



**QUEENS COLLEGE  
STRATEGIC PLAN FOR INTERNATIONALIZATION**

2014-2016 American Council on Education Internationalization Lab

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Presented to

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## FORWARD AND EXECUTIVE SUMMARY

We live in a global society that requires connectivity beyond the boundaries of our city, state, and country. While we seek to expand our international presence and interactions, this Strategic Plan for Internationalization builds on our already strong international connections. The larger goal, fully articulated in the College's 2015-2020 Strategic Plan, is to increase international exposure and experiences for students, staff, and faculty by expanding opportunities abroad, as well as bringing international students, academic professionals, and scholars to our campus.

The **Goals** of the Strategic Plan for Internationalization are discussed in Section 2 and summarized below. The first four are from the College's 2015-2020 Strategic Plan.

Increase by 10% a year for four years, the number of:

- a. students having an international experience (from 150 to 210).
- b. international students, i.e. students on F1 visas, on our campus (from 600 to 840).
- c. international scholars, i.e. scholars on J1 visas, on campus (from 100 to 140).
- d. faculty and staff engaged internationally through presentations or exchanges (from 200 to 290).

Additionally:

- e. Increase the number of alumni who participate in college-sponsored opportunities for educational travel (currently about a dozen).
- f. Increase donations from this group (currently not recorded but included in Outcome 11 of the 2015-2020 Strategic Plan).
- g. Measure the degree to which individuals have a greater awareness and appreciation of their own international character and cultural diversity.

**Initiatives** discussed and recommended in Section 3 of the Strategic Plan for Internationalization are summarized below. Decisions have to be made by the president, senior leadership, faculty, and staff about where and how we can move forward.

- 3.1 Organizational
  - 3.1.1 Commit to administrative oversight of international education at the level of at least an Assistant Vice President or Dean.
  - 3.1.2 Create a fully integrated international "hub" where all offices related to International Affairs are located.
  - 3.1.3 Create an Internationalization Advisory Council.

- 3.2 Curricular
  - 3.2.1 Establish Global Learning Goals.
  - 3.2.2 Create a Global Studies Certificate and/or Minor.
  - 3.2.3 Create new courses/programs focused on Global Queens.
  - 3.2.4 Develop programs to professionalize the language skills of heritage speakers.
- 3.3 Research
  - 3.3.1 Increase resources for internationally-based research.
  - 3.3.2 Establish a central resource for information on mentoring/hosting international students and scholars (see 3.1.2 above)
- 3.4 Recruitment
  - 3.4.1 Establish a partnership with Navitas.
  - 3.4.2 Establish joint degrees with two Chinese universities.
  - 3.4.3 Recruit students from the English Language Institute.
  - 3.4.4 Develop and implement a marketing and communications strategy focused on an international audience.
- 3.5 Alumni
  - Develop outreach that is specifically linked to alumni engagement with and an interest in international affairs.

Finally, we need to **assess** the self-awareness and perceived value of international engagement. Three methods are discussed in Section 4.

- 4.1 National Survey of Student Engagement (NSSE)
- 4.2 “Success on the World Stage”
- 4.3 Intercultural Diversity Inventory (IDI)

### **Acknowledgements**

This Strategic Plan for Internationalization would not have been possible without the very hard work of the Queens College Lab Team Leaders: Helen Gaudette, Richard Maxwell, Edward Smaldone, Beatriz Peña, and Leanna Yip. These five lead the three campus committees of faculty and administration who did the hard work and made the clear choices about what our Strategic Plan for Internationalization should look like. The names of all of the committee members can be found in Appendix D. Of particular note, we recognize the hard work of Helen Gaudette, Patrick O’Connell, and Mohamed Tabrani, the three professionals who form the core of the international team on our campus. Finally, this entire project would not have been possible without the wisdom, wit, and encouragement of Barbara Hill and her team at the American Council on Education.

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## **1. INTRODUCTION**

### **1.1 Who we are**

The City University of New York (CUNY) is made up of twenty-four institutions located throughout New York City, which together teach more than a quarter of a million degree-seeking students. Within CUNY, Queens College is one of eleven “senior” colleges, that is an institution offering bachelor’s and master’s level degrees. A majority of the 612 faculty at Queens College are affiliated with doctoral programs taught at the CUNY Graduate Center.

Queens College is itself a traditional liberal arts college that also includes strong programs in the fine and performing arts and in teacher education. It is located in the Borough of Queens in Flushing, NY. Also known as “The World’s Borough,” Queens is characterized by ever-changing immigrant populations and is the most international county in the United States. Flushing in particular is home to New York City’s largest Chinatown. The 19,000 students at Queens College speak approximately 90 native languages and identify with over 150 countries. Nearly 50% are born outside of the United States, and nearly 40% are the first in their families to go to college. The top majors at Queens College are accounting, psychology, sociology, economics, and early childhood education.

In short, students at Queens College represent the world, but they tend to be focused on the practical goal of making a better life for themselves and their families.

### **1.2 Where does internationalization fit?**

As part of the ACE Internationalization Lab, the Queens College Office of Global Education Initiatives conducted a Global Learning and Engagement Survey. This was sent to several thousand alumni, staff, full- and part-time faculty, full- and part-time students. We received 640 voluntary responses, half of whom were alumni. This last fact, which we return to in Section 3.5, is itself interesting as it reveals the engagement of our alumni with the issue of globalization.

A report on the survey is found in Appendix A. The report concludes, “...students, alumni, and staff overwhelmingly agree that global learning and internationalization on the Queens College campus is vital to a wholesome higher education experience and to future employability.” While this is true, it is tempered by a degree of fiscal reality. 91% of survey respondents agreed that “Global learning is an important element of the educational process” (highest percentage), but only 59% of respondents agreed that “More resources should be devoted to promoting global student learning and engagement off campus” (lowest percentage).

Similarly, “To weave campus, community, and global connections” is one of four goals in the College’s 2015-2020 Strategic Plan (Appendix B), and the College has set a number of specific targets with regards to the number of students, faculty, and staff having international experiences. That being said, Queens College is a publically funded institution with chronically limited resources. To the degree that we have funds we can choose to spend, it is fair to say that the College is much more likely to direct its resources to, to name three, enrollment management, student advisement, or even website maintenance.

In other words, globalization is unreservedly considered a positive and necessary component of a Queens College education, but evidence of the larger world is also ubiquitous on our campus. There are many who believe that we already *are* a global community, and, rather than invest in the creation of additional resources, they ask if there are ways we can use the resources we already have more effectively.

The Strategic Plan for Internationalization has been developed against this somewhat contradictory background. While our campus and our community are global in nature, it is less clear that our community fully appreciates what that means, and we have asked ourselves, to what degree do the individuals in our community interact with and value the global character of their immediate environment?

### **1.3 How did our process work?**

In developing this plan, we considered the needs and interests of each of our major constituencies, that is, students, faculty, staff, and alumni. Separate committees of faculty and staff considered the areas of (i) Curriculum, (ii) Research, and (iii) Marketing and Recruitment, developing lists of specific innovations and suggestions for change. (Their membership is listed in Appendix D, and the final reports of the Curriculum Committee and the Marketing and Recruitment Committee are found in Appendices E and F, respectively.) In addition to using data provided by the Office of Institutional Research and by the Office of International Students and Scholars, the work of the Curriculum Committee was informed by a Global Learning and Engagement Survey (Appendix A), while the work of the Research Committee was informed by a Survey on International Research (Appendix C). Finally, the co-leaders of the ACE Internationalization Lab (Provost Elizabeth Hendrey and Dean William McClure) kept the president and senior leadership of the College apprised throughout the process. It goes without saying that we also took full advantage of the opportunities and resources provided to us by the American Council on Education in Washington DC.

## 2. GOALS

The adopted and agreed upon internationalization goals for the College are listed under Outcome 6 in the 2015-2020 Strategic Plan. As noted already, “To weave campus, community, and global connections” is one of the College’s four major goals. Under the rubric of this goal, the plan calls specifically for the expansion of the College’s “international presence and interactions.” The success of this initiative is measured by the following metrics (all from Outcome 6 of the 2015-2020 Strategic Plan):

Increase by 10% a year for four years, the number of:

- a. students having an international experience (from 150 to 210).
- b. international students, i.e. students on F1 visas, on our campus (from 600 to 840).
- c. international scholars, i.e. scholars on J1 visas, on campus (from 100 to 140).
- d. faculty and staff engaged internationally through presentations or exchanges (from 200 to 290).

Additionally, for the purposes of the Strategic Plan for Internationalization we would add the following metrics with regards to alumni:

- e. Increase the number of alumni who participate in college-sponsored opportunities for educational travel (currently about a dozen).
- f. Increase donations from this group (currently not recorded but included in Outcome 11 of the 2015-2020 Strategic Plan).

Finally, while the Strategic Plan characterizes success in terms of numbers, we are interested as well in the quality of the experiences and the degree to which members of the community are aware of their global interactions and appreciate their value. We therefore add the following final, albeit qualitative, metric.

- g. Individuals have a greater awareness and appreciation of their own international character and cultural diversity.

Initiatives to further these objectives are described in Section 3 below, while ways to measure awareness and appreciation are described in Section 4.

## 3. INITIATIVES FOR IMPLEMENTATION

Each of the initiatives for implementation described in this section has been conceptualized and considered in light of the need to meet the numerical goals described



in Section 2. In developing our initiatives, we have considered the following broad questions:

1. How can we increase interactions between members of our community and the larger world?
2. How can we assess the impact of these interactions (and by doing so determine how to improve their quality)?
3. How can we do this without a lot of additional resources?

We recognize that our initiatives are relatable to each other and most of them can be linked to more than one numerical goal. That being said, for expository purposes we have divided them into five general categories: Organizational, Curricular, Research, Recruitment, Alumni.

### **3.1 Organizational**

We recommend the following specific organizational changes be put into place. (Please note that a number of the initiatives described here have already begun. Throughout this discussion, steps towards implementation that are underway or have occurred are described in footnotes.)

#### **3.1.1 Governance**

The College should commit to administrative oversight of international education at the level of at least an Assistant Vice President or Dean. The office with this responsibility should continue to be housed under the Vice President for Academic Affairs, i.e. the Provost.<sup>1</sup>

#### **3.1.2 An international “hub”**

The College has at least three offices with oversight over particular components of international education: Study Abroad, International Students and Scholars, and Global Education Initiatives. The first of these is responsible for all facets of incoming and outgoing international study, that is, short- and long-term study abroad. The second handles visas and other legal matters for international students and scholars on our campus. The third works with faculty on a broad range of curricular initiatives and programmatic developments. These three offices have only recently been moved to a single location, an international hub, and their integration is an on-going process.

- a. These offices with responsibility for International Affairs should be an integrated whole with a single phone number and a single website address, allowing anyone

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<sup>1</sup> The College created the position of Special Assistant to the Provost for International Affairs in August of 2015; the position is currently occupied by the Dean of Arts and Humanities.

- with a question about “something international” to be directed correctly and efficiently.
- b. The division of labor among these offices should be reconsidered to reduce redundancy and to fill in missing services. The Survey on International Research revealed a great deal of confusion with regards to several issues. For example, who is in charge of visas for full-time faculty? The (unintuitive) answer is the Office of the General Counsel and Special Counsel for Labor/Management Relations. Moving forward, the first port of call should be International Affairs with further specific direction to the Office of International Students and Scholars. (The paperwork will still be filed by the Office of the General Counsel, but the ISS will serve as the liaison.) Similarly, there is no single office with responsibility for hosting short- or long-term international visitors or for providing practical advice on issues such as housing to an international visitor (the number one inquiry with respect to hosting foreign scholars). Moving forward this will all be the responsibility of Global Education Initiatives (as most international visitors are linked to a faculty member through shared research or pedagogical interests).<sup>2</sup>
  - c. As important as it is for students and faculty to learn about the new international hub, it is equally important for the College’s administrative offices to understand its role as well. In particular, the administrative staff in International Affairs should have good working relationships with and an understanding of all relevant areas of Enrollment Management, Student Affairs (including the management of the Summit, our 500-bed campus residence hall), and the various faculty committees that oversee the Curriculum.

### 3.1.3 International Advisory Council

All efforts to internationalize the campus hinge on the engagement and support of a broad membership of the campus community. We therefore encourage the creation of a standing committee to provide oversight of the implementation plan and to advise the chief international officer about policies, practices, and goals. Such a group must suit the shared governance of the College. In addition, such a Council may also include or be

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<sup>2</sup> The three offices listed above were moved to the second floor of King Hall during the summer of 2015. A successful CUNY Performance Enhancement Grant of \$177,000 is enabling renovations in that space, which will include a new International Welcome Center. Working with the Special Assistant to the Provost, the responsibilities of the three offices are being reviewed and reconsidered, and a new common website is under development. Two further organizational changes are being planned. First, it is expected that the English Language Institute will be moved under the oversight of the Special Assistant, although it will not move physically into King Hall. Second, assuming a successful outcome with the ongoing negotiations with Navitas (see Section 3.4), it is expected that Navitas will occupy offices on the second floor of King Hall as well.

supplemented by an external advisory board comprised of local corporations and foundations, political representatives, and representatives of local community groups.

## 3.2 Curricular

### 3.2.1 Global learning goals

We believe that a set of global learning goals should be proposed for possible adoption by the faculty of the College. Minimally, a set of global learning goals must be incorporated into the design of the Global Studies Certificate and/or Minor described in the next point. To begin this conversation, we propose the following:

- a. Knowledge
  - Students gain discipline specific knowledge of global issues, processes, trends, and systems.
  - Students demonstrate knowledge of their own culture as well as the culture of others.
- b. Skills
  - Students can successfully navigate cultural and linguistic differences.
  - Students are engaged in global issues, and play an active role as leaders on campus, in their communities, and beyond.
- c. Disposition
  - Students gain greater awareness of their own cultural identity and place in the world.
  - Students gain an understanding of social responsibility and what it means to serve others.

An initial task of the International Advisory Council (see 3.1.3) would be to define the global learning goals for the College, and to decide how formally they should be applied, that is they could be informal guidelines or they could be vetted and approved by the Academic Senate.<sup>3</sup>

### 3.2.2 Global Studies Certificate and/or Minor

We recommend the creation of a Global Studies Certificate and/or Minor. Under the auspices of the Office of Global Education Initiatives, this program can serve as the locus for a number of curricular innovations and efforts.

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<sup>3</sup> For example, Global Learning Competency is one of three competencies required of all students at LaGuardia Community College. Internal to the college and separate from Pathways, LGCC formally requires all majors to demonstrate instruction and assessment in three such competencies: Inquiry and Problem Solving, Global Learning, and Integrative Learning.

