CHAPTER TEN

STUDENTS
CHAPTER TEN: STUDENTS

I. Student Characteristics

A. Summary Data for the College

The Queens College urban-commuter student population reflects the diversity of the borough of Queens. The 1990 United States Census has identified the borough as the most ethnically diverse county in the nation. Approximately 120 countries are represented and more than 60 languages spoken by students at the College. Data on racial/ethnic diversity are shown in Table 10-1.

<table>
<thead>
<tr>
<th>Category</th>
<th>Undergraduate (%)</th>
<th>Graduate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>8.5</td>
<td>9.6</td>
</tr>
<tr>
<td>Asian</td>
<td>16.2</td>
<td>9.9</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>14.4</td>
<td>7.7</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>56.0</td>
<td>71.1</td>
</tr>
<tr>
<td>Other</td>
<td>4.9</td>
<td>2.5</td>
</tr>
</tbody>
</table>

Immigrants or children of immigrants make up approximately 45% of the undergraduate student population. Among undergraduates, Asian enrollments have increased 5.8% since 1984, and 11% since 1980. Hispanic/Latino student enrollments have risen 4.3% since 1984 and 7.6% since 1980. African-American enrollment has been steady. The current 56% white undergraduate student enrollment is expected to decrease to less than 50% within the next five years. There has also been an increase in the number of students from the Eastern Bloc countries, the former Soviet Union, Greece, India, and Pakistan. Among the master's students, there has been greatest growth in the Asian and Hispanic/Latino groups.

Enrollment of African-American students over the last decade has varied between 8 and 11% of the population although African-Americans comprise about 25% of the borough. This makes Queens College the unit with the lowest number of African-American students among its regular student and SEEK student populations on any CUNY campus. Why this is so is not readily apparent, although the presence of York College, another senior college, in nearby Jamaica is likely a significant factor. In 1993, York's student body was 62.9% African-American. A number of recruitment strategies have been used to attempt to increase this population, including the recent establishment of a scholarship program for African-American students, funded by the Queens College Foundation. None,
never, has resulted in a sustained increase.

There has been an increase in the number of students age 26 years and older, reflecting a national trend in higher education. The age distribution of students in fall 1993, shown in Table 10-2. Both academic departments and special programs, such as Adult Collegiate Education (ACE) and the Labor, Education, and Advancement Project (LEAP), have scheduled classes in the evenings and weekends and at union facilities to accommodate the educational objectives of this growing student population. In addition, there has been a substantial increase in the number of students with disabilities. Such diversity, accompanied by severe fiscal constraints, has created unique challenges for the College as it attempts to provide a high quality liberal arts education.

**TABLE 10-2: AGE DISTRIBUTION OF STUDENTS, FALL 1993**

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Undergraduate (%)</th>
<th>Graduate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 or under</td>
<td>41.2</td>
<td>0.7</td>
</tr>
<tr>
<td>22-25</td>
<td>19.4</td>
<td>22.3</td>
</tr>
<tr>
<td>26-40</td>
<td>17.6</td>
<td>38.2</td>
</tr>
<tr>
<td>41-50</td>
<td>6.7</td>
<td>16.9</td>
</tr>
<tr>
<td>50+</td>
<td>3.2</td>
<td>3.9</td>
</tr>
<tr>
<td>Unknown</td>
<td>11.9</td>
<td>18.0</td>
</tr>
</tbody>
</table>

Women comprise 60% of the undergraduate students and 72% of the graduate students.¹ The percent of full time undergraduates has decreased from 68% in fall 1984 to 61% in fall 1993. Over 90% of the fall 1993 graduate students attended part time.

Although the annual tuition of $2450 may appear to be low compared to that of the State University or private institutions, it is a burden for the majority of students, who are in the lower-middle to lower income ranges. In order to pay for educational expenses and to support their families or themselves, more than 80% of our students work over 20 hours per week. Many full-time students also work full time. Financial aid assistance is received by approximately 50% of the registered undergraduate students. Necessary employment and personal demands have influenced the length of time that many students need to complete the bachelor’s degree. The norm is five years or more for most students.²

All students commute to the college as there are no dormitory facilities. Most students (75%) reside in the borough of Queens, a proportion which is essentially

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¹ Data from fall 1993.
² See section IV. - Undergraduate Retention.
unchanged from 1985 when 78% were Queens residents. Approximately 9% reside in the
other boroughs of New York City, 11% come from Nassau and Suffolk counties.\footnote{In 1985, 88% of students came from other boroughs and 8% from Nassau and Suffolk counties.} Transportation time considerations and work schedules influence the capabilities of the
students to take full advantage of the College’s academic and co-curricular opportunities.

\section*{B. Enrollment Trends}

The College’s overall enrollment has increased by 2161 students since 1985-86 to a
total of 17,841 in 1994-95. Figure 10-1 presents the enrollment trends for undergraduate
and graduate students over this period. Transfer students and ACE students account for the
recent increases in Queens’ enrollment.

\section*{C. University Analysis of the "CUNY Student of the Future"}

In March 1995, the University released a major study, \textit{immigration/Migration and
the CUNY Student of the Future,}\footnote{A major portion of this report was prepared by Linda N. Edwards, Professor of Economics at Queens College, during the year she spent as a Faculty Fellow in the University’s Office of Academic Affairs.} that analyzes the recent trends in immigration from
foreign countries and migration from Puerto Rico and attempts to predict the characteristics
and educational needs of the CUNY student body in the year 2000.\footnote{Migrants from Puerto Rico are included because, as non-native speakers of English, they face many of the same educational issues as immigrants from foreign countries.} Quoting from the
Executive Summary of this 158 page report:

The changes in first-time freshmen at CUNY over the 1980-1990 decade are striking, and, not
surprisingly, parallel many changes in the New York City population. The most important of these
changes, both for CUNY and for New York City, resulted from the large inflow of immigrants during
the decade which greatly increased the proportion of the foreign-born New York City population. While
limitations in the University’s admissions records make it impossible to determine directly the change in
the percentage of foreign-born students at CUNY during the 1980’s, it is clear that the proportion who
were not US citizens rose substantially, indicating that CUNY, too, has experienced an increase in
immigrant students during these years.

The change in the racial/ethnic distribution of CUNY students is clearly related to this immigrant flow
and reflects corresponding changes in the New York City population, with non-Hispanic white students
declining as a proportion of the whole, non-Hispanic Black students maintaining a roughly constant
proportion of the student body, and the proportions of Hispanic and Asian students rising significantly.

Most notably, recent immigration has altered the distribution of the country of origin of both the New
York City population and of our students. More students in 1990 than in 1980 mention the countries of
Asia and Central and South America in describing their backgrounds, and fewer mention Puerto Rico
and the countries of Western Europe and Africa . . . . Finally the varied settlement patterns of
immigrants across the boroughs of New York City will mean that the exact way in which immigration
affects individual CUNY institutions differs from college to college.
Queens College
Fall Enrollment 1987 - 1994

Undergraduate  Graduate

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1987</td>
<td>16,613</td>
<td></td>
</tr>
<tr>
<td>1988</td>
<td>16,948</td>
<td></td>
</tr>
<tr>
<td>1989</td>
<td>17,708</td>
<td></td>
</tr>
<tr>
<td>1990</td>
<td>18,071</td>
<td></td>
</tr>
<tr>
<td>1991</td>
<td>18,251</td>
<td></td>
</tr>
<tr>
<td>1992</td>
<td>17,930</td>
<td></td>
</tr>
<tr>
<td>1993</td>
<td>17,870</td>
<td></td>
</tr>
<tr>
<td>1994</td>
<td>17,958</td>
<td></td>
</tr>
</tbody>
</table>
The report cites statistics from the fall 1992 freshmen class as showing that 36.8% of Queens students are born outside the US or in Puerto Rico, with other senior colleges varying from a low of 16.2% at the College of Staten Island to a high of 60.4% at City College. Regions of origin most often identified by the 1992 Queens freshmen were: Asia, >30% of all foreign born; Eastern Europe, South and Central America, Caribbean Other Than Puerto Rico and the Dominican Republic, each 10-19% of all foreign born; Middle East, 5-9.9% of all foreign born.

