



# Strategic Transfer Excellence Plan (STEP)

Aspen-AASCU Transfer Student Intensive: Cohort 4

Queens College and Queensborough Community College

## Our Transfer Vision Statement


From day one, students at Queensborough 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

Queensborough Community College (QCC) and Queens College (QC) are deepening their commitment to student success by strengthening the partnership that has long linked our two institutions. As public colleges serving one of the most ethnically diverse counties in the United States, Queensborough and Queens College educate students who are deeply rooted in Queens and bring extraordinary talent, resilience, and ambition to their academic journeys. Guided by the Aspen-AASCU Transfer Student Success Intensive, our institutions are working together to reimagine the transfer process as a shared institutional responsibility.

The urgency of this work is underscored by the fact that just 33% of community college students ever transfer to a senior college, and only 16% go on to earn a bachelor's degree within six years, nationally (Velasco et al., 2024). These outcomes



are worse for students from underrepresented backgrounds, many of whom begin their journey at community colleges like QCC.

Queens College is the most popular transfer destination for QCC students. At the same time, transfers from QCC to QC have declined over the past decade, even as demand for bachelor's degrees and regional workforce needs continue to rise. Addressing this decline requires structural change to help QCC students realize the need for a bachelor's degree and that Queens College is an excellent next step. This will require better alignment, clearer communication, and sustained collaboration between campuses resulting in a seamless, supported transfer pipeline. With a renewed focus on student-centered practices, credit efficiency, and equity, our shared efforts will increase transfer and bachelor's degree completion rates, improve student confidence, and expand opportunity across the borough and beyond.

### Who Are the Students We Serve?

Both Queensborough Community College and Queens College enroll highly diverse student populations that reflect the cultural richness of Queens. At QCC, approximately 10,500 students are enrolled as of Fall 2024, with the student body comprising 32% Hispanic, 26% Asian, and 21% Black students. The college is home to students from 109 countries who are native speakers of 86 languages. 35% of QCC students work full-time, 25% are over the age of 25, and 40% attend the college part-time, balancing academics with work and family responsibilities. Popular majors at QCC include Liberal Arts and Sciences, Psychology, Business, Health Sciences, and Computer Science, many of which align directly with high-demand majors at Queens College.

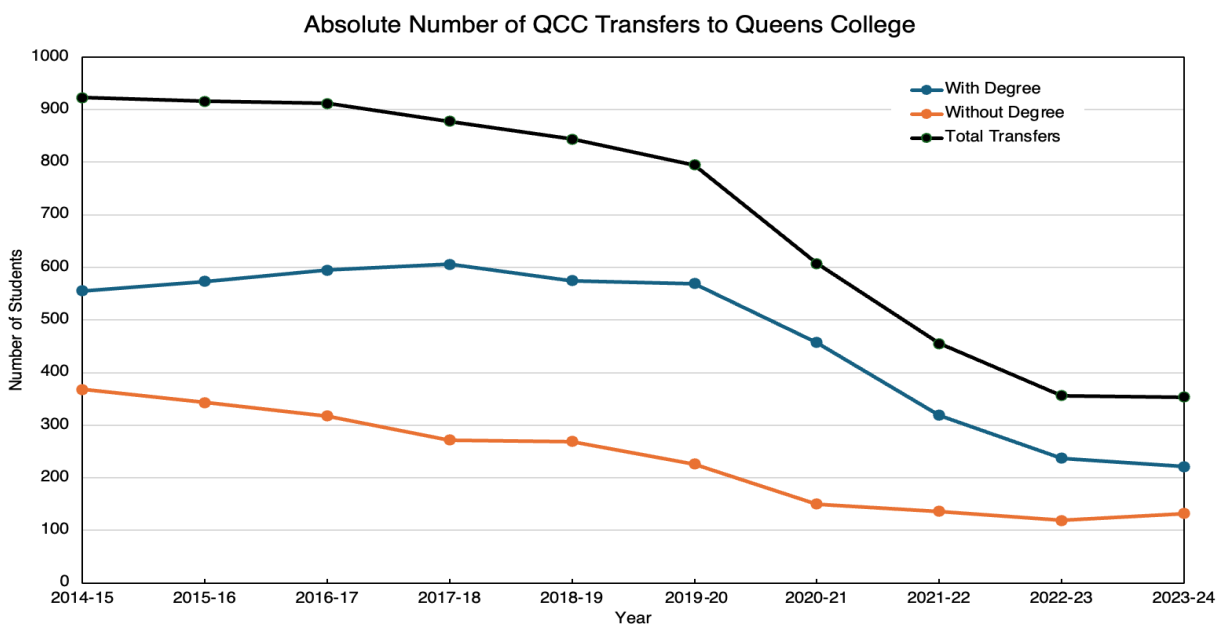
QC serves nearly 16,000 students spanning an ethnic plurality of 30% Asian, 28% Hispanic, 9% Black, and 24% White students; 65% of QC students are proficient in a second language. Language fluency is highly variable, though not always at a native level, affecting confidence and performance in writing-intensive courses. Notably, over 80% of Queens College graduates still live in the state a decade after earning their degrees, underscoring the lasting impact that a seamless transfer pathway can have, not only on students, but on the long-term economic and civic vitality of Queens, New York City, and the State of New York.

