Priority 1: Strengthen first-year academic supports geared toward transfer student needs – including career conversations in those supports

Link to Strategic Plan: Goal 1: To Facilitate Student Success; Initiative 1: Support transfer student transition to QC

Accomplishments:

• Completed our formal engagement with the OASIS network, focused on access and success of under-represented students and developing and strengthening initiatives to support student success. QC is engaged in ongoing research and development related to minority representation and success in STEM fields and reorganizing and strengthening career development.
• Developed data analyses and visualizations about transfer performance to enable the college to better monitor progress of transfers and inform ongoing discussions about initiatives to better support transfer students.
• Offered scholarships and academic support to 76 highly motivated transfer students through our Transfer Honors Program at varying financial levels based on their GPA.

Looking forward:

• Through a partnership with Bottom Line, QC will provide financial and academic support to a cohort of 40 transfer students for three years as part of a comprehensive student success program.
• Modeled on existing programs (Cross Campus Teacher Education Collaboration at Queensborough Community College and the Jump Start Program at LaGuardia Community College), we are in the process of creating a program that connects community college students to QC upon entry to the community college:
  o Joint Admissions
  o Create/Re-design 3 courses similar to Macaulay Honors College Seminars to enable the entire group of students from all institutions to meet together on a regular basis
  o Host programming for CC students at QC
• Reconfigure College Option to provide transition support for transfers
• We anticipate increasing the number of transfer students receiving Transfer Honors scholarships and academic support to 85 students due to the admittance of a larger cohort this fall.

Priority 2: Conduct analyses of graduate program offerings; identify areas for improvement

Link to Strategic Plan: Goal 1: To Facilitate Student Success; Initiative 2: Improve the graduate student experience, with an emphasis on master’s students

Accomplishments:

• Conducted a comprehensive review of QC’s graduate programs to assess each program on three broad dimensions – quality, demand, and mission – based on a broad set of quantitative indicators as well as qualitative information provided by program directors. Faculty teams
assessed each program or program cluster using a rubric designed for this purpose. An executive committee comprised of faculty and administrators guided the process and prepared a summary report, including recommendations from the faculty review teams, which has been reviewed by senior leadership and is currently undergoing review by faculty. Ongoing discussions are helping to identify action items to undertake in the coming year and beyond.

- The Education Unit completed the registration of an online certificate, developed partnerships with NYC DOE to enhance recruitment into education graduate programs
- QC opened a graduate student lounge (Razran Hall) to provide a space for study groups and socialization to increase a sense of community among graduate students in the Division of Mathematics and Natural Sciences.

Looking forward:

- Work with QC marketing and admissions teams to implement recommendations to promote QC graduate programs and enhance recruitment
- Consult campus leaders on the creation of a Graduate Council to lead and manage efforts to grow graduate enrollment and implement recommendations from the assessment project

Priority 3: Increase support for faculty in their research and creative pursuits

Link to Strategic Plan: Goal 2: To Support Faculty and Staff Excellence; Initiative 4: Foster Faculty Scholarship in Research, Teaching, and Service

Accomplishments:

- The college conducted a survey to assess the professional development and mentorship needs of all faculty including support for their research.
- Recommendations informed the following activities this year:
  - One-day Retreat for untenured professorial faculty and non-CCE lecturers.
  - Development of a faculty fellows program expected to launch in 2017-8.
  - President and Provost provided funding for research enhancement ($100,000) to support faculty research, particularly for research expected to lead to external grant funding.

Looking Forward:

- Recommendations for the training of academic chairs included holding a session each year for new chairs who are the foundation of our efforts to mentor and support faculty. It also included the proposal to have the CCAS (Council of Colleges of Arts and Science) or similar organization come to campus to do a training to which all chairs would be invited. Possible topics would be mentoring, fostering diversity, etc. Consider sending a few chairs each year to leadership development activities (e.g. [http://www.sr.ithaka.org/landing/leading-innovation-department-chairs/?cid=eml_sr_leadership_02_2017](http://www.sr.ithaka.org/landing/leading-innovation-department-chairs/?cid=eml_sr_leadership_02_2017))
- A newly convened adjunct faculty committee will assess the implementation of recommendations focused on adjunct faculty and generate new recommendations.
- President and Provost have secured an increase in funding for research enhancement ($200,000) for the 2017-2018 academic year to support faculty research, particularly for research expected to lead to external grant funding.
- President and Development Office have started conversation with prospects regarding a “Science Fund” to provide start-up, salary above-base and research funds to STEM faculty.
Priority 4: Identify professional development opportunities for staff in every division and service unit, and develop and implement a plan to engage staff in these opportunities

