



# DOCUMENTATION ROADMAP



## **Documents, Processes, and Procedures**

**Evidence Inventory of Institutional Ability to Meet  
the Expectations of the Requirements of Affiliation  
and the Standards for Accreditation of the Middle  
States Commission on Higher Education**

## **DIRECTIONS**

**IF YOU WISH TO ACCESS DOCUMENTS DIRECTLY FROM THE INVENTORY THAT FOLLOWS BY CLICKING ON THE LINKS IN THE RIGHT-HAND COLUMN, PLEASE CLICK ON [EVIDENCE INVENTORY](#) AND USE THE COLLEGE LOGON AND PASSWORD YOU HAVE BEEN PROVIDED. (AFTER LOGGING IN THE FIRST TIME, YOU MAY WISH TO CHANGE YOUR PASSWORD.) ONCE YOU HAVE LOGGED ON AND OPENED THE COLLEGE'S INTRANET SITE, PLEASE LEAVE THE BROWSER/TAB OPEN.**

**ALL THE DOCUMENTS PROVIDED IN THE INVENTORY THAT FOLLOWS MAY BE FOUND ON THE FLASH DRIVE PROVIDED.**

Requirement of Affiliation	Compliance Process/ Standard with which Aligned	Documents, Processes, and Procedures
<p>1. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates.</p>	<p>INFORMATION TO BE SUBMITTED THROUGH COMMISSION'S COMPLIANCE PROCESS</p>	<p><a href="#">New York State Education Department Inventory of Registered Programs</a> <i>Search for QCC</i></p> <p><a href="#">U.S. Dept of Education Database of Accredited Postsecondary Institutions and Programs</a> <i>Search for QCC</i></p> <p><a href="#">New York State Senate Legislature, Title 7, Article 125</a> <i>See Section 6203 – CUNY</i></p>
<p>2. The institution is operational, with students actively pursuing its degree programs.</p>	<p>INFORMATION TO BE SUBMITTED THROUGH COMMISSION'S COMPLIANCE PROCESS</p>	<p><a href="#">IPEDS reports</a> <i>Click on year and QCC</i></p> <p><a href="#">New York State Education Department – list of CUNY colleges</a></p>
<p>3. For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit for initial accreditation takes place (Step 7 of the initial accreditation process), unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate appropriate learning outcomes.</p>	<p>INFORMATION TO BE SUBMITTED THROUGH COMMISSION'S COMPLIANCE PROCESS</p>	<p><b>Not applicable</b></p>
<p>4. The institution's representatives communicate with the Commission in English, both orally and in writing.</p>	<p>INFORMATION TO BE SUBMITTED THROUGH COMMISSION'S COMPLIANCE PROCESS</p>	<p><a href="#">MSCHE Statement of Accreditation Status</a></p>

Requirement of Affiliation	Compliance Process/ Standard with which Aligned	Documents, Processes, and Procedures
<p>5. The institution complies with all applicable government (usually federal and state) policies, regulations, and requirements.</p>	<p>INFORMATION TO BE SUBMITTED THROUGH COMMISSION'S COMPLIANCE PROCESS</p>	<p>COLLEGE LEVEL</p> <p><a href="#">Consumer Information for Prospective and Current Students</a></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">CUNY Legal Affairs - Policies &amp; Procedures</a></p> <ul style="list-style-type: none"> <li>• <a href="#">FERPA</a></li> <li>• <a href="#">FERPA Release Forms</a></li> <li>• <a href="#">Information Security (CIS)</a></li> </ul> <p>STATE LEVEL</p> <p><a href="#">New York State Senate Legislature, Title 7, Article 125</a></p> <p><a href="#">New York State Joint Commission on Public Ethics (JCOPE)</a></p> <ul style="list-style-type: none"> <li>• <a href="#">JCOPE Ethics Laws</a></li> </ul>
<p>6. The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the <a href="#">Commission website</a>.</p>	<p>INFORMATION TO BE SUBMITTED THROUGH COMMISSION'S COMPLIANCE PROCESS</p>	<p><a href="#">MSCHE Statement of Accreditation Status</a></p> <p><a href="#">Admissions Office</a> – Transfer in <a href="#">Transfer Resource Center</a> – Transfer out</p> <p>Articulation agreements: <a href="#">Master list</a> Sample – <a href="#">A.S., Psychology</a></p> <p>List of other accreditors and the year of the next full reaccreditation review:</p> <p><a href="#">ETAC of ABET</a> (Engineering Technology Accreditation Commission of ABET) 2019-20 A.A.S., Computer Engineering Technology</p>

Requirement of Affiliation	Compliance Process/ Standard with which Aligned	Documents, Processes, and Procedures
		<p>A.A.S., Electronic Engineering Technology  A.A.S., Mechanical Engineering Technology</p> <p><a href="#">Accreditation Commission for Education in Nursing, Inc.</a> 2020  A.A.S., Nursing</p> <p><a href="#">Middle States Commission on Higher Education</a> 2019</p> <p><a href="#">Accreditation Council for Collegiate Business Schools and Programs</a> 2020-21  A.S., Business Administration  A.S., Accounting for Forensic Accounting  A.A.S., Accounting  A.A.S., Computer Information Systems  A.A.S., Management (Marketing)  A.A.S., Office Administration and Technology</p> <p><a href="#">National Association of Schools of Theatre</a> (NAST) 2021  A.S., Theatre</p> <p><a href="#">National Association of Schools of Art and Design</a> (NASAD) 2021-22  A.S., Art and Design</p>
<p>7. The institution has a statement of mission and goals, approved by its governing body that defines its purpose within the context of higher education.</p>	<p><b>See Standard I</b></p>	<p><b>See Chapter 1</b></p> <p><a href="#">QCC Mission</a>  <a href="#">College Catalogue</a> (see page 10)</p> <p><a href="#">CUNY Mission &amp; History</a></p>
<p>8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.</p>	<p><b>See Standards III, IV, V, and VI</b></p>	<p><b>See Chapters 3, 4, 5, and 6</b></p> <p>COLLEGE LEVEL</p> <p><a href="#">Institutional Effectiveness</a></p>

Requirement of Affiliation	Compliance Process/ Standard with which Aligned	Documents, Processes, and Procedures
		<p>Year-end reporting:  <a href="#">Teaching Departments</a>  <a href="#">Non-teaching Departments</a></p> <p><a href="#">Academic Program Review: Review Schedule Guidelines and Template Reports</a> (arranged by year and program)</p> <p>List of other accreditors:</p> <p><a href="#">ETAC of ABET</a> (Engineering Technology Accreditation Commission of ABET) 2019-20 A.A.S., Computer Engineering Technology  A.A.S., Electronic Engineering Technology  A.A.S., Mechanical Engineering Technology</p> <p><a href="#">Accreditation Commission for Education in Nursing, Inc.</a> 2020  A.A.S., Nursing</p> <p><a href="#">Middle States Commission on Higher Education</a> 2019</p> <p><a href="#">Accreditation Council for Collegiate Business Schools and Programs</a>  A.S., Business Administration  A.S., Accounting for Forensic Accounting  A.A.S., Accounting  A.A.S., Computer Information Systems  A.A.S., Management (Marketing)  A.A.S., Office Administration and Technology</p> <p><a href="#">National Association of Schools of Theatre</a> (NAST) 2021</p>

Requirement of Affiliation	Compliance Process/ Standard with which Aligned	Documents, Processes, and Procedures
		<p>A.S., Theatre</p> <p><a href="#">National Association of Schools of Art and Design (NASAD) 2021-22 A.S., Art and Design</a></p> <p><a href="#">Consumer Information for Prospective and Current Students</a></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">Manual of General Policy, Article 1 Academic Policy, Programs and Research, Policy 1.06 Academic Program Review</a></p> <p><a href="#">CUNY Performance Management (PMP) and Data Book</a></p> <p>STATE LEVEL</p> <p><a href="#">IPEDS reports</a></p> <p><a href="#">HEOA reports</a></p>
<p>9. The institution’s student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.</p>	<p><b>See Standards II and V</b></p>	<p><b>See Chapters 2 and 5</b></p> <p>COLLEGE LEVEL</p> <p><a href="#">College Catalogue Programs of Study</a></p> <p><a href="#">Accounting</a> – sample degree map (or recommended course sequence) and program outcomes</p> <p><a href="#">Art and Design</a> – sample degree map (or recommended course sequence) and program outcomes</p> <p><a href="#">Engineering Science</a> – sample degree map (or recommended course sequence) and program outcomes</p> <p><a href="#">Course assessment reports</a></p> <p><a href="#">Academic Program Review: Review Schedule</a></p> <p><a href="#">Guidelines and Template</a></p>