Perhaps the most striking prediction in the entire analysis is that, for the University as a whole, more than half of the CUNY first-time freshmen in the year 2000 will have been born outside of the United States or in Puerto Rico. Further complicating the picture, while all immigration is likely to increase, the rate of growth will be different for different country of origin groups, and Queens will have to deal with the differential patterns occurring in the borough.

Using the University's 1990 first-time freshmen cohort, the report assessed how current foreign-born/Puerto Rican-born students differ from current US-born students. Again quoting from the report's Executive Summary:

A basic fact, of course, is that foreign-born and Puerto Rican students are highly heterogeneous, varying in their academic as well as socio-economic backgrounds, their degree of cultural assimilation, and their mastery of English. Still, some generalizations can be made. Foreign-born students are older than their native-born counterparts, their parents have lower levels of educational attainment, they are more likely to have a General Equivalency Diploma, they have more difficulty reading and writing in English, and they are somewhat more proficient in mathematics. On the other hand, the degree aspirations of foreign-born and Puerto Rican-born students are very much the same as those of US-born students. In addition, foreign-born and Puerto Rican-born students are more likely than their native-born counterparts to make use of the various support services offered by the colleges.

By the year 2000, New York City population will again have a proportion of foreign-born that matches the highs of the early decades of this century; it should approach double that of the 1960's when only 18.2% of New York City's residents were foreign-born. Queens and all CUNY colleges will have to respond to the changing needs and demands of this new wave of immigrants/migrants. The faculty and staff will need to understand the magnitude of the immigration/migration phenomenon and ask what curriculum assumptions need to be reviewed, whether the types of support services are appropriate, and whether there are sufficient staff to meet the expected increase in demand.

D. Fall 1994 Survey of Queens College First-Time Freshmen

In fall 1994, for the first time in decades, the College participated in the Cooperative Institutional Research Program's survey of first-time freshmen conducted by the Higher Education Research Institute of the University of California, Los Angeles. Surveys were distributed and filled out in sections of English 110 and SEEK 101; these sections of English Composition are predominantly, though not exclusively, freshmen. Because of the manner in which the survey forms were distributed, certain groups of
freshmen would not have been polled, e.g. students in College English as a Second Language classes.6

In all, 469 students responded. Selected features of this sample will be described, especially when the Queens group differs substantially from students from all four year public colleges in the survey. Table 10-3 presents data on a variety of attributes: student's racial and linguistic background; parental income and education; country of birth of student and parents; and student's citizenship, political view and religious identification.

**TABLE 10-3: FRESHMAN SURVEY, FALL 1994**

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Queens (%)</th>
<th>4yr Public Colleges (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Racial Background</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>46.0</td>
<td>74.9</td>
</tr>
<tr>
<td>African American/Black</td>
<td>7.7</td>
<td>16.2</td>
</tr>
<tr>
<td>American Indian</td>
<td>1.1</td>
<td>3.2</td>
</tr>
<tr>
<td>Asian American/Asian</td>
<td>18.7</td>
<td>4.5</td>
</tr>
<tr>
<td>Mexican American/Chicano</td>
<td>0.0</td>
<td>2.3</td>
</tr>
<tr>
<td>Puerto Rican</td>
<td>5.3</td>
<td>0.5</td>
</tr>
<tr>
<td>Other Latino</td>
<td>17.2</td>
<td>1.1</td>
</tr>
<tr>
<td>Other</td>
<td>12.3</td>
<td>1.8</td>
</tr>
<tr>
<td><strong>Estimated Parental Income</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>of $60,000 or More</td>
<td>16.5</td>
<td>33.6</td>
</tr>
<tr>
<td>of less than $10,000</td>
<td>19.5</td>
<td>6.2</td>
</tr>
<tr>
<td>Neither Parent Born in U.S.</td>
<td>61.1</td>
<td>7.7</td>
</tr>
<tr>
<td>Student Born in U.S.</td>
<td>63.9</td>
<td>94.7</td>
</tr>
<tr>
<td>Student is a U.S. Citizen</td>
<td>68.9</td>
<td>96.6</td>
</tr>
<tr>
<td>Student is Non-Native Speaker of English</td>
<td>38.0</td>
<td>6.1</td>
</tr>
</tbody>
</table>

6 The distribution plan will be revised in subsequent years and will attempt to include all first-time freshmen. However, with the significant sample of respondents, there is reason to believe that the current findings represent perceptions of students who are relatively new to the College.
<table>
<thead>
<tr>
<th>Attribute</th>
<th>Queens (%)</th>
<th>4 yr Public Colleges (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students' Religious Preference (selected)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baptist</td>
<td>3.1</td>
<td>21.6</td>
</tr>
<tr>
<td>Buddhist</td>
<td>1.8</td>
<td>0.7</td>
</tr>
<tr>
<td>Eastern Orthodox</td>
<td>5.8</td>
<td>0.4</td>
</tr>
<tr>
<td>Islamic</td>
<td>5.6</td>
<td>0.4</td>
</tr>
<tr>
<td>Jewish</td>
<td>11.2</td>
<td>0.9</td>
</tr>
<tr>
<td>Protestant</td>
<td>3.7</td>
<td>23.8</td>
</tr>
<tr>
<td>Roman Catholic</td>
<td>41.6</td>
<td>27.3</td>
</tr>
<tr>
<td>None</td>
<td>10.3</td>
<td>11.7</td>
</tr>
<tr>
<td>Question: Student Identifies as Born Again Christian</td>
<td>10.7</td>
<td>32.2</td>
</tr>
<tr>
<td><strong>Father's Education (selected)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did not graduate from high school</td>
<td>27.0</td>
<td>9.3</td>
</tr>
<tr>
<td>High school graduate</td>
<td>27.2</td>
<td>27.9</td>
</tr>
<tr>
<td>College degree</td>
<td>14.4</td>
<td>23.4</td>
</tr>
<tr>
<td>Graduate degree</td>
<td>12.6</td>
<td>14.7</td>
</tr>
<tr>
<td><strong>Mother's Education (selected)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did not graduate from high school</td>
<td>27.9</td>
<td>7.3</td>
</tr>
<tr>
<td>High school graduate</td>
<td>30.0</td>
<td>32.0</td>
</tr>
<tr>
<td>College degree</td>
<td>12.4</td>
<td>21.4</td>
</tr>
<tr>
<td>Graduate degree</td>
<td>9.6</td>
<td>10.1</td>
</tr>
<tr>
<td><strong>Student's Political View</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Far left/liberal</td>
<td>35.8</td>
<td>24.8</td>
</tr>
<tr>
<td>Middle of the road</td>
<td>51.6</td>
<td>53.3</td>
</tr>
<tr>
<td>Conservative/far right</td>
<td>2.5</td>
<td>22.0</td>
</tr>
</tbody>
</table>

Notably, this sample is only 46% white, as opposed to 56% for all Queens undergraduates and 75% white in all four year public colleges in the survey. Parental income of Queens students is significantly lower than that of students from public colleges.
as a whole. The Queens group is much more likely to have the student and both parents born outside the US and to have the student be a non-native speaker of English, reinforcing the data obtained by the University for 1990 and 1992 first-time freshmen.

