



# Strategic Transfer Excellence Plan (STEP)

Aspen-AASCU Transfer Student Intensive: Cohort 4  
Queens College and LaGuardia Community College

## Our Transfer Vision Statement


From day one, students at LaGuardia see a clear, supported pathway to completion of a bachelor's degree at Queens College. This partnership builds on the momentum of associate degree completion, preparing students to enter Queens College as juniors and welcoming them into a vibrant community where they thrive, are empowered to achieve their educational goals, and make a lasting impact in their communities.

## Why Transfer? Why Now?

### Introduction

LaGuardia Community College (LAGCC) and Queens College (QC) are expanding their shared commitment to supporting students through a strengthened collaboration that builds on their longstanding relationship. We are committed to improving transfer student outcomes and improving student success rates, especially for underrepresented and underserved populations. Our institutions have come together to strengthen their partnership to support culture and practice change to build a seamless vertical transfer pathway that ensures students achieve their academic and career goals. Enhancing transfer efforts will ensure that our students are supported through a smooth and clear path to a bachelor's degree, a key catalyst for career advancement, financial stability, and generational opportunity.

According to the National Student Clearinghouse, of the 33% of students who ever transfer to a senior college nationally, a mere 16% will graduate with a bachelor's degree within six years, which is a clear call to action for structuring pathways for student success (Velasco, Fink, Bedoya-Guevara, Jenkins, & LaViolet, 2024). For the students we serve—many of whom are low-income, immigrant, Black, Hispanic, adult



learners, and often the first in their families to attend college—these outcomes are especially challenging. Guided by the Aspen-AASCU Transfer Student Success Intensive, our collaboration is a direct response to this stark reality. Together, our campuses are committed to developing pathways where our students not only transfer successfully but also thrive and graduate.

By deepening cross-institutional collaboration, we are committed to eliminating barriers to transfer for our students by creating pathways that are clear and accessible from day one. With a renewed focus on student-centered practices, credit efficiency, and equity, our shared efforts will increase transfer and bachelor's degree completion rates, boost student confidence, and expand opportunity across the NYC borough of Queens and beyond.

### Who are the Students We Serve?

Our students are the heart of our mission. As two prominent Hispanic-Serving Institutions (HSIs) within the City University of New York (CUNY) system, LaGuardia Community College and Queens College serve a vibrant and diverse community in the heart of Queens.

LaGuardia's student body of over 14,000 degree seeking learners is a microcosm of Queens itself, with students representing 136 countries and speaking 43 native languages. Most of our students are financially independent, with 53% of those receiving financial aid reporting an annual income below \$25,000. For more than 60% of our students, the journey they embark on is a pioneering one, as they are the first in their families to attend college. Students' academic journeys are often non-linear, marked by their incredible resilience. LaGuardia is proud to serve a significant population of adult learners, with 27% of students over the age of 25.

Queens College is the premier transfer destination for LaGuardia students, welcoming 22% of its transfer population. Students often pursue high-demand majors such as computer science, psychology, accounting, biology, and education—fields that are essential to the economic and civic health of New York City. The impact of a seamless transfer pathway is not only felt by the students themselves. It is a powerful force for community development. A remarkable 80% of Queens College graduates remain in the State of New York for a decade after graduation, underscoring how investing in our students' success directly enhances the long-term vitality of the local area.



## A Two-Way Partnership with Systemic Impact

Over the past five years, the transfer partnership between LaGuardia Community College and Queens College has evolved from a loosely connected relationship into a highly intentional, strategic collaboration. This transformation began with the launch of the Q-STEM initiative in the 2022-2023 academic year. Funded by a U.S. Department of Education Hispanic Serving Institution (DHSI) STEM grant, Q-STEM is a vital educational pipeline that ensures a seamless transition for STEM students. It establishes a clear, credit-transferable pathway for LaGuardia students majoring in biology, computer Science, chemistry, and environmental science, enabling them to efficiently complete their bachelor's degrees at Queens College. This innovative program has doubled the number of students transferring from LaGuardia to Queens College in these fields, increasing the number from 50 to 100 students annually. The success of this initiative is driven by its comprehensive "wrap-around" support services. These include learning communities, specialized tutoring, paid undergraduate research opportunities, and dedicated mentorship. These supports are designed not only to boost student enrollment and retention but also to foster degree completion, thereby strengthening the STEM workforce in Queens by nurturing local talent.

Our collaboration extends beyond STEM. LaGuardia's DHSI grant also supports a Transfer Peer Mentor project, which provides direct, personalized guidance to students preparing to transfer and throughout their crucial first year at Queens College, with specialized support for education majors. Also, with 13 active articulation agreements and ongoing initiatives like "Dine-Design-Align" that foster faculty-to-faculty curricular collaboration, our partnership is not just strengthening the academic pipeline for LaGuardia students, who represent a significant portion (22%) of QC's transfer population. It also serves as a model for systemic improvements and cross-institutional collaboration throughout CUNY.