## What Challenges Are We Addressing?

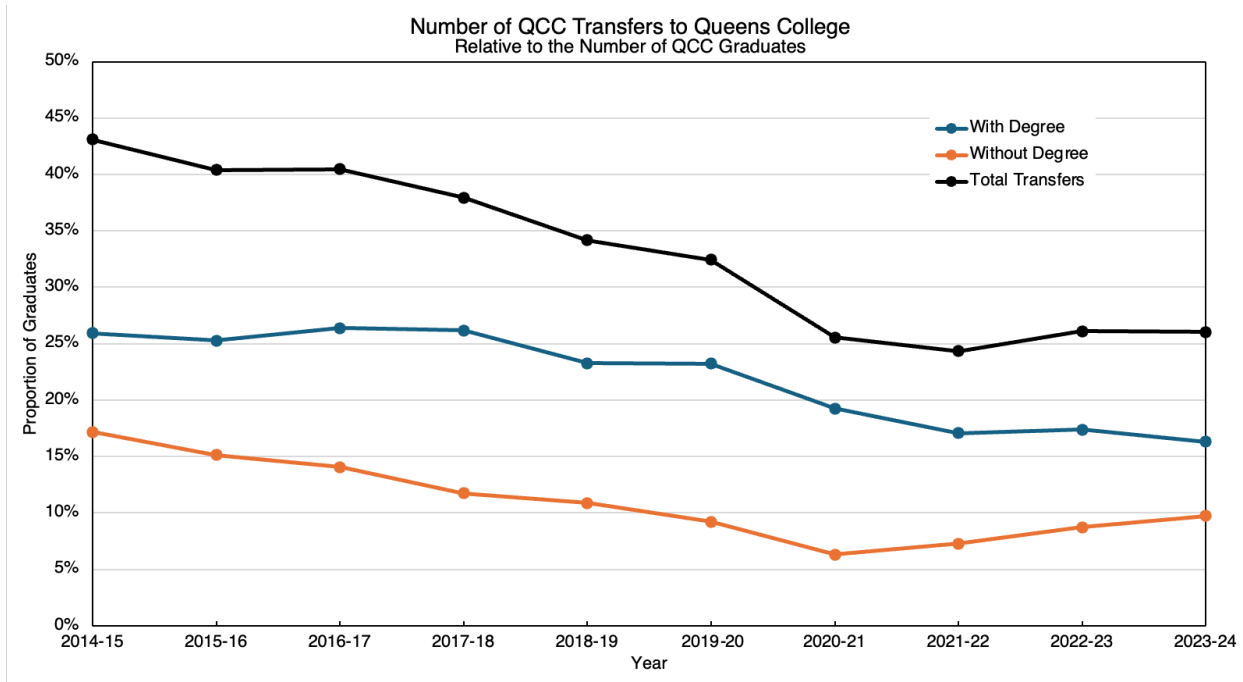
Queensborough and Queens are just 5 miles apart and, starting in June 2025, are connected by a local bus line. Queens College is the most popular transfer destination for QCC students. The two institutions have been working closely together to promote transfer over the last decade. The partnership includes a jointly registered A.A. and B.A. dual admission program in Childhood Education and 14 additional articulation agreements across a range of subjects. Also, the colleges have shared a Department of Education HSI-STEM grant to promote and support transfers in STEM fields and an NSF award to promote transfers in Computer Science.