- a. The Global Studies minor will integrate international studies, language acquisition, and intercultural competence into the existing curriculum of a given student's degree program.
- b. A Faculty Steering Committee will be responsible for the organization, implementation, and regulation of the program. The program will therefore serve as a locus for creative curricular development as well as supporting faculty research and development in the area of Global Studies. It may also motivate faculty to adopt innovative teaching methodologies, e.g. Collaborative Online International Learning (COIL) methods.
- c. The Faculty Steering Committee should be responsible for developing a set of global learning goals for the program (see point 1 above).
- d. The creation of a Global Studies Minor is aligned with the college's goal of "[preparing] students to become leading citizens of an increasingly global society" (from the College's Mission Statement). It will also encourage and enable more students to have international experiences, including but not limited to study abroad.<sup>4</sup>

### 3.2.3 Global CUNY, Global Queens

The City University of New York is committed to developing relationships with people and institutions in other countries. It is likewise committed to developing relationships with the multitude of international communities and opportunities within the City of New York. To this end, the College should continue its efforts to develop innovative programs of study focused on our local immigrant communities, what we have been calling "Global in the Local." These programs can range from full academic degrees under the auspices of college departments (e.g. ELL, HLL, etc.) or organizations (i.e. Center for Racial and Religious Understanding (CERRU), Asian/American Center, Center for Jewish Studies, etc.) to non-credit short courses taught during the winter or summer (e.g. "The Arts in New York City," which could be taught in English or in some other language depending on the student audience). We recommend the creation or enhancement of a significant number of programs/offerings that connect our students to international communities and opportunities in New York City.<sup>5</sup>

### 3.2.4 Heritage language learners

While we often cite statistics about the number of languages spoken on our campus, we do very little to engage those speakers with their languages. Queens College is a founding member of the Institute for Language Education in a Transcultural Context (or ILETC, physically located in the CUNY Graduate Center). The Institute houses the Center for

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<sup>4</sup> The Global Studies Minor was approved in the fall of 2016, and is now available to students.

<sup>5</sup> There has been a lot of discussion in this area, but very little has actually reached fruition.

Integrated Language Communities (CILC) which is a National Language Resource Center focused on language education in the community college context, heritage learners, and the use of educational technology to foster international connections. A number of faculty at Queens College are engaged in research projects sponsored by ILETC, particular with regards to heritage language instruction in Chinese, Korean, and Spanish. This research should be encouraged and supported. Moreover, the College should consider developing formal programs designed to professionalize the language skills of our large number of heritage speakers. Models exist for programs related to management and business, computer science and technology, even the arts and education.

### 3.2.5 The multi-lingual classroom

In the context of reviewing writing requirements, the general issue of having a mix of native and non-native speakers of English in our classrooms has come to the fore. This is a topic of research for members of the faculty, but it suggests that more needs to be done to support such students, whether they be truly from abroad, i.e. on F-1 visas or from our local community, i.e. recent immigrants. With respect to teaching writing in particular, new initiatives with regards to faculty development, the Writing Center and other student support services, etc. are being considered. These efforts should be supported and encouraged.

## 3.3 Research

The Survey on International Research (Appendix C) was sent to over 300 full-time members of the faculty (roughly 50% of the faculty), over 100 of whom responded. From the results of this survey we can see that upwards of 90% of our faculty interact with the international community of scholars—principally by attending international conferences in the US and abroad. Roughly 50% of the respondents claimed to be fluent in a language other than English, and 30% have had formal graduate education abroad. As discussed in the introduction, for a large percentage of the faculty, international interactions and experiences are the norm.

Asked about hosting international scholars, supervising international graduate students, or developing international research collaborations, the vast majority of responses focus on (i) a need for more resources and (ii) a need for more practical information and support, i.e. information on visas, etc. Information on housing was identified as a particularly important issue.

While we make a general statement about resources in Section 5 below, the general results of our survey indicate that if more resources were available to support international research or collaboration, more would be done, and that no other special incentives would be needed. This support could be direct, e.g., for international travel, but it could be indirect as well, e.g., in the form of support for writing grants. It is less clear that anything can be done to increase international research collaboration if more

resources are not made available. For example, the College could direct what support does exist to emphasize international travel over domestic, but such a shift seems unlikely. We also asked specifically if the College should give special consideration to international collaboration or reputation at tenure and/or promotion. There was little evidence in our survey results to indicate that international collaboration or reputation should be given “extra” weight in considering decisions about tenure or promotion. It was noted that CUNY guidelines for promotion to Professor already refer to the existence of an “international” reputation. That is, evidence of an international reputation is already expected; it does not need to be given more weight than it already is.

The reorganization of the International Affairs offices (discussed in Section 3.1) is meant in part to address the need for more practical information and support. To reiterate, it turns out, no one is responsible for the practical welfare or even for providing information to help with the practical welfare of international scholars on our campus.<sup>6</sup> As part of the reorganization, the question of who is responsible for advising and guiding international students and scholars (or their hosts, advisors, or mentors) on the practical issues of living and studying in the United States must be answered and the answer clearly conveyed to the entire college community.

### **3.4 Recruitment**

Currently there are roughly 600 international (F1 visa) students on our campus, approximately 3% of the student body. The vast majority of these students transfer from community colleges within CUNY, and they come predominately from China (26%), Korea (18%), India (4%), followed by Canada and Brazil. 65% are enrolled in undergraduate programs, and the most popular areas of study are computer science, music, and accounting.

The initiatives described here are linked to increasing the number of international students on the Queens College campus. Currently, there are no dedicated recruitment or marketing activities aimed at attracting international students.

#### **3.4.1 Navitas**

To address the absence of dedicated marketing as well as the limited resources for support, we recommend that the College establish a partnership with Navitas (or some other appropriate organization). Navitas ([www.navitas.com](http://www.navitas.com)) is an Australian company

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<sup>6</sup> In contrast, Study Abroad looks after exchange and short-term international undergraduates. To be fair, due to financial constraints, there are limits to how well Queens College can look after any of its students, and our resources for advising and counseling, for example, are severely stretched. It is therefore not clear that international students and scholars are treated any less well than our domestic students and faculty. That being said, please refer to the discussion of Navitas in 3.4 for further information.

with locations throughout the world. They recruit and place eligible students into Navitas programs located on campuses throughout the English-speaking world. These programs are designed to introduce international students to the life and culture of, in our case, an American university. Students take a mixture of credit and non-credit courses in preparation for regular matriculation as sophomores or first-year graduate students. As part of this program, Navitas also provides a range of supplemental activities and instruction to ensure long-term student success. That is, they make it possible for an international student to come to Queens College, and they then provide a range of on-site support services and tutoring for that student during their time in the US to assure their academic success.<sup>7</sup>

In considering the proposals in points 2 and 3 below, the College must consider the kind of support that these students will require to ensure their academic success as well.

#### 4.3.2 Joint degrees

While Queens College has formal links to twenty-five universities on five continents, a majority of our agreements are focused on short-term student exchange, that is, courses offered during the winter or summer sessions. Enrollments in these short courses average about 150 students a year. Moreover, while the number of Queens College students traveling abroad or the number of international students studying on our campus for at least a semester is increasing, the overall number is still quite small (less than 25 a year). The most active of the longer study abroad programs are with universities in East Asia—China, Japan, and Korea. Of these three, Chinese universities have been the most aggressive about pursuing formal joint degrees with Queens College, so-called 2+2 or 3+2 programs. In such programs, Chinese students spend a portion of their academic careers on their Chinese campus and a portion on the Queens College campus. In a 2+2, they graduate with both an American and a Chinese undergraduate degree. In a 3+2, they graduate with a Chinese undergraduate degree and an American master's degree.

We recommend that the College develop at least two joint degrees with Chinese universities. If successful, the models developed should be used to establish joint degrees with other universities as well.<sup>8</sup>

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<sup>7</sup> Queens College is currently in negotiations with Navitas to put such a partnership into place. Thanks to a CUNY Performance Enhancement Grant of \$177,000, Queens College administration and faculty are visiting Navitas campuses in North America to see operations first hand. An appropriate curriculum is being developed, and space for Navitas offices is being refurbished. The goal is to have a partnership in place and Navitas-sponsored students on our campus by the fall of 2017.

<sup>8</sup> A delegation of Queens College faculty and administration made an official trip to China and Japan last year (the third such trip in the last five years). The larger goal of the trip was to introduce our new president (Félix Matos Rodríguez has been president since the fall of 2014) to our main academic partners in China and Japan. Based on discussions

### 3.4.3 English Language Institute

Queens College has one of the oldest English as a Second Language programs in the United States, with current annual enrollments of well over a thousand students a year. From internal surveys, the ELI knows that many of these students aspire to attend Queens College, but the College currently makes no effort to recruit these students or even prepare them to attend any CUNY campus. (The majority of ELI attendees who do manage to become regular students in the US begin their study at community colleges.)

We recommend that the College develop a program to prepare interested ELI students for academic study in the US, whether at Queens College or at some other institution.

### 3.4.4 Marketing

We recommend that Queens College develop and implement a marketing and communications strategy focused on (i) our high quality academic programs, (ii) our safe, diverse and collegial learning environment, (iii) our affordability, and (iv) our location in New York City. The goal would be to promote Queens College as an attractive choice for international students, both domestic and abroad, with the focus on particular programs. If resources allow, we recommend the development of a staff position dedicated to international recruitment.

## 3.5 Alumni

As part of the ACE Internationalization Lab, the Queens College Office of Global Education Initiatives conducted a Global Learning and Engagement Survey. This was sent to several thousand alumni, staff, full- and part-time faculty, full- and part-time students. We received 640 voluntary responses, half of whom were alumni. The engagement on the part of alumni was a surprise.

We recommend that the College's Office of Institutional Advancement and Alumni Relations develop outreach that is specifically linked to this engagement. The most prominent recent examples of such an effort are College-led study tours to, amongst other countries, China, Turkey, Morocco, and South Africa. This program could be continued (a possible trip to Korea and Japan is currently being considered by the Office of the Provost—to correspond to the upcoming Year of Korea) or new programs developed. Other programs have brought alumni to campus for specific events including notable

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and meeting during the visit, it was determined that we would move forward to develop joint degrees with the University of Shanghai for Science and Technology (Business/Economics) and Shanghai Institute of Visual Arts/De Tao (Dance). The main stumbling blocks are Queens College General Education requirements, specifically requirements in writing.



speakers (Orhan Pamuk in 2011), art exhibits (“Reforming the Image in Northern Europe in the Dutch Golden Age” in 2013), and concerts (Hugh Masekala in 2014).

#### 4. QUALITATIVE ASSESSMENT

As discussed in Section 2, the 2015-2010 Strategic Plan of the College characterizes success at internationalization in terms of numbers, that is, the number of students having international experiences or the number of foreign scholars visiting our campus. In the context of the Strategic Plan for Internationalization we are interested as well in the quality of the various interactions and the degree to which members of the community are aware of their global interactions and appreciate their value. To that end, we recommend that attention is paid to the following three measures as well.

##### 4.1 National Survey of Student Engagement (NSSE)

The NSSE is administered to our students on a regular basis, most recently in 2014 (see Appendix G). While we recognize the limits of such surveys, we believe that certain questions provide perspective on our students’ awareness of their international character and cultural diversity. In particular:

##### Reflective & Integrative Learning

- 2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions and assignments.
- 2e. Tried to better understand someone else’s views by imagining how an issue looks from his or her perspective.

##### Discussions with Diverse Others

- 8a. People from a race or ethnicity other than your own.
- 8b. People from an economic background other than your own.
- 8c. People with religious beliefs other than your own.
- 8d. People with political views other than your own.

When comparing freshman with seniors, the 2014 Queens College survey reveals a decrease in the Reflective & Integrative Learning averages (in direct opposition to the changes in all of our comparison classes). When comparing freshman with seniors, the 2014 survey reveals an increase in the Discussions with Diverse Others averages, particularly for 8a and 8c.

While any link between our internationalization efforts and these averages is surely indirect, our recommendation is that these scores be monitored and reviewed for how they reflect on students’ appreciation and awareness of their own diversity.

#### 4.2 “Success on the World Stage”

As part of Queens College’s efforts to increase diversity on campus, and with the generous funding of the Andrew W Mellon Foundation, we have created a new program of research fellowships. These are aimed at junior faculty working on the broader issue of diversity. In the first round of awards, twelve proposals were funded. “Success on the World Stage: Measuring the Impact of Internationalization on Queens College’s Minority Immigrant Students and Alumni” is a team project that will address in a qualitative fashion the impact of internationalization on minority students and alumni. Citing the National Association of Foreign Student Advisors (NAFSA), the proposal states, “...internationalization is defined as ‘the conscious effort to integrate and infuse international, intercultural, and global dimensions into the ethos and outcomes of postsecondary education.’” The proposal will “test the hypothesis that an internationalized experience at QC will increase success for minority immigrant students.” The research will focus on the experience of students and alumni who migrated to the US before they began college. It will “assess the level and depth of the internationalized experience, how this experience led to success, and how far alumni have excelled.”

While this project is just beginning, its outcomes relate directly to the value of an internationalized education.

#### 4.3 Intercultural Diversity Inventory (IDI)

The Intercultural Diversity Inventory (<https://idiinventory.com>) is designed to assess intercultural competence, that is, the capability to shift cultural perspectives and appropriately adapt behavior to cultural differences and commonalities. Intercultural competence has been identified as a critical capability in a number of studies focusing on overseas effectiveness of international travelers, international business adaptation and job performance, international student adjustment, and inter-ethnic relations within nations. The IDI is a 50-item questionnaire available on-line that can be completed in under twenty minutes.

To enhance the study abroad experience, we recommend that the College consider investing in IDI training for faculty and staff who design and teach study abroad courses.

### 5. CONCLUSION

The various initiatives and goals described in this Strategic Plan for Internationalization reflect the College’s strategic goal: “To weave campus, community, and global connections.” This is a broad statement that is continually being reinterpreted. The specific goals described in this Plan are therefore all works in progress. At this very moment, there has already been significant work on some of them, while work on others has not yet begun. At the same time, some of the goals are obvious and easy to see, while others will require time to become more embedded in the fabric of the College.

Regardless of the success or failure of particular initiatives, it is our hope that the larger direction to create a global awareness at Queens College will be sustained and move forward unabated.

APPENDIX A  
Global Learning and Engagement Survey

# Queens College Global Learning and Engagement Survey

**Conducted by the Queens College  
Office of Global Education Initiatives**

**July 2015**

Office of Global  
Education Initiatives Queens  
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# QC Global Learning and Engagement Survey

## Queens College Global Learning and Engagement Survey

Conducted by the Queens College Office of Global Education Initiatives

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# QC Global Learning and Engagement Survey

This survey was implemented through Survey Monkey. Email addresses were accessed through student, alumni, and staff databases from various Queens College offices.

# QC Global Learning and Engagement Survey

## I. Introduction

The Queens College Office of Global Education Initiatives conducted this survey as part of the colleges work toward an action plan for internationalization that will be implemented over the next few years. Queens College aims to construct an educational environment that prepares students to compete in a global society.

