

QUEENS COLLEGE

# Self-Study Report





Table of Contents

|                                                                         |    |
|-------------------------------------------------------------------------|----|
| Executive Summary                                                       | 7  |
| 1. Institutional Profile                                                | 7  |
| 2. The Self-Study Process                                               | 11 |
| 3. Our Institutional Priorities                                         | 12 |
| 4. Overview of Key Findings                                             | 15 |
| Standard I: Mission and Goals                                           | 19 |
| Criterion 1: Mission and Goals                                          | 19 |
| Criterion 2: Institutional Goals                                        | 22 |
| Criterion 3: Outcomes and Student Achievement                           | 23 |
| Criterion 4: Periodic Assessment of Mission and Goals                   | 26 |
| Conclusions and Recommendations                                         | 26 |
| Standard II: Ethics and Integrity                                       | 29 |
| Criterion 1: Fostering Intellectual and Academic Freedom.               | 29 |
| Criterion 2: Fostering a Climate for Engagement and Success for All     | 30 |
| Criterion 3: Fair and Equitable Grievance and Complaint Practices       | 31 |
| Criterion 4: Conflict of Interest Policy                                | 32 |
| Criterion 5: Employment Fairness and Equity                             | 33 |
| Criterion 6: Accuracy and Honesty in Marketing                          | 34 |
| Criterion 7: Queens College: A Diverse and Inclusive Best Value College | 34 |
| Criterion 8: Transparency and Accountability                            | 36 |
| Criterion 9: Periodic Assessment of Ongoing Processes                   | 36 |
| Conclusions and Recommendations                                         | 37 |
| Standard III: Design and Delivery of the Student Learning Experience    | 39 |
| Criterion 1: Program Design                                             | 39 |
| Criterion 2: Qualifications, Development, and Evaluation of Faculty     | 41 |
| Criterion 3: Official Publication of Academic Programs                  | 45 |
| Criterion 4: Student-Focused Resources and Opportunities                | 45 |
| Criterion 5: General Education Program                                  | 49 |
| Criterion 6: Graduate and Professional Education                        | 50 |
| Criterion 7: Review and Approval of Third-Party Providers               | 52 |
| Criterion 8: Assessment of Academic Program Effectiveness               | 52 |
| Conclusions and Recommendations                                         | 53 |
| Standard IV: Support of the Student Experience                          | 55 |
| Criterion 1: Recruitment, Admissions, Enrollment, and Retention         | 55 |
| Criterion 2: Credit Awarding Policies                                   | 65 |
| Criterion 3: Student Records                                            | 66 |
| Criterion 4: Athletics, Student Life, Extracurricular Activities        | 67 |
| Criterion 5: Third-Party Vendors                                        | 69 |
| Criterion 6: Assessment of Student Support                              | 70 |
| Conclusions and Recommendations                                         | 71 |

|                                                                                                     |            |
|-----------------------------------------------------------------------------------------------------|------------|
| <b>Standard V: Educational Effectiveness Assessment</b>                                             | <b>73</b>  |
| Criterion 1: Student Learning Objectives                                                            | 73         |
| Criterion 2: Learning Outcomes Assessment                                                           | 75         |
| Criterion 3: Use of Disaggregated Assessment Results                                                | 81         |
| Criterion 4: Third-Party Assessment Service Providers                                               | 82         |
| Criterion 5: Periodic Assessment of Assessment Practice                                             | 82         |
| Conclusions and Recommendations                                                                     | 83         |
| <br>                                                                                                |            |
| <b>Standard VI: Planning, Resources, and Institutional Improvement</b>                              | <b>85</b>  |
| Criterion 1: Goals Linked to Mission                                                                | 85         |
| Criterion 2: Inclusive Planning Processes                                                           | 86         |
| Criterion 3: Integrated Planning                                                                    | 86         |
| Criterion 4: Planning and Resources for DEI                                                         | 88         |
| Criterion 5: Budgeting and Planning Process                                                         | 89         |
| Criterion 6: Resources and Infrastructure                                                           | 90         |
| Criterion 7: Funding Base and Finances                                                              | 91         |
| Criterion 8: Responsible Fiscal Management                                                          | 92         |
| Criterion 9: Inclusive Decision Making                                                              | 92         |
| Criterion 10: Comprehensive Planning                                                                | 93         |
| Criterion 11: Compliance with Regulations                                                           | 94         |
| Criterion 12: Utilization of Resources                                                              | 94         |
| Criterion 13: Periodic Assessment of Planning                                                       | 95         |
| Conclusions and Recommendations                                                                     | 95         |
| <br>                                                                                                |            |
| <b>Standard VII: Governance, Leadership, and Administration</b>                                     | <b>97</b>  |
| Criterion 1: Governance Structure                                                                   | 97         |
| Criterion 2: CUNY Board of Trustees                                                                 | 100        |
| Criterion 3: Queens College President                                                               | 101        |
| Criterion 4: College Administration                                                                 | 101        |
| Criterion 5: Periodic Assessment of the Effectiveness of Governance, Leadership, and Administration | 102        |
| Conclusions and Recommendations                                                                     | 103        |
| <br>                                                                                                |            |
| <b>Appendix A: Steering Committee and Working Group Membership</b>                                  | <b>106</b> |
| <br>                                                                                                |            |
| <b>Appendix B: Glossary of Acronyms</b>                                                             | <b>108</b> |
| <br>                                                                                                |            |
| <b>Appendix C: Evidence Citations</b>                                                               | <b>109</b> |





# Executive Summary

Queens College is proud to submit this Self-Study Report to the Middle States Commission on Higher Education (MSCHE). This report reflects a comprehensive, honest, and in-depth review of our adherence to, and innovation around, the expectations for accreditation as set forth in MSCHE’s Seven Standards for Accreditation. We deployed an inclusive approach that directly engaged over 80 members of the Queens College community who were divided into seven working groups; and all of our community periodically at regular meetings as well as participatory college-wide events specifically focused on our reaffirmation of institutional accreditation. Through institution-wide outreach over 18 months, the working groups gathered robust evidence to prove that we meet the standards set forth by MSCHE. This Self-Study Report, drafted by the working groups in close consultation with college leadership and internal and external stakeholders, is grounded in that evidence. It documents the myriad ways in which Queens College adheres to our mission; functions transparently and ethically to provide an affordable and well-regarded educational experience; supports and assesses student learning and student outcomes; operates in a fiscally responsible manner; and sustains a healthy shared governance practice propelling us forward in a mutual spirit of continuous improvement. We are proud of our efforts as reflected in this Self-Study Report. Queens College embodies the best of public higher education, providing the highest caliber educational experience at an affordable cost to a diverse and deserving student body; lifting up the borough of Queens and the city of New York; and advancing our institutional mission, values, and priorities.

## I. Institutional Profile

Queens College was founded in 1937 as “The College of the Future,” an independent public institution serving the borough of Queens. It was shaped by the vision of people like the college’s first president, Paul Klapper, who noted on October 11, 1937—the first day of classes—“We are the pioneers of a new institution. We have no history to look back to, but we can look forward to progress.”

Founded on a site in suburban Flushing which formerly housed a reform school for wayward boys, Queens College is situated on an 83-acre campus and has 40 buildings, including a library, gym, athletic fields, and 13-story tower housing administrative offices, classrooms, and several academic departments. While the campus provides a view of

the dramatic Manhattan skyline to the west, Queens College is borough-based in its orientation. The campus is served by city buses, and many faculty, staff, and students commute by car. While there is a 506-bed dormitory on campus, Queens College is primarily a commuter institution.

As part of The City University of New York (CUNY) system, the college’s roots can be traced back to 1847 with the founding of the Free Academy. Its mission then, as it is now, was one of access, to “educate the whole people.” The Free Academy later became City College, and together with its branches, Hunter College, Brooklyn College, and Queens College, would form the senior colleges of CUNY. When Governor Nelson A. Rockefeller signed CUNY into law in 1961, he declared education was democracy’s “lifeblood.” Queens College was one of the seven inaugural colleges of CUNY.



Queens College has always been dedicated to the idea that a first-rate education should be accessible to talented people of all backgrounds and financial means. There has also been an ongoing commitment to civic engagement and service to the community. President Klapper adopted the motto that is still in use today, *Discimus ut Serviamus*, which translates to “We learn so that we may serve.” These themes of access, service, democracy, and progress resonate throughout Queens College’s long history, from educating teachers and other education professionals, to the involvement of Queens College’s faculty, staff, and students in the Civil Rights movement, to its current mission, values, and strategic goals, and in the priorities identified for this self-study.

Queens College seeks to prepare students to serve as innovative leaders in a diverse world that they will make more equitable and inclusive. The college accomplishes this by offering a rigorous education in the liberal arts and sciences under the guidance of a faculty dedicated to teaching and expanding the frontiers of knowledge. Students can take advantage of the college’s numerous opportunities to engage in experiential learning in the surrounding community, study abroad, and intern with leading companies and top researchers. Queens College students graduate with the ability to think critically, address complex problems, explore various cultures, and use modern technologies and information resources.

Programs of Study

The college offers over 200 undergraduate degree programs, over 100 master’s degrees, 64 advanced certificate programs, and 27 accelerated master’s programs which allow students to begin graduate studies while completing their baccalaureate degree. The college has four academic schools: Arts and Humanities; Education; Mathematics and Natural Sciences; and Social Sciences. Each school is divided into academic departments and programs, each with its own chair or director and faculty members who teach within it.

■ **The School of Arts and Humanities**, which encompasses the School of Arts, includes the Aaron Copland School of Music and the departments of Art; Classical, Middle Eastern, and Asian Languages and Cultures; Comparative Literature; English; Drama, Theatre, and Dance (includes Fashion and Design); European Languages and Literatures; Hispanic Languages and Literatures; Library; Linguistics and Communication Disorders; Media Studies; and Honors in the Humanities.

■ **The School of Education** includes the departments of Elementary and Early Childhood Education; Educational and Community Programs; and Secondary Education and Youth Services, which includes the TIME 2000 honors program in secondary education mathematics.

■ **The School of Mathematics and Natural Sciences** includes the departments of Biology; Chemistry and Biochemistry; Computer Science; Family, Nutrition, and Exercise Sciences; Mathematics; Physics; Psychology; School of Earth and Environmental Sciences; and Honors in the Mathematical and Natural Sciences.

■ **The School of Social Sciences**, which encompasses the Queens College School of Business, includes the departments of Accounting and Information Systems; Anthropology; Economics; History; Philosophy; Political Science; Sociology; Urban Studies; Graduate School of Library and Information Studies; and Honors in the Social Sciences.

The college also offers interdisciplinary programs in Africana Studies, Business and Liberal Arts, Irish Studies, Jewish Studies, Byzantine and Modern Greek Studies, Latin American and Latino Studies, and Women and Gender Studies. Finally, the college is home to many Queens College centers and CUNY-wide institutes which focus their work on various pressing social issues facing the local communities, students, faculty, and the many ethnic and religious groups in Queens and the greater New York City area. These include the Asian American / Asian Research Institute; the John D. Calandra Italian American Institute; the Research Institute for the Study of Language in an Urban Environment; the Barry Commoner Center for Health and the Environment; the Center for Byzantine and Modern Greek Studies; the Center for Jewish Studies; and the Center for Ethnic, Racial and Religious Understanding.

Faculty Profile

As of Fall 2025, Queens College has an outstanding faculty of 572 full-time and 874 part-time teachers and scholars. 75% hold a doctorate. They have been the recipients of numerous fellowships and research grants, including prestigious Guggenheim and Fulbright awards. There are currently 15 distinguished professors on the Queens College faculty in fields as diverse as biology; chemistry and biochemistry; economics; English; earth and environmental sciences; history; Italian American studies; mathematics; physics;

psychology; sociology; and urban studies. Appointed by The City University of New York to the highest professorial rank in the system, they are known for their superior research, scholarship, and teaching.

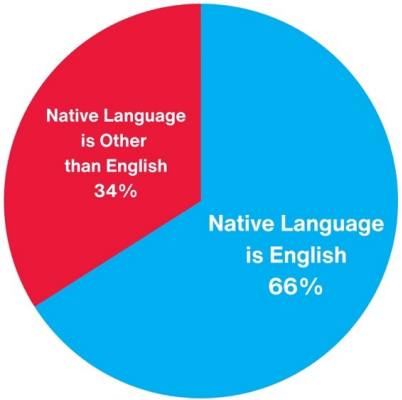
Student Population

As of Fall 2025, the Queens College student body consists of 14,915 students, including 12,402 undergraduate students and 2,513 graduate students. Hailing from 151 countries and speaking 92 languages and dialects, they represent a vibrant mix of cultures, providing an extraordinary educational environment. Of the students who provided information about family background (by completing FAFSA), 48% reported being the first generation in their families to attend college, 40% are underrepresented minorities, and one-third reported that their native language is other than English. Almost half are Pell Grant recipients. Queens College is both a Hispanic-Serving Institute and an Asian American and Native American Pacific Islander-Serving Institution.

Number of Ancestries: 151  
Students’ Top Countries of Ancestry



Students by Native Languages



About three-quarters of undergraduates attend full time, and over 80% are under age 25. 76% are from the borough of Queens, while the remainder hail primarily from Long Island, immediately to the east of Queens. 32% identify as Asian American, 29% Hispanic, 20% White, and 9.5% Black. 51% of undergraduates and 70% of graduate students are female. 36% are transfer students. Most graduate students attend part time, and their average age is 29.

Student Achievement

Recent Queens College graduates have won fellowships, scholarships, and assistantships for study at many leading graduate schools, including Harvard, Yale, Columbia, Duke, Sarah Lawrence, MIT, the University of Cambridge, Imperial College, London, and SOAS, University of London. A number of our students have received prestigious awards for graduate or undergraduate study, including Salk Fellowships, Marshall Scholarships, Goldwater Scholarships, National Science Foundation Awards, Beinecke Scholarships, a Truman Scholarship, a Clark Foundation Fellowship, a National Security Education Program (NSEP) Boren Scholarship, a Rangel Scholarship, Benjamin A. Gilman Scholarships, and a remarkably high number of Fulbright Grants.

Economic Mobility and Student Success

84% of Queens College students remain in New York State ten years after graduation, indicating that the successes of our students are also the successes of the region we serve. Queens College consistently ranks among the top institutions in the nation in enhancing its graduates’ economic mobility; for example, *Forbes* ranked Queens College #8 on their 2026 list of 25 Colleges with the Highest Payoff. Thanks to our affordable tuition and federal and state support for eligible students via Pell and the New York Excelsior Scholarship and Tuition Assistance Program, 91% of undergraduates do not take out federal student loans, and the median loan debt for the 9% who do is \$10,300.

Recent Developments

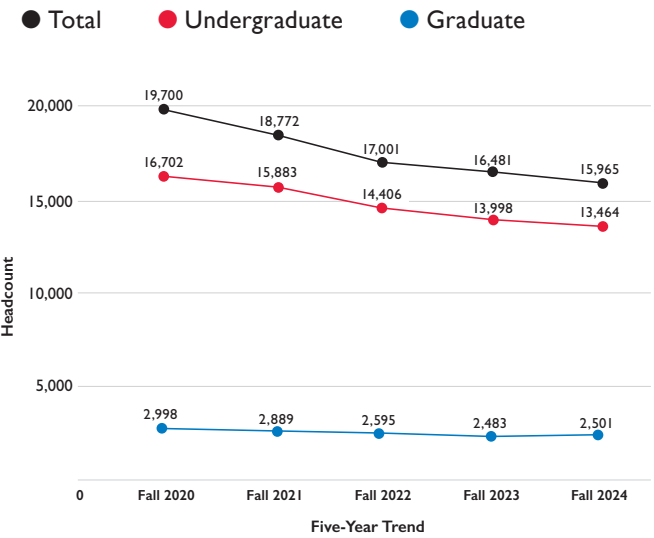
After a period of transition during and immediately following the COVID-19 pandemic, the leadership of Queens College has stabilized over the past five years. Following the appointment in 2019 of former Queens College President Félix Matos Rodríguez as chancellor of the CUNY system, President Frank H. Wu was appointed in 2020. He is the first Asian American to lead Queens College, and one of two Asian/Asian American presidents currently serving



as president of a CUNY institution. In 2022, the long-serving Queens College provost retired, and Patricia L. Price transitioned from another senior CUNY institution, Baruch College, to serve as interim provost and senior vice president for Academic Affairs; she later prevailed from a national search to the permanent position. Searches for key leadership positions, including the registrar, assistant vice president for Enrollment Management, and associate provost for Institutional Effectiveness, have been filled after extended periods of vacancy. A dedicated dean for the School of Business was recently hired, and roles overseen by interim appointments have had national searches yield permanent leadership.

Queens College is currently experiencing protracted enrollment challenges. Primarily due to the demographic transition affecting the Northeastern United States and the falling high school enrollment in New York City public schools, Queens College has confronted declining enrollments and increased competition. This was exacerbated by the COVID-19 pandemic. Since reaching a peak student headcount of 19,923 in 2019, enrollment headcounts both at the graduate and undergraduate level have declined by 21%, with the largest drop occurring from 2021 to 2022. This initially mirrored the experience of most of the senior colleges in the CUNY system, yet while the other senior CUNY colleges have recovered to at least 2020 levels, Queens College continues to struggle with declining enrollments. As of Fall 2025, enrollments were down by just under 7% from Fall 2024.

Queens College Enrollment Trends for Undergraduate and Graduates



As a result, Queens College has experienced both a multi-year structural deficit and cash flow challenges, and those pressures have increased over time. Like most institutions of higher education in the public sector, Queens College devotes most of its budget to personnel costs—96% of the operating budget is comprised of payroll expenses—and both our faculty as well as our professional staff are unionized. As a result, we have limited flexibility to adapt in the short term, relying primarily on attrition of faculty and staff to balance our budget. The college has worked closely with the CUNY Central Office to address shortfalls, primarily by implementing hiring pauses during the pandemic, again in 2023, and currently as of Fall 2025. Academic and financial leadership from Queens College meet with CUNY officials on a monthly basis to review expense reduction progress. Measures to review and enforce full workloads for instructional faculty, prioritize discretionary faculty reassigned time, and distribute the effort of professional staff to areas of greatest need have been engaged, as has greater oversight of section enrollment management. As a result, the total number of sections taught has fallen by 23% from Fiscal Year (FY) 2023 to FY2025, and annual adjunct expenses have dropped from \$22M to \$17M over the same timeframe. Appointment of full-time temporary substitute instructional faculty has also received much closer scrutiny, leading to a 27.5% decrease, including the non-appointment of several substitutes in early 2024 prior to the spring semester. Though these changes have been painful for our community, they have allowed Queens College to make significant strides in narrowing our structural deficit.

As we look forward to the Spring 2026 semester, there is a palpable sense that Queens College is headed in the right direction. Key leadership vacancies have been filled. Enrollment efforts have become more sophisticated, with a draft Strategic Enrollment Plan underway; enrollment events seeing enthusiastic participation from across the college; and the bolstering of the transfer environment at Queens College with the launch of our new Transfer Hub. Faculty are working as equal partners with the administration in driving significant change, such as a collegewide course renumbering effort and a holistic review of our academic programming that will chart the academic course of the college for years to come. Early data on Spring 2026 enrollments are promising. The arc of the self-study process has both scaffolded and mirrored this critical stage in the history of Queens College, and we are stronger for it.



2. The Self-Study Process

Queens College began our reaffirmation of institutional accreditation process in Summer 2023 when co-chairs for the self-study were appointed by Queens College President Frank H. Wu to represent key constituencies from the Queens College community. The co-chairs, who together function as the Executive Steering Committee for the self-study process, initially included Provost and Senior Vice President for Academic Affairs Patricia Price; Associate Provost for Innovation and Student Success Nathalia Holtzman; and Christopher Hanusa, a senior faculty member in Mathematics who was appointed to a three-year (2023 to 2026) role as the faculty liaison for Evaluation and Assessment. Together, they attended the MSCHE Self-Study Institute sessions in Fall 2023, marking the formal initiation of the reaffirmation of institutional accreditation cycle. In Summer 2024, Rebekah Chow was appointed associate provost for Institutional Effectiveness and campus accreditation liaison officer (ALO). She assumed a seat on the Executive Steering Committee, and Dr. Holtzman resumed her normal campus duties.

In November 2023, President Wu appointed members of the working groups, organized by the seven MSCHE Standards of Accreditation. Each working group was comprised of ten members of the Queens College community for each standard, and included a mix of faculty, staff, a community member, and a member of the Queens College Foundation (QCF) board. In recognition of the unprecedented leadership

development opportunity presented by participation in the self-study process, every effort was made to ensure inclusive, diverse, and balanced representation, and for each group to be led by responsible and responsive members of the Queens College community. A concerted effort was made to expand the universe of participants to include people who are not normally asked to serve. (ES.2.1)

Each working group was led by two co-chairs: one faculty member and one member of the professional staff. The Self-Study Steering Committee was comprised of the three members of the Executive Steering Committee and the 14 co-chairs of the working groups. The Self-Study Steering Committee was tasked with ensuring communication within and across the working groups to ensure that the self-study process stayed on task and on schedule. The steering committee met monthly across Spring and Fall 2024 and Spring 2025 to discuss working group progress and concerns and to provide a forum for co-chairs from different working groups to understand how their work aligned so as to minimize duplication of effort. The steering committee was also a forum for discussing best practices for leadership, including facilitating open, objective discussion and analysis of the institution’s compliance with their assigned standard.

In addition to the seven working groups, the Executive Steering Committee appointed the Operational Excellence (OpEx) Team to support the self-study process. This team includes members from the Library and the Offices of the



President, Institutional Effectiveness, Information Technology, and Communications and Marketing. They were mobilized as needed to help make sure that the process ran smoothly and to ensure that the infrastructure created during the self-study process is useful, usable, and sustainable.

Working groups commenced in Spring 2023 and proceeded throughout the 2024-2025 academic year, shepherding evidence collection and submitting final reports consisting of draft chapters by standard in May 2025. In Summer 2025, the Executive Steering Committee, aided by the director of the Writing Center, wrote a full draft of the Self-Study Report. This was distributed to the campus community for follow-up and feedback, most prominently via a town hall event hosted by President Wu in September 2025 prior to the October campus visit of the peer evaluator team chair. (ES.2.2) Community feedback was incorporated into the final draft of the Self-Study Report, which was further edited and produced by the Queens College Office of Communications and Marketing into the report you are reading now.

Across the arc of the self-study process, we have provided communications in an intentional and coordinated manner to our community. A detailed web page hosted under “Initiatives” on the landing page for the Office of the Provost was built out and updated as the self-study unfolded. It provides an overview of the self-study participants, timeline, and structure; houses documents for review; and gathers communications and updates that serve as an archive. Twice per semester, we released a “Middle States Newsbreak” that went out as a collegewide mailer to the Queens College community. The format foregrounded three brief key updates and went into detail for each for readers who wished to learn more. (ES.2.3)

President Wu presided over the formal launch of the self-study working groups in a collegewide kickoff event in February 2023, then hosted a town hall event in September 2025. Both events were widely advertised and well attended. The Executive Steering Committee reported orally to the Academic Senate on a regular basis, and Associate Provost Chow provided monthly oral updates to the department chairs via the assembled College Personnel & Budget (P&B) Committee. (ES.2.4) Beginning in earnest in Fall 2025, student leaders were centrally engaged in the events surrounding the accreditation visits. A video featuring student voices about institutional accreditation was widely distributed and shown at the town hall. Finally, Provost Price consistently referenced the self-study’s evolution in semesterly welcome messages to the faculty. (ES.2.5)

### 3. Our Institutional Priorities

The framework provided by the Middle States Self-Study Institute encouraged focused conversations with college leadership—administrators, staff, and faculty—about the institutional priorities informing the self-study process. Three priorities which have alignment with the 2021-2026 Queens College Strategic Plan and the 2023-2030 CUNY Strategic Roadmap were identified. (ES.3.1, ES.3.2) Across the arc of the self-study process, the Queens College community as a whole has been afforded the opportunity to come together to reaffirm, update, and at times debate these priorities. Indeed, in a follow-up survey of the Self-Study Steering Committee members, 65% of those who responded agreed or strongly agreed with the statement, “Through my participation in the reaccreditation process, I engaged in meaningful reflection on the college’s strengths, challenges, and opportunities in fulfilling its mission.”

#### Priority 1: Examine our strengths and weaknesses in providing a solid foundation for teaching, learning, and scholarship.

Queens College prides itself on offering a rigorous education that draws on our faculty’s scholarship and offers students the opportunity to learn cutting-edge skills in the classroom while also engaging in knowledge creation and cocurricular activities outside the classroom. This is reflected in many parts of the 2021-2026 Queens College Strategic Plan: Curriculum (Goal 1), Faculty Scholarship and Creativity (Goal 3), Student Success and Student Life (Goal 5), as well as Goals 1-3 of the 2023-2030 CUNY Strategic Roadmap. The process of gathering evidence for this self-study report underscored the rightful pride that Queens College holds in the excellent quality of its core enterprises: teaching, learning, and scholarship. As the self-study process drew to a close in Fall 2025, attendees at the September town hall remarked upon their enhanced awareness of the achievements of our academic community. (ES.3.3) Through this process we developed a fuller understanding of the reality that if our academic enterprise is to remain relevant, cost effective, and continue to best serve our students, we must consistently report, plan, and track the impact of what we do in the classroom, how students learn, and student outcomes. One tangible outcome of our review is the comprehensive course renumbering project, underway as of October 2025. Through the process of gathering evidence that we meet Standard III, we realized that the lack of a clear and uniform course numbering architecture creates challenges to students’ ability to navigate their academic journey. Without the awareness

afforded by the self-study process, the impetus to undertake this collegewide project likely would not have been sufficient to propel the initiative forward. (ES.3.4)

#### Priority 2: Reflect on our motto, *Discimus ut Serviamus* (We learn so that we may serve), and how it guides Queens College today.

Queens College’s motto is fundamental to its identity. As noted in the previous section, our motto dates from the first Queens College president and as such, is in its eighth decade of use. *Discimus ut Serviamus* has provided an enduring foundation for our values and our purpose. It is reflected in our 2021-2026 Queens College Strategic Plan goals, particularly Diversity, Equity, and Inclusion (Goal 2) and Student Success and Student Life (Goal 5). Although the motto was adopted before the foundation of CUNY as a system, it is relevant to CUNY’s strategic goals, especially around student success and community engagement. In researching and writing this self-study report, we were able to resoundingly reaffirm the relevance of our motto despite the profound changes that have occurred in higher education and in the world even in the past five years, let alone the past 88 years. We primarily serve the borough of Queens—its residents, businesses, schools, and local government—through the students we educate and their contributions to Queens, where the majority continue to reside after their graduation. As a public, minority-serving, urban institution, we are motivated to expand our understanding of service beyond the traditional definition that focuses on providing help or assistance; our new understanding encompasses lasting contributions to our democratic society that arise because of the access, affordability, and excellence provided by Queens College in educating traditionally underserved populations who, by virtue of their diversity, will challenge and enrich the world in innumerable ways. Articulating this understanding of service—with pride and conviction—is necessary. This being noted, the inclusion of this priority did spark healthy debate among members of our academic community, some of whom are concerned that the term “service” indicates a subservience that does not serve our current students. Queens College is known for producing leaders, both in the Queens community and throughout the CUNY system. The alignment, or lack thereof, of leadership and service constitutes an ongoing, healthy discussion about the continued relevancy of the Queens College motto. (ES.3.5)

#### Priority 3: Explore opportunities to align and cultivate our resources—programming, enrollment, human capital, budget, space allocation, and more—to be responsive to a changing landscape.

Like so many institutions of higher education, Queens College finds itself challenged by declining enrollments and general skepticism concerning the value of higher education. A steady decline in enrollments since 2019 has led to both an ongoing structural deficit and cash shortages. Deferred maintenance, decreased staffing levels in general alongside key leadership vacancies, and a sprawling academic program inventory are just some of the challenges with which Queens College must grapple. Simultaneously, we must identify efficiencies, generate new revenue streams, and build relationships to ensure optimal allocation of our scarce resources, nimbleness in a challenging ecosystem, and provision of a stable resource base for the future. As laid out in the 2021-2026 Queens College Strategic Plan, specifically in Goal 4: Fiscal Sustainability, in an era of diminished resources it is critical to ensure that our mission and values guide our decision making, and that our goal of supporting students provides the North Star for all we do. This priority is echoed in the 2023-2030 CUNY Strategic Roadmap, Goal 4: Modernizing the CUNY System. While we are individually motivated by service to students, this maxim must be communicated to our community clearly, consistently, and firmly. Articulating a clear overarching rationale for decisions that may not make everyone happy is essential for us to continue to move forward as a united entity. Priority 3 has encouraged us to undertake necessary reforms of the academic and support functions so that they may operate more efficiently and effectively. One example of an initiative informed by this priority is the Academic Renewal Initiative, a comprehensive, data-driven evaluation of academic program performance with the goal of focusing and right-sizing our academic inventory to better serve our current and future students. This initiative touches on aspects of Standards III, VI, and VII, where it is documented in more detail. (ES.3.6)





#### 4. Overview of Key Findings

In the following section, the focus shifts from overarching institutional priorities to summaries of the findings by standard, along with the self-recommendations for each standard.

##### Standard I: Mission and Goals

Queens College’s mission and goals are deeply embedded in its institutional ethos and daily operations, demonstrating strong alignment with MSCHE Standard I. The college’s mission emphasizes accessible, high-quality liberal arts education for a diverse student body and is supported by strategic planning that engaged hundreds of stakeholders across the campus community. The college integrates its mission into academic planning, cocurricular programming, and governance, with values such as service, DEI, and innovative leadership guiding decision making and assessment practices. Institutional goals are clearly linked to student success and societal impact, as evidenced by strong alumni outcomes and targeted support for underrepresented groups. Continuous improvement is prioritized through regular assessment cycles and strategic initiatives, ensuring the mission remains relevant and effective.

**Recommendation:**

- **Deepen and formalize the college’s civic engagement identity** by building on existing community partnerships and learning opportunities to pursue the elective Carnegie Classification for Community Engagement in the 2027 cycle.

##### Standard II: Ethics and Integrity

Queens College meets Standard II and its criteria by demonstrating a strong institutional commitment to ethics, integrity, and academic freedom. The college upholds intellectual freedom through policies aligned with American Association of University Professors (AAUP) principles and CUNY governance, ensuring protections for faculty, students, and researchers. A climate of engagement and inclusion is fostered through regular campus climate surveys, targeted wellness initiatives, and responsive programming, such as Diversity Week and the Student Wellness Survey. Grievance procedures are clearly documented and accessible for both students and employees, with multiple avenues for resolution and support. The college also maintains robust conflict of interest policies and ethics training, ensuring transparency

and compliance with state and university standards. Finally, Queens College promotes fairness in employment through transparent hiring, evaluation, and promotion practices, supported by collective bargaining agreements and oversight from the Office of Compliance and Diversity.

**Recommendation:**

- **Create a framework to evaluate ongoing policies, processes, and practices** that emphasizes the importance of an intentional periodic assessment schedule.

##### Standard III: Design and Delivery of the Student Learning Experience

Queens College displays an enduring commitment to serving our students through providing rigorous, high-quality instruction delivered by a highly qualified professoriate who avail themselves of rich professional development opportunities offered at both Queens College and CUNY. The faculty undergo a thorough, peer-driven tenure and promotion process guided by clear policies and expectations. Students as well as faculty peers provide detailed, substantive, and actionable feedback via student evaluations of teaching and peer observation, respectively, which is utilized to improve the quality of teaching. All academic programs are regularly and thoroughly reviewed on a seven-year cycle. General education at CUNY colleges is implemented through the centralized Pathways initiative, providing a uniform and consistent framework for foundational undergraduate learning. Students are provided with a supportive educational environment, including a world-class library, optional study abroad, and authentic research opportunities. Queens College is further strengthening its career and experiential learning opportunities through targeted leadership hires and associated restructuring of the student success portfolio. Online education is also slated for strategic expansion and strengthening to better meet the needs of our students. The college is currently undergoing a holistic review of its academic programming and a collegewide reevaluation of our course numbering architecture to enhance legibility and provide clarity across programs.

**Recommendation:**

- **Formalize institutional support for online learning** by appointing dedicated leadership to establish a coherent guiding vision, centralize resources, and coordinate professional development to build on existing online offerings and position Queens College for strategic growth in digital education.



**Standard IV: Support of the Student Learning Experience**

Queens College demonstrates its commitment to student success through ethical recruitment, comprehensive support systems, and data-driven continuous improvement efforts. The college actively manages enrollment through a recently drafted Strategic Enrollment Management (SEM) Plan, evaluates prospective students holistically based on academic and non-academic factors, and maintains retention rates above the national average. Extensive student services are provided, including academic support (Learning Commons, Writing Center), career engagement, counseling, specialized programs (the Percy E. Sutton SEEK Program; Accelerate, Compete, Engage [ACE]), and resources like the Knights’ Table food pantry, with oversight and assessment of third-party partners like Navitas and Capstone On-Campus Management. Furthermore, the college prioritizes transfer student success through data disaggregation and strategic partnerships and conducts regular assessment of student support units to ensure equitable outcomes and continuous operational improvement.

**Recommendation:**

- **Coordinate and expand the focus on student success outcomes to all units on campus** by publishing an annual Student Success Impact Report that showcases data-driven improvements, documents progress on equity initiatives, and demonstrates institutional accountability to internal and external stakeholders.

**Standard V: Educational Effectiveness Assessment**

Queens College demonstrates a robust and evolving culture of educational effectiveness assessment. The college has implemented structured processes, including a seven-year academic program review cycle and the establishment of the Academic Assessment Council to ensure systematic evaluation of student learning outcomes across all programs. Program Learning Objectives are clearly defined and aligned with institutional goals, and curriculum maps illustrate how courses support these outcomes. Assessment practices are discipline specific, multi-modal, and include both formative and summative approaches, with accredited programs like those in the School of Education and the Graduate School of Library Information Studies employing rigorous, externally

validated methods. Disaggregated data is used to identify equity gaps and inform targeted interventions, particularly for transfer students and underrepresented populations. The college integrates alumni outcomes, career data, and certification results into its assessment framework and has made significant strides in faculty development, experiential learning integration, and continuous improvement efforts.

**Recommendation:**

- **Strengthen campus engagement with Pathways** by building on the General Education Council’s momentum around assessment; ensuring alignment with the CUNY-wide assessment of Pathways; aiming to foster deeper faculty and student understanding of the program goals; and establishing uniformity, consistency, and quality of Pathways offerings through regular assessment and updates.

**Standard VI: Planning, Resources, and Institutional Improvement**

Queens College effectively aligns its planning, resources, and continuous improvement efforts to fulfill its mission of preparing innovative and inclusive leaders. The college maintains transparency through defined organizational structures; uses departmental goals and assessment plans tied to the mission; and employs inclusive, multi-stakeholder processes for budget and strategic planning. Responsible fiscal management is demonstrated through independent audits and strategically increased investment in instruction, staffing, and modernizing infrastructure, including technology and classrooms. Furthermore, Queens College ensures resources are allocated in support of initiatives aligned with its strategic plan and student success through specialized programs, targeted mentorship, and significant support for its diverse student body.

**Recommendation:**

- **Align budget allocations more tightly with student outcomes** by incorporating student outcomes data, enrollment trends, and equity metrics into budgetary allocation processes, ensuring resources align with demonstrated student needs and institutional effectiveness goals.

**Standard VII: Governance, Leadership, and Administration**

Queens College maintains a robust governance structure, qualified leadership, and a responsive administration that collectively support its mission and institutional goals. The college’s shared governance model includes active participation from faculty, students, administrators, and unions, with structures such as the Academic Senate, College P&B Committee, and Student Association ensuring transparency, collaboration, and accountability. Leadership is well-qualified and regularly evaluated, with the president and cabinet engaging in strategic planning, budgeting, and campuswide initiatives that reflect institutional priorities. Administrative effectiveness is supported through inclusive decision making, periodic assessments, and alignment with strategic plans, including initiatives like the Strategic Enrollment Management Plan and the Academic Renewal Initiative.

**Recommendation:**

- **Establish a formal, recurring assessment of the effectiveness of shared governance at Queens College** that examines the functioning of governance structures and enhances community education about shared governance and its associated roles, processes, and pathways for meaningful participation.

**Reflection**

The Queens College community was deeply energized by the process of working together to renew our values, identify institutional priorities, and better understand and document our processes, outcomes, and the spirit of service and support for students that defines us as an institution. We view the self-study process as providing a solid foundation for informing our academic master planning exercise in the 2025-2026 academic year, which will in turn lay the groundwork for the new Queens College Strategic Plan which will be developed in the 2026-2027 academic year and launch in Fall 2027.





# Standard I: Mission and Goals

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

## Criterion I: Mission and Goals

### Developed By and Part of the Ethos of the Campus (Ia, Ic, Ig)

Queens College’s mission statement articulates its distinct role in higher education through its commitment to providing an accessible, high-quality liberal arts education to a diverse student population, particularly to those from historically underrepresented groups. The college’s goals of fostering intellectual growth, social mobility, and civic engagement directly advance this mission through comprehensive academic programs.

For nearly 90 years, Queens College has served as a leading institution of higher learning in New York City, attracting students from all ethnic and socioeconomic backgrounds in pursuit of an accessible public education. Though its guiding tenets have been steadfast since its founding in 1937, Queens College has adapted its institutional priorities to an increasingly diverse student body—representing 92 languages and 151 ancestries—with unique strengths and needs. Our enrollment data shows that over 75% of our students identify as other than white. As such, the college’s mission and goals have evolved over time to best educate and serve a diverse population. (I.I.I)

The college’s mission and accompanying goals govern the work of the Queens College community in alignment with the 2021-2026 Strategic Plan. The development of the

strategic plan was a collaborative process that harnessed the insights and perspectives of stakeholders from across the Queens College community. (ES.3.I, I.I.2) Hundreds of faculty, staff, students, administrators, alumni, and QCF board representatives participated in 11 town hall meetings over the course of Academic Year (AY) 2020-2021. With information from these meetings and data on student success, five working groups—composed of 72 faculty, staff, students, administrators, and QCF board members—created proposals over several months that shaped a five-year path for five areas of organizational effectiveness: Curriculum; Diversity, Equity, and Inclusion; Faculty Scholarship and Creativity; Fiscal Sustainability; and Student Success and Student Life.

| Strategic Plan 2021–2026 |                                                                                                        |
|--------------------------|--------------------------------------------------------------------------------------------------------|
| 1                        | <b>Curriculum:</b> An integrated, interdisciplinary, experiential academic foundation                  |
| 2                        | <b>Diversity, Equity, and Inclusion:</b> A more diverse, equitable, and inclusive culture at QC        |
| 3                        | <b>Faculty Scholarship and Creativity:</b> Interconnected with teaching, learning, and student success |
| 4                        | <b>Fiscal Sustainability:</b> Mission and values-aligned                                               |
| 5                        | <b>Student Success and Student Life:</b> A community of care in support of student success             |



Following preliminary strategic planning in AY 2020-2021, the college updated its mission statement through a collaborative and recursive process of review, feedback, and revision. (I.I.3, I.I.4) In February 2021, a 19-member steering committee composed of faculty, staff, students, administration, and QCF representatives oversaw a transparent and evidence-based process that solicited written feedback from breakout groups. The steering committee sought ways to engage the campus community in the strategic planning process, sending regular updates via college email that were amplified through the Queens College website and social media. Draft content of the mission statement and values was presented to the working groups as well as key leadership groups, such as the Academic Senate, College P&B Committee, President's Cabinet, and President's Council for review, resulting in revisions in March/April 2021.

Subsequent to the steering committee's collaborative revision in early 2021, the larger college community was invited to review the revised mission statement. In May 2021, President Wu informed the campus community via email that a draft of the Queens College 2021-2026 Strategic Plan was available for review on the college website. The president invited community members to participate in town hall meetings for final comments on the proposed content before finalizing the plan in September 2021. The final mission statement is published on the college website and is available in a physical publication of the Strategic Plan that has been shared with members of the college community, including alumni we seek to educate about the current and future direction of the college.

**The mission statement is as follows:**

- The mission of Queens College is to prepare students to serve as innovative leaders in a diverse world that they make more equitable and inclusive.
- We do this by recognizing every student's potential and facilitating opportunities to achieve it. We guide students to determine their desired paths forward that are in service to the ways they define their community or communities.
- We prepare undergraduate and graduate students through rigorous academics and provide support so that students are able to complete their courses of study and find the right path after graduation. We take an aspirational yet practical approach to liberal arts and professional education: engaging students in learning, knowledge creation, and cocurricular activities that broaden their minds while giving them tangible skills to succeed in careers and life.