With over 4,400 LaGuardia students transferring to Queens College over the last decade, this partnership stands as one of the most significant within the CUNY system. By aligning our curricula, coordinating advising, and streamlining credit transfer, we are expanding opportunities and supporting student success across both institutions.

### What Challenges Are We Addressing?

Despite the partnership between LaGuardia Community College and Queens College, both institutions face significant challenges that call for deeper collaboration. Queens

College has experienced a sharp decline in transfer enrollment, losing over 2,000 students over the past decade. This trend is also evident in the number of LaGuardia students transferring to Queens College, which dropped from approximately 600 to 240 annually over the last six years, though there was an encouraging increase to 326 students in the 2023/2024 academic year. (Fig. 1,2)

**Figure 1- Number of transfers from LAGCC to QC**

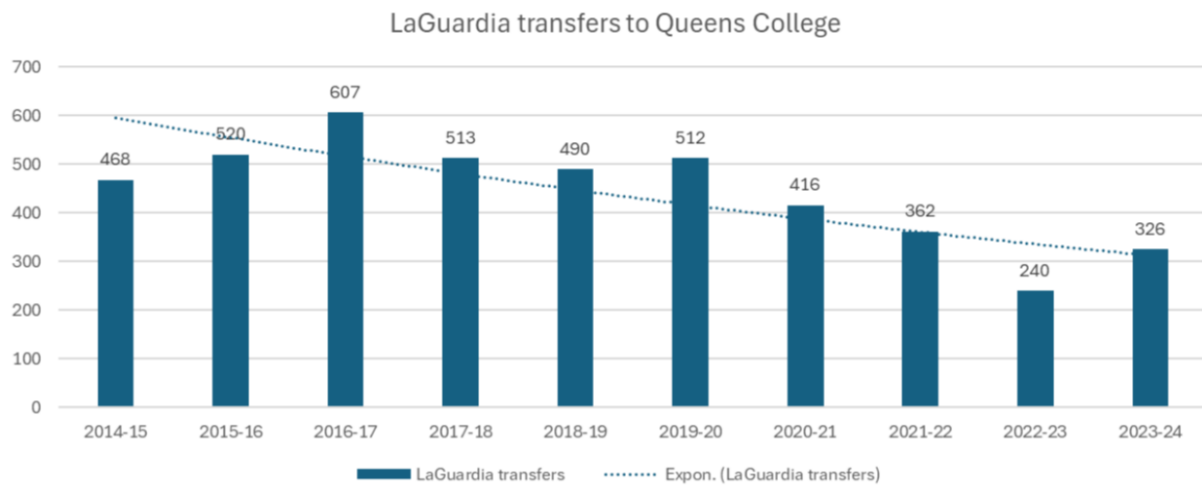
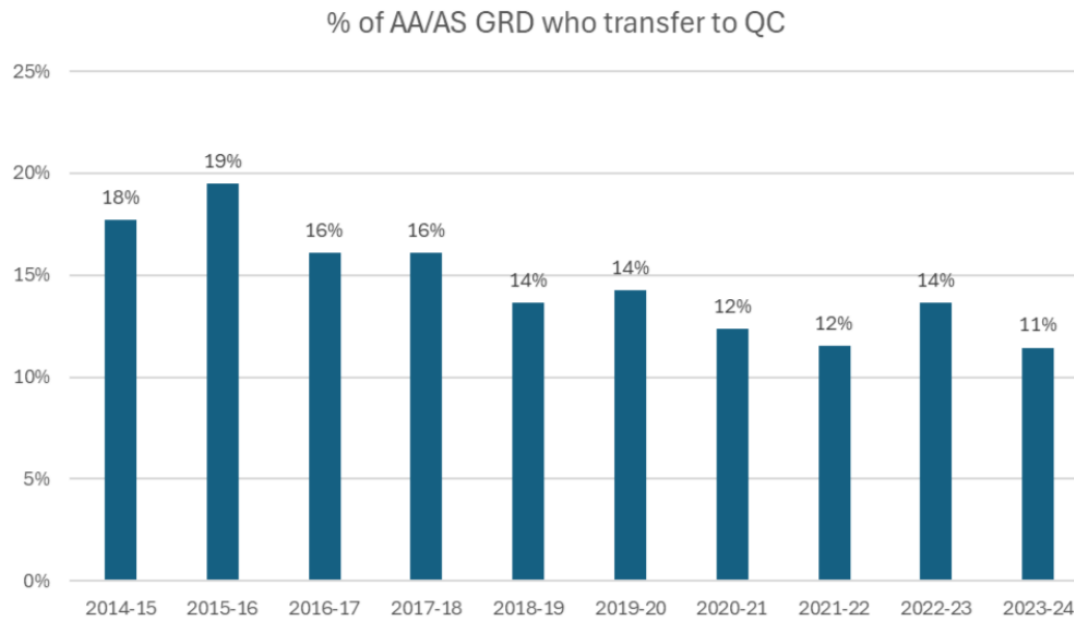