Queens College is currently developing a strategy for comprehensive internationalization under the guidance of the American Council of Education. The college is a member of the 2014-2016 cohort of institutions participating in the program that guides universities through the process of forming an internationalization leadership team on campus, reviewing current internationalization activities to clarify institutional goals, and developing a strategic action plan based on an analysis of current activities on campus. For more on the program, see: <http://www.acenet.edu/news-room/Pages/ACE-Internationalization-Laboratory.aspx>.

Alumni, students (undergraduate & graduate), staff, and full-time and part-time faculty, were invited to complete our survey. The survey was sent out to this large Queens College community and received approximately 640 voluntary responses. The survey asked a series of questions regarding the impact and importance of global education within higher education. Here are the results

# QC Global Learning and Engagement Survey

## II. Participant Demographics

- 50% alumni
  - 16% full-time faculty
  - 13% staff
  - 12% undergraduate students
  - 5% graduate students
  - 4% part-time faculty
- 
- 22% of the respondents were born outside of the United States.
  - 2% of the current students who responded are currently studying at Queens College on an F1 or J1 visa.
  - 97% of respondents have traveled outside of the United States.
  - 66% of respondents lived outside of the United States for at least 1 month.
  - 25% of respondents participated in a study abroad, student exchange, or faculty exchange program. Out of the 75% who did not, 25% plan to do so in the future.
  - 26% of respondents began learning English during childhood, adolescence, or adulthood.
  - 76% of respondents speak another language at either an advanced, intermediate, or native/native-like level



### III. Global Learning in Higher Education:

**Please read below to see the percentage of individuals who either “agreed” or “strongly agreed” with the following statements:**

Global learning is an important element of the educational process.	91%
Global learning helps prepare students to become socially responsible.	86%
Global learning leads students to appreciate other cultures.	93%
The more we know about other cultures the better we will understand our own.	86%
Learning about other countries, cultures, and global issues is an essential component of a college education.	88%
It is the responsibility of colleges to help students become aware of other countries, cultures, and global issues.	83%
Global learning experiences can be facilitated right here at home by technology.	66%
Global learning experiences can be facilitated locally through interaction with groups and/or organizations within the local community.	84%
The study of language is important to understanding other cultures.	79%
All Queens College students should be required to study a language other than English.	71%
The presence of international students (students from other countries) on U.S. campuses enriches the learning experience for all students.	88%
Global education can explain root causes of basic global problems such as overpopulation, poverty, disease, and resource disparity.	75%
Global education helps us recognize and understand the impact other cultures have on American life.	87%
All Queens College students should be required to take courses covering global topics.	75%
New faculty hired by Queens College should be able to teach global issues in their courses, and demonstrate global engagement in their research.	56%
More resources should be devoted to promoting global student learning and engagement on campus.	72%
More resources should be devoted to promoting global student learning and engagement off campus.	59%

#### IV. Study Abroad & Travel:

Study abroad/exchange programs are the best way for students to encounter another culture	74%
Study abroad/exchange programs are the best way for students to learn a language other than English.	74%
All Queens College students should have a study abroad/exchange experience some time during their college career.	52%

When prompted to answer the question, “Are you interested in participating in an international exchange program, such as a study abroad experience, faculty exchange program, or an abroad service-learning project? If yes, which country would you like to travel to?,” 48% replied positively and from their answers, this list of the top 10 study abroad and travel destinations was populated:

##### **Top 10 Travel/Study/Teach Abroad Destinations**

1. Italy, 2. France & China, 3. Spain, 4. Israel & Japan, 5. India, 6. Brazil, 7. South Africa, 8. Greece, South Korea, & Cuba, 9. England, 10. Ireland

Some countries were tied such as for 2<sup>nd</sup>, 4<sup>th</sup>, and 8<sup>th</sup> place and close runners-up to Ireland were Argentina, Australia, and Turkey for 11<sup>th</sup> place.

#### V. Future Employability:

Please read below to see the percentage of individuals who either “agreed” or “strongly agreed” with the following statements:

An understanding of global issues is important for success in the workplace today.	75%
An understanding of global issues will be important for success in the workplace 10 years from now.	83%

Please read below to see the percentage of individuals who considered the following statements either “somewhat important” or “important”:

<b>In order to successfully compete in the current job market, it is important for students to:</b>	
Speak another language in addition to English.	78%
Understand other cultures and customs.	87%
Know about international issues and events.	88%

<b>In order to successfully compete in the job market 10 years from now, how important will it be for students to:</b>	
Speak another language in addition to English.	48%
Understand other cultures and customs.	65%
Know about international issues and events.	69%

## **VI. Participant Experiences:**

Please read below to see the percentage of individuals who participated in one or more of the following activities:

Covered global issues in the classroom	47%
Participated in international service opportunities, travel, or study abroad	35%
Made connections with other institutions, service organizations, professionals, students in other countries	48%
Worked or volunteered with local service organizations or community groups with ties to international community	33%
Participated in academic programs with international components, such as, language and cultural literacy	37%

Worked with international students	51%
An international internship	3%

**VII. Conclusion:**

According to these results, students, alumni, faculty, and staff overwhelmingly agree that global learning and internationalization on the Queens College campus is vital to a wholesome higher education experience and to future employability. However, when examining the percentage of participants who have experienced global learning in the classroom or have traveled abroad for purposes of work, study, or volunteering, the numbers are comparably low. For example, 88% of respondents believe that learning about other countries, cultures, and global issues is an essential component of a college education yet only 47% experiences global issues being covered in the classroom and only 35% participated in international service opportunities, travel, or study abroad.

APPENDIX B  
2015-2020 Strategic Plan

Three parts of the 2015-2020 Strategic Plan are below:

- A snapshot of the 2015-2020 Strategic Plan
- Details of Goal 3: Weaving Campus, Community, and Global Connections
- College-Wide Outcomes

The entire plan can be viewed at:

[http://www.qc.cuny.edu/about/strategic%20plan/Documents/Queens\\_College\\_Strategic\\_Plan\\_2015\\_2020.pdf](http://www.qc.cuny.edu/about/strategic%20plan/Documents/Queens_College_Strategic_Plan_2015_2020.pdf).

## Strategic Plan Snapshot

### Queens College Strategic Plan 2015–2020

Mission Themes	Goals	Initiatives	Outcomes
<ol style="list-style-type: none"> <li>1. Leading citizens of our global society (our students)</li> <li>2. Affordable access to higher education (our belief)</li> <li>3. Spectrum of curricular and co-curricular programs (our approach)</li> <li>4. Rigorous education in liberal arts and sciences and STEM (our academics)</li> <li>5. Advanced graduate education (our academics)</li> <li>6. Teachers, scholars, scientists, and artists (our faculty)</li> <li>7. Staff flourishing in student support and administrative roles (our staff)</li> <li>8. Diverse, inclusive, collegial, and respectful (our campus environment)</li> <li>9. Vested in the cultural, economic, and educational vitality of New York (our community)</li> </ol>	<ol style="list-style-type: none"> <li>1. To facilitate student success</li> </ol>	<ol style="list-style-type: none"> <li>1. Support transfer student transition to QC</li> <li>2. Improve the graduate student experience, with an emphasis on master's students</li> <li>3. Leverage use of technology to strengthen student engagement and teaching and learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Improved student retention, graduation, and success/progress rates, particularly for undergraduate transfers and graduate students</li> <li>2. Increased student satisfaction with campus support services</li> <li>3. Enhanced support for faculty teaching, research, and scholarship</li> </ol>
	<ol style="list-style-type: none"> <li>2. To support faculty and staff excellence</li> </ol>	<ol style="list-style-type: none"> <li>4. Foster faculty scholarship in research, teaching, and service</li> <li>5. Support professional development of staff</li> <li>6. Strengthen planning and assessment practice</li> </ol>	<ol style="list-style-type: none"> <li>4. Strengthened professional development that supports staff professional and career growth</li> <li>5. Strengthened use of student learning and institutional effectiveness assessment data in academic and budgeting decision-making</li> </ol>
	<ol style="list-style-type: none"> <li>3. To weave campus, community, and global connections</li> </ol>	<ol style="list-style-type: none"> <li>7. Nurture campus diversity</li> <li>8. Broaden local community connections and service</li> <li>9. Expand QC's international presence and interactions</li> </ol>	<ol style="list-style-type: none"> <li>6. Increased international exposure and experiences for students, staff, and faculty</li> <li>7. Increased faculty scholarship in the form of research, creative activities, publications, contracts, and grants</li> </ol>
	<ol style="list-style-type: none"> <li>4. To strengthen operational capacity and infrastructure</li> </ol>	<ol style="list-style-type: none"> <li>10. Re-engineer business processes to better meet student needs</li> <li>11. Promote the impact and visibility of QC</li> <li>12. Enhance stewardship and grow our resources</li> </ol>	<ol style="list-style-type: none"> <li>8. Increased faculty and student diversity to better resemble borough demographics (especially for African American and veteran populations) and to better resemble our student body</li> <li>9. Increased experiential offerings, service learning, and internships</li> <li>10. Increased hybrid and fully online course offerings</li> <li>11. Increased non-tax-levy funds</li> <li>12. Better utilization of physical plant and energy resources</li> </ol>

### GOAL 3: Weaving Campus, Community, and Global Connections

At Queens College, we recognize that our “community” is multifaceted. Located in Queens, New York City’s most racially and ethnically diverse borough and home to many immigrants from around the globe, we strive to have our campus reflect the richness of the demography that surrounds us. We understand that our students, faculty, and staff are connected to many communities, here in our borough and internationally. In a world where educational and career preparedness extends beyond the classroom and requires people to be able to navigate a globalized world, we recognize the need to better connect our campus community with our borough, our city, and the world beyond.

#### Nurture Campus Diversity

Already our students are quite diverse: nearly 70% of undergraduates and about 50% of graduate students are students of color. Yet, in some areas, our commitment to diversity is not reflected in the people on campus. When compared to borough demographics, African American students – unlike Latino and Asian students – are underrepresented. QC ranks as having among the least diverse faculty in CUNY according to recent CUNY Performance Management Process (PMP) annual reports. We could also do better at intentionally engaging the campus and residents of Queens on topics of diversity. One major avenue is through our extensive arts and culture events on campus. Each year, 300,000-plus diverse community residents come to our campus through our arts programming alone. For example, this year, 254,582 people attended events at campus cultural facilities (this includes the Louis Armstrong House Museum), and another 37,467 participated/attended off-site cultural events produced by the Kupferberg Center for the Arts.

We know a commitment to diversity benefits underrepresented groups by increasing their access to education. Research shows that greater diversity benefits all by enriching educational experiences and even improving student learning outcomes and success in careers post-college. Indeed, the AAC&U has determined that emphasizing courses and programs that help students explore cultures, life experiences, and worldviews different from their own is a high-impact practice.

Through this initiative, we will foster a vibrant and welcoming campus that builds on the multiculturalism present here and in our surrounding communities. We will expand diversity as well as ensure students, faculty, and staff become more engaged in events that can help them learn and interact cross-culturally.

#### Activities we will undertake:

- Strengthen recruitment of African American and other groups underrepresented racially/ethnically among undergraduate and graduate students when compared to borough demographics
- Recruit and graduate more students who are veterans
- Ensure new faculty hires reflect the diversity of our students
- Strengthen student, faculty, and staff involvement in major multicultural events on campus that more intentionally engage audiences on diversity-related topics (e.g., a re-engineered “Year Of,” Center for Ethnic, Racial, and Religious Understanding [CERRU] events, and diverse artist presentations on campus)
- Integrate diversity-related content into our curriculum

#### Broaden Local Community Connections and Service

At Queens College, we are proud to be part of our great borough, which is one of the most ethnically diverse and populous counties in the country.<sup>1</sup> Founded in 1683 as one of the original 12 counties of New York State, Queens now represents one of the largest and most diversified economies in New York City, a place where small businesses and big industry can thrive.

Through this initiative, we will partner with high schools, businesses, and community organizations in strategic areas of common interest. Our purpose: to deepen our connections and expand shared educational, cultural, and workforce development opportunities that benefit our students and the borough we call home.<sup>2</sup>

#### Activities we will undertake:

- Restructure civic engagement, service, and other experiential learning opportunities for our students
- Expand local connections that broaden career opportunities and placement for students, including via alumni
- Strengthen connections with private, public, and the non-profit sectors to advance research, training, and employment opportunities in Queens
- Build partnerships with high schools and community colleges to strengthen the pre-college educational pipeline
- Expand community access to our facilities (e.g., local high school student access to our library, community resident engagement in gardening on campus)
- Determine ways to better engage the diverse immigrant communities in our borough
- Coordinate arts and cultural events with community organizations

#### Expand Queens College’s International Presence and Interactions

We live in a global society that requires connectivity beyond the boundaries of our city, state, and country. While we seek to expand our international presence and interactions, this strategic plan leverages our already strong international connections. QC has partnerships with 25 universities on five continents. More than 100 faculty come to QC each year from many other countries, bringing diverse international perspectives to our campus. Students hail from 170 countries and speak 110 languages and dialects. We know that more than 600 students come to QC from abroad on F-1 visas. This number does not include the many immigrants and undocumented students who come to our campus.

Not only are international students, scholars, and artists an active part of our campus community, but also our students and scholars go abroad to study, research, and teach. About 150 of our students travel overseas annually as part of our study abroad programs.

<sup>1</sup> “Queens County (Queens Borough), New York State & County Quick Facts.” United States Census Bureau.

<sup>2</sup> Implementing what American Association of Colleges and Universities (AAC&U) researchers have evidenced as “high impact.”

Approximately 200 of our faculty each year present overseas, sharing their expertise with students and scholars across the globe. We have also facilitated staff exchanges, such as one last year with human resources staff at a college in China.

Through this initiative, we will increase international exposure and experiences for students, staff, and faculty. This means expanding opportunities abroad, as well as bringing international students, academic professionals, and scholars to our campus, and global perspectives to our classrooms.

**Activities we will undertake:**

- Expand experiences, curriculum, and scholarships for student study abroad – for QC students internationally as well as international students in Queens
- Increase research collaborations internationally
- Enroll more international students and bring more international scholars to QC
- Integrate international perspectives into existing courses
- Develop strategic plan for internationalization based on participation in ACE Internationalization Project
- Expand the global scope of faculty collaboration, scholarship, research, and dissemination networks
- Create distinct opportunities for staff to engage in international exchanges





## College-Wide Outcomes We Will Aspire To

QC will strive for progress on the 12 outcomes, as outlined in the following pages.

By 2020...