Despite these efforts, transfer from QCC to QC has declined sharply over the past decade, falling from more than 900 students annually to under 400 (Fig. 1). The decline is not only in the total number of students, but also in the percentage of QCC's graduates that transfer to QC (Fig. 2). Additionally, the number of students transferring with an associate's degree is declining faster than those who transfer without earning the degree first. We know from research that those who transfer with an award have greater persistence to degree.

**Figure 1.** Numbers of transfers from QCC to Queens College by year.




**Figure 2.** Number of transfers from QCC to Queens College as a percentage of QCC graduates, by year.



Many students lose momentum in the transition due to credit loss. QCC students arrive at QC with an average of 51 credits, not the full 60 credits and an earned associate’s degree. In addition, not all QCC course credits transfer as equivalent to QC courses in a degree program. Some courses transfer as “499” electives (e.g. BIOL 499), a general elective designation at QC reflecting that the transferred courses do not fulfill program or major specific degree requirements.

Advising structures at the senior college have historically been designed for first-time freshmen, leaving transfer students without the tailored guidance they need to navigate a new academic environment. At QC, advising is split between the general advising office and the departments, who provide support for the majors. This leaves transfer students with limited centralized advising support structure, though QC has recently (in 2024) added a dedicated cohort of transfer peer advisors to address this gap. Advising at QCC has not traditionally focused on planning for transfer, such as exploring transfer destination options or course-taking that prepares students for transfer to specific programs at specific 4-year institutions. All these factors likely contribute to what many experience as a first-semester transfer momentum dip, observed as a drop in GPA at QC during the first semester after transfer. While 87% of QCC transfers are retained after their first semester at QC, only 78% persist through their first year, and just 41% complete their bachelor's degree within three years of transfer.



These challenges are especially urgent when viewed through an equity lens. QCC serves a greater proportion of Black and Latinx students than QC, making it a vital access point for bachelor's degree completion among historically underrepresented groups. Yet current outcomes do not fully reflect this promise. Students pursuing high-demand majors like psychology, computer science, and early childhood education fields aligned with urgent regional workforce needs, often lack access to coordinated 2+2 pathways, leading to excess credits, unclear expectations, and prolonged time to degree. Without structural reforms to advising at both institutions, credit evaluation, and curricular alignment, these students remain at risk of falling through the cracks, despite their potential and determination to succeed.

### What Are We Doing About It?

To remove barriers and promote sustained student momentum, we are implementing a coordinated set of reforms across both campuses. We are aligning curricula and mapping 2+2 transfer pathways to ensure that students enter Queens College with junior standing and a clear plan to graduation. Major-specific degree maps and advising resources are being introduced early in students' academic journeys, supported by cross-campus data dashboards that track progress and enable real-time interventions. A new Transfer Hub at QC provides centralized, dedicated support, while faculty collaboration across departments is reducing the incidence of credits transferring as "499s" by aligning course expectations and outcomes resulting in the establishment of course- or program-level equivalencies. At the same time, career readiness is being embedded into the advising process, including career-connected milestones such as LinkedIn profile development, resume reviews, and internship preparation, so that transfer students can connect their academic goals to professional outcomes. These efforts reflect our core belief: transfer is not a transaction, it is a transformation. And it must be designed, supported, and celebrated as such.

### Looking Ahead: A Call to Action

The partnership between QCC and QC is more than a response to enrollment decline, it is a shared commitment to educational equity, regional vitality, and institutional excellence. Together, we envision a future where students from Queensborough begin with the end in mind, supported by clear 2+2 pathways, proactive advising, and early exposure to career readiness experiences. At Queens College, it is essential that transfer students are welcomed to a campus that values their experience, supported through targeted advising, aligned academic and student support structures, and a dedicated Transfer Hub designed to foster both academic and social belonging. Faculty

on both campuses will co-own the work, creating aligned curricula and department-specific transfer plans that reduce credit loss and build momentum toward timely graduation. As we build and scale these systems, CUNY as a system stands to benefit—learning from our collaboration and adopting proven practices to transform transfer across the university. The moment to act is now. Our students are ambitious, our institutions are aligned, and our communities are counting on us to deliver.

