campus network has been significantly improved over the past few years, keeping pace with advances, particularly in security application. Faculty and staff computers are upgraded regularly.

The student technology fee, instituted by CUNY, provides the core of the academic side of technology and is maintained by the ACC, which provides students and faculty with access to computers and has a classroom facility with a smart board and resources designed for workshop training in the instructional use of technology. In the [Middle States Spring 2018 Faculty Survey](#), 77% of respondents felt satisfied with the level of technology provided in the classroom. In the [Middle States Spring 2018 Staff Survey](#), 72% of respondents felt that QCC provided them with the means to learn new skills and new software applications to perform their job duties; with 78% of respondents in the survey reporting that their job duties were pertinent to student success, the college’s motivation for providing their staff with the necessary technology (and training) to achieve their job objectives is clear.

The ACC also supports the QCC website and the Blackboard course management system. Student fees are managed by the Technology Fee Committee, which meets several times a year to formulate the expenditure plan and review the year’s accomplishments and consists of the Vice President for Finance and Administration (chair), Vice President for Academic Affairs, IT Executive Director, ACC Director, two (2) academic chairs, chair of the [Academic Senate Committee on Computer Resources](#), representatives from faculty, and four students.

Each year, the committee is tasked with developing, identifying, and prioritizing expenditures in educational technologies consistent with the college’s strategic plan. The plan also offers a future view of the applications and challenges of technology. In addition, the plan calls for faculty development to encourage infusion of computer-based technology into on-campus courses and the development of distance learning. Below is a portion of the [2016-2017 Strategic Plan Completion Report](#) that addresses technology objectives:

Strategic objectives 2016-17	Indicators 2016-17	Targets 2016-17	Final status
C.5a Continue planned expansion and upgrade of instructional technology infrastructure	C.5a <ul style="list-style-type: none"> • No. of technology-enabled classrooms • % rate of penetration 	C.5a <ul style="list-style-type: none"> • Podiums (fixed or mobile) installed in 8 additional classrooms and 10 replacement installations • 100% penetration rate of total eligible classrooms 	C.5a COMPLETED <ul style="list-style-type: none"> • All installations and replacement installations completed • 100% penetration of all eligible classrooms achieved ahead of schedule by June 2017

As part of the plan, all installations and replacement installations of electronic podia in classrooms were completed ahead of schedule, achieving the college’s objective of 100% penetration by instructional technology of all eligible classrooms on campus.

With technology rapidly changing, the college has had to figure out a strategy to alter its Technology Fee spending to allow for the upgrade and sustainability of infrastructure specifically used for academic equipment. To add needed flexibility, the Office of Resource Planning recommended to the committee that they adopt a five-year student computer replacement cycle, one-year longer than the CUNY negotiated contract providing four-year warranties). The [plan was adopted](#) and, beginning in FY 2017, the Technology Fee budget had approximately \$500K (the approximate value of one year of PC replacements) available to spend on infrastructure. This infusion will recur on the fifth-year anniversary of the cycle, thus freeing up funds for periodic upgrades **(VI.4, 6, 8)**.

FACILITIES/SPACE RESOURCES

The campus, situated on 37 acres, has 15 buildings, most built between 1965 and 1983. In total, the structures have 555,813 NASF (Net Assignable Square Footage) deemed to support an enrollment of 5,000 FTES according to the original 1970-1975 Master Plan. In 2001, an amended Master Plan ([Part 1](#), [Part 2](#), [Part 3](#)) set the FTES at 8,428 predicated on the construction of a new building that would add 175,526 NASF to the college. To this end, the city and state appropriated \$20 million to fund the early stages of the new instructional building project; however, these funds were temporarily reallocated for the campus electrical system to support current as well as future electricity needs. To date, no building has been constructed, even as the FTES has more than doubled beyond the original 5,000 FTES support level.

To deal with this capacity deficit, QCC made significant efforts to augment both its capacity and scheduling practices. In fall 2009, after experiencing its then highest enrollment (15,507; 10,804 FTES), QCC embarked on a comprehensive [analytic review of space utilization](#) that eventually helped it to reclaim over 30,000 sq. ft. of space. These efforts resulted in the addition of both classroom and office space. QCC also implemented a standardized schedule that reclaimed an additional 8,000 sq. ft. of space. These space saving efforts made the rounds in the academic community through presentations at the 2012 EACUBO and 2013 NACUBO annual meetings. Space utilization improvements continue to be a priority at the college and is included in the college's strategic plans (**VI.4, 6, 8**).

Capital budgeting at QCC is accomplished through the CUNY Master Plan. Once priorities are established in the college master plan, the president takes the college's request to the CUNY administration, where a Master Capital Plan is prepared and submitted to the state and city government for consideration. While New York State assumes one hundred percent responsibility for capital funding and operation of senior colleges, New York City and New York State split the financial responsibility equally (50% each) for capital funding of CUNY's seven community colleges. While there has been no new building on campus, QCC has been able to obtain tens of millions of dollars in capital funding in recent years for several important projects, including renovations and modernizations of buildings, classrooms, laboratories, and outdoor spaces, as well as currently ongoing projects like the enclosure of the Science courtyard and important campus electrical upgrades.

AUDITS

CUNY engages an independent audit firm (KPMG) to perform a financial and operational audit each year, confirming financial viability. The auditors select certain schools to visit each year. Audits for the College's Related Entities, the QCC Auxiliary Enterprises Association, and QCC Student Activities Association are performed each year, resulting in independent audit reports and management letters for each entity. Additionally, each year the Tax-Levy Accounting side is also audited (A-133 audit) and the Return to Title IV (federal award) is audited on an annual basis. CUNY has also instituted an Internal Control Self-Assessment, known as Directive 1, which is an annual self-assessment survey that is sent out to all colleges and is required to be completed and submitted to CUNY. It covers all aspects of financial functions and internal controls (Accounting, Asset Management, Accounts Payable, Bursar, Human Resources, IT, and Internal Control) of the college. Directive 1 is a comprehensive review identifying control weaknesses and other risk issues, including follow-up plans. The goal of this survey is to maximize all aspects of internal controls to minimize the risk of fraud. In recent years, QCC did not have any audit findings, but KPMG audits CUNY as a whole and not by individual college. In completion

of the annual audit, KPMG produces one report covering all colleges in CUNY. The [2017 CUNY audited financial statement](#) and the [2017 audit report](#) are available on the CUNY website (**VI.7; RofA 11**).

The discussion below of the Queensborough Academies and faculty development provides evidence of the impact of planning, resources, and institutional improvements on operational development. These two institutional priorities serve to show how the college aims to promote student success through multiple areas of the academic community. Professional development keeps faculty connected with larger educational movements; the Academies keeps the campus community connected to the micro level in students' complicated academic careers.

QUEENSBOROUGH ACADEMIES

In 2013, the Freshman Academies were renamed the Queensborough Academies, as the model had expanded to serve all degree-seeking students at the college rather than only incoming freshmen. This section focuses on the college's financial support of the Academies and its links to the strategic plan. It also demonstrates how the Academies incrementally evolved through grants, continual assessment, and the budgetary institutionalization of what works. Moreover, it will show how these efforts have propelled the college into the frontier of predictive analytics and the ways in which the college intends to use these newly emerging tools to further arm the Academies with information that will enable them to improve student success before students even step foot on campus.

During 2007, the college engaged faculty and staff in planning a major reorganization of the student experience that would connect students to their academic fields at entry, offer more comprehensive and personal advisement through their freshman year, and enhance learning; in fall 2009, the Freshman Academies were officially launched. The Freshman Academies were [staffed](#) with a cadre of ten freshman coordinators, a director, and an office and office assistant for each Academy; this operation was separate (and [budgeted separately](#)) from the existing academic advisers, who began serving only readmits and continuing and transfer students. Through its focused structure, the college hoped to increase retention and graduation rates, better connect students to the college, and enhance learning through [High-Impact Practices](#) (HIPs). Each academy consisted of freshman coordinators, faculty coordinators, HIPs, extracurricular activities, and assessment. These objectives were clearly mirrored in the [QCC 2009- 2012 Strategic Plan](#) (**VI.1, 4**).

The Freshman Academies were designed to be a collaboration between Academic Affairs and Student Affairs, with support from the Marketing office. The Academy offices (freshman coordinators, the director, and office staff) were part of the Student Affairs budget, while Academic Affairs received funds for faculty coordinators' reassigned time, faculty development for HIPs, general education rubric development, and enrichment activities. An external consultant was contracted to design the Academies Assessment Protocol, and one QCC institutional researcher was designated to implement the protocol. Some funding for faculty development came from such CUNY initiatives as Coordinated Undergraduate Education (CUE) support for writing-intensive (WI) practices.