Figure 2- Percentage of AA/AS transfers from LAGCC to QC



While both institutions serve a similar student population, data show that LaGuardia students face distinct challenges that directly impact their academic persistence and graduation rates. A larger percentage of LaGuardia students attend part-time (51% vs. 31% at QC), are age 25 or older (28% vs. 24.5%), and are Pell-eligible (68% vs. 51.8%). These statistics highlight the significant financial pressures and competing life responsibilities—such as work and caregiving—that our students balance while pursuing their education. These challenges necessitate improvements in how student support services are delivered at Queens College. By adopting a more tailored, equitable, and proactive approach, we can provide the specialized interventions necessary to help this historically underrepresented and new college majority student population thrive and earn their bachelor’s degree.

Even though LaGuardia transfer students demonstrate strong academic performance at Queens College, data reveal opportunities for improvement when comparing key performance outcomes for LaGuardia students at other CUNY senior colleges. Outcomes show that only 74% of LaGuardia transfer students are retained at Queens College after their first year, and just 48% of LaGuardia transfer students graduate from Queens College within four years. The transition to a senior college often leads to a dip in first-semester GPA and a loss of academic momentum for transfer students. This outcome stems from them facing a unique set of challenges compared to first-



time freshmen. To ensure LaGuardia students not only persist but also thrive, we must create a tailored, supportive ecosystem equipped with social resources while students are at LaGuardia, helping them form an early and strong identity as Queens College students, and supporting them once they transition to QC.

### The Future Ahead

The LaGuardia–Queens College partnership serves as a model for what a two-way transfer relationship can be. Both institutions benefit: LaGuardia students gain access to high-demand bachelor’s programs at a top-ranked four-year college, while Queens College benefits from enrolling academically prepared, motivated students who embody the diversity and resilience of New York City.

This collaboration also contributes to CUNY’s broader “systemness,” with transfer-focused reforms helping to replicate successful practices across campuses with a sharper focus on career outcomes. The stakes are clear—LaGuardia graduates earn a median salary of \$71,000 ten years, post-graduation, compared to \$102,000 for Queens College graduates. Strengthening the LaGuardia-to-Queens College pipeline ensures more students complete their degrees and gain access to the long-term economic benefits that a bachelor’s degree delivers.

Making transfer success a shared responsibility across our leadership ranks, professional staff, academic departments, and our surrounding communities and local partners, will help us realize our vision: that from day one, LaGuardia Community College students see a clear, supported path to completing a bachelor’s degree and achieving long-term success in the communities they call home.

Effective practices from institutional partners within CUNY, such as John Jay’s Justice Academy and Baruch’s Business Academy, show that structured transfer pathways are most effective when they not only address historical transfer challenges such as credit misalignment but also create clear enrollment systems, shared advisement models, and early immersion opportunities. As we look ahead, we envision a partnership that transforms recent successes — such as collaboration across faculty and academic departments and jointly sponsored student engagement events — formalized into sustainable transfer infrastructures that create durable pathways from LaGuardia to Queens College.

## Measurable Goals

Purpose / High-Level Aim of Your Vision	Measure	Baseline, Year	Time-Bound Target	Disparities to Address	Leading Indicators
Increase the overall transfer rate of LaGuardia graduates	Graduating AA/AS degree students who transfer to a senior college within 2 years	AY 2021-2022, 65%	Increase to 70% in 5 years (AY 2032-2033)	Improve time to transfer; disaggregated by race/ethnicity, gender, age, and major	<p># and % of students who indicate interest in transfer</p> <p># and % of students on a transfer pathway within their 1st academic year</p> <p>Transfer application submission</p>
Increase the transfer rate of LaGuardia AA/AS graduates who transfer to Queens College within a year	Graduating AA/AS degree students who transfer from LaGuardia to QC within 1 year	AY 2021-2022, 9.4%	<p>Fall 2026 LaGuardia cohort will see an .5% increase in transfer rate to 11.9% by 2029-2030. Each subsequent cohort thereafter will see an increase of 1% per year to achieve 16.9% by academic year 2034-2035</p>	Improve time-to-transfer to QC; disaggregated by race/ethnicity, gender, age, and major	<p># and % of students who indicate interest in transfer</p> <p># and % of students on a transfer pathway within their 1st academic year</p> <p># and % of students who complete an individualized plan by the end of their first term or first year at LaGuardia</p> <p>Interest form filled out by students and formal acceptance of invitation</p>