Substantial differences in religious preference and political views are shown between the Queens and national samples; there are many fewer Queens students identifying as "born-again Christians" and many more identifying themselves politically as far left/liberal. Overall, the parents of Queens students have not attained as high a level of education compared to parents of students in the national sample; however, the percent with graduate degrees is almost the same.

When asked their probable major, more Queens students plan to major in the biological sciences, pre-med/pre-dent/pre-vet, and computer science, and fewer are interested in engineering and the physical sciences, compared to the national sample. Queens students have higher aspirations for post-baccalaureate study: 78.9% vs. 68.9% in the national sample. More Queens students than national sample students cited the following reasons as very important in deciding to go to college: parents wanted me to go (46.5% vs. 36.5%); improve reading and study skills (54.0% vs. 42.1%); and prepare for graduate or professional school (64.7% vs. 54.7%). While there were eighteen statements where the two groups tended to have remarkably similar views, Queens students differed by more than ten percentage points from the national sample in agreeing or strongly agreeing with the following statements:

* taxes should be raised to reduce the deficit (13.9% Queens vs. 25.2% national)
* abortion should be legal (69.8% vs. 59.4%)
* federal government should do more to control handguns (90.9% vs. 80.5%)
* a national health care plan is needed (83.0% vs. 71.0%)

As the College continues to administer the survey in following years, longitudinal data can be accumulated. It will also be important to standardize the population of students studied, something which was not as carefully controlled this year as it should have been.

II. Student Information Systems

Since the last Middle States review, the College has made significant strides in improving its information systems and services to students. During spring 1992, the College made the long-awaited major transition from what was basically a manual record keeping system to an integrated student information management system that includes a telephone registration component. This system, known as QUASAR (the QUEens Access System for Advising and Registration), is based on City University's Student Information Management database. It has significantly enhanced the College's ability to serve the growing informational needs of the campus and its students with a more convenient, flexible and accessible registration system, easier and more decentralized access to academic records for advising purposes, and more accurate and timely response to student inquiries.
regarding information in the College's records. In addition to providing the flexibility of registering students either by touch-tone phone or through on-line terminals in administrative and academic offices, this system also enables students to withdraw from courses, add and drop courses, select pass/no credit options, and access their grades. In spring 1995, the City University's restructured student data base was brought into production. This permits the College to enhance the system and work with CUNY in expanding its scope and sophistication.

In the three years since this transition, the City University has purchased two external modules which, when fully implemented, will make the system even more effective in serving the College community. The first module, called PACE, is currently being used by the College's Undergraduate Degree Audit Unit as a first step in the degree certification process for general education requirements. Some academic departments are using the PACE module on a pilot basis for "major" certification for June 1995 candidates for graduation. The Department of Accounting and Information Systems has served as a trial site for this process for the February 1995 graduating class. It is anticipated that when this module is fully functional, it will enable the College to provide students routinely with an audit of degree requirements met to date and still unmet. The Registrar's Office is working with Peer Advisers to ensure that the student degree audit output document is a user-friendly and helpful advising tool.

In a continuing effort to find cost-efficient electronic solutions for jobs that once necessitated many hours of manual labor, the City University has acquired the Schedule 25/25E module, which is a class and event scheduler. Still in the developmental stage and planned for a phased-in implementation, this module allocates a semester's classroom space based on specific criteria (i.e. number of seats, access for the disabled, etc.) and can also be used to assign space for one-time-only academic/non-academic events. In addition, the College is currently working to develop touch-screen access work stations so that students can obtain important information in their records through a convenient medium, especially during hours when college offices are not available for public service.

To enhance access to information regarding campus services and events, the Queens College Information Center has provided the college community and visitors with telephone and in-person service Monday through Friday. The Center is unique in that it is run largely by students in the Business and Liberal Arts Program (BALA) who volunteer to staff the center as a junior year project. Those students who successfully complete the project are then eligible to register for a special senior BALA course called "Corporate Communications." This course has been taught by the College President or by a member of the Corporate Advisory Board. Supplemental support for the Information Center pays for part-time college assistants to assure consistent coverage. The day-to-day operations are supervised by the Admissions Office.

While much has been accomplished in recent years, there are still many things to be done. This includes adopting new technology to facilitate delivery of information to the student body, and further development of the existing QUASAR and PACE systems.
Therefore,

RECOMMENDATION: The College should continue the development of information systems and methods of access to information in the student data base to improve advising and information services to students. <10-1>

III. Recruitment and Admissions

A. Undergraduate Matriculants

Matriculated undergraduates are admitted either as freshman or as transfer students. Presently, freshmen are admitted on one of the following University-wide criteria: a high school average in academic subjects of at least 80%; a rank in class of at least the 66th percentile; a high school equivalency test score (GED) of at least 300; or a combined recentered SAT score of 1020 or higher. Transfer students are admitted on the basis of a grade point average: students with 6-11 credits need at least a 2.50 GPA; those with 12-23 credits need a 2.25 GPA; and those with 24 or more credits need a 2.00 GPA.

Administrators at the University Admissions Processing Center (UAPC) estimate that only 22% of the City's high school seniors graduate with an 80 average or better. This represents the main pool from which students are recruited into the senior colleges of CUNY, including Queens. Queens College undergraduate recruiters visit around 50 high schools each recruitment season. Students who fill out a UAPC application indicate in a rank order (1-4) which units they would like to attend.

Throughout the 1970's and 1980's, there was an increase in negative perceptions of Queens College as an open admissions institution, thereby reducing the attractiveness of the College to prospective students and their families. In order to make the academic strengths of Queens College more visible to the public, former President Kenny actively supported a program to improve the public image of the College. This began soon after her arrival in 1985 and involved advertising in the media, a new logo, a redesign of the College catalogue, new recruitment brochures, and a new letterhead. The college's advertising campaign was targeted toward the diverse pool of academically strong, achievement-oriented students. The recruitment program emphasized the wide variety of academic programs of the College, the credentials of its faculty, the combination of the urban and suburban setting of the College, the diversity of the student body, and the campus life. A major intent of the advertisement campaign was to increase the College's attractiveness to Nassau and Suffolk residents.

During 1985-1990, a comprehensive reorganization of the Undergraduate Admissions Office was undertaken and what had been separate units (Pre-Admissions, Admissions and Graduate Admissions) were reorganized under a new Executive Director of Admission, Marketing, and Scholarship Services who was charged with creating a unified program to recruit and admit students. The merged Pre-Admissions and Admissions offices
were relocated to a central location in Kiely Hall. The undergraduate office consists of 6 professional staff and 8 CUNY Office Assistants. The Graduate Office, still in Powdemaker Hall, consists of 2 professional staff and 2 CUNY Office Assistants. It is scheduled to move to Kiely Hall in the next year or so. Issues related to graduate admissions will be discussed below in section III.B.

The SEEK (Search for Education, Elevation, and Knowledge) program, working in collaboration with the Office of Admissions, has had its own recruitment program for several years. It includes community visits, the publication of a brochure and other efforts to attract students who meet the criteria of being educationally- and economically-disadvantaged. Future recruitment in SEEK is limited as the University is restricting SEEK enrollments to the figure budgeted by New York State. ACE and LEAP also work collaboratively with the Office of Admissions to recruit students. This has included advertising in the continuing education brochure, Horizon; other efforts to attract mature (over 25 years of age) and highly motivated adults; and, in the case of LEAP, working closely with labor unions who are interested in having their workers pursue college degrees.