The final FY 2010 [all-funds budget](#) for the Freshman Academies listed \$587.7K in resources under the Division of Student Affairs control. The entire "Freshman Academies" cross-divisional effort, however, extended resources across the college's budget. The total FY 2010 Academies and Academies-related

activities budget [by funding source](#) was \$2.2 million. This shows the complexity of the funding across both Academic Affairs and Student Affairs, as well as the origin of its all-funds budget from tax levy, CUE, an Innovation Grant, and the QCC Student Association (QSA) **(VI.3; RoA 11)**.

In January 2013, an [Academies Review Committee](#) was formed to review the status of the Freshman Academies and to make recommendations on their future. [The review of the Freshman Academies \(pages 25-30\)](#) showed that they had had a positive effect on student success. Three-year graduation rates increased from 12.8% (2006 cohort) to 16.2% (2009 cohort, the first Freshman Academy cohort). This change represents an important step towards QCC's goal of doubling the three-year graduation rate of the 2006 cohort. Similarly, the one-year retention rate increased from 65.8% to 71.5%.

While the program was well received externally and students were connecting with freshman coordinators, the review also turned up some key elements of the strategy that needed improvement **(VI.8; RoA 8, 10)**. Several key recommendations emerged from the review: consolidation to five academies (Education was folded into Liberal Arts); revision and expansion of the HIPs supported by the Academies; and revising the Academies Assessment Protocol to focus on more trackable data. The fourth and most visible recommendation responded to the need to move beyond the first two semesters to provide enhanced advisement to all students. In the end, the freshman coordinators were merged with the academic advisers, creating *Academy Advisers*, under the leadership of one director, all located in the specific Academy offices, and the college adopted a [case management model](#) of advisement for students throughout their academic careers **(VI.2, 9; RoA 8, 10)**.

STARFISH AND IPASS

While technology was not a key feature of the original Academies concept, it emerged as a critical and unifying component. With a grant from IBM in fall 2010, the college developed and scaled up an early alert system that allowed faculty members to electronically “flag” students in their classes who needed academic assistance; the flags triggered automatic reports to advisers. Cooperation across offices was successful; 30 percent of faculty used the system, and advisement staff was able to “triage” and focus its attention on students identified as in need. This system, however, did not have the ability to connect directly to the students, nor to allow faculty to know what intervention had taken place. In response, the college decided to adopt the Starfish EARLY ALERT system, which supported risk targeting and interventions, and Starfish CONNECT, which enabled the campus to move to a case management system for advisement **(VI.2, 5; RoA.8)**.

In early 2013, QCC applied for and received \$99,992 in funding under the Bill & Melinda Gates Foundation's [Market Acceleration for Integrated Planning and Advising Services for helping students get on-and stay on-track](#) initiative. These funds were paired with a grant from CUNY in the amount of \$113,000 to evaluate an early alert system and the student support network as part of the CUNY Student Success Research Project. The college also committed \$473,285 to personnel throughout the two-year project period. As a result of this grant, QCC partnered with Starfish Retention Solutions to implement a new IPASS system over two years, beginning in spring 2013 and with system launch in fall 2013.

The IPASS 1 grant helped the college to make significant changes to the way advising was delivered to students. The transition to the Queensborough Academies coincided with the launch of the new Starfish early alert system, allowing the “intrusive” advisement that had been recommended in the

Academies review. Aided by Starfish Retention Solutions Early Alert and Connect, Academy advisers were able to reach out to students who had been flagged in the system and to direct them to the appropriate support areas on campus as indicated in referrals provided by faculty. Advisers were also able to follow up with students to ensure that they received the necessary supports to be able to succeed in their classes (**RofA 8**).

As a result of the success of IPASS 1, QCC applied for and received a [second round of funding](#) under the *Integrated Planning and Advising Services for Helping Students Get On-And Stay On-Track* initiative sponsored by EDUCAUSE. QCC was but one of a half dozen post-secondary institutions in the nation to receive two rounds of IPASS grant funding. Under the \$225K three-year grant, QCC committed to improving student success and to increasing the retention and graduation rates for all students.

With IPASS 2, QCC sought support to increase the impact and scope of the first IPASS grant, which enabled the college to introduce technology, reimagine business processes and, perhaps most important, amplify the college's commitment to help students get and stay on track. The college launched a robust and integrated student success platform of technologies and related processes, communications, analytics, and interventions to support all three functionalities: education planning, counseling and coaching, and risk targeting and intervention. The college continued to use Starfish Retention Solutions Early Alert and Connect specifically to support risk targeting and intervention and counseling and coaching. In addition, the Office of Institutional Research developed a predictive analytics model.

Although the results of IPASS 2 have not been formally released (the grant continues through FY18), if successful, the college will continue to see improvements in course pass and completion rates, as well as decreases in both official and unofficial withdrawal rates. An increase in students seeking tutoring and other support services would also be expected (**RofA 8**).

When the Freshman Academies were relaunched in fall 2013 as the Queensborough Academies, both Advisement and Freshman Academies offices housed under Student Affairs were merged budgetarily into a single Academies budget as part of the next budget request cycle. The relaunched Academies were narrowed to five meta-majors (Business, Health-related Sciences, Liberal Arts, STEM (Science, Technology, Engineering, and Math), and VAPA (Visual and Performing Arts). The re-envisioned approach also included a caseload model for advising, a better connection to the college's learning centers and faculty, and a new strategic model that was scaled up to serve all students. The new model used a three-prong approach consisting of intentional advisement, HIPs, and technology, which was mirrored in the [Academies 2013-2014 Strategic Planning Completion Report](#) and in the [QCC 2013-2014 Goals and Targets Report \(VI.1, 9\)](#).

CUNY PERFORMANCE IMPROVEMENT PLAN/QCC'S STRATEGIC INVESTMENT INITIATIVE

In fall 2015 (FY 2016), CUNY's chancellor [announced a \\$20 million Performance Improvement Plan for CUNY](#). Campuses were invited to submit up to three proposals for promising initiatives related to university priorities and the performance management process goals. QCC decided to use the opportunity to develop further the efforts and outcomes of its Queensborough Academies in a project entitled, "Fostering Student Success: Outreach, Intervention, Enrichment, and Services to Improve Student Readiness, Retention, and Timely Graduation."

QCC requested [over \\$1m in funding](#) to support a major strategic initiative to improve student readiness, persistence, completion, and transfer within the Queensborough Academies. Its goals and objectives were consistent with the New York State priority areas (completion and student success), CUNY’s strategic priorities (expanding use of digital technology, promoting student readiness, and improving student success and completion), and the college’s own strategic (focus) objectives: sustaining and assessing the Academies, improving college readiness of students, and using technology to support instruction and student support services.

Supporting the Academies model was a framework of four organizational units that address the student experience from start to finish: pre-admissions, pre-enrollment, retention, and transfer. Each unit was targeted with funding to scale up existing evidence-based completion initiatives and to launch new initiatives, including boot camps, test prep, strategic use of technology, HIPs and assessment of general education outcomes, and coordinated support of students preparing for transfer.

Pre-admissions involves improving student readiness for college prior to application. The project helped fund the development of a database, the creation of promotional materials to aid in recruitment, and boot camps and instructional materials to reduce the need for remediation. Outcomes were very positive: in spring 2016, approximately 50% of the students in the Boot Camp exited remediation.

To support the pre-enrollment phase, the Office of New Student Engagement (NSE) designed activities and outreach to students during the critical “pre-enrollment” period and developed three initiatives: *Strategy and Resource Sessions* to help students prepare for the CUNY Assessment Tests, *New Student and Family Welcomes* to help make a successful transition from high school to College, and *Welcome Week*, to support the successful transition of newly admitted students. The campus commitment to new students is evidenced, too, in the institutionalization of the Office of New Student Engagement into a stand-alone department with its own dedicated budget.

To support and sustain a culture of retention, completion and transfer, several technologies were funded, some new and others already in place: QLess, Starfish, and Digication/Taskstream. First, QLess dramatically improved campus services by eliminating lines with “virtual queues”; now students are able to join a line using the campus website, phone call, mobile app, or an on-site kiosk. Funding also supported staff training. Now institutionalized in the college’s operating budget, this technology has been rolled out to all student service offices. Second, a user-friendly front-end product that assists students in navigating and interacting with the CUNY*first* student services module was implemented to provide students with greater ease of navigation for commonly used features and the most frequent transactions. Third, faculty use of Starfish increased: remedial faculty participation rose from 75.9% in 2015-16 to 80.5% in 2016-17; faculty participation in Gateway courses increased from 65.6% in 2014-15 to 78.5% in 2016-17. Overall, faculty participation rose from 55.6% in 2014-15 to 60.5% in 2016-17. Fourth, to improve the assessment of student learning outcomes relative to high impact practices (HIPs) offered at QCC, an e-portfolio platform, Taskstream Aqua, was piloted to expedite the collection of student artifacts and rubric scoring.