**Integrated With the Greater College Community (Ib)**

The mission statement does not merely describe institutional purpose—it is embedded in the daily practices and shared values of the Queens College community. Faculty, staff, and students consistently reference the mission in academic planning, cocurricular programming, and governance deliberations, reflecting a collective understanding of its meaning and significance.

As a college that serves one of the most diverse communities in the world, Queens College teaches future leaders of global and local communities. The college's mission therefore explicitly emphasizes the importance of inclusivity, diversity, and community building. The mission recognizes that internal contexts and constituencies are intimately tied to external contexts and constituencies, encouraging student engagement in knowledge creation in the classroom, the lab, and the community, preparing them to be knowledge leaders of diverse communities now and in the future.

The following list of Queens College Values was developed as part of the most recent strategic plan and highlights the ways in which our mission integrates with internal and external constituencies.

- Service and civic engagement
- Diversity, equity, and inclusion (DEI)
- Well-rounded education
- Culture of mutual support
- Innovative leadership
- Connecting scholarship and creativity with the student experience

These values are supported by academic departments, programs, centers, and offices across the college. For example, Queens College has historically emphasized service to others, a value that underlies the mission statement and is exemplified by the college's motto, "We learn so that we may serve." This motto pervades the college ethos and is demonstrated by campus entities like the Tech Incubator, which supports local entrepreneurs in building successful technology companies, and the CUNY Citizenship Now! office on campus which serves the local community regardless of Queens College enrollment. (I.I.5) The charge of service is reflected in the mission statements of units throughout the college, as highlighted by the two examples below. (I.I.6)

The Experiential Education office supports the college mission of service by connecting students to community-based experiential learning opportunities that help cultivate their long-term success inside and outside the classroom. Our mission is to nurture the academic, civic, and professional development of Queens College students through practical hands-on experience, including internships, community-engaged learning, and community service. Students increase their knowledge and skills through these experiences in collaboration with community partners, faculty, staff, and other students.

The mission of the Division of Student Affairs and Enrollment Management is to enhance the growth of each student beyond the classroom experience. In order to achieve this, the division will provide students with the tools to be able to be independent, ethical, educated, responsible, and energized citizens focused on serving a diverse, global community.

**Guiding Institutional Decision Making (Id)**

All assessment activities at Queens College are mission driven. Departmental and divisional assessment plans require units to identify how their outcomes and metrics directly support institutional goals. This alignment ensures that data collection and analysis inform decision making at every level—from resource allocation and curriculum development to student support services—reinforcing a culture of continuous improvement consistent with our mission.

For example, many of our external research awards, both public (e.g., National Institutes of Health [NIH], Undergraduate Research Training Initiative for Student Enhancement [U-RISE]) and private (e.g., Howard Hughes Medical Institute Inclusive Excellence [HHMI-IE3]), focus explicitly on maximizing diversity, equity, and inclusion (I.I.7). Program and curricular development, particularly in STEM fields in both introductory (100-level) and more advanced (200- and 300-level) courses are increasingly centered on an experiential academic foundation in the laboratory and in the field; examples include, GEOLOGY 101 Physical Geology, BIOLOGY 200 Foundations of Research in Biology, and BIOLOGY 340 General Ecology (I.I.8). Generation, as well as dissemination, of knowledge, is central to our institutional identity. To that end, significant college resources are allocated to promote faculty scholarship and creativity. (I.I.9)

Given recent enrollment challenges, our annual budget planning is sharply focused on fiscal sustainability. For example, a decline of approximately 1,100 full-time equivalents from academic years 2021-2022 to 2022-2023 was addressed with a \$37M decrease in expenditures (I.I.10). Beyond metrics, the college's educational outcomes focus heavily on student success. The ACE Scholarship budget request is an example of how the Learning Commons requested funding to support Strategic Goal 5, Strategy 3, related to achieving student success through building a community of care. (I.I.11) More broadly, one of three associate provosts at the college has a portfolio that is entirely in support of innovation and student success.

**Supporting Research and Creative Activity (Ie)**

The college supports scholarly inquiry and creativity through partnership opportunities between faculty and students. Many of our undergraduate and graduate degree programs offer credit-bearing opportunities for research in a mentored, instructional setting (I.I.12). The college hosts an annual Summer Undergraduate Research Program (SURP) that matches undergraduates with faculty members who guide the students in research projects in a variety of disciplines, primarily in the natural and social sciences (I.I.13).

Through fundraising efforts, the QCF provides a number of opportunities for student and faculty scholarship and creative activity. The college's faculty support includes endowments, professorships, and research funds. A major gift secured in 2023 established a named deanship, the Ally Bridge Dean of the Queens College School of Business, by supporting a portion of the dean's salary and providing dean's discretionary funds which will support faculty scholarship. A dean was successfully recruited, and her appointment began in January 2026. (I.I.14) Established in 2024 in support of faculty, the Dr. Robert Bloom Professorship in Accounting provides supplemental support to two faculty members for salary, research, and conferences. Further, the Ira Spar MD Bioscience Research Fund, established in 2021, supports the director of the Bioscience Research Laboratory. (I.I.15)

The college underwrites several substantive initiatives to support faculty scholarship and creativity, including periodic fellowship leaves and scholar incentive awards. (I.I.16) The college also underwrites research enhancement awards,



distributed annually after competitive peer-review of submitted proposals. (I.1.17) Faculty compete for awards from the Graduate Research Technology Initiative (GRTI), a CUNY-wide program that supports the purchase of equipment used for technology-driven research and creative activity. The college holds an annual request for proposals and competition for the distribution of the funds that are allocated by the university. (I.1.18) The Queens College Office of External and Governmental Relations works closely with academic deans to secure federal earmarks and other funding that underwrite faculty research. (I.1.19)

**Publicized and Pervasive (If)**

The mission and goals set forth in the college’s strategic plan are published on the Queens College website. Academic departments and administrative units publish their mission statements on their websites and must reference them in their annual reports to identify initiatives and justify budget items. (I.1.20, I.1.21)

The development of the Queens College Strategic Plan was a collective effort, with dozens of direct participants—faculty, staff, students, administrators, and QCF board members—spread across multiple working groups and further liaising with hundreds of additional stakeholders at 11 town halls. The Queens College community received consistent progress reports, and the completed strategic plan has been widely disseminated to stakeholders at the college and beyond. (I.1.22)

The pervasiveness of college and unit mission and goals is evidenced in publications of the Office of Communications and Marketing and the regular campus newsletters published by President Wu and Provost Price. More specific examples include the college’s widespread support for faculty fellowship leaves; the Provost’s Travel Fund, which permits time for activities in support of the college’s mission and goals; and Junior Faculty Research Awards in Science from NSF. (I.1.24)

**Criterion 2: Institutional Goals**

The goals of Queens College are rooted in the fundamental purpose of higher education: to cultivate informed, engaged, and ethically responsible citizens who contribute meaningfully to a complex world. Fostering intellectual curiosity, critical thinking, and a commitment to inclusivity are not merely aspirational ideals, they are essential pillars for preparing students to navigate and shape the future. Therefore, the college curriculum’s interdisciplinary and experiential foundation, coupled with a robust general education program, is designed to empower students with a holistic understanding of diverse perspectives and methodologies. By valuing faculty scholarship and integrating student work, Queens College creates an environment where intellectual growth is synergistic, ensuring that our educators are also lifelong learners. Furthermore, our commitment to diversity, equity, and inclusion is not a separate initiative but an integral aspect of our educational mission. We aim to dismantle systemic barriers and create a campus culture where students and faculty from all backgrounds thrive, enriching the learning experience for everyone. This includes strategic fiscal investments to support DEI initiatives and a dedicated focus on recruiting and retaining BIPOC students. (I.2.1) Our student success and student life goal (Goal 5 in the Strategic Plan) reflects our belief that higher education should foster innovative leaders who are not only academically proficient but also culturally competent and socially conscious.

These goals directly address the evolving needs of our society, ensuring that our graduates are equipped to lead with integrity and make a positive impact. We see that Queens College is advancing its mission through the way our graduates are received and evaluated by the outside world. Over the past two years, the Queens College Alumni Outcomes Working Group, a collaboration of staff, faculty, and students, has been working to gather, analyze, and triangulate data on the outcomes of Queens College graduates. The results of this comprehensive research project affirm that roughly 83% of Queens College graduates were employed or enrolled in further education within six months of graduation, and 89% feel capable of achieving their professional goals. Further, this data has been carefully compiled to provide actionable insights that can benefit various aspects of the college’s operations and academic planning. For example, understanding where our graduates go and how they fare can inform curriculum adjustments and program enhancements to better prepare current students, underpinning our program assessment measures and supporting a culture of continuous improvement. (I.2.2)

Queens College serves as an economic engine of mobility for Queens and the surrounding New York City area. The college helps students achieve their individual potential and develop the knowledge, skills, and abilities they need to have fulfilling and prosperous careers. Nearly 85% of Queens College graduates settle in New York State. Alumni seek and find employment throughout New York; their ranks include more than 700 lawyers; 3,400 doctors, dentists, or health administrators; 2,500 technologists; 6,500 teachers and school administrators; over 500 actors, musicians and artists; and over 675 government employees. Additionally, it was assessed by Queens College that in fiscal year 2016, Queens College alumni from 17 years—the classes of 1999 through 2016—collectively earned \$1.5 billion in salary and wages in New York State. (I.2.3)

**Criterion 3: Outcomes and Student Achievement**

**Retention, Graduation, Transfer, and Placement Rates (3a)**

Queens College takes a whole-community approach to recruitment, retention, education, and graduation to guide students as they transition into Queens College alumni. Faculty and staff work together to support student success from enrollment through graduation and career path placement. Student success units across the college support student retention and persistence to degree. For example, the mission of the Queens College Writing Center—to support all student writers across the college—positively impacts student retention. Over the past several years, data has consistently shown that both graduate and undergraduate students who utilized the Writing Center experienced higher semester-to-semester retention rates compared to the institutional average. (I.3.1, I.3.2) Similarly, specific programs at Queens College have high post-graduation placement rates, with 80% of graduates securing employment within their field of study, demonstrating the effectiveness of the college’s career services and the relevance of its academic programs to the job market. (I.3.3)

Queens College is committed to providing a diverse range of academic programs that cater to the varied interests and career aspirations of its students. For AY 2023-2024, the college awarded 3,500 degrees, including bachelor’s, master’s, and doctoral degrees. 30% of Queens College graduates enroll in graduate school within one year of graduation, evidencing the college’s ability to prepare students for advanced studies and professional growth. The

overall pass rate for professional licensures among Queens College students is 90%, further demonstrating the quality of education and training provided by the college. Moreover, 95% of student-teachers from Queens College secure placement within six months of graduation, highlighting the effectiveness of the college’s teacher preparation programs and its strong connections with local schools and educational institutions. (I.3.3, I.3.4, I.3.5)

Additional detailed discussion and evidence include examples of enrollment and recruitment strategies, such as targeted outreach programs and partnerships with local high schools. (I.3.6) Retention techniques implemented by the college include academic advising, tutoring services, and mentorship programs, all designed to support students through their academic journey. Initiatives for first-year students, such as orientation programs, first-year seminars, and peer mentoring, help new students acclimate to college life and set them up for success. Queens College provides support for transfer students through the recently opened Transfer Hub as well as through dedicated advising and transfer credit evaluation, ensuring a smooth transition for students coming from other institutions. These are discussed in Standard IV.

The college offers numerous internship opportunities across various fields, including business, education, healthcare, and arts management, providing students with valuable hands-on experience and professional development. Experiential learning opportunities at Queens College include research projects, community service, and study abroad programs, which allow students to apply their knowledge in real-world settings and gain a broader perspective on their studies. These are discussed in Standard III.

**Diversity, Equity, and Inclusion (3b)**

Serving one of the most diverse student populations in the nation, Queens College is committed to fostering an inclusive and equitable academic environment where all members of our community can thrive. At Queens College, diversity, equity, and inclusion are values embedded in the college’s vision, goals, policies, and daily operations, and stem from the legislative intent sections of New York State law. (I.3.7)

Activities at CUNY campuses must be undertaken in a spirit which recognizes and responds to the imperative need for affirmative action and the positive desire to have CUNY personnel reflect the diverse communities which comprise the people of the city and state of New York. This commitment should be evident in all guidelines established by



the CUNY Board of Trustees for the university’s operation, from admissions and hiring to contracting for the provision of goods, services, new construction, and facilities rehabilitation.

Our institutional commitment to DEI is reflected in the Queens College Strategic Plan, which outlines specific, actionable goals to enhance representation, access, and success. In the process of drafting a new strategic plan in 2020, the DEI Working Group was established to develop a five-year strategic path for DEI and student success. During the drafting of the Strategic Plan and the DEI values, the working group garnered feedback from the campus community through town halls, where participants shared valuable insights on improving DEI across several areas. (I.3.8)

Identifying continued areas of growth and development, the Strategic Plan specifies goals derived from our service-oriented motto. It calls upon the entire campus community to become part of the change that makes Queens College a place where everyone feels welcome, understood, supported, and protected. During strategic planning, the DEI Working Group articulated working definitions for diversity, equity, inclusion, and implicit bias to ensure a common starting point for all community members. This process ultimately led to the development and integration of the following key DEI principles in the Strategic Plan, reinforcing our institutional commitment to long-term systemic change.

- Building a More Diverse, Equitable, and Inclusive Culture
- Infuse DEI into campuswide policies, processes, and interactions.
  - Invest in infrastructure that visibly supports DEI efforts.
  - Become a top-choice college and graduate school for Black students and students with disabilities.
  - Close retention and achievement gaps for BIPOC students, students with disabilities, and economically disadvantaged students.
  - Strengthen the recruitment, retention, and support of BIPOC faculty, staff, and administrators, as well as faculty, staff, and administrators with disabilities.

During the drafting of the Strategic Plan, leadership prioritized accessibility by ensuring that all related materials, including draft documents and presentation materials, were fully accessible to members of the community. These efforts reflect the college’s dedication to inclusivity and equitable access to information for all stakeholders. To ensure a strong foundation from which to work, the college outlined a standard DEI and Implicit Bias Working Definitions document. (I.3.9)

Queens College recognizes that equity extends beyond representation to the equitable achievement of outcomes. As such, equity metrics—such as closing retention and graduation gaps across demographic groups—are central measures of how effectively the college fulfills its mission. In this we are aligned with and supported by CUNY, whose focus on closing equity gaps is articulated in the CUNY Strategic Roadmap and is reflected in our PMP (Performance Management Process), where the college reports annually on our progress toward achieving CUNY’s strategic goals. In our Spring 2025 PMP, we reported above-benchmark performance in closing equity gaps in retention: QC was 5.9% above target overall and 2% over target for transfer students, and our 2025 DFWI gap (-5.2%) already exceeds the CUNY target for 2030 (-10%). In addition, a 2024-2025 provost’s faculty fellow piloted an instrument intended to decrease DFWI outcomes and participated in the DFWI working group organized by CUNY as part of the CUNY 360 initiative currently underway. (I.3.10, I.3.11, I.3.12)

The Office of Compliance and Diversity (C&D) plays a central role in ensuring equity across campus. C&D’s mission is to eliminate barriers to success by guaranteeing equitable access, services, and resources for all members of the Queens College community. (I.3.13) C&D oversees four integral areas to ensure compliance, diversity, equity, and inclusion for all members of Queens College: Title IX, DEI, Affirmative Action, and Accessibility.

C&D works to build a collaborative, inclusive culture that values the unique backgrounds, experiences, and perspectives of our students, faculty, and staff. Through policy development, training programs, and community engagement, C&D ensures that Queens College upholds the highest legal and ethical standards while proactively fostering a more inclusive, supportive environment. These efforts empower students, faculty, and staff to thrive academically, professionally, socially, and personally while advancing institutional equity.

A specific demonstration of the college’s commitment to DEI is the Queens College Affirmative Action Committee whose members are nominated by the president’s cabinet. (I.3.14) As part of the annual Affirmative Action Plan mandated by the university, the committee is charged with ensuring the college takes intentional steps to recruit, hire, retain, tenure, and promote increased numbers of qualified individuals without regard to an individual’s race, color, national origin, religion, creed, age, disability, sex, gender identity, sexual orientation, familial status, pregnancy, predisposing genetic

characteristics, military status, domestic violence victim status, or criminal conviction. This proactive approach underscores our institution’s dedication to building a workforce that reflects the diversity of the communities we serve.

In December 2020, as part of its ongoing efforts to create a more inclusive technological environment, Queens College transitioned from its previous email system, which was only 50% ADA compliant, to Microsoft 365, a fully ADA-compliant platform. (I.3.15) This change significantly improved digital accessibility, ensuring that all users, including those with disabilities, have equal access to communication and collaboration tools.

Further reinforcing its commitment to accessibility, Queens College developed an Electronic and Information Technology Accessibility Policy (I.3.16). This policy ensures that all electronic content—including websites, videos, and digital documents—meets the highest standards of accessibility. By implementing this policy, the college supports members of its community to engage with digital resources regardless of their abilities, fostering a more inclusive academic and professional environment.

**Support for Outcomes and Student Achievement (3c)**

Queens College provides comprehensive support for its institutional goals. To achieve and maintain a curriculum with an integrated, interdisciplinary, experiential, and academic foundation, all proposed curricular and programmatic changes are reviewed by the collegewide Undergraduate and/or Graduate Curriculum Committee as detailed in Section III.I. These are standing committees of the Academic Senate. This work, which tends to focus on undergraduate majors and graduate programs, is complemented by the work of the General Education Council, which sets, coordinates, and oversees general education at the college.

Queens College is deeply committed to fiscal sustainability that is aligned with our mission and values. This is apparent in the annual narrative budget justifications submitted by operational units on campus, many of which describe explicit alignment with Queens College and CUNY mission and goals. (I.3.17) Other units, particularly those academic departments with extensive OTPS (Other Than Personnel Services) requests, list clear item-by-item articulation with strategic planning goals. (I.3.18) In support of these operational needs and for capital requests, the Office of External and

Governmental Relations, in coordination with lobbying efforts by the CUNY-retained National Group, solicits elected officials at the local, state, and federal levels. Their strategic efforts are prioritized to align at all times with the college’s mission, goals, and priorities. (I.3.19)

One of the college’s overriding principles is to serve as a community of care in support of student success. Many departments have developed mentoring programs specific to that unit’s academic discipline and to the career options that stem from a degree in that field. (I.3.20) The college provides support for transfer students (e.g., the Peer Ambassador Program and the Transfer Hub), for all incoming students (e.g., the Kessler Summer Bridge Program), and for ongoing student success with numerous scholarships and fellowships. (I.3.21) The community of care is further buttressed through college support for both the Writing Center and the Center for Career Engagement and Internships; the latter offers stipends to students for internships. These stipends are of extraordinary importance for student success, allowing access to valuable training and networking opportunities that would otherwise be unavailable to the large portion of our student body that is financially constrained. (I.3.22)

**Prioritization of Institutional Improvement (3d)**

Queens College is committed to student success within the institution and beyond. The college’s goals of fostering intellectual growth, social mobility, and civic engagement directly advance this mission through comprehensive assessment of academic programs. The 2021 institution-wide involvement in strategic planning is evidence of the college’s investment in improvement related to its mission. The hiring of an associate provost for Institutional Effectiveness in July 2024 in the Office of Institutional Effectiveness (OIE) after an extended period of vacancy further evinces the college’s commitment to institutional improvement as related to its mission and goals. The associate provost for Institutional Effectiveness is tasked with leading the development of high-quality processes to measure student learning and administrative outcomes. The results of this collaboration with college stakeholders will create data-informed decisions in support of continuous institution-wide improvement efforts.

This alignment between mission, goals, and continuous improvement processes directly supports Standard VI, ensuring that resource allocation and assessment are data informed and mission centered. QC’s mission of increasing



unrestricted funding is evidenced in multiple initiatives led by the associate provost for Innovation and Student Success. For example, the Howard Hughes Medical Institute on the Inclusive Excellence Initiative (HHMI-IE3) worked toward developing and implementing learning that centered diversity, equity, inclusion, justice, and access for faculty and students alike. Running from November 2022 to February 2025, the HHMI-IE3 grant culminated with its third project, a two-day faculty development workshop titled “Implementing Universal Design for Learning in Brightspace Course Sites,” engaging 30 faculty in professional development to support diverse learners using accessible technology. (I.3.23)

Implemented by the Office of Institutional Effectiveness in 2023, the college’s survey of diversity, equity, and inclusion measures shows evidence of success in that 84% of student respondents feel respect for diverse voices, as well as areas for improvement in student belonging and support for LGBTQIAA+ and disabled students. (I.3.24) The existence and ongoing nature of these assessment initiatives demonstrates a commitment to institutional improvement in the service of QC’s goal to support a more diverse, equitable, and inclusive culture.

**Criterion 4: Periodic Assessment of Mission and Goals**

In alignment with MSCHE Standard I, Queens College ensures that its mission and goals are not only periodically reviewed but also assessed for their effectiveness in guiding institutional decision making and student outcomes. The Office of Institutional Effectiveness is integrating mission-aligned performance indicators into annual reporting cycles, enabling the college to measure the effectiveness of strategic initiatives in advancing its mission of access, equity, and student success. For example, all administrative departments in Academic Affairs worked to develop or update their mission statements during the 2024-2025 academic year. (I.I.6, I.I.20)

The college develops strategic plans approximately every five years. As Queens College has evolved, it has continuously adapted its mission and goals to meet the emerging needs, challenges, and opportunities of its community. The inclusion of faculty, staff, students, alumni, members of the Queens College Foundation, cabinet members, and members of the Queens community in the assessment process ensures that the college’s updated mission and goals remain aligned with institutional priorities and the evolving needs of the communities it serves (I.I.2). The most recent college mission assessment cycle ending in 2021 resulted in a revision of the college’s mission and goals to recognize its commitment to all students: “We prepare students to serve as innovative leaders in a diverse world that they make more equitable and inclusive.”

**Conclusions and Recommendations**

Queens College remains committed to its mission as an economic engine of mobility for Queens and the broader New York City area. This dedication is reflected in its alignment with CUNY’s founding principles and its role as an anchor institution fostering sustained, reciprocal partnerships with community stakeholders. As we carry this momentum into our next strategic planning cycle, we will further integrate our campus reporting and feedback mechanisms as we continue to strive for continuous improvement. To build on our strengths, we offer the following recommendation:

- Recommendation:**
- **Deepen and formalize the college’s civic engagement identity** by building on existing community partnerships and learning opportunities to pursue the elective Carnegie Classification for Community Engagement in the 2027 cycle.







## Standard II: Ethics and Integrity

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

### Criterion I: Fostering Intellectual and Academic Freedom.

Queens College, as part of The City University of New York, maintains and promotes academic and intellectual freedom. Our motto, *Discimus ut Serviamus*, or “We learn so that we may serve,” broadly encapsulates our purpose to instill in our students and in our performance as an academic community the importance of expanding our understanding and knowledge so that we can in turn build our communities. Academic freedom, intellectual freedom, freedom of expression, as well as respect for the intellectual property of others are important components of Queens College’s larger mission of building a strong foundation for student learning; strong and innovative teaching practices; and excellence in faculty scholarship. As such, Queens College and CUNY have in place extensive policies that ensure their protection.

In 2025, the CUNY Board of Trustees affirmed in its Policy on Freedom of Expression and Expressive Conduct that CUNY supports the “protection of intellectual freedom: the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and to express their views, free from external pressures or interference.” Exchanges of perspective and viewpoints, the policy asserts, are “at the core of the mission of higher education.” (II.I.1) The CUNY Manual of General Policy establishes the rules and governance of academic freedom for students, teachers, and researchers. (II.I.2) The academic freedoms have been adopted from the American Association

of University Professors (AAUP). CUNY, in approving those standards, states that “The City University of New York should remain a forum for the advocacy of all ideas protected by the First Amendment to the Constitution and the principles of academic freedom.” The Henderson Rules, which operate on all CUNY campuses, further outline the encouragement of speech on campus, asserting that “each member of the academic community or an invited guest has the right to advocate their position without having to fear abuse, physical, verbal, or otherwise, from others supporting conflicting points of view.” (II.I.3)

The City University of New York Faculty Senate maintains a Standing Committee on Academic Freedom whose general charges include “to maintain vigilance for threats to academic freedom at CUNY.” The webpage of the Standing Committee on Academic Freedom provides mechanisms by which members of the CUNY community can report instances of academic freedom violations. (II.I.4)

CUNY’s Manual of General Policy codifies in Section 6.05 its commitment to the intellectual property of its community, whose goals include “to serve the public good by promoting and facilitating the dissemination of the products of research, authorship, and invention by the university community.” The policy further announces its goal to “recognize and encourage” such knowledge production “by providing for the sharing of tangible rewards” of that research with its authors. (II.I.2)



Criterion 2: Fostering a Climate for Engagement and Success for All

As part of its effort to ensure a campus climate of respect, Queens College has engaged in systematic and consistent evaluation of our campus climate. Committed to gathering and responding to evidence, Queens College’s efforts to foster an inclusive and engaged campus community are significant and ongoing.

Through the institutional support of the CUNY system, Queens College participates in the Collaborative on Academic Careers in Higher Education (COACHE) Faculty Satisfaction Survey every four years. Results of this survey are utilized to improve faculty outcomes and strengthen shared governance as detailed in Section VII.5. In Spring 2025, the college launched the Queens College Workplace Survey to gather actionable data on the experience of staff in non-teaching roles. Designed with intentional alignment to the COACHE survey, the results and analysis were shared in December 2025. The Office of Institutional Effectiveness aims to use this data to assess both the campus climate and the effectiveness of leadership and administration while identifying areas for targeted improvement and inclusion in the college’s next strategic plan, scheduled to begin development in late 2026. (II.2.1)

The Center for Teaching, Learning, and Leadership (CETLL) adapts their workshops based on faculty needs. After every workshop, CETLL collects in-person and online feedback forms that inform their future practice. One example of this is in CETLL’s focus on generative AI. A faculty fellowship in generative AI led to faculty participants developing a resource guide that was introduced in a workshop. The feedback from that workshop led generative AI to become the focus of the Fall 2025 Teaching and Learning Showcase. The fall showcase itself is a product of feedback from the Spring 2025 showcase, after which faculty indicated that they would like the showcase to occur more often and have a more interactive format with more peer-based learning. (II.2.2, II.2.3)

Queens College and CUNY both conduct holistic assessments to gauge student satisfaction and identify student needs. Each fall, Queens College administers a New Student Survey, tracking both current responses and long-term trends. CUNY conducts the comprehensive Student Experience Survey (SES) in alternating years, offering systemwide benchmarks for continuous improvement. (II.2.4, II.2.5) In the 2024 SES, nearly two-thirds of Queens College respondents reported feelings of depression. In response,

the Office of Institutional Effectiveness partnered with the Counseling Center to launch a Student Wellness Survey in Spring 2025. OIE analyzed the results; shared a summary and recommendations via campus mailer; and convened a meeting with Student Affairs and Enrollment Management unit heads in October 2025 to discuss key findings and opportunities for support. (II.2.6)

In keeping with its Strategic Plan goal of enhancing engagement with underrepresented minority groups, Queens College conducts periodic surveys of the campus community, often emphasizing groups marginalized in broader society. These include the NORC-Hillel Campus Climate Review Survey in 2024, the HEDS Diversity and Equity Campus Climate Survey in 2021-2022, and Diversity, Equity and Inclusion Surveys in 2018 and 2024. (II.2.7, II.2.8, II.2.9) The NORC-Hillel Campus Climate Review Survey, conducted in the context of the ongoing Israel/Palestine conflagration, found that 55% of Jewish students agreed that Queens College is welcoming to Jewish students, and 50% of students agreed with the statement, “I belong on campus.” This study, commissioned by Hillel, was particularly attentive to the concerns of Jewish Queens College students and did not do a full breakdown of all religious groups on campus in its methodology.

In 2024, the Anti-Defamation League (ADL) issued a commendation to Queens College for the actions and policies implemented by the administration to combat antisemitism on campus. Further, the ADL awarded Queens College the grade of “A” in its 2025 Campus Antisemitism Report Card, up two letter grades from the previous year, evidencing a solid commitment to responsive action in support of a respectful climate for all students. (II.2.10)

In keeping with its commitment to ensure progress on the Strategic Plan, and more importantly, substantively incorporate all members of the campus community in our fundamental mission of teaching and learning, OIE regularly designs and fields climate surveys to inform data-driven decisions and policy assessments. The Queens College community reported being satisfied with the overall campus climate (73%), with 74% indicating that they are satisfied with the campus experience and environment regarding diversity. A majority (57%) agreed that “recruitment of historically marginalized students, faculty, and staff is an institutional priority,” and, perhaps reflective of the 2021 Strategic Plan, 61% agreed that Queens College’s senior leadership “demonstrates a commitment to diversity and equity on this campus.” (II.2.9)

Criterion 3: Fair and Equitable Grievance and Complaint Practices

All members of the Queens College community are covered by grievance policies designed to protect them in the workplace and classroom.

The Collective Bargaining Agreement between CUNY and the Professional Staff Congress (PSC), the union representing both faculty and the majority of staff at CUNY, has a detailed grievance procedure in Article 20. There are multiple steps, beginning with the filing of a grievance by the PSC on behalf of a member. Upon receipt of the grievance, the college’s labor designee (the general counsel) schedules a Step 1 hearing within 15 days, which is attended by the grievant, a union representative, and the labor designee. The labor designee then has 15 days to issue a written decision. Within 20 days of receipt of the Step 1 decision, the grievant may submit the grievance to the CUNY chancellor or their designee who then has 20 days to schedule a Step 2 hearing. The chancellor or the designee then has 20 days to render a decision on the Step 2 hearing. If the grievant is still not satisfied after the Step 2 hearing, they may file for arbitration within 20 days of the Step 2 decision. The processes for filing a grievance via the PSC are available on their website as is the contact information for the designated grievance counselor for relevant faculty and staff categories. (II.3.1)

The Office of Student Affairs is typically the initial point of contact for students with concerns or grievances. While the office does not have the authority to resolve the grievances, Student Affairs provides guidance about with whom the student should discuss their issue, helps with completing any associated forms or narratives, and advocates for the student in terms of adherence to timelines.

The most common grievances involve complaints against a faculty member, concerns regarding financial liability, questions regarding course registration (including drop/add and late withdrawals), and complaints against another student. Upon receipt of the complaint, a staff member reaches out within three business days to seek clarification on the concern and provide the appropriate avenue for resolution, either through an in-person meeting; telephone call; an email outlining the process and appropriate contacts for resolution; or by contacting faculty or staff on behalf of the student to seek resolution or to expedite a process. As the situation progresses, a resolution can take a minimum of one to two weeks or longer, depending upon the nature of

the grievance and if an investigation is needed by an outside office (e.g., Office of Compliance and Diversity, Title IX complaint, Student Conduct Hearing, etc.). (II.3.2)

To best support students who may be wary of an in-person encounter, Queens College has created an online mechanism by which students may submit a complaint or grievance of the nature described in the above paragraph. (II.3.3) Decisions resulting from the complaint process may also be appealed to CUNY. This information is available to students on the college website. Students enrolled in distance education have an avenue for filing complaints related to consumer protections and/or National Council for State Authorization Reciprocity Agreements (NC-SARA) policy. (II.3.4)

On the college website, Queens College provides information for students to file complaints outside of the college, directing concerned students or community members to the CUNY General Counsel’s Office, the New York State Department of Education, and the Middle States Commission on Higher Education. (II.3.5)

The Office of Student Affairs implements a series of targeted training and awareness initiatives to ensure employees and students understand their rights, responsibilities, and institutional procedures. Employees participate in workshops such as Understanding FOIL (Freedom of Information Law) and Employee Performance Review (EPR) to strengthen awareness of compliance, performance expectations, and accountability within college operations.

All new students must complete the Queens College Sexual and Interpersonal Violence Prevention and Response Course (SPARC) to ensure that every student understands Title IX protections, consent, and available support resources. Student leaders participate in an orientation and leadership development sessions that address hazing prevention and fiscal responsibility, promoting ethical leadership and proper stewardship of student activity funds. All students have access to financial literacy workshops and programs that equip students with essential skills in budgeting, credit management, and long-term financial planning. (II.3.6)

Queens College prominently posts all policies regarding discrimination, harassment, misconduct, workplace violence, and other concerns on its website. (II.3.7) The policies include detailed definitions, instructions on how to file a complaint, and a description of the procedures followed by the college in investigating and resolving complaints.



The Queens College Student Bulletin, available online, includes policies and procedures for students to file complaints and grievances. It provides students guidance on how, and to whom, to file complaints about faculty, any concerns about discrimination, or violations of CUNY’s sexual misconduct policy. (II.3.8, II.3.9)

Criterion 4: Conflict of Interest Policy

Queens College follows The City University of New York Conflict of Interest Policy, which aims to ensure that the activities of CUNY shall be conducted in accordance with the highest standards of integrity and ethics and in a manner that will not reflect or appear to reflect adversely on the credibility, objectivity, or fairness of the university, its leadership, faculty, or staff. (II.4.1) The policy outlines guidelines for identifying and disclosing any potential conflicts, such as outside employment, financial interests, or familial relationships that may influence decision making. It also requires transparency through regular disclosures and mandates that individuals recuse themselves from decisions where a conflict exists. The Conflict of Interest Policy applies to all research—including systematic experiment, study, evaluation, demonstration, or survey—in any academic field designed to develop or contribute to general knowledge (basic research) or specific knowledge (applied research). To ensure implementation, it outlines specific procedures to follow in areas such as export control, human research protection, research agreements, research integrity, research security, and sponsored research and projects. Investigators must complete training and disclose any potential conflicts. For example, investigators must comply with regulations of New York State’s Commission on Ethics and Lobbying in Government (COELIG). (II.4.2) Queens College’s college conflict officer (the director of Research Compliance) is in charge of implementing CUNY’s Conflict of Interest Policy.

CUNY’s Conflict of Interest Committee, of with the Queens College provost is a member, oversees and ensures compliance with the university’s Conflict of Interest Policy. The committee reviews potential conflicts of interest, provides guidance on how to handle situations where conflicts may arise, and mitigates any risk to the university’s integrity. The committee meets regularly and has recorded minutes. At Queens College, the Office of Research

Compliance provides resources and policy guidance to the campus community. Guidelines for the responsible conduct of research are found in CUNY’s Research Compliance Handbook. (II.4.3, II.4.4, II.4.5)

COELIG was established by the Ethics Commission Reform Act of 2022 and began operations on July 8, 2022. The commission oversees ethics and lobbying compliance for state officers and employees. Queens College interacts with the commission through its ethics officer, who also serves as the college’s general counsel. The ethics officer is responsible for ensuring faculty and staff complete required ethics training; responding to ethics-related inquiries from members of the campus community; overseeing campus compliance with state ethics laws, policies, and reporting obligations; investigating alleged ethics violations when notified or as required; and maintaining direct communication with COELIG regarding compliance matters.