QC Outcome	Status as of Fall 2014 (Unless otherwise Indicated)	5-Year Targets
1. Improved student retention, graduation, and success/progress rates, particularly for undergraduate transfers and graduate students	<p><b>Full-Time First-Time Freshmen:</b>                          86% 1-year retention rate                          71.6% 2-year retention rate                          30.8% 4-year graduation rate                          56.2% 6-year graduation rate                          92% 4-year success and progress rate (from College Portrait)</p> <p><b>First-Time Full-Time Transfers:</b>                          76.2% 1-year retention rate                          47.5% 2-year retention rate                          56.2% 4-year graduation rate                          63.5% 6-year graduation rate                          91% 4-year success and progress rate (from College Portrait)</p> <p><b>Graduate Students:</b>                          85% 1-year retention rate                          75.3% 4-year graduation rate</p> <p>(Retention rates reflect the fall 2013 cohort, 4-year graduation rates reflect the fall 2010 cohort, and 6-year graduation rates reflect the fall 2008 cohort.)</p>	<p><b>Full-Time First-Time Freshmen:</b>                          90% 1-year retention rate                          75% 2-year retention rate                          35% 4-year graduation rate                          60% 6-year graduation rate                          95% 4-year success and progress rate (from College Portrait)</p> <p><b>First-Time Full-Time Transfers:</b>                          80% 1-year retention rate                          50% 2-year retention rate                          60% 4-year graduation rate                          67.5% 6-year graduation rate                          95% 4-year success and progress rate (from College Portrait)</p> <p><b>Graduate Students:</b>                          90% 1-year retention rate                          80% 4-year graduation rate</p>
2. Increased student satisfaction with campus support services	<p>Average score for student satisfaction with campus support services is 5.16</p> <p>(on Likert Scale of 1 to 7 - April 2015 Noel Levitz Survey)</p>	<p>Average score for student satisfaction with campus support services is 5.49</p> <p>(on Likert Scale 1-7 - on 2019 Noel Levitz Survey)</p>
3. Enhanced support for faculty teaching, research, and scholarship	<p>Research: 2.929                          Teaching: 3.66                          Service: 3.26                          Tenure Policies: 3.73                          Tenure Clarity: 3.46                          Promotion Policies: 3.77                          Interdisciplinary Work: 2.55                          Collaboration: 3.41                          Mentoring: 3.1</p> <p>(on Likert Scale of 1 to 5 - 2013 COACHE survey)</p>	<p>Research: 3.1                          Teaching: 3.8                          Service: 3.3                          Tenure Policies: 3.8                          Tenure Clarity: 3.5                          Promotion Policies: 3.8                          Interdisciplinary Work: 2.7                          Collaboration: 3.6                          Mentoring: 3.3</p> <p>(on Likert Scale of 1 to 5 - COACHE survey)</p>
4. Strengthened professional development that supports staff professional and career growth	<p>Baseline in development</p>	<ul style="list-style-type: none"> <li>■ Employee evaluations will include identification of professional development needs and opportunities</li> <li>■ Increase staff who take advantage of development opportunities by 30%</li> <li>■ Academic and non-academic program reviews will include identification of professional development needs and opportunities</li> <li>■ Increase staff using tuition waivers by 15%</li> <li>■ Increase the number of staff that apply for PSC/ CUNY HEO-CLT Professional Development Fund Grants by 10%</li> </ul>

Queens College Strategic Plan for Internationalization / January 2017

QC Outcome	Status as of Fall 2014 (Unless otherwise Indicated)	5-Year Targets
5. Strengthened use of student learning and institutional effectiveness assessment data in academic and budgeting decision-making	<ul style="list-style-type: none"> <li>■ Non-academic department review not formalized</li> <li>■ Academic Program Review (APR) analyses not necessarily examining key student outcomes</li> <li>■ No process currently to review writing across the curriculum</li> <li>■ No general education assessment framework in place</li> <li>■ Student learning assessment evidence and budget justification not required for curriculum review and approval</li> </ul>	<ul style="list-style-type: none"> <li>■ Non-academic department review template created and five-year cycle established</li> <li>■ APR expanded to examine student learning outcomes that relate to credit completion, retention, and graduation, as well as longer term measures, such as employment</li> <li>■ Undertake an APR focused on writing</li> <li>■ Establish a framework for general education assessment</li> <li>■ All recommendations for curricular change require student learning assessment evidence and budget justification</li> </ul>
6. Increased international exposure and experiences of students, staff, and faculty	150 students having international experiences 100 international scholars at QC 600 international students at QC 200 faculty traveling abroad for research and teaching	210 students having international experiences 140 international scholars at QC 840 international students at QC 290 faculty and staff engaged internationally through presentations or exchanges
7. Increased faculty scholarship in the form of research, creative activities, publications, contracts, and grants	2.3 scholarship score (by CUNY) 69 research grants	2.5 scholarship score (by CUNY) 75 research grants annually
8. Increased student diversity to better resemble borough demographics (especially for African American and veteran populations) and increased faculty diversity to better resemble our student body	8% African American undergrad students 8.3% African American graduate students 185 veteran undergrad/graduate students  28.1% of full-time undergraduate faculty from underrepresented racial/ethnic groups versus 68% of undergraduate students	12% African American undergrad students 10% African American graduate students 10% increase in veteran undergrad/graduate students  32% of full-time undergraduate faculty from underrepresented racial/ethnic groups
9. Increased experiential offerings, service learning, and internships	Exploration of experiential offerings, service learning, and/or internships part of APR template  Benchmark on experiential learning will be set using the CUNY Chancellor's Task Force November 2015 survey	APR template and all departments undergoing APR suggest possibilities for experiential offerings, service learning, and/or internships  Experiential offerings, service learning, and internships will increase by 5%
10. Increased hybrid and fully online course offerings	3.0% of enrollment 3.1% of sections	6.0% of enrollment 6.0% of sections
11. Increased non-tax levy funds	Grants & Contracts: \$30.6 million Donations: \$20.7 million Endowment: \$48 million Earned Auxiliary Income (2015): \$3.8 million	Grants & Contracts: \$31 million Donations: 3% increase years 1–2 5% increase years 3–4 Endowment: \$62 million Earned Auxiliary Income: 3% increase each year
12. Better utilization of physical plant and energy resources	50% seat utilization 2015 Energy Savings: \$1 million	60% seat utilization Energy Savings: 4% increase

## APPENDIX C

### Survey of International Research

#### **Survey of International Research**

The first survey was sent to 182 faculty whom had done international work in the past five years. We received 66 responses.

The second survey was sent to 175 faculty whom we believed had not done any international work in the past five years. We received 44 responses.

The results from the two surveys are presented separately on the following pages.

## Survey of International Research

The first survey was sent to 182 faculty whom had done international work in the past five years. We received 66 responses.

### What is your position?

Professorial tenured	52
Professorial untenured	12
Lecturer	1
Other	1

### Please check all that apply (expect where noted, in relationship to your professional life):

I have traveled abroad for short stays, e.g. to speak at a conference	60
I am currently in regular contact with colleagues in other countries	58
I have lived abroad for longer research-related visits (a month to a year)	48
Other than English, I am fluent in another language (specify below)	40
I correspond with colleagues in languages other than English	38
Other than English, I use another language (specify below) in connection to my research, e.g. reading/referencing papers written in other languages	38
I have been employed or had significant research-related experience (a year or more) abroad	34
I have lived a significant portion of my life (i.e. more than 30%) outside of the US (regardless of the relationship to your research)	28
I would say that my native language is something other than English	27
I have had formal graduate education abroad, e.g. fieldwork, postdoctoral fellowship, etc.	26
I received my graduate degree from an institution outside of the US	14

### How often do you travel abroad?

Several times a year	34
Once a year	29
Never	1

**In what ways is your work at Queens College “international”?**

I attend conferences where participants are from a variety of countries	56
I present my work in other countries, e.g. attend conferences	55
I correspond with scholars based in other countries	50
I co-author work with scholars based in other countries	43
My work is published by institutions/companies that are not based in the US	37
My research is focused on areas of the world outside of the US	35
I work on campus with colleagues from other countries	32
I host/have hosted scholars on campus from other countries	30
I would characterize my work as comparative of different cultures/countries/etc.	27
I write and publish in languages other than English	25
My work is translated into languages other than English	24
I supervise graduate students from other countries	24
I speak a language other than English at work on a daily basis	20
I translate others' published work into/from English	12

**If you supervise international graduate students or host international visiting scholars on campus, how could the college make that easier? At least top four answers were ranked. Additional suggestions are given below.**

<b>Response</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>	<b>Score</b>
N/A - I do not supervise international graduate students or host international visiting scholars	8	0	0	0	0	9.89
Offer financial support, e.g. funds for scholarships, stipends, travel, housing	23	3	3	1	0	8.97
Provide direct assistance, e.g. an office where you or a foreign national could go for help	3	6	6	1	1	8.45
Supply more/better information about housing, practical issues of living in NYC	2	10	4	4	2	7.82
Supply more/better information about visas, immigration, other legal issues	2	6	3	2	1	7.33
Link foreign nationals to local communities, e.g. a local support network	0	2	2	6	1	7.07
Offer an orientation for foreign nationals	0	1	1	4	1	6.79
Offer social/extra curricular events	0	0	4	2	0	6.73
Create a work space or lounge area dedicated to international students and scholars	0	1	4	1	1	6.42
Offer language/cultural instruction/orientations for hosts/supervisors of foreign nationals	0	0	0	1	1	5.43
Supply more/better information about travel, e.g. international travel or travel between QC and JFK	0	0	1	1	1	5.09

**Assuming you have an interest, how could the college make it easier for you to develop international research collaborations? At least top four answers were ranked. Additional suggestions are given below.**

<b>Response</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>	<b>Score</b>
Offer financial support, e.g. funds for travel (to and from)	38	5	1	2	0	12.06
Offer financial support for international graduate students or post-doctoral fellows	5	17	5	1	0	11.55
Better IT support for direct communication, e.g. Skype, video conferencing capability	0	0	2	3	0	10.83
Provide information about grants (domestic and/or international) to create international collaborations	1	7	13	6	1	10.43
Give credit (extra credit) for international collaboration at tenure	1	4	3	3	5	10.33
Language/cultural instruction/orientations	0	0	0	3	1	10.2
Give credit (extra credit) for international collaboration at promotion	1	1	6	4	2	10.17
Provide direct travel assistance	2	6	4	7	1	10.15
Provide grant-writing services to create international collaborations	1	5	5	6	1	10.13
Better access to resources in other languages (library, online, journals, etc.)	0	1	2	3	1	10
Provide assistance with international publication	0	1	1	2	1	9.5
Provide access to translation services for your work	0	0	2	1	1	8.89
Require international collaboration at promotion	0	0	0	0	1	8.5
N/A - I have no interest in developing international collaborations	0	0	0	0	1	5.5

### **Additional Suggestions**

You cannot require international collaboration at promotion if you do not support it - that is just silly. We already do give prominence to international collaboration and recognition at promotion. The college treats international grants just like any other grant. I have a potential international collaborator for a grant on working on Islamophobia in the schools. What capacity does Queens have to assist me in this collaboration? My Dean (of education) has ZERO support for research, or even for registering new programs with the state, the only support we have is for accreditation and even that is paltry.

Stable sources of funding allow a continued presence in international research, which is critical for collaboration.

I work with the Ministry of Education in El Salvador and Honduras. Would love to have support with grants, grant proposal writing.

For untenured faculty, a courtesy, perhaps non-teaching, appointment at the Graduate Center for those involved in international research would make it easier to apply for international grants or to host postdoctoral scholars.

Travel funds to attend conferences are insufficient to cover even one trip to Europe per year, and the majority of my research (and many of my conferences) are there.

I'd love to have a Kenyan graduate student, but the cost of international tuition, housing in NYC, etc. make it impossible.

This issue does not really apply to me at this point. I have found that other countries may provide stipends for graduate students/post-docs abroad.

Support establishing collaborative arrangement in foreign countries for sabbatical leaves  
Have the college recognize global scholars through presidential awards.

I hosted two international scholars. Their biggest issue was affordable housing.

Why not rephrase 8? "Assuming you have an interest" makes the question about "what would make this better for you", which I don't think is what you're after. I find the comment on providing assistance with international publication and with translation services fascinating. Does that mean translation into English or away from English? How is QC positioning itself with respect to the ongoing concern out there about the predominance of English in academic publications? How about an item about giving special consideration to publications in languages other than English? "Give credit (extra credit)" is unclear. Why do you ask separately about credit for tenure and promotion but about requiring international collaboration only for promotion? Unless I missed it, there is nothing in this survey about teaching abroad (mini-courses, etc., a frequent offering by disciplinary associations world-wide, and by other kinds of institutions), serving on dissertation committees for non-US nationals, taking sabbaticals abroad, taking advantage of QC connections (like existing MOUs).

Senior administrators should consistently support faculty efforts at international collaboration, i.e. encourage faculty to reach out to potential sources of funding, and write letters of support or engage in positive communication with outside funding sources/institutions when requested/required.

I think that the College could help in facilitating the work of faculty members who have already an international reputation and are willing to work for the college towards the development of International collaborations and research for both faculty and students.



## Survey of International Research

The second survey was sent to 175 faculty whom we believed had not done any international work in the past five years. We received 44 responses.

### What is your position?

Professorial tenured	32
Professorial untenured	12

### Please check all that apply (expect where noted, in relationship to your professional life):

I have traveled abroad for short stays, e.g. to speak at a conference	32
I am currently in regular contact with colleagues in other countries	31
I have been employed or had significant research-related experience (a year or more) abroad	17
I have lived abroad for longer research-related visits (a month to a year)	17
Other than English, I use another language (specify below) in connection to my research, e.g. reading/referencing papers written in other languages	16
I correspond with colleagues in languages other than English	12
Other than English, I am fluent in another language (specify below)	11
I have had formal graduate education abroad, e.g. fieldwork, postdoctoral fellowship, etc.	6
I have lived a significant portion of my life (i.e. more than 30%) outside of the US (regardless of the relationship to your research)	6
I would say that my native language is something other than English	4
I received my graduate degree from an institution outside of the US	4

### How often do you travel abroad?

Once a year	22
Several times a year	17
Never	3

**In what ways is your work at Queens College “international”?**

I correspond with scholars based in other countries	31
I attend conferences where participants are from a variety of countries	30
I present my work in other countries, e.g. attend conferences	26
My research is focused on areas of the world outside of the US	16
I co-author work with scholars based in other countries	16
I would characterize my work as comparative of different cultures/countries/etc.	15
My work is published by institutions/companies that are not based in the US	15
I supervise graduate students from other countries	12
I host/have hosted scholars on campus from other countries	12
I work on campus with colleagues from other countries	9
My work is translated into languages other than English	7
I write and publish in languages other than English	5
I translate others' published work into/from English	5
I speak a language other than English at work on a daily basis	4

**If you supervise international graduate students or host international visiting scholars on campus, how could the college make that easier? At least top four answers were ranked. Additional suggestions are given below.**

<b>Response</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>	<b>Score</b>
Provide direct assistance, e.g. an office where you or a foreign national could go for help	5	2	1	2	0	10
Offer financial support, e.g. funds for scholarships, stipends, travel, housing	10	4	3	0	0	9.89
N/A - I do not supervise international graduate students or host international visiting scholars	5	0	0	0	0	9.33
Supply more/better information about visas, immigration, other legal issues	2	5	4	0	0	9.17
Supply more/better information about housing, practical issues of living in NYC	1	4	5	4	1	8.18
Offer an orientation for foreign nationals	0	1	2	2	1	7.38
Offer language/cultural instruction/orientations for hosts/supervisors of foreign nationals	1	0	0	2	0	7
Create a work space or lounge area dedicated to international students and scholars	0	1	1	1	0	6.83
Offer social/extra curricular events	0	0	0	2	1	6.6
Supply more/better information about travel, e.g. international travel or travel between QC and JFK	0	0	0	1	2	6.17
Link foreign nationals to local communities, e.g. a local support network	0	0	1	2	1	5.63

**Assuming you have an interest, how could the college make it easier for you to develop international research collaborations? At least top four answers were ranked. Additional suggestions are given below.**

<b>Response</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>	<b>Score</b>
Offer financial support, e.g. funds for travel (to and from)	29	1	3	0	0	13.41
Offer financial support for international graduate students or post-doctoral fellows	1	8	0	1	0	12.55
Provide information about grants (domestic and/or international) to create international collaborations	1	5	6	6	0	11.7
Provide grant-writing services to create international collaborations	0	3	6	4	2	11.24
Give credit (extra credit) for international collaboration at promotion	0	4	2	5	0	10.79
Provide direct travel assistance	0	6	6	4	2	10.59
Give credit (extra credit) for international collaboration at tenure	1	1	2	2	1	10.5
Better access to resources in other languages (library, online, journals, etc.)	1	1	0	2	0	9.13
Better IT support for direct communication, e.g. Skype, video conferencing capability	0	2	2	1	0	9.11
Provide assistance with international publication	0	0	1	0	1	8
Provide access to translation services for your work	0	1	0	1	1	7.14
Language/cultural instruction/orientations	0	0	0	1	0	6.2
N/A - I have no interest in developing international collaborations	1	0	0	0	0	5.33
Require international collaboration at promotion	0	0	0	0	0	3.25

### **Additional Suggestions**

Help set up the international research grant and implementation (go to).

