

Queens College of the City University of New York

Self-Study Documentation Roadmap

2006.9.15

Standard	Substantively addressed within self-study	Partially addressed within self-study	Not addressed within self-study
1. Mission and Goals			x
2. Planning and Resource Allocation			x
3. Institutional Resources			x
4. Leadership and Governance			x
5. Administration			x
6. Integrity			x
7. Institutional Assessment		x	
8. Student Admissions and Retention	x		
9. Student Support Services		x	
10. Faculty			x
11. Educational Offerings		x	
12. General Education	x		
13. Related Educational Activities		x	
14. Assessment of Student Learning	x		

Documentation associated with each standard is described below, in the following order:

- Standards not addressed within self-study (1-6, 10)
- Standards partially addressed within self-study (7, 9, 11, 13)
- Standards substantively addressed within self-study (8, 12, 14)

Queens College is a unit of the City University of New York, the nation's largest urban public university. Under the policy of an integrated university, the system is becoming increasingly centralized. This gradual process has many advantages, as it improves efficiency, reduces overlap among programs, and facilitates the seamless movement of students across the system. It does, however, also mean that decisions and planning are often a function of CUNY central offices rather than individual colleges. For this reason, some of the documents listed below originate at CUNY rather than at Queens College.

Self-study chapters

- 1) Facilitating Transfer and Retaining Students
- 2) Student and Faculty Campus Life
- 3) Affirmative Action: Successes and Challenges
- 4) Curriculum, including General Education
- 5) Assessment: Accountability and Improvement

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Items below marked * are on the University website, www.cuny.edu. Some items are password-protected; appropriate passwords and direct URL's will be provided.

Standards Not Addressed within the Self-Study

Standard 1: Mission, Goals, and Objectives

Document Provided	Annotation
Queens College Mission Statement	The Queens College Mission, updated in its 1995 Self Study, was reviewed and confirmed by the 2005 self-study steering committee.
CUNY 2004-2008 Master Plan*	The CUNY Master Plan is a roadmap for the next four years of the University and its colleges, including Queens, the CUNY Master Plan specifies the University's mission and its academic goals and objectives, and lays down a pathway for attaining those goals.
University Performance Management Process; Annual Goals and Targets: Annual Reports of Queens College	The University sets performance goals for the colleges in specific areas: <ul style="list-style-type: none">• Raise Academic Quality• Improve Student Learning Outcomes and Success• Enhance Financial and Management In each area, detailed objectives and targets are specified, including specific indicators of success. The annual reports detail how well the college has, and has not, met each of these goals and objectives.
Leading the American Dream: the Campaign for Queens College	The case statement describes, for potential donors, the goals of the college beyond those met by regular state appropriations.

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Standard 2: Planning, Resource Allocation, and Institutional Renewal

Document Provided	Annotation
CUNY 2004-2008 Master Plan*	The CUNY Master Plan, mentioned above, specifies the resources needed to reach performance goals and identifies sources.
Campus Facilities Master Plan	The Queens College Campus Master Plan, approved by the Board of Trustees in Spring 2006, provides a plan to enable the facilities of the college to meet its expected educational and academic needs.
Annual University Operating Budget requests and allocations	Annual budget requests and allocations of the University include the request and actual allocations of the colleges, including Queens.
Academic Program Review guidelines, self-studies, evaluation reports, and long-range plans	Guidelines for academic program review, along with program self-studies, evaluation reports, and program long-range plans.
University procedures for adding new programs	A document which specifies how programs are to be developed, and approved, including procedures for consultation with faculty, other university units, and the market to demonstrate need and appropriateness of the proposed program.
Annual ISM Adjunct Model outcomes by department	The University's Instructional Staff Model, used to measure teaching needs, is used by the college to allocate faculty resources according to need as measured by student FTE's in different disciplines and at different academic levels.
Annual Non-Teaching Model outcomes for the college	Allocates non-teaching staff resources across the University and the college according to need as measured by student FTE's and other factors.

Standard 3: Institutional Resources

Document Provided	Annotation
Facilities Master Plan	This plan, referred to above, includes projections of the college's expected educational and academic needs. The plan provides University-approved enrollment projections by academic unit through 2014.