Requirement of Affiliation	Compliance Process/ Standard with which Aligned	Documents, Processes, and Procedures
		<p><a href="#">Reports</a> (arranged by year and program)            Fact Books (e.g., <a href="#">2017-2018</a>)  <a href="#">Program dashboards</a></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">Manual of General Policy, Article 1 Academic Policy, Programs and Research, Policy 1.06 Academic Program Review</a>  <a href="#">CUNY Academic Program Resources</a></p>
<p>10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.</p>	<p><b>See Standards I, III, IV, V, and VI</b></p>	<p><b>See Chapters 1, 3, 4, 5, and 6</b></p> <p>COLLEGE LEVEL</p> <p><a href="#">Institutional Effectiveness QCC Strategic Plan 2018-19</a>  <a href="#">QCC Strategic Plan 2017-18</a>  <a href="#">QCC Completion Report 2017-18</a>  <a href="#">Teaching Department (Year-end) Reports</a>  <a href="#">Non-teaching Department Year-end Reports</a>  <a href="#">Academic Program Review</a>  <a href="#">General Education Assessment</a>  <a href="#">Institutional Research and Assessment</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Fact Books (e.g., 2017-2018)</a></li> <li>• <a href="#">Institutional and Program Assessment and Data</a></li> <li>• <a href="#">Fact Sheets</a></li> <li>• <a href="#">Surveys</a></li> <li>• <a href="#">Starfish Reports</a></li> </ul> <p>UNIVERSITY LEVEL</p> <p><a href="#">CUNY Strategic Framework</a>  <a href="#">CUNY Master Plan (2016-2020)</a>  <a href="#">CUNY PMP</a></p>
<p>11. The institution has documented financial resources, funding base, and plans for</p>	<p><b>See Standard VI</b></p>	<p><b>See Chapter 6</b></p>



Requirement of Affiliation	Compliance Process/ Standard with which Aligned	Documents, Processes, and Procedures
<p>financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.</p>		<p>COLLEGE LEVEL</p> <p><a href="#">QCC Strategic Plan 2018-19</a>  <a href="#">QCC Strategic Plan 2017-18</a>  <a href="#">QCC Financial Report (Budget) Technology Plan</a>  <a href="#">Student Tech Fee Plan</a>  <a href="#">QCC Student Association Audit</a>  <a href="#">QCC Auxiliary Enterprises Audit</a>  <a href="#">QCC Fund Inc – Financial Statements</a>  <a href="#">Bursar Internal Audit</a></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">CUNY Bylaws, Article XVI</a>  <a href="#">University Budget Request – FY 2019</a>  <a href="#">CUNY Audited Financial Statements</a>  <a href="#">CUNY Audit A-133 2017</a>  <a href="#">CUNY Audit A-133 2016</a>  <a href="#">CUNY Audit A-133 2015</a>  <a href="#">CUNY Internal Audit &amp; Management Services</a>  <a href="#">CUNY Master Plan (2016-2020), Chapter 5</a>  <a href="#">CUNY Manual of General Policy, Article III Fiscal Affairs</a>  <a href="#">Agendas and minutes of CUNY Board Committee on Fiscal Affairs</a>  <a href="#">Agendas and minutes of CUNY Board Committee on Audit</a>  <a href="#">Agendas and minutes of CUNY Board Subcommittee on Investments</a>  <a href="#">Research Foundation Annual Reports and Financial Statements (including A-133)</a></p> <p>STATE LEVEL</p> <p><a href="#">New York State Senate Legislature, Title 7, Article 125</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Section 6201</a></li> </ul>

Requirement of Affiliation	Compliance Process/ Standard with which Aligned	Documents, Processes, and Procedures
		<ul style="list-style-type: none"> <li>• <a href="#">Section 6206</a></li> <li>• <a href="#">Section 6221</a></li> <li>• <a href="#">Section 6229 (community)</a></li> <li>• <a href="#">Section 6230 (senior)</a></li> <li>• <a href="#">Section 6231</a></li> <li>• <a href="#">Section 6233-A</a></li> </ul> <p><a href="#">State Enacted/City Executive Budget</a></p>
<p>12. The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution’s governing body is responsible for the quality and integrity of the institution and for ensuring that the institution’s mission is being carried out.</p>	<p><b>See Standard VII</b></p>	<p><b>See Chapter 7</b></p> <p>COLLEGE LEVEL</p> <p><a href="#">College Governance Plan</a>  <a href="#">Bylaws of the Academic Senate</a>  <a href="#">Bylaws of the Faculty</a>  <a href="#">Organizational charts</a>  <a href="#">Academic Senate – Revised Mission Approved</a></p> <p>UNIVERSITY LEVEL</p> <p>CUNY System-wide <a href="#">Governance Plans</a>  <a href="#">CUNY Bylaws</a>  <a href="#">CUNY Manual of General Policy, Article II Board of Trustees</a>  <a href="#">CUNY Board of Trustees</a>  <a href="#">CUNY University Faculty Senate</a>  <a href="#">CUNY University Student Senate</a>  <a href="#">Research Foundation Governance</a></p> <p>STATE LEVEL  <a href="#">New York State Senate Legislature, Title 7, Article 125</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Section 6204</a></li> <li>• <a href="#">Section 6206</a></li> </ul>
<p>13. A majority of the institution’s governing body’s members have no employment, family, ownership, or other personal financial interest in the institution. The governing</p>	<p><b>See Standard VII</b></p>	<p><b>See Chapter 7</b></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">CUNY Bylaws, Article II</a></p>

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<p>body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's district/system or other chief executive officer shall not serve as the chair of the governing body.</p>		<p><a href="#">CUNY Manual of General Policy, Article II Board of Trustees, Policy 2.05 Code of Conduct</a>  <a href="#">CUNY Manual of General Policy, Article VI Legal, Policy 6.01 Conflict of Interest</a>  <a href="#">CUNY Legal Affairs</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Conflict of Interest</a></li> <li>• <a href="#">Ethics Information</a></li> </ul> <p><a href="#">Research Foundation CUNY Policy No. 522-C – Conflict of Interest</a></p> <p>STATE LEVEL</p> <p><a href="#">New York State Joint Commission on Public Ethics</a></p>
<p>14. The institution and its governing body/bodies will make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.</p>	<p>INFORMATION TO BE SUBMITTED THROUGH COMMISSION'S COMPLIANCE PROCESS</p>	<p><b>See Verification of Compliance, under sections 5 and 6</b></p> <p>COLLEGE LEVEL</p> <p><a href="#">Consumer Information for Prospective and Current Students</a>  <a href="#">MSCHE Statement of Accreditation Status</a></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">CUNY Bylaws</a></p> <ul style="list-style-type: none"> <li>• Article II Officers of the Board  <a href="#">CUNY Manual of General Policy, Article II Board of Trustees, Policy 2.05 Code of Conduct – no compensation</a></li> </ul> <p>STATE LEVEL</p> <p><a href="#">New York State Senate Legislature, Title 7, Article 125</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Section 6204 (k)</a> – regarding compensation</li> </ul>

Requirement of Affiliation	Compliance Process/ Standard with which Aligned	Documents, Processes, and Procedures
<p>15. The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution’s educational programs.</p>	<p>See Standard III</p>	<p>See Chapter 3</p> <p>COLLEGE LEVEL</p> <p><a href="#">Governance Plan</a>  <a href="#">Faculty Handbook</a>  <a href="#">Academic Senate</a>  <a href="#">Faculty Executive Committee</a>  <a href="#">Academic Freedom Committee</a>  <a href="#">Academic Review Committee</a>  <a href="#">Governance: Plans, Policies, Procedures</a>  <a href="#">IPEDS Human Resources (HR) reports for QCC – click on year, QCC, and Human Resources</a>  <a href="#">Organizational charts</a></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">CUNY Bylaws, Articles VIII and IX</a>  <a href="#">CUNY Manual of General Policy, Article V Faculty, Staff and Administration</a>  <a href="#">Agendas and minutes of CUNY Board Committee on Faculty, Staff and Administration</a>  <a href="#">PSC CUNY Constitution</a>  <a href="#">CUNY UFS Charter</a>  <a href="#">CUNY HR Policies and Procedures</a></p>

## 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.*

Assemble the following, as appropriate.