In addition, a Transfer Resource Center was established to provide guidance, advisement, and resources to students in transfer opportunities and the preparation of transfer applications. With separate space constructed in January 2016, the unit provides outreach to students after the 30-credit milestone, transfer information events and individualized sessions, transfer materials, support for students using the Student Degree Graduation Audit, website transfer resources, enhanced support for students in dual/joint degree programs, and special support for students seeking prestigious scholarships. From

2011 to 2016, the number of transfer students increased from 894 to 1,314. From 2015 to 2016, the number of transfers continued to rise. From 2011 to 2015, the number of graduates increased from 1,737 to 2,129 (VI.6).

Funding from the CUNY Performance Improvement Plan was baselined in the college’s budget in FY 2017, allowing the college to institutionalize fully successful components of the Strategic Investment Initiative, including the permanent creation of [New Student Engagement](#) and the [Transfer Resource Center](#). The funding proposal linked goals to outcomes and included a timetable that linked project activities to deadlines and metrics. The college had already, and remains, committed to investing considerable resources to ensure the success and sustainability of the Academies. As one of the original Roadmap Community Colleges (American Association of Colleges and Universities), QCC has a model that is replicable within CUNY and beyond. The efforts of the four individual units of the project are documented in the [final report to CUNY \(VI.1-5, 8\)](#).

PREDICTIVE ANALYTICS AND BEYOND

Today, the Queensborough Academies is an institutional model for student success; Starfish system data are being joined on the student ID and course ID level so that a large data set is made available to analyze all aspects of the data elements and their relationship. Student demographic and college preparedness data will be linked to early-alert data, advising data, intervention data like tutoring, and academic student performance data like semester GPA, retention, and course completion. Using predictive analytics, best practices and verified interventions, faculty, advisers and staff will monitor student progress and intervene with appropriate supports at the right time, resulting in improved persistence and graduation rates. This progressive set of objectives have made their way into the college’s [goals and priorities for 2017-2018](#) (see A.3b, p. 3) and continue to be incorporated.

QCC’s efforts align well with the priorities of CUNY and build on the success first seen in the Freshman Academies. The Queensborough Academies employ a “guided pathways” model that is aligned with the life-cycle of the student and includes “smart” onboarding (which simplifies and guides student choice); curriculum maps (with clearly defined student learning outcomes); and dynamic technology (that is personalized, proactive, and responsive). This allows us to trace the arc of the student experience from onboarding through graduation and to make informed analysis and decisions concerning various planned or real interventions. The result is a holistic, campus-wide transformation that is built on data governance, integrated communication, and shared ownership for student success: the goal is to identify and remove any and all barriers to student success.

FACULTY & STAFF DEVELOPMENT

One of the principal goals of the institution is faculty development. It aims to improve the quality of instruction, improve curricular innovation, and promote community on campus. QCC faculty experience a [wide array of professional development opportunities](#) from the moment they arrive on campus; just to name a few, these include the New Faculty Orientation, the [New Faculty Institute](#), the [Assessment Institute](#), and the [New Faculty Mentor Program](#), all funded through the [Office of Academic Affairs](#). Another significant area of faculty support is grants.

GRANTS

As a result of an internal assessment of leadership and grant outcomes, QCC went through a restructuring of leadership that led to an increase in funding for training and staff to improve grant outcomes for faculty. The college's efforts to improve grant outcomes have had a substantive impact on faculty development. [The Office of Grants and Sponsored Programs](#) (OGSP) is QCC's centralized office for coordinating the submission, processing and reporting of grants and contracts. The office, which assists faculty looking for help in coordinating the complete lifecycle of their research projects, is responsible for grant administration and is accessible to assist principal investigators (PI) or project directors with any sponsored research or program administrative requirements.

Faculty seeking tenure and promotion are expected to demonstrate sustained scholarly activity through conference presentations, publications, grants, creative works, or performances and exhibitions that demonstrate scholarly engagement and attainment. Writing grants and being awarded grant funds to support faculty's research projects is an essential component for faculty success in obtaining tenure and promotion. CUNY and the college share the goal of encouraging and increasing faculty scholarly activity, as demonstrated in the [2014-2015 Strategic Planning Completion Report](#) (A.7b) **(VI.1)**. In FY 2013, the OGSP was budgeted with [three full-time staff](#) and a combined annual [OTPS and part-time PS budget](#) of \$21,744. Between FY2013 and FY2016, OGSP experienced significant staffing turnover with the exiting of three grants directors, two assistant directors, and the retirement of one college office assistant. Faculty training decreased significantly, and the support for faculty required to research, write, and apply for federal and state grants also waned.

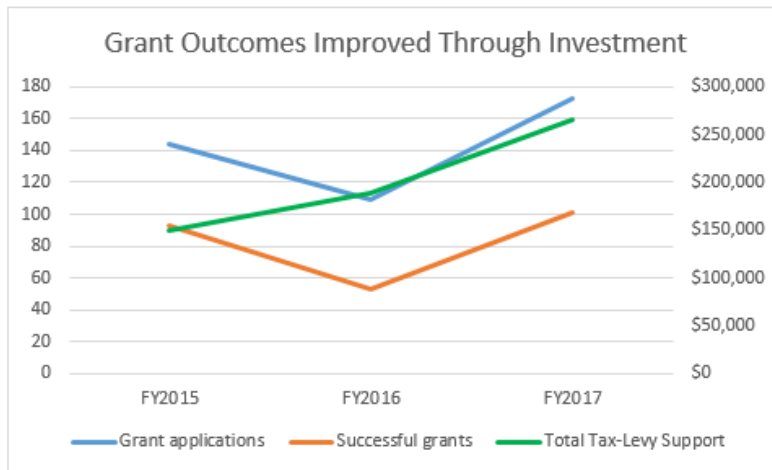
OGSP Outcomes	FY 2015	FY 2016	FY 2017
Grant applications	144	109	173
Successful grants	93	53	101
Percent successful	65%	49%	58%
Value of grants awarded	\$7.6 million	\$5.1 million	\$6.4 million

Despite the restructuring of the [OGSP website](#)—adding a tool kit for grant writing and establishing a pilot mentoring program during this period—the revolving leadership and lack of competent staffing led to a 24% decrease in the number of faculty and staff grant applications in [FY 2016](#) compared to [FY 2015](#) and, consequently, to a 43% decrease in grant awards. Total award dollars dropped by 33%. Some compliance issues also surfaced. Finally, faculty stopped seeking assistance from the office **(VI.8)**.

By spring 2016, QCC administration took action to reverse the downward spiral through a reallocation of both financial and human resources. Given the increase in federal regulatory requirements over the same time period, the college realized the necessity to professionalize the grant office. Effective July 1, 2016, OGSP's oversight was transferred from the Vice President of Institutional Advancement (IA) to the Vice President of Pre-College, Continuing Education, and Workforce Development. By the end of FY 2017, OGSP was staffed with [five full-time staff](#): a new grants director with 30 years of experience in federally funded programs, an assistant grant director with extensive financial background, a grant writing specialist moved from IA, and two additional full-time clerical staff positions that support grant processing **(VI.2, 4, 5, 9)**.

Starting in fall/winter 2016, the [OGSP website](#) was improved, with the eventual posting of all CUNY, QCC, and Research Foundation handbooks, including the CUNY Researcher Handbook, CUNY Guide to Research Compliance, Sponsored Research, Compliance Guidance, and QCC [Grant Process and Procedures Manual](#). News and Policy Updates, Roles and Responsibility, and Events/Workshops webpages with links to the grant search engine tools were added to the OGSP website. Faculty began to receive weekly or bi-weekly grant alert emails reminding them of possible funds opportunities (VI.2). Training opportunities increased for faculty. Some of the FY 2016 funding for part-time staff was moved to OTPS, and that funding supported training webinars and professional memberships.

OGSP went from offering two training programs in FY 2016 to five training programs in FY 2017 and increased again to seven in FY 2018, including a four-day boot camp. In addition, funding was made available for memberships in national grant organizations, which afforded both the staff and the faculty with opportunities for training through webinars. Training was provided to QCC faculty and staff by the CUNY Office of Research and the Research Foundation. Both the grant director and assistant grant director attended their respective Grant Council meetings, which also provided much needed support from colleagues around CUNY. Lastly, with the more broadly based competencies in the grants office, faculty—especially new faculty—began meeting regularly with OGSP for one-on-one training.