B. Graduate Matriculants

Prospective graduate students submit all the required documents to the Graduate Admissions Office. The staff verifies the application contents, logs them in, maintains a stand-alone database on applications, and sends the completed applications to the appropriate academic departments for review. The respective academic departments render a decision and students are notified by the Graduate Admissions Office. Currently, there is no formal, on-going recruitment of graduate students due to budget constraints. The Graduate Admissions Office processed 4600 applications for spring 1994 and 9730 for fall 1993.

C. Enrollment Conversion

The rate of conversion from "accepted" to "registered" is an important measure in being able to predict enrollments. About 50% of accepted freshmen actually enroll in the college. There is some variation by ethnicity in the percent of admitted students who actually enroll: a larger percent of admitted Hispanics enroll, followed by Asians, Blacks, and Whites respectively. Almost 70% of accepted transfer students enroll in the college. Here too, there is some variation by ethnicity in the percent of admitted transfer student who actually enroll. Blacks, followed by Hispanics, are more likely to enroll as transfer students than other ethnic groups.

In light of these enrollment patterns and the heightened pressures on the College to maintain and increase enrollments to achieve tuition targets set by the University as described in CHAPTER EIGHT: FINANCIAL RESOURCES, the College must devise new ways to manage its recruitment and admissions processes. Therefore.
RECOMMENDATION: The College should adopt a comprehensive enrollment management strategy and should expand its capabilities to collect and analyze information on the characteristics of accepted and enrolled students. <10-2>

D. Non-Degree Students

Unlike matriculated students, non-degree students apply directly to the College. Since 1985, the Academic Senate has made substantial changes in the admission criteria for non-degree students. These include an increase in the minimum score on the GED from 250 to 300 and a requirement that students not meeting admission standards must have been out of school for at least three years before they may be considered for admission. The advent of the QUASAR student system has made it possible to implement the Academic Senate policy limiting non-degree students to 11 credits per semester; this resulted in a significant drop in the number of full time non-degree students. Current non-degree enrollments for fall 1994 totaled 1008 students and include two special categories: 213 students from Townsend Harris High School and 458 senior citizens.

E. Trends in Assessment Test Scores

University-wide assessment tests in writing, reading and mathematics are given to all entering students and used for placement. Students must pass the tests before they take their 61st credit. From 1986 to 1993, the native English-speaking matriculated freshmen cohort had similar pass rates in math and reading, and a slight increase in the pass rate in writing. Native English-speaking non-degree students had improvements in the pass rates on all three tests. From 1991 to 1993, pass rates for non-degree students were higher than those of freshmen. Over the same period, the non-native English-speaking matriculated freshmen cohort maintained the same pass rates in reading and mathematics and showed improvement in writing. Non-native English-speaking non-degree students had similar pass rates in mathematics (except for a lower rate in 1993) and increases in reading and writing. A new reading test, first administered in fall 1994, includes testing procedures more reflective of college reading than previously. This has resulted in a noteworthy decrease in the pass rates in reading for all cohorts.

The College has experienced a substantial increase in the number of students for whom English is a second language. Not unexpectedly, pass rates for such students are substantially lower in writing and reading. Enrollments in courses in the College English as a Second Language (CESL) sequence have risen 155% since the 1986-87 academic year; this underestimates demand since some students who have been placed in CESL courses have been unable to find seats available. As noted in an earlier section in this chapter, currently CUNY projects that over 50% of students in the year 2000 will be foreign-born, increasing the demand on the College's services for non-native speakers of English. Therefore,
RECOMMENDATION: The College should prepare for increases in the number of students for whom English is a second language. <10-3>

IV. Undergraduate Retention

A. Retention and Graduation Rates

Data on retention and graduation rates for classes entering the College since 1986 have been analyzed and compared to data from the CUNY senior colleges as a whole. There has been a consistent rise in retention in the years 1989-1992 compared to 1986-1988 for regularly admitted first-time full time freshmen. Queens students were retained for the first year at the same rate as University freshmen collectively. Retention of Queens students in subsequent years tracks a few percentage points below that of the University as a whole. By the fourth semester, approximately 70% remain enrolled; and by the sixth semester, the percent is 61%.

Where the College exceeds University averages is in graduation rate. The Queens four year graduation rate of about 14% is five percentage points higher than University averages. It rises to 34% at five years and 42% at six years, and continues to exceed University averages of 27% and 36% respectively at these later time points.

B. Re-entry Rates

In fall 1994, 922 students re-entered the College after a lapse of at least one semester’s registration. This situation reflects Queens’ significant “stop-out” population, i.e., those students who, although in good academic standing, fail to maintain continuous registration at the College. As noted in the following section, the College has recently taken a number of proactive steps designed to improve student success and retention. However, there has not been a systematic study done since 1986 on why students leave the College. Work in this area is long overdue and should be accorded high priority. Therefore,

RECOMMENDATION: The Retention Coordinator and the Office of Institutional Research should undertake a study of the reasons students cite for “stopping out” or dropping out of the College in preparation for a concerted effort by all campus constituencies toward improving the College’s retention and graduation rates. <10-4>

C. Strategies to Improve Student Success - Retention and Graduation

Retention of registered students involves strategies aimed at students who leave, or are at risk of leaving, for reasons other than academic standing, and at those who are having substantial difficulty academically. The College is concerned with the needs of both
groups of students and has devised methods to address the needs identified.

In 1992, the College received special funding from the University's Freshman Year Initiative to launch a coordinated program for first semester freshmen, which has been described previously in CHAPTER FIVE: ACADEMIC PROGRAMS. One of the major aims of this program was to improve retention of freshmen by creating closely knit academic communities to counter what can appear to freshmen to be a huge, impersonal institution. This program has expanded to serve a very substantial proportion of new freshmen, with support from the College, the University and the Fund for the Improvement of Post-secondary Education (FIPSE). Preliminary evidence indicates that the program is succeeding, and response from students and faculty has been very positive.

Other proactive measures include the hiring in summer 1994 of two new professionals, the Director of Academic Advising and the Retention Coordinator. The Director of Academic Advising, reporting to the Provost, has taken over responsibility for the required freshman advising and registration sessions, and is now in the process of redesigning these programs and expanding academic advising and program planning services for continuing students who have not decided upon a major.

The Retention Coordinator reports to the Dean of Students, and is charged with expanding activities geared to orienting freshman to student life and with related outreach activities to help retain students who may or may not be experiencing academic difficulty. Beginning in 1993, the College began a process aimed at minimizing "stop-outs." This involves sending a letter to students in good academic standing who fail to register for the next semester. In addition, students still unregistered after early registration are contacted by phone and are asked whether any special interventions would be helpful.

Retention efforts are also geared to students in academic difficulty. Current practice is that students placed on academic probation receive a letter from the Office of Counseling and Advisement strongly urging them to come in for an interview at the beginning of the next semester. Of about 800 students placed on probation, between 150-200 will fail to register for the next semester. Of the remaining 600, between 150 and 200 will come in for the interview, which attempts to determine what problems are contributing to the poor academic performance and to work with the student to overcome those problems.

V. Academic Advising

Since the previous Middle States review, there has been increased attention given to student advising at Queens College. The College's own planning processes have identified this as a top priority, and resources have been allocated to expand and improve advising services. As noted in the previous section, progress in this effort is evident in the introduction of the Freshman Year Initiative and its Learning Communities; the implementation of the new student information management system, QUASAR; the establishment of the new Office of Academic Advising; and the appointment of the
Coordinator of Retention Programs.