- Statements regarding institutional mission and goals
- Processes and procedures relevant to mission and goals
- In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

The criteria for this standard, in the following pages, explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular criterion, it may demonstrate through alternative information that it meets the standard. If applicable, this alternative information is included in the section above.

The following table lists documents, processes, and procedures that demonstrate evidence in support of each criterion:

Standard I Criteria	Documents, Processes, and Procedures
<p>1. Clearly defined mission and goals that:</p> <ol style="list-style-type: none"> <li>are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement;</li> <li>address external as well as internal contexts and constituencies;</li> <li>are approved and supported by the governing body;</li> <li>guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curriculum development, and the definition of institutional and educational outcomes;</li> <li>include support of scholarly inquiry and creative activity, at all levels and of the type appropriate to the institution;</li> <li>are publicized and widely known by the institution's internal stakeholders;</li> <li>are periodically evaluated.</li> </ol>	<p>COLLEGE LEVEL</p> <p>Primary Documents:</p> <ul style="list-style-type: none"> <li><a href="#">College Catalogue</a></li> <li><a href="#">Faculty Handbook</a></li> <li><a href="#">Mission and Goals</a></li> <li><a href="#">Mission (2005)</a></li> <li><a href="#">Resolution to Establish Mission Review Committee – Academic Senate – 05 12 2015</a></li> <li><a href="#">Mission Statement Resolution – Academic Senate – May 2016</a></li> <li><a href="#">Resolution to Revise New Mission Statement and Introduce Mission Goals - Academic Senate 2 14 2017</a></li> <li><a href="#">Institutional Effectiveness</a></li> <li><a href="#">Academic Program Review Guidelines</a></li> <li><a href="#">Strategic Planning &amp; Resource Allocation Process Calendar</a></li> <li><a href="#">Senate Committee on Budgetary Advisement</a></li> </ul> <p>Offices of Communication, Research, and Facilities:</p> <ul style="list-style-type: none"> <li>• <a href="#">Campus Facilities</a></li> <li>• <a href="#">Center for Excellence in Teaching and Learning (CETL)</a></li> <li>• <a href="#">Institutional Research and Assessment</a></li> <li>• <a href="#">Marketing and Communications</a></li> <li>• <a href="#">QCC Library Welcome</a></li> <li>• <a href="#">QCC Undergraduate Research</a></li> </ul> <p>Strategic Planning and Reporting Process:</p> <ul style="list-style-type: none"> <li><a href="#">College Advisory Planning Committee (CAPC)</a></li> <li><a href="#">Goals and Targets (Strategic Plan) 2014-15</a></li> <li><a href="#">Goals and Targets (Strategic Plan) 2015-16</a></li> <li><a href="#">Goals and Targets (Strategic Plan) 2016-17</a></li> <li><a href="#">Goals and Targets (Strategic Plan) 2017-18</a></li> <li><a href="#">Goals and Targets (Completion) Report 2014-15</a></li> <li><a href="#">Goals and Targets (Completion) Report 2015-16</a></li> <li><a href="#">Goals and Targets (Completion) Report 2016-17</a></li> </ul> <p>Faculty Achievements:</p> <ul style="list-style-type: none"> <li><a href="#">Faculty Activity Report 2014</a></li> <li><a href="#">Faculty Activity Report 2015</a></li> <li><a href="#">Faculty Activity Report 2016</a></li> <li><a href="#">Faculty Handbook</a></li> <li><a href="#">QCC/OAA Faculty Research Resources</a></li> <li><a href="#">Faculty Scholarly/Creative Works/Accomplishments</a></li> </ul>

Standard I Criteria	Documents, Processes, and Procedures
	<p>Resources and Services to the Community:  <a href="#">Kupferberg Holocaust Resource Center and Archives</a>  <a href="#">Continuing Education and Workforce Development</a>  <u>Pre-college:</u>            CUNY Start            CLIP            Port of Entry            Free ESL            ESL Healthcare Bridge Program            College Focus  <u>Continuing Education</u>  <u>Professional Development</u>  <a href="#">QCC Art Gallery</a>  <a href="#">QCC Performing Arts Center</a></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">CUNY Mission &amp; History</a>  <a href="#">CUNY Manual of General Policy, Article 1 Academic Policy, Programs and Research</a></p> <ul style="list-style-type: none"> <li>• Policy 1.05 Academic Program Planning</li> <li>• Policy 1.06 Academic Program Review</li> <li>• Policy 1.25 Research and Scholarship</li> </ul> <p><a href="#">CUNY Manual of General Policy, Article V Faculty, Staff and Administration</a></p> <ul style="list-style-type: none"> <li>• Policy 5.01 Academic Personnel Practice (1. Faculty Responsibilities: <i>The faculty as the body chiefly responsible for the educational mission . . .</i>, 2. Presidential Responsibilities: . . . <i>accountable for seeing that the mission of the college fits into the broader mission of the University</i>)</li> </ul> <p><a href="#">CUNY Master Plan (2016-2020)</a>  <a href="#">CUNY – Use of Open Educational Resources</a>  <a href="#">CUNY/RF Annual Reports</a>  <a href="#">CUNY Strategic Framework</a>  <a href="#">CUNY PMP, Office of the Chancellor: Performance Management Process</a>            (2016-17 PMP Data Book [p. 2]: <i>The University PMP Data Book is designed to track progress on goals articulated in the CUNY Strategic Framework</i>)  <a href="#">CUNY PMP – Memo to Campus Liaisons – 2015</a>  <a href="#">CUNY PMP – Letter to Presidents &amp; Deans – 9/9/2015</a>  <a href="#">CUNY PMP Report 2016-17</a>  <a href="#">CUNY PMP Goals &amp; Targets Guidance 09 29 2017</a></p>

Standard I Criteria	Documents, Processes, and Procedures
	<p>STATE LEVEL</p> <p><a href="#">New York State Senate Legislature, Title 7, Article 125</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Section 6201</a></li> <li>• <a href="#">Section 6203</a></li> <li>• <a href="#">Section 6206</a></li> </ul>
<p>2. Institutional goals are realistic, appropriate to higher education and consistent with mission.</p>	<p>COLLEGE LEVEL</p> <p><a href="#">Mission and Goals</a>  <a href="#">General Education</a>  <a href="#">General Education Working Group (formerly Task Force)</a>  <a href="#">Borough of Manhattan Community College comparative mission and goals</a></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">CUNY PMP, Office of the Chancellor: Performance Management Process</a>  <a href="#">CUNY Strategic Framework</a>  <a href="#">CUNY Master Plan (2016-2020)</a>  <a href="#">CUNY Mission</a></p>
<p>3. Institutional goals focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.</p>	<p>COLLEGE LEVEL</p> <p><a href="#">Missions and Goals</a>  <a href="#">Strategic Planning website</a>  <a href="#">Teaching Department Year-end reports</a>  <a href="#">Non-teaching Department Year-end Reports</a>  <a href="#">Academies</a>  <a href="#">General Education (Common Core)</a>  <a href="#">General Education Assessment Task Force</a></p> <p>Student Support Program and Services:  <a href="#">Academies Advisement</a>  <a href="#">ASAP</a>  <a href="#">Campus Writing Center</a>  <a href="#">College Discovery</a>  <a href="#">Collegiate Science and Technology Entry Program (C-STEP)</a>  <a href="#">Counseling Center</a>  <a href="#">Financial Services</a>  <a href="#">Library</a>  <a href="#">Mathematics Learning Center</a>  <a href="#">Office of Students Affairs</a></p>



Standard I Criteria	Documents, Processes, and Procedures
	<a href="#">Single Stop</a> <a href="#">Student Learning Center</a> <a href="#">Tech Fee Plan</a> <a href="#">Technology Plan</a> <a href="#">Transfer Resource Center</a> <a href="#">Carroll and Milton Petrie Foundation Student Emergency Grant</a>
<p>4. Periodic assessment of mission and goals to ensure that they are relevant and achievable.</p>	<a href="#">Institutional Effectiveness – Strategic Planning</a> <a href="#">College Advisory Planning Committee (CAPC)</a> <a href="#">Resolution to Establish Mission Review Committee – Academic Senate – 05 12 2015</a> <a href="#">Mission Statement Resolution – Academic Senate May 2016</a> <a href="#">Resolution to Revise New Mission Statement and Introduce Mission Goals – Academic Senate – 02 14 2017</a>

## 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.*

Assemble the following, as appropriate.