Purpose / High-Level Aim of Your Vision	Measure	Baseline, Year	Time-Bound Target	Disparities to Address	Leading Indicators
Improve the four-year bachelor's degree graduation rate for LaGuardia students from the point of entry at QC	Graduation rate of LaGuardia's AA/AS graduates who graduate with a QC bachelor's degree within 4-years	AY 2020-2021, 48%	Increase to 53% in 5 years (AY 2034-2035)	Improve bachelor's degree attainment outcomes; disaggregated by race/ethnicity, gender, age, and major	1st term GPA and credit completion  1st year retention, credit completion, and GPA  Utilization of campus resources (tutoring); interventions, and referrals
Build early academic momentum for LaGuardia students at the community college	Completion of Gateway English and Math in the first year at LAGCC	AY 2023-2024, Math 52.7% English 65.5%	Increase English completion by .5% per year for the next 5 years (AY 2029) Increase Math completion by 1% per year for the next 5 years (AY 2029)	Support longer-term success by building early momentum, disaggregated by major	Mandatory advising meeting in the first semester; required advising every semester (mandatory for students below 2.0 GPA)  Individualized Student Education Plan (SEP) each semester  Degree Maps that reflect gateway ENG/ Math aligned to major at 4-year institution Student survey to assess effectiveness of student engagement, programming, and support.

Purpose / High-Level Aim of Your Vision	Measure	Baseline, Year	Time-Bound Target	Disparities to Address	Leading Indicators
Maintaining academic momentum at the senior college	For full-time LaGuardia graduates who transfer to QC, increase the average first-term GPA to pre-transfer GPA	AY 2023-2024, average pre-transfer GPA for LaGuardia students is 3.12	Increase the average first-term GPA from 2.82 to 3.0 in 5 years (2029)	Improve academic momentum, disaggregated by major	<p>LAGCC G.P.A. Completion of program-specific gateway courses within first year</p> <p>Mandatory advising meeting in the first semester; required advising every semester (mandatory for students below 2.0 GPA)</p> <p>Individualized Student Education Plan (SEP) each semester</p> <p>Increase utilization of campus resources (tutoring); interventions, and referrals</p> <p>Student survey to assess effectiveness of transfer support, student engagement, programming and holistic support</p>
Increase course equivalencies at the program level between the same majors	Increase # of course equivalencies at the program level for select majors: Education and Psychology	AY 2023-24, credits applied as elective, other, or lost: Education: 58% Psychology: 32%,	Reduce credit loss by 10% in 5 years (AY 2029-2030)	Improve time and cost to degree completion Reduce excess credits/credit loss	<p>Aligned equivalencies in program core courses</p> <p>Individualized Student Education Plan (SEP) each semester aligned to 2+2 maps/ clear articulation agreements</p>



## Transformational End-to-End Redesign

### Creating an Integrated Community of Care Across our Colleges

With the proposed end-to-end design elements specified below, LaGuardia Community College and Queens College commit to ongoing collaboration to ensure that students 1) build substantive and sustained momentum towards 4-year degree completion, exploring opportunities for a dual admissions model for high-value pathways in Education while strengthening and expanding our existing Q-STEM collaboration ; 2) choose an aligned major as early as possible - ideally, during the first year at LaGuardia - with an eye to strategic credit accumulation and supporting the student's identified vocational purpose; and 3) ensure that each and every student is made to feel part of the QC Knights community from day one by providing early exposure to the QC campus, clearly aligned student support services across our institutions, a dedicated physical space at Queens College for transfer students, and resources tailored to the specific needs of LaGuardia students.

### **We are the Queens Connection. “Hop on the Success Express!”**

#### **Ensure momentum to timely completion of 2-year and 4-year degrees**

In collaboration with LaGuardia Community College, our institutions will continue to strengthen and expand the existing Q-STEM pipeline. In addition, Queens College will establish a “Transfer Academy” in Education, drawing upon the success of Q-STEM. The creation of the academy will include developing new articulation agreements in Early Childhood, Elementary Education, and Secondary Education. Although not included in the Transfer Academy, LaGuardia and QC will finalize an articulation agreement in Psychology to optimize program-level credit applicability and help students maintain their momentum toward bachelor's degree completion.

Through intentional advising, LaGuardia students will be encouraged to utilize summer sessions and, where advisable, enroll in gateway and in-demand courses for their Queens College degree through e-Permit, thereby maintaining their degree momentum at LaGuardia, while exposing students to the QC learning environment early on. Acknowledging that part-time transfer students constitute a population that warrants our attention and support, we will consider ways to structure support systems to facilitate the success of these transfer students.




### **Infuse choice of major with purpose**

LaGuardia Advising will work with students from the earliest stages to assist them in identifying their career goals and the LaGuardia major that aligns most closely with their intended bachelor's degree major upon transferring to QC. To ensure academic and career alignment, LaGuardia advisors will encourage students to develop career goals that guide their major selection, rooted in labor market trends and wages data. LaGuardia and QC will share labor market data with students, enabling them to consider the employment outlook in Queens and NYC to identify those careers that offer a living wage and necessitate a bachelor's degree credential. In partnership, LaGuardia and QC will integrate career outcomes and competencies into the curriculum and experiential career opportunities, such as internships, in alignment with the CUNY Beyond initiative's objective of integrating career connections into all aspects of their college experience. Our 2+2-degree maps will be infused with semester-by-semester career readiness goals and links to related resources.