Queens College must report to the commission monthly statistics on employee compliance with both live and online training requirements. The commission notifies the ethics officer if a college employee fails to file a required financial disclosure statement (FDS) or requests an exemption from filing. Employees who are in a policy-making position or who earn more than \$115,252 are required to file. Failure to file a required FDS may result in fees and civil penalties. Upon notification of a delinquent filer, the ethics officer makes every effort to contact the employee and assists in resolving the issue promptly. (II.4.6)

Faculty and staff must complete the full live New York State Ethics Training every two years. The live training is approximately two hours in length, including the question-and-answer period, and is offered online by the college on multiple dates and at various times to accommodate schedules. NYS also offers a live virtual session. Employees may attend either session to fulfill the requirement. In alternating years, faculty and staff must complete the state’s online ethics refresher course, which is available through Brightspace. The ethics training includes a discussion of maintaining high ethical standards, conflicts of interest, outside activities, gifts and things of value, the “Little Hatch Act” (political activities), post-employment restrictions, and financial disclosure statements. (II.4.7, II.4.8)

Criterion 5: Employment Fairness and Equity

A critical part of creating an atmosphere of teaching, learning, and research on campus is ensuring that all workers have support in their workplace. Queens College fosters an inviting and protected workspace. The Office of Human Resources maintains a website that provides extensive information regarding the policies and procedures underlying hiring, evaluation, promotion, and separation from the college. Collective bargaining agreements with the PSC, Local 384, Local 237, and DC-37, among others, govern human resources implementation for parts of the Queens College community. (II.5.1)

Appointments and Promotions

CUNY Bylaws provide guidance to faculty and staff regarding the mechanisms of appointments and promotion. Article IX, Section 9.5: Appointments indicates that “full-time appoints in a department shall be initiated (1) by the department or (2) to a professional title by the president pursuant to his/her responsibilities.” Full-time faculty appointments are vetted by multiple college committees, as indicated in Subsection B of Section 9.5: “All full-time appointments, reappointments, and reappointments with tenure to a department, except as above specified, shall be recommended to the college committee on faculty personnel and budget or its equivalent by the chairperson of the department after consultation with the president in accordance with the vote of the majority of the members of the department’s committee on personnel and budget....” Section 9.6 of the bylaws informs processes for promotion decisions of full-time faculty. (II.5.2)

The Collective Bargaining Agreement covering faculty and staff at Queens College sets forth a procedure for formal annual evaluation by their supervisors to evaluate their performance and creates pathways for transparency in promotion processes. Full-time higher education officer (HEO)-series professional staff have annual evaluations. (III.5.3, III.5.4) Part-time college assistants (CA) participate in an annual end-of-year evaluation to be reappointed. This evaluation program, as well as procedures for employees to file any disagreement with the substance of their evaluation, is available on the Queens College Human Resources website. (II.5.5)

Non-Discrimination

Queens College strongly affirms its commitment to non-discrimination and “is committed to fostering a community

based on respect for others and providing an environment free from unlawful discrimination.” (II.5.6)

The Queens College Office of Compliance and Diversity, under the authority of the chief diversity officer & dean of diversity, plays a critical role in the hiring process. The office’s responsibilities include reviewing searches and materials to ensure compliance with affirmative action laws and CUNY policies. It promotes diversity, equity, and inclusion by integrating these principles into every step of the search and recruitment process. The office reviews and certifies the composition of search committees as well as the search plans and provides support by assisting search committee members in fulfilling their responsibilities in accordance with CUNY policies and federal/state regulations. The office grants final approval by approving the search master grid and search committee meeting minutes before interviews begin. Finally, it certifies the search as closed once the signed offer letter is returned to Human Resources. (II.5.7) Further, the office provides information for employees or those seeking jobs on how to report discrimination. (II.5.8)

CUNY likewise affirms its commitment “to addressing discrimination and retaliation reports promptly, consistently, and fairly,” and maintains a website providing access for the university community to seek redress for discrimination or retaliation. (II.5.9)

Shared Governance

In Articles IX.3 and XI.5, the CUNY Bylaws articulate, clarify, and codify the duties of department chairs, deans, and the provost. The latter two roles were delineated as of late 2024 to ensure transparency in the shared governance process. (II.5.2) CUNY’s Board of Trustees and university administration act in the public interest, subsequent to CUNY’s founding in 1847 as the Free Academy. (II.5.10)

Faculty are subject to conflict-of-commitment and conflict-of-effort safeguards. Every fall and spring semester, faculty are required to submit a Multiple Position Form to provide transparency about any secondary internal or external positions they hold. (II.5.11, II.5.12) Furthermore, requests for faculty to serve in administrative roles in Academic Affairs are made in consultation with the faculty member’s chair and are accompanied by clear job descriptions that are explicit about the commitment of effort. (II.5.13, II.5.14)



Criterion 6: Accuracy and Honesty in Marketing

Queens College accurately presents its cost of attendance on the Bursar’s webpage, ensuring transparency in reporting educational expenses. (II.6.1) With tuition of less than \$8,000 for in-state students, Queens College’s prices fall far below the average cost for public in-state tuition as reported by *U.S. News and World Report*, and the vast majority (80%) of Queens College students graduate debt free. (II.6.2)

Acknowledging that marketing is essential to recruitment of students, Queens College takes a thoughtful and intentional approach to its outreach. As the college is known for its cross-generational student population, the Office of Communications and Marketing (OCM) is dedicated to using many platforms to ensure their message can be accessed by all. Through a combination of printed and online material, which includes the website and social media posts, OCM is diligent in highlighting all that Queens College has to offer. Over the course of the last four years, Queens College has invested in both human and financial capital as part of their overall marketing plan. OCM has replaced staff departures with hires who bring fresh expertise in graphic design, video production, and marketing, which has allowed the college to expand its reach. OCM’s OTPS expenditures increased from \$109,000 (1.6% of college OTPS) in FY 2021 to \$270,000 (4.4% of college OTPS) in FY 2024 to support the needs of an urban institution that is also attracting interest from populations outside of our immediate service area, including Long Island, upstate New York, out of state, and international populations. (II.6.3)

OCM, inclusive of its editorial, creative, media relations, and marketing departments, focuses on student recruitment, fundraising, and community outreach. This is accomplished by developing a marketing plan that incorporates branding standards alongside other factors to create coherent and consistent public-facing content. (II.6.4) OCM regularly creates and distributes information to campus members and stakeholders including “Frankly Speaking,” “Q-View,” and *Queens Magazine*. It also collaborates with other divisions and departments to produce mailers such as “Academic Affairs Updates” and “Diversity Dialogues.” (II.6.5)

To address challenges associated with declining enrollment, Queens College occasionally engages the services of outside firms that share its commitment to ethical practices, such as Net Natives, to develop effective marketing campaigns aimed at increasing student recruitment (II.6.6). The recent CUNY-wide marketing campaign, “A Degree for Every Dream,”

strategically focused on targeted citywide populations, filling transportation hubs with key information about CUNY and Queens College opportunities and successes. The campaign highlighted CUNY as an engine of social mobility, citing the 2017 *New York Times* article, “CUNY propels almost six times as many low-income students into the middle class and beyond as all eight Ivy League campuses, plus Duke, M.I.T., Stanford and Chicago, combined.” (II.6.7)

Queens College publicly discloses its accreditation status, institutional mission, and contact information for MSCHE on its consumer information webpage. (II.6.8)

Criterion 7: Queens College: A Diverse and Inclusive Best Value College

Ranked #8 on Social Mobility among *U.S. News and World Reports’* Regional Universities, North institutions, Queens College proudly recruits students from all backgrounds and walks of life. Our students, representing over 151 countries with 92 languages spoken, reflect the spirit of New York’s largest and most diverse borough. A minority-serving institution, Queens College students parallel the diversity of the borough, with 70% of students identifying as non-white. (II.7.1)

The Percy Ellis Sutton Search for Education, Elevation, and Knowledge (SEEK) Opportunity Programs, established in 1966, provides essential tools, expanded resources, and aid in network development for first-generation students as well as for students from underrepresented groups. Only 9% of SEEK students identify as white non-Hispanic. SEEK provides nearly 100% tuition coverage; tailored academic support and counseling services; dedicated mentors; financial assistance for secondary educational costs; career building workshops; individualized registration assistance; and a supportive community. Queens College has observed that 76% of students enrolled in SEEK have graduated in five years, and 59% of SEEK students have graduated with one major and one minor degree. SEEK students outperform national averages in graduation rates for students with similar profiles. Throughout the academic year, SEEK provides a variety of workshops (e.g., rights for housing and housing justice; networking meetings; resume workshops, etc.) and assists students with academics as well as their daily life. Queens College’s front-facing SEEK website provides a welcoming and informative introduction to future and current SEEK students. (II.7.2, II.7.3)

Ever mindful of the costs of higher education and its responsibility to the people of New York, Queens College participates in several programs to keep its costs low. The CUNY Open Educational Resources (OER) helps mitigate textbook and course materials costs. This program supports students by providing them with opportunities to sign up for classes that offer free and online OERs. Funding is provided by New York State at \$4 million per year since 2018. A long-term goal is to create systems and structures that better connect curriculum, pedagogy, and student learning outcomes with a focus on high-enrollment general education classes. Surveys of students in these courses have found that students prefer zero-textbook-cost classes and suggest they prefer having online access to materials. Queens College maintains an active website on CUNY Academic Commons with courses that have OERs catalogued in a searchable database format. There are approximately 368 courses listed in the database. (II.7.4)

Queens College, in keeping with its motto and its obligations to the people of the city of New York, prioritizes keeping costs down for students while serving its larger role of building the city’s human capital. The college, as part of the CUNY system, prides itself on minimizing tuition and maximizing its educational value. Outlets such as *Forbes*, *The Wall Street Journal*, and *US News and Report* rank CUNY highly as a value college with Queens College ranking in the top ten on their lists. (II.7.1, II.7.5) According to a recent labor market analytics study, Queens College’s broader impact on

the community supports over 16,000 jobs annually and has added over \$1.5 billion in income to the NYC metropolitan area. For every dollar invested in a Queens College student, there is a \$10 return with regards to increased health, lower crime rates, and better reported well-being. (II.7.6) Queens College’s Office of Financial Aid Services provides guidance for Queens College students to best navigate the various grants and scholarships as well as the financial aid program. (II.7.7)

The CUNY Accelerated Study in Associate Programs (ASAP) and Accelerate, Compete, and Engage (ACE) programs, in which Queens College is an active participant, help students in community or comprehensive colleges transition to a CUNY bachelor’s program or into the workforce. Their mission is to eliminate barriers by providing students with a comprehensive suite of financial, academic, and personnel resources and services so students stay on track and graduate on time, creating more equitable, student-centered practices and policies. The ACE program, especially, engages students from all backgrounds, including special benefits for those who were part of the foster care system. Across all CUNY senior colleges, the first CUNY ACE cohort realized a four-year graduation rate 16% higher than the comparison group. CUNY ACE has served over 6,000 students. Queens College has served many ACE students over the years and actively recruits students into the program. (II.7.8)





Criterion 8: Transparency and Accountability

Queens College demonstrates a strong commitment to full transparency by providing comprehensive information on key performance metrics through its publicly accessible consumer information webpage. This dedicated resource offers full disclosure of crucial data points, including institution-wide assessments, graduation and retention rates, and certification and licensure pass rates. By centralizing this information, the college ensures that both current and prospective students, as well as the general public, have easy access to required disclosures, empowering them to make informed decisions about their education and careers. This proactive approach to data sharing reflects a commitment to accountability and supports the college’s mission of serving its community. (II.6.8, II.8.1). As discussed in Criterion 8 of Standard VI, Queens College undergoes annual independent financial audits reviewed by CUNY and published in the CUNY financial statements.

In addition, the college has improved internal and external communications. Internally, the senior staff (president and vice presidents/cabinet) meets regularly to discuss and plan college operations. (II.8.2) Campus mailers, town halls, monthly President’s Council meetings, College P&B meetings, and the annual State of the College Address are also used to share information about substantive changes, new procedures, changes to existing procedures, and related issues. (II.8.3) Beyond these communications, video monitors are located throughout the campus that post information and announcements for the benefit of the college community. Further, all Academic Senate meeting minutes from its founding in 1970 through present day are publicly available on the Queens College website and are also searchable and free to the public on the JSTOR website, promoting accessibility and transparency while preserving these scholarly records. (II.8.4)

Assessment results are shared across the college community through the annual Assessment Showcase in which administrative and academic departments present recent assessment progress and use of results. (II.8.5) We aim to broaden the scope of the assessment dissemination through a Standard IV recommendation to publish an annual Student Success Impact Report.

Queens College is in compliance with MSCHE’s Requirements of Affiliation. The college is licensed to operate by the New York State Education Department (NYSED) as a postsecondary educational institution and to award postsecondary degrees; its academic programs appear on NYSED’s inventory of registered programs (II.8.6). The college awards degrees only as specifically authorized by CUNY’s charter with the state (II.8.7). Approval of Queens College’s academic programs by NYSED affirms the college’s programs comply with state regulations, including that Queens College programs lead to a recognized higher education credential. With a student headcount of 14,915, the institution is operational with students enrolled in its programs.

Criterion 9: Periodic Assessment of Ongoing Processes

Queens College’s Office of Information Technology Services (ITS) regularly reviews its operations and processes to improve outcomes, in alignment with Standard VI. In 2023-2024, ITS conducted a multi-semester review of Help Desk operations through Fresh Service analytics, customer satisfaction surveys, and incident trend analysis. Data revealed persistent issues in response time, repeat incidents, and lack of tracking by functional category. Based on this assessment, ITS introduced tiered service levels to match staff expertise with ticket complexity; created a service-level agreement (SLA) framework that sets response and resolution time expectations; expanded walk-in options; and developed real-time analytics dashboards. These changes led to a 30% decrease in average ticket resolution time. (II.9.1, II.9.2, II.9.3, II.9.4)

During the 2024-2025 academic year, the Registrar’s Office assessed its ability to ensure data stewardship including the accuracy, integrity, and security of records, particularly with respect to the Family Educational Rights and Privacy Act (FERPA). By completing a comprehensive audit and formal cleanup process of all user accounts with access to student data records, the registrar ensures the accuracy and integrity of student academic data, directly upholding the institution’s academic standards and the credibility of the degrees it awards. (II.9.5)

Periodic assessment has also improved faculty support. In Fall 2025, CETLL administered a Faculty Development Survey to determine the perceived needs for faculty development on campus. Faculty members’ top priorities are professional development in supporting student skills development (75% of respondents) and engaging students through community-based learning and connecting coursework to careers (66%). In response, CETLL is coordinating a semester-long faculty seminar on pedagogical approaches to career-connected learning in Spring 2026. (II.9.6)

Two additional examples mentioned previously also highlight regular assessment of administrative practices: the increase of transparency afforded by consistent job descriptions for faculty who take on administrative roles in academic affairs, and the modification of CUNY’s bylaws in late 2024 to codify the duties of the provost and deans. (II.5.2, II.5.13)

One of our recommendations in the next section addresses the fact that while there are multiple examples of regular changes made to processes and policies at the college and university levels, we wish to implement a formal framework to evaluate policies, processes, and practices.

Conclusions and Recommendations

Queens College upholds a strong culture of ethics and integrity through comprehensive policies governing academic honesty, research conduct, resource stewardship, and equitable treatment of students and employees. These principles are embedded in governance and daily operations, affirming the college’s commitment to educational excellence and civic engagement. Finally, the college maintains compliance with all applicable federal, state, and MSCHE reporting policies and requirements. To build on our strengths, we offer the following recommendation:

- Recommendation:
- Create a framework to evaluate ongoing policies, processes, and practices that emphasizes the importance of an intentional periodic assessment schedule.





# Standard III: Design and Delivery of the Student Learning Experience

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

## Criterion I: Program Design

### Programs of Consistent High Quality (Ia)

Queens College offers over 200 undergraduate degree programs, over 100 master’s degree programs, 64 advanced certificate programs, and 27 accelerated master’s programs. The curriculum offerings at Queens College are reviewed and approved by NYSED and appear on its inventory of registered programs (II.8.6). Queens College only offers degree, certificate, or advanced certificate credentials that are officially recognized by the state of New York and meet its requirements (III.1.1). Curriculum development and approval processes incorporate NYSED regulations in order to ensure that all programs conform to state-level expectations. State law and the CUNY Charter authorize the Board of Trustees of The City University of New York to award degrees (II.8.7, III.1.2).

All courses and programs offered by the college are developed, reviewed, approved, and revised through a multi-tiered review process. (III.1.3) The creation, revision, and approval of new courses are done at the departmental level. Once approved by the department, proposals are discussed and approved by the Undergraduate Curriculum Committee (UCC) or Graduate Curriculum Committee (GCC). The curriculum proposals are voted on by the full Queens College Academic Senate, reviewed by the CUNY Committee on Education Policy (CEP), the CUNY Board of Trustees, and, if program registration is required, by NYSED. (III.1.4)

General education course creation and revision is supported by and must be approved by the General Education Council before getting UCC approval. Further, they must gain approval by CUNY’s Common Core Course Review Committee (CCCRC) before being considered by the CEP.







The creation of entirely new programs requires additional coordination with, and approval by, the CUNY Office of Academic Program Review to reduce duplication of effort across CUNY campuses and ensure an integration of curriculum among campuses. Proposals for undergraduate degree programs must include an articulation agreement between a community college and a four-year college. (III.1.5) Bachelor’s degree programs are designed to be completed in 120 credits that include the general education requirements and at least one major program of study. Master’s programs require no fewer than 30 credits. (III.1.6)

CUNY makes a three-way distinction in mode of instruction for courses offered university-wide. A course may be designated as in-person, hybrid, or online. (III.1.7) Each distance learning course or program is offered in a manner consistent with the standards established by MSCHE as well as CUNY, New York State, and federal requirements, and specific standards of program accrediting bodies. There is a formalized policy for student identity verification in distance education that is enforced through our learning management system. (III.1.8) Queens College has been a National Council for State Authorization Reciprocity Agreements (NC-SARA) member since 2023, authorizing us to conduct distance education activity in other SARA member states. (III.1.9)

Queens College students can cross-register at other CUNY schools to enhance or customize their learning experiences. The CUNY e-permit system certifies course equivalencies so that courses students take at other CUNY campuses count towards graduation (III.1.10)

Credit Hour Compliance (Ib)

Queens College complies fully with NYSED regulations defining credit hour (sometime referred to as semester hour) assignment. These regulations are found in Section 50.1(n) of the Regulations of the Commissioner of Education (III.1.11) and are as follows: “Semester hour means a credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to Section 52.2(c)(4) of this subchapter. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year.” The College Bulletin (II.3.8, II.3.9), in the section titled Explanation of Credit, describes the definition of credits in relation to the different types of contact hours (e.g., lecture, lab, studio) and in the context of NYSED regulations.

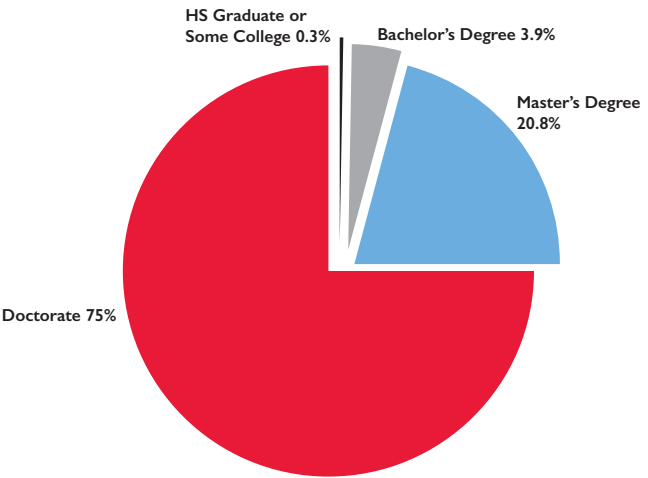
Credit hour requirements are enforced by requiring department chairs to use predefined scheduling blocks when creating and assigning courses. (III.1.12) The academic calendar at Queens College calls for a 14-week term, with the fifteenth week reserved for final examinations. To adapt to the variance brought by holidays, days during the semester can be designated to follow the schedule of another day of the week to ensure that courses scheduled to meet on any one day of the week occur 14 times. The fifteenth week is provided to give students time to prepare for final examinations without conflicting with other course commitments. (III.1.13)

Criterion 2: Qualifications, Development, and Evaluation of Faculty

Instructor Headcount and Qualifications (2a, 2b, 2c)

As of Fall 2025, there are 572 full-time faculty and 874 part-time faculty at Queens College, with 75% percent of full-time faculty holding doctoral degrees (III.2.1). The PSC-CUNY contract specifies the workload of each faculty member, with professorial faculty teaching 18 credit hours per academic year and lecturer faculty teaching 24 credit hours per year. (II.3.1)

Full-Time Faculty by Highest Education Level



All recruitment for faculty, administrators, professional staff, and graduate assistant vacancies must go through PeopleAdmin, CUNY’s applicant tracking system. Search committees work closely with the Office of Human Resources and the Office of Compliance and Diversity who provide clear guidelines to ensure an effective and equitable search process. (II.5.7)

Administrative guidance for full-time faculty is available through the websites of the provost and CETLL. (III.2.2) Guidance for part-time faculty and administrative staff is also available. (II.5.4, III.2.3; III.2.4, III.2.5)

Our world-class faculty receive the highest national and international recognition. Among our faculty are Guggenheim Fellows, Fulbright Scholars, Grammy Award winners, numerous Book Prize winners, and fellows of academic societies. (III.2.6) Queens College has 15 distinguished

professors, a title bestowed by CUNY for faculty with records of exceptional performance by national and international standards of excellence in their profession. (III.2.7) The 2025-2027 Poet Laureate of New York State is a member of the Queens College faculty. Numerous Queens College faculty share appointments at the CUNY Graduate Center and contribute to over 20 PhD programs.

Our faculty are successful in securing external grants from federal, state, and private funders such as the National Science Foundation, Department of Defense, Department of Energy, National Institutes of Health, and U.S. and New York State Departments of Education. The Office of Research and Sponsored Programs reports just under \$30 million in awarded grants in FY 2024 (III.2.8) In 2021-2022, Queens College reported an average of 1.1 pieces of scholarship/creative activity per faculty member per year, slightly above the average of 1.0 pieces for all CUNY senior colleges (data for this metric has not been collected by CUNY since 2021-2022). (III.2.9)

Faculty Training (2d)

There are many professional development opportunities for faculty for curriculum development and assessment practice provided locally by Queens College and systemwide through CUNY.

Professional development for faculty at Queens College is led by CETLL, which provides workshops, intensive faculty seminars, faculty fellowships, and drop-in hours. CETLL celebrates and promotes innovative pedagogical work through the annual Teaching and Learning Showcase. (III.2.10)

During the COVID-19 pandemic, CETLL, in coordination with the Office of the Provost, supported the transition to online learning through the Keep Teaching at QC Initiative, providing workshops and a website with resources to faculty. It has continued to provide training and support for online learning through their website.

Institutional grants from a variety of federal funders (Department of Education, National Science Foundation) and private foundations (Howard Hughes Medical Institute), primarily awarded in connection with Queens College’s status as a Minority-Serving Institution/Hispanic-Serving Institution, have provided support for additional faculty professional development. (III.2.11)



The Offices of the Provost and Institutional Effectiveness provide opportunities for professional development related to course and program assessment. In August 2024, the Office of the Provost invited representatives from all departments to attend Assessment Fest, a two-day assessment workshop coordinated by an assessment professional from James Madison University. Starting with its creation in 2024, the Academic Assessment Council hosts multiple professional development and community of practice events, including assessment mixers and an annual Assessment Showcase that brings together assessment practitioners from across the campus. Assessment coordinators sponsor events for departmental representatives to discuss assessment practice and provide guidance for assessment reporting. (III.2.12)

CUNY provides myriad university-wide opportunities for faculty professional development, including curriculum development through workshops and conferences organized by the CUNY Innovative Teaching Academy; grants to improve educational outcomes including OER and online excellence; support for new department chairs through workshops and information sessions by CUNY’s Faculty Development Consortium; and bringing together system practitioners in additional systemwide conferences, including the CUNY Diversity Conference and CUNY IT Conference. (III.2.13)

Evaluation of Teaching (2e)

Queens College has multiple evaluation systems to provide faculty with feedback on their teaching, including faculty peer observations, annual evaluation conferences with department chairs, and student evaluations of teaching (SET).

As per PSC-CUNY contract Article 18.2(b)1, non-tenured and non-certificated members of the teaching staff must be observed by a peer at least once during the first ten weeks of each semester, while senior faculty may request observations for promotion or feedback purposes. These observations include a full class visit followed by an observation report written by the evaluator and a post-observation meeting with the department chair. The expectations for peer review of online and hybrid courses are similarly rigorous and spelled out in the contract. (II.3.1)

Per PSC-CUNY contract Article 18.3, all members of the teaching faculty except tenured full professors shall have an annual evaluation conference with the department chairperson or a member of the departmental P&B committee. Annual evaluation is based on total academic performance as specified in Article 18.2 (a), with special attention to teaching effectiveness. The conference is documented in a written memorandum which is included in the faculty’s personnel file.

During every academic semester, Queens College conducts a SET through an online questionnaire. SETs provide feedback from students and contribute information on teacher quality to make decisions related to reappointment and tenure and promotion. (III.2.14, III.2.15)

In AY 2024-2025, Queens College initiated a critical review and revision of its SET instrument to engage in more substantive evaluation of teaching effectiveness, reduce bias, provide actionable feedback to support changes that enhance teaching effectiveness, and drive meaningful course improvements. This initiative was led by a provost’s faculty fellow and was a collaboration between a committee of faculty, the Office of Institutional Effectiveness, CETLL, and the Academic Senate, highlighting a key example of shared governance in support of Standard VII. This ensured a research-informed and collaborative process that began with a landscape scan of national best practices for SETs and evaluation of the college’s current instrument in order to develop an improved SET and guidelines for its use by both faculty and students. Subcommittees of the Academic Senate were engaged in reviewing the draft SET and guidelines and providing feedback for their improvement. The final materials and a report were brought forward by the faculty fellow for discussion and a vote by the full Academic Senate. The updated SET instrument incorporates opportunities for students to self-assess their own effort and provides departments the flexibility to add up to three discipline-specific items to a standardized core set. (III.2.16, III.2.17, III.2.18) The Academic Senate approved the updated instrument, and its phased rollout began in Fall 2025.

Promotion and Tenure Guidelines (2e)

Full-time permanent instructional faculty in professorial and lecturer titles are eligible for tenure and a form of labor permanency called a Certificate of Continuous Employment (CCE), respectively. Professorial title faculty have a promotion pathway through assistant, associate, and full professor ranks, while lecturers have recently (as of the 2023-2027 PSC-CUNY contract ratified in early 2025) been granted a promotional pathway to senior lecturer. At a system level, CUNY stipulates policy as well as broad guidelines for tenure and promotion, and the colleges are expected to develop specific guidance for tenure- and CCE-earning faculty as a supplement. This allows for college-specific expectations to be articulated. College guidelines for expectations in the main areas of teaching, research and scholarship, creative activity, and service to the university and community are provided in the Queens College Procedures for Tenure/CCE and Promotion. (III.2.19) These procedures represent the college’s implementation of the provisions outlined in university documents, including the bylaws and the collective bargaining agreement between the PSC/CUNY and the university, as well as in Queens College governance documents.

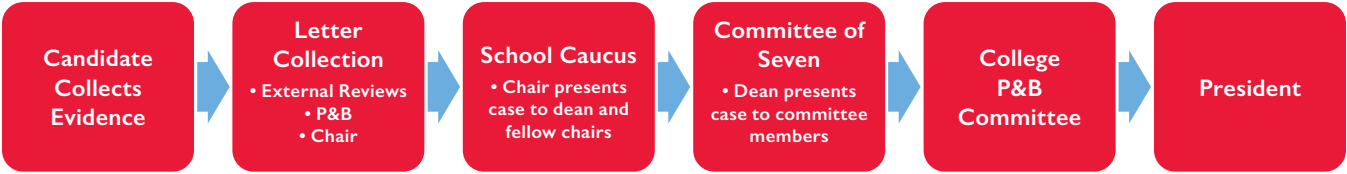
Queens College very recently drafted new college-level guidelines for the promotion of lecturers, following a productive shared governance collaboration between the provost and a group of department chairs identified by the co-chairs of the executive committee of the College P&B. (III.2.20) As of this writing, we are awaiting finalization of CUNY’s guidelines and CUNY Board of Trustees approval of the title senior lecturer before fine-tuning our draft and taking it forward for approval through our governance process.

Each CUNY college has devised slightly different local review and approval workflows for tenure and promotion. CUNY holds these two actions—tenure/CCE and promotion—as discrete, requiring separate votes. (III.2.21) At Queens College, candidates for tenure and promotion assemble portfolios using the Interfolio software platform, which is also utilized to solicit external letters of support. The packets are reviewed in consultation with the department chair and are submitted by the candidate for review and recommendation, following these steps:

The review is rigorous, particularly in the Committee of Seven which is sequestered for multiple full days of deliberation during one week in the fall to review tenure, CCE, and promotion to associate professor, and one week in the spring to review promotion to full professor (and as soon as the title is approved by the Board of Trustees, promotion to senior lecturer). Each stage of review generates a recommendation which moves forward with the portfolio through subsequent review stages. The president is the final decisionmaker for all actions except early tenure cases, where the recommended cases must proceed to CUNY and the Board of Trustees for final decision.

Faculty are reappointed by their dean on an annual basis throughout the probationary period. The probationary period for tenure-earning faculty is seven years, and for CCE-earning faculty, five years. Extensions to the tenure clock to accommodate unforeseen disruptions to a candidate’s progress are considered by the chair, dean, and provost; if approved, extensions are executed via settlement agreement between the candidate, the PSC, the college, and CUNY. In the period immediately following the 2020 COVID-19 outbreak and for several subsequent years, impacted faculty were allowed to request one-year tenure extensions which were reviewed by the college provost and, if supported, forwarded to the CUNY executive vice chancellor for final approval. (III.2.22)

In addition to these two primary full-time permanent instructional titles, CUNY supports several other instructional titles, such as college laboratory technician (CLT). CLTs assist in lab setup and performance studio support. Because of our robust laboratory and performing arts programs, CLTs are relatively well represented at Queens College. CLTs are eligible for promotion to senior CLT and chief CLT, as specified in Article 22 of the PSC-CUNY contract. Our review workflow was recently amended through shared governance to route CLT promotions to a standing CLT committee, bypassing the Committee of Seven, resulting in more focused and knowledgeable deliberation of CLT promotion actions. Our tenure and promotion guidelines were amended to reflect this change. (III.2.23, III.2.24)





Additional instructional titles include distinguished lecturers, clinical faculty, and instructors, all of which are non-tenure track and term-limited appointments. Queens College has relatively few of these types of faculty lines.

Adjunct faculty meeting criteria stipulated by CUNY with respect to length and quality of continuous service in programs that have both instructional need and budgetary sufficiency are eligible for multi-year appointments. With the new PSC-CUNY contract, the length of these appointments was reduced from three to two years.

Review of Academic Programs (2e)

Over the past three years, our campus has made a concerted effort to reinvigorate and systematize departmental annual reporting and academic program review processes with the goal of instating a clear, regular, sustainable structure.

The updated annual departmental reporting process encourages reflection and alignment with strategic goals. Annual reports ask departments and programs to reflect on progress made over the previous year, with a particular focus on aligning the annual reports with the information required for their next program review. Departments are asked to review changes in faculty or student composition, progress towards their strategic goals, and to develop action plans for the upcoming academic year. Assessment reporting and curricular changes are added as appendices to these annual reports. (I.1.20)

The Academic Program Review Cycle

The timeline of the Academic Program Review cycle is visualized below.

| Queens College Academic Program Review Cycle |                                                 |                                                 |                                                 |                                                 |                                                |                                                                       |                                                                  |
|----------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|------------------------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------------|
|                                              | Year 1                                          | Year 2                                          | Year 3                                          | Year 4                                          | Year 5                                         | Year 6                                                                | Year 7                                                           |
|                                              | Start Implementation Plan                       |                                                 |                                                 |                                                 | Finish Implementation Plan                     | Departmental Self-Study Process                                       |                                                                  |
| Action                                       | • Actions developed in Year 7<br>• Assess PLOs  | • Actions developed in Year 1<br>• Assess PLOs  | • Actions developed in Year 2<br>• Assess PLOs  | • Actions developed in Year 3<br>• Assess PLOs  | • Actions developed in Year 4<br>• Assess PLOs | • Compile, reflect on, synthesize information into Self-Study Report. | • Fall: Peer Evaluations visit and share report<br>• Assess PLOs |
| Planning                                     | • Actions items for Year 2<br>• Assessment Plan | • Actions items for Year 3<br>• Assessment Plan | • Actions items for Year 4<br>• Assessment Plan | • Actions items for Year 5<br>• Assessment Plan | • Prepare for Self-Study                       | • Assessment Plan                                                     | • Spring: Develop Implementation Plan<br>• Assessment Plan       |
| Reporting                                    | • Annual Report<br>• Assessment Reporting       | • Annual Report<br>• Assessment Reporting       | • Annual Report<br>• Assessment Reporting       | • Annual Report<br>• Assessment Reporting       | • Annual Report<br>• Assessment Reporting      | • Self-Study Report                                                   | • Annual Report<br>• Assessment Reporting                        |

Your APR Cycle Calendar depends on your department or program.  
Consult this chart to determine the Academic Program Review cycle for your department or program.

The Academic Program Review (APR) process is a seven-year cycle with a clear, scaffolded process and timeline. The APR process was updated in 2024-2025 to develop a streamlined workflow that is more likely to lead to substantive improvements grounded in data. Departments author a Self-Study Report in year six of the APR cycle. These reports follow a template and must adhere to a maximum number of pages. External peer evaluators are engaged in the fall of year seven. They generally visit the campus for one or two days, conducting interviews and examining evidence provided by the department. The Provost’s Office provides a budget for these visits and meets with the evaluators. The peer evaluator report is discussed by the department in the spring of year seven, using the report and external feedback to develop an implementation plan to improve outcomes in the next APR cycle. The chair, departmental P&B members, and dean meet with the provost to discuss the feedback and an implementation plan. (III.2.25, III.2.26)

Queens College has attained accreditation for several of its programs where such recognition is relevant, including the Council for the Accreditation of Education Preparation (CAEP), National Association of Schools of Music (NASM), American Library Association (ALA), American Psychological Association (APA), American Speech-Language-Hearing Association (ASHA-CAA), Accreditation Council for Education in Nutrition and Dietetics (ACEND), and the American Chemical Society (ACS). (III.2.27)

Criterion 3: Official Publication of Academic Programs

Official Queens College publications clearly and accurately describe all academic programs. Entrance requirements and degree requirements are found in our online undergraduate and graduate bulletins. The college bulletins had been locally maintained in a paper format through 2020-2021, when CUNY transitioned to a centralized platform called CourseDog that integrates directly with course information in CUNYfirst. (III.3.1) Upon the transition, the online platform became the bulletin of record for Queens College. (II.3.8, II.3.9)

CUNYfirst has a public searchable listing of all courses being listed in the upcoming semester at all CUNY campuses, identifying those that satisfy general education requirements. (III.3.2)

Criterion 4: Student-Focused Resources and Opportunities

Queens College provides a wide range of learning experiences and resources that support our programs of study and the academic progress of all student populations.

Advising Documents

Academic Program Maps and Career Maps are maintained online by the Academic Advising Center. (III.4.1) The college is in the process of developing 2+2 Transfer Maps with embedded career milestones and competencies. A provost’s faculty fellow developed a Departmental Advisor Hub to gather resources for departmental advisors to ensure uniform and accurate advisement in the majors. (III.4.2)

Instructors provide detailed syllabi for their classes. (III.4.3) For programs with coordinated courses or in courses where many sections are taught by adjunct instructors, master syllabi are provided to ensure consistency across course sections. (III.4.4) Queens College has not mandated a syllabus template, however, syllabus guidelines are provided by CETLL. (III.4.5)

Physical Infrastructure

The Benjamin S. Rosenthal Library, completed in 1988, provides numerous services to assist students and faculty in their work. The library, a hub of student and faculty research, contains over 840,000 volumes, over one million e-books, over 59,000 e-journals, and more than 86,000 streaming videos. Students and faculty are provided access to other titles through resource-sharing initiatives including nation-wide Interlibrary Loan (ILLiad) and Online Computer Library Center (OCLC), the regional Information Delivery Services Project (IDS), and CUNY-wide Intercampus Loan Services. (III.4.6) Librarians provide assistance through in-person appointments, chat, and email. All services are clearly indicated on the library website. (III.4.7) Library faculty are active contributors to CUNY’s OER initiative, receiving annual funding for conversion and other OER-related initiatives. (III.4.8)

The Library’s Master Space Plan is advancing to transform its six-story building into a learning, innovation, and research commons to function as a vibrant hub for teaching and learning at the college. (III.4.9) Each floor has a different focus. Floor 1 is the Innovation Commons, which includes the Queens College Makerspace, inaugurated in 2018. This is a hands-on learning lab where visitors can tinker, craft, make, design, and learn. Integration of coursework with the Makerspace was financially supported by the National Science Foundation (NSF) MakeSTEAM grant. (III.4.10, III.4.11) Floor 2 is the Learning Commons, with computer commons, open study spaces, and flexible and active classrooms to support library instruction and academic support. Floor 3 is the Research Commons, with the all-new Tanenbaum Special Collections and Archives Wing, including flexible archives classrooms, memory and processing labs, flexible event space, exhibit spaces, and a public reading room and open study areas where students can gather and work together. Floors 4 and 5 are the Study Commons, with quiet study areas and group study rooms as well as individual study pods. Floor 6 will be the Art Commons.

The library supports information literacy in multiple ways. Queens College faculty can request in-person, online, or asynchronous librarian instruction to support course material and student research assignments. This can take the form of general library instruction, subject-specific research, data analysis, software, digital scholarship, and special collections and archives, each led by a dedicated librarian or staff member. (III.4.12)

Between Fall 2020 and Fall 2023, staffing levels in the library steadily increased, with FTE positions rising from 70 to 84. During this period, part-time staff grew from 81 to 114, while



full-time staff increased from 43 to 46. This expansion in personnel coincided with a significant surge in total circulation, which climbed from just over 91,000 items in 2020 to nearly 400,000 in 2023. (III.4.13)

The Music Library, the largest music collection in the CUNY system, is located on two levels in the Music Building. The Queens College Library Art Collection, founded in 1937, includes print and electronic resources on all facets of art and art history, theory, criticism, materials, and techniques. The Godwin-Ternbach Museum and the Kupferberg Center for the Arts provide resources, learning venues, and entertainment in the arts, humanities, and music, theatre, and dance to Queens College and the community at large. (III.4.14, III.4.15)

Over the past decade, the college has renovated other learning spaces across campus. Razran Hall is nearing completion on a wholesale renovation with new classrooms, lab space, study space, and conference space for neuroscience, physics, and anthropology. A complete renovation was made to the Speech-Language-Hearing Center in the Gertz Building which houses the graduate education program in Speech Language Pathology and serves New York children and adults across the lifespan with speech and language needs. The Family, Nutrition and Exercise Sciences (FNES) Food Science lab in Remsen Hall, used for all food science classes for general education and nutrition and dietetics students, is scheduled to undergo a full renovation in the near future. A major redesign and enhancement of Queens Hall is underway to house several of our public-facing clinical programs as well as to accommodate the relocation of several programs currently located in a leased building across the street from the campus. Classrooms across campus are regularly upgraded on a rolling basis with new technology funded through the Technology Fee. (III.4.16, III.4.17)

Online Programs and Technology

Queens College offers courses in multiple modalities, including in person, hybrid, or (fully) online. As of Fall 2025, 25% of students are enrolled in a course with an online presence with 900 students enrolled in fully online learning. At the same time, 22% of course sections have some type of online presence (hybrid, online, or in combined sections with mixed modalities) with 15% of the total being fully online. (III.4.18) In CUNY’s Student Experience Survey, 65% of our students expressed a desire for more online offerings. (II.2.5)

Queens College currently offers one fully online MSED program in Family & Consumer Sciences Teacher Education, and six fully online certificate programs in Education and Psychology. (III.4.19)

While Queens College will never be a primarily online institution, we see online learning as an area of opportunity and are positioning ourselves to take advantage of demand. The focus areas for online offerings include bottleneck courses for popular majors, general education (Pathways) courses, and specific programs, for instance the Labor Studies undergraduate major and the Graduate School of Library and Information Studies. Seven Queens College faculty members applied for and received stipends through CUNY’s Online Program Development Seed Money Grant to either develop online options for existing on-ground programs or develop new online programs. (III.4.20)

All faculty teaching an online or hybrid course must document credentials in this delivery method (e.g., completion of online course development series, prior experience and credentials from an outside institution or reputable organization in online teaching and learning). (III.4.21)

In recent years, CUNY has invested in procuring systemwide technology platforms to support student learning and student success across all modalities. As of 2023, CUNY has adopted a new learning management system (LMS), Brightspace. Queens College was in the first cohort to transition from Blackboard to Brightspace; as of Summer 2024, all Queens College courses are hosted on Brightspace. The transition was supported jointly by ITS and CETLL. The CUNY LMS Use Policy ensures that students have an accessible experience with their courses that is consistent across all modalities and across CUNY campuses. (III.4.22, III.4.23, III.4.24) Students, faculty, and advisors track academic progress toward degree completion using DegreeWorks and EAB-Navigate. EAB-Navigate is utilized across CUNY for student advising, success milestone alerts, and campaigns. (III.4.25, III.4.26)

Given the centrality of this technology to CUNY’s systemwide student academic support initiatives, Queens College recognizes the need to invest in executive-level vision and support for this and other academic technology platforms through the recruitment of an associate dean of Academic Technology and Distance Education. The associate dean’s role will be to coordinate the configuration, deployment, and training associated with academic technology, including EAB

Navigate, DegreeWorks, CourseDog, Brightspace, Interfolio, and T-Rex, as well as future platforms and to lead the strategic vision, planning, and delivery of online, hybrid, and technology-enriched instruction at Queens College. (III.4.27)

Since 2020, ITS has undertaken new procedures to provide continued assurance of confidentiality and cybersecurity protection. These include a move to multi-factor authentication (MFA) in July 2022 to better safeguard all communications and data across the college; a new Learning Management System in 2024 (D2L Brightspace); and a cloud-based, integrated communication system to support the student body. According to college policy, “All online synchronous and online asynchronous classes must be delivered via a learning management system” to provide consistency and accessibility throughout the student experience and to comply with CUNY cybersecurity policies and data privacy laws. Cloud-based, integrated, and secure communication is facilitated via Microsoft 365, Zoom, QC Navigate, and the Fresh Service Cloud Help Desk. (III.4.16, III.4.28, III.4.29)

Student Research Opportunities

The Office of Undergraduate Research (OUGR) promotes student research and scholarship across campus. It functions as a central hub for information on undergraduate research opportunities, scholarships, funding sources, campus research events, research-integrated courses, and student research achievements. (III.4.30) OUGR hosts an eight-week Summer Undergraduate Research Program (SURP) to immerse undergraduate students in meaningful and practical research experiences. SURP hosted 39 undergraduate students each in Summer 2024 and 2025, increasing the number of fully supported students from 29 to 37 through private foundation grants, CUNY’s Transfer to STEM Student Success Initiative, and Coordinated Undergraduate Education grants. (III.4.31) OUGR hosts two undergraduate-focused research conferences per year: the Queens College Undergraduate Research Symposium in the fall and the borough of Queens Consortium Undergraduate Research Day in the spring. (III.4.32)

Science departments at Queens College receive funding from the NIH for their Undergraduate Research Training Initiative for Student Enhancement (U-RISE) grant to support undergraduate students from diverse backgrounds to transition into and complete biomedical, research-focused higher degree programs (III.4.33).

Support for Experiential Learning

Queens College undergraduate students are encouraged to pursue education outside the classroom through internships, fieldwork, and community-based and experiential learning experiences. As self-reported on the 2023-2024 CUNY Cap and Gown Survey, Queens College graduates participate in the following types of experiential learning.

| Student Participation in Experiential Learning Opportunities |       |
|--------------------------------------------------------------|-------|
| Unpaid internship                                            | 21.2% |
| Paid internship                                              | 19.7% |
| Community service                                            | 16.3% |
| Research/field study                                         | 14.1% |
| Clinical preparation                                         | 5.7%  |
| Cooperative education                                        | 5.4%  |
| Service learning                                             | 4.5%  |
| Study abroad                                                 | 2.4%  |
| Civic engagement                                             | 2.4%  |

Over the past four years, 51% of undergraduate respondents and 48% of graduate respondents reported participating in an experiential learning opportunity. (III.4.34)

The Center for Career Engagement and Internships (CCEI) allocates internship stipend support to Queens College undergraduate and graduate students participating in experiential learning opportunities including internships, civic engagement, service learning, research, and fieldwork. From 2022-2024, students worked an average of 150 hours, earned \$16 to \$20 per hour, and gained valuable skills in various industries including business, education, government, healthcare, nonprofit, social services, research, and technology. Funding is supported by the Queens College Foundation, direct donor support, the Hispanic Association of Colleges and Universities (HACU), and the Blackstone Charitable Foundation. Student involvement is tracked through software platforms Symplicity and Handshake. In the field of computer science alone, there are over 100 unique internships providing our students with professional pathways to dynamic partners. (I.2.2)



CCEI offers World of Work COOP 201, an academic elective course for undergraduates. Students gain career preparation skills and experiential learning through internships, work-based learning, or job simulated projects. Over each of the past four years approximately 250 students have participated in COOP 201, and successful Queens College alumni are solicited as guest speakers. (III.4.35)

The Office of Experiential Education offers students community-based experiential learning opportunities. In 2024, 32 Queens College students participated in paid internships at local mission-driven nonprofit organizations where they worked on projects that strengthen civic, economic, educational, and environmental sustainability. The office also served 626 students across CUNY through the CUNY Spring Forward and Career Launch programs, in which students were placed in paid internships at nonprofit organizations or government offices. (III.4.36). With the imminent hiring of an inaugural executive director for Student Success and Career Outcomes and the replacement of the associate provost for Innovation and Student Success, there is the opportunity to restructure student academic support. This will include reorienting experiential education away from being housed in a discrete office to form a crosscutting aspect of the student experience.