- Recruitment and marketing materials (printed and electronic)
- Public disclosure information required by the Commission and government entities (printed and electronic)
- Institutional by-laws, guidelines, and policies.
- Handbooks (student, faculty, employee, etc.)
- Processes and procedures relevant to ethics and integrity
- In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

The criteria for this standard, in the following pages, explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular criterion, it may demonstrate through alternative information that it meets the standard. If applicable, this alternative information is included in the section above.

The following table lists documents, processes, and procedures that demonstrate evidence in support of each criterion:

Standard II Criteria	Documents, Processes, and Procedures
<p>1. Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.</p>	<p>COLLEGE LEVEL</p> <p><a href="#">QCC Governance Plan Governance Plans, Policies and Procedures Links - Governance Mission Statement (College Catalog page 10) College Catalog Faculty Executive Committee- Academic Freedom Committee Bylaws of the Academic Freedom Committee Academic Freedom Committee Documents Student Rights</a></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">CUNY Mission &amp; History CUNY Manual of General Policy Article I Academic Policy, Programs and Research</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Policy 1.02 Academic Freedom</a></li> <li>• <a href="#">Policy 1.03 Academic Integrity</a></li> <li>• <a href="#">Policy 1.24 Research Misconduct</a></li> </ul> <p><a href="#">Article VI Legal, Policy 6.04 Freedom of Information Law Compliance Article VI Legal, Policy 6.05 Intellectual Property CUNY Legal Affairs</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Copyright Materials</a></li> <li>• <a href="#">Intellectual Property Policy</a></li> <li>• <a href="#">A Guide to Academic Freedom</a></li> <li>• <a href="#">Academic Integrity Policy</a></li> </ul> <p><a href="#">CUNY Research Compliance</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Responsible Conduct of Research</a></li> </ul> <p><a href="#">CUNY Student Affairs</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Statement on the Freedom of Student Expression</a></li> <li>• <a href="#">CUNY Student Policies &amp; Procedures</a> <ul style="list-style-type: none"> <li>○ <a href="#">Academic Integrity</a></li> <li>○ <a href="#">Notice to the CUNY Community Regarding File Sharing and Copyright Infringement</a></li> </ul> </li> </ul> <p><a href="#">CUNY UFS Academic Freedom PSC CUNY Academic Freedom CUNY USS Freedom of Expression Policy CUNY Freedom of Information Law Requests</a></p>

Standard II Criteria	Documents, Processes, and Procedures
	<a href="#">New York State Joint Commission on Public Ethics (JCOPE)</a> <a href="#">Research Foundation CUNY Policy No. 519-C – Intellectual Property</a> <a href="#">Research Foundation CUNY Policy Regarding the Disposition of Allegations of Research Misconduct</a>
<p>2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.</p>	<p>COLLEGE LEVEL</p> <p> <a href="#">QCC Faculty Diversity Plan – 2014 Progress Report</a>  <a href="#">QCC Faculty Diversity Plan – 2015 Progress Report</a>  <a href="#">QCC Faculty Diversity Plan – 2016 Progress Report</a>  <a href="#">QCC Faculty Diversity Plan – 2017 Progress Report</a>  <a href="#">QCC Faculty Diversity Plan Worksheet</a>  <a href="#">Reaffirmation of Commitment to Diversity/Equal Opportunity/Affirmative Action</a>  <a href="#">Affirmative Action, Pluralism &amp; Diversity Compliance Office</a>  <a href="#">Compliance, Guidelines and Guidebooks</a>  <a href="#">Forms: Affirmative Action, Pluralism &amp; Diversity/Compliance Office Forms</a>  <a href="#">Celebrate Diversity at Queensborough Community College</a>  <a href="#">Student Sexual Misconduct Complainant's Bill of Rights</a>  <a href="#">Title IX: Combating Sexual Assault and Other Unwelcome Sexual Behavior</a>  <a href="#">Training for Students: CUNY'S Sexual Harassment, Gender Based Harassment, and Sexual Violence Curriculum</a>  <a href="#">Training for Employees: CUNY's Sexual Misconduct Curriculum for Employees</a>  <a href="#">Policy on Equal Opportunity and Non-Discrimination</a>  <a href="#">Policy on Sexual Misconduct</a>  <a href="#">Reasonable Accommodations and Academic Adjustments</a>  <a href="#">Rules for the Maintenance of Public Order</a>  <a href="#">Procedures for Handling Student Complaints About Faculty Conduct in Academic Settings</a>  <a href="#">Tobacco Cessation Program</a>  <a href="#">Institutional Research &amp; Assessment Surveys</a> </p> <p>UNIVERSITY LEVEL</p> <p><a href="#">CUNY Faculty Diversity Strategic Plan Guide</a></p>

Standard II Criteria	Documents, Processes, and Procedures
	<p><a href="#">CUNY Mission &amp; History</a></p> <p><a href="#">CUNY Manual of General Policy</a></p> <p><a href="#">Article I Academic Policy, Programs and Research</a></p> <ul style="list-style-type: none"> <li>• Policy 1.201 Military Service</li> </ul> <p><a href="#">Article II Board of Trustees</a></p> <ul style="list-style-type: none"> <li>• Policy 2.13 Points of Light</li> <li>• Policy 2.16 Statement Regarding AIDS Awareness</li> </ul> <p><a href="#">Article IV Facilities Planning and Management</a></p> <ul style="list-style-type: none"> <li>• Policy 4.05 Physically Handicapped Students and Faculty Members</li> </ul> <p><a href="#">Article V Faculty, Staff and Administration</a></p> <ul style="list-style-type: none"> <li>• Policy 5.04 Affirmative Action</li> <li>• Policy 5.061 Domestic Violence and the Workplace</li> </ul> <p><a href="#">Article VII Student Affairs and Special Programs</a></p> <ul style="list-style-type: none"> <li>• Policy 7.142 Sexual Misconduct</li> </ul> <p><a href="#">CUNY HR Office of Recruitment &amp; Diversity</a></p> <ul style="list-style-type: none"> <li>• <a href="#">CUNY Faculty Diversity Initiative</a></li> <li>• <a href="#">Innovative and Inclusive Programming</a></li> <li>• <a href="#">Diversity and Inclusion</a> <ul style="list-style-type: none"> <li>○ Office of Recruitment and Diversity Annual Report</li> <li>○ Office of Human Resources Management Strategic Plan</li> <li>○ CUNY Leadership Diversity Action Plan</li> </ul> </li> <li>• <a href="#">Statistics and Reports</a> <ul style="list-style-type: none"> <li>○ Quarterly Reports on Faculty and Staff Diversity</li> <li>○ Central Office Affirmative Action Plans</li> <li>○ Workforce Demographics</li> </ul> </li> <li>• <a href="#">People</a> <ul style="list-style-type: none"> <li>○ University Advisory Council on Diversity</li> <li>○ CUNY Mellon Faculty Diversity Career Enhancement Initiative Advisory Committee</li> <li>○ Central Office Affirmative Action Plans</li> </ul> </li> <li>• <a href="#">Recruitment</a></li> <li>• <a href="#">Equal Opportunity and Compliance</a></li> </ul> <p><a href="#">CUNY HR Policies and Procedures</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Affirmative Action</a></li> <li>• <a href="#">FMLA</a></li> </ul>