A. Office of Academic Advising

This newly created office handles advising and program planning assistance for all incoming freshmen. The goal is to make the initial registration process easier by providing freshmen with a centralized point from which they will receive their test scores, college bulletin, course schedules, etc. Once they have this information, the Office provides group information sessions and a one-on-one faculty-freshman registration conference. Academic advisors are available in the evening to assist new and continuing evening students. In the future, the Office will focus on improving second semester advising for freshmen, institute advising programs for incoming transfer students and offer pre-major advising. The Office also expects to support academic departments who wish to reconfigure their advising program for majors.

B. The Freshman Year Initiative / Freshman Learning Communities

There is a substantial advising component in the College's Freshman Year Initiative (FYI) program. The FYI Director works closely with the Director of Academic Advising to recruit and provide initial advising services to freshmen. The structure of the Learning Communities, where the faculty meet to discuss curricula and student progress, provides for individualized attention to the needs of students. The presence of teaching assistants in the English composition and math sections allows for peer mentoring.

C. Counseling and Advisement Center

Peer advisors and professional staff in the Counseling and Advisement Center offer pre-major advisement, personal counseling and counseling on academic probation issues. As is often the case, students' academic problems are caused or compounded by problems that have to do with personal circumstances. The Counseling and Advisement Center is, therefore, in a unique position to assist students to come to grips with issues of both a personal and an academic nature. Peer advisors bring to the program enormous energy and rich diversity. They provide information about College requirements and standards and review student transcripts to help determine their progress toward degree requirements. They help students determine whether they should see a member of the professional staff for in-depth counseling. Peer advisors go through an extensive training program that acquaints them with College policy and procedures and provides them with an understanding of group process and advising strategies.

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7 The Office of Academic Advising works with the Office for International Students and the College English as a Second Language program for students in these programs. SEEK students are counseled separately.
D. Coordinator of Retention Programs

As noted above, the newly appointed Coordinator of Retention Programs provides advising services for "at risk" students and those on academic probation. The Coordinator works closely with the Director of Academic Advising, staff in the Counseling and Advisement Center and the Director of Student Activities to assure the integration of existing services for students.

E. Minority Students Advisement Office

The Minority Students Advisement Office acts as an advocate for minority students and works in collaboration with academic, administrative and support units to ensure effective outreach and support of their needs. It provides general academic, pre-registration and pre-professional advisement to minority students, advises minority students about undergraduate and graduate training and scholarships, and assists students through the application and interviewing processes. The Director serves as advisor to minority pre-professional clubs and works with deans and department chairs to discuss ways of improving and extending the advisement offered by departments.

F. Career Development Center

The Career Development Center offers a broad range of services: assisting students in meeting their career development needs from entry to graduation and beyond, providing students with advisement and counseling on how to choose their academic major based on their career objectives, advising and assisting students in the career decision-making process, assisting students in financing their education through part-time and full-time work experience, providing advice to students on how their experience can be developed to enrich their future career goals, and providing advice and information on how to organize their credential files for graduate school and for employment purposes. The Office has assisted with over 8000 annual student contacts. Group advising experiences include free hour workshops and workshops conducted for students in the Learning Communities of the Freshman Year Initiative.

The Career Development Center works closely with the Student Association and with student clubs to sponsor programs focusing on major and career choice. A recent example is the Career/Major Forum held in October 1994 designed especially for freshmen and sophomores with questions about declaring a major.

G. Academic Departments and Programs

All academic departments offer some form of advising for majors, although what is offered varies markedly in quantity, emphasis and approach. Interviews with some department chairs revealed that students receive advising from departments with regard to transfer credit evaluation, issues relating to the academic major, LASAR requirements,
filing for graduation, information on graduate schools and some career information.

Few department chairs, however, are satisfied with the degree to which advising responsibilities are integrated into the duties of their faculty. On the contrary, many departments report that they rely overwhelmingly on the good will of the faculty. Constraints in providing the desired level of academic advising include the lack of sufficient number of faculty available to meet with students, poor motivation or lack of information on the part of some students to seek advising, and the absence of recognition for faculty who participate in student advising.

Many departments produce extensively documented handbooks for their majors, amplifying on the material in the College Bulletin. There is widespread agreement that this practice should continue. The Director of Academic Advising has been interviewing all department chairs during the spring 1995 semester, and will be working with departments to improve communication with, and advising of, majors. The Administrative Computer Center has just completed a programming project which will provide each department with a comprehensive profile of all declared majors each semester; this information should prove useful to departments as they devise ways to improve advising services to their students.

The Department of Psychology has had a long-standing program of peer-advising for their students. Building upon the training provided by the College’s Peer Advisement program, Psychology Peer Advisors are available regularly in the department office to assist students on a drop-in basis.

BALA and Journalism faculty and administrators do intensive advising of students to assist in the selection of majors, preparation for internships and practice for interviews and public-speaking opportunities. In Journalism, the publication of Queens World provides a setting for advising as students resolve real-world ethical issues involved in making editorial decisions. In BALA, advising also occurs through faculty sponsorship of BALA Enterprises, a student-run business; the Corporate Corridor, a student-produced newsletter; and the BALA Club.

H. Search For Education, Elevation and Knowledge (SEEK)

The SEEK program is staffed with counselors who advise students about college degree requirements including LASAR, basic skills, and college majors; conduct the mandatory Student Life Workshops; review student course selection each semester; complete individual reviews of progress; and conduct freshman and transfer student orientation including course scheduling and registration procedures. The teaching faculty in SEEK also offer advice to students based on their interest in subject areas and refer them to "counseling" and/or to area departments for further information.
I. ACE and LEAP

The ACE program believes strongly in the importance of professional advising for the retention and success of adults in college. Four part time counselors offer advising services during the day; evening hours are available by appointment. Advisors work with students on understanding program requirements, untangling College policy questions, articulating ACE requirements with general College requirements, and offering assistance with selection of a major.

Advising is also a major component of LEAP, and is designed to assist the adult student in setting and meeting educational goals, in learning to negotiate the College environment, and in gaining control of their lives in general. This is accomplished through orientation workshops, mailings, and individualized advising.

J. Pre-professional Advising

The Health Professions Advisory Office is run by a faculty member who also serves as the Chair of the Health Professions Advisory Committee. The Chair and members of the Committee advise students who are seeking careers in the various health professions. One of the major responsibilities of the Office is to prepare letters of recommendation for these professional schools. This task involves working with student transcripts, interviewing students and presenting a total picture of the students to the professional schools. The Chair also assists students in applying for scholarships, including the University's Salk Scholarships. These highly sought after awards are given to students who have done a substantial research project and have been accepted into medical school. Of the eight monied awards given University-wide in spring 1995, two were Queens College students. The Pre-Law Office is also run by a faculty member who offers advising and information on when students should take the LSAT, how to prepare for the test, selection of an academic major, which schools to apply to, and how to prepare the essay for admission to law school.

K. Office of Honors and Scholarships

The College, under the auspices of the Office of Honors and Scholarships, is in the initial phase of developing a general honors program in an effort to attract and retain outstanding students. The fall 1994 group of students is composed of the 23 freshman Queens College Scholars, who receive four-year scholarships based on their high school credentials, letters of recommendation, and an essay (the latter two of which are not a part of the usual admissions requirements). The Queens College Scholars Program is more than ten years old. Prior to the 1994-95 academic year, scholarship support was the only element of the program. In the spring of 1994, the incoming scholars were given special advising and the opportunity to enroll in special courses designated for scholars. During the

8 There are approximately 40 Queens College Scholars in their sophomore, junior and senior years.
course of the academic year, the freshman scholars (and in some instances the sophomore scholars) have participated in a luncheon-seminar series to help them get to know more about the College's specific honors programs and to help them with academic planning. The Office of Honors and Scholarships also assists the College's students in applying for major national fellowships and scholarships and assists the Committee on Honors and Awards in identifying students for College-wide graduation honors.