### **Provide a welcoming, supportive environment across the entirety of the student's academic journey**

Queens College will launch a new Transfer Hub, with dedicated space and staff to provide support to transfer students and connect them to various resources available at QC to advance their success. Queens College will take intentional and clear steps to mesh our campus cultures, thus encouraging LaGuardia students to see themselves as QC Knights from day one. Furthermore, Queens College will establish a visible presence on the LaGuardia campus through various activities, such as advisers in residence, pre-transfer programming, coordinated advising, and cross-campus faculty and staff engagement. The Transfer Academies will also host events at the LaGuardia campus. This increased and sustained visibility will offer meaningful opportunities for the LaGuardia community to connect with the QC community.

In the last two years, LaGuardia's Transfer Engagement Initiative—a cross-institutional strategy focused on bringing transfer stakeholders across the campus together to drive transfer planning and coordination—has expanded opportunities for students interested in exploring Queens College. These have included small, program-specific information sessions on campus as well as large-scale events such as the first Queens College Transfer Day at LaGuardia in Spring 2025. More than 40 faculty members from top majors and staff from Student Success, Enrollment Management, Student Affairs, Academic Advising, as well as key faculty, created an immersive experience for LaGuardia students, framing it as a “mini-Queens College” experience on the



LaGuardia campus. The overwhelmingly positive feedback from students, faculty, and staff confirmed a critical insight: students are seeking more than just credit equivalency- and faculty and staff need more than just articulation agreements. Introducing students, faculty, and staff to their counterparts at Queens College and to the broader campus culture is just as important as supporting transfer success.

## Our Reform Strategies

### 1. Formal Assessment of Current Transfer Student Support Model

LaGuardia Community College and Queens College will jointly design and lead an assessment of the current transfer partnership from the perspectives of our transfer students, faculty, and staff. The purpose is to understand key stakeholders' transfer-relevant experience, identify our strengths, and determine areas needing improvement to further streamline and strengthen the pathway from LaGuardia Community College to Queens College. Findings from this work will inform the development of a shared student support model, grounded in stakeholder input and institutional data.

As part of this effort, we will conduct a transfer-focused environmental scan that includes a student-facing survey, as well as interviews with select faculty and staff who work directly with transfer students. The scan will examine specific challenges transfer students encounter and when we see these challenges surface. We will pay particular attention to identifying patterns by credit load or major, so we can identify where students are at most risk of falling off track.

To ensure this work is sustainable, our leaders in institutional research and effectiveness will formalize an assessment plan and a data-sharing agreement, such that our efforts can be monitored and measured. We will develop a process to tag, or group LaGuardia–Queens College students in our student information system, CUNYfirst, for data to be gathered and analyzed as a distinct population. This will allow us to track outcomes over time for students who move through the shared support model, identify emerging gaps, and evaluate where targeted, pre-emptive supports have the greatest impact.



## 2. Build an Integrated Student Support Model


Queens College and LaGuardia Community College will work collaboratively to coordinate the advising function across both campuses, ensuring consistent, accessible, and high-quality support for every student. This includes establishing a regular and visible QC advising presence at LaGuardia Community College campus and implementing outreach strategies that encourage students to engage with advising early and often. Creating seamless integration between academic advising, academic support services, and student life resources will promote a holistic student experience that strengthens retention and persistence, while also increasing the number of students who successfully transfer to Queens College. For undecided students or those pursuing the Liberal Arts degree at LaGuardia Community College, it is essential that advisors help them “reverse engineer” their academic pathways by starting with career or vocational aspirations—particularly those aligned with workforce needs in Queens.

An Advisor-in-Residence model, supported by coordinated availability of resources across institutions, would provide students with consistent, embedded advisement that is responsive to their program of study, schedule, and long-term goals. In addition, tailored academic and advising support structures should be designed for part-time students, adult learners, and students who transfer into LaGuardia Community College after beginning their studies elsewhere. These learners often face unique academic, financial, and personal challenges that require flexible and targeted interventions. Transition-focused engagement initiatives—such as program-specific bridge programs, skill-building workshops, and proactive pre-transfer check-ins—can help these students acclimate, build confidence, and establish clear pathways toward degree completion and career readiness.

The integrated model will be co-developed by professional advisers and faculty members from both campuses. We will focus on Teacher Education and Q-STEM students initially and then apply the model to additional LAGCC-to-QC major pathways.

## 3. Expand and Establish Transfer Academies that encompass a clear transfer pathway and comprehensive portfolio of student support.

Queens College will establish a Transfer Academy, aimed at facilitating a seamless transition and advancing the success of LaGuardia students whose goal is to earn a



bachelor's degree in teacher education, and promote the growth of the existing Q-STEM Academy. The colleges will work in partnership to build a comprehensive transfer academy framework that will feature associate-to-baccalaureate curricular alignment, barrier-free direct transfer admission and enrollment process, and intentional and meaningful pre-transfer engagement.