Standard II Criteria	Documents, Processes, and Procedures
	<ul style="list-style-type: none"> <li>• <a href="#">Legislative Right of Nursing Mothers</a></li> <li>• <a href="#">Reasonable Accommodations and Academic Adjustments</a></li> <li>• <a href="#">Sexual Misconduct Policy</a></li> <li>• <a href="#">Violence Prevention</a></li> </ul> <p><a href="#">CUNY Labor Relations, Policies &amp; Other Resources</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Paid Parental Leave Policy</a></li> </ul> <p><a href="#">CUNY Legal Affairs</a></p> <ul style="list-style-type: none"> <li>• <a href="#">CUNY Campus and Workplace Violence Policy</a></li> <li>• <a href="#">Equal Opportunity and non-Discrimination</a></li> <li>• <a href="#">Lactation Guidelines</a></li> <li>• <a href="#">Student Bill of Rights</a></li> </ul> <p><a href="#">CUNY Admissions</a></p> <p><a href="#">CUNY Library Services Diversity Statement</a></p> <p><a href="#">CUNY Strategic Framework (Connected CUNY)</a></p> <ul style="list-style-type: none"> <li>• Page 3, College Readiness</li> <li>• Page 6, Access and Completion</li> <li>• Page 8, Knowledge Creation</li> </ul> <p><a href="#">CUNY Master Plan (2016-2020)</a></p> <p><a href="#">CUNY Faculty Affairs</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Faculty Development @CUNY</a> <ul style="list-style-type: none"> <li>○ <a href="#">Diversifying CUNY's Leadership: A CUNY-Harvard Consortium</a></li> </ul> </li> <li>• <a href="#">Faculty Resources</a></li> <li>• <a href="#">COACHE</a></li> </ul> <p><a href="#">CUNY Student Affairs</a></p> <ul style="list-style-type: none"> <li>• <a href="#">CUNY Student Policies &amp; Procedures</a> <ul style="list-style-type: none"> <li>○ <a href="#">Disability Accommodation</a></li> </ul> </li> </ul> <p><a href="#">IPEDS Human Resources (HR) reports</a></p> <p><a href="#">OIRA data</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Current Student Data Books (Race/Ethnicity; Student Profile/Demographic Information)</a></li> <li>• <a href="#">HEOA Diversity Reports</a></li> <li>• <a href="#">Student Experience Surveys</a></li> </ul> <p><a href="#">Research Foundation CUNY Policy No. 526 – Affirmative Action</a></p>
<p>3. A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial,</p>	<p>COLLEGE LEVEL</p> <p><b>See Verification of Compliance under section 4</b></p> <p><a href="#">Faculty Grievance Process</a></p> <p><a href="#">Professional Staff Congress – Instructional Staff – Grievance Process</a></p>

Standard II Criteria	Documents, Processes, and Procedures
<p>and assure that grievances are addressed promptly, appropriately, and equitably.</p>	<p><a href="#">District Council (DC) 37 – Staff – Grievance Process</a>  <a href="#">Faculty Handbook</a>  <a href="#">Governance, Queensborough Community College</a>  <a href="#">Governance- Plans, Policies and Procedures Links</a>  <a href="#">CUNY Policy on Academic Integrity</a>  <a href="#">Office of Student Conduct</a>  <a href="#">Procedures for Handling Student Complaints about Faculty Conduct in Academic Settings</a>  <a href="#">Student Disciplinary Procedures</a>  <a href="#">Pathways Student University Appeals Process</a>  <a href="#">Student Pathways Rights and Responsibilities</a>  <a href="#">Behavioral Intervention Team Incident Referral</a>  <a href="#">2017-2018 Title IX Satisfactory Academic Appeal Form</a>  <a href="#">Committee on Environment Quality of Life and Disability Issues Environment</a>  <a href="#">Charges: Committee on Environment Quality of Life and Disability Issues Environment</a></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">CUNY Bylaws</a>  <a href="#">Article XV Students</a></p> <ul style="list-style-type: none"> <li>• Section 15.4 Student Disciplinary Procedures/Complaint Procedures</li> </ul> <p><a href="#">Article VII Academic Due Process</a></p> <p><a href="#">CUNY Manual of General Policy</a>  <a href="#">Article V Faculty, Staff and Administration</a></p> <ul style="list-style-type: none"> <li>• Policy 5.181 Reporting of Alleged Misconduct</li> <li>• Policy 5.20 Student Complaints about Faculty Misconduct in Academic Settings</li> </ul> <p><a href="#">Article VII Student Affairs and Special Programs</a></p> <ul style="list-style-type: none"> <li>• Policy 7.142 Sexual Misconduct</li> </ul> <p><a href="#">CUNY Legal Affairs</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Student Bill of Rights</a></li> </ul> <p><a href="#">CUNY Student Affairs/Student Policies &amp; Procedures</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Procedures for Handling Student Complaints About Faculty Conduct in Academic Settings</a></li> <li>• <a href="#">Students’ Bill of Rights</a></li> </ul>

Standard II Criteria	Documents, Processes, and Procedures
	<p><a href="#">CUNY Title IX</a>  <a href="#">CUNY Personnel Policy Bulletin</a></p> <ul style="list-style-type: none"> <li>• <a href="#">2002/PPB Grievance Procedure for Employees Without Negotiated Provisions</a></li> <li>• <a href="#">1992/PPB Appeal and/or Protests regarding Examinations</a></li> </ul> <p><a href="#">PSC CUNY Grievance Process</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Article 20: PSC CUNY Complaint, Grievance and Arbitration Procedure</a></li> </ul> <p><a href="#">CUNY Pathways/Student Rights, Responsibilities, and Appeals</a>  <a href="#">Research Foundation CUNY Policy No. 510 – Project Employee Complaints</a></p>
<p>4. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.</p>	<p>COLLEGE LEVEL</p> <p><a href="#">Human Resources and Labor Relations – Policies, Procedures &amp; Practices (including CUNY sections) Affirmative Action, Pluralism &amp; Diversity Compliance Office</a>  <a href="#">Governance- Plans, Policies and Procedures Links</a>  <a href="#">Bylaws of the Academic Senate</a></p> <p>Relevant policies of affiliate organizations:  <a href="#">QCC Fund Inc – Conflict of Interest Policy</a>  <a href="#">Queensborough Student Association – Conflict of Interest Policy</a>  <a href="#">QCC Auxiliary Board – Conflict of Interest Policy</a></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">CUNY Procedures for Implementing Reasonable Accommodations and Academic Adjustments</a>  <a href="#">CUNY Bylaws/General Policy</a>  <a href="#">CUNY Financial Disclosure for Faculty</a>  <a href="#">CUNY Statement of Policy on Multiple Positions</a>  <a href="#">Multiple-Position-Report-for-Summer-Assignments.pdf</a></p> <p>CUNY Manual of General Policy</p> <ul style="list-style-type: none"> <li>• <a href="#">Article II Board of Trustees, Policy 2.05 Code of Conduct</a></li> <li>• <a href="#">Article VI Legal, Policy 6.01 Conflict of Interest</a></li> </ul>



Standard II Criteria	Documents, Processes, and Procedures
	<p><a href="#">CUNY Legal Affairs</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Ethics Information</a> <ul style="list-style-type: none"> <li>○ Gifts</li> <li>○ Honoraria</li> <li>○ Conflict of Interest</li> <li>○ Outside Activities FAQs</li> </ul> </li> <li>• <a href="#">Project Sunlight</a></li> </ul> <p><a href="#">CUNY Research Compliance</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Responsible Conduct of Research</a></li> <li>• <a href="#">CITI Training</a></li> </ul> <p><a href="#">Research Foundation CUNY Policy No. 522-C – Conflict of Interest</a></p> <p>STATE LEVEL</p> <p><a href="#">New York State Joint Commission on Public Ethics (JCOPE)</a></p> <ul style="list-style-type: none"> <li>• <a href="#">JCOPE Ethics Laws</a></li> </ul>
<p>5. Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees.</p>	<p>COLLEGE LEVEL</p> <p><a href="#">CUNY Search Committee Guide</a>  <a href="#">Title IX: Combating Sexual Assault and Other Unwelcome Sexual Behavior</a>  <a href="#">Human Resources and Labor Relations HR/LR Policies, Procedures and Practices</a>  <a href="#">Affirmative Action, Pluralism &amp; Diversity Compliance Office</a>  <a href="#">Affirmative Action, Pluralism &amp; Diversity Forms</a>  <a href="#">Faculty Handbook- Professional Evaluation of Faculty:</a>  <a href="#">Human Resource &amp; Labor Relations Forms</a>  <a href="#">Faculty Handbook- Appointments, Reappointments, and Promotions</a>  <a href="#">QCC Faculty Bylaws Article XI Academic Review Committee</a></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">CUNY Bylaws</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Article VI Instructional Staff</a></li> <li>• <a href="#">Article VIII Organization and Duties of the Faculty</a></li> <li>• <a href="#">Article IX Organization and Duties of the Faculty Departments</a></li> </ul>