Backed by Queens College and the New York City Council, the Tech Incubator at Queens College (TIQC) helps student entrepreneurs and local early-stage ventures build successful technology companies, expanding job opportunities and promoting innovation and development. During the first three quarters of FY 2025, TIQC offered 202 sessions, served 2,650 individuals, and hosted 110 interns. (III.4.37)

Queens College students pursuing education careers participate in supervised and supported student-teaching. The School of Education provides a guidebook on Clinical and Professional Practice which highlights the roles and responsibilities of key stakeholders, including teacher candidates, school-based teacher educators, university faculty, and community partners, ensuring a collaborative and supportive environment for professional growth. (III.4.38) The Child Development Center, which provides quality, on-campus childcare for student-parents to attend classes, also serves as a live laboratory for the college’s early childhood education students. It provides essential hands-on observation and research opportunities for our students, directly enhancing the quality of the academic curriculum. (III.4.39)

Centers and Institutes

Queens College houses several local centers and CUNY-wide institutes, reflecting CUNY’s and the college’s commitment to service, scholarship, and historic preservation. A number of the centers and institutes focus on specific communities, including the Asian American / Asian Research Institute, John D. Calandra Italian American Institute, Center for Byzantine and Modern Greek Studies, and the Center for Jewish Studies. These entities actively involve students, providing research opportunities, hosting numerous cultural events, and offering employment, internships, and special events. Each of the centers and institutes underwent a CUNY-initiated recertification process in 2023. (III.4.40, III.4.41)

The Queens College Center for Ethnic, Racial and Religious Understanding (CERRU) is the educational programming arm of the Office of Compliance & Diversity. It hosts speakers, runs workshops, and organizes other events that provide students from diverse backgrounds with exposure to the principles of conflict resolution as well as training in conflict negotiation. CERRU also serves as a safe venue for students to engage in dialogue on subjects that are not easily resolved. The administrative and operational structures of CERRU were revised during 2023-2024 when it became an internally funded entity within Queens College; it previously relied on external funding. This change in funding source and operational oversight has not affected CERRU’s enduring mission. (III.4.42)

International Learning Opportunities

QC Global encompasses the Offices of Global Initiatives, International Students and Scholars, and Study Abroad, serving as the central hub for international education, travel, and study at Queens College.

The Office of Global Initiatives leads efforts to expand and strengthen academic partnerships around the world, enhancing the global reach and reputation of Queens College.

The Office of International Students and Scholars supports over 600 students and researchers in obtaining and maintaining F-1 and J-1 visa/immigration status to study, teach, or conduct research in the U.S. The office collaborates closely with the enrollment team to help grow the international student population. (III.4.43)

The Study Abroad Office “makes the world your classroom” by sending approximately 150 students abroad each year through short-term and exchange programs. The programs are CUNY-approved national and international exchanges, and the credits they earn count towards timely graduation at Queens College. Research consistently shows that students who study abroad are more marketable and attractive to prospective employers. Through the Experiential Education Office in partnership with a local intergovernmental educational organization, seven Queens College students recently participated in a summer internship program in Ho Chi Minh City, Vietnam. (III.4.44)

Collaborative Online International Learning (COIL) is a virtual exchange that provides students opportunities to interact globally without additional costs associated with physical mobility, thereby expanding QC’s global presence. Faculty are given support to integrate COIL pedagogy into their classes. The student survey showed improvements along eight of 12 aspects of intercultural competence. (III.4.45)

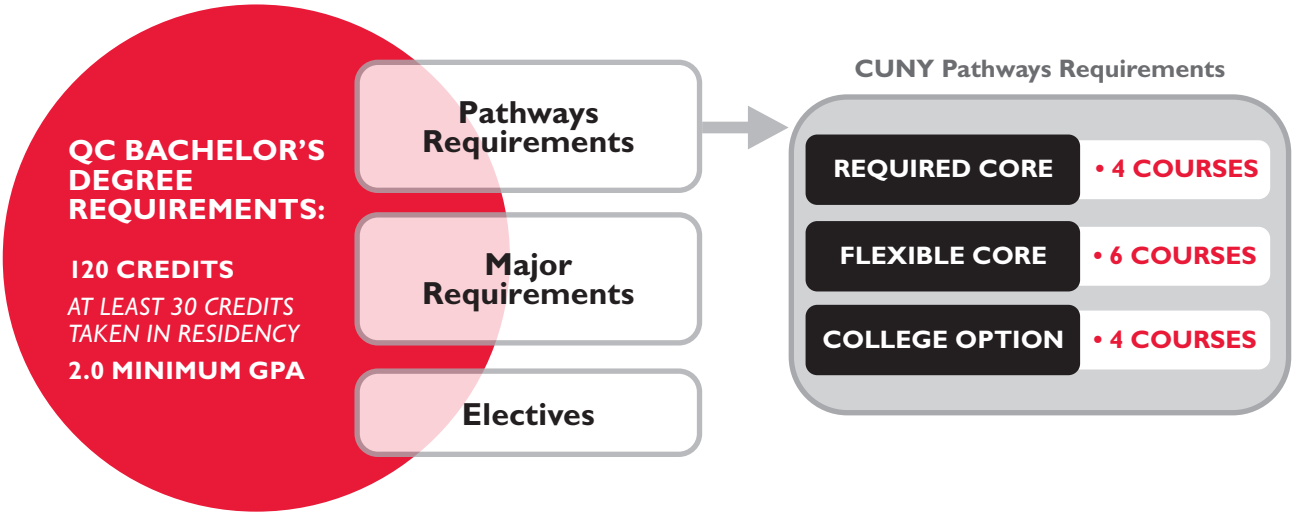
Alumni Sharing Knowledge

The Office of Alumni Relations plays a pivotal role in students’ career-connected learning by leveraging the success and experience of Queens College’s graduates through two dynamic ongoing initiatives. The Alumni Sharing Knowledge (ASK) Program facilitates direct and personalized mentorship by connecting students with alumni for one-on-one career conversations, participation in career panels, and classroom speaking opportunities, thus providing invaluable guidance on professional journeys and industry insights. Complementing

this, the Professionals on Campus lecture series hosts distinguished alumni and friends for seminar-style gatherings, offering students the chance to learn from and interact with seasoned experts across diverse industries, transforming abstract academic concepts into tangible real-world career models. Together, these programs ensure students gain critical networking skills and practical knowledge to successfully navigate their post-graduation career paths. (III.4.46)

Criterion 5: General Education Program

The general education program at Queens College is implemented through Pathways, a CUNY-wide initiative that started in Fall 2013. (III.5.1) The Pathways framework has three parts: the Required Core, the Flexible Core, and the College Option. The Required Core and Flexible Core are common to all CUNY colleges; this coordination ensures transfer students maintain progress toward graduation. Each CUNY campus has the autonomy to implement the College Option as it sees fit. Queens College requires students to take four additional general education courses, including at least one course in each of literature, language, and science. These four courses must be taken at Queens College. In addition, all students must complete two Writing Intensive courses, which may overlap with courses taken for Pathways or major requirements. (III.5.2) A comprehensive list of Pathways courses is provided on the Queens College Pathways website, with courses clearly labeled on the CUNY-wide course search module. (III.5.3, III.5.4)





Consistent with our mission, the general education program also includes the study of values, ethics, and diverse perspectives. Through its breadth, Pathways was designed to ensure that students are exposed to new areas of intellectual experience. Through the World Cultures and Global Issues (WCGI) and U.S. Experience in its Diversity (USED) requirements, students expand their cultural and global awareness and cultural sensitivity. Through the English Composition (EC) and Mathematical and Quantitative Reasoning (MQR) requirements, students are prepared to make well-reasoned judgments outside of, as well as within, their academic field.

In order to receive a Pathways or Writing Intensive designation, a course must be aligned with the appropriate learning outcomes. (III.5.5) This is audited during the course creation process; proposed courses go through rigorous approval processes, both at Queens College and CUNY. (III.5.6, III.5.7) Queens College has a faculty representative on the CUNY Common Core Course Review Committee.

Queens College aims to ensure a consistent general education framework is applied in all Pathways courses. Noticing that some of the general education courses proposed and approved at Queens College were not being approved at the CUNY-wide level, the provost appointed a special advisor for Curriculum who oversaw general education in 2020 to help faculty develop their general education proposals. From Fall 2020 to Spring 2023, 17 of the 18 courses (94.4%) submitted for the Common Core were approved. During that same period, 11 new College Option courses were added, and all proposals were approved. (III.5.8) This work continues today through the General Education Council whose charge includes providing professional development to support creation and assessment of general education courses. (III.5.9, III.5.10)

CUNY conducts an annual review of the Pathways Initiative with suggestions for incremental improvement every three years. The CUNY Office of Graduate and Undergraduate Programming is conducting a broader review of Pathways during the 2025-2026 academic year. (III.5.11) The writing curriculum is evaluated by Queens College faculty associated with the Writing at Queens initiative. In recent years, fellows supported by the CUNY Writing Across the Curriculum program have assisted faculty or departments to expand their writing intensive courses, collect data, and assess the impact of their efforts. (III.5.12) The placement of Writing Across the Curriculum fellows at colleges will be discontinued by CUNY in AY 2026, and the colleges are required to develop a plan to support writing locally. (III.5.13).

## Criterion 6: Graduate and Professional Education

Queens College offers a range of graduate and professional education by delivering over 100 master's degrees, with opportunities for the development of research, scholarship, and independent thinking. We also offer 27 accelerated master's programs and 64 advanced certificates in over 50 disciplines. Queens College's four academic divisions offer a wide range of graduate and professional programs designed to foster academic excellence, professional development, and interdisciplinary collaboration. In contrast to declining undergraduate enrollments, graduate enrollments have remained strong, as demonstrated by a 6.7% increase in enrollment as captured on November 10, 2025 compared to November 10, 2024. (III.6.1)

The School of Arts and Humanities supports creative and scholarly achievement through programs in creative writing, music, studio art, and art history. Students benefit from faculty mentorship, performance and exhibition opportunities, and collaborations with major cultural institutions central to the college's geographical region such as the Jamaica Center for the Arts, Queens Parks Department, and Flushing Town Hall.

The School of Education prepares both aspiring and experienced educators through master's and advanced certificate programs in areas such as bilingual education, special education, and educational leadership, equipping graduates for leadership roles in New York City schools. The School of Education is currently developing a doctorate of education proposal to offer an EdD in educational leadership at Queens College which will be offered as both a fully online and an in-person program. The letter of intent is currently under review at the Central Office. (III.6.2)

The School of Social Sciences emphasizes research, policy analysis, and information management, offering graduate programs in urban affairs and data analytics that prepare students for careers in public policy, social research, and behavioral intervention. Within this school, the Graduate School of Library and Information Studies (GSLIS) offers the only American Library Association-accredited master of library science program (continuous since 1970) in the CUNY system, preparing professionals for careers in archives, digital curation, and library and information services. The GSLIS program at Queens College is also the most affordable in the New York City area as compared to similar programs at Pratt University and St. John's University. The uniqueness of offerings within GSLIS is demonstrated by the dual degree

program in library science and history. Upon graduation, students receive two master's degrees.

Business programs—currently housed in the School of Social Sciences but soon to become a free-standing academic division—provide specialized graduate and professional training in fields such as accounting, taxation, and risk management, integrating theoretical instruction with case-based learning and professional networking to prepare students for careers in finance, corporate management, and compliance. The risk management accelerated degree program is one of the most requested programs and is a pathway to multiple high demand careers. A dean for the School of Business commenced employment on January 1, 2026. (III.6.3) We anticipate the school's administrative and budgetary independence to take effect in Fall 2026.

The School of Mathematics and Natural Sciences offers rigorous graduate programs in disciplines such as biology, chemistry, computer science, environmental science, mathematics, and applied behavior analysis, with strong research opportunities and industry partnerships that support career pathways in technology, scientific research, and academia. Faculty, who actively engage students in applicable research projects, have received grant funding and financial awards for research from the NSF, NIH, and the Department of Defense (DoD). Across all schools, Queens College graduate programs prioritize experiential learning, interdisciplinary engagement, and the development of leadership skills to prepare students for meaningful careers in their chosen fields.

The Graduate Studies Office at Queens College has minimum admissions criteria as well as standards for continued enrollment. (III.6.4) Individual graduate programs also maintain specific program entry requirements and standards for continued enrollment; guidelines for comprehensive examinations, defense of graduate portfolios, and criteria for completion are set by each individual program. Details of each program's learning objectives and requirements are published in the Graduate Bulletin. The policies and procedures that govern graduate education at Queens College are communicated through the Graduate Handbook. Academic Senate committees review and make recommendations about policies, procedures, and curriculum related to graduate education.

The Graduate Curriculum Committee is the body that reviews and recommends curricula items including new and revised courses and new degree programs. Voting members of this body are elected from the Faculty Senate. Non-voting participants include representatives from the Graduate Studies, Registrar, and Graduate Admissions offices. The Graduate Scholastic Standards Committee is comprised of one member from each of the four academic schools and four student representatives. This body is charged with reviewing academic appeals if they have not been satisfied through the first stages of the appeal process. (III.6.5)

Graduate programs at Queens College offer opportunities for the development and presentation of research and scholarship, such as thesis and/or capstone projects in the program of study; opportunities to present research to the faculty and students in their programs and at local, regional, and national conferences; university or grant-funded graduate assistantships that allow students to assist faculty with their research and/or other scholarly projects; and formal and informal faculty-mentoring programs in which faculty members work with students on research projects tied to course curriculum in their courses, internships, practicums, and clinical experiences.

Doctoral education is primarily housed at the CUNY Graduate Center, which is one of the 26 institutions that constitute the CUNY system. Many Queens College faculty hold secondary appointments at the Graduate Center, and some serve as executive officers (equivalent to department chairs) of doctoral programs at the Graduate Center. Teaching performed by Queens College faculty at the Graduate Center is counted as part of their workload, and individuals serving as executive officers receive course release at Queens College. Queens College is reimbursed by the Graduate Center for the effort of faculty teaching there, though the amount allocated does not provide full compensation to the institution. To ensure appropriate allocation of effort between the institutions, President Wu published expectations for Queens College faculty with Graduate Center appointments to normally teach once every two years at the Graduate Center, with exceptions to be negotiated with the chair and dean. Finally, students at the Graduate Center serve as teaching fellows at CUNY colleges, including Queens College. These fellows receive financial compensation for this work directly from the Graduate Center at a rate based on their fellow classification as determined by the Graduate Center.



Criterion 7: Review and Approval of Third-Party Providers

Queens College offers its students a wide range of short-term, semester, and year-long study abroad options that lead to significant cultural and academic experiences. With over 100 program options, the university takes these opportunities seriously and has a well-established process for approving formal agreements with international institutions as well as faculty-led programs, prioritizing both academic and safety vetting. For example, all international institutions must be accredited through their respective ministry of education or equivalent and must adhere to higher education accreditation standards. Similarly, all faculty-led courses must meet or exceed NYSED standards for contact hours per semester credit. (III.7.1) At the time of this writing, a new handbook for faculty proposing international travel experiences for students has been drafted and circulated for feedback. (III.7.2)

Queens College students are also eligible to participate in study abroad opportunities through the University Studies Abroad Consortium (USAC), a nonprofit consortium of U.S. institutions which follows a similar process to ensure their study abroad programs meet the academic standards of American colleges and universities. While USAC courses and faculty are vetted by the host schools and approved by the relevant academic department and school or college on a five-year renewal cycle, the University of Idaho along with the University of Nevada, Las Vegas and the University of Nevada, Reno serve as the schools of record; they are accredited by the Northwest Commission on Colleges and Universities. (III.7.3)

Many Queens College students participate in paid and unpaid internships, as well as internships for academic credit. The Center for Career Engagement and Internships facilitates the evaluation of these opportunities, and academic departments make the determination of whether an internship qualifies for academic credit. Internships are evaluated by both stakeholder groups: Site supervisors complete regular performance evaluations of their interns and are also asked to assess the overall internship program by completing an online survey, and students participating in an internship are asked to complete an evaluation of the skills and knowledge they acquired through the internship experience. (III.7.4)

Criterion 8: Assessment of Academic Program Effectiveness

Academic programming at Queens College is periodically assessed, reviewed, and revised based on findings from these activities. In Summer 2025, zero-enrolled programs and dormant courses (not taught within a five-year window) were identified for deregistration with the state and purged from the College Bulletin. In Fall 2025, departments began submitting the identified courses to the Academic Senate, per our governance guidelines, for completion of these actions. During AY 2026, low-enrolled programs will be reviewed as part of a comprehensive Academic Renewal Initiative, which will also utilize data on revenue, cost, and employer demand at the program level to evaluate each of our programs for viability and further investment and to identify areas for new program development. A report will be delivered to the president in May 2026. (III.8.1)

Led by the Academic Senate with support from the Provost’s Office, the college is undertaking a comprehensive review of our course numbering architecture to ensure consistent, clear, and aligned course numbering across programs. This work commenced in Fall 2025 with four academic departments—Chemistry and Biochemistry; History; European Languages and Literatures; and Secondary Education and Youth Services—jointly developing a structure and process for the other departments. This project was initiated by the Provost’s Office and supported by a report produced in Winter 2024 by the Academic Senate chair working with graduate students in the writing program. (III.8.2)

Queens College is also working with existing program structures, specifically the Interdisciplinary Degree Program and the CUNY BA Program, to encourage and facilitate degree completion among individuals who have amassed over 120 credits but have not completed a degree. (III.8.3, III.8.4)

Conclusions and Recommendations

Queens College demonstrates a sustained commitment to academic excellence through rigorous instruction delivered by a highly qualified faculty engaged in robust professional development. The tenure and promotion process is peer driven and guided by transparent policies, while student and peer evaluations inform teaching improvements. Academic programs undergo regular review, and general education is standardized through CUNY’s Pathways initiative. Students benefit from a supportive educational environment that includes a world-class library, study abroad opportunities, authentic research experiences, and internships. To build on our strengths, we offer the following recommendation:

- Recommendation:
- **Formalize institutional support for online learning** by appointing dedicated leadership to establish a coherent guiding vision, centralize resources, and coordinate professional development to build on existing online offerings to position Queens College for strategic growth in digital education.





# Standard IV: Support of the Student Experience

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

## Criterion I: Recruitment, Admissions, Enrollment, and Retention

### Recruitment and Admissions Overview

As part of its commitment to foster a diverse and inclusive campus environment that centers service and empowers graduates to achieve upward social and economic mobility, Queens College follows ethical policies and processes in the recruitment, admission, and retention of new students as outlined in philosophy statements pertaining to undergraduate and graduate admissions. (IV.I.1) A handbook for undergraduate and graduate students is available, as is a handbook for residents of campus housing. (IV.I.2, IV.I.3, IV.I.4)

CUNY Central, through the Offices of Enrollment Management and University Marketing and Communications, coordinates systemwide recruitment and branding initiatives. (IV.I.5) These include centralized application processing (via the CUNY Application); management of the CUNY Welcome Center and call center operations; development of a university-wide advertising campaigns; and coordination of college fairs and outreach events that promote all CUNY campuses. (IV.I.6) CUNY Central also provides data, analytics, and CRM (Customer Relationship Management) support to strengthen colleges’ recruitment pipelines and

ensure consistency of messaging across the system. CUNY does not currently participate in the Common Application.

Queens College evaluates prospective students based on several academic factors. For freshman applicants, the admissions process considers high school grades, the rigor of completed coursework, and a written personal statement. The mean high school average of admitted students is 87.5. The ideal candidate typically has a comprehensive college-preparatory background, including four years of English, three years of mathematics, two years of laboratory science, four years of social studies, and three years of foreign language. For transfer students, the admissions review encompasses the entire academic record, including all attempted and completed courses and grades earned. Applicants should have completed at least one college-level course in mathematics and English with a grade of C or better or must demonstrate college-level readiness based on standardized test scores or high school classes. For transfer students at QC, the mean cumulative GPA is a 2.88, and the mean number of credits attempted is 67. The admissions process considers extracurricular accomplishments, special talents, awards in specific fields, and academic achievements in light of life experiences and special circumstances. These elements are weighed together to determine a student’s potential for success at Queens College. (IV.I.7) The College Bulletin outlines the information that is considered for application review which extends beyond the academic to include



extracurricular activities, accomplishments, and special talents. It links to the Admissions website where further information can be found, including the GPA requirement based on the number of credits that are transferring. (II.3.8, IV.I.8)

The Office of Graduate Admissions at Queens College aims to recruit highly qualified applicants who align with the institution’s academic standards and values. By promoting diversity, showcasing graduate programs, and providing transparent guidance, the office ensures an equitable admissions process. All students applying for admission as master’s matriculants must have a bachelor’s degree from an accredited college or university or the foreign equivalent, with an undergraduate record indicating good preparation for the proposed area of graduate study. Good preparation is generally interpreted to mean a minimum academic average of B (3.0) in undergraduate work considered by the department and the Office of Graduate Studies to be relevant to the proposed area of study. Most programs offer a rolling admissions process. (IV.I.9)

Queens College follows all CUNY policies and procedures pertaining to ethical marketing and procurement, ensuring that all practices are guided by the college’s commitment to providing a high-quality educational experience for all students. (IV.I.10)

Strategic Enrollment Management Plan

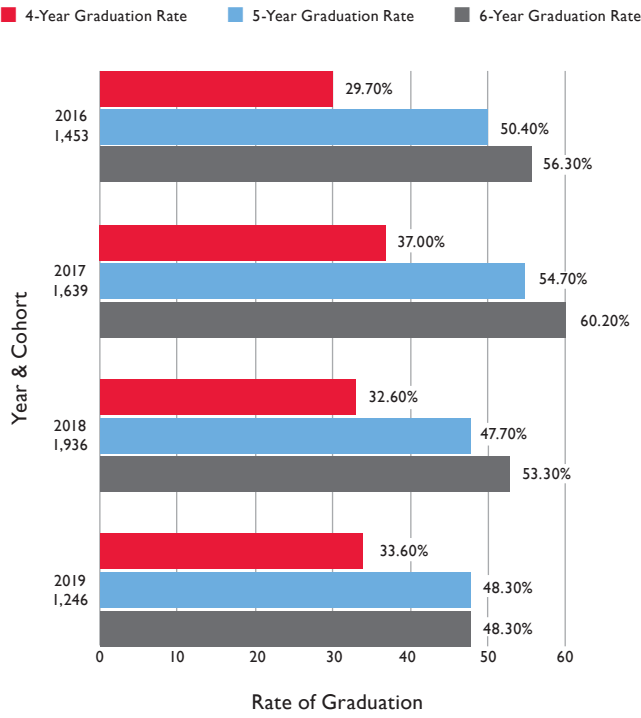
The Strategic Enrollment Management (SEM) Plan was launched in Fall 2025 to provide an integrated evidence-based framework for achieving institutional goals related to recruitment, retention, and student success. In alignment with the Queens College 2021-2026 Strategic Plan, the SEM Plan connects enrollment outcomes to broader institutional priorities in academic excellence, equity, fiscal sustainability, and student achievement. The plan is overseen by the chief enrollment officer and the Enrollment Growth Task Force, a cross-divisional body representing faculty, Enrollment Management, Academic Affairs, Student Affairs, Institutional Effectiveness, and Communications and Marketing. This governance structure ensures that decision making is collaborative, data informed, and aligned with assessment processes across the college. The task force meets regularly to review enrollment data, evaluate progress toward key performance indicators, and recommend adjustments to strategies based on measurable outcomes. (IV.I.II, IV.I.I2) Implementation of the SEM Plan demonstrates the college’s commitment to continuous improvement and institutional

effectiveness. Early milestones include development of an Enrollment Growth Action Plan tied to CUNY’s Performance Management Process and initiation of pilot projects in digital marketing, transfer evaluation, and early student engagement. These activities illustrate a systematic cyclical approach to planning: using assessment findings to inform strategy, allocating resources to high-impact initiatives, and engaging the campus community through divisional briefings. The SEM Plan strengthens Queens College’s capacity to achieve sustainable enrollment growth while supporting its mission to promote student success and equity through intentional, data-driven practice. (IV.I.I3, IV.I.I4)

Retention and Graduation Rates

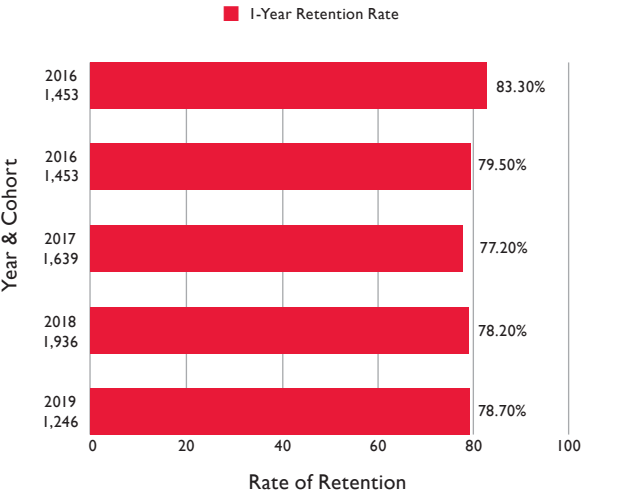
Queens College’s graduation rate has remained relatively stable over the last five years despite enrollment declines (as it has across the U.S.). The graduation rate for the 2015 cohort was 28% for four years out, 55% at six years out, and 59% at eight years out. The graduation rate for the 2017 cohort was 37% for four years out and 60% at six years out. The college was set on improving graduation rates year over year until the cohort in which COVID-19 influenced the junior year, a critical time in completion. In the 2018 cohort, the trend of improving graduation rate outcomes abruptly shifted to 32% for four years out and 53% at six years out. (IV.I.I5)

Graduation Rates of First-Time Freshmen by Fall Cohort



Queens College’s graduation rate for subsets of the general population has outpaced most other demographic subsets in a national comparison of public higher education institutions for graduation rates prior to the pandemic. For the Fall 2010 cohort, 60% of students completed in six years, while the national average was 59%. In this same timeframe, the Queens College graduation rate for underrepresented populations outperformed or remained equivalent to the national average. For example, 40% of the U.S. 2010 cohort of Black students graduated in 150% of time, and at Queens College the graduation rate was 50%. The 2017 cohort graduation rates dipped lower than the national average by 3%, with a national average of 63% and Queens College at 60%. Yet at Queens College certain populations still outperformed national averages (which included Black students, American Indian, etc.), while others fell below the national averages. Recent trends show a retention rate at Queens College as of Fall 2023 for all first-time, full-time undergraduates of 78%, while the nationwide retention trend is 76.7% for the same period. (IV.I.I6)

Retention Rates of First-Time Freshmen by Fall Cohort



In 2017 Queens College established the QC in 4 program to support students to graduate within four years. All first-time, full-time freshmen are automatically enrolled in QC in 4 and are advised to choose their coursework strategically to enable graduation in four years. 68% of our students remain in QC in 4 until their fourth year, and participation in this program has resulted in a 10% increase in the four-year graduation rate for these students. (III.4.I, III.4.2)

Financing a Queens College Education (Ia)

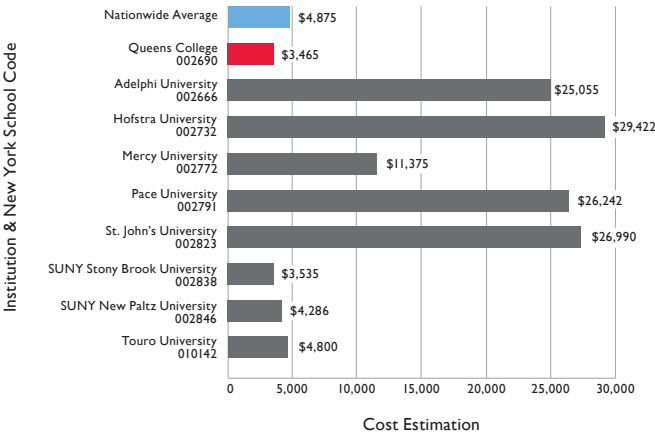
Empowering students to be responsible consumers of their education at Queens College requires that they are informed regarding all aspects of their experience, including finances. To assist them with this, a Net Price Calculator is available on the Queens College website, along with a detailed account of all associated fees—including the type, amount, purpose, due date, and refund process—as well as contact information for the Office of the Vice President for Student Affairs and Enrollment Management in the event they should need additional assistance. (IV.I.I7) The Queens College Office of Financial Aid Services webpage includes links to information on tuition and other costs, as well as grants, scholarships, loans, and work-study resources available for financial assistance. (IV.I.I8) Financial aid counseling is available to students. From May 2024 to March 2025, nearly 3,000 students scheduled 6,300 financial aid counseling appointments. Tracking this data in EAB Navigate has allowed the Financial Aid Office to determine peak days and times for student visits to ensure they are staffed appropriately to meet student demand. (IV.I.I9) Additionally, the use of Fresh Ticket servicing allows students to submit a ticket online requesting assistance from Financial Aid Office staff without scheduling an appointment; page 3 in IV.I.19 shows a 98% resolution rate for tickets submitted to the Financial Aid Office. CUNY also provides information related to paying for college through their website and in brochures titled “Paying for College 2024-25 Guide” and “Programs to Help Finance Your Education,” which outline expected associated costs, including books and supplies. (IV.I.20)

Nine out of ten Queens College students graduate debt-free, and 90% of Queens College students receive grants. In Fall 2020, the average Pell Grant amount was \$5,537 among degree-seeking students. In 2021-2022, 46% of students received federal Pell Grants. For the academic year 2022-2023, the average net price for students with incomes of \$0-30,000 who received federal aid was \$1,816. (IV.I.21) Information pertaining to student debt and repayment is available via the U.S. Department of Education College Scorecard, which indicates the average cost of attendance at Queens College (tuition and living expenses) to be \$3,830, as compared to the nationwide median of \$19,740 for all four-year schools. According to the scorecard, 9% of Queens College students received federal loans with a median total debt after graduation of \$10,298, significantly lower than the \$25,000 national median. (IV.I.22) The repayment status on these loans two years post-graduation is 9% fully paid and

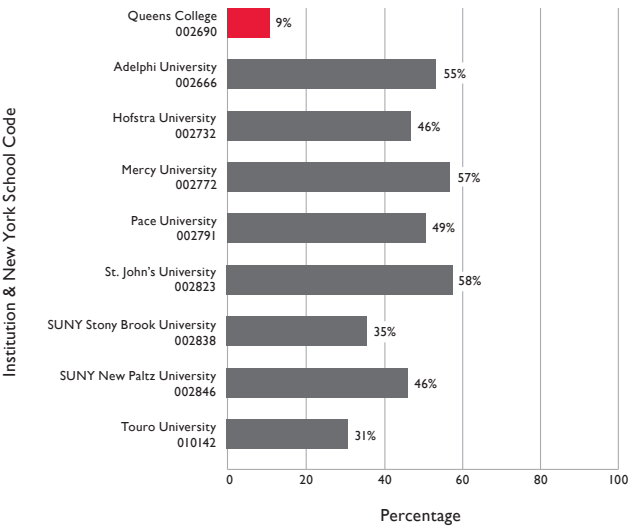


4% in default. According to a recent economic impact study, the return on investment for Queens College students is significant: \$4.90 return for every \$1 of taxpayer funding; \$5.50 return for every \$1 invested by students; and a \$9.90 return for every \$1 invested by society. (II.7.6)

Tuition Rate Comparison at QC & Non-CUNY Peers Per Semester



Percentage of Students Graduating with Debt at QC & Non-CUNY Peers



### Entry Experience (Ib, Ic)

Queens College is committed to supporting student success through clear and ethical policies and processes, including provisions for students needing additional support to meet college expectations.

Efforts to enhance retention and guide students through their educational experience at Queens College begin as soon as they are admitted. This includes a new student orientation

as well as initial advising and counseling programs. (IV.I.23) The Academic Advising Center communicates with incoming freshmen and transfer students via a welcome letter and provides a guide for the “ten steps to complete” prior to the student’s first advising session. (IV.I.24)

### Orientation Experience

The Office of Student Development and Leadership (OSDL) provides an orientation and First Year Experience (FYE) program for incoming students aimed at introducing them to college life and facilitating their transition to a new learning environment. The new student orientation consists of activities intended to ensure that students can identify the resources and tools available at the college, including opportunities such as internships, on-campus employment, and cultural events. The importance of diversity and inclusion at Queens College can be seen via the creation of a welcoming and supportive environment in which students are encouraged to build relationships with peers; develop at least two personal goals for their college experience; understand academic policies and procedures; and reflect on their learning and growth during orientation. While orientation programs are readily available, they are not mandatory for incoming students. (IV.I.25)

In Summer 2023, Queens College introduced a refreshed orientation experience, offering five sessions that welcomed a total of 1,110 new students. To support these events, OSDL recruited and trained 19 student orientation leaders. A wide range of campus partners contributed to the programming, including FYE, Bursar and Financial Aid Offices, Center for Career Engagement and Internships, Student Association, Athletics, The Summit Apartments residence hall, Knights Table Food Pantry, Compliance & Diversity, and student success programs. Their collective efforts helped ensure that incoming students were introduced to essential resources and felt supported as they transitioned into college life. 85% of students who attended completed the exit survey. Among those respondents, 91% agreed or strongly agreed that the orientation program effectively supported their transition to college. Several students shared in their survey responses that the academic sessions were their favorite. These sessions were well attended by students, faculty, and deans. Students shared, “I really enjoyed getting to know the different types of majors they offer at campus, along with getting to know my peers better!” and, “The best part of QC’s NSO was the part after students were split into groups based on their major/concentration of interest.” (IV.I.26)

Special programs, such as SEEK, ACE, Macaulay Honors, and Freshman Scholars conduct their own onboarding and orientation activities to support their students’ transition to Queens College and foster a sense of community within their respective programs. (IV.I.27)

Building on the new student orientation experience, Queens College hosts a Welcome Day the day before the start of the fall semester. This event has maintained consistently high engagement, averaging over 1,000 new student RSVPs each year. In response to student feedback, the Welcome Day format was revised to create a more dynamic and student-centered experience, adding additional icebreakers and interactive activities designed to build community and connection among new students. Beyond Welcome Day, student participation in programs and events hosted by OSDL significantly increased. Participation grew from 5,670 attendees in 2023 to 12,199 in 2024, marking an 115% increase in engagement. This surge can be attributed to both an increase in the number of programs offered and the successful launch of the new engagement platform, Uknighted, which serves as a one-stop hub for students to learn about campus events, organizations, and leadership opportunities. In Fall 2024 alone, over 7,250 students participated in 106 programs. (IV.I.28) As noted in the Strategic Plan, “We view leadership as a mindset and practice, not a status or title.” To facilitate this student leadership mindset and practice, OSDL launched the Leadership Development Series Certificate Program in 2023, giving students the opportunity to earn bronze, silver, or gold certificates based on their level of participation. Student leaders learn about key topics such as effective communication, purpose-driven leadership, emotional intelligence, budget management, and résumé building. In its inaugural year, the program engaged 60 participants, with ten students earning certificate recognition. The following year saw a 150% increase in the number of certificates awarded, highlighting the growing impact and enthusiasm for leadership development on campus.

### Support for Inadequately Prepared Students

Queens College determines students’ developmental needs at entry and provides them with the support needed for their academic pursuits and success within their first year. Key initiatives and processes include innovative testing practices, the development of corequisite courses, and supportive programming for global students who speak English as an additional language.

Two primary points of intervention for students who are not adequately prepared for study at the level on which they are admitted are English and math placements during the first year. Beginning in 2021, Queens College began phasing out non-credit developmental education in favor of corequisite coursework, such as ENGL 115. Such credit-bearing corequisite coursework allows students to earn college credits toward a degree while strengthening their skills. As of 2022, CUNY colleges only offer non-credit developmental courses through CUNY Start, Math Start, and immersion programs. (IV.I.29)

The CUNY Central Office is responsible for English placement pertaining to students identified as ESL (English as a Second Language) through use of the Accuplacer ESL Exam. Based upon the outcome, students are placed in ENGL 108, 109, 110 + 115.1/115.2, or ENGL 110. Non-ESL students are placed in ENGL 110. (IV.I.30) International ESL students participate in the Queens College Global Student Success Program, a required first-year experience program designed by experts covering all aspects of a new living and learning environment in the U.S. Applications to the program include academic entry requirements, age requirements, English proficiency requirements (IELTS, TOEFL, Duolingo), and academic assessments done by country. Admitted students benefit from smaller classes, more personalized attention, access to supervisors and tutors; orientation programs that introduce the American classroom; and ongoing support. (IV.I.31)

In December 2023, the college convened a committee to improve the math placement process with the goals of decreasing the high rate of D, F, and W grades in first-year math courses and finding solutions to the unreliability of high school records in determining placement. The committee has designed and embedded into the current LMS, Brightspace, a new placement tool based upon the Stanford Model that evaluates students for placement into MATH 115 (College Algebra) or MATH 122 (Precalculus). The committee coordinated with ITS to ensure that all students have LMS accounts upon admission so that they have access to the assessment. The Department of Mathematics provides guidance to incoming students to engage in the assessment honestly to ensure accurate placements. The Fall 2025 cohort of incoming freshmen were the first to use the placement tool. The department’s 100’s Course Committee will commence a preliminary data analysis to gauge the tool’s success in Spring 2026. (IV.I.32, IV.I.33, IV.I.34)



### Supporting Student Success (Ic, Id)

Queens College acknowledges that student success is a collective responsibility. To cultivate and enhance student achievement, the college has specific offices and offers numerous programs that are committed and designed to supporting students in reaching their academic, pre-professional, and personal goals.

Inspired by the Queens College Strategic Plan Framework Goal 5: A Community of Care in Support of Student Success, advising is a robust and collaborative endeavor. In addition to the professional and departmental advisors, our holistic community of care also involves services from multiple offices, like peer ambassadors in the Academic Advising Center; access to counseling and scholarship information; Special Services for neurodiverse students and students with disabilities; International Student Services; and advising technologies that enhance transparency and communication about the path to degree completion.

### Student Support Offerings

The Learning Commons offers services to support students to reach their undergraduate and graduate degree goals by providing peer tutoring, workshops, bootcamps, recitations, and other programming to help students optimize their learning. The Learning Commons also houses study spaces, computer labs, and a printing station. (IV.I.35)

The Queens College Writing Center (QCWC) provides individualized writing support and writing workshops to both undergraduate and graduate students across all disciplines. As a multilingual academic support center, QCWC fosters student development through collaborative sessions with trained peer tutors, helping students strengthen their writing at any stage of the writing process. The center emphasizes the importance of linguistic diversity, supporting students in navigating the expectations of varied academic writing contexts. Through its services, QCWC equips students with effective writing strategies that contribute to their academic success at Queens College and prepares them for future professional and scholarly writing tasks. (IV.I.36)

The Center for Career Engagement and Internships provides career education and support to students by offering coaching, internships, jobs, and professional connections for success in a transforming global workforce. Their team is comprised of educators, connectors, and collaborators who implement quality and innovative services through the

engagement of students, alumni, faculty, staff, employers, and the community. In addition to many opportunities for community engagement, students and recent alumni receive career counseling and support in their fields. (IV.I.37)

As part of Queens College’s mission to prepare innovative leaders for a diverse world, in 2024-2025 the Center for Career Engagement and Internships developed 20 career maps to guide undergraduates through key “career readiness steps” that connect academic study to professional pathways. This first set of maps highlights our largest and most robust majors, such as psychology and computer science. (IV.I.38) In 2025-2026, additional maps will be created for more programs across the college, focusing on targeted career benchmarks to strengthen readiness within each field.