## Measurable Goals

**Table 1.** STEP Goals, Measures, Baselines, Targets, Possible Disparities, and Leading Indicators

Purpose / High-Level Aim of Your Vision	Measure	Baseline, Year	Time-Bound Target	Disparities to Address	Leading Indicators
Enhance momentum toward degree completion for QCC to QC transfer students	Number of QCC courses that transfer to QC as a “499” elective	394 transferred courses in AY 2024-25	All “499” courses will be vetted. We will convert at least 30% to non-elective courses in a relevant major. To be completed by the end of Spring 2026.	Courses that transfer from QCC AAS degree programs lack equivalencies at QC	Changes to transfer equivalencies as monitored in TREX
	Gap between QCC GPA upon transfer and QC GPA after first semester	QCC GPA upon transfer: 3.05; QC GPA after first semester: 2.78 (10-year average, 2014-24).	Reduce gap to 0.1 GPA units within 5 years (by 2031)	Possible differences by major, race, and/or gender	

	Credits earned in first semester at QC	Credits earned in first semester: 11.7 (FT) and 6.0 (PT) (Fall 2024)	Credits earned in first semester increase by 3 (to 14.7) for FT and by 1.5 for PT (to 7.5) by 2031		
	Retention in the first year at QC	First-semester retention: 86.9% (F24-Sp25); first year retention: 78% (F23-F24)	First-semester and first year retention: maintain already high levels over next 5 years		
<b>Develop clear 2+2 transfer pathways</b>	Development and use of 2+2 maps that include advising and effective course-taking at QCC	Map development is in progress	Maps for all popular degrees, in addition to Education, Business, and Psychology, by Fall 2026.	Differences between special program advising (ASAP, CD/SEEK) and general advising	Maps are integrated into advising structures
	Development and implementation of transfer academies in education and business, and a revised articulation in psychology	Number of students who transfer into those majors currently (4-year averages): ACCT: 20.5, EECE: 31, ECON 14.5, PSYC: 27.75	Increase number of QCC transfers in Business, Education, and Psychology by 30% within 5 years of establishing Transfer Academies (Bus, Ed) or Articulation Agreement (Psych)		Course taking aligned with map recommendations,
<b>Build on degree completion momentum</b>	% of QCC AA and AS graduates transferring to QC graduating in three years (after transfer)	45.1% of QCC transfer students graduate within 3 years of transfer to QC (Fall 2021 transfer cohort)	Increase 1% per year from 2026 - 2031, to 50% of QCC transfers graduating from QC in 3 years	Possible differences by major, race, and/or gender	% of QCC to QC students in full time schedule  % of QCC to QC students transferring to a similar major

<p><b>Research and develop clear and supported transfer pathways for part-time students</b></p>	<p>Graduation rate of predominantly part-time QCC graduates who transfer to QC in four years.</p>	<p>30% of QCC predominantly part-time graduates graduate from QC with bachelor's degree in 4 years</p>	<p>Increase 1% per year from 2026-2031 to 34% in 5 years</p>	<p>Disparities by major - what majors are best?  Services specific for part-time students not available.</p>	<p>First semester grades, credit accumulation, and GPA for part-time students</p>
<p><b>Ensuring that QCC students of all races, cultures, and genders see an option for their future at QC</b></p>	<p>Demographics of transfer population by race and gender</p>	<p>Relative the QCC student body, QCC to QC transfer students overrepresent for Asian (29% vs. 25%), Latinx (37% vs. 34%) and White (12% vs. 8%) student. They underrepresent for Black students (13% vs. 22%). Gender is consistent at 47-8% M and 52-3% F. Data from Fall 2024</p>	<p>Increase 1% per year of QCC Black student representation in the transfer cohort from 2026-2031 to 18% in 5 years</p>	<p>Disparities by major</p>	<p>Applications and accepts to QC from QCC  Representation in transfer academies</p>



# Transformational End-to-End Redesign

## Creating an Integrated Community of Care Across our Colleges


Queensborough Community College and Queens College, with the proposed end-to-end design elements specified below, commit to ongoing collaboration to ensure that students 1) build substantive and sustained momentum towards 4-year degree completion, 2) choose a major as early as possible with an eye to strategic credit accumulation and supporting the student's identified vocational purpose, and 3) are made to feel part of the QC Knights community from day one due to early exposure to the QC campus, clearly aligned student support services across our institutions, access to a dedicated physical space at Queens College for transfer students, and resources tailored to the specific needs of QCC 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 Queensborough Community College, Queens College will establish “Transfer Academies” in the fields of Education and Business, drawing upon the success of Q-STEM Academy, a pilot and partnership between LaGuardia Community College and Queens College. The creation of the academies will include developing new articulation agreements in business between the two schools. We will also update an existing dual/joint degree program in Childhood Education and develop new agreements and degree alignments in secondary education.