By the end of FY 2017, results were evident. [Total tax-levy support](#) of the OGSP increased by 26% from FY 2015 to 2016 and another 40% from FY 2016 to 2017.* As seen in the chart above, this increased level of support led to a 59% increase in applications and a 90% increase in grant awards in FY 2017 compared to FY 2016. The total value of awards also increased by over 25%. As shown in the [FY 2018 Strategic Plan](#) (B.1a), faculty and staff development opportunities (including grant training resources) remains an important college objective. In FY 2019, OGSP was given approval to hire a sixth full-time position, a HEa grants compliance specialist, and was provided \$23,294 in requested [OTPS funding](#) to support its professional development and training (VI.1, 3, 8).

* The improvement in outcomes is best represented by OGSP’s actual expenditures rather than original budget, given the budgetary shifts throughout the time period.

PSC-CUNY GRANT

The PSC-CUNY grant program was established by the Professional Staff Congress of CUNY. It is one of the largest [internal grant program within CUNY](#), and most if not all colleges (both community colleges and senior colleges) in the CUNY system participate in this program. It funds all types of research (pedagogical, scientific and research in the humanities) and creative activities carried out by CUNY faculty and staff. This program provides seed funding for the pursuit of activities that could later become part of an external grant request and also funds activities that do not require large sums of money and may not be suitable for federal grants. It is also a good program for new QCC faculty or new grant writing faculty to become familiar with grant submission procedures, the services of the OGSP, and working with the Research Foundation.

The broad scope of this grant program's funding mandate makes it a particularly useful vehicle for comparing the grant-seeking and grant-receiving activities of QCC faculty compared to faculty in other CUNY community colleges, as they all apply for PSC-CUNY grants. While the [data](#) for PSC-CUNY cycles 45-48 (FY 2014-FY 2017) show a similar performance drop in FY 2016, QCC's overall performance still managed to top CUNY community colleges. QCC averaged significantly more submissions to the PSC-CUNY grant program (avg./yr. = 62) than other CUNY community colleges (avg./yr. = 34). Over the same period, QCC's average success rate (grants awarded/grants submitted) was higher than that of the average for other CUNY community colleges (67% vs 62%). In addition, for two out of the four years, QCC both submitted more grant applications and obtained more awards than any other CUNY community college. On average, and for each of the four years examined, the total dollar amount for all PSC-CUNY grants awarded to QCC faculty significantly surpassed the average total dollar amount awarded to other CUNY community colleges. The average total dollar amount awarded to QCC over the four-year period was \$154,464 per year, compared to other CUNY community colleges at \$84,067 per year. By the FY 2019 round, QCC had submitted 59 PSC-CUNY applications and been awarded 47, bringing QCC to its highest award rate of 80%.

In short, QCC assessed an organizational problem and resolved it through a change in leadership and increased fiscal support, leading to greater opportunities for faculty development and increased grant awards and dollars.

CONCLUSIONS

The college meets all the criteria of Standard VI and the related Requirements of Affiliation (8, 10, 11). QCC's processes, resources, and structures are aligned with mission and goals and strategic priorities, continuously assess and improve programs and services, and respond effectively to opportunities and challenges. Planning and resource allocation is accomplished through processes involving all constituents of the college community, and results are reported through detailed documents available on the college's website.

CHAPTER 7: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

Standard VII: Governance, Leadership, and Administration

The institution is governed and administered in a manner that supports stated mission and goals in ways that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Requirement of Affiliation 12

The institution fully discloses its legally constituted governance structure(s) including any related entities, (including without limitation systems, religious sponsorship, and corporate ownership). The institutions governing body is responsible for the quality and integrity of the institution and for ensuring that the institutions mission is carried out.

Requirement of Affiliation 13

A majority of the institution’s governing body’s members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution’s district/system or other chief executive officer shall not serve as the chair of the governing body.

OVERVIEW

Queensborough Community College (QCC) of the City University of New York (CUNY) is governed and administered in the service of its mission and goals, and its leadership is deeply committed to the cultivation of student success. The college has established a base of strong leaders, governance leaders, and devoted administrators and staff who are committed to the [“holistic development to today’s students in a nurturing and diverse environment.”](#) Through an overview below, the organizational structure of the administration and governance at the college will be described to demonstrate its autonomy, concern for the college’s mission and goals, and value for quality and integrity. To demonstrate more particularly how the college is governed and administered, this chapter will explore the mission-critical focus areas of faculty and staff development and the Queensborough Academies. Faculty and staff development provide support for tenure and promotion of faculty and HEO staff, promoting scholarship and pedagogical innovation and high impact practices (HIPs). The Queensborough Academies provide administrative support through data-influenced curriculum development and advisement practices, including a refocus on pre-college programs and remediation efforts to improve student preparedness (VII.1, 2a). As this self-study adopts an institutional priority approach, documentation demonstrating compliance with criteria 2g, 2h, 2i, 3d, and 4b and

Requirement of Affiliation 13 is included in the evidence inventory (documentation roadmap), under Standard 7.

CUNY – GOVERNANCE

The largest public urban university in the country, CUNY is intended to be “an independent system of higher education governed by its own Board of Trustees responsible for the governance, maintenance and development of both senior and community college units of The City University” and “must remain responsive to the needs of its urban setting,” with “close articulation between senior and community college units” ([Mission](#)). As an integrated university, CUNY has one board of trustees that decides and approves all policy. The board consists of seventeen members: ten appointed by the Governor of New York; five appointed by the Mayor of New York City; the Chair of the University Student Senate, who has voting privileges; and the Chair of the University Faculty Senate, who is a non-voting member. The Chair and Vice Chair of the Board of Trustees are appointed by, and serve at the pleasure of, the Governor of New York. The duties of the CUNY board members and the operation of the board are described in the [Board of Trustees Bylaws](#) (Article II, sections 2.01 through 2.06). The board’s [Manual of General Policy \(MGP\)](#) contains non-bylaw policy action items adopted and amended by the board, including matters of board independence MGP 2.01), conflicts of interest (MGP 2.05), and evaluation and assessment of the CUNY Chancellor and the individual college presidents (MGP 5.05).

The [CUNY Board of Trustees](#) has the ultimate authority. It delegates its authority to the CUNY Chancellor, who in turn delegates authority to the college presidents. All appointments, including appointments of college presidents, and all proposed changes to policy and curriculum are submitted to the Board of Trustees as recommendations for approval. The CUNY Board of Trustees delegates to each college in the system the responsibility for the ways in which the college organizes itself. Individual colleges in the university may in their governance plans define the duties of the faculty departments, including methods for appointments and promotions, and those provisions may be inconsistent with CUNY bylaws provided that the board has adopted the college’s governance plan.

The [CUNY Chancellor](#) is the chief executive, educational, and administrative officer of the university system and the chief educational and administrative officer of the senior and community colleges and other educational units and divisions for which the Board of Trustees acts as trustees. The Chancellor is the chief administrative officer for the CUNY Board of Trustees, is charged with implementing its policies, and is the permanent chair of the council of presidents. On matters of university-wide policy and practice, the Chancellor delegates authority to the [Vice Chancellors](#).

QCC – GOVERNANCE

The college’s governance structure is defined and operationalized by its [Governance Plan](#), ratified by the college in March of 1976 and by the Board of Trustees in November 1976 (**VII.1, 2a, 2b, 2c; RofA 12**). The Governance Plan defines the organizational structure in which college governs itself within a framework of policies and procedures. The document contains a number of sections that provide guidance on how the institution governs itself. Noted in the “preamble,” the Governance Plan “provides for the organization of the Academic Senate which shall include students, faculty, alumni, and administrators, which shall be the voice of the academic community of Queensborough Community College in all matters affecting the welfare of the institution.”

QCC's governance structure functions through cooperation and communication across all its constituents. This community of scholars, leaders, and stewards share decision-making responsibility. Campus constituents include the president and the executive cabinet, Executive Compensation Plan members, the Faculty Executive Committee, and the Academic Senate. Governance at QCC is also shared with members of the general public. Administrators participate in shared governance through serving as non-voting representatives on certain Academic Senate [standing committees](#)), from Admissions and Curriculum to Vender Services. All committees ensure that faculty and students have a more global view and voice in the intricate operations of the campus community **(VII.2a, 2b, 2c)**.

The [Academic Senate](#) is the policy-making body of the college. The Academic Senate has the authority to approve and send academic policy proposals to the Board of Trustees through transmission by the president in the Chancellor's Report submission or in some other report in which the senate vote much be recorded. The Academic Senate consists of 78 voting members, including faculty, staff, administration, students, as well as a single alumni member. The Senate agenda is set by [Academic Senate Steering Committee](#), which also oversees 18 Standing Committees focused on everything from curricular matters, student activities, and grade appeals to the campus environment and its facilities. Among the powers of the Academic Senate is the ability to formulate policy that relates to the admission and retention of students (subject to the guidelines of the Board of Trustees), curriculum, awarding of college credits, and granting of degrees **(VII.2d, 2e)**.