The Experiential Education Office supports the college mission of service by connecting students to community-based experiential learning opportunities that help cultivate long-term success inside and outside the classroom. It nurtures the academic, civic, and professional development of Queens College students through practical, hands-on experience, including internships, community-engaged learning, and community service. Students increase their knowledge and skills through these experiences in collaboration with community partners, faculty, staff, and other students. (IV.I.39)

FYE guides incoming students, both freshmen and transfers, through programming and peer mentorship to support them in developing community and finding their academic paths during their first year at Queens College. FYE offers peer mentorship as well as events and workshops on topics relevant to new students (e.g., picking a major) which are intended to help cultivate a feeling of belonging and purpose for students. In Fall 2024, 28.3% of all students responding to a survey indicated that they had attended at least one FYE event during the semester with 79% of first-term freshmen indicating that their experience had either met or exceeded their expectations. During the same semester, 65% of new transfer students indicated that their first semester met or exceeded their expectations. (IV.I.40, IV.I.41)

The Counseling Center is committed to expanding mental health support beyond traditional clinical settings by offering a wide range of outreach programs aimed at promoting awareness, reducing stigma, and connecting students, faculty, and staff with essential resources (IV.I.42). These efforts include workshops, panel discussions, group sessions, tabling events, and wellness activities designed to foster emotional well-being and mental health literacy across

campus. Programming is often developed in collaboration with key campus partners, including OSDL, Residential Life, Health Services, and various academic and identity-based offices. Recent offerings (2023-2025) have included stress and self-care workshops; weekly yoga in partnership with Exhale to Inhale; art therapy sessions with Project Wellness; and specialized events for awareness, such as World Mental Health Day and Suicide Prevention Awareness. In addition to topic-specific sessions—such as body image, transitions, and coping skills—counseling staff also engage students through creative and inclusive initiatives like pet therapy and mental health pop-up events. (IV.I.43) Personal counseling appointments for the 2023-2024 academic year totaled 3,751; Summer 2024 totaled 454; and in the 2024-2025 academic year, 3,154 personal counseling appointments were logged. Moving forward, Counseling Services will implement a centralized tracking system to document and assess outreach activities, ensuring continued responsiveness to the evolving needs of the college community. (IV.I.44)

The Queens College Child Development Center provides quality childcare and an early childhood education program to meet the needs of student-parents, directly supporting the college’s mission by acting as a critical resource for student retention, promoting diversity, and fulfilling the educational purpose of the institution. By providing quality, on-campus childcare with flexible schedules, the center allows student-parents to attend classes, study, and participate in campus activities without the constant stress of securing external care. Many student-parents, particularly single parents, those from lower socioeconomic backgrounds, and non-traditional and adult learners, would be unable to attend or complete college without affordable, accessible childcare. The center ensures that the college’s educational opportunities are equitable and accessible to a more diverse population. (III.4.39)

In 2020, CUNY introduced EAB (QC) Navigate as a new technological tool to support student success. This platform facilitates tracking of advisement campaigns to ensure students are participating actively in their paths to success; provides data to help department chairs and deans with strategic planning of course offerings; provides a mode of personalized communication with students; and streamlines communication across professional and departmental advisors. Currently, Queens College holds monthly Navigate training sessions for faculty and departmental advisors to boost fluency with the platform and help students get to degree completion more expediently. With targeted Navigate campaigns and flexible modalities to accommodate student needs, the Academic Advising Center (AAC) has seen a

steady increase in advising appointments year-to-year (Fall 2020: 1,810; Fall 2021: 3,163; Fall 2022: 4,580; Fall 2023: 4,861; Fall 2024: 4,666). While AAC is actively utilizing Navigate for all communications and appointments, work is being done to develop the use of Navigate within departmental advising areas.

### Special Programs

The Accelerate Complete Engage (ACE) program, launched in 2022 with funding from the NYC Council and the mayor’s office, aims to provide transfer students holding an earned associate’s degree with a comprehensive portfolio of advising, financial, and personal support to earn their bachelor’s degree within two years. (IV.I.45)

The Office of Honors and Scholarships and Macaulay Honors College at Queens College offer students transformative opportunities and experiences, in and out of the classroom, that challenge them to grow, foster their intellectual curiosity, and encourage service to make positive change in the world.

Launched in 1966, the Percy E. Sutton SEEK Program is designed to reach qualified, equity-deserving high school graduates and support them from admission through graduation. Incoming freshmen start in the summer with an intensive college preparatory experience. Additional support services for SEEK students include supplemental instructors, writing and STEM consultants, tutors, and peer mentors. Eligible SEEK students are covered financially for student activity fees and they receive waivers for the college commitment deposit fee, educational grants to assist with college expenses, and two additional semesters of financial aid (TAP). Each student is assigned a staff counselor who offers customized advising and is equipped to address student concerns. A culture of student success, reflected in community and support, is embedded within the program. (II.7.2)

Project ExCEL, part of the CUNY Black Male Initiative (BMI), provides men of color and other underrepresented students with services and support that contribute to academic and professional success in college. This program utilizes a peer-to-peer mentoring model. Training for peer mentors is held each semester and emphasizes the role of the peer and how they contribute to student success. (IV.I.46)

The Peer Ambassador Program encompasses two programs: Queens College Adapts and College Connect. Queens College Adapts focuses on undeclared transfer students.



When these students arrive at Queens College, they often feel unmoored without an academic department to call home. Peer ambassadors work with these students and provide them with resources to help them select a major. College Connect focuses on incoming freshmen through their first year. Peer ambassadors provide a second layer of support after students meet with a professional advisor, providing them with tools and resources for their transition to college. The peer ambassadors receive vigorous training through the CARA Foundation (College Access: Research & Action) so they can assist students in navigating the college experience and avoiding obstacles to graduation. (IV.I.47)

The Queens College Immigrant Student Support Initiative (IMMI) provides comprehensive case management and various resources to over 1,000 current and prospective immigrant students and their families to ensure their admission, retention, and degree completion. Through services such as bilingual assistance in English and Spanish, IMMI addresses critical needs, including help understanding financial aid for immigrant and undocumented students; identifying scholarships; and offering basic guidance on the admission process and accessing in-state tuition. The program also facilitates academic success by connecting students with professional development resources and supporting them with concerns such as deportation or being at risk of losing their status. IMMI further supports student outcomes by leading events such as state aid opportunities workshops and career guidance programming as well as helping students save on legal costs by referring them to CUNY Citizenship Now! (IV.I.48)

Training and Support for Advisors

Queens College employs a dual advising model where students initially work with the Academic Advising Center on the completion of their general education requirements. Students are also advised to work with a faculty/departmental advisor within their chosen program for advising and mentorship within the discipline. Training and support for the professional and departmental advisors takes multiple forms. In Academic Year 2024-2025, a special team provided monthly Navigate training for faculty and department advisors. Initiatives within the Provost’s Office and CETLL support faculty advisors with training that covers access and information about essential tech platforms (CUNYfirst, QC Navigate, and DegreeWorks); access to financial and academic referrals and forms; and strategies for student success, like backward plan advising. (IV.I.49)

At every meeting of the Academic Senate, changes to the curriculum of programs based on proposals by academic departments are discussed and approved. At the end of each academic year these changes are presented by a member of the Academic Advising Center to other advisors within the center as well as to colleagues in ACE QC, Honors, SEEK, and the Murphy Institute. These changes are then incorporated into major sheets used by advisors to instruct incoming students about the requirements of the major. (IV.I.50)

The Queens College Advising Community of Practice has been developed as a collaborative effort involving the Academic Advising Center, ACE QC, and Honors. Professional development training sessions are conducted for academic advisors across these three departments throughout the academic year. Each session has a particular topic such as Transfer Focus, Advising Repertoire, and Core Values and Competencies. Case studies are used for session participants to apply the knowledge they have learned during the session, which they can utilize in their advising sessions with students. (IV.I.51)

Institutional Resources Dedicated to Supporting Student Success

According to the Queens College Business Office, 2020-2021 expenditures for student services totaled \$22,828,055 for student services, \$20,870,435 for academic support, and \$40,911,681 for institutional support. In 2021-2022, this increased to \$25,812,075 for student services, \$25,099,796 for academic support and \$47,265,892 for institutional support. Expenditures for student services increased again in 2022-2023 to \$29,350,113 alongside modest decreases for academic support and institutional support, reflecting the colleges ongoing commitment to supporting student success. (IV.I.52)

Student Achievement Analysis (Ie)

Queens College’s approach to disaggregating and analyzing student achievement data to ensure equitable chances for success is evident both at the college level and at the department or unit level. The Alumni Outcomes Committee, comprised of faculty and staff from the Office of Institutional Effectiveness and the Center for Career Engagement and Internships, regularly compiles data for annual submission to NACE (National Association of Colleges and Employers) for best practice alumni first-year outcomes. The committee examines alumni outcomes, including jobs data and future education pathways; certifications and mini certifications;





and earnings at one-, three-, and ten-years post-graduation. Aggregate information is used to produce a report on outcomes of the graduating class, and disaggregated data is used to produce subsequent reports by department and program of study. This information guides departmental decisions about curricula and building strong graduate pathways, such as support for postgraduate certificates and usage of different software within class lessons. These reports are distributed to campus stakeholders and are available on the Office of Institutional Effectiveness website. (I.2.2)

Each year, nearly a quarter of new students at Queens College transfer from other institutions. Most undergraduates who transfer begin at community colleges, particularly Queens-based CUNY institutions: LaGuardia Community College and Queensborough Community College. These institutions constitute a frequent starting point in higher education for Black, Hispanic, and immigrant students, as well as students from low-income backgrounds. Disaggregated student success data for these students revealed that though they arrived at Queens College with prior educational experience, they were not as successful as their first-time-in-college peers. (IV.I.53) For this reason, improving transfer student success is a critical equity issue, central to efforts to close persistent inequities in who attains a bachelor’s degree and who has access to a well-paying job, which in most cases requires such credentials. Increasing the focus on transfer student success also aligns with the strategic priorities (ES.3.I) of Queens College, particularly Goal 2, which focuses on infusing diversity, equity, and inclusion into collegewide practices and processes, and Goal 5, which articulates the need to build a community of care in shaping student success.

Led by the provost and associate provost for Innovation and Student Success, and in concert with department chairs and faculty, substantial work has been undertaken using the disaggregated data to address transfer student success. Initial work by faculty and departments focused on establishing course equivalencies and hybrid approaches to create Universal Transfer Paths. Continuation of these efforts to address transfer credit equivalencies, particularly “499” general elective credit designation, are ongoing with an understanding that some curricular changes necessary to implement a transfer path will go through faculty governance. The college is currently developing succinct 2+2 transfer maps with embedded career competency and outcomes milestones for the largest transfer majors. (IV.I.54)

The Academic Advising Center developed program maps to illustrate how credits transfer from feeder community colleges and a viable path for students to earn their Queens College degree within two years upon transferring with a relevant associate’s degree. The college has inaugurated transfer-focused events focusing on celebrating transfer students and increasing transfer student visibility, such as a National Transfer Student Celebration Event, a Transfer Student Fair, and the Q-STEM Partnership with LaGuardia Community College to create bridges for STEM transfer students.

Based on the declining proportion of Queens College students who are transfers, the provost has focused on building stronger relationships with feeder institutions and providing clear, supportive pathways for transfer students. Queens College was selected, along with partners Queensborough Community College and LaGuardia Community College, to participate in Cohort 4 of the national Aspen-AASCU (American Association of State Colleges and Universities) Transfer Student Success Equity Intensive, which runs from February 2025 through February 2026 (IV.I.55). This process entails 12 months of virtual sessions, research presentations, customized data reports, and facilitated conversations in order to create and revise Strategic Transfer Excellence Plans (STEP) —one with Queensborough and one with LaGuardia—to implement research-based strategies to improve transfer student success. (IV.I.56)

Queens College has also partnered with Queensborough Community College and Ithaca S+R in a transfer enhancement project funded by the Heckscher Foundation for Children. The funding, totaling \$170,000, supports detailed work to maximize the number of courses transferring as course equivalencies in the major as opposed to general elective credits (499s). Faculty advisors are supported with stipends to do this work and to update T-Rex (Transfer Explorer), the student-facing transfer software used by CUNY. Heckscher funds also support the strengthening of interinstitutional culture and have funded campus-based training events where members of one campus travel to the other and get to know their counterparts; an advisor-in-residence program for a Queens College advisor to be stationed part-time at Queensborough; and a provost’s faculty fellow whose focus is transfer. (IV.I.57)

While these strategies are being implemented, the college continues to disaggregate data surrounding transfer credits, retention, persistence, and graduation rates to segment by transfer institution and program of study and develop tailored support for different transfer student populations. This has facilitated deeper conversations identifying where we need to develop targeted strategies to ensure all students succeed once they matriculate at Queens College. With an eye to continuous improvement, changing the culture around transfer is an ongoing process. Over the coming year, the college aims to strengthen pre-transfer awareness through the partnerships developed in the Aspen-AASCU Transfer Intensive as well as develop stronger internal structures for onboarding and orientation of transfer students.

The launch of the Queens College Transfer Hub in October 2025, during National Transfer Week, was a milestone in our relationship with our transfer partners. The Transfer Hub serves as a dedicated space where transfer students can access support and guidance tailored to their transition and success at Queens College. Equipped with computer stations and a large group meeting space, the student lounge provides a space for student gathering and networking and facilitates peer-to-peer mentoring. The Transfer Hub also serves as an administrative hub for various transfer-focused student success programs and initiatives, such as ACE, Q-STEM Academy, NSF-S-STEM, CUNY T-Rex, etc. To enhance their sense of belonging, transfer students will be encouraged to engage with relevant affinity groups, solidifying their connection to Queens College and their new academic home. Furthermore, the Transfer Hub will serve as a primary liaison to our community college partners, collaboratively strengthening pipelines for student transitions; fostering cross-campus faculty and staff partnerships; and raising awareness of opportunities and offerings available at the college through intentional and proactive pre-transfer programming. All efforts will be directed toward supporting transfer students’ degree momentum and advancing their success as they embark on their baccalaureate studies at QC. (IV.I.58)

## Criterion 2: Credit Awarding Policies

Queens College is dedicated to upholding fair and transparent policies and procedures for evaluating and granting credits for students’ prior coursework, experiential education, and alternative learning experience. The college values and acknowledges students’ prior learning, achievement, and experiences, thereby supporting their academic momentum and progress toward their intended degree goals.

### Credit Evaluation and Acceptance

**Undergraduate:** Once accepted to the college for undergraduate studies, students may transfer an unlimited number of credits if their prior coursework and learning experience meet the criteria set by the college and CUNY for the award of transfer credits. While there is no limit on the number of credits permissible, students must complete a minimum of 30 credits in residency at Queens College to earn a bachelor’s degree. To earn transfer credits for prior coursework, a minimum passing grade is required for coursework taken at other CUNY institutions, and a minimum grade of C- is required for coursework taken at accredited non-CUNY institutions. (IV.2.1)

**Undergraduate General Education:** Students transferring from other colleges within the CUNY system benefit from a transfer-centered general education framework, CUNY Pathways, which seamlessly transfers the fulfillment of general education within the university. Students transferring from a State University of New York (SUNY) institution, while a different education system, also maximize previous general education coursework through the CUNY-SUNY General Education Requirement Agreement. Students who transfer to Queens College from outside the CUNY or SUNY systems have the option of having credits evaluated by the appropriate academic department for equivalency using the Transfer Credit Evaluation Form. (IV.2.2)

**Graduate Studies:** Students accepted into a graduate program at Queens College may transfer up to 12 credits from other institutions if applicable to the program. Policies regarding transfer of credit into graduate programs are outlined in the Graduate Handbook, including the number of credits that can be transferred and the minimum grade policy, which may vary by program. (IV.2.3)



The preamble of CUNY’s policy on credit for prior learning states, “Learning occurs both within formal educational settings and outside the classroom.” In alignment with this policy, Queens College awards credits earned through various alternative learning approaches. The college recognizes and values the knowledge and skills students acquire outside of the conventional classroom setting, allowing them to apply the following credits toward their degree goals:

- Standardized Exams: AICE, AP, CLEP, DLPT, DSST, UEXCEL, IB
- Military Training: Based on credit recommendations from the American Council on Education (ACE) Military Guide
- Industry Credit: Licenses, certifications and training that have been evaluated by ACE or the National College Credit Recommendation Service (NCCRS).

Policies pertaining to credits for prior and experiential learning are outlined on the Undergraduate Admissions website (IV.2.4, IV.2.5).

The Queens College Undergraduate Catalog outlines the admission review process, including the evaluation of students’ academic record of courses attempted and in progress. Details are outlined in the Undergraduate Catalog for students pursuing a second baccalaureate degree. (II.3.8)

The Office of Academic and Faculty Affairs maintains the collection of formal articulation agreements between Queens College and undergraduate and graduate programs at other institutions. (IV.2.6)

Transfer Credits

Queens College is engaging in various initiatives that facilitate and support seamless transition for students, particularly in generating transfer evaluations in a timely fashion and maximizing the applicability of transfer credits toward a Queens College degree. CUNY is addressing the issue of credit loss for students transitioning from an associate’s degree program to a baccalaureate degree program within CUNY through an ongoing Transfer Initiative focused on maximizing course equivalencies, minimizing credit loss, and utilization of the T-Rex transfer tool. This public tool allows students to view the equivalencies of their current courses and prior learning experiences at all CUNY campuses and has now been expanded to include many other institutions across the United States. Regular training is provided to faculty and professional advisors on how to use the T-Rex platform. (IV.2.7, IV.2.8)

Queens College faculty are diligently working with their disciplinary counterparts across CUNY as part of the Transfer Initiative, and specifically with their peers at LaGuardia and Queensborough Community Colleges, to review and update the evaluation of courses in order to facilitate the transfer of coursework to Queens College as requirement-fulfilling course equivalencies instead of general electives. (IV.2.9)

Criterion 3: Student Records

Queens College employs a robust records management system to safeguard and maintain student information and records. (IV.3.1, IV.3.2) Multiple offices maintain records, including the Office of the Registrar, Admissions, Counseling Services, and Special Services. All offices perform these recordkeeping and maintenance functions in compliance with CUNY policies and other governmental regulations. (IV.3.3)

The Office of the Registrar serves as the primary custodian of academic records, maintaining comprehensive files that include enrollment history, grades, degree conferrals, and transfer credit evaluations. (IV.3.4) These records are preserved in both digital and physical formats, with electronic systems providing real-time access to authorized personnel while maintaining appropriate security protocols. (IV.3.5)

The Admissions Office retains application materials, supporting documents, and admission decisions for all prospective and enrolled students. (IV.3.6) These records support enrollment verification, transfer processes, and historical documentation of the student population.

Counseling Services maintains confidential student health and counseling records in secure, separate systems with restricted access limited to licensed professionals. (IV.3.7) These records comply with HIPAA regulations and are kept distinct from academic records to ensure student privacy.

Special Services, including the Office of Services for Students with Disabilities, maintains documentation related to accommodation requests, disability verification, and support services provided. (IV.3.8) These records are handled with heightened confidentiality and shared only on a need-to-know basis with faculty and staff involved in implementing accommodations.

The college has established clear retention schedules for all categories of student records in accordance with CUNY policy and New York State regulations. (IV.3.9) Academic

transcripts are maintained permanently, while other records are retained for specified periods of time based on their purpose and legal requirements. (IV.3.10)

Student records are released in accordance with FERPA guidelines and CUNY policy. (IV.3.11) Students have the right to inspect and review their educational records, request amendments to inaccurate information, and control the disclosure of personally identifiable information. (IV.3.12) The college provides students with annual notification of their FERPA rights through multiple channels, including the Student Handbook and college website. (IV.3.13)

Students may request transcript records in a secure and efficient manner via Parchment, the college’s electronic transcript service provider. This system allows students to order official transcripts 24/7 with delivery options, including electronic transmission to other institutions and employers or physical copies sent via mail. The college has implemented this system to streamline the transcript request process while maintaining security and authenticity of academic credentials. (IV.3.14)

The college regularly reviews and updates its records management practices to ensure compliance with evolving regulations and to incorporate technological advances that enhance security and efficiency. (IV.3.15) Staff members who handle student records receive regular training on confidentiality requirements, data security protocols, and proper record-keeping procedures. (IV.3.16)

Criterion 4: Athletics, Student Life, Extracurricular Activities

Queens College provides opportunities for students to engage in athletics as well as other extracurricular activities. Athletics, extracurricular programs, and student life activities are governed by the same academic, financial, and administrative policies and procedures that apply to all institutional programs. The college recognizes that student clubs and organizations are an important part of the student experience and encourages students to engage in extracurricular activities and participate in athletics to augment learning as well as intellectual, personal, and pre-professional growth. Student organizations enhance the cocurricular education of Queens College students to empower them to succeed and are meant to provide meaningful, fulfilling, and culturally enriching contributions to the campus community.

A Division II College

Queens College is one of only two Division II colleges in the CUNY system. The Athletics Department’s mission statement (IV.4.1) affirms that “an integrated curriculum should foster students’ physical as well as cognitive abilities.” Athletics strives to provide equitable opportunities for all students to engage in intercollegiate athletics. In 2023-2024, 253 student-athletes (135 men; 118 women) participated in the following sports: baseball; basketball; soccer; softball; swimming and diving; tennis; track and field; cross-country; and volleyball. Opportunities were also afforded for non-players to assist in organizing and conducting intercollegiate events which provided a means for students, faculty, and members of the community to develop closer ties and identification with the college. (IV.4.2)

Athletics has an in-game sportsmanship pledge that is signed annually by student-athletes and coaches which promotes a positive game environment and good sportsmanship. (IV.4.3) These records are kept in the office of the director of Athletics. Athletic programs are also governed and guided by NCAA guidelines. The Athletics Department has a compliance office that ensures the department operates following the rules and regulations set forth by the NCAA, the East Coast Conference (ECC) and The City University of New York. (IV.4.4)

The Student-Athlete Handbook provides additional information on the many steps students need to take to be successful. Student-athletes are provided with comprehensive information on claiming accounts, scheduling advising, housing, compliance, registering for classes, degree works, student support services, scholarship opportunities, and other useful information (IV.4.5). Queens College students are supported in their academic success by a variety of athletic scholarships. In FY 2024, \$1,263,767 was awarded to student-athletes. (IV.4.6)

Queens College student-athletes excel both academically and athletically. In Fall 2024, they achieved their highest average GPA in recent years, reaching 3.14—a steady increase from the pandemic low of 3.019 in 2020-2021. Among the 253 student-athletes, 133 earned a GPA of 3.0 or higher, with 59 achieving a GPA of 3.5 or above. Leading the way, the women’s tennis team posted a department-best average GPA of 3.61, while the men’s tennis team followed closely with an impressive 3.47. (IV.4.7)



Queens College’s student-athlete population reflects a level of diversity that significantly exceeds national NCAA averages. In 2023-2024, approximately 60% of national NCAA student-athletes identified as White, while only 40% of Queens College athletes fell into that category. In contrast, Black/African American students made up 21% of QC athletes—well above the national average of 16%—and Hispanic/Latino students represented 18%, more than double the NCAA average of 7%. Additionally, 9% of QC’s athletic community identifies as two or more races, 7% Asian, 4% U.S. non-resident, and 1% unknown. Although the diversity of Queens College’s student-athletes does not fully match the broader campus population, it stands out as a national example of inclusive representation. This demographic profile underscores the college’s commitment to equity and access and aligns with its strategic priority to support students from all backgrounds.

Queens College student-athletes delivered an impressive array of accomplishments during the 2024-2025 season. Four teams—Men’s Soccer, Women’s Volleyball, Women’s Tennis, and Men’s Tennis—secured regular season titles, with Women’s Tennis also claiming the tournament championship. Both the Women’s and Men’s Tennis teams earned NCAA Tournament appearances, and six programs qualified for the ECC Tournament. As of April 21, 2025, 32 student-athletes had received All-Conference honors, seven were named to All-Region teams, and one earned All-American recognition. Additionally, two Queens College coaches were honored with Coach of the Year awards. (IV.4.8).

Student Life

The Knights Table, part of the Office of Student Development and Leadership’s portfolio, has grown from a food pantry initiative into a comprehensive support system addressing multiple dimensions of student need. Originally launched in Fall 2018 as the Knights Pantry to combat food insecurity, the program saw a dramatic 4,447% increase in usage by 2024, reflecting its growing impact and relevance. (IV.4.9)

Recognizing that students face challenges beyond hunger, the Knights Pantry expanded its offerings to include toiletries, feminine products, and Stop & Shop gift cards, helping students manage essential needs without compromising their well-being. In 2024, the initiative was rebranded as the Knights Table and was extended to include the Knights Armory, a professional clothing closet providing free business attire to students. This expansion aimed to boost students’ confidence and remove barriers to career readiness, resulting in a 47% increase in usage from Fall 2024 to Spring 2025. Further assessment revealed a need for casual clothing and accessories, prompting the addition of a Casual Corner, which now offers everyday wear such as hats and shoes. These enhancements reflect a responsive, student-centered approach that continuously adapts to evolving needs. Through its holistic support model, the Knights Table not only meets basic needs but also empowers students to thrive academically and professionally, reinforcing a culture of care, dignity, and opportunity.

As part of the collegewide commitment to creating equitable and inclusive spaces, the Office of Compliance and Diversity ensures that support and resources are provided for all students to thrive. The goals of the office are assurance, acceptance, access, and adherence. C&D hosts an annual Diversity Week during the month of April to “reaffirm our unity, strength, and progress.” In Spring 2025, the week featured a dynamic and inclusive series of events designed to celebrate cultural identities, foster community dialogue, and confront bias in all its forms. These included interactive programs such as the Passport to Diversity Fair, LGBTQIAA+ Pronoun Party, interfaith dialogues, and art workshops celebrating neurodiversity. Thought-provoking panels, film screenings, and keynote events explored topics including antisemitism, anti-Blackness, anti-Asian hate, and disability justice. Highlights of the week were the Dismantling and Combating Hate Conference, the LGBTQIAA+ Second Chance Prom, a student-led fashion show, community development dialogues, and the culminating event, a family-friendly celebration hosted by Queens College Athletics. Throughout the week, students, faculty, and staff engaged in reflection and action to promote a more equitable and connected campus community. (IV.4.10)

Extracurricular Activities

The Office of Student Development and Leadership provides access to campus events aimed at supporting a positive student experience. They use the website Uknighted to provide students with information about the 162 student organizations on campus and a calendar of weekly events. The @qc\_student life Instagram account is used to encourage students to get involved with a productive and engaged community. Every year the Student Association hosts Club Day which promotes student clubs and activities. In addition to Uknighted, “This Week at QC” is a mailer sent to faculty, staff, and students on a weekly basis about events happening on campus. The college utilizes a free hour on Mondays and Wednesdays so that students, staff, and faculty can attend events, socialize, and experience the richly vibrant campus community. (IV.4.11, IV.4.12) Over the past three years, OSDL has supported an average of 130 active clubs and organizations annually, providing students with a strong sense of belonging and community. These organizations enhance campus engagement and contribute significantly to the retention and success of both student leaders and general members. Approximately 40 clubs are academically based, allowing students to connect with peers who share similar academic interests while

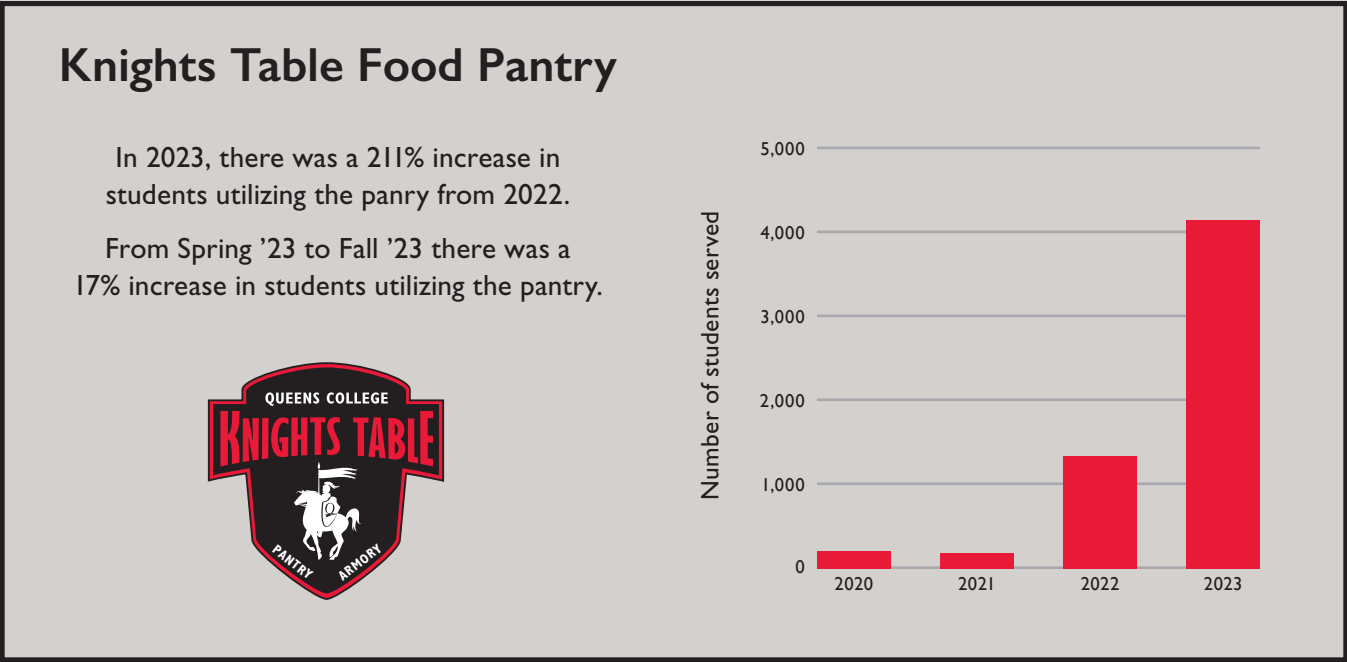
receiving support both inside and outside the classroom. The Student Life Office offers a variety of trainings throughout the year that focus on time management, study strategies, and interpersonal development—skills that promote holistic student growth. Each year, more than 260 student leaders participate in comprehensive leadership training sessions.

Criterion 5: Third-Party Vendors

Queens College currently utilizes Navitas and Capstone On-Campus Management (COCM) as third-party providers and ensures compliance with MSCHE policy through robust oversight and rigorous assessment, thereby affirming its responsibility for the quality, integrity, and transparency of all associated activities.

The college’s collaboration with Navitas established the QC Global Student Success Program (QC-GSSP), a required first-year experience program. This collaboration, which has seen consistent growth since its inception (25 students in 2020 to 175 students in 2024), is designed to increase recruitment and improve support for international student transition and academic preparation. (IV.5.1, IV.5.2) The college assumes responsibility for the integrity and quality of this program, which covers all aspects of a new living and learning environment. Students have noted attraction to the college’s stellar reputation and positive outcomes such as professional/ social opportunities, increased confidence, and new networks. (IV.5.3) In addition to this anecdotal evidence, the Office of Institutional Effectiveness surveys these students each fall as part of the New Student Survey (IV.5.4) to ensure qualitative data is collected on their experience and the support they receive. This data is reviewed alongside quantitative student outcomes data such as pass rates, retention rates, and time to degree completion. A copy of the institution’s plan for oversight of third-party providers can be found in IV.5.5 along with copies of the Request for Proposal and contract with Navitas in IV.5.6.

The college’s partnership with COCM supports successful housing in-residency at The Summit Apartments. The college remains responsible for the quality of the student living environment, a key institutional service. Student welfare is prioritized primarily through the college’s direct involvement in operational and financial decision making coupled with a focus on real-time performance metrics and joint initiatives. The college ensures the services delivered by the third party meet its standards and are transparently offered to students. (IV.5.7)





The most direct evidence of the college’s control is its mandatory participation in operational and financial review meetings. The Summit Apartments monthly operations agenda (IV.5.8) shows that key college stakeholders regularly meet with COCM staff to review performance. This ensures the college has input on crucial areas like budget approval, where they participate in multiple review meetings to finalize the following year’s budget for the residence hall. Furthermore, the college retains control over the collections process, as noted in the New Business section, indicating the management company does not operate entirely independently in financial matters concerning students.

To ensure students are served well, the college directly involves itself in high-level policy and improvement projects. For example, the operations agenda details discussions about capital projects like the generator replacement, where “QSR (Queens Student Residences, LLC, affiliated with the college) instructed COCM to disengage the three vendors.” This demonstrates the college’s final authority over major expenditures and vendor selection, directly impacting the quality and safety of the facility for students. (IV.5.8)

The college’s focus on student satisfaction and retention is referenced in the Annual Report, which serves as the overarching goal for the management partnership, ensuring the third-party provider’s actions align with the college’s mission for student success. The residence student survey, administered annually by COCM, reveals high rates of resident satisfaction across various aspects of the living experience. (IV.5.9) The survey provides feedback that COCM and site staff use to continually improve services for the residents. The robust nature of this feedback—including high satisfaction percentages and specific positive comments—demonstrates that the third-party management’s efforts are regularly assessed against the central goal of student satisfaction.

Criterion 6: Assessment of Student Support

The Office of Institutional Effectiveness has undertaken a series of efforts to ensure that each administrative unit has a mission statement and overarching goals that align with the overall mission of the college and the division in which it is located. Dating back to 2016, OIE has held a series of workshops to help departments develop their own mission statements, which are displayed on their respective websites.

From these mission statements, the units then developed two to five overarching goals that further defined the scope and function of their unit. Once the units developed their mission and goals, they used them to inform their annual reporting process by creating annual objectives and key strategies/ activities toward meeting those objectives. (IV.6.1) Units complete an annual planning document that outlines annual objectives, highlights key strategies they will use to complete the annual objectives, and outlines their assessment project for the year. (IV.6.2) At the conclusion of the academic year, units complete an Administrative and Educational Support (AES) Reporting Template to document the results of their assessments, which includes an analysis of the results as well as an action plan describing how they will address the findings in their report. (IV.6.3) Assessment reporting, particularly the action planning component, is a critical component of AES assessment that ensures units meet the needs and expectations of students, parents, employers, faculty, and other stakeholders and allows for continuous program improvements.

OIE hosts drop-in sessions, one-on-one meetings, and attends division-wide meetings to help colleagues identify appropriate assessment strategies; refine assessment plans; and create, administer, and analyze assessment artifacts, such as surveys, focus group protocols, and post-workshop feedback questionnaires. In Summer 2025, the associate provost for Institutional Effectiveness partnered with the assistant vice president for Student Affairs to host one-on-one meetings with nearly all 26 units within the Student Affairs and Enrollment Management division, guiding them in the development of assessment plans for the upcoming academic year. (IV.6.4) These initial meetings have planted the seeds for quarterly and annual progress meetings to ensure that assessment practice continues to germinate.

Many AES departments engage in regular assessment via student needs assessment surveys, student satisfaction surveys, and impact assessment projects, some of which are assessed thematically. For example, the Academic Advising Center, Bursar, Financial Aid, Registrar, and ITS Help Desk are collectively and regularly assessed via the New Student Survey as are the Writing Center, Learning Commons, and FYE. (II.2.4) In addition, CUNY administers the Student Experience Survey (SES) every other year to a university-wide sample survey of undergraduates. (II.2.5) SES provides data on student demographics, socio-economic status, work experiences, course availability, experiential learning opportunities, and reasons for transfer. OIE incorporates

findings from the CUNY SES into various reports. (IV.6.5) Other recent projects include survey assessments for the new student orientation, Veterans and Military Support Services, Child Development Center, Knights Table Food Pantry, Health Services, Library Services, Career Services, and Special Services, as well as CETLL workshop evaluations.

Annual assessment work in departments or offices across the campus has resulted in the scaling of successful initiatives, improvements in operational effectiveness to support the student experience, and revision of process or practice. For example, the Undergraduate Admissions Office has implemented key upgrades to operations, technology, and service delivery to better support prospective students and advance institutional goals. A major enhancement was the adoption of the nondegree application module in CUNYfirst, which streamlines application processing, reduces data entry errors, and improves efficiency. Additionally, the office now begins application review earlier in the recruitment cycle, allowing for faster admissions decisions and improved coordination with Financial Aid and Advising. These changes contribute to a more efficient, student-centered, and responsive admissions process. (IV.6.6)

In 2024-2025, the Writing Center determined through its assessment reporting that their student caseload had increased more than 60% from the previous year, and that their space could not accommodate further growth. In the Use of Findings section of their assessment report, the Writing Center indicated their intent to advocate more strongly for moving to Rosenthal Library in order to accommodate a greater number of students. In assessing the impact of Writing Center visits on retention and persistence, the Writing Center found that while there was no significant correlation with GPA among graduate students who frequented the Writing Center, there was a significant effect on their persistence, possibly indicating that the Writing Center facilitated a community of care for these students by connecting them with their peers (graduate students comprise 30% of total tutoring staff) and resources. (I.3.2)

Since piloting supplemental math recitation sessions in Spring 2023, the Learning Commons has been actively assessing their impact. Initial findings revealed a positive correlation between pass rates and student attendance—specifically among those who attended at least 50% of the sessions. Based on these results, the Learning Commons secured additional Coordinated Undergraduate Education (CUE) budget funds to expand the initiative from one to seven

course sections. The 2023-2024 academic year yielded similarly encouraging outcomes, prompting further expansion to 15 course sections and the adoption of a shared cost model with the Department of Mathematics. (IV.6.7) The college’s commitment to cultivating a robust culture of assessment is evident in the strategic efforts led by OIE and its campus partners. Through mission-driven planning, collaborative support, and data-informed decision making, administrative and educational support units have not only enhanced operational effectiveness but also improved student experiences and outcomes. The expansion of initiatives such as the Writing Center’s advocacy for space reallocation and the Learning Commons math recitation sessions exemplify how assessment findings directly inform resource allocation and program development. As departments continue to engage in meaningful assessment practices—from thematic surveys to targeted evaluations—the college is well positioned to foster continuous improvement and institutional alignment, holding promise for the maturation of a collegewide assessment culture.

Conclusions and Recommendations

Queens College actively recruits students aligned with its mission and provides comprehensive support to ensure their success. The Strategic Enrollment Management Plan exemplifies cross-divisional collaboration and data-informed planning. Programs such as QC in 4, SEEK, ACE, and the Immigrant Student Support Initiative reflect a deep investment in historically underserved populations. The college’s support infrastructure—including Academic Advising, Counseling Services, Office of Career Development and Internships, and Experiential Learning—creates a vibrant and inclusive learning environment. Graduation and retention rates, along with the use of disaggregated data, affirm the college’s effectiveness in promoting student persistence and completion. To build on our strengths, we offer the following recommendation:

- Recommendation:
- **Coordinate and expand the focus on student success outcomes to all units on campus** by publishing an annual Student Success Impact Report that showcases data-driven improvements, documents progress on equity initiatives, and demonstrates institutional accountability to internal and external stakeholders.





## Standard V: Educational Effectiveness Assessment

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

### Criterion I: Student Learning Objectives

#### Program Learning Objectives

Program Learning Objectives (PLO) across the college emphasize the following: content; skills; application of skills and knowledge; collaboration; practical internships or hands-on applications; and accessibility. At the graduate level, learning goals appropriately emphasize mastery of specialized knowledge; professional standards of performance and leadership; and participation in employment-related activities. (V.I.I)

Student Learning Objectives (SLO) throughout the institution reflect the mission of Queens College. These commonalities across our extraordinary breadth of programs and majors reflect an overall cogency regarding the college mission and our unique position as an institution with strengths in: 1) the diversity of our population and community, 2) our integration with the surrounding city, and 3) meaningful practical and professional application of our teaching into employment during and beyond graduation.

The PLO from the Human Development and Family Science Program within the Family, Nutrition, and Exercise Sciences Department provide a good example of the full range of goals we see in many programs across the college, from core liberal arts content and skill goals to emphases in practical application and diversity and accessibility:

- Goal 1.** Students will demonstrate a broad and deep understanding and *knowledge* of the major concepts, theories, and scientific principles of the Human Development and Family Science field.
- Goal 2.** Students will develop effective *critical thinking skills*, demonstrate the ability to gather and assess information, respond and adapt to changing situations, make complex decisions, and solve problems.
- Goal 3.** Students will demonstrate effective *oral and written communication* skills.
- Goal 4.** Students will demonstrate they understand the role of *cultural diversity* in human and family development and have the required skills to work in a diverse context.

In its original context, these goals are broken down for students with additional, smaller objectives and followed by the integrated curriculum matrix. (V.I.I)

The learning objectives of the Philosophy Department are particularly illustrative of Queens College's approach. They include a mission statement, followed by a series of seven curricular goals, six learning goals (each with subpoints), and two additional learning goals that are specific to majors with subpoints. Philosophy's curricular goals are: Critical Reflection; Analytical and Critical Reading Skills; Ethical Awareness and Moral Agency; Excellence in Written Communication; Oral Communication and Active Listening; Personal Growth and Existential Reflection; and Intellectual Independence and Philosophical Curiosity. The learning



goals are a version of the curricular goals explained as they apply in the classroom setting, with the subpoints providing expansion. The additional two goals for majors are Independent Research and Inquiry; and Research, Organization, and Initiative. These extensively explained goals reflect the same cogent linking of content knowledge and skills with practical application within a diverse community of scholars that reflects the mission of Queens College. The PLOs of most of the departments and programs at the college reflect the mission in a similar way.