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Annual audited financial statements	These statements are University-wide, but specify tax-levy spending at the colleges, including Queens. Reports are provided for tax-levy accounts; Income Funds Reimbursable (IFR) accounts, used for fee-based spending; and Research Foundation and Queens College Foundation accounts used for earmarked research and donated funds.
CUNY five year capital outlay program 2006-2007 to 2010-2011	Details the 5-year capital budget for CUNY colleges, including Queens.
Annual IPEDS Finance Survey	Describes the College's revenues and expenditure including items such as capital and fringe benefits which are not part of our explicit budget.
Library annual report	Presents library spending and resource needs.
Annual Technology Fee plan	This College plan, the result of meetings with faculty, students and staff, determines how student technology fee funds are spent on campus to improve instructional technology.
Report on Queens College Campaign progress	Presents the college's efforts to raise funds from private sources to supplement the University's allocation.
Queens College Fact Book	Issued annually by the Office of Institutional Research, the Fact Books report on enrollment, faculty, staff, and budgets.

Standard 4: Leadership and Governance

Document Provided	Annotation
Charter of the City University of New York	A complex document from 1978, primarily for reference.
City University of New York Board of Trustees membership list and descriptions	The Board of Trustees has members appointed by the Governor and the Mayor as well as faculty and student members.
Bylaws	The bylaws of the University Board of Trustees detail the obligations and qualifications of the University and college leadership.
Minutes of the Board of Trustees*	
Chancellor's Reports to Board of Trustees*	The Chancellor's Reports provide information on personnel and academic actions at the college which have been approved by one of the Board's committees and require approval of the full Board of Trustees.

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Document Provided	Annotation
University Report to Board of Trustees*	The University Reports provide information on personnel and academic actions at the college requiring Board of Trustees approval.
Professional Staff Congress/CUNY: Contractual agreement	The contractual agreement between the University and the Professional Staff Congress, which represents faculty and academic staff at the University.
Job description and qualifications of the President of Queens College	
Academic Senate: Charter and minutes	The Academic Senate, composed of 60 faculty and 30 students, has authority over the curriculum.
College Personnel and Budget Committee minutes	This committee, composed of chairs of the academic departments, has authority over budget and personnel practices, including faculty hiring and promotion.
Student Government Constitution and Bylaws	Specifies rules and structure for Student Government, including the terms for leadership and practices and procedures to be followed.

Standard 5: Administration

Document Provided	Annotation
College organization charts	These show the reporting responsibility for academic and administrative units at the college.
Senior administrator job descriptions and qualifications	Vice presidents and deans
Faculty handbook	Provides information on services for faculty.
Tenure and Promotion Procedures	Procedures and practices for faculty tenure and promotion.
Procedures handbook	Procedures and practices for faculty and academic staff hiring, promotion, leaves, requirements, and other obligations.
Academic Senate charter	The Academic Senate charter provides for five-year review of senior administrators and a defined role in searches.
Annual reports, Office of Research and Sponsored Programs	Describes external research grants and donations to the college.

Standard 6: Integrity

Document Provided	Annotation
Queens College undergraduate and graduate catalogs	These specify student responsibilities, appeals procedures, and academic integrity.

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Document Provided	Annotation
Board of Trustees statement on academic integrity	Describes expectations for student academic integrity and procedures to deal with violations.
Undergraduate and Graduate Scholastic Standards Committees procedures	Calendar of deadlines and college rules on academic procedures involving students
Your Right to Know	Document distributed to all students, providing information about safety, health, and law.
Quick Guide to Academic Policies and Procedures	A reference given to students.
Turnitin procedures	A quick guide to the use of Turnitin.com, used to help faculty address plagiarism in student writing.
IRB procedures and application manual	Rules and procedures for Institutional Review Board (here called the QC Committee for the Protection of Human Subjects) approval of research protocols.
Institutional Animal Care and Use Committee (IACUC) procedures	Procedures for approval of research or teaching that involves the use of animals
Affirmative Action policies	Affirmative action procedures to ensure that faculty and staff are hired fairly and from a representative pool and that insure that all individuals are treated fairly and with respect when applying for positions.
Policy on Sexual Harassment	Policies to ensure that all members of the college community are protected from sexual harassment and to enable individuals to file grievance procedures if there are problems.
Statement on Intellectual Property Rights	Developed by a University faculty/staff committee, specifies policy on intellectual property.
Policy on Workplace Violence	Policy to protect individuals on campus from workplace violence.
Policy on Illicit Drug Use	This is a clear policy prohibiting the use of illegal drugs.

Standard 10: Faculty

Document Provided	Annotation
Queens College undergraduate and graduate catalogs	List all normal college faculty and their credentials.
Faculty handbook	Provides information on obligations and procedures for faculty.