The Dean's office has always been supportive of my international endeavors for which I am extremely grateful. Yet, providing more funds for travel to the international conferences and archives located abroad, including for copying archival materials, would be extremely helpful (for instance, in a Russian archive, an electronic copy of one page costs between \$8-10, and even more with the right of publication). Currently, I have to

choose which conference to go to: either one of the two annual major domestic professional conventions, or to the annual conference in Canada, or to one from at least two comparable in scale events worldwide. Or shall I spend the funds for the archival copies so crucial for producing serious publications. Ideally, I would want to do both, as well as to spend a month each year doing research in a foreign archive or a “fieldwork” abroad. Finally, book publication needs also be supported with five times larger an amount than the currently available.

Right now, I don’t think we do a great job, hosting foreign scholars--or helping them with adjusting to the US/Queens/NYC. We currently rely largely on faculty volunteers to enrich the experiences of foreign scholars (e.g., assistance upon arrival--such as bringing them shopping to get the basic items, such as sheets and towels; occasional trips to jazz clubs, restaurants, other venues, etc.). Given that transportation isn’t always easy to figure out to/from QC Campus, such support would be crucial in improving the “scholar satisfaction.” Word-of-mouth is powerful, and we should be sure that we take good care of our foreign scholars (and grad students)--both academically and socially.

Right now, my ability to work with and consult with international scholars is based almost entirely on their willingness to pay for my travel. The travel allowances the college provides are woefully inadequate for any meaningful international collaboration. I am primarily interested in international collaborations with Europe and Israel. One of the main challenges to develop international collaboration is the relative scarcity of funds available in Europe for young researchers to travel and attend conferences abroad. A system of internal grants to which QC faculty could apply together with international faculty may be a good way to foster ties and allow international colleagues to spend time at QC. Strengthening ties through the existing study abroad programs, in ways that would allow QC faculty to spend a semester or a year in a foreign country that they have research ties with (for instance with a reduced teaching load or no teaching through successfully funded grants), could also be quite helpful.

I am able to bring international scholars to come speak to our students and screen work at the GC because there is money to provide honoraria and to help with travel. Even a small pool of money to bring scholars to visit would go a long way, and would encourage building more internationally-focused curriculum and collaborations.

It's all a matter of money for me. I have turned down international invitations for lack of travel funds. I recently turned down an invitation to lead a workshop in Rome.

Let CUNY support the Ph.D. Programs at QC!

## APPENDIX D

### Lab Team Membership

#### **Study Abroad and Curriculum Committee**

Nick Alexiou, Sociology

Sami Chetrit, Hebrew Language and Literature

Helen Gaudette, Global Education Initiatives (co-chair)

Sin-ying Ho, Art

Beatriz Peña, Hispanic Languages and Literatures (co-chair)

Mohamed Tabrani, Study Abroad

#### **International Recruitment Committee**

Eva Fernandez, Provost's Office

Edward Smaldone, Music (co-chair)

Patrick O'Connell, International Students and Scholars

Donna Smith, English Language Institute

Leanna Yip, Marketing and Communications (co-chair)

Dana Weinberg, Sociology

#### **Research and Collaboration Committee**

Richard Bodnar, Dean of Research and Graduate Studies

Stephen Grover, Philosophy

Jianbo Liu, Chemistry

José Miguel Martínez-Torrejón, Hispanic Languages and Literatures

Richard Maxwell, Media Studies (co-chair)

William McClure, Dean of Art and Humanities (co-chair)

Steven Schwarz, Provost's Office

Michael Toner, Family, Nutrition, and Exercise Sciences

In addition to everyone above, the following members of the campus participated in the ACE Internationalization Laboratory Peer Review Team Visit on April 11-13, 2016.

Félix Matos Rodríguez, President

Richard Alvarez, Enrollment Management

Vincent Angrissani, Admissions

Martin Klotz, Dean of Math and Natural Science

Sandra Mew, Provost's Office

Craig Michaels, Dean of Education

Manuel Sanudo, Library

Christopher Vickery, General Education

Mary Ann Watch, Provost's Office

Michael Wolfe, Dean of Social Sciences

## APPENDIX E

### Curriculum and Study Abroad Committee Report

#### **ACE Internationalization Lab Committee for Curriculum and Study Abroad**

Members: Michael Newman, David Shoher, Beatriz Pena, Mohamed Tabrani, Schiro Withanachchi, Sinying Ho, Moto Kobayashi, Joan Migliori, Helen Gaudette, Michael Nelson, Peishi Wang; Nick Alexiou; Anthony Tamburri

Co-conveners: Helen Gaudette and Beatriz Pena

#### **Committee Priorities: what are they, why, and what are the goals?**

The goal of this committee is to make specific recommendations for working with faculty to add global content, issues, experiences, and ideas to their courses, and to the administration to support this effort. The other goal is to make specific recommendations to increase student participation in study abroad, by diversifying study abroad opportunities, as well as increasing the expectation in all students to study abroad, and providing scholarships- overall goal is to increase numbers by 10% each year.

The committee also recommends adopting these global learning goals in general for all QC students:

#### **Knowledge:**

Students gain Discipline-specific knowledge of global issues, processes, trends, and systems

Students demonstrate knowledge of their own culture as well as other cultures, countries, and regions

#### **Skills:**

Students can successfully navigate cultural and linguistic differences

Students are engaged in global issues, and play active role as leaders on campus, in their communities, and beyond

#### **Dispositions:**

Students gain greater awareness of their own cultural identity and place in the world

Students gain understanding of social responsibility and what it means to serve others

#### **Concrete committee recommendations:**

-Formally **adopt and publicize the global learning goals** above for all QC students

-Launch a **Faculty Incentive program** to globalize existing courses (adding texts, new course requirements, enhanced focus on international elements, online collaborative learning, etc), and develop new ones. Incentives to include stipends for attending

conferences (like COIL), workshops, and creating new courses; course releases; research travel grants; special recognition; being rewarded in tenure and promotion.

-Launch **Global Studies Certificate Program**/Minor for students, administered by the Office of Global Education Initiatives

The Global Studies Certificate Program, with an honors option, builds global competence by requiring students to engage in international experiences through internationally oriented coursework on campus and abroad. Students must participate for two years (4 semesters) in order to be awarded the certificate. Throughout the program, events to maintain the interest of students pursuing the global certificate (presentations/activities) will be organized by the Steering Committee and required as part of the certificate program.

The Global Studies Certificate component integrates international studies, language acquisition, and intercultural experience into the traditional academic curriculum of the degree program. This program will be open to students in all academic majors. The general template for the program requirements should be followed across the entire College.

-Create a **faculty steering committee** for global initiatives that meets regularly and also manages the certificate program (this would count as service to the college for tenure and promotion).

-Create **Department awards** for undergraduate student research on global issues, and showcase this research with an annual poster fair and reception to honor them

-Publicize the **international collections** in the Library and Museum, some of which is currently being done with the annual “Year of” program (Daghlian collection)

-Hold **orientations for faculty about QC International Programs**, and **training** on cultural sensitivity and cross-cultural engagement for faculty and staff (work with the Center for Teaching and Learning)

-Collaborate with the Center for Ethnic, Racial, and Religious Understanding (CERRU), and other groups on campus to **build a movement of cross-cultural engagement** on campus for students, faculty, and staff; to create new versions of CERRU’s “facilitating constructive conversations” **classroom workshops for faculty**, to encompass global issues (and their local impacts), and encourage students to insert their unique, diverse, and even global perspectives into classroom discussion. Main goal of the workshops is to facilitate domestic students learning from international students.

-Lobby the departments to offer **more Gen Ed equivalencies for study abroad** courses, and courses for majors and minors. Also, identify faculty in each department to serve as a **faculty advisor for study abroad**. This person would be the point person in each



department to disseminate information to faculty and students (this would count as service to the college for tenure and promotion).

-Make it **easier for transfer students to take study abroad courses** (allow them to take courses during their first semester here at QC- accept them based on their GPAs from their previous schools)

-Support the work of faculty in the English and Linguistics departments who are seeking to identify and **address the specific needs of students for which English is not their native language**, in order to improve their educational experience at QC.

-Launch a **bi-annual online newsletter** to publicize new international partnerships, visits to campus by international delegations, new study faculty-led study abroad programs, student and faculty accomplishments and awards (Fulbright, Gilman, Carnegie etc).

### **What do we need to make these happen?**

\$25,000-\$30,000 annually for faculty incentive programs, student awards, orientations, workshops

Presidential/Provost endorsement that faculty participation on committees will count as service for tenure and promotion

Currently, the Office of Global Education Initiatives has a Director with no staff. The office must hire one full-time person (Assistant/Associate HEO), or two College Assistants, to help manage the Global Studies Certificate Program, organize workshops and orientations, publish the QC Global Initiatives Newsletter, and run the new summer school for Kobe and Nanzan Universities with the hope that it will turn into an annual summer school for students from all of our international partner universities.

## APPENDIX F

### Marketing and Recruitment Committee Report

#### **International Recruitment Committee Recommendations Queens College Internationalization Plan**

##### **Situation analysis: Where we are now**

On average, there are 600-650 international students annually at Queens College, and they currently comprise approximately 3% of the student body. These are students who are in the United States for the purpose of study and who are on temporary F1 or J2 visas. The vast majority of them are transfer students from community colleges and predominantly from China (26%), Korea (18%), India (4%), followed by Canada, Brazil, and a diverse array of other nations. 65% are enrolled in undergraduate programs while 35% are in graduate. Most popular areas of study include Computer Science, Music and Accounting. International students pay out-of-state tuition, which is very affordable compared to other institutions, at approximately \$12-13,000 annually.

There are currently no dedicated recruitment or marketing activities aimed at attracting international students. Students primarily find out about Queens College once they are here in the US, through word of mouth or recommendations from relatives who live in Queens. Some direct overseas recruitment and advertising takes place in QC's English Language Institute programs (300-500 students are enrolled annually in ELI) which has limited cross-over to enrollment in the school's degree programs. The majority of the college's international students are first- or second-generation immigrants, whose native language may not be English.

Located in one of the most ethnically diverse counties in the country, Queens College is in a particularly enviable position given its geography, proximity to New York City, and the international make-up of the surrounding community. The student body represents 170 countries and speak 110 languages, while international students, scholars and artists are an active part of the campus community. The school is truly a global community, and a welcoming learning environment for people of all ethnic and cultural backgrounds.

In terms of product mix, the institution offers a wide array of academic options with over 60 undergraduate and over 100 graduate degree programs. Strengths include Computer Science, Physics, Chemistry, Music, Fine Arts, Languages and Literary Translation, Accounting, and Business (undergraduate - BALA, BBA). At the graduate level, there are limited offerings in Health and Business, the two areas of study which receive the highest enrollment of international graduate students at CUNY.

Queens currently has a "PATH" program, a pre-matriculation program designed to attract and support international students, but efforts are currently on a case-by-case basis and processes are not streamlined. The program provides opportunities to academically qualified students outside the US who meet the college's admission standards except for language proficiency; students may be seek enrollment in degree

programs after studying at the English Language Institute (ELI) and meeting English language requirements.

**Recommendations:**

As a potential destination for study, Queens College has much to offer international students: High quality academic programs; a safe, diverse and collegial learning environment; one of the most affordable tuition rates in the country; and access to the bustling multi-cultural metropolis of New York City.

The expansion of Queens College's international presence and interactions is one of the cornerstones of the college's current strategic plan 2015-2020, and consistent with the goals of internationalization. Included in the five year strategic plan goals are to increase international students by 40% (from 600-800), to increase students' international experiences by 40% (from 150-210), and to build diversity of the student and faculty composition so as to enrich cross-cultural interactions both within the campus and with the surrounding community. The long-term academic, cultural and economic benefits of building the college's international student body are emphasized in the strategic plan.

International recruitment presents an opportunity to enhance enrollment and the multicultural richness of the institution. With some dedicated recruitment and marketing efforts (where previously there was none), there is an opportunity for the college to increase its draw of international students. Potential also exists with broadening the reach of the college's highly established English Language Institute programs, and examining the model of how these could be leveraged to increase conversion of international students into full-time degree programs.

Queens College currently has partnerships with 25 universities on 5 continents, and 200-300 faculty travel abroad annually to share their expertise at other institutions. While additional analysis needs to be done to examine the college's strengths and identifying the markets to match, existing international connections should be leveraged for recruitment abroad.

A major area of investment required would be to build the infrastructure, services and programs needed to support the admission of international students and help them thrive once they are here. The college's application system and onboarding process is currently not designed to facilitate international students, and this presents a potential challenge, especially to those who are not familiar with the American education system or whose native language may not be English. In general, there is a need to implement a more student-friendly review and communication process for applications at the college, and currently improvements are being made in this area.

Services to support the success and retention of international students once they are on campus are also limited. The college has an on-campus apartment complex that houses 500 students, however, campus life does not provide a 24 / 7 immersive experience for its residents.

Given the strength of QC's degree offerings as well as capacity to build upon existing support services for international students, it is recommended that recruiting efforts focus primarily on undergraduate prospects.