Standard II Criteria	Documents, Processes, and Procedures
	<ul style="list-style-type: none"> <li>• <a href="#">Article XI Duties and Qualifications of Titles in the Instructional Staff</a></li> <li>• <a href="#">Article XII Salary Schedule Conditions</a></li> <li>• <a href="#">Article XIII Instructional Staff–Miscellaneous Provisions</a></li> <li>• <a href="#">Article XIV Non-Instructional Staff</a></li> </ul> <p><a href="#">CUNY Manual of General Policy, Article V Faculty, Staff and Administration</a></p> <p><a href="#">Agendas and minutes of CUNY Board Committee on Faculty, Staff and Administration</a></p> <p><a href="#">CUNY Academic Program Resources/Faculty Appointments</a></p> <p><a href="#">CUNY HR Policies and Procedures</a></p> <p><a href="#">CUNY HR Office of Recruitment &amp; Diversity</a></p> <p><a href="#">CUNY UFS Charter</a></p> <p>PSC CUNY</p> <ul style="list-style-type: none"> <li>• <a href="#">Constitution</a></li> <li>• <a href="#">Contract</a></li> <li>• <a href="#">Faculty and Staff Rights</a></li> <li>• <a href="#">HEO Rights and Benefits/ HEO Handbook</a></li> <li>• <a href="#">CLT Rights and Benefits/ CLT Handbook</a></li> <li>• <a href="#">Research Foundation Rights</a></li> </ul> <p><a href="#">District Council Union 37 Constitution</a></p> <p>STATE LEVEL</p> <p><a href="#">NYS Senate Legislature, Title 7, Article 125</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Section 6208 Collective Negotiation</a></li> <li>• <a href="#">Section 6210 Non-Instructional Positions</a></li> <li>• <a href="#">Section 6212 Tenure</a></li> <li>• <a href="#">Section 6220 Salary Schedules in Certain Public Institutions of Higher Learning</a></li> <li>• <a href="#">Section 6226 Community College Severance Provisions</a></li> </ul>
<p>6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.</p>	<p>COLLEGE LEVEL</p> <p><a href="#">College Catalog</a></p> <p><a href="#">Office of Admissions</a></p> <p><a href="#">Consumer Information for Prospective and Current Students</a></p> <p><a href="#">Institutional Effectiveness</a></p> <p><a href="#">Human Resources</a></p> <p><a href="#">Fact Book</a></p>

Standard II Criteria	Documents, Processes, and Procedures
	<p><a href="#">QCC Website</a>  <a href="#">QCC Facebook Page</a>  <a href="#">President's Welcome Back 2018</a></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">CUNY Admissions</a>  <a href="#">CUNY HEOA Disclosures</a>  <a href="#">CUNY Employment</a></p> <ul style="list-style-type: none"> <li>• Search Job Postings</li> <li>• Job Search Process</li> <li>• CUNYfirst Job System Instructions</li> </ul>
<p>7. As appropriate to mission, services or programs in place:</p> <ol style="list-style-type: none"> <li>a. to promote affordability and accessibility, and;</li> <li>b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt.</li> </ol>	<p>COLLEGE LEVEL</p> <p><a href="#">Office of Admissions</a>  <a href="#">Consumer Information for Prospective and Current Students</a>  <a href="#">Financial Aid</a>  <a href="#">How to Apply for Financial Aid</a>  <a href="#">Prestigious Scholarships and Grants</a>  <a href="#">Requirements for Federal Aid</a>  <a href="#">Requirements for State Aid</a>  <a href="#">Military and Veterans Services</a>  <a href="#">Financial Aid Award Guide 2017 - 2018</a>  <a href="#">Impact of Withdrawal on Financial Aid</a>  <a href="#">Tuition and Fees</a>  <a href="#">Single Stop</a>  <a href="#">Accelerated Study in Associate Programs</a>  <a href="#">Immunization Forms</a>  <a href="#">Annual Security Report</a>  <a href="#">Carroll and Milton Petrie Foundation Student Emergency Grant</a>  <a href="#">Report of the President to the Academic Senate, April 8, 2014, page 2</a>  <a href="#">Report of the President to the Academic Senate, February 14, 2017, page 3</a>  <a href="#">Petrie Foundation End of Year Report-January 2018</a>  <a href="#">Single Stop Year-end Report 2015-2016 Part B</a>  <a href="#">Single Stop Year-end Report 2016-2017 Part B</a></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">CUNY Manual of General Policy</a>  <a href="#">Article I Academic Policy, Programs and</a></p>

Standard II Criteria	Documents, Processes, and Procedures
	<p><a href="#">Research</a></p> <ul style="list-style-type: none"> <li>• Policy 1.12 College Discovery</li> <li>• Policy 1.27 SEEK</li> </ul> <p><a href="#">Article VII Student Affairs and Special Programs</a></p> <ul style="list-style-type: none"> <li>• Policy 7.05 Financial Aid and Support</li> </ul> <p><a href="#">CUNY Mission &amp; History</a></p> <p><a href="#">CUNY Master Plan (2016-2020)</a></p> <ul style="list-style-type: none"> <li>• Chapter 2</li> </ul> <p>CUNY Programs</p> <ul style="list-style-type: none"> <li>• <a href="#">ASAP</a></li> <li>• <a href="#">CUNY Developmental Education and USIP</a></li> <li>• <a href="#">SEEK and College Discovery</a></li> <li>• <a href="#">School-College Partnerships (CUNY K16 Initiatives)</a> <ul style="list-style-type: none"> <li>• <a href="#">College Now</a></li> <li>• <a href="#">Early College Initiative</a></li> <li>• <a href="#">CUNY PREP</a></li> <li>• <a href="#">LINCT To Success</a></li> <li>• <a href="#">CUNY Explorers</a></li> </ul> </li> </ul> <p><a href="#">CUNY Financial Aid</a></p> <ul style="list-style-type: none"> <li>• Applying for Financial Aid</li> <li>• Student Eligibility</li> <li>• Federal and State Grants</li> <li>• Scholarships</li> <li>• Student Loans</li> <li>• Tax Benefits for Higher Education</li> <li>• Tuition and College Costs</li> <li>• Financial Aid Videos</li> <li>• Information &amp; Resources <ul style="list-style-type: none"> <li>◦ <a href="#">Financial Aid Calculators</a></li> </ul> </li> </ul> <p><a href="#">University Resources</a></p> <ul style="list-style-type: none"> <li>• <a href="#">CUNY Value</a></li> <li>• <a href="#">Financial Literacy</a></li> </ul> <p><a href="#">University Tuition &amp; Fee Manual</a></p> <p><a href="#">Macaulay Honors College</a></p> <ul style="list-style-type: none"> <li>• Tuition Scholarship, Laptop, and Opportunities Fund</li> </ul> <p><a href="#">Mobility Report Cards: The Role of Colleges in Intergenerational Mobility</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Economic Diversity and Student Outcomes, New York Times</a></li> </ul> <p><a href="#">CUNY Open Educational Resources (OER)</a></p> <p><a href="#">CUNY Policy Compliance with Textbook Requirements of HEOA</a></p>