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Document Provided	Annotation
New faculty orientation packet	Contains a variety of materials provided to new faculty at their orientation, including college catalogs, library information, information on the Borough of Queens, faculty mentorship, orientation agendas, and other information.
Tenure and Promotion Procedures	Procedures and practices for faculty tenure and promotion.
College Personnel and Budget (P&B) minutes	The P&B considers and sets expectations for faculty qualifications for promotion and tenure.
Procedures handbook	Procedures and practices for faculty hiring, promotion, leaves, requirements, and other obligations.
Annual report on scholarly achievements	The college reports annually to the University on the scholarly and research achievements of the faculty.
Academic Senate teaching evaluations	The Academic Senate teaching assessment is used to provide student evaluations of untenured faculty every semester and tenured faculty every third semester.
Representative departmental teaching evaluations	Some departments also use their own teaching assessments, which provide additional insight into teaching quality.
Research Enhancement Committee minutes	This committee, composed of senior faculty with successful research programs, considers existing research makes recommendations to strengthen research at Queens.
Academic program review – self-study and evaluator reports	Self-studies summarize departments’ research and scholarly work and the qualifications of their faculty. External evaluator reports provide perspective.
Queens College Fact Book	These annual reports present the teaching, research, administrative, and other work load of the faculty, by department.
Academic Senate: Charter and minutes	The Academic Senate, composed of 60 faculty and 30 students, has authority over the curriculum.
College Personnel and Budget Committee minutes	This committee, composed of chairs of the academic departments, has authority over budget and personnel practices, including faculty hiring and promotion.

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Document Provided	Annotation
Goals of Center for Teaching and Learning	The college's new Center for Teaching and Learning opens in Fall 2006 in newly refurbished space shared by the Writing Across the Curriculum program and adjacent to the Faculty Development Laboratory. The goal is to maximize synergy among these faculty development programs.
Instructional Staff Model annual reports	These reports, mentioned above, provide information on student/faculty ratios and full-time/part-time ratios by department and across the college.

Standard 13: Related Educational Activities

Document Provided	Annotation
Continuing Education Program catalog and course schedule	CEP offers learning opportunities through non-credit courses and certificate programs for personal and professional development. Besides its own courses, the program includes three units:
a) English as a Second Language description and report	ESL, a part-time program, offers a complete series of courses to help students improve pronunciation, listening, speaking, reading, writing and/or test-taking skills.
b) English Language Institute description and report	ELI, a full-time, academic program for learning English as a second language, has been preparing international students and US residents to go on to colleges, universities, and professional schools for 60 years.
c) College for Older Adults description and report	COA is an innovative, low-cost educational program that stresses the pleasures of learning in non-credit courses designed for adult learners age 50 and older.
Adult Collegiate Education catalog and reports	ACE offers a carefully structured opportunity to assist adults age 25 and over in their educational goals.
Weekend College catalog, reports, and	Weekend College makes it possible to earn a bachelor's degree by taking classes on Friday evenings, Saturdays, and Sundays.
College Now annual reports	College Now works with New York City high schools to strengthen pre-collegiate preparation of students and to develop programs to help students make the transition from high school to college.

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Document Provided	Annotation
Summer Science Schedule and Report 2004, 2005, 2006	The summer science program aims to develop interest in science, and Queens College, among area high school students. Each year, about 100 students go through the two-week program
Queens School of Inquiry proposal, report, and newsletters	The QSI, an early college high school, opened in Fall 2005 with Grade 6. Part of a program to facilitate the transition from high school to college, it will offer students the ability to take college credit while in high school.
Study Abroad brochures and annual reports	College Now works with New York City high schools to strengthen pre-collegiate preparation of students and to develop programs to help students make the transition from high school to college.
Project GLOBE: Summary of the first four years of the program showing numbers of schools and teachers trained; awards and other recognition earned by GLOBE; financial records; testimonials from teachers and principals	Queens College is a GLOBE training partner, aiding the K-12 programs with their mission to improve science education by involving students and their teachers in world-wide research examining long-term global change.