Curriculum Maps

Curriculum maps vary in design among academic programs at the college, yet they collectively illustrate structured and intentional alignment between course offerings and PLOs, emphasizing both breadth and depth of student learning.

In the English Department, the curriculum map uses a 1-3 scale to indicate the degree of attention each course gives to five PLOs. Foundational courses like ENGL 110 and ENGL 130 introduce key competencies, while advanced courses such as ENGL 391W/399W demonstrate strong alignment across all outcomes, particularly in writing and critical analysis.

The Urban Studies Department employs a similar rating system to assess how well each course supports four major program outcomes, ranging from historical and theoretical understanding of urban processes to applied research and experiential learning. Courses like URBST 330 and URBST 370 show strong alignment with outcomes related to theory and real-world application, while others focus more narrowly on specific competencies.

The Art Department curriculum map, particularly for Art History and Design, uses a developmental model (Introduced, Reinforced, Assessed) to track student progression. Courses such as ARTH001 and ARTH101 introduce foundational knowledge, while upper-level courses like ARTH300 and DESN 395 assess advanced competencies. The design curriculum is especially comprehensive, integrating technical skills, conceptual development, and professional practice across a wide range of media and platforms.

These maps (V.1.2) reflect a commitment to scaffolding student learning, ensuring that each program not only introduces essential concepts but also reinforces and assesses them at increasingly sophisticated levels.

Institutional Learning Objectives

Institutional Learning Objectives are defined through our general education program (CUNY’s Pathways Initiative) as described in Standard III.5. Each Pathways designation carries with it a list of Pathways Learning Objectives that must be included alongside the Course Learning Objectives in every Pathways course. (III.5.4)

- In the Pathways framework, Queens College can define its own student expectations through the structure of the College Option requirements. These requirements include two Queens College specific learning objectives:
- Address how, in the discipline (or disciplines) of the course, data and evidence are construed and knowledge is acquired; that is, how questions are asked and answered.
  - Position the discipline(s) in the liberal arts curriculum and the larger society.

Queens College also maintains a separate Writing Intensive designation, indicated by a W after the course number (e.g., ENGL 170W, SOC 210W, PSYCH 211W). Writing intensive classes include a significant portion of time devoted to writing instruction, including activities such as revision workshops, discussions of rhetorical strategies, or reflective writing about writing assignments. In addition, at least 5000 words (15 pages) of evaluated writing in three or more assignments (either separate papers or one term paper done in stages) are required so that the students have the opportunity to develop and improve their writing. At least one assignment (graded or ungraded) must require student revision in response to instructor feedback. Finally, at least three separate class hours must be devoted to explicit writing instruction, including peer review, revision strategies, disciplinary concerns, proper attribution, the writing process, research, rhetorical strategies, or writing in online environments.

Criterion 2: Learning Outcomes Assessment

The college’s assessment process is overseen and guided by the Academic Assessment Council, a cross-disciplinary committee that is charged to “support academic excellence across campus by setting and coordinating the vision for academic assessment at Queens College.” (V.2.1) The council is convened by the associate provost for Institutional Effectiveness and the faculty liaison for Evaluation and Assessment. In addition to representation from OIE, the council includes two members of the General Education Council, which coordinates the Pathways general education curriculum, and assessment coordinators from each of the four academic schools who coordinate with their deans to serve as the first points of contact for field-specific assessment guidance, support, and feedback within each academic school. The council is also charged with publicizing exemplary assessment practices and communicating progress towards assessment targets to the wider college community. Through this infrastructure, the college has provided academic and administrative departments with training on the assessment cycle and timeline, and workshops on effectively assessing student learning outcomes. (V.2.2)

To foster a campuswide, collaborative culture around assessment, the Offices of the Provost and Institutional Effectiveness have instituted regular assessment-focused events across campus. Assessment Fest was a two-day event in August 2024 run by an assessment professional from James Madison University which provided professional development for academic and administrative departments. The Assessment Showcase is an annual event that debuted in December 2024 in which departments and units present ongoing assessment projects, celebrate successes, and share best practices and innovations with the goal of fostering cross-disciplinary discussion and collaboration around assessment. Quarterly assessment mixers aim to form a more tight-knit community of practice surrounding assessment. (II.8.5, V.2.3)

Appropriate Student Learning Objectives (2a)

Assessment Standards by Academic Division

The extensive range of assessment strategies employed by the schools at Queens College underscores the college’s commitment to providing its richly diverse student body with a high-quality, rigorous, tailored educational experience. This diversity of assessment approaches emphasizes how Queens College’s academic departments embrace their autonomy to explicitly structure and inform approaches to assessment using disciplinary best practices and innovations.

Despite disciplinary differences, in each of QC’s four academic divisions we see evidence of multi-measure and multi-modal approaches to assessment that provide students with multiple ways of demonstrating, reflecting, and building on their learning and growth. In addition to summative assessments, we note that formative assessments are regularly employed by many departments and programs. The formative assessments foster growth mindsets by empowering students to revise work using instructor and peer feedback, and also provide faculty and programs with invaluable learner feedback throughout the learning process that informs curricular and pedagogical improvements. (V.2.4)

School of Education

The School of Education (SOE) is an Educator Preparation Provider (EPP) overseeing all New York State certification programs offered by Queens College. SOE houses most of QC’s undergraduate and graduate educator programs within its departments of Education and Community Programs (ECP), Elementary and Early Childhood Education (EECE), and Secondary Education and Youth Services (SEYS). Its assessment purview extends to educator programs housed in other schools across the college, which include programs in physical education, music education, family and consumer sciences, school library media, speech language pathology, and teaching English to speakers of other languages (TESOL).

As an EPP, SOE assesses all Queens College educator preparation programs as required by its accrediting body, the Council for the Accreditation of Educator Preparation (CAEP). SOE “uses a suite of reliable and valid assessments, including a mix of EPP-created and proprietary assessments like the Alumni Impact Study (AIS), for all programs that lead to initial and advanced certification. (V.2.5) These “key assessments” align with rigorous standards set by CAEP and capture an extensive range of data at four “transition points,” i.e. “critical points in our candidates’ success as they progress through our programs and beyond,” as shown in the following table. (V.2.6)



| Key Assessments by CAEP Standard and Unit of Analysis               |               |                                           |                                     |                                  |                                         |                           |
|---------------------------------------------------------------------|---------------|-------------------------------------------|-------------------------------------|----------------------------------|-----------------------------------------|---------------------------|
|                                                                     |               | UNIT OF ANALYSIS                          |                                     |                                  |                                         |                           |
| EPP KEY Assessment                                                  | CAEP Standard | Candidate Progress                        |                                     | Completer Achievement            |                                         | Operational Effectiveness |
|                                                                     |               | Transition 1: Admission to an EPP Program | Transition 2: Candidate Progression | Transition 3: Program Completion | Transition 4: Post-Graduation Follow Up |                           |
| ProCADS                                                             | 1,3,5         | ✓                                         | ✓                                   | ✓                                |                                         | ✓                         |
| Clinical Experience Survey                                          | 2,5           |                                           | ✓                                   |                                  |                                         | ✓                         |
| Practice QCTPA Components (Plan, Teach, Assess, Reflect)            | 1,3,5         | ✓                                         | ✓                                   |                                  |                                         | ✓                         |
| Educating All Students                                              | 1,5           |                                           | ✓                                   |                                  |                                         | ✓                         |
| Content Specialty Tests                                             | 1,5           |                                           | ✓                                   |                                  |                                         | ✓                         |
| QCTPA                                                               | 1,2,3,5       | ✓                                         | ✓                                   | ✓                                |                                         | ✓                         |
| Advanced Program Assessments of Knowledge, Skills, and Dispositions | 1,2,3,5       | ✓                                         | ✓                                   | ✓                                |                                         | ✓                         |
| Cumulative GPA at Completion                                        | 1,3,5         |                                           |                                     | ✓                                |                                         | ✓                         |
| Completer Survey                                                    | 1,2,5         |                                           |                                     | ✓                                |                                         | ✓                         |
| Alumni Follow-Up                                                    | 1,5           |                                           |                                     |                                  | ✓                                       | ✓                         |
| Employer Survey                                                     | 1,5           |                                           |                                     |                                  | ✓                                       | ✓                         |
| Alumni Impact Study                                                 | 1,4,5         |                                           |                                     |                                  | ✓                                       | ✓                         |

In addition to monitoring and supporting candidate progression, these key assessments furnish required data on the following four accountability measures for the annual report required for CAEP reaccreditation:

1. “Completer Impact and Effectiveness” via HEDI ratings data (Highly Effective, Effective, Developing, and Ineffective) and the AIS.
2. “Employer Satisfaction and Stakeholder Involvement” via qualitative and quantitative data from the Employer Survey.
3. “Candidates Competency at the Time of Program Completion” via disaggregated cumulative GPA data, NYS Certification Exams, the Completer Survey, and the Queens College Teacher Portfolio Assessment (QCTPA).
4. “Ability of Completers to be Hired in Positions for Which They Were Prepared” via the Alumni Follow-Up Survey.

This comprehensive, data-driven, multi-measure approach to assessment addresses disciplinary criteria, aligns with rigorous standards set by CAEP, and incorporates required state certification exams like the Educating All Students (EAS) exam and Content Specialty Tests. (V.2.7)

**School of Social Sciences**

The 12 departments and programs within the School of Social Sciences use a rich range of robust assessment approaches that reflects the breadth of disciplinary expectations and best practices. (V.2.8) Similar to SOE, some departments like GSLIS and Accounting also rely on standards set by professional certification bodies.

Accounting assesses its curriculum; tracks CPA examination attempts and pass rates; and surveys students and alumni about their perceptions of the program and their professional status. Anthropology gives the writing portion of the College Proficiency Exam to students who have completed a Writing Intensive course and surveys its students and alumni for perceptions of the program. GSLIS assesses its curriculum (e.g., analyses of course syllabi) and its students individually to ensure that they achieve the department’s SLOs and that certificate programs satisfy accreditation standards. It also conducts surveys of students, employers, and alumni. History uses written assignments to assess single-semester improvements in students’ ability to: 1) identify the thesis of any given work of scholarship, 2) analyze primary

sources for their contributions and limitations in historical argumentation, and 3) construct their own valid, arguable theses.

Philosophy surveys students in introductory courses but otherwise relies on course-level assessments. Political Science uses different types of assessment each year, including: 1) comparing student capstone papers pre- and post- students’ incorporation of required methodology, 2) comparing the quality of analysis and writing in introductory-level and capstone courses, and 3) giving a standardized assessment to all students taking political science courses to assess whether students’ argumentation, understanding, and evaluation ability improves with the number of courses taken. The department also surveys students for its self-studies. Urban Studies utilizes varied assessment methods, rotating each year, including course-based embedded assessment of classroom assignments and exams along with student surveys; data collected via self-reporting from students, instructors, and administrators; test scores; in-class observations; syllabi review; and review of student academic work.

**School of Arts and Humanities**

The 11 departments within the School of Arts and Humanities employ discipline-specific assessment strategies that comprise both formative and summative assessments to gauge students’ products as well as their processes. (V.2.9) We consistently see how departments within the School of Arts and Humanities use disciplinary best practices to innovate and structure their assessment approaches.

In line with disciplinary conventions, English focuses on assessing writing strategies, close reading, textual evidence, and disciplinary methodologies. The department explicitly employs rubrics and norming sessions, reflective of higher education best practices for transparency and consistency. Product-based assessment of final drafts of writing is common in Writing Intensive courses whereas quizzes and exams are often utilized in addition in non-Writing Intensive courses. The department also regularly employs formative assessment through structured assignments, ongoing discussions, and suggested revisions for student essays.

Like English, Art focuses on product-based and process-based assessments in accordance with disciplinary conventions. Art emphasizes project-based and portfolio assessments reflective of contemporary standards and best practices within visual arts education, responding to professional and creative criteria of the art and design fields. In Art History, students are assessed through written exams that measure

discipline-specific vocabulary, visual analysis skills, and historical understanding. Studio Art and Design programs assess students through capstone projects, portfolio reviews, verbal critiques, creative assignments, written components (thesis, artist statements, professional documents), and process-oriented methods.

Media Studies assessment includes course observations, course meetings, feedback sessions, and reviews of publicly available information. The review discusses empowering students and responding directly to student feedback.

Music incorporates professional and accreditation standards from NASM, emphasizing continuous formative and summative assessment informed by industry and educational standards. Music uses several assessment strategies that are formative (regularly scheduled informal concerts, journals, exit slips, reflection pieces, and videos) and summative (final recitals, semester concerts, and annual performance evaluations). Music students also undertake written evaluations to track progress over time.

Drama, Theatre & Dance focuses on formative assessments including quizzes, essays, blog postings, design projects, and short in-class exercises, as well as a summative, collaborative final performance project and final research papers which are broken into scaffolded steps (annotated bibliography, proposal, draft, final draft) to assess both product and process comprehensively.

Hispanic Languages and Literatures primarily focuses on essay exams and research papers as summative assessments, using rubrics that assess critical analysis, interpretation, scholarly research, language skills, and a mastery of course content.

**School of Mathematics and Natural Sciences**

There are eight departments within the School of Mathematics and Natural Sciences. Of note, more than one-third of Queens College students study either computer science or psychology—the two largest majors in the college—making assessment procedures (and results) particularly impactful on our students. Other departments, such as Mathematics, have relatively few majors but impact students broadly because, like English in the School of Arts and Humanities, it offers core Pathways courses required for graduation.

Here again we see how departments’ approaches to assessment are informed by disciplinary conventions and best practices. (V.2.10) For example, Computer Science’s



assessments are based on curricular guidelines from the report “Computer Science Curricula 2013,” produced by the Association for Computing Machinery (ACM) and the Institute of Electrical and Electronic Engineers (IEEE) Computer Society’s Joint Task Force on Computing Curricula.

In its self-assessment, Biology outlines a comprehensive plan for assessment that utilizes both direct and indirect measures. Indirect measures include exit surveys for graduating students, entrance surveys for students in certain core classes, and post-graduation surveys. Direct measures include inserting common questions into sections of different 300-level courses; using a common rubric for assessing student presentations and writing assignments; and sampling student tests from 300-level courses to compare performance on fact-recall vs. data-analysis questions.

FNES employs in-class evaluations, including quizzes, exams, oral presentations, group projects, and written assignments, as well as internship evaluation by internship leaders.

Psychology measures the effectiveness of the curriculum in achieving stated outcomes for undergraduate students through formal assessment of core courses like Psychology 107; student course evaluations from CETLL; surveys of student attitudes; and perceptions of learning from recent graduates.

Physics assesses its undergraduate and graduate programs via a “three-pronged activity” focusing on assessing: students’ performance in each course within their major (using exams, instructor reflections, and student assessment forms). the overall effectiveness of the program in achieving its learning outcomes. the program from the point of view of students’ achievements after graduation.

Other departments in the School of Mathematics and Natural Sciences have externally validated their coursework: The Department of Chemistry and Biochemistry offers American Chemical Society-certified courses, while the requirements for the Geology BS major in Earth and Environmental Sciences meets educational requirements for the new NYS professional geology license.

Similar to what we observed in the School of Arts and Humanities, many departments and programs across the college also regularly survey recent graduates, alumni, and employers, which supports QC’s mission to “prepare undergraduate and graduate students [to] find the right path after graduation.”

**Preparation for Successful Careers, Meaningful Lives, and Further Education (2b)**

Succinctly, Queens College’s mission is to “prepare students to serve as innovative leaders in a diverse world that they make more equitable and inclusive.” This vision for undergraduate and graduate education requires “prepar[ing] students to find the right path after graduation” by “giving them tangible skills to succeed in careers and life.” To demonstrate QC’s attention and commitment to this goal of meaningful post-graduate preparation, OIE and the Career Outcomes Working Group synthesized data from the CUNY Wage Dashboard, U.S. Census Bureau, National Student Clearinghouse, LinkedIn, the National Student Loan Data System (NSLDS), as well as records from QC’s Center for Career Engagement and Internships, the CUNY Cap and Gown Survey (offered to all students who apply for graduation each semester to assess post-graduation plans and the career preparation opportunities and resources utilized during matriculation), and the First Destination Survey to report on and publish the following alumni outcomes: (I.2.2, V.2.11)

- Post-graduate employment status of undergraduate alumni. In the class of 2023, 47% of alumni were employed within six months of graduation, 74% were employed in positions related to their degrees, and 66% reported being satisfied with their career activity. Less than 1% were still seeking employment during that timeframe. (V.2.12)
- Mean and median salaries for early-career, full-time employed graduates. Queens College alumni with a baccalaureate degree earn a median salary of \$40,236, \$65,306, and \$83,667 in their first, fifth, and tenth years after graduation. A mean salary of \$50,183 was reported for the class of 2023. Consistent increases in median alumni salaries are observed across all Queens College programs. For example, in the 2002-2021 cohort, BA/BS graduates in computer science (QC’s most popular major) saw their median salary increase from \$55,693 in their first year after graduation to a \$113,576 in their tenth year, an increase of 104%. (V.2.13)
- Comparisons between median salaries of early-career baccalaureate graduates and master’s graduates within the same program where applicable, or between median salaries of program-specific early-career baccalaureate graduates and the overall Queens College median salary. In line with historic and national trends, graduates with a master’s degree earn higher median salaries than those with a baccalaureate degree. For example, students graduating in EECE with MA/MAT/MSED degrees earn \$13,000 to \$42,000 more in median salaries during their early careers

than EECE alumni with baccalaureate degrees. In the Physics Department, which offers no master’s program, OIE reports for the 2002-2021 cohort that BA/BS graduates earn a median salary that is \$4,000 to \$14,000 higher than the overall Queens College median salary.

- Internships and certificates completed as well as employing organizations and internship and certificate providers. Data on accounting graduates in the classes of 2021 and 2022 show that of the 65% with LinkedIn profiles, 27% completed internships at major accounting firms like PwC, KPMG, CohnReznick, and Deloitte in titles inclusive of tax intern, accounting intern, audit intern, and finance intern. Furthermore, 8% completed internships that led to a full-time job at the same company. In the graduating class of 2023, 34% of economics baccalaureates obtained certificates from recognized online providers like Bloomberg, LinkedIn, and the most obtained skill was in Economic Marketing Concepts (29%).
- Graduates who pursue further academic education along with a breakdown of the top program areas. Within six months after graduation, 39% of Queens College baccalaureates in the class of 2023 pursued further education in areas such as music, education, and special education.
- Graduates who return to Queens College for further education and identify Queens College as their top school of choice. For cohorts 2002 to 2022, 65% of music baccalaureates enrolled in further education, and 34% attended Queens College, their school of top choice.
- Graduates who complete their further education degree along with a breakdown of the top degree types completed and/or graduate schools attended. 41% of music baccalaureates from cohorts 2002 to 2022 who enrolled in further education completed their degrees with 96% earning MS or MA degrees, 1% earning JD degrees, and 3% earning PhDs.
- Default rates for students who financed their education. The default rates for master’s graduates during the fiscal years 2019 and 2020 was 6.09%.

The public dissemination of such statistics serves not only as a measure of accountability to students and other Queens College stakeholders but also: 1) provides aggregate and disaggregated data to prospective, incoming, and current students to inform their academic career paths at Queens College and beyond, and 2) plays a crucial factor within programmatic and curricular review and revision. (V.2.13)

**Assessment of Institutional Learning Objectives**

In 2019, CUNY initiated an assessment of the Pathways Initiative. Queens College completed the Pathways Syllabi Assessment Project to ensure that Student Learning Objectives for all Pathways courses are included on course syllabi. In Fall 2020, the provost appointed a faculty member as special assistant to the provost for Curriculum who helped to increase compliance in learning objective placement on Pathways syllabi. From 2020 through 2023, the special assistant ran a remote Curriculum Council to invite participation from all departments and programs in discussions of curricular development at the college. (V.2.14, V.2.15, V.2.16)

In 2025, the newly formed General Education Council took up the charge of implementing the general education assessment plan developed by the general education faculty fellows in Fall 2024. They distributed a survey to department chairs to assess Pathway’s implementation in order to better understand current departmental practices regarding communication of Pathways learning objectives to faculty; to identify areas for improvement; and to develop targeted resources to support a cohesive and effective general education program. As a result of this assessment, the General Education Council has developed some action items to improve communication and provide resources for departments. In particular, the co-chairs of the council are developing and recording videos to better explain what general education is and how to get a Pathways course approved. At the same time, they are building on best practices learned through the survey to provide guidance to departments to integrate syllabus review of Pathways courses into teaching observations. (V.2.17, V.2.18)

Queens College undertakes regular assessment of its writing courses: those that satisfy the Pathways requirements—College Writing 1 (CW1) and College Writing 2 (CW2)—as well as those with Writing Intensive designations. In Fall 2018, the English Department and OIE investigated how well students are meeting learning goals, how well course grades correlate with a rubric-based assessment, and how we can support students and faculty in meeting learning goals. The results of this assessment were presented in December 2019, right before the emergency transition to online learning during COVID-19. Professional development offered to writing faculty during subsequent years was informed by these results. (V.2.19)



Every semester since 2017-2018, the English Department has assessed every section of English 110 (CWI course). Instructors get immediate feedback to ensure that syllabi guidelines are being followed. The analysis helps to ensure norming across the very large number of concurrent sessions and drives faculty development. There are two or three professional development sessions for English 110 instructors each semester. (V.2.20, V.2.21)

From 2022-2024, the special assistant to the provost on Writing administered a survey on disciplinary writing for instructors of the CW2 courses and the Writing Intensive courses. This survey is leading to a better understanding of the ways in which discipline-specific writing is similar and different across fields. As a result, there is a move toward broadening the scope of the Writing Intensive designation

to include more courses outside of the School of Arts and Humanities. Further, this work is helping to inform instructors about how faculty members can be more explicit about writing expectations for students based on the field of study and the rationale for the assignment. (V.2.22, V.2.23)

Additionally, as of Fall 2025, there is a working group to redevelop the Goals for Student Writing, a document that was last updated in 2007. The working group consists of two faculty per academic school plus two undergraduate students. This document provides learning goals and guidance for the entire writing curriculum. They are using the information from the above writing assessments as well as best practices and will finalize their recommendations before seeking approval by the Academic Senate. (V.2.24)



**Criterion 3: Use of Disaggregated Assessment Results**

Queens College systematically uses disaggregated assessment results across all student populations to enhance student learning outcomes, improve student achievement, and strengthen educational effectiveness at the institutional, program, and course levels. Through comprehensive data collection and analysis, Queens College ensures that disaggregated results inform targeted strategies for continuous improvement. The college disaggregates assessment data by race, ethnicity, gender, and other relevant demographic variables to identify gaps, design interventions, and measure the effectiveness of curricular and cocurricular initiatives.

**Course-Level Use of Disaggregated Assessment Results**

Disaggregated assessment of Pathways general education courses provides critical insights. In the honors minor in Business and Liberal Arts (BALA), BALA 101: Business and Society is mapped to Flexible Core learning outcomes FCI–FC3 (V.3.1):

- FCI: Gather, interpret, and assess information from a variety of sources and points of view.
- FC2: Evaluate evidence and arguments critically or analytically.
- FC3: Produce well-reasoned written or oral arguments using evidence to support conclusions.

These outcomes are assessed through a final exam, class discussions, and written assignments. Disaggregated results allow faculty to monitor performance across racial and ethnic groups; identify strengths and areas for targeted support; and ensure that learning opportunities are equitable and inclusive. In another example, FNES 147: Family Relations provides a detailed rubric-based assessment to measure written communication and oral presentation skills. Disaggregated data from Fall 2024 show that students across demographic groups met or exceeded learning standards. Faculty analyzed subgroup performance to refine instructional strategies, introduce community-based learning opportunities (e.g., guest speakers), and provide differentiated support where needed, reinforcing continuous improvement cycles. (V.3.2)

**Program-Level Use of Disaggregated Assessment Results**

At the program level, departmental self-studies incorporate disaggregated assessment data as a core element of program evaluation and planning. These studies are conducted on a regular seven-year cycle and are critical for accreditation, curriculum development, and resource allocation.

For example, when the Psychology Department completed its self-study in 2020, they analyzed ten years of data (2007–2017) on the race and ethnicity of majors in connection to academic performance and program perceptions. The self-study documented demographic shifts and used disaggregated course outcome data to recommend initiatives for enhancing student support services, diversifying curricular content, and recruiting faculty to better reflect the student body. (V.3.3) In a more recent example, when the Political Science Department completed its self-study in 2024, they presented a detailed analysis of grade distributions across racial groups compared to other social science departments. The department found that White students averaged a GPA of 3.47 and Asian, Black, and Hispanic students averaged 3.30, 3.32, and 3.29, respectively. In addition, the department showed the least GPA variance among racial groups (standard deviation = .09) compared to other departments (Philosophy = .69; Economics = .20; History = .18; Sociology = .14; Urban Studies = .14). (V.3.4)

Additionally, Political Science’s 2021-2022 Outcomes Assessment tracked changes in grade distributions during the COVID-19 pandemic, particularly the rise in A grades, leading to department-wide reflection on assessment standards and grading practices. Political Science faculty use these insights to engage in discussions around grading philosophy, equity, and academic rigor, directly linking assessment findings to faculty development and curricular revisions.

**Accredited Programs**

Queens College houses several accredited programs: The School of Education as an Educator Preparation Provider (V.3.5), the Graduate School of Library and Information Studies, (V.3.6) and the Aaron Copland School of Music (V.3.7) are examples of programs that are nationally accredited by external accreditors.



Queens College’s School of Education provides a strong model of assessment practices using disaggregated data at the school level. The School of Education/EPP is accredited by the Council for the Accreditation of Educator Preparation. CAEP Standard RA.I Content and Pedagogical Knowledge ensures “an understanding of the critical concepts and principles of their discipline and facilitates candidates’ reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.”

The CAEP Self-Study Report documents the development of common assessments across education programs aligned with CAEP and national professional standards. Highlights from the report include the following:

- Data are systematically disaggregated by candidate demographics to evaluate trends and outcomes.
- Reliability and validity checks are conducted for assessment instruments to ensure that observed differences reflect actual variations in candidate learning rather than assessment bias.
- Stakeholder feedback, including input from candidates and school-based partners, leads to iterative revisions of assessments, rubric clarifications, and targeted interventions to support underperforming groups.

For instance, data analysis revealed differences in technology integration skills between candidates with prior teaching experience and those entering directly from undergraduate programs. As a result, additional support workshops were introduced and scaffolded learning experiences were embedded in coursework. (V.3.8)

Data Disaggregation

Queens College’s commitment to using disaggregated assessment data is embedded in its broader institutional planning through OIE. The college ensures that all programs and departments have access to relevant data (V.3.9) through centralized institutional research support and that findings are used to:

- inform academic program review and resource allocations.
- design targeted retention and academic support programs.
- meet accreditation and state/federal reporting requirements.
- foster a culture of evidence-based continuous improvement that aligns with the college’s mission of providing a rigorous, inclusive, and high-quality education.

Criterion 4: Third-Party Assessment Service Providers

Queens College does not employ any third-party providers for assessment services.

Criterion 5: Periodic Assessment of Assessment Practice

The COVID-19 pandemic and the emergency shift to remote learning coupled with protracted vacancies in key positions—including the leadership role in the Office of Institutional Effectiveness—disrupted many institutional operations at Queens College, including the continuity of implementation of assessment plans and processes. This disruption also revealed longstanding challenges within QC’s assessment culture. Specifically, it became clear that departmental assessment lacked consistent, cyclical regularity across all units. Clear prioritization by college leadership, targeted staffing, and scaffolding was needed to ensure annual reporting on key measures as part of a continuous improvement framework.

Recognizing these gaps, the provost identified the revision of assessment policies and processes as an institutional priority and allocated funding for personnel and training to address these gaps. A new role for a faculty liaison for Evaluation and Assessment was created to lead and bring a faculty voice to the design and implementation of evaluation and assessment infrastructure. (V.5.1) Working with the newly appointed associate provost for Institutional Effectiveness, they led a collaborative initiative to reimagine annual reporting and academic program review practices resulting in the design and implementation of the comprehensive seven-year Academic Program Review cycle described in Section III.2, which is now operational across the college. (V.5.2)

This joint effort between the faculty liaison for Evaluation and Assessment and the associate provost for Institutional Effectiveness led to the development of a systematic and comprehensive assessment process. The process is designed to embed sustainable, evidence-based reflection into the culture of each academic unit and to more explicitly connect departmental planning to the institution’s mission, strategic priorities, and budgeting. Each assessment cycle begins with an Assessment Plan that identifies a PLO and outlines assessment methods, a timeline, and criteria for success. (V.5.3) Reflecting the iterative nature of

assessment, the Assessment Results Report captures findings and includes either a Final Report or an Assessment Action Plan to implement interventions and reassess their impact. Departments also complete an annual Assessment Overview Survey, the results of which informed professional development efforts during the 2024-2025 academic year and will serve the basis for a meta-assessment in future years. (V.5.4)

To ensure the success of this renewed approach to academic assessment, the provost is funding schoolwide assessment coordinators whose role is to help departments and programs develop student-centered PLOs and curriculum maps as well as develop useful assessment plans. (V.5.5) These coordinators provide key on-the-ground feedback to help implement and drive assessment practice as part of the new Academic Assessment Council, a cross-disciplinary body with broad campus representation composed of faculty, staff, and administrators. (V.5.6) The council ensures fidelity to the new assessment model; provides oversight and monitoring of the assessment process; and works to build a vibrant culture of continuous improvement through community building events such as assessment mixers and the annual Assessment Showcase. (V.2.3, V.5.7).

In a similar vein, there has been a concerted effort to build general education capacity. In Fall 2024, in a joint effort between the faculty liaison for Evaluation and Assessment, the special assistant to the provost for Writing, the director of CETLL, and the associate provost for Academic and Faculty Affairs, CETLL supported a faculty fellowship program. This cohort of eight faculty fellows learned about general education and assessment practice with the expectation that they would develop a general education assessment plan and either contribute to a new General Education Council or share their knowledge with the campus. The General Education Council was formed in Spring 2025 and has since begun working to implement their assessment plan and create professional development resources for faculty and students, as described above. (III.5.9, V.5.8)

Conclusions and Recommendations

Queens College has made significant progress in assessing educational effectiveness, particularly within the School of Education and accredited programs. In response to challenges posed by COVID-19, the college has established durable structures, including new roles and professional development initiatives focused on assessment. Curricular mapping and transfer pathways are being developed in collaboration with community colleges. Career milestones and competencies are being incorporated into these maps, and disaggregated student data is actively used to inform institutional practices. To build on our strengths, we offer the following recommendation:

- Recommendation:
- **Strengthen campus engagement with Pathways** by building on the General Education Council’s momentum around assessment; ensuring alignment with the CUNY-wide assessment of Pathways; aiming to foster deeper faculty and student understanding of the program goals; and establishing uniformity, consistency, and quality of Pathways offerings through regular assessment and updates.





# Standard VI: Planning, Resources, and Institutional Improvement

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

## Criterion I: Goals Linked to Mission

Queens College affirms its commitment to mission-driven planning and resource allocation. The college has established structures that connect institutional goals to Queens College’s mission of academic excellence, student success, and service to the public good. While implementation and documentation vary across units, the college is actively working to strengthen alignment, consistency, and accountability in support of continuous improvement.

The college maintains organizational charts for schools, divisions, administrative units, governance bodies, committees, and councils to promote transparency in reporting lines and decision-making structures (VI.I.1). Many units update these charts regularly, and the college is working to ensure that all materials are systematically maintained and centrally accessible. This work will further clarify responsibilities, planning authority, and accountability, and will support improved coordination across the institution.

Queens College expects each division, school, and department to articulate unit-level missions and goals linked to the college’s mission and strategic priorities. Several units produce annual reports and assessment plans that demonstrate mission alignment and continuous improvement (VI.I.2; VI.I.3). The college will enhance consistency across units by providing clearer expectations, improved templates,

and support for documentation, including metrics, baselines, and evidence of results. Increased participation will provide stronger institutional visibility into performance and will reinforce meaningful connections between planning and outcomes.

Resource planning at Queens College operates within the broader context of CUNY’s funding model; city and state appropriations; and enrollment trends. The college continues to respond responsibly to fiscal pressures while advancing strategic priorities. Recent enrollment trends—from 15,991 FTE in 2017 to 13,865 in 2024—have underscored the importance of strengthened long-term planning processes and clear prioritization of resources (VI.I.4). The college is leveraging this moment to improve planning frameworks, ensure transparent communication, and connect data-informed goals with budget decisions.

Queens College is committed to enhancing communication regarding planning and budgeting. Beginning in January 2026, the Office of Finance and Administration—under new leadership—will introduce regular budget town halls; provide more frequent presentations to the President’s Council and the College Personnel and Budget Committee; and share clearer explanations of fiscal context and decision-making processes (VI.I.5). These steps are intended to support shared governance, increase transparency, and deepen stakeholder engagement.



Queens College has foundational structures for mission-linked planning and is committed to strengthening consistent implementation, documentation, and assessment across units. Key next steps include reinforcing goal alignment, enhancing assessment practices, ensuring routine reporting, and grounding resource allocation in outcomes. A collaborative remediation plan is being developed by Academic Affairs and the Office of Finance and Administration to support these improvements and to ensure continuous progress toward meeting MSCHE expectations and campus community needs.

## Criterion 2: Inclusive Planning Processes

Queens College has clearly documented planning and improvement processes that provide for inclusive participation. The college ensures alignment with the Strategic Plan through annual evaluations, financial reports, and department-specific initiatives, including scholarship opportunities, internships, and fundraising efforts, all of which contribute to student success and the continued innovative growth of the college. Annual evaluations and financial reports submitted by department heads analyze past accomplishments and set goals for future achievements. These evaluations also assess the efficiency of planning and spending. (VI.2.1, VI.1.3)

Several areas of the college, such as Academic Affairs and Information Technology Services, participate in annual planning retreats. These one-to-two-day sessions allow for review of annual reports, facilitating alignment of departmental goals with institutional goals, and holding a budget and planning session to identify timelines and resource allocation needed for successful attainment of goals. (VI.2.2)

Inclusive planning is also demonstrated at the college through participatory initiatives such as the Academic Renewal Initiative. (III.8.1) An inclusive group of faculty from all divisions and across faculty rank and title types has begun working with academic administrators to compile and analyze basic data on academic program vitality. The working group will produce a report in late Spring 2026 that will recommend the parameters for assessing program health, providing a data-informed foundation for investing in new and existing programs. This work will form the basis of an academic master plan to be born out of the 2026-2027 strategic planning process.

The launch of the new Strategic Enrollment Plan has resulted in a campuswide effort to align recruitment, retention, and student success efforts with institutional goals to ensure long-term financial health and mission fulfillment while focusing on the student lifecycle. The development of the plan itself was inclusive, with multiple rounds of feedback sought from individuals at various levels of college, from cabinet leadership down to entry-level staff in Admissions and Enrollment Management. (VI.2.3) The recently hired assistant vice president for Enrollment Management has partnered with the Office of Institutional Effectiveness to distribute daily enrollment and class registration data to all cabinet members, deans, and academic program chairs and to present New York City public high school population, application, and enrollment data to deans and associate provosts. A more granular view of this data was shared with admissions staff, ensuring that data informs their recruitment strategies as well as admission pipeline activities. (VI.2.4)

As noted above, the college promotes inclusive participation in its planning and improvement processes by regularly presenting college financial updates to various stakeholder groups. For instance, the Office of Finance and Budget provides budget updates each semester through presentations at the College Personnel & Budget Committee and President’s Council meetings as well as by hosting Budget 101 webinars that are open to all college constituents. (VI.2.5)

## Criterion 3: Integrated Planning

Queens College’s planning effectively integrates student achievement, educational outcomes, and overall institutional improvements as envisioned in the Queens College 2021-2026 Strategic Plan. The plan focuses on key elements that are crucial to the college’s mission, including a curriculum that takes an aspirational yet practical approach to liberal arts and professional education; diversity, equity, and inclusion; faculty scholarship and creativity; fiscal sustainability; and student success and student life.

To support these goals, significant resources have been allocated to ensure our students are competitive for employment in the global workforce. The college has extensively upgraded classroom technology and laboratory equipment to provide students with an enhanced educational experience using state-of-the-art facilities. (VI.3.1) The

college is committed to facilitating opportunities that will maximize students’ potential. Scholarships, both merit-based and need-based, are awarded to support our talented student body, to promote an inclusive educational experience, and to open new opportunities for them.

The Coordinated Undergraduate Education Program has a dedicated budget of approximately \$600,000 annually, overseen by the college provost, to strategically support academic success. Guided by the values of equity, excellence, and collaboration, CUE strategically funds evidence-based practices and promotes a culture of data-informed assessment and continuous improvement with the goals of improving student retention, eliminating academic achievement gaps, and driving progress toward timely and equitable degree completion. At the same time, it equips graduates with the skills and knowledge necessary to secure well-paying jobs that facilitate upward social mobility. CUE supports a continuity of care for all students, with particular attention during critical transitional periods such as initial college enrollment and transfer between colleges. The CUE-funded initiatives are structured to ensure alignment across institutional planning, resource allocation, and support services to fulfill the college’s mission and Strategic Plan goals.

In VI.3.2, each CUE goal explicitly states its Queens College goal and CUNY Strategic Roadmap goal. For example, from the 2022-2023 report, Goal 5 focused on experiential education and career development by funding the Shirley Chisholm Leadership Fellowship (CLF) and Kessler Alternative Spring Break. This goal aligns with Queens College Strategic Plan Goal 3: Faculty Scholarship and Creativity, and CUNY Roadmap Goal 2, Initiative 3: Career Readiness, by funding programs that connect students to employment skills and pathways.

CUE Funds were directed to address learning loss, a challenge arising from the pandemic. Goal 3: Academic Support Service and Tutoring allocated funds to hire five tutors and two non-teaching adjuncts (supplemental instructors) for SEEK, increasing the tutoring staff by 20% and allowing for a 40% increase in content STEM tutoring offerings. This shows resources being targeted to support goals related to increasing credit completion in gateway English and STEM courses.

For more than 12 years, Queens College has strategically leveraged the Petrie Grant (VI.3.3) as part of its commitment to student success and institutional effectiveness. The Petrie Grant is a one-time award providing up to \$3,000 per student during their academic career to cover urgent, documented expenses such as housing insecurity, medical emergencies, loss of income, or essential needs like childcare and transportation. This funding—currently \$300,000 over three years (\$100,000 annually)—is a critical component of our planning to support a diverse student body, nearly half of whom qualify for Pell Grants and are considered low income. These students often face unexpected emergencies that could derail their academic progress. By proactively integrating the Petrie Grant into our student support framework, the college ensures that financial crises do not become barriers to degree completion as students are able to remain enrolled and on track to graduate, aligning directly with our goals for educational outcomes and equity and reinforcing our mission to promote access and persistence for all learners.

Petrie Grant eligibility is determined through a structured process requiring documentation and review on a case-by-case basis. This approach reflects our commitment to accountability and continuous improvement as data from grant utilization informs institutional planning, resource allocation, and student success strategies. By embedding emergency aid into our broader student achievement goals, Queens College demonstrates how targeted financial interventions can reduce attrition, close equity gaps, and advance institutional priorities for retention and completion.

Finally, CUNY’s PMP process is by design integrated with the college’s planning process. Annual reporting from the college is reviewed by CUNY, feedback is provided, and every three years a “deep dive” meeting is held at the Central Office to foster generative conversation about longer-term integrated planning (VI.3.4). Many of the key performance indicators relating to PMP goals are visible in college data; the Office of Institutional Effectiveness is in the early stages of integrating these data dashboards that track key student success metrics, enrollment trends, and fiscal indicators to better connect institutional performance data with planning and budgeting decisions.





### Criterion 4: Planning and Resources for DEI

Queens College takes pride in being an inclusive institution located within the diverse borough of Queens. We serve one of the most multiethnic and multiracial populations in the United States. As such, considerable planning and resources support our mission of welcoming students from all backgrounds. The 2021-2026 Strategic Plan contains multiple goals associated with this criterion.