Current plans for 1995-96 include a one-credit seminar for freshman scholars; the theme will be contemporary issues and will draw on the College's outstanding faculty. In addition, special sections of LASAR courses will be designated for Queens College Scholars; freshmen, sophomores, and possibly juniors will have the opportunity to enroll. The number of entering scholars is being expanded in fall 1995, with the expectation that 25 or more students will be awarded the opportunity to participate in the Queens College Scholars Program. As courses and program elements are developed for the Queens College Scholars, the plan is to expand the honors program to other students who are identified as academically outstanding during the course of their studies at the College and to admit outstanding transfer students.

I. Analysis and Recommendations

It is evident that the College offers a wide array of advisement services to students. Many faculty members show a strong desire and willingness to assist their students. However, there is still a lack of coordination of advising services and insufficient support of departmental advising. For academic advising to have any solid and sustained value, departments need to set up specific timetables, designate faculty to handle advising, and publicize the availability of advising to students. New faculty orientation sessions should include information and training for advising duties. Another issue which needs to be addressed is the widespread perception that advising, unlike teaching or research, is not rewarded in any significant manner. Solutions should be sought to remedy this persistent obstacle to greater faculty involvement in student advising. Therefore,

RECOMMENDATION: The College should forge ahead on the first recommendation of the 1995-1999 Planning Committee to "improve the advisement of students," and should begin implementation of the specific means suggested in the report. <10-5>

RECOMMENDATION: The College should seek greater institutional recognition for the faculty role in student advising, and should build recognition of advising responsibilities more directly into the faculty reward system. <10-6>
VI. International Students

The November 23, 1994, issue of The Chronicle of Higher Education reported that the United States had enrolled a record 449,750 foreign students in 1993-94. That year Queens College had 900 international students and ranked 13th in undergraduate/master's institutions in foreign student enrollment. The 1994-95 figure is approximately 1,000 international students representing 73 countries with most coming from China, Taiwan, Korea, Hong Kong, and Israel.

The International Student Services Office was established in 1987. At that time it was staffed with three professional level employees (director, associate director, foreign student advisor) and one secretary. Subsequent staff losses and a hiring freeze have left the Office staffed by one full-time director and one full-time secretary. As of November, 8000 student contacts had been made in 1994 with staff. Clearly this office is understaffed and unable to meet all of the needs of international students.

The International Student Affairs Committee is a standing committee of the Academic Senate dealing with the problems and concerns of international students. It is composed of four elected faculty, four elected students and three ex-officio members representing the Office of the Registrar, the International Student Services Office, and the English as a Second Language Program. In the past four years, this Committee dealt with a number of important issues, such as timing of academic dismissal, the time that international transfer students have to pass the CUNY assessment test in writing, and development of a mentoring program. The International Mentoring Program was established by the International Student Affairs Committee in fall 1994. It has been lauded as an innovative program by Acting President Curtis and described in the Quad (the College's student newspaper) as a marked success. The initial group consisted of 15 mentors (faculty and administrator volunteers) and 17 mentees. Results of questionnaires to mentors and mentees indicate that the overwhelming majority of participants felt extremely positive about the program and wished it continued. With the help of the International Student Services Office, this program will be expanded to include international student peer advisors.

Eight individual interviews and one group interview were conducted with international students by the Task Force on Students. Out of these discussions, the following problems emerged: students have difficulty learning English and developing friendships; they need better orientation to the use of facilities on campus (e.g., the Library); and they need more opportunities to learn about the resources that are available to international students.

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International students are those on foreign (J1) visas. Foreign-born students who are permanent US residents or citizens are not included in this designation.
Suggestions for improvement included: institution of a follow-up "orientation" meeting during the second semester; a library tour designed specifically for international students; a tour of campus buildings and facilities; better publicity for existing services and programs such as the International Student Mentoring Program, the International Student Affairs Committee and the Writing Skills Workshop. A fully-staffed International Student Services Office would allow the director to concentrate on program development for international students while other staff could provide advisement and process legal paperwork. English language skills remain the greatest barrier to academic success for many international students. Expanded course availability in the College English as a Second Language curriculum and services in the Writing Skills Workshop would be extremely valuable for these students.

There are over 30 registered clubs on campus that cater primarily to students of certain ethnicities. These serve both students on foreign visas and permanent residents. Some examples include the Caribbean Student Association, Ikaros Greek Orthodox Club, and the Pakistan Club.

VII. Students With Disabilities

The Office of Special Services serves students with disabilities, providing them with support, counseling, and advising on personal, vocational, and academic levels. A decade ago, the Office of Special Services (then known as SEEDS--Services to Enrich the Education of Disabled Students) served approximately 150 students with disabilities. Most had physical disabilities; students with learning disabilities were typically referred to other resources since SEEDS lacked the staff and expertise to accommodate them properly. Under Section 504 of the 1973 Rehabilitation Act, the College was required to provide equal access and opportunity for students with disabilities to all programs and facilities offered by the College. The College has made some progress towards this end, including initiating projects that make the campus more architecturally accessible to students with disabilities. The College also supported the creation of a Homebound Program for students whose disabilities prevent them from attending on-campus classes and activities. The enactment of the Americans with Disabilities Act of 1990 extended Section 504's mandate of equal access and opportunity to previously unprotected and underserved individuals with disabilities.

Currently there are 380 students registered with the Office of Special Services who have a range of disabilities. The largest growing subpopulation is those with significant deficits in learning. In the 1994-1995 fiscal year, the Office of Special Services acquired grant funding to hire a Learning Disabilities Specialist who is qualified to administer and interpret on-site diagnostic cognitive assessments. To serve students with learning difficulties, individualized tutoring sessions are set up; on-going academic monitoring is performed and workshops ranging in topic from study strategies to stress-reducing techniques are offered. There are plans to enhance faculty awareness of hidden disabilities so that professors will be better equipped to accommodate and refer such students. In order
to achieve this, there will be departmental orientations that address specific issues, which will supplement the session on students with disabilities which has already been incorporated into the new faculty orientation program.

The physical access to the campus for people with disabilities has been improved through the construction and renovation of campus buildings (i.e., the New Science Building, Rosenthal Library, Klapper Hall, and the Music Building). Only two campus buildings ("G" and "J" Buildings) are presently inaccessible to people with disabilities. In addition, as a response to the ADA's more stringent requirements for programmatic access, the College has made significant progress in ensuring that all programs and curricula are accessible to students with disabilities.

The Homebound Program continues to grow. The number of applicants has risen by 90% over the last 10 years. The program has been unable fully to meet this growing demand because of the limited number of classrooms equipped with homebound technology and the inability of the College to continue to devote a full-time line to fund the coordination of the program. Technology continues to hinder the program's ability to simulate the classroom environment as effectively as desired; however, the two-way speaker systems have definitely improved. The Homebound coordinators are working on promoting a social network for homebound students so that they can feel a part of the mainstream as much as possible. A dialogue with LEAP has taken place so that vocational interests of homebound students can be provided for and realistic goals set and met. Homebound students are currently discouraged from taking courses that require much visual input as resources are limited. However, it is a long term goal of the program for all students to have equal access and opportunity to all aspects of campus life, academic and social as well. Limited resources also curtail the availability of services such as tutoring, diagnostic assessments, and in-person counseling for homebound students.