Strategies for international recruitment include the following:

1. Complete an agreement with Navitas, an international enrollment organization, to tap into their global marketing and recruitment infrastructure. Such an agreement would provide access to prospective students in over 130 countries, while ensuring students coming in are given support and assistance that helps them succeed and thrive at QC.

QC representatives are currently visiting institutions with existing Navitas partnerships to evaluate the feasibility of a QC agreement with the organization, including learning how such relationships integrate across the institution's marketing, admissions, academic and support teams.

2. Explore industry resources and international recruitment opportunities available through the state department and established industry organizations such as the Institute of International Education (IIE), EducationUSA, NAFSA: Association for International Educators, and the National Association for College Admission Counseling (NACAC). For example, NACAC international affiliates are a means of access to highly qualified students at high schools and preparatory schools in numerous countries abroad.
3. Streamline the system for onboarding international students. While the college has already restructured how global education is directed and organized, there is a need to ensure the appropriate systems are in place to successfully facilitate the admission of international students, across orientation, advising and registration of courses. The traditional processes do not take into account the specific needs of international students. For example, international students cannot enter the US until 30 days before the start of the semester, at which point it may be difficult for them to register for the courses they need.
4. Build the college's services and support for international students, while exploring ways to build a campus community and culture that is attuned to their specific needs. Develop programs that support integration into campus life and co-curricular activities that facilitate interactions with domestic students and the surrounding community. Explore ways to make the campus a 24/7 living and learning environment for international students that will reside there year-round. Provide support for international students that need to find off-campus housing.
5. Develop a staff position dedicated to international recruitment, and mine new opportunities for outreach.
  - Investigate opportunities for recruitment through QC's institutional partnerships and ways to build institutional exposure through faculty travel. Create an enrollment marketing "kit" for to leverage opportunities for exposure when faculty and staff travel to institutions in other countries

- Engage graduating international students or recent young alumni to participate in enrollment activities for peer-to-peer outreach.
  - Explore the potential of participating in international recruitment tours and overseas college fairs.
6. Implement marketing and communications to promote QC as an attractive choice for international students both domestic and abroad. Develop a positioning for international audiences that leverages the strengths of the institution and resonates with the key target audiences identified. Some of the tactics include:
    - Create a dedicated international students section on the web site to market to prospects
    - Advertise in international student education outlets, such as StudyUSA, IIE website, google ads, etc., and establish profiles on lead generation sites targeting international students i.e. Petersens
    - Develop multi-language, culturally relevant marketing tools for key programs (i.e. Aaron Copland School of Music programs / China)
  7. Increase mobility of current students by promoting study abroad and emphasizing the value of international and cross-cultural learning within the campus community.
  8. Increase funding for administrative infrastructure, marketing support, and faculty travel.
  9. Establish a student activity fee per semester for international students and utilize this revenue to implement programming for them that builds a sense of community and connectivity. For example, \$75 per student at the current international enrollment rate would yield nearly \$50,000 per semester, which could be spent on parties, guest lecturers, films, athletic events, travel, etc. Funds could be allocated back to the departments in proportion to the students enrolled. If the college is successful at building a positive sense of community and culture for international students, this will likely enhance peer-to-peer recommendations and the recruitment pipeline from their countries of origin, which impacts how successfully we can attract more new students in the future.

APPENDIX G  
2014 National Survey of Student Engagement

The questions related to “diversity” are listed below:

Reflective & Integrative Learning

- 2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions and assignments.
- 2e. Tried to better understand someone else’s views by imagining how an issue looks from his or her perspective.

Discussions with Diverse Others

- 8a. People from a race or ethnicity other than your own.
- 8b. People from an economic background other than your own.
- 8c. People with religious beliefs other than your own.
- 8d. People with political views other than your own.

The entire survey is follows.



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**NSSE 2014**  
**Engagement Indicators**  
CUNY Queens College

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IPEDS: 190664



## NSSE 2014 Engagement Indicators About This Report

### About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
<i>Learning with Peers</i>	Quantitative Reasoning
	Collaborative Learning
<i>Experiences with Faculty</i>	Discussions with Diverse Others
	Student-Faculty Interaction
<i>Campus Environment</i>	Effective Teaching Practices
	Quality of Interactions
	Supportive Environment

### Report sections

Overview (p. 3)	Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.
Theme Reports (pp. 4-13)	Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores: <ul style="list-style-type: none"> <li>Mean Comparisons Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).</li> <li>Score Distributions Box-and-whisker charts show the variation in scores <i>within</i> your institution and comparison groups.</li> <li>Summary of Indicator Items Responses to each item in a given EI are displayed for your institution and comparison groups.</li> </ul>
Comparisons with High-Performing Institutions (p. 15)	Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2013 and 2014 participating institutions.
Detailed Statistics (pp. 16-19)	Detailed information about EI score means, distributions, and tests of statistical significance.

### Interpreting comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large. Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

*EIs vary more among students within an institution than between institutions*, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder—Institution Version and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

### How Engagement Indicators are computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

For more information on EIs and their psychometric properties, refer to the NSSE Web site: [nsse.iub.edu](http://nsse.iub.edu)





## NSSE 2014 Engagement Indicators

### Overview

#### CUNY Queens College

### Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

- ▲ **Your students' average** was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.
- No significant difference.
- ▼ **Your students' average** was significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.
- ▽ **Your students' average** was significantly lower ( $p < .05$ ) with an effect size at least .3 in magnitude.

#### First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Mid East Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2013 & 2014
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▽	▽	▽
	Discussions with Diverse Others	▽	--	--
Experiences with Faculty	Student-Faculty Interaction	▽	▽	▽
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	▽	▽
	Supportive Environment	▽	▽	▽

#### Seniors

Theme	Engagement Indicator	Your seniors compared with Mid East Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2013 & 2014
Academic Challenge	Higher-Order Learning	▽	▽	▽
	Reflective & Integrative Learning	▽	▽	▽
	Learning Strategies	--	--	--
	Quantitative Reasoning	▽	▽	▽
Learning with Peers	Collaborative Learning	▽	▽	▽
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	▽	▽	▽
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	▽	▽	▽
	Supportive Environment	▽	▽	▽



## NSSE 2014 Engagement Indicators

### Academic Challenge CUNY Queens College

#### Academic Challenge: First-year students

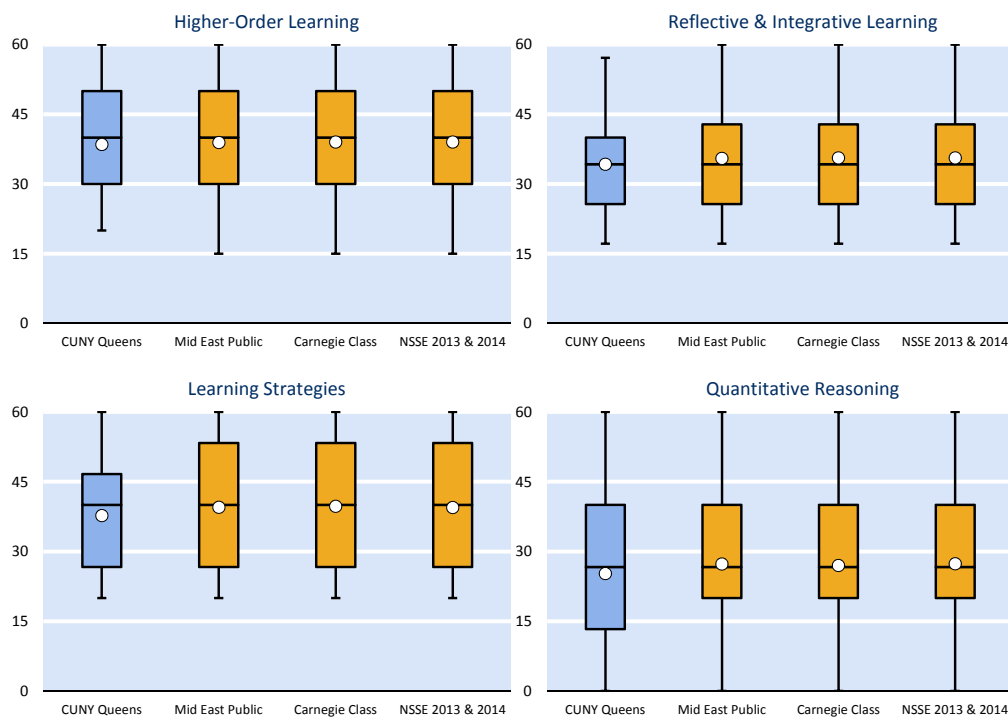
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

#### Mean Comparisons

Engagement Indicator	CUNY Queens Mean	Your first-year students compared with					
		Mid East Public		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.5	38.9	-.03	39.1	-.04	39.0	-.04
Reflective & Integrative Learning	34.2	35.5	-.10	35.6	-.11	35.6	-.11
Learning Strategies	37.7	39.5	-.13	39.7	-.14	39.5	-.12
Quantitative Reasoning	25.2	27.3	-.12	27.0	-.10	27.4	-.13

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); \*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.

#### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.



## NSSE 2014 Engagement Indicators

Academic Challenge  
CUNY Queens College

### Academic Challenge: First-year students (continued)

#### Summary of Indicator Items

	CUNY Queens	Mid East Public	Carnegie Class	NSSE 2013 & 2014
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	68	73	72	73
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	72	72	72
4d. Evaluating a point of view, decision, or information source	72	69	71	70
4e. Forming a new idea or understanding from various pieces of information	67	68	69	69
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	50	56	55	56
2b. Connected your learning to societal problems or issues	56	53	53	53
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51	50	51	50
2d. Examined the strengths and weaknesses of your own views on a topic or issue	53	61	63	63
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65	65	67	66
2f. Learned something that changed the way you understand an issue or concept	62	65	65	65
2g. Connected ideas from your courses to your prior experiences and knowledge	71	76	77	77
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	81	80	81	80
9b. Reviewed your notes after class	61	66	66	65
9c. Summarized what you learned in class or from course materials	54	64	64	63
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	45	51	50	52
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	35	38	38	38
6c. Evaluated what others have concluded from numerical information	33	38	36	37

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.



## NSSE 2014 Engagement Indicators

### Academic Challenge CUNY Queens College

#### Academic Challenge: Seniors

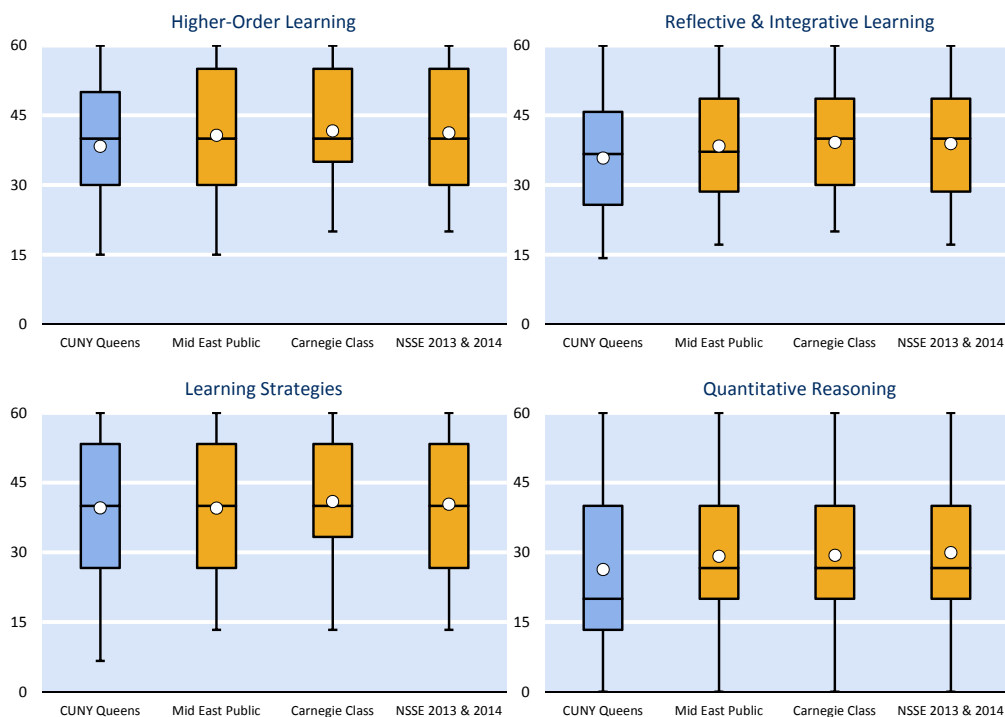
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

#### Mean Comparisons

Engagement Indicator	CUNY Queens Mean	Your seniors compared with					
		Mid East Public		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.4	40.7 **	-.16	41.7 ***	-.24	41.2 ***	-.20
Reflective & Integrative Learning	35.8	38.4 ***	-.20	39.2 ***	-.26	38.9 ***	-.24
Learning Strategies	39.6	39.5	.01	41.0	-.09	40.3	-.05
Quantitative Reasoning	26.3	29.2 **	-.16	29.4 ***	-.17	29.9 ***	-.21

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); \*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.

#### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.



**NSSE 2014 Engagement Indicators**  
 Academic Challenge  
 CUNY Queens College

**Academic Challenge: Seniors (continued)**

**Summary of Indicator Items**

	CUNY Queens	Mid East Public	Carnegie Class	NSSE 2013 & 2014
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	71	78	80	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	76	78	78
4d. Evaluating a point of view, decision, or information source	66	70	74	72
4e. Forming a new idea or understanding from various pieces of information	66	71	74	72
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	61	71	71	72
2b. Connected your learning to societal problems or issues	58	63	66	64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48	54	57	55
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	64	67	66
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	63	69	71	70
2f. Learned something that changed the way you understand an issue or concept	67	70	71	70
2g. Connected ideas from your courses to your prior experiences and knowledge	76	83	84	84
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	82	82	84	83
9b. Reviewed your notes after class	63	62	66	63
9c. Summarized what you learned in class or from course materials	62	64	67	66
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	47	53	53	55
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	36	43	44	45
6c. Evaluated what others have concluded from numerical information	36	43	43	44

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.