Traditionally, the president of the college has presided over the Academic Senate. Though unusual, the arrangement has worked to serve the interests of the institution and its faculty, administrators, staff, and students. Though the presidents have presided over the senate meetings, they share authority concerning the senate agenda with the Senate Steering Committee. As part of a periodic review of college governance structures, discussions have begun about whether this traditional role of the president should be reconsidered.

The [Faculty Executive Committee](#) (FEC), an integral part of the governance of the college and committed to supporting the rights of the faculty, is the principal agency of the faculty in carrying out its bylaw responsibilities. QCC faculty exercise their functions as defined by the Bylaws of the CUNY Board of Trustees and all other functions customary and proper for a college faculty. Faculty are responsible for the academic status, role, rights, obligations, and freedoms of the faculty and any other matters that may affect their welfare and, through the FEC, have access to all relevant information it deems necessary for the fulfillment of their responsibilities. Requests for clarification of meaning and interpretations of the Faculty Bylaws are directed to the FEC. Through the FEC, the faculty may address communications directly to the CUNY Board of Trustees. Under the college's Governance Plan (section II.D), approved by the CUNY Board of Trustees, faculty have the power to initiate policy, bylaws, or regulations for consideration by the Academic Senate and to nullify actions of the Academic Senate.

ADMINISTRATION

The president is the chief executive officer of the college. It is the CUNY Board of Trustees that officially appoints the president; it is the chancellor of CUNY to whom the president directly reports and by whom the president is evaluated **(VII.2f)**. The president is ultimately responsible to the chancellor and the CUNY Board of Trustees for the strategic plan, operation of the college, and allocation of budgetary resources to carry out institutional priorities in the service of fulfilling the college's mission and goals **(VII.3a, 3b, 3c)**. Dr. Timothy G. Lynch, appointed interim president of the college by the CUNY Board of Trustees following the retirement of Diane B. Call, QCC's fifth president, is charged with guiding the

educational plan for the college and providing advisory recommendations to the Chancellor of CUNY in matters of institutional planning, hiring, and promotion. Dr. Call, who was the first woman to hold the position, brought to the position over 40 years of institutional knowledge and experience. The hallmarks of Dr. Call’s presidency may be found in the [mission](#) and the [strategic plan](#). Dr. Lynch, previously the Provost and Senior Vice President of Academic Affairs, carries on the strategic initiatives begun by his predecessor. He brings extensive experience to the position. An award-winning scholar and seasoned administrator, he has been a faculty member and served as department chair and chief academic officer at public universities in California and New York.

The leadership of the college consists of the president and the president’s cabinet. The president presides over a cabinet of one senior vice president and chief executive officer, six vice presidents, and one dean. The roles of these executives are assigned by the president. [Organizational charts](#) for each division indicate the administrators and staff who report to the senior executive. The senior administration is on the Executive Compensation Plan; this group consists of the president, senior vice president, vice presidents, deans, associate deans, assistant deans, and executive administrators **(VII.4a)**.

According to the CUNY Manual of General Policy, [2.08](#), “The general administration of the college exists to serve the needs of the faculty and students as an extension of the President’s leadership role.” The roles and responsibilities of the positions are described generally in the CUNY Bylaws, with more specific details articulated by college committees through the official Job Vacancy Notices (JVN) distributed during the search process.

The administration of the college consists of the HEO series and the classified managerial staff, with parallel pay structures. HEO is Higher Education Officer, generally a position at the director’s level. The HEO series consists of the full HEO, the Higher Education Associate (HEA), the Higher Education Assistant (HEa), and the Assistant to HEO (aHEO). The classified or Civil Service staff reports to someone in the HEO series or classified managerial staff. The college is a closed union shop. All levels described above operate under union rules and policies and receive [benefits](#) applicable to their level.

INSTITUTIONAL CULTURE

The institution is governed and administered in ways that effectively benefits the institution and the constituencies it serves. To ensure that a culture of collaboration, assessment, and planning is fostered, the Office of [Institutional Effectiveness](#), whose dean reports to the provost, supports academic departments and administrative divisions and works closely with the [Senate Committee on Assessment and Institutional Effectiveness](#). To ensure that academic freedom and integrity is maintained and to avoid conflict of interest, QCC has affirmed academic freedom and freedom of expression as college policy through action of its governing body, the Academic Senate, and has a [Committee on Academic Freedom](#) that addresses such issues; an [Affirmation of Integrity](#); a [Statement of Policy on Multiple Positions](#); and, for those who earn above \$90,000, a [financial disclosure form](#) (see chapter 2).

The institution displays a strong adherence to policies and programs that fulfill the college’s mission. The statement specifies a commitment to creating a learning environment with “intellectual rigor” as well as “academic excellence.” To ensure that this takes place, the Office of Institutional Effectiveness is responsible for providing support to all assessment efforts and publishes and disseminates planning and assessment reports. In addition, the Senate Committee on Assessment and Institutional Effectiveness monitors and evaluates all assessment processes across campus and report on their status in their

annual report to the Academic Senate. The Dean for Institutional Effectiveness is an ex officio member of the Senate committee, and the committee and administrative office cooperate on assessment issues.

To ensure due process, the [Academic Review Committee](#), a committee of elected faculty peers, arbitrates over cases in which reappointment, tenure, or promotion has been denied. The committee hears faculty appeals regarding personnel actions of Departmental and College P & B Committees. Consisting of one academic administrator, chosen by the president annually to serve as non-voting chair, and five tenured professors and/or associate professors elected at large annually (a sixth is elected as an alternate), the Academic Review Committee serves as a largely peer-based check on the authority of the departmental and college-level Personnel and Budget Committees. As part of a periodic review of the college's governance structures, discussions are in progress concerning further insurance of due process. As a further appeal, a member of the faculty might appeal directly to the president if the ruling by the Academic Review Committee is unfavorable. Beyond this, a faculty member may, through the PSC CUNY union, initiate a grievance process. One outcome may be arbitration, and for this purpose the PSC trains faculty leaders to serve as grievance counselors, who do fact-finding and can guide aggrieved faculty toward the PSC's central office, where further resources may be deployed **(VII.4f)**.

To ensure clear and ready communication among the various constituencies of the college, QCC employs an Outlook email system, available to every employee both on and off campus. The system includes distribution groups and a complete address book. Until recently, the college community had access to an opt-out e-mail "community dialogue" distribution list that reached a large percentage of the faculty and staff and was a forum for discussion and debate. This feature was replaced by several new features, all with opt-in capability: community dialogue, faculty dialogue, and department dialogues. Faculty and staff members may opt in to as many dialogues as suits their interests. While the modified system includes multiple ways of communicating, fewer faculty and staff members have opted in to the new "community dialogue." Some have voiced concern that this change has made what had been a primary means of communicating with the campus community less effective as a forum for discussion and debate. In all other respects, communication through Outlook and use of shared technologies like the college website thrives.

FACULTY DEVELOPMENT

As one of the institutional priorities addressed by the self-study, faculty and staff development efforts, mission critical, are intended to "improve and enhance comprehensive faculty and staff development and promote community-building practices across campus" and to "support curricular innovation and strive for better alignment with baccalaureate programs and the demands of a dynamic workforce" ([Goals](#)). For faculty, professional development is primarily the responsibility of the Office of Academic Affairs; other support is provided through the president's office, Grants and Sponsored Programs; the Center for Excellence in Teaching and Learning (CETL), including Education Technology; the Academic Computing Center (ACC); and the Kurt R. Schmeller Library. Multiple resources are available to faculty, both at the college and university level, in the form of funding, mentoring, and course release.

ACADEMIC AFFAIRS

Academic Affairs hosts a wide variety of faculty development venues, including the New Faculty Orientation, the New Faculty Institute, the Faculty Mentoring Program, and other sessions devoted to providing guidance on tenure and promotion. Every semester, Academic Affairs hosts a one-day New

Faculty Orientation that provides an overview of the institution and covers topics like classroom management, grading policy, teaching and learning, and resources for faculty. The office also hosts a shorter New Adjunct Faculty Orientation each semester.

To provide a deeper and more expansive orientation to teaching and learning at the institution, Academic Affairs host a two-day New Faculty Institute each January. Expanding on the topics from the orientation, the institute provides a more detailed look at the standards and expectations for the faculty at different levels (untenured, assistant professor, associate professor, professor) and at the resources available to help faculty to develop as teachers and scholars and in their service to the institution. Survey data provide indirect evidence that the institute is helping faculty prepare for tenure and promotion; a survey in January 2017 indicates that 89% of faculty participants had a better understanding of the tenure and promotion process. Throughout the academic year, Academic Affairs also conducts workshops on tenure and promotion available to all faculty and hosts practice sessions for faculty who are applying for full professor.