LaGuardia Community College and Queens College will jointly hold a Faculty Summit to introduce the Transfer Academy model and the various components in the cross-campus framework working in concert to advance transfer students' success, before and after their transfer to Queens College. We will coordinate faculty convenings to allow for discussions centering on curricular alignment, course equivalencies, and intercampus faculty collaborations to facilitate their students' timely degree completion, by maximizing the credit applicability and supporting their degree progress and momentum.

The Transfer Academies will implement a direct admission process, eliminating the cumbersome transfer application step that frequently is a barrier to students transitioning from LaGuardia to Queens College. We are constituent colleges within the City University of New York (CUNY) system, the leaders in enrollment management at our colleges will guide the discussion and formulation of the direct transfer admission process and student record management protocols to support student transitions, while complying with the University's policies pertaining to admissions, enrollment, and student records.

Our colleges will collaborate to establish clear semester-by-semester signposts with well-crafted 2+2-degree maps to guide advisement and course selection, thereby maximizing transfer credits and credit applicability to bachelor's degree. Professional academic advisors will provide comprehensive guidance to students on the significance of completing their two-year degree, careful selection of their associate's degree in alignment with their baccalaureate and professional goals, which will play an integral role in ensuring timely degree completion. Peer mentors, especially LaGuardia graduates who have since transferred to Queens, will play a vital role in providing peer-to-peer support, supporting students' transition to QC by offering their insights into QC as their new educational home.



## Implementation Timeline

*\*LAGCC-QC team members may be adjusted as the project evolves over the course of the Implementation Plan.*

### Phase 1: Prepare to Build

**Timeframe: 2/2026 – 8/2026 (Spring-Summer 2026)**

- 1. Reform Strategies Involved:** Formal Assessment of Current Transfer Student Support Model & Design of AY 2026-27 Implementation Plan
- 2. Measurable Goals Involved:**
  - Increase the overall transfer rate of LaGuardia graduates
  - Increase the transfer rate of LaGuardia AA/AS graduates who transfer to Queens College
  - Improve the four-year bachelor's degree graduation rate for LaGuardia students from the point of entry at QC
  - Build early academic momentum for LaGuardia students at the community college
  - Maintaining academic momentum at the senior college
- 3. Major Deliverables**
  - February-March 2026: Funding/sponsorship proposal submitted; assessment framework approved.
  - April-May 2026: Student survey and faculty/staff interviews completed.
  - June 2026: Data-sharing agreement signed, and assessment plan completed.
  - July 2026: Initial report on Phase I drafted, including findings from assessment conducted in Spring 2026.
  - July 2026- August 2026: AY 2026-27 Implementation Plan finalized. LaGuardia-Queens Transfer Academy Framework guiding document drafted.
  - August 2026: Transfer Partnership Governance and Structure finalized, with Memorandum of Understanding (MOU) signed.

#### 4. Team Roles and Responsibilities

Team Member(s)	Responsibilities for the Phase I
<p>Kenneth Adams, President, LaGuardia Community College</p> <p>Frank H. Wu, President, Queens College</p>	<p>Provide executive sponsorship and elevate the initiative as an institutional priority; advocates for funding and staffing capacity.</p>
<p>Billie Gastic Rosado, Provost and Senior Vice President for Academic Affairs, LaGuardia Community College</p> <p>Patricia Price, Provost and Senior Vice President, Queens College</p>	<p>Provide executive academic leadership for the initiative; empower and provide resources to Academic Affairs staff and faculty to lead assessment and planning work.</p> <p>Provide executive leadership for the development of the Transfer Partnership Governance and Structure, leading to the signing of the Memorandum of Understanding (MOU) and Transfer Partnership Agreement.</p>
<p>Emad Nasser, Senior Director for Institutional Research and Assessment, LaGuardia Community College</p> <p>Rebekah Chow, Associate Provost for Institutional Effectiveness, Queens College</p>	<p>Co-lead the design of assessment; develop data frameworks; analyze data and translate findings and insights into an actionable plan.</p>
<p>Julianne Salazar, Interim Director of Strategic Initiatives, LaGuardia Community College</p> <p>Ivan-Scott Lee, Senior Director for Transfer Success and Partnerships, Queens College</p>	<p>Co-lead assessment of administration and development of AY 2026-27 Implementation Plan.</p>
<p>Ben Rohdin, Vice President of Enrollment Management, LaGuardia Community College</p> <p>Vivek Uphadhyay, Assistant Vice President for Enrollment Management, Queens College</p>	<p>Advise and provide guidance on enrollment management priorities, capacity, and relevant timelines for AY 2026-27 Implementation Plan, particularly on items pertaining to admissions, enrollment, and student records.</p>