## NSSE 2014 Engagement Indicators

### Learning with Peers CUNY Queens College

#### Learning with Peers: First-year students

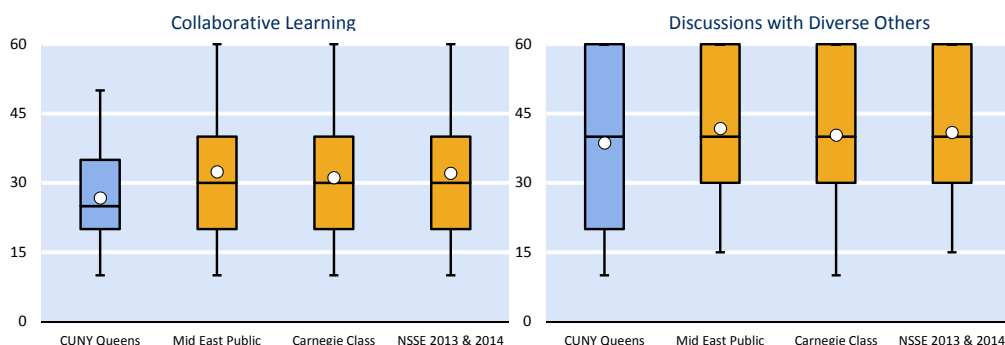
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

#### Mean Comparisons

Engagement Indicator	CUNY Queens Mean	Your first-year students compared with					
		Mid East Public Effect size		Carnegie Class Effect size		NSSE 2013 & 2014 Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	26.7	32.4 ***	-.41	31.1 ***	-.31	32.1 ***	-.38
Discussions with Diverse Others	38.6	41.7 *	-.20	40.3	-.11	40.9	-.14

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); \*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.

#### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

#### Summary of Indicator Items

##### Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	CUNY Queens	Mid East Public	Carnegie Class	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	36	49	47	50
1f. Explained course material to one or more students	42	57	55	57
1g. Prepared for exams by discussing or working through course material with other students	32	49	46	49
1h. Worked with other students on course projects or assignments	39	52	51	52

##### Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	CUNY Queens	Mid East Public	Carnegie Class	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	71	75	71	72
8b. People from an economic background other than your own	64	74	72	73
8c. People with religious beliefs other than your own	64	72	67	69
8d. People with political views other than your own	53	69	67	69

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.



## NSSE 2014 Engagement Indicators

### Learning with Peers CUNY Queens College

#### Learning with Peers: Seniors

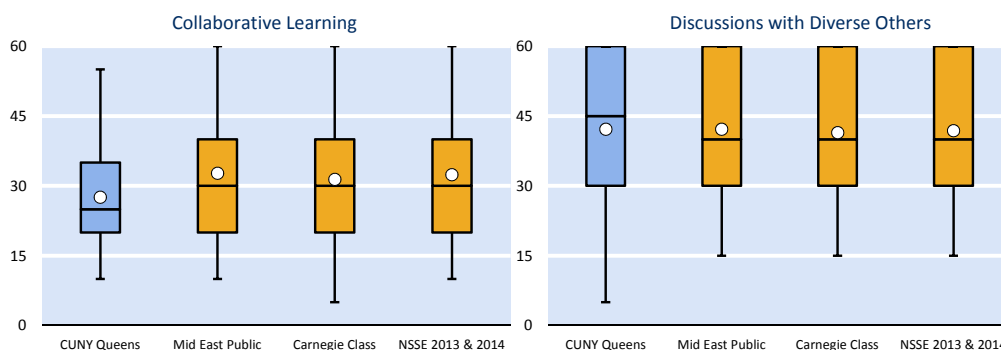
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

#### Mean Comparisons

Engagement Indicator	CUNY Queens Mean	Your seniors compared with					
		Mid East Public Effect size		Carnegie Class Effect size		NSSE 2013 & 2014 Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	27.6	32.7 ***	-.36	31.4 ***	-.25	32.4 ***	-.33
Discussions with Diverse Others	42.2	42.2	.00	41.4	.05	41.8	.02

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); \*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.

#### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

#### Summary of Indicator Items

##### Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	CUNY Queens	Mid East Public	Carnegie Class	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	30	40	38	40
1f. Explained course material to one or more students	52	60	56	58
1g. Prepared for exams by discussing or working through course material with other students	36	46	44	46
1h. Worked with other students on course projects or assignments	41	63	62	64

##### Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	CUNY Queens	Mid East Public	Carnegie Class	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	78	75	73	73
8b. People from an economic background other than your own	68	75	74	75
8c. People with religious beliefs other than your own	74	72	69	70
8d. People with political views other than your own	65	70	70	71

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.



## NSSE 2014 Engagement Indicators

### Experiences with Faculty CUNY Queens College

#### Experiences with Faculty: First-year students

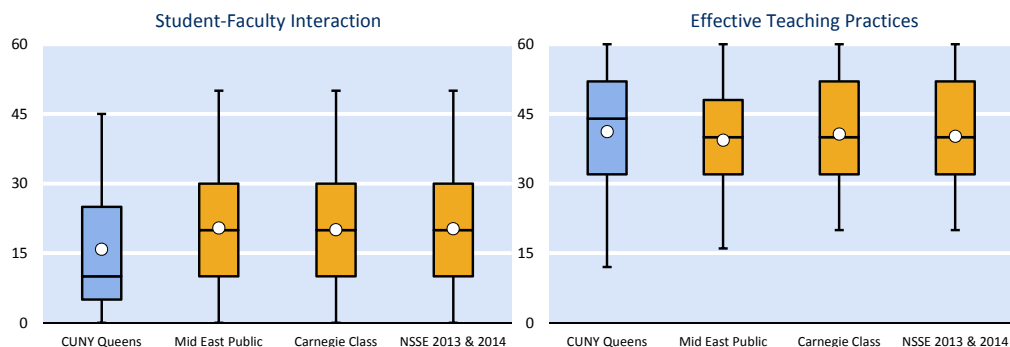
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

#### Mean Comparisons

Engagement Indicator	CUNY Queens Mean	Your first-year students compared with					
		Mid East Public		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	15.9	20.4 ***	-.30	20.0 ***	-.28	20.3 ***	-.30
Effective Teaching Practices	41.2	39.3	.14	40.6	.04	40.2	.08

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); \*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.

#### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

#### Summary of Indicator Items

	CUNY Queens	Mid East Public	Carnegie Class	NSSE 2013 & 2014
<b>Student-Faculty Interaction</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	21	32	32	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	15	19	18	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	25	25	25
3d. Discussed your academic performance with a faculty member	23	29	29	29
<b>Effective Teaching Practices</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	80	80	81	81
5b. Taught course sessions in an organized way	79	77	79	79
5c. Used examples or illustrations to explain difficult points	82	76	77	77
5d. Provided feedback on a draft or work in progress	66	63	67	65
5e. Provided prompt and detailed feedback on tests or completed assignments	64	60	64	63

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.





## NSSE 2014 Engagement Indicators

### Experiences with Faculty

#### CUNY Queens College

### Experiences with Faculty: Seniors

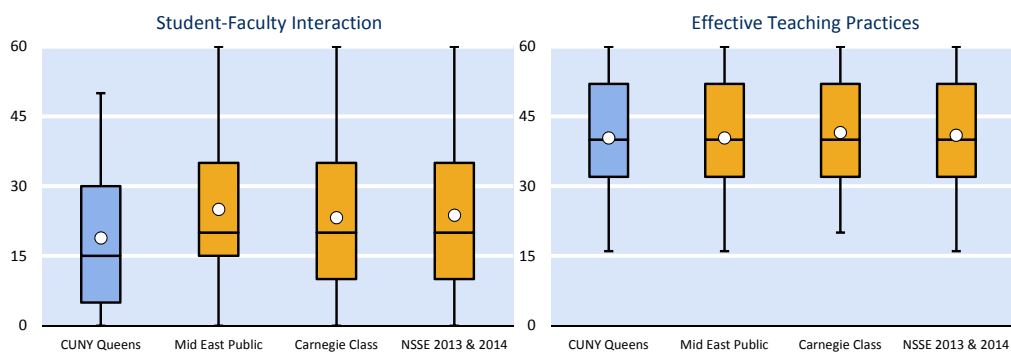
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

#### Mean Comparisons

Engagement Indicator	CUNY Queens Mean	Your seniors compared with					
		Mid East Public		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	18.8	25.0 ***	-.37	23.2 ***	-.27	23.8 ***	-.30
Effective Teaching Practices	40.4	40.4	.00	41.5	-.08	40.9	-.04

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); \*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.

#### Score Distributions



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#### Summary of Indicator Items

	CUNY Queens	Mid East Public	Carnegie Class	NSSE 2013 & 2014
<b>Student-Faculty Interaction</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	30	44	41	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	16	28	25	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	22	36	32	34
3d. Discussed your academic performance with a faculty member	25	36	33	33
<b>Effective Teaching Practices</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	84	82	83	83
5b. Taught course sessions in an organized way	78	79	81	81
5c. Used examples or illustrations to explain difficult points	76	79	79	79
5d. Provided feedback on a draft or work in progress	61	61	64	62
5e. Provided prompt and detailed feedback on tests or completed assignments	65	65	69	67

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.



## NSSE 2014 Engagement Indicators

Campus Environment  
CUNY Queens College

### Campus Environment: First-year students

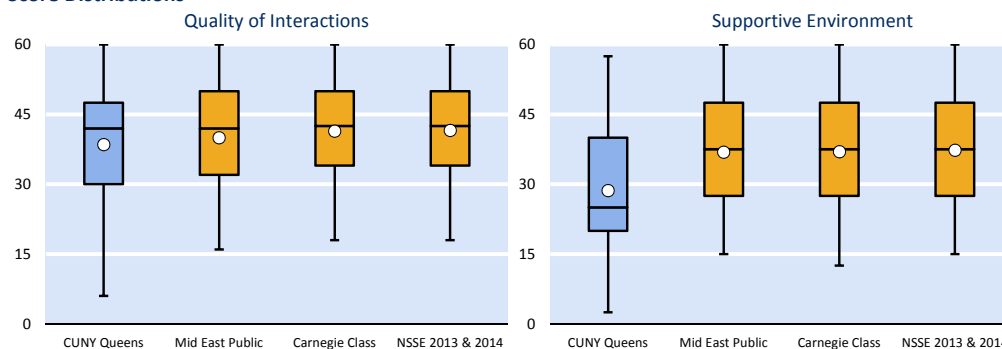
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

#### Mean Comparisons

Engagement Indicator	CUNY Queens Mean	Your first-year students compared with					
		Mid East Public		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	38.5	40.0	-.12	41.4 *	-.23	41.5 **	-.25
Supportive Environment	28.6	36.9 ***	-.60	37.0 ***	-.59	37.3 ***	-.63

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); \*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.

#### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

#### Summary of Indicator Items

Quality of Interactions	CUNY Queens	Mid East Public	Carnegie Class	NSSE 2013 & 2014
<i>Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...</i>	%	%	%	%
13a. Students	51	57	59	59
13b. Academic advisors	44	44	48	48
13c. Faculty	51	45	50	50
13d. Student services staff (career services, student activities, housing, etc.)	32	39	43	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	34	36	42	41
Supportive Environment	CUNY Queens	Mid East Public	Carnegie Class	NSSE 2013 & 2014
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>	%	%	%	%
14b. Providing support to help students succeed academically	63	76	78	78
14c. Using learning support services (tutoring services, writing center, etc.)	57	76	78	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	48	60	59	59
14e. Providing opportunities to be involved socially	45	72	72	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	42	72	71	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	27	44	45	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	42	68	65	68
14i. Attending events that address important social, economic, or political issues	40	53	52	53

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.



## NSSE 2014 Engagement Indicators

### Campus Environment CUNY Queens College

#### Campus Environment: Seniors

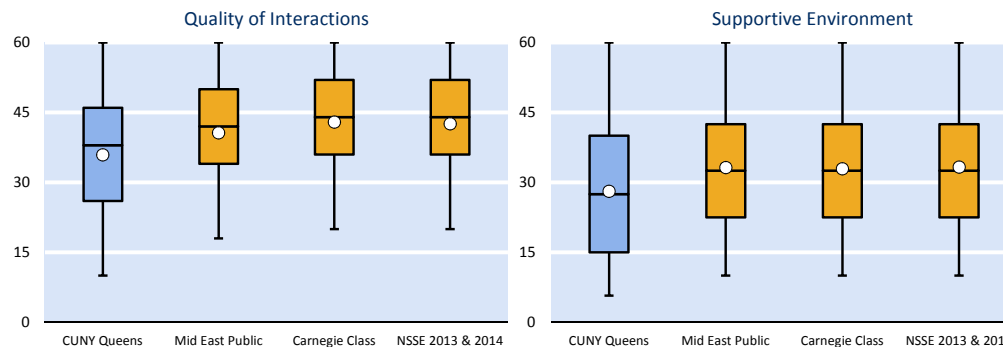
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

#### Mean Comparisons

Engagement Indicator	CUNY Queens Mean	Your seniors compared with			
		Mid East Public Effect size	Carnegie Class Effect size	NSSE 2013 & 2014 Effect size	
Quality of Interactions	35.9	40.6 *** -.39	42.9 *** -.58	42.5 ***	-.56
Supportive Environment	28.1	33.2 *** -.36	32.9 *** -.33	33.3 ***	-.36

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); \*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.

#### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

#### Summary of Indicator Items

	CUNY Queens	Mid East Public	Carnegie Class	NSSE 2013 & 2014
<b>Quality of Interactions</b>				
<i>Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...</i>				
13a. Students	50	60	64	64
13b. Academic advisors	34	47	53	52
13c. Faculty	51	55	62	60
13d. Student services staff (career services, student activities, housing, etc.)	29	37	43	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	25	34	44	42
<b>Supportive Environment</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	55	69	73	72
14c. Using learning support services (tutoring services, writing center, etc.)	58	65	67	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	52	54	53
14e. Providing opportunities to be involved socially	48	67	65	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	45	64	61	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	25	32	33	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	40	59	53	57
14i. Attending events that address important social, economic, or political issues	38	47	45	46

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

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## NSSE 2014 Engagement Indicators

### Comparisons with High-Performing Institutions

#### CUNY Queens College

### Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior students with those attending two groups of institutions identified by NSSE<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2013 and 2014 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2013 and 2014 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable<sup>b</sup> to that of the high-performing group. However, the absence of a significant difference between your score and that of the high-performing group does not mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students		CUNY Queens	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.5	40.6	-.15		42.7 ***	-.31	
	Reflective and Integrative Learning	34.2	37.3 **	-.25		39.3 ***	-.40	
	Learning Strategies	37.7	41.2 **	-.25		43.4 ***	-.41	
	Quantitative Reasoning	25.2	28.8 *	-.22		30.6 ***	-.33	
<i>Learning with Peers</i>	Collaborative Learning	26.7	34.7 ***	-.58		37.0 ***	-.76	
	Discussions with Diverse Others	38.6	43.2 **	-.30		45.6 ***	-.47	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	15.9	23.3 ***	-.50		26.9 ***	-.69	
	Effective Teaching Practices	41.2	42.4	-.09	✓	44.6 **	-.26	
<i>Campus Environment</i>	Quality of Interactions	38.5	44.0 ***	-.48		46.0 ***	-.65	
	Supportive Environment	28.6	39.4 ***	-.81		41.4 ***	-.99	
Seniors		CUNY Queens	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.4	43.3 ***	-.36		45.3 ***	-.51	
	Reflective and Integrative Learning	35.8	41.1 ***	-.41		43.1 ***	-.58	
	Learning Strategies	39.6	42.5 ***	-.20		44.9 ***	-.37	
	Quantitative Reasoning	26.3	31.3 ***	-.29		33.0 ***	-.40	
<i>Learning with Peers</i>	Collaborative Learning	27.6	35.4 ***	-.57		37.7 ***	-.74	
	Discussions with Diverse Others	42.2	43.9	-.11		45.8 ***	-.24	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	18.8	29.5 ***	-.67		34.4 ***	-.95	
	Effective Teaching Practices	40.4	43.0 ***	-.20		45.1 ***	-.35	
<i>Campus Environment</i>	Quality of Interactions	35.9	45.3 ***	-.83		47.4 ***	-.98	
	Supportive Environment	28.1	36.1 ***	-.58		39.0 ***	-.81	

Note: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); \*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Effect size: Mean difference divided by the pooled standard deviation.