The Transfer Academies will implement a direct admission process, eliminating the cumbersome transfer application step that frequently serves as a barrier to students transitioning from QCC to QC. Our colleges will collaborate to establish clear semester-by-semester signposts with well-crafted 2+2 degree maps to guide students' course selection, thereby maximizing their transfer credits and credit applicability to their bachelor's degree. Advisors will provide comprehensive guidance to students on the significance of completing their two-year degree and emphasize the advantages of maximizing transfer credits and credit applicability towards their bachelor's degree at QC.




Through intentional advising, QCC 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 QCC, 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 [MP1] to facilitate the success of these transfer students.

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

QCC Advising will work with students from the earliest stages to assist them in identifying the QCC major that aligns most closely with their intended bachelor's degree major upon transferring to QC. To ensure academic and career alignment, QCC advisors will encourage students to develop career goals that guide their major selection, rooted in a realistic labor market outcome in Queens County. QCC and QC will share labor market data with students, enabling them to comprehend the employment outlook in Queens County and New York City that offers a living wage and necessitates a bachelor's degree credential. In partnership, QCC 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 transfer and 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 QCC students to see themselves as QC Knights from day one. Furthermore, Queens College will establish a visible presence on QCC campus through various activities, such as advisers in residence, pre-transfer programming, coordinated advising, and cross-campus staff engagement. The Business and Education Transfer Academies will host events at the QCC campus and communicate with academy members throughout their time at QCC. This increased



and sustained visibility will offer meaningful opportunities for the QCC community to connect with the QC community.

## Our Reform Strategies

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

Queensborough 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 experiences, identify our strengths, and determine areas needing improvement to further streamline and strengthen the pathway from QCC 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 survey, as well as interviews with faculty, staff, and advisors who work directly with transfer students and focus groups of recent QCC to QC transfer students. This qualitative analysis will be combined with institutional research data to 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. Identifying and understanding differences in experiences and outcomes by race and gender will also be an important aspect of this work.

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 Queensborough–Queens College students in our student information system, CUNYfirst, for data to be gathered and analyzed as a distinct population. Identifying QC-bound students as early as possible at QCC will be key to ensuring that they receive transfer advising from their QCC advisors and encouragement and support from Queens College. It 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. The IR offices will co-develop a dashboard that can be monitored by all involved on a regular basis and the



QCC to QC identifier will be made visible in EAB Navigate so that advisors can easily identify those students.

## 2. Build an Integrated Student Support Model


Queens College and Queensborough Community College will work collaboratively to coordinate advising across both campuses, ensuring consistent, accessible, and high-quality support for every student. This includes establishing a regular and visible QC advising presence on the Queensborough 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.

Career and major exploration are essential for all QCC students and is a process that starts during the college's First Year Experience seminar course. Doing so is especially important for undecided students or those pursuing the Liberal Arts degree at Queensborough 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, will 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 will be designed for part-time students, adult learners, and students who transfer into Queensborough 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 transfer 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 Business, Education, and Psychology



students initially, as part of the Academy development process and then apply the model to additional QCC-to-QC major pathways.


### **3. Establish a Transfer Academy that encompasses a clear transfer pathway and comprehensive portfolio of student support.**

Queens College will establish two Transfer Academies aimed at facilitating a seamless transition and advancing the success of Queensborough students whose goal is to earn a bachelor's degree in teacher education or business. 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, faculty collaboration, cross-institutional advisement, and intentional and meaningful pre-transfer engagement.