First-year faculty also participate in the [Faculty Mentoring Program](#), which pairs an experienced faculty member with a new faculty member for at least one academic year. The pair meets on a regular basis to address such matters as college policies and procedures, core values and goals of the college, ideas about teaching and learning, instructional methods and resources available to faculty, services available at the college that new faculty can utilize to enhance student learning, and ways successfully to manage one's career within a large institution.

PRESIDENT'S OFFICE

Inaugurated in 2016-2017 through the President's Office, the QCC Presidential Fellowship Program (PFP) was established "to provide support for mid-career faculty who require additional resources to engage in scholarly activities, to enhance their opportunity for promotion." PFP recipients received four hours of reassigned time each semester (renewable for up to four semesters) and mentoring support from a senior faculty member, who was charged with working with the recipients to develop a document for peer review and publication. As the faculty population eligible for PFP was limited to faculty who had still not advanced to full professor and who had never received reassigned time for research and publication prior to receiving tenure, program applicants were few. In spring 2018, there were two faculty members in the program. After an evaluation by Academic Affairs, it was decided to phase out the program in its current configuration.

CENTER FOR EXCELLENCE IN TEACHING AND LEARNING (CETL)

[CETL](#) is the primary resource for faculty development at the college, the locus of the conversation about teaching and learning. Led by an Assistant Dean for Teaching and Learning, CETL has provided a platform for faculty to develop teaching modalities that foster pedagogical "innovation and effectiveness," promoting student engagement and academic success. Evidence-based best practices and publication grounded in the Scholarship of Teaching and Learning (SoTL) supports the mission of Queensborough Community College for Faculty and Staff Development.

CETL provides assistance and guidance with scholarly writing. CETL provided 110 faculty consultations to support and guide faculty with publications (CETL year-end report 2016-2017). CETL has had three weeklong faculty workshops with the primary focus of writing about pedagogy in peer-reviewed

journals. Two CETL events held in October 2017—“*An Overview of the Internal Review Board for Faculty*” and “*Avoiding Predatory Publishers*”—were implemented by faculty to support faculty scholarship and development. CETL has provided additional workshops this past year on classroom management, teaching honor courses, and implementation of teaching techniques that promote student connections with the subject matter. Workshops vary based on the needs of the faculty.

CETL activities for 2016-2017 included 26 faculty development workshops, 121 HIP workshops, and orientation for 24 new faculty (CETL, year-end report 2016-2017). CETL also oversees the Pedagogy Research Challenge Awards, which provide funding for “research projects on community college pedagogy calling for studies of various interventions that can impact student learning outcomes.” This program is open to all QCC faculty (full-time and adjuncts), as well as administration. CETL also administers the funding for Faculty Inquiry Groups (FIG). The FIG program makes available a modest fund to support small groups of faculty who wish to “identify and investigate questions about their students’ learning and/or about their own professional practices.”

Finally, CETL promotes the implementation of the six High Impact Practices (HIPs). In 2016-2017, 526 faculty used HIPs and 17,032 students participated. The common read and writing-intensive courses yielded the highest participation. The year-end HIPs report includes individual consultations with staff to implement HIPs, multiple faculty HIP presentations, book reviews and publications. Within the last year, more faculty support has been provided by hiring an Academic Program Specialist, who has helped emphasize high-impact practices. The Academic Program Specialist met with nine faculty members in the spring 2017 to assist with implementing service learning projects ([CETL Year-end Report 2016-17](#), p. 9) (VII.4c, 4d, 4e, 4f).

CETL also includes the Office of Educational Technology, which offers an eLearning Summer Institute, an intensive program to prepare faculty to create online and hybrid course designs. Faculty are given laptops to help facilitate their work teaching in online course spaces (VII.4d). While previously faculty received stipends to support their participation, beginning in summer 2018, participants of the eLearning Summer Institute did not receive financial compensation for their participation.

GRANTS AND SPONSORED PROGRAMS

To support the development and administration of grants, [Grants and Sponsored Programs](#) offers extensive grant development and administration workshops. Evidence of the success of these efforts may be found in the grants that have been secured by faculty and staff from 2009-2016; during FY 2014, FY 2015, and FY 2016, combined grants (excluding multi-campus CUNY awards in which QCC is not the lead institution, PSC-CUNY awards, or internally administered awards) have totaled over \$4 million annually, funding student support services, equipment and institutional development, program development, academic/career support services, and research ([QCC Fact Book, 2016-2017](#), p. 56). Faculty have also been active in applying for and successful in securing PSC-CUNY Faculty Research Awards; the number of applications soared from 40 in 2011 to 65 in 2016; the number of grants awarded has also trended upward ([QCC Fact Book 2016-2017](#), p. 57).

ACADEMIC COMPUTING CENTER

Faculty development is supported by the Academic Computing Center (ACC), which provides [services, workshops, and software](#) to assist faculty in integrating instructional technology into course design. The ACC also provides individual consultations for faculty members and will arrange to embed College

Laboratory Technicians (CLTs) into classrooms to support faculty who wish to integrate technology into their teaching.

THE KURT R. SCHMELLER LIBRARY

In addition to all its student support services and the databases provided to faculty to help them with their research, The Kurt R. Schmeller Library provides faculty development and support to faculty in the incorporation of [open educational resources](#) in the classroom. It has also provided extremely useful guidance against [predatory publishers](#) and has assisted online education through offering both LibGuides and embedded librarians.

PROFESSIONAL STAFF CONGRESS (PSC)

To support faculty in their professional efforts, multiple funding opportunities are available through the Professional Staff Congress (PSC-CUNY), the faculty and staff union. These include the PSC CUNY Research Awards, PSC CUNY Fellowship Awards, PSC Scholar Incentive Awards, and the PSC Professional Development Fund for Adjunct Travel. Funding for faculty research is also available at the university level in the forms of various grants for travel and research support, as well as the [Faculty Fellowship Publication Program](#), which provides “full-time untenured CUNY faculty (assistant professors) with three credit hours of course release time for the spring semester, a discipline-based writing group, and the guidance of a senior faculty member” to assist junior faculty in developing scholarship for publication (**VII.2d, 2e**).

SURVEY RESULTS

According to the [Spring 2018 Middle States Self-study Faculty Survey](#) (the number refers to the question number in the survey), faculty development efforts have resulted in some strong responses relative to specific areas of faculty development topics but less impressive responses relative to policies and procedures.

- Approximately 47% of responding faculty indicate that they strongly agree or agree that the college provides clear policies and procedures regarding reappointment, tenure, and promotion (27)
- Only 35% of responding faculty strongly agree or agree that the college applies policies and procedures regarding reappointment, tenure, and promotion fairly (28)
- Just over 50% of responding faculty strongly agree or agree that the Leadership, Governance, and Administration of the College provide sufficient funding in support of resources for faculty development (12)
- Fifty-one percent of responding faculty strongly agree or agree that the college provides adequate resources in support of faculty development toward tenure and promotion (24)
- Approximately 61% of faculty responding strongly agree or agree that the Leadership, Governance, and Administration of the college demonstrate a strong commitment to promoting faculty development (12)
- Approximately 56% of faculty responding strongly agree or agree that the governance structure clearly articulates responsibilities and accountability for the faculty (26)

- 48% of responding faculty strongly agree or agree that current professional development policies at the college address their needs (20)
- Nearly 70% of responding faculty strongly agree or agree that faculty development supports them in their institutional practice (15)
- 65% strongly agree or agree that faculty development has helped curricular innovation in their courses or department (16)
- 57% strongly agree or agree that the college’s efforts with regard to the professional development of faculty have significantly contributed to their pursuit of academic excellence (17)
- 64% agree or strongly agree that faculty development opportunities support their efforts to design and deliver rigorous and coherent learning experiences for students (18)
- 64% strongly agree or agree that professional development opportunities afforded by the college are beneficial and effective (14)

The results of the survey indicate that the faculty’s perception is that QCC’s administration and leadership have succeeded in meeting the needs of a majority of its faculty with respect to support for pedagogy and professional development (**VII.5**). Although faculty dissatisfaction in the area of tenure and promotion engendered a strong response from administrative and faculty leadership (e.g., guidelines, forums, workshops, mentoring), more remains to be done.