The quality of services provided to students with disabilities needs to be monitored on a continual basis. The almost 100% turnover in the staff of the Office of Special Services in recent years may account for the lack of monitoring of the quality of services, but specific guidelines and techniques need to be implemented in order to facilitate the ongoing collection of data.

The Office of Special Services has a cooperative relationship with the Committee for Disabled Students, a student-run organization that fosters the independence and social well-being of students with disabilities. It prepares and encourages students to be in the mainstream of both campus and community. One primary enhancer of this goal is Sensitivity Day, a day where able-bodied people (students, staff, and faculty) assume a pseudo-disability for the day. This is a very effective way of teaching sensitivity. However, this event is held only once every two years and more has to be done to promote sensitivity and awareness among the campus community. The Committee assists the Office of Special Services in the provision of support services by providing funding from student funds to underwrite the costs of tutorial services for students with disabilities.
The Office of Special Services is also striving to develop cooperative relationships with the various departments of the College. Currently the Office has a working relationship with the Testing Center, the Career Development Center, the Office of Counseling and Advisement Center, and the Human Resources Office. More communication needs to take place with academic departments, which most directly affect the quality of students' collegiate experience.

VIII. Student Governance

There are five student governments on campus, each serving a specific constituency: Day, Evening, SEEK, Graduate and ACE. These Governments/Associations operate under constitutions adopted by the respective governments and are represented in the Academic Senate of the College. Under existing procedures, all student senators are elected in direct general elections, but student government officers are elected by diverse procedures. For the Day Student Association (SA), the President and Vice President are elected through direct elections. For SEEK Student Association, the top four vote-getters in the direct elections for SEEK senators become, in order, the President, Vice-President, Treasurer, and Secretary of the SEEK Student Association. In the Graduate Student Association (GSA), students elect delegates to the Graduate Student Congress (GSC). Members of the GSC represent academic discipline-based graduate clubs with the number of seats per club weighted according to a formula. The GSC in turn elects the President, Vice President, Secretary, and Treasurer of GSA. In the Evening Student Association (ESA), students vote to elect a 9-member assembly, which in turn elects its President, Vice President, Treasurer, and Chairperson. In the ACE Student Association, the President, Vice President, Treasurer, and four other members of the Executive Board are elected by ACE students present at a general membership meeting from a list prepared by a nominating committee.

The constitutions (and therefore the structure of student governance) have remained largely unchanged in the past decade, despite other transformations on campus. One indicator of the relative effectiveness of these structures might be found in the percent of eligible students voting in student elections over the past five years. Of those eligible in a given category, the percent voting has been consistent within categories, but low:

For SA - between 19.7% and 24.7%
For SEEK - between 16% and 24.0%
For ESA - between 5.3% and 10.4%
For ACE - between 5.0% and 8.6%
For GSA - between 2.6% and 4.1%.

The 1985 Self Study was critical of the lack of diversity of representation, especially in SA. Since then, there has been dramatic progress, with two of the last three presidents of SA being African-American women, and the current vice president a Latino student. Overall, a visible, concrete, and successful effort was made by the Day Student Association to attract a broad ethnic/racial spectrum of students to its ranks. On the other hand, there is
scant chance for an effective opposition to compete successfully with the political organization, United People (UP), in power. In the last ten years, only twice did an opposition candidate for president get more than 20% of the vote, and only once was the election close. In the last elections, there was no opposition at all. Still, the process remains open and the Day Student Association has successfully addressed the problems identified by the last self study, becoming a more inclusive and effective organization.

The issue of participation and inclusiveness can also be assessed by reviewing the number of individuals who shared the top two positions (President/Vice President) in the five governments over the past ten years. Between 1985 and 1994, there were 20 students who held the SA presidency and vice presidency, i.e., no student held office more than once. In SEEK, there were 18 students over the same time frame; ACE and ESA each had 14 students; and in GSA, only five students held the two positions over the ten year time span. ACE has a two consecutive-term limit for the President. ESA and GSA have no term limits. In GSA, the same individual has been president for nine out of the past ten years; the other year he was vice-president. Not surprisingly, there is a correlation between top leadership turnover, the method of electing leaders, and interest in voting.

Clearly, some of the constitutions of student organizations are anachronistic and in dire need of revision. The GSA constitution establishes a cumbersome system in which students are effectively removed from the selection of the top leadership. It is not surprising that leadership is self-perpetuating and participation minimal. The ESA constitution, although less cumbersome, is also anachronistic and entails indirect elections. Although ACE has direct elections, the composition of the student body (largely working students) reduces for most students the opportunities to participate in elections.

Another issue that may require attention concerns the relationship between academic performance and substantial involvement in top student government positions. The Day and ACE Student Associations' constitutions require "good standing" or a 2.5 index, respectively, for participation in student government. This in itself may not be enough when one notes, for instance, that although Day Student presidents are elected in their senior year, four of the last nine (not including the current one) have yet to graduate.

**RECOMMENDATION:** Student governments should undertake a thorough review of their constitutions and academic eligibility standards.  
<10-7>

**RECOMMENDATION:** The governments representing evening, graduate and ACE students should revise their constitutions to provide for direct elections of president and vice president and for term limits for officers.  
<10-8>

**IX. Student Activities / Student Life**

Since the last self study, the number of students attending Queens College has
increased from approximately 15,800 to nearly 18,000, reversing the previous trend of declining enrollments. During the same period, the number of student clubs and organizations has continued to decrease. There are 108 registered clubs and organizations in 1995 as opposed to 150 in 1985. Of these 108 entities, 43 are academic clubs, 37 ethnic/religious clubs, and the remaining 32 social, political and general organizations. Although reliable statistics are not available, conventional wisdom among student activities professionals is that the decline in the number of organizations and their activities may be related to the growth in work schedules for most if not all of the College's students.

There are some noteworthy changes since the last self study:

- In 1985 there were four weekly student newspapers: two general (Newsheal, Phoenix) and two ethnic (Spectrum, Ha-Oi). None of the four is any longer in existence, nor are some others published briefly since then. In their place there is one general weekly (The Quad) and one multicultural, inter-ethnic monthly (Queens World) published by students in the Journalism program.

- There have been sustained efforts by the College administration and the student associations to stress multicultural events and endeavors. Students participate in the President's Advisory Committee on Multiculturalism. They have also originated many activities and committees on their own.

- The previous funding entity, the Student Activities Corporation (SAC) was replaced in 1992 by two boards, the Student Union, which allocates funds generated by student fees, and the Auxiliary Enterprise Association, which manages and allocates funds generated by the Bookstore, Cafeteria, and the Game Room. This brings the Queens College structure in line with other units of the City University. The new boards, unlike SAC, no longer have a student majority. SAC administrative functions have been contracted out to the Student Union, and thus the administrative overhead has been reduced.

- The Student Union, under new management, has achieved some of the most significant changes in the past decade. By contracting out the food services, a perennial deficit of some $30,000 each year was replaced with $40,000 in revenue. Major, long-delayed renovations in the physical plant have been undertaken, improving the environment for student activities, as well as the revenue-generating capacity of the building. Finally, as a result of the combined efforts of the student associations and of the administrations of the Student Union and the College, the heavy financial burden of bond-repayment will be taken over by the State, thus freeing more funds for plant improvement and student life.