Standards Partially Addressed within the Self-Study

Standard 7: Institutional Assessment

Document Provided	Annotation	Self-Study Chapters
University Performance Management Process – Queens College Annual Reports.	As described above, these specify University and college goals and objectives and assess success in attaining them.	
Queens College Fact Books	Queens College Factbooks, issued annually, provide admissions, enrollment, FTE, and graduation trends over time for each department.	
IPEDS	Data provided to US Department of Education.	
NCES Peer Comparison Report and the IPEDS Executive Peer Tools	The college uses the NCES Peer Comparison Report and the IPEDS Executive Peer Tools to measure our effectiveness.	
CUNY IRDB Oracle data base - Retention and Graduation Data	This tool allows the IR office to do ad hoc queries against the University data files. It also allows the University to share its methodology with the campus when providing indicators on PMP (Performance Management Process) reports.	
CUNY Proficiency Exam (CPE) results	The CPE is administered to students who have earned 45 credits or more. Results provide information to the college on how well students have learned writing and data analysis.	5
Transfer Report	CUNY reports on transfers between colleges and progress of students who transferred.	5
Student Experience Survey (CUNY - 1995, 2004, 2006)	These surveys measure student experience with campus services, academic life, and other issues.	5
National Survey of Student Engagement reports 2002 and 2005	NSSE measures student academic engagement.	5
National Clearinghouse source for no shows and leavers	Data used to show where our students come from and go to and which colleges are our strong competitors.	

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Document Provided	Annotation	Self-Study Chapters
Annual Queens College Graduation Survey	Conducted by IR office, measures graduate satisfaction and future plans.	5
Survey of 2002 CUNY graduates one year after graduation	This follow-up survey one year after graduation is a source of data on employment for Queens graduates.	5

Standard 9: Student Support Services

Document Provided	Annotation	Self-Study Chapters
Student Handbook	The student handbook provides information on student support services at the college.	
Academic Support Center materials, including the Sophomore Initiative, CPE online and in-person workshops, and audit materials	The ASC provides students with assistance from qualified tutors in the Writing Center (writing), the Academic Support Lab (reading and study skills), and—in conjunction with specific departments—content tutoring for courses known to prove difficult (including accounting, economics, and the sciences).	1
University Skills Immersion Program (USIP) annual report	Reports on outcomes of summer, in-semester, and January skills immersion programs, including outcomes of student proficiency testing.	1
Testing Center	Provides students with information and assistance in preparing for entrance exams, the CUNY Proficiency Examination, and other skills and placement testing	1
Counseling & Advising materials	Information on Counseling and Advising program, the Peer Advisement program, Minority Student Affairs, and the Office of Student Retention	1
Campus Life	To be addressed in self-study	2
Campaign for Success	Proposal, etc, to improve student success	1
Coordinated Undergraduate Education (CUE) plan and annual reports	The University's CUE program funds student support services at CUNY campuses. Annual reports describe support service activities and student learning outcomes.	

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Document Provided	Annotation	Self-Study Chapters
Pre-Health Professions Office annual reports	Annual reports from Pre-Health Professions Office, which assists students applying to medical school and other health professions.	
Search for Education, Elevation, and Knowledge (SEEK) academic plan and annual reports	SEEK is an opportunity program for educationally and economically disadvantaged students. It provides academic instruction, financial assistance and academic tutorial support to disadvantaged students. The academic plan, updated annually, describes the program and its future initiatives; reports present learning outcomes and student success; and presents future plans.	
Undergraduate Scholastic Standards Committee (USSC) annual reports	The USSC, an arm of the Academic Senate, considers student appeals of academic policies and its reports provide overviews on policy compliance.	
NCAA Division II Graduation Rate Survey	Graduation rate study for athletes, compiled by the athletics office.	

Standard 11: Educational Offerings

Document Provided	Annotation	Self-Study Chapters
College undergraduate and graduate catalogs and schedules of classes		
Academic program review documents: department self-studies, evaluators' reports, department academic plans	These provide descriptions and external review of departments' program offerings.	
Reports to external accrediting agencies	These external agencies include the National Council on the Accreditation of Teacher Education, the American Dietetics Association, the National Association for Sport and Physical Education, the American Association of Family and Consumer Science, the American Chemical Society, the American Library Association, and the American Speech and Hearing Association.	