To maintain the high level of faculty support, sustained and expanded funding for faculty travel and research should continue to be a priority for the administration. Academic Affairs currently provides up to \$1,000 (annually) to support [faculty travel](#) for presentations or papers at scholarly conferences. These grants are available to full-time faculty who have a paper accepted, are making a presentation, are presenting a poster session, are moderating a panel, or are organizing a session. The college’s administration must also continue to identify appropriate support for associate-level faculty who are working toward promotion.

STAFF DEVELOPMENT

Through the [Affirmative Action, Pluralism and Diversity, and Compliance Office](#) and the [Title IX Office](#), in conjunction with Human Resources, the college offers a wide array of workshops and events concerning diversity and promotion of a harassment-free campus. Workshops are conducted during the entire academic year.

The SA LEADS program launched in 2015 has benefited four cohorts of student affairs professionals since its inception. Participants learn a myriad of student affairs professional competencies while attending a cohort based learning experience. The QCC Student Affairs Leadership Enhancement and Development Series (SA LEADS) has run each semester from fall 2015 to spring 2018. The main purpose of this program is to develop professional competencies for student affairs and other professionals. The professional development program is assessed by collecting self-reported data from the participants who are asked to rate themselves on ten competencies. They provide ratings both before and after they participated in the SA LEADS program. Going forward, the college administration should continue to create and sustain development opportunities specific to the unique needs of staff development.

SURVEY RESULTS

According to the [Spring 2018 Middle States Self-study Staff Survey](#) (the number refers to the question number in the survey), better dissemination of standards and connection to institutional mission and a wider array of professional development opportunities are needed.

- Approximately 31% of staff responding strongly agree or agree that the college communicates standards/guidelines for promotion (180)
- Approximately 45% of staff responding strongly agree or agree that Leadership, Governance, and Administration of the college demonstrate a strong commitment to promoting staff development (11)
- Nearly 60% of staff responding strongly agree that they are familiar with the staff development opportunities afforded by the college
- Approximately 40% of staff responding agree or strongly agree that the administration clearly conveys the institutional priorities of professional development to staff (14)
- Just over 52% of staff responding strongly agree or agree that the college’s governance structure clearly articulates responsibilities and accountability of the staff (25)
- 27% of staff responding agree that the college provides sufficient funding in support of resources for staff development
- Only 34% of staff responding strongly agree or agree that the college provides the resources needed for advancement (17); 25% neither agree nor disagree
- Nearly 45% of staff responding strongly agree or agree that the professional development opportunities at the college help their efforts to support students’ learning experiences (15)
- Nearly 47% of staff responding strongly agree or agree that the college’s efforts to support their professional development have significantly contributed to their ability to support the college’s mission (13)

Though there are numerous workshops and activities offered to Higher Education Officer series (HEOs) or administrative staff, more opportunities to participate in leadership development or other professional development would be helpful. Expansion of the SA Leads program, or the institution of other parallel programs, should be considered. These opportunities are important for professional growth of individual HEOs, as well as to facilitate the continued institutional commitment to identifying and refining best practices for student success.

THE QUEENSBOROUGH ACADEMIES

In service of its mission concerning the [holistic development to today’s students in a nurturing and diverse environment](#), the [Queensborough Academies](#) are intended to support student success through intentional advisement, HIPs, co- and extra-curricular activities that complement the curriculum, and academic and student support areas that are enhanced through the effective use of technologies. Both Academic Affairs and Student Affairs take the lead on this major campus effort. Academic Affairs oversees faculty coordinators who develop and conduct the co- and extra-curricular activities and the HIPs. In its support of HIPs in the curriculum, the college honors its commitment to “support of critical thinking, intellectual inquiry, global awareness, civic responsibility, and cultural and artistic appreciation.” HIPs like the Common Read, Academic Service Learning, Global and Diversity Learning,

Students Working in Interdisciplinary Groups, Undergraduate Research, and Writing Intensive support the achievement of the mission. In addition to this direct support of the curriculum, Academic Affairs also oversees three learning centers—Campus Writing Center, Student Learning Center and Mathematics Learning Center—that provide free tutorial services to enrolled students.

[Student Affairs](#) oversees over 60 advisers tasked with supporting students from start to finish of their academic career. This division offers a wide array of services to students (see chapter 4): Student Financial Services, Counseling Center, Services for Students with Disabilities, International Student Affairs, Military and Veteran’s Services, ASAP, and College Discovery goals. For example, the Counseling Center not only provides first-year students with an “orientation to college” course to develop more critical thinking and personal reflection but is also available throughout the students’ college career to supply the temporary assistance needed to mitigate personal crises. Services for Students with Disabilities offers a nurturing environment for students with special needs and works with faculty to meet these needs. To meet the college’s commitment to an “affordable” education, Financial Services disseminates information about and provides guidance for making these goals possible. More specifically, through the “Single Stop” program, students are kept informed about financial aid options depending on their circumstances. Students have access to such programs as the Supplemental Nutrition Assistance Program. With its emphasis on providing legal and financial counseling as well as food assistance, the program creates better conditions to improve chances for academic and career success and economic mobility.

Other divisions provide support to the implementation of the Queensborough Academies. Finance and Administration provides guidance and oversight on all matters related to budgets. Information Technology provides technical support to all platforms and software in the service of helping students to stay connected to their instructors, to their Academy advisers, and to timely information (see chapter 4 and Starfish). Institutional Advancement raises funds to help support students and initiatives ([organizational charts](#)).

As the policy-making body of the college, the Academic Senate plays a central role in the development of curriculum and matters related to student success, including matters related to the Queensborough Academies. To this point, in fact, the Academic Senate has played a less than integral role in the development and implementation of the Academies. As such, more deliberation at the Academic Senate concerning the Academies as they evolve would ensure stronger faculty and campus-wide commitment to mission and goals relative to the Academies. According to the Spring 2018 Middle States Self-study Faculty Survey, faculty responses to the Queensborough Academies are a little mixed. Whereas over 80% of faculty responding strongly agree or agree that they are familiar with the Queensborough Academies (1), nearly 60% strongly agree or agree that the Academies model is conducive to the academic development of all students (3) and only a little over 37% strongly agree or agree that the faculty are aware of the goals and achievements of the Queensborough Academies (5). A response like this suggests that more can be done to communicate goals and achievements to the faculty at large and to find ways to involve more faculty in the continuing evolution of the Academies.

Despite funding support and extensive offerings, there seems to have been a general weakening of support for HIPs. The incorporation of the Service Learning administration into CETL rather than retaining its own office may have contributed to this. Though data show HIPs improve student learning, the implementation of these practices requires a significant investment of time, and sometimes material resources, for faculty. The recent CUNY change of policy regarding remuneration, which prevents untenured faculty from being compensated, has also adversely affected participation. According to the Spring 2018 Middle States Self-study Faculty Survey, just over 50% of faculty responding strongly agree

or agree that the college’s leadership, governance, and administration provide sufficient funding in support of resources for faculty development (13). Sustaining the effort to prepare faculty to meet the expectations of the Queensborough Academies relative to HIPs will remain a challenge.

To carry out its mission and goals for supporting student success in the Queensborough Academies, the college addresses, among others, two significant areas of student challenge: 1) a pre-college experience available to students to improve college readiness and 2) innovative approaches to remediation to help students to transition to credit-bearing course work as quickly as possible. Determination of eligibility for credit-bearing course work lies with a CUNY-mandated placement test process that each college in the university implements; placement into beginning level, whether credit-bearing, remedial, or pre-college, lies with the faculty and is the responsibility of Academic Affairs to implement.

PLACEMENT POLICY AND IMPLEMENTATION

For years, CUNY has relied on placement testing to determine student eligibility for credit-bearing course work (and, if not, levels of remediation necessary to improve college readiness). In 2016, a [CUNY Task Force on Developmental Education](#) recommended that, given “the demonstrated problems with the predictive value of both high stakes tests and traditional developmental education, CUNY should err on the side of giving students access to credit courses, with academic support adequate to maximize chances for success” (p. 4). Students placed into remediation often feel that college is not right for them and fail to enroll or complete. In traditional, non-credit-bearing sequential remediation, students often incur a large cost of attendance paid either out-of-pocket or with limited financial aid dollars. Nationally, the literature on developmental instruction “strongly suggests that many students do not benefit from, and may even be harmed by, being assigned to conventional developmental courses” (p. 2).

As part of the placement and remediation redesign, CUNY is reviewing methods to better evaluate a student’s overall high school record to determine college readiness or proficiency. Currently, CUNY uses Regents scores, SAT/ACT scores, and/or prior college-level English and Math courses to evaluate whether testing is necessary ([Testing FAQs](#)). In recent years, certification by the New York State Education Department and test scores from the College Board do not adequately validate and guarantee that students can meet college-level mathematics requirements.