Queensborough Community College and Queens College will hold a Faculty Summit in each degree area to introduce the Transfer Academy model and develop its various components. We will coordinate regular faculty convenings to allow for discussions centering on curricular alignment, course equivalencies, advising, 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 Academy will implement a direct admission process for Education and Business Academy QCC graduates, eliminating the cumbersome transfer application step that frequently is a barrier. 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, as well as 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 Queensborough 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

*\*QCC-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 rate of Queensborough AA and AS graduates who transfer to Queens College
  - Improve the four-year BA/BS graduation rate for Queensborough students from the point of entry at QC
  - Build early academic momentum for Queensborough students at the community college
  - Maintain academic momentum at the senior college
- 3. Major Deliverables**
  - February-March 2026: Funding/sponsorship proposal submitted; assessment framework approved.
  - April-May 2026: Student surveys and focus groups completed; faculty and 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. QCC-Queens Transfer Academy Framework guiding document drafted.
  - August 2026: Transfer Partnership Governance and Structure finalized, with Memorandum of Understanding (MOU) signed.

## Team Roles and Responsibilities

Team Member(s)	Responsibilities for the Phase I
<p>Christine Mangino, President, Queensborough 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>Phyllis Curtis-Tweed, Provost and Vice President for Academic Affairs, Queensborough 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>Elisabeth Lackner, Director of Institutional Research and Assessment, Queensborough 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>To Be Determined, Dean for Academic Initiatives, Queensborough Community College</p> <p>Ivan-Scott Lee, Senior Director for Transfer Success and Partnerships, Queens College</p>	<p>Co-lead assessment administration and development of AY 2026-27 Implementation Plan</p>
<p>Renee Rhodd, Director of the Transfer Resource Center,</p>	<p>Advise and provide guidance on enrollment management priorities, capacity, and relevant</p>

Queensborough Community College  Vivek Uphadhyay, AVP for Enrollment Management, Queens College	timelines for AY 2026-27 Implementation Plan, particularly on items pertaining to admissions, enrollment, and student records.
To Be Determined, Dean for Academic Initiatives, Queensborough Community College  Tina Pagano, Provost's Faculty Fellow, 2025-26, Queens College	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.
Brian Mitra, Vice-President for Student Affairs, Queensborough Community College  Catherine Connolly, Associate Director of Transfer Advising, Queens College	Advise and provide guidance on academic advising priorities, capacity, and relevant timelines for AY 2026-27 Implementation Plan

## Phase 2: Building the Queensborough-Queens Transfer Pipeline

Timeframe: 9/2026 – 7/2027 (Fall 2026-Summer 2027)

1. **Reform Strategies Involved:** Building an Integrated Transfer Student Support Model; Establish a Transfer Academy.
2. **Measurable Goals Involved**
  - Develop a QCC to QC Business Academy that includes a 2+2 curriculum with no transfer credits relegated to non-major electives, direct transfer (no application), guaranteed admission to QC, QC advisors on campus at QCC, regular visits to QC, the option to for QCC students to take select QC business courses by e-permit, and a bi-institution faculty and advisor board.
  - Develop a QCC to QC Education Academy that includes a 2+2 curriculum with no transfer credits relegated to non-major electives, direct transfer (no application), guaranteed admission to QC, QC advisors on campus at QCC, regular visits to QC, the option to for QCC students to take select education-

related QC courses by e-permit, collaboration with NYC Men Teach, and a bi-institution faculty and adviser board.

### 3. Major Deliverables

- September 2026: Queensborough-Queens College Faculty Summit Convening: Presentation of Phase I findings, Transfer Academy Framework, and proposed next steps for AY 2026-27.
- October 2026: Queensborough-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) completed.
- February 2027: Announcement and press release about the launch of the Queensborough-Queens Transfer Academy in Fall 2027.
- Spring 2027: Recruitment for Transfer Academy and pre-transfer engagement activities.

### 4. Team Roles and Responsibilities

Team Member(s)	Responsibilities for the Phase
Christine Mangino, President, Queensborough 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.
Phyllis Curtis-Tweed, Provost and Vice President for Academic Affairs, Queensborough 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 Business, including the Faculty Summit convening in preparation for the Transfer Academy.
Elisabeth Lackner, Director of Institutional	Provide interim progress reports on key leading indicators; flag priority areas based on progress