- The Student Activities Office has continued to provide guidance and information on issues ranging from the establishment of new clubs to the rules governing student activities and events, and has become an integral part of every aspect of student
activities on campus.

The Student Activities Office, the Office of the Dean of Students and the Student Union prepare and regularly update informational materials to assist student organizations in their activities and generally to promote an active student life. They have conducted a series of Leadership Development weekends and workshops with student government and club officers to provide them with a better understanding of their role in college life.

Despite some unsettled periods (including disturbances after tuition increases, changes in funding structures, and the impact of budgetary restraints), the student activities record at Queen's College has been mainly positive. The Day Student Association has successfully addressed the criticism of the last self-study. Generally there has been a cooperative, productive student-administration relationship. The administration and the student leadership have collaborated on a number of important projects, one of which resulted in the creation of a student-run profit-making corporation—BALA Enterprises; another led to the publication of the second student paper, Queens World. Finally, this past year, SA, in conjunction with various ethnic/religious clubs, organized a very successful Multicultural Festival that stressed the diversity of cultures and inter-group harmony. Such positive endeavors should be commended and encouraged.

X. Athletics and Recreation Programs

The instructional program in physical activity and wellness is conducted by the Department of Health and Physical Education and the athletic programs are conducted by the Athletic Office through the Vice President for Student Services and Programs. Both share the same facilities. Intramural competitive sport activities in five different sports are scheduled for men's, women's, and co-ed teams. Approximately 700 students participate annually. Recreational activities are either scheduled or available on a "drop-in" basis. Approximately 265 persons participate on a daily basis. Annual events, as the Turkey Run and the Biathlon, are also conducted. The gymnastium and other physical activity facilities are open and supervised seven days and several evenings a week for the College community. A Community Recreation Program, for which fees are charged, includes a variety of classes as well as use of the facilities at specified hours. The recreation programs have enjoyed a steady growth as efforts have been made to increase the number of activities and to maximize the use of available facility space. At the present time, the facility usage by the Department of Health and Physical Education and the Athletic Programs is at maximum.

All varsity intercollegiate athletic teams compete in NCAA Division II. The intercollegiate athletic program is committed to the academic success of the athletes and provides them with academic advising and tracks their academic progress. The graduation rate of the athletes as a group exceeds that of the general college population.
A unique feature of the administration of the athletic programs is the existence of the Committee on Athletic Policies and the Sports Allocation Board whose functions are to monitor, consult, advise, and recommend changes where necessary on matters related to intercollegiate athletics. Both entities include students, administrators, and faculty. This arrangement, whereby students take part in the governance of the programs and have input into the utilization of student fees, is a long-standing tradition at the College.

As institutional support has decreased continually, fund raising efforts have increased, by necessity. At the present time, approximately 70 per cent of financial support for the athletic programs comes from programmatic revenue generated by the Sports Academy (Summer Sports Camp), the continuing education programs for children and adults, community recreation programs, rentals, concessions, tournaments, and gate receipts. The remaining funding comes from student fees, tax-levy funds, and miscellaneous sources.

XI. Survey of Student Perceptions on Services

As noted in CHAPTER NINE: PHYSICAL RESOURCES, the Task Force on Students undertook a survey of undergraduate students in spring 1995 to determine some general information and to sample perceptions about student services and facilities. From 11 classes across all divisions of the College and at different levels, 549 responses were obtained. Over 80% of the respondents were full time students. Over half had accumulated 60 or more credits. Two thirds of respondents said Queens College was their first choice; only ten percent said it was a third or fourth choice. The top three responses on their reasons for coming to Queens were low cost (70%), live close by (59%) and academic program quality (48%). Students responding work an average of 20.2 hours per week.

In terms of service provided by campus offices, students reported yes to "courteous" and yes to "knowledgeable" as follows:

<table>
<thead>
<tr>
<th>Service</th>
<th>% Yes, Courteous</th>
<th>% Yes, Knowledgeable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Center</td>
<td>90</td>
<td>87</td>
</tr>
<tr>
<td>My department office</td>
<td>82</td>
<td>83</td>
</tr>
<tr>
<td>Registrar</td>
<td>78</td>
<td>83</td>
</tr>
<tr>
<td>Admissions</td>
<td>78</td>
<td>83</td>
</tr>
<tr>
<td>Health Services</td>
<td>73</td>
<td>69</td>
</tr>
<tr>
<td>Student Union</td>
<td>72</td>
<td>71</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>71</td>
<td>74</td>
</tr>
<tr>
<td>Bursar</td>
<td>65</td>
<td>74</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>53</td>
<td>72</td>
</tr>
</tbody>
</table>

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10 The survey itself, the data obtained from the 549 respondents and a summary report prepared by Professor Dean Savage, Department of Sociology may be found appended to the Report of the Task Force on Students.
Clearly there is room for improvement for some of the major student services offices on campus. The low rates of "courteous" for Financial Aid and the Bursar, particularly when compared to the ratings for "knowledgeable," are cause for concern.

Students expressed very high levels of satisfaction with the College Bulletin, the registration guide and departmental literature. Satisfaction with the Freshman and Transfer Student Handbooks was much more mixed, with 34-53% of students answering "did not read." On use of campus services, the percent using frequently or using some are: Library (94%), Registrar (91%), Financial Aid (60%), Academic Advising (49%), Student Life/Activities (42%), Career Development (35%), Personal Counseling (24%), and Special Services (17%). Service offices with the highest percent of students answering "unaware of service" include Special Services (27%), Personal Counseling (14%), Career Development (13%), and Student Life/Activities (11%).

Eighty-eight percent said they know the courses necessary for graduation. However, the results show that substantial numbers of students desire further advising in selecting courses (63% need a lot or some), for career guidance by faculty (58%), for fulfilling LASAR (51%), in selecting a major (46%), and for transferring credit (43%). In terms of participation in campus activities, the data show low levels in the following areas: voted in last student government election (28%), high or medium involvement in student life/activity (25%), and officer or member of committee or organization (18%).

The data indicate reasons to be proud of many aspects of student services and reasons to seek to improve service. The complete results of the survey are being made available to each of the student service offices involved and to the Office of Institutional Research so that appropriate follow-up activities may be planned. The format of the data will allow offices to do additional subset analysis to learn more about the perceptions of specific groups of students.

XII. Summary List of Recommendations on Students

RECOMMENDATION: The College should continue the development of information systems and methods of access to information in the student data base to improve advising and information services to students. <10-1>

RECOMMENDATION: The College should adopt a comprehensive enrollment management strategy and should expand its capabilities to collect and analyze information on the characteristics of accepted and enrolled students. <10-2>

RECOMMENDATION: The College should prepare for increases in the number of students for whom English is a second language. <10-3>
RECOMMENDATION: The Retention Coordinator and the Office of Institutional Research should undertake a study of the reasons students cite for "stopping out" or dropping out of the College in preparation for a concerted effort by all campus constituencies toward improving the College's retention and graduation rates. <10-4>

RECOMMENDATION: The College should forge ahead on the first recommendation of the 1995-1999 Planning Committee to "improve the advisement of students," and should begin implementation of the specific means suggested in the report. <10-5>

RECOMMENDATION: The College should seek greater institutional recognition for the faculty role in student advising, and should build recognition of advising responsibilities more directly into the faculty reward system. <10-6>

RECOMMENDATION: Student governments should undertake a thorough review of their constitutions and academic eligibility standards. <10-7>

RECOMMENDATION: The governments representing evening, graduate and ACE students should revise their constitutions to provide for direct elections of president and vice president and for term limits for officers. <10-8>