At the same time, CUNY has adopted a new placement test, the College Board’s ACCUPLACER, and has developed new cut scores that designate proficiency. CUNY’s Office of Institutional Research and Assessment conducted a year-long study to determine those cut scores (**VII.4f, 5**). In addition, CUNY revised its policy: starting in the spring 2017 admission cycle, students who scored close to the cut point on the ACCUPLACER Reading and Elementary Algebra tests had the opportunity to take the test again before a final placement decision was rendered.

In addition, CUNY and QCC have begun to implement ways to help prepare students to take the assessment test. The Task Force cites that approximately 4 in 10 students had not reviewed the test preparation material available on CUNY’s testing website before taking the placement test.

To address this issue, through the [New Student Engagement](#) office (see chapter 4), the college offers Strategy and Resource sessions to prepare students for the assessment test. These sessions are offered in person and then online, as well as through Blackboard course sites. Once CUNY created a preparatory model, there was a switch to the “Ready! Test! Go!” model. A July 2016 report looked at the academic performance of participants in Strategy and Resource session over winter 2015. Of those who were

enrolled as degree students in spring 2016, the MA 10 pass rate was marginally higher in students who took the workshop than those who did not respond to the invitation; the very small sample size, however, limits any conclusions. Compared with those who did not respond to the invitation, a higher percentage of workshop attendees passed 15 credits or more in spring 2016, had a semester GPA higher than 3.0, or were enrolled in courses in summer or fall 2016. A May 2017 report looked at the same variables for workshops offered between April and August 2016. The MA 10 pass rates for those enrolled in fall 2016 were higher in workshop attendees than for those who did not respond, but not much difference between attendees and those who registered but did not show up. The same pattern recurred for the percentage of those enrolled in spring 2017 or had a fall 2016 semester GPA of over 3.0, which suggests that other factors like motivation may play a part in student success. Workshop attendees who took 15 or more credits did pass a higher percentage of credits compared to those who registered but did not attend the workshop and those who did not respond.

Clearly, leadership and administration in Academic Affairs and Student Affairs are monitoring and using data to offer preparatory sessions that encourage students to take placement testing more seriously and to be better prepared (**VII.4f, 5**).

PRE-COLLEGE PROGRAMS

In addition to CUNY Start and CLIP, the two pre-college programs specifically aimed at reducing remediation needs (see chapter 3), there are two dual-enrollment programs that assist high school students to prepare for college and to earn college credit prior to admission to QCC: College Now and BTECH. Nationally, dual-enrollment programs have strong outcomes. Students who enter college who have enrolled in dual-enrollment programs outperform others in credit accumulation and GPAs and graduate at higher rates. They are also the largest feeders into the college. In fall 2017, early college initiative programs and College Now accounted for 21% of the college's first-time freshmen. College Now, a free college transition and dual-enrollment program, is a partnership with the New York City Department of Education (NYCDOE) and CUNY. The program provides college credit courses aligned with first-year study and pre-college courses that increase students' academic readiness for college. BTECH (Business Technology Early College High School) is a 9-14 Early College Initiative, a partnership with CUNY, QCC, NYCDOE, and industry partner SAP, in which students are eligible to earn their high school diploma, an A.A.S. degree in Computer Information Systems or Internet and Information Technology within six years. Student are also offered workplace learning experiences and have opportunities for placement into internships and jobs. BTECH at QCC launched in fall 2014.

REMEDATION REFORM

With support from a CUNY-wide initiative on remediation reform, QCC is expanding a co-requisite remedial model to expedite student progress through remediation and into credit-bearing course work. This is an [Accelerated Learning Program](#) (ALP) model, nationally recognized as improving outcomes for students with college readiness issues.

Since 2014, QCC has offered co-requisite courses for those students who don't meet the college-ready standards in writing, reading, and mathematics. Unlike the traditional, sequential developmental education coursework, in which students progressed through non-credited courses before being permitted to enroll in credited courses, as part of the Accelerated Learning Program (ALP), students can enroll now in their final developmental course while taking first-year college writing.

Moreover, recently, QCC received funding from CUNY to create and pilot new ALP models. The different models are being designed during the Spring 2018 semester to be offered in 2018-2019. For instance, one model offers students who received a “high fail” on the CATW exam a chance to enroll in a six-hour English 101, which combines developmental writing instruction with traditional first-year writing coursework. Another model teaches the co-requisite developmental writing course online while the cohort of English 101 students meets onsite. Creating these new models offers the chance to create curriculum based upon students’ academic proficiency and to provide greater flexibility with scheduling. This English Department program gives students who still have one remedial need to complete the opportunity to complete it at the same time that they are taking ENGL 101.

In addition, the Mathematics and Computer Science department has recently introduced a Math ALP for students who received a high fail in the Math Placement test. This Math ALP allows the student to take a Math remedial at the same time that they take a credit-bearing Math class.

As indicated above, the college leadership has an active and evolving approach to ensuring that students have access to appropriate interventions and programs that best facilitate academic success. Academic Affairs, which has led the effort to use data to identify and implement best practices for student success, is working closely with the English and Mathematics and Computer Science departments to expand the ALP model to more students.

CONCLUSIONS

The leadership and administration of the college, commensurate with their sound credentials and skills as higher education professionals, work to ensure that the mission and goals of the institution guide questions of institutional priority and resource allocation.

Governance at QCC is alive and vibrant. Despite differences of opinion, which no vibrant institution would lack, faculty, administration, and staff remain invested in shared governance and continue to collaborate to advance the college’s shared mission and goals for student success. To ensure continued effectiveness, period assessment of governance structures and processes should be considered. This could include review of committee representation, building assessment into committee practices, and ensuring that committees fulfill their charges.

Professional development remains an institutional priority. The faculty development program has been and continues to be an extremely robust program of orientations, institutes, workshops, and other activities. Though faculty and staff development is strong, both faculty and staff might benefit from additional leadership development.

Emphasis on student success is a hallmark of the institution. The Queensborough Academies provide an organizational structure that promotes and supports student retention and completion rates, with the overall goal of higher graduation rates. Through the leadership of Academic Affairs and Student Affairs, and with the support of the other divisions, the Academies provide novel onboarding support for students, extensive advisement and tutorial assistance, and a wide array of academic, personal, and financial services to support student success. Guided by data and student feedback, the college leadership continues to refine the practices of the Academies, and the faculty adopters of HIPs continue to expand and improve these practices. Since the inception of the Queensborough Academies in 2013, three-year graduation rates have increased from 18.5% for the Fall 2010 freshmen cohort to 22.6% for the Fall 2014 freshmen cohort ([2017-18 Fact Book, p. 32](#)).

Despite not having been instituted through the Academic Senate, the Queensborough Academies are still subject to the processes and protocols of governance. More deliberation at the senate level concerning the Academies as they evolve would ensure stronger campus-wide commitment.

To address any concerns about a “community dialogue” that is less inclusive than its previous version, there needs to be a better way of sharing and disseminating information. Timely and widespread communication is essential both for professional development, the vitality of the Queensborough Academies, and the achievement of college mission and goals. Maintaining accurate departmental listservs and instituting a faculty-wide (opt-out) listserv would address these concerns.

SUGGESTIONS

- Institute ways of submitting Queensborough Academies policy and practice to Academic Senate review and approval
- Reinstitute “community dialogue” and “faculty dialogue” with an opt-out option
- Expand professional development to include leadership development

RECOMMENDATION

Conduct periodic assessment of governance structures and processes.

CONCLUSION

In sum, the self-study report has resulted in the following suggestions and recommendations for institutional improvement.

CHAPTER 2

RECOMMENDATION

- To ensure periodic and systematic assessment of ethics and integrity at the institution, establish a representative body charged with the periodic assessment of ethics and integrity as such principles and matters relate to the operation of the institution at every level in the service of mission and goals.

CHAPTER 3

SUGGESTION

- Modify the official Peer Observation Form so that it takes into account pedagogical strategies that may be germane to the type of course section being observed (e.g., course sections featuring a specific HIP, honors experience, etc.) and ensures that any criteria that may be germane (e.g., college policy relative to WI instruction or Quality Matters for online modalities) are being met.

CHAPTER 5

SUGGESTIONS

- Determine ways to involve more faculty in the assessment process.
- Develop and implement a systematic way of operationalizing recommendations from the Senate Committee on Assessment and Institutional Effectiveness.

RECOMMENDATION

- Provide more systematic professional development to support administrative staff to assess for support services outcomes aligned with department mission and goals.

CHAPTER 7

SUGGESTIONS

- Institute ways of submitting Queensborough Academies policy and practice to Academic Senate review and approval
- Reinstitute “community dialogue” and “faculty dialogue” with an opt-out option
- Expand professional development to include leadership development

RECOMMENDATION

- Conduct periodic assessment of governance structures and processes