Link to Strategic Plan: Goal 2: Supporting Faculty and Staff Excellence; Initiative 5: Support Professional Development of Staff

Accomplishments:

- OHR has designed a survey that will be given to staff to better understand their needs for professional development.
- OHR has administered a survey to staff to determine areas of interest and need for professional development.
- Acquired license for Lynda.com – offering a vast array of on-demand training videos on a broad array of topics including use of software; QC has more than 1,700 users who have together viewed more than 62,000 videos on topics ranging from training on Google Analytics, Adobe forms, Web Development, Microsoft applications, Writing, Data Visualization, Photography, Instructional Technology and much more.
- Senior Leadership has encouraged supervisors to include training goals and plans in annual evaluations

Looking Forward:

- Funding was requested and obtained to allow Professional and Continuing Studies to conduct a series of workshops for all staff as well as performance management training for managers and supervisors to better support and mentor their staff. These will run in 2017-18

Priority 5: Strengthen and coordinate data collection and dissemination practice on campus – especially to support departments undergoing assessment (e.g., self-study, program assessment)

Link to Strategic Plan: Goal 2: Supporting Faculty and Staff Excellence; Initiative 6: Strengthen Planning and Assessment Practice

Accomplishments:

- Created the Office of Institutional Effectiveness
  - HIred a director to develop and oversee institutional research, accreditation and assessment (assessment of program and institutional learning outcomes, general education assessment, and assessment of administrative units); repositioned existing staff to support the unit’s mission
  - Developed data infrastructure and staff skills to create a multitude of data dashboards and data presentations to support assessment of strategic objectives and program improvement, including student profiles, course performance, faculty scholarship and teaching, and retention and graduation data
  - Provided individualized training to faculty and staff to access, understand and utilize data dashboards (ongoing)
  - Developed and delivered workshop on student learning to 20 faculty members
  - Improved the quality of faculty workload data; streamlined the collection of workload and scholarship data
Looking forward:

- Roll out of newly created assessment website with relevant information and resources for faculty and staff
- Develop institutional learning outcomes and implement a plan to assess them
- Acquire appropriate Tableau licenses to facilitate distribution of Data Dashboards.

**Priority 6: Strengthen recruitment of African American and other groups underrepresented racially/ethnically among undergraduate and graduate students when compared to the borough demographics.**

Current African American student population in Queens College: 9.6%
Current African American Population in Queens: 20.6%

Link to Strategic Plan: Goal 3: Weaving Campus, Community and Global Connections; Initiative 7: Nurture Campus Diversity

Accomplishments:

- **Recruitment**: Established relationships with high schools in Queens and Long Island with large proportion of African-American students for targeted recruitment efforts.
- Mellon Grant-funded **conference** on “Creating Diverse and Inclusive Communities”, addressed the experiences and academic performance of under-represented minority students both at CUNY and more broadly (http://mellondiversity.qc.cuny.edu/)
- Launched **NYC Men Teach Initiative** (Mayor’s Office in conjunction with New York City Department of Education, City University of New York, Center for Economic Opportunity, and Teach for America) to recruit Black, Latino and Asian men into the teaching pipeline (http://www2.cuny.edu/academics/academic-programs/teacher-education-programs/nyc-men-teach/)
- Revamped **Black History Month and spring semester programming** in an effort to better engage under-represented students and community members; upgraded annual events in memory of Martin Luther King, Jr. event and formed **MLK programming** steering committee to attract and engage members of the African American community in QC events; the ongoing **Queens College Footsteps Project** includes an annual civil rights journey led by Rabbi Shur, which connects students to the work of Dr. King and QC’s civil rights history.
- The New York Foundling organization partnered with Queens College to provide on-campus housing and support to 40 CUNY students who are in the foster care system.
- **Center for Ethnic, Racial and Religious Understanding** sampling of programs:
  - Annual Innovation Exchange focused on the “Black Lives Matter” movement was a standing-room-only event with approximately 150 participants who heard from a panel that included a retired police officer, an educator, and members of the New York Chapter of the movement.
  - Two trainings (“Understanding the Importance of the Individual in Social Justice and Racial Equity Actions”) led by a Civil Rights Activist and Organizational Development Specialist served approximately 100 participants.
- QC launched a 5-year grant-funded program, the Teacher Opportunity Corps. (TOC), to support a partnership between QC and the NYC DOE ($1,619,712) Queens South Field Support Center to recruit, educate, mentor, and provide clinically-rich residencies in high needs NYCDOE schools to a diverse group of 50 future educators.
Looking forward:

- The Teacher Opportunity Corps will enter its execution phase which will include: Hiring a supervisor (PT), delivering program orientation; assigning students to internships and field placements, ongoing program recruitment.
- Establish partnership with Rochdale Early Advantage Charter School (REACS) in Jamaica, Queens, NY; Grades K-5
- Recruit graduating students from York College to QC master’s programs
- Ensure that scheduling and transportation facilitate the participation of diverse groups in QC’s open house programs
- Increase awareness about QC’s Civil Rights history, the Louis Armstrong Museum, and the college’s connections with notable African-Americans

**Priority 7: Ensure new faculty hires reflect diversity of our students**

Link to Strategic Plan: 3: Weaving Campus, Community and Global Connections; Initiative 7: Nurture Campus Diversity

Accomplishments:

- Provided consistent communication to departments regarding the college’s commitment to diversify faculty, along with faculty diversity data. Although budgetary constraints limit the number of new faculty hires overall, guidance and support equips departments to more effectively recruit minority candidates.
- President’s Cabinet went from 100% White to 40% people of color in two years.
- Enclosed: Trends in the Racial/Ethnic Composition of the New Full-time Faculty Hires 2006-2015 bar graph

**Priority 8: Improve seamlessness and quality interactions across key student services at the beginning of each semester/peak usage times**

Link to Strategic Plan: Goal 4: Strengthening Operational Capacity and Infrastructure; Initiative 10: Re-engineer Business Processes to Better Meet Student Needs

Accomplishments:

- Career Exploration for all incoming students for both freshmen and transfers
  - Collaboration of Career services and First Year Initiative (FYI) to assist freshmen with choice of major and career exploration, prioritizing experiential learning and internships.
  - Provost and General Education Advisory Committee (GEAC) shaping a proposal for first year seminar for freshmen and transfers as part of the College Option which includes a career exploration piece.
- Completed Freshman Roadmaps (Degree Maps) for all undergraduate majors

Looking forward:

- Expand the First Year Initiative (formerly Freshman Year Initiative) to transfer students
  - Create learning communities for one or two semesters
- Develop “Transfer Roadmaps” similar to the Freshman Road Maps.
- Provide customer service training for “front desk” personnel in preparation for servicing students and other stakeholders during peak usage times, in particular.
• Coordinate policies and services among key service offices (e.g., one-stop, advisement, and honors and support programs).

Priority 9: Update Existing Communication tools, including QC’s Website

Link to Strategic Plan: Goal 4: To strengthen operational capacity and infrastructure; Initiative 11: Promote the impact and visibility of QC

Accomplishments:

• Improved marketing of QC’s programs, and faculty, staff and alumni successes
  o Increased our use of social media to showcase our faculty experts.
  o Implemented a new in-house coverage search protocol using free existing online tools and our internal LEXIS-NEXIS/library database.
  o Ongoing: Provide a daily coverage report on the college drawn from national daily print and broadcast media outlets and blogs. Enhanced College-wide communication through the strategic distribution of electronic newsletters including Saludos, Q-View, the HR Resource Newsletter and our campus notifications system
• Developed and launched a new online calendar, merging separate existing campus calendars into one comprehensive listing (https://qc.cuny.edu/calendar)
• Conducted an analysis of the QC website resulting in concrete recommendations design, navigation, and content enhancements
• Launched a new website for prospective students
• Unified the administrative management of student communications for Hobsons Retain and Hobson Connect under a single office within the Enrollment and Student Retention Division; and consolidated responsibilities for campus-wide internal and external communications under the Office of Communications and Marketing
• Enhanced QC’s Snow Emergency Plan: Created a coordinated response team and workflow to manage communications on social media and website regarding weather and other emergencies.
DATA APPENDIX

Priority 6: Strengthen recruitment of African American and other groups underrepresented racially/ethnically among undergraduate and graduate students when compared to the borough demographics.

<table>
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<th>% URM</th>
<th>% Hispanic</th>
<th>% Black</th>
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<td>39.2</td>
<td>29.2</td>
<td>9.6</td>
</tr>
</tbody>
</table>

Note: All figures above exclude Non-resident aliens from the base; “% Minority” includes Asian students in the numerator (along with Black, Hispanic and Native American students), while “% URM” excludes Asian students from the numerator.

Priority 7: Ensure new faculty hires reflect diversity of our students

Percentage of Full-time Faculty from Under-represented groups (non-White), excluding Non-resident Aliens