<p>Vera Albrecht, Interim Associate Dean of Academic Affairs, LaGuardia Community College</p> <p>Tina Pagano, Provost's Faculty Fellow, 2025-26, Queens College</p>	<p>Advise and provide guidance on curriculum and relevant timelines for AY 2026-27 Implementation Plan, particularly on items pertaining to curricular (re)alignment, course equivalencies, and planning for the Transfer Academy Faculty Summit.</p>
<p>Jenny Lugo, Associate Director of Student Advising Services, LaGuardia Community College</p> <p>Catherine Connolly, Associate Director of Transfer Advising, Queens College</p>	<p>Advise and provide guidance on academic advising priorities, capacity, and relevant timelines for AY 2026-27 Implementation Plan.</p>

**Phase 2: Building the LaGuardia-Queens Transfer Pipeline (“The Success Express”)**  
**Timeframe: 9/2026 – 7/2027 (Fall 2026-Summer 2027)**

1. **Reform Strategies Involved:** Expand Current Transfer Student Support Model. Establish a Teachers Academy; Institutionalize Q-STEM Academy

2. **Measurable Goals Involved**

- Increase the overall transfer rate of LaGuardia graduates
- Increase the transfer rate of LaGuardia AA/AS graduates who transfer to Queens College
- Improve the four-year bachelor’s degree graduation rate for LaGuardia students from the point of entry at QC
- Build early academic momentum for LaGuardia students at the community college
- Maintaining academic momentum at the senior college

3. **Major Deliverables**

- September 2026: LaGuardia Community College-Queens College Faculty Summit Convening: Presentation of Phase I findings, Transfer Academy Framework, and proposed next steps for AY 2026-27.
- October 2026: LaGuardia-Queens Transfer Academy Framework finalized
- November 2026: Implementation plans for direct transfer admission and coordinated advising completed.

- December 2026: Implementation plans for marketing and communications (internal and external) are completed.
- February 2027: Announcement and press release about the launch of the LaGuardia-Queens Transfer Academy in Fall 2027; articulation agreements signed for the programs included in the Transfer Academy.
- Spring 2027: Recruitment for Transfer Academy and pre-transfer engagement activities, including QC Day at LaGuardia.

#### 4. Team Roles and Responsibilities

Team Member(s)	Responsibilities for the Phase II
Kenneth Adams, President, LaGuardia Community College  Frank H. Wu, President, Queens College	Provide executive sponsorship and elevate the initiative as an institutional priority; advocates for funding and staffing capacity.
Billie Gastic Rosado, Provost and Senior Vice President for Academic Affairs, LaGuardia Community College  Patricia Price, Provost and Senior Vice President, Queens College	Provide executive academic leadership for the establishment of the Transfer Academy in Teacher Education and STEM, including the Faculty Summit convening in preparation for the Transfer Academy.
Emad Nasser, Senior Director for Institutional Research and Assessment, LaGuardia Community College  Rebekah Chow, Associate Provost for Institutional Effectiveness, Queens College	Provide interim progress reports on key leading indicators; flag priority areas based on progress.
Julianne Salazar, Interim Director of Strategic Initiatives, LaGuardia Community College  Ivan-Scott Lee, Senior Director for Transfer Success and Partnerships, Queens College	Co-lead AY 2026-27 Implementation Plan, including the coordination of the Transfer Academy Faculty Summit, cross-campus faculty and staff collaboration. Finalizing and administering the Transfer Academy Framework in conjunction with the academic and faculty leadership.

<p>Ben Rohdin, Vice President of Enrollment Management, LaGuardia Community College</p> <p>Vivek Uphadhyay, Assistant Vice President for Enrollment Management, Queens College</p>	<p>Charge teams with initiating deliverables. Re: for AY 2026-27 Implementation Plan, including planning for streamlined admission and enrollment processes, as well as marketing and communications, for the LaGuardia-Queens Transfer Academy.</p>
<p>Vera Albrecht, Interim Associate Dean of Academic Affairs, LaGuardia Community College</p> <p>Tina Pagano, Provost's Faculty Fellow, 2025-26, Queens College</p>	<p>Provide guidance to Program Directors preparing for launch of Transfer Academy</p>
<p>Jenny Lugo, Associate Director of Student Advising Services, LaGuardia Community College</p> <p>Catherine Connolly, Associate Director of Transfer Advising, Queens College</p>	<p>Develop and begin a coordinated advising plan for meeting STEP goals and aligning with AY 2026-27 Implementation Plan; train advising teams and peer leaders.</p>

### Phase 3: Launching the LaGuardia-Queens Transfer Academy

Timeframe: 8/2027 – 7/2028 (Fall 2027 – Summer 2028)

1. **Reform Strategies Involved:** Expand Current Transfer Student Support Model. Establish a Teachers Academy; Institutionalize Q-STEM Academy
2. **Measurable Goals Involved**
  - Increase the overall transfer rate of LaGuardia graduates
  - Increase the transfer rate of LaGuardia AA/AS graduates who transfer to Queens College
  - Improve the four-year BA/BS graduation rate for LaGuardia students from the point of entry at QC
  - Build early academic momentum for LaGuardia students at the community college
  - Maintaining academic momentum at the senior college
3. **Major Deliverables**