<p>Research and Assessment, Queensborough Community College</p> <p>Rebekah Chow, Associate Provost for Institutional Effectiveness, Queens College</p>	
<p>To Be Determined, Dean for Academic Initiatives, Queensborough 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 coordination of the Transfer Academy Faculty Summit, cross-campus faculty and staff collaboration.</p> <p>Finalizing and administering the Transfer Academy Framework in conjunction with the academic and faculty leadership.</p>
<p>Renee Rhodd, Director of the Transfer Resource Center, Queensborough Community College</p> <p>Vivek Uphadhyay, AVP 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 Queensborough-Queens Transfer Academy.</p>
<p>To Be Determined, Dean for Academic Initiatives, Queensborough 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>Brian Mitra, Vice-President for Student Affairs, Queensborough Community College</p>	<p>Develop and begin coordinated advising plan for meeting STEP goals and aligning with AY 2026-27 Implementation Plan; train advising teams and peer leaders</p>

Catherine Connolly, Associate Director of Transfer Advising, Queens College	
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### Phase 3: Launching the Queensborough-Queens Transfer Academy Timeframe: 8/2027 – (Fall 2027)

- 1. Reform Strategies Involved-** Building an Integrated Transfer Student Support Model; Establish a Transfer Academy.
- 2. Measurable Goals Involved**
  - Enhance momentum toward degree completion for QCC to QC transfer students
  - Build on degree completion momentum
  - Research and develop clear and supported transfer pathways for part-time students
  - Ensuring that QCC students of all races, cultures, and genders see an option for their future at QC
- 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 Queensborough-Queens Transfer Academy students in Teacher Education and Business.
  - 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
<p>Christine Mangino, President, Queensborough 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>Phyllis Curtis-Tweed, Provost and Vice President for Academic Affairs, Queensborough Community College</p> <p>Patricia Price, Provost and Senior Vice President, Queens College</p>	<p>Provide executive academic leadership for the launch of the Transfer Academy in Teacher Education and Business.</p>
<p>Elisabeth Lackner, Director of Institutional Research and Assessment, Queensborough 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>To Be Determined, Dean for Academic Initiatives, Queensborough 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 Queensborough-Queens Transfer Academy.</p> <p>Coordinate convenings for all coordinated Transfer Academy</p>
<p>Renee Rhodd, Director of the Transfer Resource Center, Queensborough Community College</p> <p>Vivek Uphadhyay, AVP for Enrollment Management, Queens College</p>	<p>Finalize Implementation Plans to account for a 2029 enrollment into Queens College; frontline Admissions Teams provide early feedback on implementation of launch; continue to promote to students in eligible majors.</p>
<p>To Be Determined, Dean for Academic Initiatives, Queensborough 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>Brian Mitra, Vice-President for Student Affairs, Queensborough Community College</p> <p>Catherine Connolly, Associate Director of Transfer Advising, Queens College</p>	<p>Collect and provide early feedback on coordinated advising activities for the Transfer Academy and ways to strengthen collaborations between Queensborough and Queens to ensure consistent advising to future QC students.</p>



## Our Team

### CUNY - Queensborough Community College & CUNY - Queens College

College Presidents & Provosts, or *Leadership Sponsors*, provide the high-level vision, sponsorship, and accountability for the Queensborough 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 QCC-QC Transfer Academy.

#### **Core Transfer Team:**

Brian Mitra, Vice-President for Student Affairs, Queensborough Community College

Catherine Connolly, Associate Director of Transfer Advising, Queens College

Elisabeth Lackner, Director of Institutional Research and Assessment, Queensborough Community College

Ivan-Scott Lee, Senior Director for Transfer Success and Partnerships, Queens College

Michael Pullin, Dean for Academic Initiatives, Queensborough Community College

Rebekah Chow, Associate Provost for Institutional Effectiveness, Queens College

Renee Rhodd, Director of the Transfer Resource Center, Queensborough Community College

Tina Pagano, Provost's Faculty Fellow, 2025-26, Queens College

Vivek Uphadhyay, Assistant Vice President for Enrollment Management, Queens College

#### **Leadership sponsors:**

Christine Mangino, President, Queensborough Community College

Frank H. Wu, President, Queens College

Phyllis Curtis-Tweed, Provost and Vice President for Academic Affairs, Queensborough Community College

Patricia Price, Provost and Senior Vice President for Academic Affairs, Queens College

#### **Please direct any inquiries to:**

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<https://ccrc.tc.columbia.edu/publications/tracking-transfer-community-college-and-four-year-institutional-effectiveness-in-broadening-bachelors-degree-attainment.html>