Standard II Criteria	Documents, Processes, and Procedures
	<p><a href="#">CUNY Student Affairs Disability Services</a></p> <p>STATE LEVEL</p> <p><a href="#">New York State Senate Legislature, Title 7, Article 125</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Section 6201 Legislative Findings &amp; Intent</a></li> </ul>
<p>8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:</p> <ol style="list-style-type: none"> <li>The full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;</li> <li>The institution's compliance with the Commission's Requirements of Affiliation;</li> <li>Substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion;</li> <li>The institution's compliance with the Commission's policies.</li> </ol>	<p>COLLEGE LEVEL</p> <p><a href="#">QCC Annual Institutional Update (AIU)</a>  <a href="#">QCC Affirmative Action Plan 2018-19</a>  <a href="#">QCC Affirmative Action Plan 2017</a>  <a href="#">QCC Affirmative Action Plan 2016</a>  <a href="#">MSCHE Statement of Accreditation Status</a>  <a href="#">Accreditations</a>  <a href="#">Fact Books</a>  <a href="#">Annual Security Report</a>  <a href="#">Human Resources and Labor Relations Accreditation</a></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">CUNY OIRA</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Student Data Books</a></li> <li>• <a href="#">HEOA CUNY Disclosures</a></li> <li>• <a href="#">IPEDS QCC Reports:</a> <ul style="list-style-type: none"> <li>• <a href="#">Completions (C)</a></li> <li>• <a href="#">12-Month Enrollment (E12)</a></li> <li>• <a href="#">Fall Enrollment (EF)</a></li> <li>• <a href="#">Finance (F)</a></li> <li>• <a href="#">Graduation Rate (GRS)</a></li> <li>• <a href="#">200% Graduation Rate (GRS 200)</a></li> <li>• <a href="#">Human Resources (HR)</a></li> <li>• <a href="#">Institutional Characteristics (IC)</a></li> <li>• <a href="#">Student Financial Aid (SFA)</a></li> <li>• <a href="#">Academic Libraries (AL)</a></li> <li>• <a href="#">Outcome Measures (OM)</a></li> </ul> </li> </ul> <p><a href="#">HEDS (Higher Education Data System)</a>  <a href="#">CUNY Report with QCC Data</a></p> <p><a href="#">JCOPE Compliance</a>  <a href="#">Workplace Violence Training Compliance</a></p>

Standard II Criteria	Documents, Processes, and Procedures
	<p>STATE LEVEL</p> <p><a href="#">NYSED Registered Programs (click on Inventory and search for QCC)</a></p>
<p>9. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.</p>	<p>COLLEGE LEVEL</p> <p><a href="#">Senate Committee on Assessment &amp; Institutional Effectiveness</a></p> <p><a href="#">Reaffirmation of Commitment to Diversity/Equal Opportunity/Affirmative Action</a></p> <p><a href="#">Affirmative Action, Pluralism &amp; Diversity Compliance Office</a></p> <p><a href="#">Title IX: Combating Sexual Assault and Other Unwelcome Sexual Behavior</a></p> <p><a href="#">Bylaws Committee Guide</a></p> <p><a href="#">Bylaws Committee Annual Report</a></p> <p><a href="#">Ethics - The City University of New York</a></p> <p><a href="#">Workplace Violence Prevention Program</a></p> <p><a href="#">Faculty Diversity Strategic Plan</a></p> <p><a href="#">QCC Faculty Diversity Plan – 2014 Progress Report</a></p> <p><a href="#">QCC Faculty Diversity Plan – 2015 Progress Report</a></p> <p><a href="#">QCC Faculty Diversity Plan – 2016 Progress Report</a></p> <p><a href="#">QCC Faculty Diversity Plan – 2017 Progress Report</a></p> <p><a href="#">QCC Faculty Diversity Plan Worksheet</a></p> <p><a href="#">CUNY Faculty Diversity Strategic Plan Guide</a></p>

### STANDARD III:

#### Design and Delivery of the Student Learning Experience

*An institution provides students with learning experiences that are characterized by rigor and coherence of 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.*

Assemble the following, as appropriate:

- Student catalogs, handbooks, course catalogs, and other information regarding the student learning experience.
- Program development and approval procedures.
- Faculty review procedures
- Processes and procedures relevant to the design and delivery of the student learning experience
- In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

The criteria for this standard, in the following pages, explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular criterion, it may demonstrate through alternative information that it meets the standard. If applicable, this alternative information is included in the section above.

The following table lists documents, processes, and procedures that demonstrate evidence in support of each criterion:

Standard III Criteria	Documents, Processes, and Procedures
<p>1. Certificate, undergraduate, graduate and/or professional programs leading to a degree or other recognized higher education credential, designed to foster a coherent student learning experience and to promote synthesis of learning.</p>	<p>COLLEGE LEVEL</p> <p><a href="#">Academic Senate Curriculum Committee</a>  <a href="#">Academics Website</a>  <u>Accreditations:</u></p> <ul style="list-style-type: none"> <li>• <a href="#">ETAC of ABET Accreditation Record</a></li> <li>• <a href="#">ACEN Nursing Accreditation Record</a> – Search program by college name</li> <li>• <a href="#">MSCHE Accreditation Record</a></li> <li>• <a href="#">ACBSP Accreditation Record</a></li> <li>• <a href="#">NAST Accreditation Record</a></li> <li>• <a href="#">NASAD Accreditation Record</a></li> </ul> <p><a href="#">Business Academy</a>  <a href="#">College Catalogue</a>  <a href="#">Curriculum Change Process</a>  <a href="#">Curriculum Committee Documents, Articles &amp; Forms</a>  eLearning Policy – pending Senate approval in February 2019  <a href="#">Fact Book</a> (retention &amp; graduation rates, pp. 32-35)  <a href="#">Health Related Sciences Academy</a>  <a href="#">Liberal Arts Academy</a>  <a href="#">Open Educational Resources Report</a>  <a href="#">Programs of Study</a>  <a href="#">QCC- General Education (Pathways)</a>  <a href="#">QCC version of QM Rubric</a>  <a href="#">STEM Academy</a>  <a href="#">VAPA Academy</a></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">CUNY Manual of General Policy, Article 1 Academic Policy, Programs and Research</a></p> <ul style="list-style-type: none"> <li>• Policy 1.05 Academic Program Planning</li> <li>• Policy 1.06 Academic Program Review</li> <li>• Policy 1.25 Research and Scholarship</li> </ul> <p><a href="#">CUNY Academic Program Resources</a>  <a href="#">CUNY Pathways</a></p>
<p>2. Student learning experiences that are:</p> <p>a. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are</p>	<p>COLLEGE LEVEL</p> <p>Design, delivery, assessment:  <a href="#">Academic Senate Curriculum Committee</a>  <a href="#">Curricular Change Process</a>  <a href="#">High Impact Practices</a>  <a href="#">Academic Program Review and Supporting</a></p>



Standard III Criteria	Documents, Processes, and Procedures
<p>rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;</p> <p>b. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are qualified for the positions they hold and the work they do;</p> <p>c. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are sufficient in number;</p> <p>d. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;</p> <p>e. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures.</p>	<p><a href="#">Schedule</a>  <a href="#">Assessment of Employment of Practices Associated with Deep Learning in HIP and Non-HIP Courses</a></p> <p>Outside accreditors that require compliance with appropriate design, delivery, and assessment of programs accredited:  <a href="#">Accreditation Council for Collegiate Business Schools and Programs</a>  <a href="#">Accreditation Commission for Education in Nursing, Inc.</a>  <a href="#">ETAC of ABET (Engineering Technology Accreditation Commission of ABET)</a>  <a href="#">National Association of Schools of Art and Design (NASAD)</a>  <a href="#">National Association of Schools of Theatre (NAST)</a></p> <p>Rigorous and effective teaching, assessment, scholarly inquiry, and service:  <a href="#">Faculty Mentoring Program</a>  <a href="#">Writing-intensive Faculty Development</a>  <a href="#">eLearning Support</a>  <a href="#">Assessment Institute</a>  <a href="#">Assessment Institute – Report on Impact</a>  <a href="#">Faculty Activity Report 2016</a>  <a href="#">Faculty Activity Report 2015</a>  <a href="#">Faculty Activity Report 2014</a>  <a href="#">Academic Senate – Committee Membership – Faculty Service</a></p> <p>Credentials commensurate with position:  <a href="#">Fact Book</a>: 60% of full-time faculty have earned doctoral degrees; another 21% have terminal degrees in nursing, engineering, and the visual and performing arts (p. 1)  <a href="#">Sample Job Vacancy Notice (JVN)</a>  <a href="#">Instructional Staff – Conditional Job Offer</a></p> <p>Sufficiency in number:  <a href="#">Fact Book</a> – Sufficient faculty to offer small class sizes: ratio of full-time equivalent (FTE) students to one full-time faculty member is 26:1 (p. 48)</p> <p>Opportunities, resources, and support for professional growth and innovation:</p>