- August 2027: Established a Transfer Academy encompassing clear transfer curricular pathways and coordinated transfer advising and pre-transfer student engagement activities; a calendar of activities and programming created for the AY 2027-28.
- September 2027: Recruited and enrolled the inaugural cohort of LaGuardia-Queens Transfer Academy students in teacher education and STEM.
- October 2027: Data validity checks on Transfer Academy Student Groups; finalizing dual enrollment processes in CUNYfirst
- December 2027: Mid-year debrief and feedback session on Transfer Academy Launch
- May 2028: Student Year 1 Feedback Survey
- July 2028: Transfer Academy End-of-Year Convening/Feedback Debrief

#### 4. Team Roles and Responsibilities

Team Member(s)	Responsibilities for the Phase III
Kenneth Adams, President, LaGuardia Community College Frank H. Wu, President, Queens College	Provide executive sponsorship and elevate the initiative as an institutional priority; advocates for funding and staffing capacity.
Billie Gastic Rosado, Provost and Senior Vice President for Academic Affairs, LaGuardia Community College  Patricia Price, Provost and Senior Vice President, Queens College	Provide executive academic leadership for the launch of the Transfer Academy in Teacher Education and STEM.

<p>Emad Nasser, Senior Director for Institutional Research and Assessment, LaGuardia Community College</p> <p>Rebekah Chow, Associate Provost for Institutional Effectiveness, Queens College</p>	<p>Provide interim progress reports on key leading indicators; flag priority areas based on progress.</p>
<p>Julianne Salazar, Interim Director of Strategic Initiatives, LaGuardia Community College</p> <p>Ivan-Scott Lee, Senior Director for Transfer Success and Partnerships, Queens College</p>	<p>Co-lead AY 2026-27 Implementation Plan, including the official launch and administration of the LaGuardia-Queens Transfer Academy.</p> <p>Coordinate convenings for all coordinated Transfer Academy.</p>
<p>Ben Rohdin, Vice President of Enrollment Management, LaGuardia Community College</p> <p>Vivek Uphadhyay, Assistant Vice President for Enrollment Management, Queens College</p>	<p>Finalize Implementation Plans to account for a 2029 enrollment into Queens College. Front-line Admissions Teams provide early feedback on implementation of launch; continue to promote to students in eligible majors.</p>
<p>Vera Albrecht, Interim Associate Dean of Academic Affairs, LaGuardia Community College</p> <p>Tina Pagano, Provost's Faculty Fellow, 2025-26, Queens College</p>	<p>Provide guidance and support to the program directors involved in the Transfer Academy.</p>



<p>Jenny Lugo, Associate Director of Student Advising Services, LaGuardia Community College</p>	<p>Collect and provide early feedback on coordinated advising activities for the Transfer Academy and ways to strengthen collaborations between LaGuardia and Queens to ensure consistent advising to future QC students.</p>
<p>Catherine Connolly, Associate Director of Transfer Advising, Queens College</p>	

## Our Team

### CUNY - LaGuardia Community College & CUNY - Queens College


College Presidents & Provosts, or *Leadership Sponsors*, provide the high-level vision, sponsorship, and accountability for the LaGuardia Community College-Queens College Partnership. Associate Provosts, Academic Deans, & Directors, or *Core Transfer Team*, are responsible for leading the design and implementation of the assessment, building the components of the shared student support model, and launching the LAGCC-QC Transfer Academy.

**Leadership Sponsors:**

- Kenneth Adams, President, LaGuardia Community College
- Frank H. Wu, President, Queens College
- Billie Gastic Rosado, Provost and Senior Vice President for Academic Affairs, LaGuardia Community College
- Patricia Price, Provost and Senior Vice President, Queens College

**Core Transfer Team:**

- Benjamin Rohdin, Vice President for Enrollment Management, LaGuardia Community College
- Catherine Connolly, Associate Director of Transfer Advising, Queens College
- Melissa Grant, Assistant Dean of Academic Advising, LaGuardia Community College
- Emad Nasser, Senior Director for Institutional Research and Effectiveness, LaGuardia Community College
- Vera Albrecht, Interim Associate Dean of Academic Affairs, LaGuardia Community College



Tina Pagano, Provost's Faculty Fellow, 2025-26, Queens College  
Ivan-Scott Lee, Senior Director for Transfer Success and Partnerships, Queens College  
Jenny Lugo, Associate Director of Student Advising Services, LaGuardia Community College  
Minonska Castellanos, Academic Affairs Manager, Queens College  
Daniel Yakubov, Associate Director for Grants and Transfer Initiatives, Queens College  
Julianne Salazar, Interim Director of Strategic Initiatives, LaGuardia Community College  
Rebekah Chow, Associate Provost for Institutional Effectiveness, Queens College  
Vivek Uphadhyay, Assistant Vice President for Enrollment Management, Queens College

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## Bibliography

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