Over the past 20 years, the college’s student body has become increasingly diverse. In this regard, the representation of persons of color rose from approximately 50% in 2003 to approximately 72% in 2023. This increase highlights the college’s prominence as an educational institution that welcomes students of diverse backgrounds with events such as Diversity Week and Pride Week. International recruitment has also increased in recent years, thus boosting the international recognition of the college. Our partnership with Navitas has brought in 627 students from 33 countries since 2020. (VI.4.1) The college has recognized the ongoing need for its faculty and staff to reflect its student body and has continued to recruit diverse faculty and staff. This has been done in a variety of ways that includes active outreach through advertisement in specific publications to target minorities in higher education. Roughly

35% of full-time instructional staff and 50% of full-time non-instructional staff are persons of color. (VI.4.2)

Queens College is highly intentional about planning, decision making, and allocation of its limited resources to support initiatives that affirm a commitment to diversity, equity, and inclusion. The creation of a dedicated dean of diversity and chief diversity officer and the launch of the provost’s faculty fellows program demonstrate a strategic alignment with the institution’s mission and a commitment to integrating DEI into top-level leadership and faculty development. (VI.4.3) The college allocates sufficient resources to these goals, providing dedicated mentorship and support through the provost’s program and CETLL’s various initiatives, such as the Sit and Write program, which helps underrepresented faculty thrive, and the Neurodiversity Hub, a newly developed faculty resource bank and collegial discussion forum providing Queens College faculty and staff with resources to support neurodivergent students. (VI.4.4) The Office of Veteran and Military Support Services is another example of a targeted investment to meet the specific needs of a diverse student population. (VI.4.5) This office and its initiatives foster a supportive, inclusive environment for veteran students and affirm the college’s work towards continuous institutional improvement driven by a well-resourced and mission-aligned DEI strategy.

### Criterion 5: Budgeting and Planning Process

The city of New York appropriates funds to CUNY for all its institutions based on a budget model that incorporates a number of factors, the most important being degree-seeking student enrollment. The college has a tuition revenue target in its annual budget that is based on projected degree-seeking student enrollments.

The university submits annual “tax-levy” budget requests to New York City and State for the entire system of colleges which breaks down “mandatory” needs (e.g., baseline requests such as contractual salary increases, rent increases, fringe benefits, and other costs) and a programmatic request for increases to the operating budget based on strategic initiatives laid out in the CUNY Strategic Roadmap and Five-Year Capital Plan. In February, the CUNY Board of Trustees adopts a university-wide preliminary budget allocation after the state executive budget and city preliminary budget are issued. This is developed into an initial budget allocation in June. Colleges receive an initial allocation of their annual budgets before the start of the fiscal year, but actual allocations and budgeting continue to evolve throughout the year based on new allocations from the city, state, and university, and actual enrollment and expenses each year. Additional allocations are made to the college to help cover the cost of offering collaborative programs with the New York City Department of Education (e.g., the College Now dual-enrollment program), the university’s Coordinated Undergraduate Education Initiative, accessibility services, and more.

The college is responsible for managing its annual budget and utilizing its funding allocations throughout the year, periodically reporting to the university on overall revenue and spending. At the same time, the university monitors spending during the fiscal year and reports to the Board of Trustees on a quarterly basis.

In an effort to increase transparency around budget and planning processes and to ensure college stakeholders understand the intrinsic connection between budget planning and advancement of the college mission, the Office of Institutional Effectiveness will develop an annual summary detailing how budget allocations support Strategic Plan priorities, including specific examples of funded initiatives and measurable outcomes. In addition, the college’s next Strategic Plan, expected in 2027, will include an implementation roadmap consisting of timelines and budget details, ensuring that resource planning is deliberate and thoughtful.

### Budget Planning at Queens College

The budget and planning process is guided by the institution’s goals and needs with an eye toward the college’s Strategic Plan and CUNY’s Strategic Roadmap. The process of developing the Queens College budget involves multiple stakeholders and two-way conversations between the president, assistant vice president for Finance, provost, and various constituents across the college.

During the yearlong process, the college’s Budget and Finance Office develops a preliminary budget, typically based on prior-year allocations, and reviews it through meetings with heads of departments and divisions, using assessment results and annual reports to identify needs. The office then sends out a budget call to each division providing the upcoming year’s budget OTPS, which covers everything other than staffing (e.g., books, equipment, subscriptions, etc.). As personnel costs are stable year over year and capital costs are determined by external funding, OTPS is the portion of the budget that is most in need of regular revision. The cabinet members overseeing each division complete a draft version of the OTPS and temp services (personnel without long-term appointments) budget template, which is reviewed by the Finance and Administration division and then integrated into the overall college budget for submission to CUNY’s University Budget Office for approval. (VI.5.1) Each division’s document may differ in format, but they intentionally highlight how requested funds align with a specific Strategic Plan initiative or goal. (VI.5.2) This integrated budget and planning process is reflected both at the micro and macro level; annual departmental budget submissions and the institution’s strategic alignment report, which are part of the annual Performance Management Process, include a column identifying resources allocated in support of Strategic Plan goals and in support of CUNY Strategic Roadmap goals, respectively. Once the college budget is finalized and approved by CUNY, funds are allocated to each division. The cabinet members receive quarterly updates from the Office of Finance and Administration on how the budgets have been allocated during the year and information about remaining funds.

The Queens College Foundation’s budget and financial plans are also strategically aligned with the college’s mission to support its students and foster future innovations. The QCF’s commitment to these goals is demonstrated in the following ways: (VI.5.3)



- **Investment strategies:** The QCF's investment objectives and policies prioritize contributing to the Queens College community, and its multiyear financial plans directly support student learning and student success.
- **Allocation of funds:** The QCF's Allocations Committee reviews annual budget requests for the allocation of unrestricted foundation funds and makes appropriate recommendations to the board in support of student success, including scholarship and internship funding, as well as allocates support for faculty programs and research.
- **Fundraising activities:** The QCF's Development Committee works closely with the QC Office of Development staff to develop ways in which the board can participate in fundraising activities and communication to prospects, and to strategize on securing gala honorees, new board members, and major donors.
- **Diverse leadership:** The composition of the QCF's governing body reflects the college's commitment to diversity and inclusion.

### Criterion 6: Resources and Infrastructure

Despite facing a shifting economic landscape for public higher education, Queens College has consistently managed its finances to support its mission. While the college's total revenue has slightly decreased over the last five years, its revenue per FTE student has grown by more than 8%. (VI.6.1) At the same time, expenditures have stayed stable, with a more than 16% increase in per-FTE expenditure.

To maintain its core mission of preparing students to be innovative and inclusive leaders, the college has strategically increased its investment in classroom instruction, even as tuition and fee revenue has declined. The college has also bolstered its staffing to enhance student success, adding 54 full-time instructional staff positions. Additionally, it has hired 33 new part-time staff members in key areas like the library, Student Affairs, and Academic Affairs to improve services while maintaining fiscal flexibility. (VI.4.2) These efforts demonstrate the college's commitment to ensuring it has the necessary resources to support its operations and mission.

Queens College has also significantly increased its capital assets by more than 50% over the past five years. Despite COVID-19 and other fiscal setbacks, the number of construction projects has increased by over 77%. The

institution's recent initiatives demonstrate its commitment to having the necessary resources and infrastructure to support its mission and student success. (VI.6.2) The successful installation of new fiber optic lines and the ongoing evaluation of campus cabling highlight a significant investment in modernizing the campus's technical infrastructure. This upgrade is expected to provide enhanced network performance, greater bandwidth capacity, and improved cybersecurity, all of which are essential for supporting the evolving technological needs of the academic community. The project also includes plans for advanced door access control systems, which will improve security by moving away from physical keys to a more secure electronic system. These efforts show that the institution is actively directing fiscal resources towards a future-proof physical and technical infrastructure.

Beyond the network upgrades, the college has also committed human and fiscal resources to enhancing the learning environment, with 96 classrooms already upgraded with new computers and projectors. These modernizations aim to improve the teaching and learning experience by providing better audio-visual equipment and interactive technologies. The initiatives are designed to improve student engagement, provide instructors with better tools, and create more inclusive spaces for all students, including those with disabilities. This targeted investment in classroom technology directly supports the academic mission and fosters an environment where students and faculty can thrive.

The detailed list of key performance indicators (KPIs) associated with both the network and classroom upgrades further demonstrates the institution's capacity for strategic planning and resource management. By measuring metrics such as network speed and uptime; student and instructor satisfaction; and classroom utilization rates, the college demonstrates its ability to not only allocate resources effectively but also to assess the impact of these investments. This focus on measurable outcomes provides clear evidence that the institution has the operational and technical infrastructure needed to support its core functions and promote student success. (VI.6.2) The college intends to develop a five-year rolling capital and technology maintenance plan that integrates assessment results from network and classroom upgrades, ensuring sustainability and alignment with evolving instructional needs.

Queens College does not have any additional branch campuses or additional locations.

### Criterion 7: Funding Base and Finances

Queens College maintains a funding base that has historically supported its educational mission. Recent enrollment declines, structural budget imbalances, and cash flow constraints have created ongoing fiscal pressures that require both disciplined expense management and deliberate expansion of diversified, sustainable revenue streams to ensure long-term financial viability, consistent with MSCHE expectations.

As a senior college within CUNY, Queens College's financial resources are significantly influenced by enrollment-driven funding formulas and city and state appropriations. While the college continues to benefit from substantial governmental support, sustained enrollment declines have contributed to a structural gap between recurring revenues and recurring expenditures. These conditions have required the college to reassess its funding model and pursue strategies that reduce reliance on traditional tuition-based revenue alone.

Financial statements and annual Integrated Postsecondary Education Data System (IPEDS) Finance Surveys demonstrate that the college has maintained comparatively strong liquidity and has benefited from increased public support (VI.7.1; VI.7.2). Between FY 2021 and FY 2024, government funding increased by approximately 32%, from \$88 million to \$117.3 million, and total revenue per FTE student increased by approximately 18%. These gains enabled targeted investments in instruction, scholarships, student services, and research, and contributed to a significant reduction in the college's reported net position deficit.

Improvements in net position alone do not fully offset the operational challenges associated with enrollment volatility, rising personnel costs, inflation, and deferred infrastructure needs. To address these challenges, Queens College has implemented immediate expense-management measures, including a hiring freeze on tax-levy-funded positions; strategic course scheduling and faculty workload management; increased oversight of overtime and non-personnel spending; and ensuring appropriate in-person staffing levels in student-facing offices. These actions are intended to stabilize near-term operations while protecting core academic and student support functions.

At the same time, the college is pursuing revenue diversification strategies designed to strengthen its funding base and reduce long-term fiscal vulnerability, consistent with MSCHE's emphasis on sustainable financial planning. These initiatives include the development of non-traditional academic offerings—such as certificate programs, professional credentials, and workforce-aligned programs— informed by market analysis and financial modeling. By expanding access to lifelong learning and career advancement opportunities, these programs support the college's mission while generating new mission-aligned revenue.

Queens College is expanding venue rentals and event-based revenue, leveraging campus facilities during non-instructional periods to improve utilization of existing assets and generate unrestricted funds. This strategy supports responsible stewardship of institutional resources and contributes to financial flexibility without compromising academic priorities.

The college is strengthening hybrid and fully online continuing education offerings, enabling Queens College to reach new student populations beyond traditional degree-seeking cohorts. These modalities provide scalability and flexibility while supporting cost-effective program delivery, provided that appropriate academic oversight, assessment, and financial controls are maintained.

Queens College is collaborating with the CUNY University Business Office to explore and establish technology transfer opportunities, including pathways for commercialization of research and intellectual property, external partnerships, and innovation-driven revenue. These efforts leverage institutional research strengths, support faculty scholarship, and align with MSCHE expectations that institutions responsibly pursue new revenue opportunities with appropriate oversight and risk management.

Queens College's funding base also includes long-term financial obligations that require careful management, including student housing. The college manages its liability to the Student Residences LLC through a structured, transparent semiannual principal and interest payment schedule associated with a \$125,931,537 obligation. (VI.7.3) This approach supports stable student housing while protecting institutional cash flow and financial predictability.



Criterion 8: Responsible Fiscal Management

Queens College maintains a record of responsible fiscal management through multiyear financial planning, annual independent audits, and ongoing monitoring of internal controls. The increasing complexity of its fiscal environment, including enrollment-driven revenue volatility, structural budget pressures, and multi-entity financial operations, requires strengthened documentation, more consistent internal tracking, and clearer evidence of corrective actions and follow-up to fully meet MSCHE’s evidence expectations.

The record of responsible fiscal management specifically included preparation of a multiyear budget (VI.8.1) and an annual independent audit (VI.8.2) confirming financial viability and proper internal financial controls, along with evidence of corrective measures taken to address any material findings cited in an audit or management letter. In alignment with this expectation, Queens College participates in a structured audit environment that includes annual independent audits for the tax-levy operation and the college’s related entities (e.g., Student Services Corporation, Association, Auxiliary Enterprises, and the Queens College Foundation). Audit results are subject to review by the respective boards and/or audit committees and consolidated by the University into the CUNY annual financial statement made available publicly. (VI.8.3) This multi-entity audit structure supports transparency and reinforces fiduciary oversight.

Queens College also utilizes multiyear financial planning to manage expenditures and obligations over time. While multiyear budgeting supports responsible stewardship, recent fiscal conditions have increased the need for tighter integration between forecasting assumptions and operational decision making, particularly regarding enrollment sensitivity, staffing costs, contractual obligations, and the timing of revenue receipts relative to mandated expenditures. In practice, the college’s planning has at times been more reactive than desired, driven by near-term deficit mitigation requirements rather than by a fully stabilized long-range operating model. As a result, the college is strengthening the discipline of multiyear forecasting, clarifying unit-level budget accountability, and improving documentation showing how projections inform resource decisions.

With respect to audit results and internal controls, recent external audits have not identified material weaknesses requiring a formal management letter for follow-up; however, the college recognizes that MSCHE’s expectations focus not only on whether audits identify material findings, but also on whether the institution can demonstrate systematic follow-up, continuous monitoring, and documented corrective measures when issues arise. Accordingly, Queens College is strengthening evidence practices by compiling: (1) the most recent four years of audit reports for the college and relevant related entities; (2) any associated management letters, where applicable; and (3) written records of responses, remediation actions, and closure status for any findings, recommendations, or internal control improvements. (VI.8.4). Final approved financial audit statements and accompanying documents are available to the public on CUNY’s website. (VI.8.5)

Criterion 9: Inclusive Decision Making

Queens College demonstrates continued commitment to well-defined and inclusive decision-making processes as evidenced by documented diverse committee memberships. (VI.1.1, VI.9.1) The inclusiveness of the decision-making process is highlighted by the college’s cross-institutional approach to collective and transparent decision making and clearly defined organizational roles and responsibilities. This is observed across college committees including Personnel & Budget, Academic Senate, President’s Council, and other shared governance and decision-making committees. Clear assignment of responsibility and accountability is demonstrated on organizational charts. (VI.1.1) Clear roles and responsibilities are maintained across the institutional business and academic units, affiliated centers and institutes, and programs. Additionally, evidence supports adherence to agreed-upon goals of regular performance reviews by supervisors and aligning reviews with strategic institutional goals and KPIs, such as annual appraisals of academic leadership by the chief academic officer. (VI.9.2)

Building on this foundation of inclusive engagement, the strategic planning process launched in 2021 exemplifies Queens College’s commitment to collaborative decision making and long-term institutional vision. Hundreds of stakeholders—including faculty, staff, students, alumni, members of the Queens College Foundation, and the broader Queens community—actively participated in discussions and collaborations via Zoom (in accordance with pandemic protocols).

To engage the community, 11 virtual town halls were held throughout the 2020-2021 academic year. Using feedback from these sessions and institutional data, five working groups were formed to explore key topics critical to the college’s future: (1) Curriculum Development; (2) Diversity, Equity, and Inclusion; (3) Faculty Scholarship and Creativity; (4) Fiscal Sustainability; and (5) Student Success and Campus Life.

A steering committee made up of faculty, staff, students, administrators, and board members oversaw the strategic planning process. Updates were regularly shared with the campus community through email, newsletters, and a dedicated webpage, which included a presentation and video on the initiative.

The next phase of strategic planning will commence in Fall 2026. Lessons learned from the MSCHE self-study process will be incorporated, including broad and inclusive outreach to stakeholders for substantive input while maintaining a smaller, focused core of individuals tasked with authoring the draft plan. Queens College’s new strategic plan will be more closely integrated with CUNY’s Strategic Roadmap, action items will be kept to a feasible number, and clear KPIs will be attached to goals. Given the fluidity of the higher education environment, we are considering adopting a rolling framework with mandatory annual revisiting structured into the plan.

Criterion 10: Comprehensive Planning

Queens College strives to use its resources to prioritize campuswide facilities, infrastructure, and technology projects, and smaller initiatives which will foster student success and contribute to continuous improvement. This approach includes comprehensive consideration of sustainability and deferred maintenance. The current master plan dating from 2006 is being utilized as a roadmap to address facilities needs while also providing continuity during the development of a new master plan in 2026. (VI.10.1) This plan reflects the mission of Queens College and provides guidance to manage the changing higher education landscape. The process for initiating new capital construction projects begins with departmental leadership who submit requests to the president’s cabinet. The cabinet ensures requests are aligned with the Strategic Plan and then submits them to the president for final approval. (VI.10.2)

Planning and resource allocations for the maintenance and sustainability of campus facilities are scheduled based on recommended guidelines for installation and replacement. Regular evaluation of equipment is conducted to assess potential issues and challenges. For example, regular evaluations of the fire curtain in the Goldstein Theatre allow the college to proactively address potential safety and operational issues. (VI.10.3) This forward-thinking approach prevents disruptions to academic activities and student learning. It also helps secure external funding, as demonstrated by local assembly members pledging funds for critical capital projects.

Queens College ensures the longevity and functionality of its campus by linking facilities, infrastructure, and technology planning with its strategic and financial goals. The Office of Information Technology Services’ strategic plan is explicitly designed to align with the Queens College Strategic Plan, demonstrating a clear understanding that technology is a fundamental aspect of the college’s ecosystem, impacting communication, business operations, and the conveyance of pedagogy. (VI.10.4)

The ITS plan addresses the need to modernize infrastructure and facilities to ensure sustainability and addresses deferred maintenance. For example, it outlines a goal to improve campus infrastructure by continuously enhancing internet capacity, with a target of increasing internet circuits to 40 Gbps. Specific projects, such as the successful installation of new fiber optic lines, are detailed to show enhanced network performance and reliability. The plan also includes an ongoing assessment of cabling needs on a building-by-building basis to support future technology and replace outdated infrastructure. In terms of academic spaces, the college has already upgraded 96 classrooms with new computers and projectors, creating an enhanced learning environment that supports modern teaching methods.

Furthermore, the plan connects technology initiatives to sound financial planning. It acknowledges that the Queens College technology infrastructure requires significant financial investment and, as such, includes a specific goal to “establish a sustainable IT budget and cost-funding model.” This involves developing and implementing a three- and five-year financial plan in collaboration with the CFO’s Office. The plan also emphasizes the need for future-proof infrastructure that is scalable and capable of supporting technological advancements, ensuring that current investments have long-



term value. By incorporating user experience and business process reengineering into its technical plans, the college avoids applying technology to outdated processes which could exacerbate waste and cost. The Strategic Plan also establishes a commitment to addressing potential security weaknesses and complying with data encryption standards, which are integral to responsible fiscal and operational management. This comprehensive approach demonstrates how the college's technological and infrastructural investments are strategically aligned with its financial resources and long-term institutional goals.

The university is currently performing a space utilization study which will further advance our decision-making process for capital improvements based on current usage and future needs. The deferred maintenance costs per campus are enumerated by the university, and funding plans are developed from this process. All projects undertaken are reviewed for adherence to state, university, and campus sustainability initiatives and goals. (VI.10.5)

Criterion 11: Compliance with Regulations

Queens College maintains compliance with its program responsibilities. This is documented with the Financial Aid Program Participation Agreement as well as MSCHE's accreditation status and summary for the college. (VI.11.1, VI.11.2) In addition, the college takes seriously its commitment to veteran students, maintaining compliance with its program responsibilities through a routine, onsite compliance survey conducted by a representative from the Department of Defense. The audit, which included a review of student records for both Veterans Affairs and non-Veterans Affairs beneficiaries, identified a minor discrepancy in the provision of college financing plans. The college demonstrated its commitment to compliance by immediately providing the necessary documents and was found to be in compliance with Principles of Excellence standards (VI.11.3).

Student-directed resources are additionally evidenced by Queens College's financial support of its students which includes, but is not limited to, Pell Grants, Direct Student Loans, Perkins Loans, Supplement Educational Opportunity Grants, Work Study, Teacher Education Assistance, and Iraq and Afghanistan Service Grants.

Criterion 12: Utilization of Resources

Queens College has established committees and boards across many divisions, departments, groups, and functions specifically to oversee, measure, and assess the efficient utilization of institutional resources. These bodies adhere to college standards for budget and resource planning.

- Examples of standing committees and their responsibilities include:
- The departmental P&B Committees make decisions about hiring and use of budgets including departmental overhead and special allocations such as summer/winter incentive funds.
  - The Core Facility Supervisory Committee makes decisions about resources related to facilities and infrastructure.
  - The Space Committee makes decisions about space allocations, regardless of whether they are curricular cocurricular, or administrative spaces.

While not a standing committee, the Academic Renewal Initiative Working Group, as referenced above in III.8 and VI.2, is tasked with producing a comprehensive report on the current and proposed scope and structure of academic programs at the college. This work is accomplished by utilizing multiple data sources, such as student learning outcomes, student interest, workplace demand projections, costs, and revenue generated. The Spring 2026 report will be used to determine program health, provide options for unhealthy programs, and identify areas for investment in new programs.

All these committees operate and vote according to established procedures. Beyond the committees, college leadership is also responsible for assessing and ensuring resources are adequate and used judiciously to support core teaching and learning activities.

- Key strategies employed by leadership include:
- Deans of each school use a three-year hiring matrix (VI.12.1) to prioritize planned faculty hires. This prioritization is done in support of Strategic Plan goals and with consideration for enrollment trends, such as changes in FTEs. This process assures adequate resources are available for college operations.
  - OTPS budget requests must demonstrate alignment with Strategic Plan goals. Furthermore, these requests require an assessment of the impact of changes in areas that affect students and enrollment.

- Chairs of academic departments manage the financial and workload implications of course scheduling. This ensures alignment of the college's limited human and space resources while supporting students' timely academic progress.

Requests for external funds, such as those from the New York State and Municipal Facilities Program (SAM), help the institution assess the adequacy and efficient utilization of institutional resources by imposing a rigorous external framework on its capital planning process. (VI.12.2). To apply for SAM funds, the college is required to provide extensive documentation that demonstrates which current institutional resources are inadequate (e.g., outdated lab equipment, deteriorating facility roofs, insufficient classroom space), and how these deficiencies hinder the achievement of the institution's mission and goals (such as supporting student learning outcomes or retaining faculty). The college must also provide a clear explanation of how the proposed project directly supports the institution's core mission and strategic goals. The application process itself demands evidence of efficient resource utilization, thus validating the need for external funds.

In support of Strategic Goal 3: Faculty Scholarship and Creativity: Interconnected with Teaching, Learning, and Student Success, the college applied for and received funds to support a refresh of faculty computers, a dedicated flexible learning space, moving the Writing Center to the college library, technology-enhanced classrooms, an anthropology lab, and a campus Wi-Fi upgrade.

Criterion 13: Periodic Assessment of Planning

As demonstrated by the evidence collected, Queens College conducts prescribed periodic assessments in areas impacting strategic planning and resource allocation. There is a hierarchy overseen by the university chancellor of these prescribed periodic assessments. The college's divisions provide annual reports to their respective cabinet members which are then integrated into a single document, the Performance Management Process. The PMP is then submitted to the president. After presidential review, the PMP of the college's annual performance is presented to the university chancellor. (VI.3.4)

There is thoughtful resource distribution for student scholarships, technology, and numerous academic and administrative programs and initiatives. Evidence supports extensive technology upgrades and much-needed classroom renovation across the campus and identifies areas of specific need throughout the institution to meet the demands of increasingly sophisticated technologies.

Conclusions and Recommendations

Queens College employs a mission-driven approach to planning, resource allocation, and institutional improvement. Through transparent governance, inclusive planning, and strategic investments, the college ensures responsiveness to evolving challenges. Its commitment to continuous assessment and alignment with CUNY priorities supports resilience and innovation. These efforts demonstrate that the college meets the expectations of Standard VI. To build on our strengths, we offer the following recommendation:

- Recommendation:
- **Align budget allocations more tightly with student outcomes** by incorporating student outcomes data, enrollment trends, and equity metrics into the budgetary allocation processes, ensuring resources align with demonstrated student needs and institutional effectiveness goals.





# Standard VII: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with a related entity, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

## Criterion I: Governance Structure

Shared governance at Queens College involves internal bodies as well as CUNY entities. From widest to narrowest, these bodies include the University Faculty Senate (UFS), University Student Senate (USS), Queens College Personnel & Budget Committee as well as departmental P&B committees, Queens College Academic Senate, and the Queens College Student Association (SA). While not falling squarely under the aegis of shared governance, it is important to note that the majority of full-time and part-time instructional as well as professional staff are members of the Professional Staff Congress, the primary CUNY faculty and staff union. Detailed information about each constituency group—with dedicated sections detailing their governance structures—is provided below. This structure ensures transparency, expertise, and alignment of Queens College’s interests internally and with the broader university community.

## CUNY-Wide Governance

The UFS represents the entire faculty across the CUNY system. Comprised of nearly 140 elected delegates, UFS works with senior or central administration on matters related to the CUNY Strategic Roadmap; informs faculty of policy changes and makes recommendations regarding changes; and fosters communication transparency and reciprocity between faculty and administration.

The USS is charged with protecting the rights of the student body, furthering the cause of public higher education, and promoting the general welfare of students.

Queens College faculty and students are active members of the UFS and USS. In Fall 2025, eight Queens College faculty were serving as senators in the UFS. (VII.I.1, VII.I.2)



### Queens College Personnel & Budget Committees

The CUNY Bylaws establish the structure and function of a College P&B committee as a key body for faculty appointments, reappointments, and tenure and promotion recommendations.

At Queens College, the College P&B Committee consists of all 31 department chairs. The P&B meets once a month during the fall and spring semesters and provides important avenues for communication among chairs and the president as well as with cabinet members. The P&B Committee is chaired by the president, while the provost and senior vice president for Academic Affairs serves as co-chair and sets meeting agendas jointly with the P&B Executive Committee co-chairs. Invited guests include deans, all members of the president’s cabinet, a representative of the PSC, and selected members of the college’s professional staff. P&B records, consisting of agendas, minutes, and actions taken, are housed in Microsoft Teams and accessible to all members of the P&B.

The College P&B constitutes the first main apparatus of the shared governance structure at Queens College. The primary responsibility of the P&B is to review the candidacy of faculty members for appointment, reappointment, promotion, and tenure. The P&B debates and votes on a wide range of policy and process matters such as candidates for distinguished professor. Subcommittees of the P&B address matters such as budget, information technology, sabbatical leaves, and more. (VII.1.3, VII.1.4, VII.1.5) One example of successful shared governance via the College P&B is the jointly drafted college guidelines on promotion to senior lecturer. The new collective bargaining agreement, ratified in January 2025, articulated a promotion pathway for individuals in lecturer titles who previously did not have one. This required guidance to be drafted at the campus level and approved by the P&B. Over Summer 2025, members of the P&B Executive Committee worked with the provost and general counsel to draft college guidelines which will be routed for formal approval by the P&B as soon as the CUNY Board of Trustees approves the new title. (III.2.20)

Some governance actions flowing through the College P&B must proceed further to the CUNY Board of Trustees for final approval. One example of this is early tenure actions. Queens College normally forwards one to two such actions annually to the Board of Trustees for approval.

Across CUNY institutions, departments have P&B committees that serve as primary decision-making bodies at the departmental level. Departmental P&Bs are chaired by the department chair and consist of four additional eligible departmental faculty. (II.5.2)

### Queens College Academic Senate

The Queens College Academic Senate is the second main apparatus of shared governance at Queens College. The Academic Senate is responsible for academic decision making, including undergraduate and graduate programs and curriculum. (VII.1.6, VII.1.7) In shared governance with college administration and in compliance with policies established by the CUNY Board of Trustees and state law on open meetings, the Academic Senate has primary authority over curriculum and cocurricular matters. The senate is also responsible for identifying members of search committees for the hiring of and review of deans, provost, and chief librarian. Any actions brought before the Academic Senate are voted on in the body’s monthly meetings. In addition to committee reports by standing committees, any senator may bring a motion for consideration. All Academic Senate procedures and policies are outlined in the Academic Senate Bylaws and Charter.

The membership of the senate is composed of 60 senators and 60 alternates. Senators and alternates are elected by faculty and students for two-year terms. 20 seats are reserved for students, and 40 seats are reserved for faculty. The charter also provides a diversity of membership by reserving seats for adjunct faculty, at-large members, and various undergraduate classes. The membership is comprised of the following: faculty representatives from each academic department; one representative from each of the four academic schools (Mathematics and Natural Sciences; Arts and Humanities; Social Sciences; and Education); one representative from the college at large; one representative from the adjunct instructor community at large; and twenty elected student senators. Students elect student seats, departments elect their representatives, and the remainder are elected by the college at large. The chair is elected by the senate body. All senators and alternates are listed by affiliation on the college website as are current committee members and chairs.

Senate meetings are generally held during the fall and spring semesters on the second Thursday of each month at the same time and in the same location. Pursuant to New York State Open Meetings Laws, all regular meetings are open to the public, and recordings are available. Minutes, once approved, are also publicly available on the college website. The senate chair is supported by a parliamentarian and an administrative assistant.

The Academic Senate Bylaws define its structure, including election processes, responsibilities, meeting requirements, voting procedures, and committee compositions. To ensure shared governance across the campus, the senate operates 17 committees: 11 standing committees, three special committees, and three college committees. Of note are the Undergraduate Curriculum Committee and the Graduate Curriculum Committee, which review course proposals, revisions, and curricular changes before bringing them to the senate for discussion and approval. (VII.1.8)

Recent success of this shared governance approach is evidenced by the move from the longstanding college requirement of 45 credits to 30 credits in residence, creating a more accessible pathway to graduation for transfer students and aligning Queens College with competitor institutions. While the motion was initiated by the provost in partnership with the department chairs, the Academic Senate brought the motion forward to the floor for discussion and vote, and the change was reflected in our official communications and in the College Bulletin. (VII.1.9)

Another example of successful shared governance is the comprehensive revision of our Student Evaluation of Teaching instrument (described also in Standard III, Criterion 2). In AY 2025, a provost’s faculty fellow developed the revision of this instrument to reduce bias, better measure teaching effectiveness, and enhance response rates. An active member of the Academic Senate, he worked with the Senate’s Teaching Evaluation and Excellence Committee and with the Office of Institutional Effectiveness to develop a new instrument, pilot it, receive feedback from faculty, and present it as a motion which was universally approved by the senate. The new instrument went live in Fall 2025. (III.2.18)

Some actions flowing through the Academic Senate governance process must proceed to the CUNY Board of Trustees for approval. For instance, any modification to the college’s bylaws would route in this matter, as did a 2023 amendment allowing expanded departmental governance participation for individuals in lecturer titles. (VII.1.10).

### Student Governance and Leadership

The college’s student governance model is composed of the Student Association and the Student Senate. The SA represents student interests, and the Student Senate serves as the legislative branch of the SA, consisting of student senators who also participate in the Academic Senate. The Student Senate actively gathers student opinions and concerns; considers bills and resolutions affecting student welfare; and oversees the executive branch’s actions.

The SA is made up of the following members who are elected by the student body: president, vice president, 23 senators, and six Faculty Student Disciplinary Committee (FSDC) members. It also has the following members who are appointed by the SA president: 11 chair committee members, treasurer, and secretary. (VII.1.11, VII.1.12) There is a centralized repository for student government information maintained by the Office of Student Development and Leadership. (VII.1.13) SA records are stored on a secure school drive, ensuring that sensitive data related to student governance and financial management is protected while remaining accessible to authorized users. Records include election documents; protocol and procedure documents, such as governance manuals and bylaws; financial statements; budget reports; Student Senate meeting minutes and agendas; and training materials. Over the past two years, with advancements in campus technology, OSDL has expanded its resources to include Microsoft Teams and a student engagement portal to improve accessibility, collaboration, and record retention. These platforms serve as an organized repository for all key student government materials. Digital recordkeeping ensures institutional knowledge is preserved from year to year, supports transparency and accountability, and facilitates smooth transitions between student leadership administrations. It also enhances collaboration among student leaders, staff advisors, and OSDL by keeping all governance materials in one secure and easily accessible location.

The SA is one of five Queens College campus entities with a dedicated student fee allocation. Each semester, Queens College students pay an activity fee, with limited waivers. The Queens College Association (QCA)—an 11-member board of students, faculty, and administrators—oversees all local student activity fee expenditures, except those earmarked for the Student Services Corporation. A five-member committee, comprised mostly of students, meets monthly to review and recommend allocations to recognized student clubs based on proposals submitted through a student engagement platform. QCA employs two full-time professionals and part-time student assistants. The college



president or designee serves as chair; the current chair is the vice president for Student Affairs and Enrollment Management. Fiscal management support is provided by personnel reporting to the assistant vice president for Finance. (VII.I.14)

Students play an active role in shared governance by serving on the budget committee to review and evaluate requests submitted by recognized student clubs and organizations. For the 2024-2025 fiscal year, students reviewed 341 funding proposals totaling approximately \$185,000 from student clubs and organizations. This process reflects a strong commitment to transparency, accountability, and collaboration in determining how student activity fees are allocated. During these meetings, student representatives thoroughly examine each submission, discuss funding priorities, and vote on the approval of proposed budgets to ensure funds are distributed equitably and in alignment with the college’s student engagement goals. (VII.I.15)

In addition to their committee participation, students demonstrated strong leadership through the student fee reallocation referendum process. SA members initiated and led a referendum focused on the reallocation of \$40 in student activity fees. Through senate meetings, students collaboratively determined where the reallocated funds should be directed based on student needs and campus priorities. The approved reallocation directed funding to the Committee for Disabled Students, Athletics, student programming, Orientation/Welcome Day, clubs and organizations, and the Student Association. The referendum was ultimately approved by over 10% of the student body, marking a significant milestone in participatory governance. This achievement showcased the students’ capacity to lead institutional change and underscored the meaningful impact of shared governance in ensuring that student fees are spent responsibly and in ways that directly enhance the student experience. (VII.I.16)

Unions

The PSC is the principal union, representing 30,000 full- and part-time faculty and professional staff across the CUNY system. The PSC negotiates and administers collective bargaining agreements; protects the rights of faculty and staff through grievance and arbitration; and advocates on behalf of faculty and instructional staff. Early in 2025, the PSC membership approved the most recent collective bargaining agreement, effective from March 1, 2023 to November 11, 2027. (II.3.1)

Employees of the CUNY Research Foundation, which functions as a separate entity, fall under federal labor law and have their own contract and collective bargaining agreement with the PSC. Some members of the clerical and administrative staff (blue- and white-collar employees) are represented by the District Council (DC) 37 union. Additional unions represent specialized employees at Queens College, including the International Brotherhood of Electrical Workers, Local 3; International Union of Operating Engineers, Local 30; and Plumbers, Local 1. (VII.I.17)

Labor management meetings between the PSC and the college provide a space for shared governance that is focused on improving employee working conditions. For example, post the COVID pandemic, the women’s restrooms were not regularly stocked with menstrual products. This was raised by the PSC during a labor management meeting. Working with Facilities, this issue was satisfactorily addressed. Pursuant to the collective bargaining agreement, PSC and Queens College representatives meet twice per semester. Agendas are informal and no minutes are kept.

Criterion 2: CUNY Board of Trustees

Queens College, like all CUNY institutions, does not have a local governing board. CUNY is governed by a unified Board of Trustees (BoT). The board consists of 17 trustees: ten are appointed by the New York State governor and five by the New York City mayor, both with State Senate advice and consent. The chair of the University Faculty Senate constitutes the BoT’s one non-voting, ex-officio member. The chair and vice chair of the BoT are appointed and serve at the pleasure of the governor. (II.5.2)

The BoT grants each CUNY college authority over its internal organization, provided its governance plan is board-approved. According to Article IX of the CUNY Bylaws, colleges may define faculty departmental responsibilities, including appointment and promotion processes, ensuring alignment with the approved governance plan. As described here and in Standards III and VI, the BoT provides oversight of curricular, financial, and governance matters in collaboration with CUNY and college leadership.

Articles I and II of the CUNY Bylaws describe the duties of the members of the BoT and outline procedures for regular and special meetings. In addition to the bylaws, the BoT Manual of General Policy consolidates the non-bylaw policy action items adopted or amended by the CUNY BoT. Article 6.01 of the Manual of General Policy further defines the

conflict-of-interest policy that ensures impartiality of the governing body. (II.I.2)

The CUNY system is headed by a chancellor, who is appointed by and reports to the CUNY BoT. Current Chancellor Félix V. Matos Rodríguez is the eighth individual to hold the position. Matos Rodríguez was the president of Queens College from 2014 to 2019.

Criterion 3: Queens College President

The president is the chief executive officer of Queens College. The president is recruited by, appointed by, and reports to the CUNY chancellor. The presidential search process involves a rigorous search for committee members upon recommendation from the chancellor and CUNY BoT. Following this process, the chancellor recommends a search committee to seek a new president. The search committee is comprised of trustees, faculty, administrators, students, and another CUNY college president. Section II.4 of the CUNY Bylaws sets forth the duties and qualifications of the president, including guidelines that address the policies and procedures to be followed in a presidential search. (II.5.2)

President Frank H. Wu was named president of Queens College in March 2020 and began his presidency in July of that year. Prior to joining Queens College, Wu served as chancellor and dean as well as William L. Prosser Distinguished Professor at University of California Hastings College of the Law in San Francisco. Before joining UC Hastings, Wu served as a faculty member at Howard University and as dean of Wayne State University Law School, in addition to his service at several other institutions both in the U.S. and abroad. (VII.3.1)

The president is responsible for all operations of the college, including overall leadership and management of the institution; the academic enterprise; staffing; developing and implementing institutional plans; fundraising; development of budget requests and allocation of resources; and directing the institution toward attaining the goals and objectives set forth in its mission. (VII.3.2)

The president is assisted by a diverse team of qualified administrators in executive leadership roles who comprise his cabinet, and members of the President’s Office support staff.

Criterion 4: College Administration

Queens College maintains a robust and comprehensive administrative structure designed to support its mission and ensure effective leadership across all academic operations. The college’s leadership structure and governance align with CUNY guidelines and policy while supporting its overall mission and strategic goals. This section examines the college’s leadership structure, including the key administrative units and their associate roles in the overall administration and leadership of the college.

The President’s Cabinet: Senior Administrative Structure

The president’s cabinet serves as Queens College’s senior leadership team whose primary function is to provide guidance as to the institution’s strategic mission, support the president, manage daily operations, and ensure compliance with college, university, state, federal, and accrediting body laws, policies, processes, expectations, and best practices. As shown in Figure 7.1, the cabinet consists of a diverse group of 13 individuals, including a senior vice president for Academic Affairs; a vice president for Communications and Marketing (who is also the senior advisor to the president); vice presidents for Finance and Administration, Institutional Advancement and Alumni Relations, and Student Affairs and Enrollment Management; assistant vice presidents for Budget and Finance, External and Governmental Relations, Human Resources, Facilities, and Information Technology Services; a dean of diversity and chief diversity officer; a director of the President’s Office; and executive counsel to the president. (VI.I.1)



Figure 7.1. Org Chart of the President’s Cabinet

All members of the cabinet possess the appropriate qualifications, credentials, skills, and extensive professional experience necessary to carry out their respective duties. (VII.4.1) In addition, they have at their disposal sufficient time, assistance, technology, and information systems expertise required to perform their duties. Members of the administration engage regularly with faculty and students in recurring forums, such as monthly College P&B meetings which bring together the president and cabinet with





department chairs; annual all-school meetings which bring together the provost and dean with the divisional faculty; monthly president’s cabinet meetings which convenes the president and cabinet members with professional staff and deans; Academic Senate meetings which include students and faculty; and celebratory events such as the MidKnight Breakfast, where cabinet members serve a late-night breakfast to students studying for final examinations. (VII.4.2)

**Criterion 5: Periodic Assessment of the Effectiveness of Governance, Leadership, and Administration**

**Leadership Evaluation**

Queens College’s executive leadership is evaluated on an annual basis by processes stipulated by CUNY. In addition, and per the Academic Senate Charter, academic deans and the provost may be evaluated by the Academic Senate upon request or as needed.