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Document Provided	Annotation	Self-Study Chapters
US News and World Report, the Princeton Guide, Peterson's Guide	Ratings of the college by external entities	
How to Propose a New Program	University document which describes how to propose a new program, which requires a Letter of Intent, Board of Trustees approval, and registration with the State Education Department as well as college approval through the Academic Senate	
Procedures for new programs at Queens College	Description by the Undergraduate Curriculum Committee of the procedure for proposing course and other program changes to the Academic Senate.	
New York State Education Department website	All educational programs are registered with NY SED and must meet their standards.	
CUNY Honors College annual reports	The Honors College offers a challenging undergraduate experience for gifted students, providing full financial support, seminars on New York City, instructional technology, mentors, internships and study abroad.	
Teaching Fellows	The Teaching Fellows program, a collaboration with the New York City Department of Education, provides a pathway for graduates who wish to pursue a teaching career.	
Teacher Academy viewbook and report	The Teacher Academy, a partnership with the New York City Department of Education and New York University supported by a grant from the Petrie Foundation, addresses issues of teacher education in urban areas in mathematics and science, providing students full financial support and early teaching exposure.	
Articulation agreements	Examples of such agreements for the BBA and Graphic Design. These agreements are required by the University when new programs are proposed.	
Adult Collegiate Education catalog and reports	ACE offers a carefully structured opportunity to assist adults age 25 and over in their educational goals.	

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Document Provided	Annotation	Self-Study Chapters
Weekend College catalog, reports, and	Weekend College makes it possible to earn a bachelor's degree by taking classes on Friday evenings, Saturdays, and Sundays.	

Standards Substantively Addressed within the Self-Study

Standard 8: Student Admissions and Retention

This standard is substantively discussed in Chapter 1 of the self-study, which makes reference to the following documents.

Document Provided	Annotation
Queens College undergraduate and graduate catalogs	The catalogs, issued biannually, describe admissions criteria for undergraduate and graduate programs at the college.
Enrollment Management Committee Report 2004	This faculty-staff committee considered enrollment management at Queens and made recommendations to improve admission and retention procedures.
Enrollment management progress report 2006	Reports on progress made in implementing recommendations of the Enrollment Management Committee.
Admission Index	Index which takes into account applicants' high school record and SAT score.
Transfer students	Addressed in self-study
Admissions Reports	Reports, by semester, from Admissions Office on demographics, etc, of admitted and registered students.
Academic Senate Admissions Committee minutes	This committee evaluates admissions policies.
College Admissions and Retention Committee minutes	This faculty/staff committee considers appeals from college admissions and retention decisions.
Application packet	Information sent by Admissions to all new students; includes admissions and testing information.
Student Handbook	This handbook is provided by Academic Advising to all new students to ensure they are aware of policies that will influence their success at Queens.

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Standard 12: General Education

This standard is substantively discussed in Chapter 4 of the self-study, which makes reference to the following documents.

Document Provided	Annotation
Undergraduate catalog	Describes current general education requirements.
General Education Task Force report (2004)	This report, prepared by a faculty/student task force, describes the goals and objectives of general education at Queens College. It recommends reforms, which the Academic Senate is now implementing.
Undergraduate Curriculum Committee Reports (2005, 2006)	A 2005 report, passed by the Academic Senate, proposes new “integration and synthesis” courses which are now being piloted. The learning outcomes of these pilots will be assessed before a final decision is made on implementation. A 2006 report, also passed by the Senate, describes new area requirements in Perspectives on the Liberal Arts and Sciences (PLAS) courses, which will go into effect in Fall 2009. Courses will be piloted before then and learning outcomes assessed to ensure the stated goals of the PLAS courses are met.
Writing across the Curriculum (WAC) program reports	WAC reports describe the college’s writing requirements, document the development of its writing-intensive courses, and describe progress in implementing such courses across the disciplines.

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Standard 14: Student Learning Assessment

This standard is substantively discussed in Chapter 5 of the self-study, which makes reference to the following documents, among others.

Document Provided	Annotation
College assessment plan	Presents a plan for assessment of student learning and
Program accreditation reports as described above	
CUNY Proficiency Exam (CPE) results and comparisons.	The CPE, described above, provide information on student mastery of writing and data analysis. As a uniform normed sophomore/junior test, the CPE also provides information on the relative performance of students by group.
Graduate survey	A survey of recent Queens College graduates to assess the quality of their academic experience.
Senate surveys	Described above, these student evaluations are indirect measures of student learning.
NSSE Benchmark Reports	These reports provide comparative information on the college relative to its peers.
Department assessment plans	A sampling of department assessment plans, reports, and program changes.
Placement exam and Teacher Licensure Exam outcomes	These provide direct normed measures of student learning.
Department surveys	Several departments have their own surveys of student satisfaction and teaching evaluation.
Reports on WAC courses	Described above.
Reports on performance in selected science courses	Using comparative baseline data on SAT scores and high school averages, the value added of sciences courses is assessed and students at risk of failure identified.