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2013 and 2014 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either significant and positive, or non-significant with an effect size > -.10.



## NSSE 2014 Engagement Indicators Detailed Statistics<sup>a</sup> CUNY Queens College

### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
CUNY Queens (N = 129)	38.5	14.7	1.30	20	30	40	50	60				
Mid East Public	38.9	14.1	.18	15	30	40	50	60	6,016	-.4	.748	-.029
Carnegie Class	39.1	14.0	.09	15	30	40	50	60	22,222	-.5	.658	-.039
NSSE 2013 & 2014	39.0	13.8	.05	15	30	40	50	60	72,990	-.5	.665	-.038
Top 50%	40.6	13.6	.07	20	30	40	50	60	36,164	-2.1	.085	-.152
Top 10%	42.7	13.6	.17	20	35	40	55	60	6,791	-4.2	.001	-.306
<b>Reflective &amp; Integrative Learning</b>												
CUNY Queens (N = 144)	34.2	12.5	1.04	17	26	34	40	57				
Mid East Public	35.5	12.7	.16	17	26	34	43	60	6,301	-1.3	.231	-.101
Carnegie Class	35.6	12.7	.08	17	26	34	43	60	23,222	-1.4	.186	-.111
NSSE 2013 & 2014	35.6	12.6	.05	17	26	34	43	60	76,179	-1.4	.196	-.108
Top 50%	37.3	12.5	.07	17	29	37	46	60	36,433	-3.1	.003	-.246
Top 10%	39.3	12.6	.14	20	31	40	49	60	7,911	-5.0	.000	-.401
<b>Learning Strategies</b>												
CUNY Queens (N = 115)	37.7	13.9	1.30	20	27	40	47	60				
Mid East Public	39.5	14.2	.19	20	27	40	53	60	5,557	-1.8	.176	-.128
Carnegie Class	39.7	14.2	.10	20	27	40	53	60	20,618	-2.0	.136	-.140
NSSE 2013 & 2014	39.5	14.2	.05	20	27	40	53	60	67,640	-1.7	.188	-.123
Top 50%	41.2	14.0	.08	20	33	40	53	60	31,954	-3.5	.008	-.250
Top 10%	43.4	14.0	.17	20	33	40	60	60	6,857	-5.7	.000	-.406
<b>Quantitative Reasoning</b>												
CUNY Queens (N = 130)	25.2	16.8	1.47	0	13	27	40	60				
Mid East Public	27.3	16.6	.21	0	20	27	40	60	6,103	-2.1	.162	-.124
Carnegie Class	27.0	16.6	.11	0	20	27	40	60	22,593	-1.7	.234	-.105
NSSE 2013 & 2014	27.4	16.4	.06	0	20	27	40	60	74,174	-2.1	.143	-.128
Top 50%	28.8	16.3	.08	0	20	27	40	60	46,535	-3.5	.013	-.217
Top 10%	30.6	16.2	.16	0	20	27	40	60	10,709	-5.4	.000	-.332
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
CUNY Queens (N = 147)	26.7	13.1	1.08	10	20	25	35	50				
Mid East Public	32.4	13.9	.17	10	20	30	40	60	6,484	-5.6	.000	-.406
Carnegie Class	31.1	14.3	.09	10	20	30	40	60	23,694	-4.4	.000	-.308
NSSE 2013 & 2014	32.1	14.1	.05	10	20	30	40	60	78,043	-5.4	.000	-.380
Top 50%	34.7	13.7	.07	15	25	35	45	60	44,014	-8.0	.000	-.585
Top 10%	37.0	13.6	.14	15	25	35	45	60	10,141	-10.3	.000	-.759
<b>Discussions with Diverse Others</b>												
CUNY Queens (N = 117)	38.6	17.5	1.62	10	20	40	60	60				
Mid East Public	41.7	16.0	.22	15	30	40	60	60	5,630	-3.2	.036	-.196
Carnegie Class	40.3	16.3	.11	10	30	40	60	60	20,870	-1.7	.254	-.106
NSSE 2013 & 2014	40.9	16.0	.06	15	30	40	60	60	68,479	-2.3	.119	-.144
Top 50%	43.2	15.4	.08	20	35	45	60	60	116	-4.6	.005	-.301
Top 10%	45.6	14.8	.16	20	40	50	60	60	118	-7.0	.000	-.473



**NSSE 2014 Engagement Indicators**  
**Detailed Statistics<sup>a</sup>**  
**CUNY Queens College**

**Detailed Statistics: First-Year Students**

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
CUNY Queens (N = 137)	15.9	14.8	1.26	0	5	10	25	45				
Mid East Public	20.4	14.9	.19	0	10	20	30	50	6,139	-4.5	.000	-.304
Carnegie Class	20.0	14.8	.10	0	10	20	30	50	22,699	-4.2	.001	-.284
NSSE 2013 & 2014	20.3	14.6	.05	0	10	20	30	50	74,442	-4.4	.000	-.304
Top 50%	23.3	15.0	.09	0	10	20	30	55	26,437	-7.5	.000	-.499
Top 10%	26.9	16.2	.25	5	15	25	40	60	4,426	-11.1	.000	-.686
<b>Effective Teaching Practices</b>												
CUNY Queens (N = 135)	41.2	15.0	1.29	12	32	44	52	60				
Mid East Public	39.3	13.3	.17	16	32	40	48	60	6,182	1.9	.108	.140
Carnegie Class	40.6	13.4	.09	20	32	40	52	60	22,877	.5	.637	.041
NSSE 2013 & 2014	40.2	13.3	.05	20	32	40	52	60	75,050	1.0	.364	.078
Top 50%	42.4	13.2	.08	20	32	44	52	60	29,179	-1.2	.303	-.089
Top 10%	44.6	13.3	.17	20	36	44	56	60	5,938	-3.4	.003	-.258
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
CUNY Queens (N = 109)	38.5	14.2	1.36	6	30	42	48	60				
Mid East Public	40.0	12.6	.17	16	32	42	50	60	5,351	-1.5	.218	-.119
Carnegie Class	41.4	12.7	.09	18	34	43	50	60	19,943	-2.9	.018	-.228
NSSE 2013 & 2014	41.5	12.4	.05	18	34	43	50	60	65,543	-3.1	.010	-.247
Top 50%	44.0	11.4	.07	22	38	46	52	60	109	-5.5	.000	-.482
Top 10%	46.0	11.6	.16	24	40	48	55	60	111	-7.6	.000	-.647
<b>Supportive Environment</b>												
CUNY Queens (N = 105)	28.6	15.5	1.51	3	20	25	40	58				
Mid East Public	36.9	13.8	.19	15	28	38	48	60	5,177	-8.2	.000	-.596
Carnegie Class	37.0	14.1	.10	13	28	38	48	60	19,187	-8.3	.000	-.591
NSSE 2013 & 2014	37.3	13.8	.06	15	28	38	48	60	63,059	-8.7	.000	-.627
Top 50%	39.4	13.2	.07	18	30	40	50	60	105	-10.8	.000	-.812
Top 10%	41.4	12.8	.15	20	33	40	53	60	107	-12.7	.000	-.988

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).  
 b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.  
 c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI is the range of values that is 95% likely to contain the true population mean, equal to the sample mean +/- 1.96 \* SEM.  
 d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.  
 e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.  
 f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.  
 g. Effect size is the mean difference divided by the pooled standard deviation.



## NSSE 2014 Engagement Indicators Detailed Statistics<sup>a</sup> CUNY Queens College

### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
CUNY Queens (N = 358)	38.4	15.2	.81	15	30	40	50	60				
Mid East Public	40.7	14.2	.15	15	30	40	55	60	9,315	-2.3	.002	-.164
Carnegie Class	41.7	14.0	.08	20	35	40	55	60	363	-3.3	.000	-.236
NSSE 2013 & 2014	41.2	14.1	.04	20	30	40	55	60	359	-2.9	.000	-.204
Top 50%	43.3	13.7	.07	20	35	40	55	60	362	-4.9	.000	-.357
Top 10%	45.3	13.6	.14	20	40	45	60	60	377	-6.9	.000	-.506
<b>Reflective &amp; Integrative Learning</b>												
CUNY Queens (N = 373)	35.8	13.4	.70	14	26	37	46	60				
Mid East Public	38.4	13.1	.13	17	29	37	49	60	9,745	-2.6	.000	-.196
Carnegie Class	39.2	13.0	.07	20	30	40	49	60	34,853	-3.4	.000	-.259
NSSE 2013 & 2014	38.9	13.0	.04	17	29	40	49	60	106,698	-3.1	.000	-.240
Top 50%	41.1	12.6	.06	20	31	40	51	60	40,314	-5.2	.000	-.415
Top 10%	43.1	12.5	.13	20	34	43	54	60	9,128	-7.2	.000	-.577
<b>Learning Strategies</b>												
CUNY Queens (N = 314)	39.6	15.9	.90	7	27	40	53	60				
Mid East Public	39.5	14.9	.16	13	27	40	53	60	8,727	.1	.911	.006
Carnegie Class	41.0	14.8	.08	13	33	40	53	60	31,743	-1.4	.102	-.093
NSSE 2013 & 2014	40.3	14.8	.05	13	27	40	53	60	97,049	-.8	.368	-.051
Top 50%	42.5	14.5	.06	20	33	40	60	60	50,360	-2.9	.000	-.199
Top 10%	44.9	14.1	.13	20	33	47	60	60	325	-5.3	.000	-.373
<b>Quantitative Reasoning</b>												
CUNY Queens (N = 362)	26.3	18.0	.95	0	13	20	40	60				
Mid East Public	29.2	17.6	.18	0	20	27	40	60	9,501	-2.8	.003	-.161
Carnegie Class	29.4	17.4	.09	0	20	27	40	60	34,155	-3.0	.001	-.175
NSSE 2013 & 2014	29.9	17.3	.05	0	20	27	40	60	104,520	-3.6	.000	-.207
Top 50%	31.3	17.2	.07	0	20	33	40	60	63,697	-5.0	.000	-.290
Top 10%	33.0	16.9	.13	0	20	33	47	60	16,169	-6.7	.000	-.396
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
CUNY Queens (N = 394)	27.6	13.4	.68	10	20	25	35	55				
Mid East Public	32.7	14.1	.14	10	20	30	40	60	9,903	-5.1	.000	-.364
Carnegie Class	31.4	15.0	.08	5	20	30	40	60	404	-3.8	.000	-.254
NSSE 2013 & 2014	32.4	14.6	.04	10	20	30	40	60	396	-4.8	.000	-.332
Top 50%	35.4	13.8	.06	15	25	35	45	60	53,778	-7.8	.000	-.565
Top 10%	37.7	13.6	.13	15	30	40	50	60	11,059	-10.2	.000	-.744
<b>Discussions with Diverse Others</b>												
CUNY Queens (N = 319)	42.2	17.6	.98	5	30	45	60	60				
Mid East Public	42.2	16.1	.17	15	30	40	60	60	338	.0	.967	.003
Carnegie Class	41.4	16.4	.09	15	30	40	60	60	32,006	.8	.413	.046
NSSE 2013 & 2014	41.8	16.1	.05	15	30	40	60	60	320	.4	.714	.022
Top 50%	43.9	15.8	.06	20	35	45	60	60	320	-1.7	.078	-.111
Top 10%	45.8	15.4	.12	20	40	50	60	60	328	-3.6	.000	-.236





## NSSE 2014 Engagement Indicators Detailed Statistics<sup>a</sup> CUNY Queens College

### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
CUNY Queens (N = 367)	18.8	16.0	.84	0	5	15	30	50				
Mid East Public	25.0	16.5	.17	0	15	20	35	60	9,517	-6.2	.000	-.373
Carnegie Class	23.2	16.5	.09	0	10	20	35	60	34,116	-4.4	.000	-.267
NSSE 2013 & 2014	23.8	16.3	.05	0	10	20	35	60	104,495	-4.9	.000	-.303
Top 50%	29.5	16.1	.10	5	20	30	40	60	25,614	-10.7	.000	-.666
Top 10%	34.4	16.4	.28	10	20	35	45	60	3,790	-15.6	.000	-.954
<b>Effective Teaching Practices</b>												
CUNY Queens (N = 366)	40.4	14.6	.76	16	32	40	52	60				
Mid East Public	40.4	13.8	.14	16	32	40	52	60	9,607	.0	.980	-.001
Carnegie Class	41.5	13.8	.07	20	32	40	52	60	34,528	-1.2	.113	-.083
NSSE 2013 & 2014	40.9	13.7	.04	16	32	40	52	60	105,592	-.6	.426	-.042
Top 50%	43.0	13.6	.07	20	36	44	56	60	38,192	-2.7	.000	-.198
Top 10%	45.1	13.4	.17	20	36	48	60	60	6,771	-4.8	.000	-.354
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
CUNY Queens (N = 296)	35.9	14.1	.82	10	26	38	46	60				
Mid East Public	40.6	12.1	.13	18	34	42	50	60	311	-4.7	.000	-.388
Carnegie Class	42.9	12.1	.07	20	36	44	52	60	300	-7.0	.000	-.582
NSSE 2013 & 2014	42.5	11.9	.04	20	36	44	52	60	297	-6.7	.000	-.559
Top 50%	45.3	11.3	.06	24	38	48	54	60	299	-9.4	.000	-.826
Top 10%	47.4	11.6	.12	24	40	50	58	60	309	-11.5	.000	-.980
<b>Supportive Environment</b>												
CUNY Queens (N = 276)	28.1	15.3	.92	6	15	28	40	60				
Mid East Public	33.2	14.2	.16	10	23	33	43	60	292	-5.1	.000	-.360
Carnegie Class	32.9	14.6	.08	10	23	33	43	60	30,204	-4.9	.000	-.332
NSSE 2013 & 2014	33.3	14.4	.05	10	23	33	43	60	92,475	-5.2	.000	-.362
Top 50%	36.1	13.8	.07	13	28	38	45	60	279	-8.0	.000	-.581
Top 10%	39.0	13.3	.17	17	30	40	50	60	293	-10.9	.000	-.812

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).  
 b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.  
 c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI is the range of values that is 95% likely to contain the true population mean, equal to the sample mean +/- 1.96 \* SEM.  
 d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.  
 e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.  
 f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.  
 g. Effect size is the mean difference divided by the pooled standard deviation.