**Regular Evaluation of the College President**  
The CUNY chancellor has the responsibility to regularly review the performance and effectiveness of the president. These evaluations are carried out through systematic, periodic, and well-defined procedures, per Policy 5.05 of the CUNY Manual of General Policy. (II.1.2) CUNY presidents are evaluated no more than three years after initial appointment and no more than every two years thereafter. President Wu’s most recent performance evaluation was conducted in November 2025. The CUNY chancellor retained external consultants affiliated with AASCU to conduct the evaluation which involved a two-day campus visit and solicitation of extensive feedback via survey, focus groups, and interviews with cabinet members. (VII.5.1)

**Regular Evaluation of Executive Leadership**  
Periodic assessment of the performance of Executive Compensation Plan (ECP) employees, ranging from executive directors and deans to vice presidents, is conducted via annual self-reports and evaluation conferences with their supervisors documented in a template report that is submitted to Human Resources. The report tracks progress on annual leadership competencies and goals and provides an opportunity to identify leadership competencies and goals for the coming year. (VII.5.2)

**On-Demand Evaluation of Provost and Deans**  
Section X, Parts B and C, of the Academic Senate Charter provide for the review of academic deans and provost, respectively, on an as-needed or upon-request basis. A committee whose composition mirrors that of the search committee for deans or the provost is elected by the Academic Senate to review the administrator’s performance through confidential consultations with department chairs, program directors, and other persons who can comment knowledgeably on their performance. The review committee then makes a confidential report to the president, including a recommendation for or against continued appointment. The findings of the review committee are reported to the president no later than 60 days after the appointment of the committee. The last such evaluation conducted was of the dean of Social Sciences, initiated upon her request, in Fall 2024. (VII.5.3)

**Satisfaction Surveys**

There are processes in place to regularly assess faculty and staff satisfaction. Queens College, along with other CUNY institutions, participates in the COACHE survey, assessing faculty satisfaction with various aspects of their employment, including support for teaching, research, and service; governance; leadership; and work-life balance. COACHE surveys were conducted in 2015, 2019, and most recently, in 2023. For the 2023 cycle, survey results were made available to the entire college community via a password-protected link to the full report. A working group, comprised of eight faculty members from across the college and three administrators, was formed by the provost and produced a report in 2024. Based on the COACHE survey data and a subsequent survey of all full-time faculty administered by the working group, the report presented initiatives to improve campus life. Suggestions were geared toward the administration as well as academic divisions and departments, support offices, CUNY Central, and individual faculty.

In Fall 2025, an oversight committee of the College Personnel & Budget Committee was formed, per the report’s recommendation, to track implementation progress. Several changes have already been made in response to feedback from the COACHE survey, including the reopening of the faculty/staff dining room (which closed during COVID); reviving the Teaching Showcase (discontinued during COVID); creating annual awards for research and service (in addition to existing annual awards for teaching); and providing

training for Interfolio. In addition, CUNY gathered COACHE feedback from all participating colleges and is utilizing the data to undertake systemwide reforms including revising guidance for tenure and promotion. (VII.5.4, VII.5.5, VII.5.6, VII.5.7)

In late Spring 2025, the inaugural Queens College Workplace Survey was launched by the Office of Institutional Effectiveness. This survey was developed to capture the experiences of full-time employees in non-teaching roles at Queens College. At the time of the writing of this Self-Study Report, results from the survey are being analyzed (II.2.1)

While these surveys touch on governance, Queens College does not currently have a formal, recurring opportunity to engage directly in assessment of the effectiveness of college governance as reflected in the recommendation below.

**Conclusions and Recommendations**

Queens College maintains a well-structured governance system that engages students, faculty, administrators, and union representatives in collaborative decision-making processes. Leadership is qualified and supported by formal evaluation processes. Workplace satisfaction surveys are conducted and used to inform strategic investments, contributing to a culture of shared governance and institutional effectiveness. To build on our strengths, we offer the following recommendation:

- Recommendation:**
- **Establish a formal, recurring assessment of the effectiveness of shared governance at Queens College** that examines the functioning of governance structures and enhances community education about shared governance and its associated roles, processes, and pathways for meaningful participation.







# Appendix A: Steering Committee and Working Group Membership

## Executive Steering Committee

Rebekah Chow, *Associate Provost for Institutional Effectiveness*  
Christopher Hanusa, *Professor of Mathematics and Faculty Liaison for Evaluation and Assessment*  
Patricia Price, *Provost and Senior Vice President for Academic Affairs*

The Steering Committee is comprised of the Executive Steering Committee and the 14 co-chairs of the Working Groups, named below.

## Standard I: Mission and Goals

Leslee Grey (co-chair), *Associate Professor, Secondary Education and Youth Services*  
Daniel Weinstein (co-chair), *Dean, School of Mathematics and Natural Sciences*  
Gary Aguayo, *SEEK Program*  
Maria DeLongoria, *Academic Affairs*  
Andrea Efthymiou, *English*  
Sara Kahan, *Institutional Advancement*  
Taruna Sadhoo, *Honors and Scholarships*  
Anthony Tamburri, *Calandra Institute*  
Leila Walker, *Library*  
Scott Wilson, *Mathematics*

## Standard II: Ethics and Integrity

Julie George (co-chair), *Associate Professor, Political Science*  
Sean Pierce (co-chair), *Assistant Vice President for Student Affairs*  
Emanuel Avila, *Judicial Affairs*  
Joseph Cohen, *Sociology*  
Omar Cortez, *Newman Center*  
Aggrey Dechinea, *Human Resources*  
Kate Menken, *Linguistics and Communication Disorders*  
Justin Storbeck, *Psychology*  
Simone Yearwood, *School of Arts and Humanities*

## Standard III: Design and Delivery of the Student Learning Experience

Elizabeth Ijalba (co-chair), *Associate Professor, Linguistics and Communication Disorders*  
Rebecca De Jesus (co-chair), *Associate Director, Academic Advising*  
Lindsey Albracht, *English*  
Cristina Di Meo, *Experiential Education*  
Allan Edmond, *Learning Commons*  
Heather Horton, *Art*  
John LaBarbera, *Admissions*  
Soniya Munshi, *Center for Excellence in Teaching, Learning and Leadership*  
Patrick O'Connell, *QC Global*  
Marcella Ossa Parra, *Elementary and Early Childhood Education*  
Joe Sanchez, *Library and Information Studies*

## Standard IV: Support of the Student Experience

Susan Davis (co-chair), *Professor, Music Education*  
Ivan-Scott Lee (co-chair), *Program Director, Accelerate Complete Engage*  
Jose Betances, *Information Technology*  
JC Carlson, *Student Development & Leadership*  
Catherine Connolly, *Academic Advising*  
Marcy Goodman, *College Now*  
Megan Paslawski, *English*  
Alexander Reichl, *Political Science*  
Kristine Rosales, *Sociology*  
Eric Urevich, *Child Development Center*  
Christopher Wagner, *Elementary and Early Childhood Education*

## Standard V: Educational Effectiveness Assessment

Chris Williams (co-chair), *Lecturer, English*  
Bobbie Kabuto (co-chair), *Dean, School of Education*  
Katherine Antonova, *History*  
Bradley Bergey, *Secondary Education and Youth Services*  
Erica Doran, *Psychology*  
Amy Lui, *School of Education*  
Mitchell Proux, *Linguistics and Communication Disorders*  
Donna Smith, *Learning Commons*  
Danne Woo, *Art*

## Standard VI: Planning, Resources, and Institutional Improvement

Susan Rotenburg (co-chair), *Professor, Chemistry*  
Mary Ann Watch (co-chair), *Budget Manager, Academic Affairs*  
Christopher Coleman, *School of Arts and Humanities*  
Markus Erndl, *Information Technology*  
Denese Gordon, *Buildings and Grounds*  
Veronica Hinton, *Psychology*  
Linda Jackson, *Art*  
Zeco Krcic, *Facilities, Planning, and Operations*  
Nalini Pitrelli, *Finance and Business Affairs*  
David Weiner, *Queens College Foundation Board*  
Jian Xiao, *Accounting*

## Standard VII: Governance, Leadership, and Administration

Concettina Pagano (co-chair), *Lecturer, Psychology*  
Sayashmini Madhow (co-chair), *Assistant to the Associate Provost, Academic Affairs*  
Facia Class, *Distinguished Community Member*  
Natanya Duncan, *History*  
Kevin Ferguson, *English*  
Emily Jennings, *Admissions*  
Dwayne D. Jones, Sr., *Student Affairs*  
Tom Lee, *Music*  
Joan Nix, *Economics*  
Kate Pechenkina, *School of Social Sciences*

## Operational Excellence Team

Evelyn Alvarenga, *Information Technology*  
Erika Angelone, *Office of the President*  
Lizandra Friedland, *Institutional Effectiveness*  
Troy Hahn, *Information Technology*  
Zhili Liang, *Institutional Effectiveness*  
Roxan Mahoutchi, *Information Technology*  
James Mellone, *Library*  
Robin Naughton, *Library*  
Adrian Partridge, *Communications and Marketing*



# Appendix B: Glossary of Acronyms

We present here a glossary of acronyms that appear in this document.

|        |                                                            |       |                                                                                       |
|--------|------------------------------------------------------------|-------|---------------------------------------------------------------------------------------|
| AAC    | Academic Advising Center                                   | DEI   | Diversity, Equity, and Inclusion                                                      |
| AASCU  | American Association of State Colleges and Universities    | FTE   | Full-Time Equivalent                                                                  |
| ACE    | Accelerate Complete Engage                                 | HEO   | Higher Education Officer                                                              |
| ADA    | Americans with Disabilities Act                            | IMMI  | Immigrant Student Support Initiative                                                  |
| AES    | Administrative and Educational Support Departments         | ITS   | Office of Information Technology Services                                             |
| ALO    | Accreditation Liaison Officer                              | KPI   | Key Performance Indicator                                                             |
| APR    | Academic Program Review                                    | NYSED | New York State Education Department                                                   |
| BIPOC  | Black, Indigenous, and People of Color                     | OCM   | Office of Communications and Marketing                                                |
| CAEP   | Council for the Accreditation of Education Preparation     | OIE   | Office of Institutional Effectiveness                                                 |
| CCE    | Certificate of Continuous Employment                       | OTPS  | Other than Personnel Services budget line                                             |
| C&D    | Office of Compliance and Diversity                         | OUGR  | The Office of Undergraduate Research                                                  |
| CETLL  | Center for Excellence in Teaching, Learning and Leadership | P&B   | Personnel and Budget Committee                                                        |
| CLT    | College Laboratory Technician                              | PLO   | Program Learning Objective                                                            |
| COACHE | Collaborative on Academic Careers in Higher Education      | PMP   | Performance Management Process                                                        |
| CUNY   | The City University of New York                            | PSC   | Professional Staff Congress                                                           |
|        |                                                            | SEEK  | Percy Ellis Sutton Search for Education, Elevation, and Knowledge Opportunity Program |
|        |                                                            | SUNY  | State University of New York                                                          |

# Appendix C: Evidence Citations

Evidence Citations are labeled by the section and subsection in this Self-Study Report. Evidence cited in the Executive Summary also includes a reference to the Standard and Criterion where they appear in the Evidence Repository on the MSCHE Portal.

| Executive Summary |                                                          | I.1.12 | Student Research in Departments                           |
|-------------------|----------------------------------------------------------|--------|-----------------------------------------------------------|
| ES.2.1            | Working Group Charge                                     | I.1.13 | Summer Undergraduate Research Program                     |
| ES.2.2            | September 2025 Town Hall Event                           | I.1.14 | School of Business Dean Search                            |
| ES.2.3            | Middle States Newsbreak Archives                         | I.1.15 | Fundraising for Faculty Scholarship and Creative Activity |
| ES.2.4            | Self-Study Progress Reporting                            | I.1.16 | Fellowship Leaves and Incentive Award Support             |
| ES.2.5            | Academic Affairs Updates                                 | I.1.17 | Support for Faculty Scholarship and Creative Activity     |
| ES.3.1            | 2021-2026 Queens College Strategic Plan                  | I.1.18 | Graduate Research Technology Initiative                   |
| ES.3.2            | 2023-2030 CUNY Strategic Plan                            | I.1.19 | Federal earmarks underwriting faculty research            |
| ES.3.3            | Steering Committee Reflections                           | I.1.20 | Annual Reporting Templates                                |
| ES.3.4            | Course Renumbering Pilot Charge                          | I.1.21 | Examples of Annual Reports                                |
| ES.3.5            | Discussion about the QC Motto                            | I.1.22 | Strategic Plan Dissemination                              |
| ES.3.6            | Academic Renewal Initiative                              | I.1.23 | Research Seminar Publicity                                |
|                   |                                                          | I.1.24 | Faculty Support Publicity                                 |
| Standard I        |                                                          | I.2.1  | Strategic Fiscal Investments                              |
| I.1.1             | Student Body Profile                                     | I.2.2  | Alumni Outcomes Data                                      |
| I.1.2             | Strategic Planning Process                               | I.2.3  | The Economic Value of QC                                  |
| I.1.3             | QC Mission Statement and Values                          |        |                                                           |
| I.1.4             | Mission Revision Process                                 | I.3.1  | Writing Center Retention Outcomes                         |
| I.1.5             | Units Exemplifying the QC Motto                          | I.3.2  | Writing Center Assessment Report 2024-2025                |
| I.1.6             | Unit Mission Statements                                  | I.3.3  | School of Education Placement Outcomes                    |
| I.1.7             | Grants Centering DEI                                     | I.3.4  | Degrees Awarded By Year                                   |
| I.1.8             | Experiential Laboratory Coursework                       | I.3.5  | Alumni Earning Outcomes                                   |
| I.1.9             | Resources Allocated to Scholarship and Creative Activity | I.3.6  | College Now                                               |
| I.1.10            | Budget Alignment to Enrolment Decreases                  | I.3.7  | Consolidated Laws of New York State                       |
| I.1.11            | ACE Scholarship Budget Request                           | I.3.8  | DEI in the Strategic Planning Process                     |



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|--------|------------------------------------------------------------|
| I.3.9  | DEI and Implicit Bias Working Definitions                  |
| I.3.10 | DFWI working group                                         |
| I.3.11 | CUNY 360 Initiative                                        |
| I.3.12 | Performance Management Process                             |
| I.3.13 | Mission of the Office of Compliance and Diversity          |
| I.3.14 | Affirmative Action Committee                               |
| I.3.15 | Transition to ADA-compliant Email System                   |
| I.3.16 | Electronic and Information Technology Accessibility Policy |
| I.3.17 | Unit Budget Requests                                       |
| I.3.18 | OTPS Budget Requests                                       |
| I.3.19 | External and Governmental Relations Priorities             |
| I.3.20 | Student Mentoring Programs                                 |
| I.3.21 | Student Scholarships and Fellowships                       |
| I.3.22 | Student Internship Stipends                                |
| I.3.23 | HHMI IE3 grant                                             |
| I.3.24 | 2023 survey of DEI measures                                |

Standard II

|         |                                                             |
|---------|-------------------------------------------------------------|
| II.1.1  | CUNY Policy on Freedom of Expression and Expressive Conduct |
| II.1.2  | CUNY Manual of General Policy                               |
| II.1.3  | The Henderson Rules                                         |
| II.1.4  | CUNY Faculty Senate Committee on Academic Freedom           |
| II.2.1  | QC Workplace Survey                                         |
| II.2.2  | CETLL Feedback Forms                                        |
| II.2.3  | CETLL Annual Reports                                        |
| II.2.4  | Queens College New Student Survey                           |
| II.2.5  | CUNY Student Experience Survey                              |
| II.2.6  | Student Wellness Survey                                     |
| II.2.7  | 2024 NORC-Hillel Campus Climate Review Survey               |
| II.2.8  | Diversity, Equity and Inclusion Survey                      |
| II.2.9  | HEDS Diversity and Equity Campus Climate Survey             |
| II.2.10 | Anti-Defamation League Report Card                          |
| II.3.1  | PSC-CUNY Contract                                           |
| II.3.2  | Student Grievance Process                                   |
| II.3.3  | Student Complaint Form                                      |
| II.3.4  | NC-SARA Complaint Procedure                                 |
| II.3.5  | Student Complaint Guidance Website                          |

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|---------|------------------------------------------------------------------|
| II.3.6  | Student Affairs Trainings                                        |
| II.3.7  | QC Misconduct Reporting Policies and Procedures                  |
| II.3.8  | Undergraduate Bulletin                                           |
| II.3.9  | Graduate Bulletin                                                |
| II.4.1  | CUNY Conflict of Interest Policy                                 |
| II.4.2  | NYS Commission on Ethics and Lobbying in Government              |
| II.4.3  | CUNY Conflict of Interest Committee                              |
| II.4.4  | QC Office of Research Compliance                                 |
| II.4.5  | CUNY Conflict of Interest Policy                                 |
| II.4.6  | Financial Disclosure                                             |
| II.4.7  | NYS Ethics Training                                              |
| II.4.8  | NYS Ethics Handbook for Employees                                |
| II.5.1  | HR Policies and Procedures from Collective Bargaining Agreements |
| II.5.2  | CUNY Bylaws                                                      |
| II.5.3  | HEO Evaluation Template and Instructions                         |
| II.5.4  | CUNY HEO Code of practice                                        |
| II.5.5  | Faculty Performance Management Procedures                        |
| II.5.6  | Notice of Non-Discrimination                                     |
| II.5.7  | C&D Hiring Guidelines and Procedures                             |
| II.5.8  | C&D Hiring Discrimination Policy                                 |
| II.5.9  | CUNY Discrimination and Retaliation Reporting System             |
| II.5.10 | Free Academy Founding Document                                   |
| II.5.11 | Multiple Position Forms                                          |
| II.5.12 | Multiple Position Form Guidance                                  |
| II.5.13 | Administrative Role Job Descriptions                             |
| II.5.14 | Administrative Role Communications                               |
| II.6.1  | Queens College Cost of Attendance                                |
| II.6.2  | Recruiting Materials                                             |
| II.6.3  | Communications and Marketing Budget                              |
| II.6.4  | QC Branding Guidelines                                           |
| II.6.5  | Communications and Marketing Publications                        |
| II.6.6  | Net Natives Marketing Campaigns                                  |
| II.6.7  | CUNY Marketing Campaign                                          |
| II.6.8  | Student Consumer Information                                     |
| II.7.1  | QC rankings webpage                                              |
| II.7.2  | SEEK Opportunity Program                                         |

|        |                                                 |
|--------|-------------------------------------------------|
| II.7.3 | SEEK Report                                     |
| II.7.4 | CUNY Open Educational Resources                 |
| II.7.5 | Publications ranking QC as a Best Value College |
| II.7.6 | Economic Impact Study                           |
| II.7.7 | Financial Aid Services                          |
| II.7.8 | Accelerate, Complete, and Engage at QC          |
| II.8.1 | Accreditation Status Webpage                    |
| II.8.2 | Senior Staff Meeting Minutes                    |
| II.8.3 | Examples of Email Communications                |
| II.8.4 | Academic Senate Minutes Publicly Available      |
| II.8.5 | Assessment Showcase                             |
| II.8.6 | NYSED Inventory of Registered Programs          |
| II.8.7 | CUNY Charter                                    |
| II.8.8 | Full-Time Equivalents                           |
| II.9.1 | Freshservice Dashboard Metrics                  |
| II.9.2 | ITS Service Level Agreement Framework           |
| II.9.3 | Customer Satisfaction Survey Results            |
| II.9.4 | Student Tech Lounge Utilization Report          |
| II.9.5 | Registrar Office Assessment Report AY24         |
| II.9.6 | CETLL Faculty Development Survey                |

Standard III

|          |                                                     |
|----------|-----------------------------------------------------|
| III.1.1  | NYSED List of Degrees                               |
| III.1.2  | Education Law §§6206(8)                             |
| III.1.3  | Guide to Curriculum Changes                         |
| III.1.4  | Minutes from Curriculum Committees                  |
| III.1.5  | CUNY Creation of New Academic Programs Guidelines   |
| III.1.6  | Degree Requirements                                 |
| III.1.7  | Modality Guidance Memo                              |
| III.1.8  | Student Identity Verification in Distance Education |
| III.1.9  | NC-SARA Membership                                  |
| III.1.10 | CUNY e-permit system                                |
| III.1.11 | Credit Hour Regulations                             |
| III.1.12 | Block Scheduling Policy                             |
| III.1.13 | Final Exam Policy                                   |
| III.2.1  | Faculty Profile                                     |
| III.2.2  | Guidance for Full-Time Faculty                      |
| III.2.3  | Guidance for Part-Time Faculty                      |

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|----------|--------------------------------------------------------|
| III.2.4  | CUNY Chief Librarians’ Handbook of Best Practices      |
| III.2.5  | DC37 Employees Handbook                                |
| III.2.6  | Examples of Faculty Recognition                        |
| III.2.7  | List of Distinguished Professors                       |
| III.2.8  | Research Grants Received                               |
| III.2.9  | CUNY PMP Data Book                                     |
| III.2.10 | CETLL Programming                                      |
| III.2.11 | Pedagogical Grants                                     |
| III.2.12 | Assessment Professional Development                    |
| III.2.13 | CUNY Organized Professional Development                |
| III.2.14 | Student Evaluation of Teaching Survey                  |
| III.2.15 | Student Evaluation of Teaching Data                    |
| III.2.16 | Data Collected during the SET Review Process           |
| III.2.17 | Recommended Changes to Student Course Evaluations      |
| III.2.18 | Updated Student Evaluation of Teaching Survey          |
| III.2.19 | Queens College Procedures for Tenure/CCE and Promotion |
| III.2.20 | Lecturer Promotion Procedures                          |
| III.2.21 | CUNY tenure and promotion policy/guidelines            |
| III.2.22 | COVID-19 tenure extension agreement                    |
| III.2.23 | CUNY overview of instructional titles,                 |
| III.2.24 | CLT Handbook                                           |
| III.2.25 | Academic Program Review Process                        |
| III.2.26 | Departmental Self-Studies                              |
| III.2.27 | Specialized Program Accreditation                      |
| III.3.1  | CUNY CourseDog Contract                                |
| III.3.2  | CUNYfirst public course search website                 |
| III.4.1  | QCin4 Program Maps                                     |
| III.4.2  | Departmental Advisor Hub                               |
| III.4.3  | Course Syllabus Archive                                |
| III.4.4  | Master Syllabus Archive                                |
| III.4.5  | CETLL Syllabus Guidelines                              |
| III.4.6  | Formal Library Agreements                              |
| III.4.7  | Library Resources                                      |
| III.4.8  | Open Educational Resources Award                       |
| III.4.9  | Library Master Space Plan                              |
| III.4.10 | QC Makerspace                                          |
| III.4.11 | NSF MakeSTEAM Award                                    |
| III.4.12 | QCL Instructional Services                             |
| III.4.13 | IPEDS Library data                                     |



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|----------|--------------------------------------------------------------------|
| III.4.14 | Godwin-Ternbach Museum                                             |
| III.4.15 | Kupferberg Center for the Arts                                     |
| III.4.16 | Physical Infrastructure Upgrades                                   |
| III.4.17 | Upgrades financed by the Technology Fee                            |
| III.4.18 | Online Learning Participation                                      |
| III.4.19 | CUNY admissions information                                        |
| III.4.20 | New Online Program Development                                     |
| III.4.21 | Online Teaching Credential Policy                                  |
| III.4.22 | CUNY Brightspace Contract                                          |
| III.4.23 | Queens College Brightspace Transition                              |
| III.4.24 | CUNY LMS Use Policy                                                |
| III.4.25 | DegreeWorks                                                        |
| III.4.26 | QC Navigate                                                        |
| III.4.27 | Associate Dean of Academic Technology and Distance Education       |
| III.4.28 | CUNY Cybersecurity Policies                                        |
| III.4.29 | Secure Communication Compliance                                    |
| III.4.30 | Office of Undergraduate Research                                   |
| III.4.31 | Summer Undergraduate Research Program                              |
| III.4.32 | QC Undergraduate Research Conferences                              |
| III.4.33 | Undergraduate Research Training Initiative for Student Enhancement |
| III.4.34 | CUNY Cap and Gown Survey                                           |
| III.4.35 | Center for Career Engagement and Internships Participation         |
| III.4.36 | Experiential Education Participation                               |
| III.4.37 | Tech Incubator at Queens College                                   |
| III.4.38 | Clinical and Professional Practice Guidebook                       |
| III.4.39 | Child Development Center                                           |
| III.4.40 | QC Centers and Institutes                                          |
| III.4.41 | Re-certification of CUNY Centers and Institutes                    |
| III.4.42 | Center for Ethnic, Racial and Religious Understanding              |
| III.4.43 | QC Global                                                          |
| III.4.44 | Study Abroad Participation                                         |
| III.4.45 | Collaborative Online International Learning                        |
| III.4.46 | Alumni Relations Career-Connected Learning                         |
| III.5.1  | CUNY Pathways Initiative                                           |
| III.5.2  | General Education at Queens College                                |
| III.5.3  | List of Pathways Courses offered                                   |
| III.5.4  | Pathways Course Syllabi                                            |
| III.5.5  | Pathways Learning Outcomes                                         |
| III.5.6  | Pathways Course Approval Process                                   |
| III.5.7  | CUNY Common Core Course Review Committee                           |

|          |                                                        |
|----------|--------------------------------------------------------|
| III.5.8  | Recently approved Pathways Courses                     |
| III.5.9  | General Education Council                              |
| III.5.10 | General Education Council Reporting                    |
| III.5.11 | CUNY Pathways Review                                   |
| III.5.12 | Writing at Queens Initiative                           |
| III.5.13 | Writing across the Curriculum Plan                     |
| III.6.1  | Graduate Enrollments                                   |
| III.6.2  | Letter of Intent and Email (EDD)                       |
| III.6.3  | Appointment of Business School Dean                    |
| III.6.4  | Graduate Studies Handbook                              |
| III.6.5  | Academic Senate Committees                             |
| III.7.1  | CUNY Formal Agreements with International Universities |
| III.7.2  | Faculty Trips Abroad Handbook                          |
| III.7.3  | University Studies Abroad Consortium                   |
| III.7.4  | Center for Career Engagement Internship Evaluations    |
| III.8.1  | Academic Renewal Initiative                            |
| III.8.2  | Report on Course Numbering at Queens College           |
| III.8.3  | Interdisciplinary Degree Programs                      |
| III.8.4  | CUNY BA Program                                        |

#### Standard IV

|         |                                      |
|---------|--------------------------------------|
| IV.1.1  | Admissions Philosophy                |
| IV.1.2  | Student Handbooks                    |
| IV.1.3  | Club Handbook                        |
| IV.1.4  | Residence Hall Handbook              |
| IV.1.5  | Chancellor’s Letter to H.S. Students |
| IV.1.6  | CUNY Application                     |
| IV.1.7  | Admissions Profile                   |
| IV.1.8  | Admission Requirements               |
| IV.1.9  | Graduate Admission Policies          |
| IV.1.10 | CUNY Marketing Policies              |
| IV.1.11 | Draft SEM Plan                       |
| IV.1.12 | Enrollment Growth Taskforce          |
| IV.1.13 | Enrollment Growth Action Plan        |
| IV.1.14 | SEM Milestones                       |
| IV.1.15 | Graduation Rate Data                 |
| IV.1.16 | Retention Rate Data                  |
| IV.1.17 | Net Price Calculator                 |

|         |                                                       |
|---------|-------------------------------------------------------|
| IV.1.18 | Financial Aid Services Resources                      |
| IV.1.19 | Financial Aid Counseling Participation                |
| IV.1.20 | CUNY Cost of Attendance Guidance                      |
| IV.1.21 | Student Financial Aid Report                          |
| IV.1.22 | College Scorecard Queens College                      |
| IV.1.23 | Academic Advising Policies for Incoming Students      |
| IV.1.24 | Communications for Incoming Students                  |
| IV.1.25 | Importance of New Student Orientation                 |
| IV.1.26 | OSDL Newsletters                                      |
| IV.1.27 | Special Program New Student Onboarding                |
| IV.1.28 | CUNY Developmental Course Policy                      |
| IV.1.29 | Student Participation in ODSL programs                |
| IV.1.30 | English Placement Policies                            |
| IV.1.31 | Global Student Placement Policies                     |
| IV.1.32 | Math Placement Policies                               |
| IV.1.33 | Math Placement Guidance                               |
| IV.1.34 | Math Recitation Dashboard                             |
| IV.1.35 | Learning Commons                                      |
| IV.1.36 | Queens College Writing Center                         |
| IV.1.37 | Center for Career Engagement And Internships          |
| IV.1.38 | CCEI Career Maps                                      |
| IV.1.39 | Experiential Education Office                         |
| IV.1.40 | First Year Experience Office                          |
| IV.1.41 | First Year Experience Survey                          |
| IV.1.42 | Counseling Center                                     |
| IV.1.43 | Counseling Center Programming                         |
| IV.1.44 | Counseling Center Participation                       |
| IV.1.45 | Accelerate Complete Engage Program                    |
| IV.1.46 | Project ExCEL Training                                |
| IV.1.47 | Peer Ambassador Training                              |
| IV.1.48 | Immigrant Student Support Initiative                  |
| IV.1.49 | Advisor Training                                      |
| IV.1.50 | Curriculum Updates from Academic Senate to Advisement |
| IV.1.51 | Advising Community of Practice Training               |
| IV.1.52 | Student Services Budget                               |
| IV.1.53 | Transfer Student Disaggregated Data                   |
| IV.1.54 | Transfer Maps                                         |
| IV.1.55 | Aspen Transfer Student Success Intensive              |
| IV.1.56 | STEP Plans                                            |
| IV.1.57 | Transfer Enhancement Project                          |
| IV.1.58 | Transfer Hub                                          |

|         |                                                |
|---------|------------------------------------------------|
| IV.2.1  | Undergraduate Transfer Credit Policies         |
| IV.2.2  | General Education Transfer Credit Policies     |
| IV.2.3  | Graduate Transfer Credit Policies              |
| IV.2.4  | CUNY Policy on Credit for Prior Learning       |
| IV.2.5  | QC Policy on Credit for Prior Learning         |
| IV.2.6  | Articulation Agreements                        |
| IV.2.7  | Transfer Explorer Website                      |
| IV.2.8  | Transfer Explorer Trainings                    |
| IV.2.9  | Transfer Credit Initiative                     |
| IV.3.1  | Retention of Records Policy                    |
| IV.3.2  | FERPA Guidelines                               |
| IV.3.3  | CUNY Recordkeeping Policies                    |
| IV.3.4  | Office of the Registrar                        |
| IV.3.5  | Academic Records Procedures                    |
| IV.3.6  | Admissions Records Procedures                  |
| IV.3.7  | Counseling Records Procedures                  |
| IV.3.8  | OSS Records Procedures                         |
| IV.3.9  | CUNY Record Retention Policy                   |
| IV.3.10 | Student Record Retention Policy                |
| IV.3.11 | CUNY Record Release Policy                     |
| IV.3.12 | Student Record Rights/PII                      |
| IV.3.13 | Annual FERPA notification                      |
| IV.3.14 | Parchment Agreement                            |
| IV.3.15 | Review of Records Management Practices         |
| IV.3.16 | Student Records Staff Training                 |
| IV.4.1  | Athletics Department Mission                   |
| IV.4.2  | Athletics Participation                        |
| IV.4.3  | Sportsmanship Pledge Reporting                 |
| IV.4.4  | Athletics Department Compliance                |
| IV.4.5  | Student Athlete Handbook                       |
| IV.4.6  | Student Athlete Scholarships                   |
| IV.4.7  | Athlete GPA Trend                              |
| IV.4.8  | Athlete Season Accomplishments                 |
| IV.4.9  | QC Knights’ Table                              |
| IV.4.10 | Diversity Week Events                          |
| IV.4.11 | Campus Events for Students                     |
| IV.4.12 | Student Media Outreach                         |
| IV.5.1  | QC Internationalization Partnership            |
| IV.5.2  | QC Global Student Success Program Trends       |
| IV.5.3  | QC Global Student Success Program Testimonials |



|        |                                                 |
|--------|-------------------------------------------------|
| IV.5.4 | Assessment of Third Party Provider Navitas      |
| IV.5.5 | QC Oversight Plan for Third-Party Provider      |
| IV.5.6 | Navitas Contract and RFP                        |
| IV.5.7 | Capstone On-Campus Management                   |
| IV.5.8 | The Summit Monthly Operations Review            |
| IV.5.9 | The Summit Annual Reports                       |
|        |                                                 |
| IV.6.1 | Mission and Goals Planning                      |
| IV.6.2 | Administrative Assessment Plan Template         |
| IV.6.3 | Administrative Assessment Report Template       |
| IV.6.4 | SAEM Divisional Assessment Plan                 |
| IV.6.5 | Incorporating SES Results                       |
| IV.6.6 | Admissions Continual Improvements               |
| IV.6.7 | Assessment of Math Recitations Learning Commons |

|        |                                  |
|--------|----------------------------------|
| IV.7.1 | First Year Experience Draft Plan |
|--------|----------------------------------|

#### Standard V

|        |                                                         |
|--------|---------------------------------------------------------|
| V.1.1  | Program Learning Objectives                             |
| V.1.2  | Sample Curriculum Maps                                  |
|        |                                                         |
| V.2.1  | Academic Assessment Council                             |
| V.2.2  | Assessment Trainings                                    |
| V.2.3  | Assessment Events                                       |
| V.2.4  | Departmental Assessment Reports                         |
| V.2.5  | School of Education Alumni Impact Study                 |
| V.2.6  | Key Assessments by CAEP Standard                        |
| V.2.7  | State Certification Exams                               |
| V.2.8  | Examples of Social Science Assessment                   |
| V.2.9  | Examples of Arts and Humanities Assessment              |
| V.2.10 | Examples of Mathematics and Natural Sciences Assessment |
| V.2.11 | CUNY Cap and Gown Survey                                |
| V.2.12 | Graduate Wage Survey                                    |
| V.2.13 | Alumni Outcomes Department Flyers                       |
| V.2.14 | QC Pathways Syllabi Assessment Project Report           |
| V.2.15 | Special Assistant to the Provost for Curriculum Report  |
| V.2.16 | Curriculum Council Minutes                              |
| V.2.17 | General Education Council Survey and Results            |
| V.2.18 | General Education Resources for Faculty                 |
| V.2.19 | 2018-2019 First Year Writing Outcomes Assessment        |
| V.2.20 | Assessment of English 110                               |

|        |                                                 |
|--------|-------------------------------------------------|
| V.2.21 | Writing Professional Development Announcements  |
| V.2.22 | Intensive Writing Course Survey and Results     |
| V.2.23 | Writing Intensive Course Presentation           |
| V.2.24 | Goals for Student Writing Working Group         |
|        |                                                 |
| V.3.1  | BALA Syllabus Assessment                        |
| V.3.2  | FNES Communication Skills Assessment            |
| V.3.3  | Psychology Department Self-Study Report         |
| V.3.4  | Political Science Department Self-Study Report  |
| V.3.5  | School of Education Self-Study Report           |
| V.3.6  | GLSIS Self-Study Report                         |
| V.3.7  | Aaron Copland School of Music Self-Study Report |
| V.3.8  | Technology Integration Experiences              |
| V.3.9  | OIE Role in Supporting Campus                   |

|       |                                                      |
|-------|------------------------------------------------------|
| V.5.1 | Faculty Liaison Job Description                      |
| V.5.2 | APR Implementation Plan                              |
| V.5.3 | Academic Assessment Reporting Templates and Guidance |
| V.5.4 | Assessment Survey Results and Plan                   |
| V.5.5 | Assessment Coordinator Job Description               |
| V.5.6 | Assessment Council Charge                            |
| V.5.7 | Assessment Council Meeting Agendas                   |
| V.5.8 | General Education Faculty Fellowship                 |

#### Standard VI

|        |                                                      |
|--------|------------------------------------------------------|
| VI.1.1 | Organization Charts                                  |
| VI.1.2 | Goals and KPI's                                      |
| VI.1.3 | Annual Reports                                       |
| VI.1.4 | FTE Headcount                                        |
| VI.1.5 | Budget Communication Plan                            |
| VI.2.1 | Use of Planning                                      |
| VI.2.2 | Annual Retreat Agendas                               |
| VI.2.3 | Multiple Review Levels of SEM                        |
| VI.2.4 | NYC Public High School Presentation to Deans and APs |
| VI.2.5 | Budget 101 Presentations                             |
|        |                                                      |
| VI.3.1 | Alignment of Resources                               |
| VI.3.2 | CUE Reports and Budgets                              |
| VI.3.3 | Petrie Grant                                         |
| VI.3.4 | Analysis of KPIs                                     |

|        |                                      |
|--------|--------------------------------------|
| VI.4.1 | Navitas Student Enrollment           |
| VI.4.2 | IPEDS HR Data                        |
| VI.4.3 | DEI Faculty Fellows                  |
| VI.4.4 | CETLL Support                        |
| VI.4.5 | Veteran and Military Student Support |

|        |                              |
|--------|------------------------------|
| VI.5.1 | Budgeting Process            |
| VI.5.2 | Examples of Budget Alignment |
| VI.5.3 | QCF Budget and Finances      |

|        |                                    |
|--------|------------------------------------|
| VI.6.1 | IPEDS Finance Analysis of Expenses |
| VI.6.2 | ITS PMP Strategic Alignment Report |

|        |                                 |
|--------|---------------------------------|
| VI.7.1 | QC Financial Statements         |
| VI.7.2 | IPEDS Full Finance Reports      |
| VI.7.3 | Student Residences Debt Service |

|        |                                            |
|--------|--------------------------------------------|
| VI.8.1 | Multi-Year Financial Plans                 |
| VI.8.2 | CUNY Independent Audits                    |
| VI.8.3 | CUNY Annual Financial Statement            |
| VI.8.4 | Bond Rating and Title IV Compliance Audit  |
| VI.8.5 | Publicly Available Financials CUNY Website |

|        |                                           |
|--------|-------------------------------------------|
| VI.9.1 | Committee Rosters                         |
| VI.9.2 | Alignment of Personnel Eval to Strat Plan |

|         |                                     |
|---------|-------------------------------------|
| VI.10.1 | QC Master Plan 2006                 |
| VI.10.2 | Capital Construction Request Review |
| VI.10.3 | Summary of DASNY Projects           |
| VI.10.4 | ITS Strategic Plan                  |
| VI.10.5 | Capital Construction Budget         |

|         |                                   |
|---------|-----------------------------------|
| VI.11.1 | Program Participation Agreement   |
| VI.11.2 | Statement of Accreditation Status |
| VI.11.3 | Veterans Affairs Audits           |

|         |                                        |
|---------|----------------------------------------|
| VI.12.1 | Hiring Aligned with Strategic Plan     |
| VI.12.2 | State and Municipal Facilities Funding |

#### Standard VII

|          |                                               |
|----------|-----------------------------------------------|
| VII.1.1  | University Faculty Senate Charter             |
| VII.1.2  | University Student Senate Constitution        |
| VII.1.3  | College Personnel and Budget Committee        |
| VII.1.4  | College P&B Subcommittees                     |
| VII.1.5  | College P&B Minutes                           |
| VII.1.6  | Academic Senate Charter                       |
| VII.1.7  | Academic Senate Bylaws                        |
| VII.1.8  | Committees of the Academic Senate             |
| VII.1.9  | Academic Senate Shared Governance Examples    |
| VII.1.10 | Academic Senate Governance Process Examples   |
| VII.1.11 | Student Association                           |
| VII.1.12 | Student Senate                                |
| VII.1.13 | Student Association Records Retention Policy  |
| VII.1.14 | Queens College Association                    |
| VII.1.15 | Student Association Budget Allocation Process |
| VII.1.16 | Student Association Referenda                 |
| VII.1.17 | Collective Bargaining Agreements              |

|         |                                        |
|---------|----------------------------------------|
| VII.3.1 | President Frank H. Wu's Qualifications |
| VII.3.2 | CEO Job Description                    |

|         |                                               |
|---------|-----------------------------------------------|
| VII.4.1 | President's Cabinet Member Qualifications     |
| VII.4.2 | Engagement of President's Cabinet with Campus |

|         |                                                 |
|---------|-------------------------------------------------|
| VII.5.1 | Process for Evaluating the College President    |
| VII.5.2 | Process for Evaluating the Executive Leadership |
| VII.5.3 | Process for Evaluating Provosts and Deans       |
| VII.5.4 | COACHE Survey Process                           |
| VII.5.5 | CUNY COACHE Website                             |
| VII.5.6 | COACHE Supplemental Survey                      |
| VII.5.7 | Presentation of COACHE Survey Results           |





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