Standard III Criteria	Documents, Processes, and Procedures
	<p> <a href="#">For Faculty, By Faculty: Support for opportunity, engagement, and recognition</a>  <a href="#">CETL- Center for Excellence in Teaching and Learning</a>  <a href="#">Faculty Research Resources</a>  <a href="#">Faculty / Staff Travel Policy and Procedure Guidelines</a>  <a href="#">Funding Opportunities</a>  <a href="#">New Faculty Institute Agenda – January 2018</a>  <a href="#">New Faculty Institute Blackboard Site</a>  <a href="#">Pre-Tenure Review Policy</a>  <a href="#">Promotion and Tenure Support</a>  <a href="#">Proposal Writing Links</a> </p> <p>           Regular and equitable review:  <a href="#">Human Resources - Policies, Procedures, Practices</a>  <a href="#">College Personnel &amp; Budget (P&amp;B) Committee Guidelines</a>  <a href="#">Faculty Handbook - Professional Evaluation of Faculty</a>  <a href="#">Guidelines for Promotion to Rank of Full Professor</a> </p> <p> <b>UNIVERSITY LEVEL</b> </p> <p> <a href="#">CUNY Bylaws</a> <ul style="list-style-type: none"> <li>• <a href="#">Article VI Instructional Staff</a></li> <li>• <a href="#">Article VIII Organization and Duties of the Faculty</a></li> <li>• <a href="#">Article IX Organization and Duties of the Faculty Departments</a></li> <li>• <a href="#">Article XI Duties and Qualifications of Titles in the Instructional Staff</a></li> <li>• <a href="#">Article XII Salary Schedule Conditions</a></li> <li>• <a href="#">Article XIII Instructional Staff– Miscellaneous Provisions</a></li> <li>• <a href="#">Article XIV Non-Instructional Staff</a></li> </ul> </p> <p> <a href="#">CUNY Manual of General Policy, Article V Faculty, Staff and Administration</a>  <a href="#">Agendas and minutes of CUNY Board Committee on Faculty, Staff and Administration</a>  <a href="#">CUNY Faculty Affairs</a> <ul style="list-style-type: none"> <li>• <a href="#">Faculty Development @CUNY</a> <ul style="list-style-type: none"> <li>○ <a href="#">Diversifying CUNY’s Leadership: A CUNY-Harvard Consortium</a></li> </ul> </li> </ul> </p>

Standard III Criteria	Documents, Processes, and Procedures
	<ul style="list-style-type: none"> <li>• <a href="#">Faculty Resources</a> – <i>see full list</i></li> <li>• <a href="#">COACHE</a></li> </ul> <p><a href="#">CUNY Centers for Teaching and Learning Council</a>  <a href="#">PSC CUNY Constitution</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Faculty and Staff Rights</a></li> </ul> <p><a href="#">CUNY UFS Charter</a></p> <p>STATE LEVEL</p> <p><a href="#">New York State Senate Legislature, Title 7, Article 125</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Section 6208 Collective Negotiation</a></li> <li>• <a href="#">Section 6210 Non-Instructional Positions</a></li> <li>• <a href="#">Section 6212 Tenure</a></li> <li>• <a href="#">Section 6220 Salary Schedules in Certain Public Institutions of Higher Learning</a></li> </ul>
<p>3. Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion.</p>	<p>COLLEGE LEVEL</p> <p><a href="#">College Catalogue</a>  <a href="#">Programs of Study:</a></p> <ul style="list-style-type: none"> <li>• Degree Requirements</li> <li>• Degree Maps (recommended course sequences)</li> <li>• Program Outcomes</li> </ul> <p><a href="#">Academics Website</a>  <a href="#">Admissions and Recruiting</a>  <a href="#">Business Academy</a>  <a href="#">Health Related Sciences Academy</a>  <a href="#">Liberal Arts Academy</a>  <a href="#">Programs of Study</a>  <a href="#">STEM Academy</a>  <a href="#">VAPA Academy</a>  <a href="#">Articulation Agreements</a>  <a href="#">DegreeWorks - Degree Audit Samples</a>  <a href="#">General Education (Pathways)</a></p> <p>UNIVERSITY LEVEL</p> <p>CUNY University Registrar</p> <ul style="list-style-type: none"> <li>• <a href="#">Policies &amp; Procedures</a></li> </ul> <p><a href="#">CUNY Pathways</a></p>
<p>4. Sufficient learning opportunities and resources to support both the institution's</p>	<p>COLLEGE LEVEL</p> <p>Course section offerings and availability (online, evening, and weekend) – two sample semesters</p>

Standard III Criteria	Documents, Processes, and Procedures
<p>programs of study and students' academic progress.</p>	<p><a href="#">Fact Book</a> – over 90% of first-time freshmen and 68% of all degree-seeking students were enrolled full-time in fall 2017 (p. 2); the ratio of full-time equivalent (FTE) students to one full-time faculty member is 26:1 (p. 48)</p> <p><a href="#">Academic Advisement</a></p> <p><a href="#">Academic Computing Center</a></p> <p><a href="#">Campus Writing Center</a></p> <p><a href="#">College Discovery</a></p> <p><a href="#">Library Resources</a> – students can visit the Library 87 hours a week and engage in online chat with librarian for 11 additional hours a week; materials formerly deposited in e-reserve are now available via Blackboard (Fact Book, p. 27)</p> <p><a href="#">The Mathematics Learning Center</a></p> <p><a href="#">Student Learning Center</a></p> <p>UNIVERSITY LEVEL</p> <p>CUNY Manual of General Policy</p> <p><a href="#">Article VII Student Affairs and Special Programs</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Policy 7.12 Retention and Graduation</a></li> </ul> <p><a href="#">CUNY Office of Undergraduate Studies</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Academic Advisement</a></li> <li>• <a href="#">Information for Students (Advising Modules)</a></li> <li>• <a href="#">Coordinated Undergraduate Education (CUE)</a></li> <li>• <a href="#">Writing Across the Curriculum (WAC)</a></li> <li>• <a href="#">Quantitative Reasoning Fellows Program</a></li> <li>• <a href="#">Developmental Education and USIP</a></li> </ul> <p><a href="#">CUNY ASAP</a></p> <p><a href="#">CUNY Office of Special Programs</a></p> <ul style="list-style-type: none"> <li>• <a href="#">SEEK &amp; College Discovery</a></li> <li>• <a href="#">TRIO Programs</a></li> <li>• <a href="#">Single Stop</a></li> <li>• <a href="#">Youth Matter</a></li> <li>• <a href="#">Black Male Initiative</a></li> </ul> <p><a href="#">CUNY Open Educational Resources (OER)</a></p> <p><a href="#">CUNY Policy Compliance with Textbook Requirements of HEOA</a></p>
<p>5. At institutions that offer undergraduate education: A general education program, free</p>	<p>COLLEGE LEVEL</p> <p><a href="#">General Education Assessment Task Force</a></p> <p><a href="#">General Education Reports</a></p>

Standard III Criteria	Documents, Processes, and Procedures
<p>standing or integrated into academic disciplines, that:</p> <ol style="list-style-type: none"> <li>a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;</li> <li>b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives;</li> <li>c. In non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills.</li> </ol>	<p><a href="#">General Education (Common Core)</a>  <a href="#">Gen. Ed.-Pathways Common Core Crosswalk</a>  <a href="#">Writing Intensive Graduation Requirement</a></p> <p>General Education Outcomes Rubrics:  <a href="#">General Education Outcome 1 Rubric</a>  <a href="#">General Education Outcome 1 Alternative Rubric</a>  <a href="#">General Education Outcome 2 Rubric</a>  <a href="#">General Education Outcome 3 Rubric</a>  <a href="#">General Education Outcome 4 Rubric</a></p> <p><u>HIPs:</u></p> <ul style="list-style-type: none"> <li>• Academic Service Learning</li> <li>• Common Intellectual Experience</li> <li>• Global &amp; Diversity Learning</li> <li>• Students Working in Interdisciplinary Groups (SWIGs)</li> <li>• Undergraduate Research</li> <li>• Writing-intensive Courses</li> </ul> <p><a href="#">HIPs assessment</a>  <a href="#">HIPS Year-end Report 2017-18</a></p> <p>eLearning:  <a href="#">eLearning Institute Application Summer 2018</a>  <a href="#">eLearning Institute Blackboard Site</a>  <a href="#">eLearning Institute Curriculum</a>  <a href="#">eLearning Course Readiness Report</a>  <a href="#">QCC version of QM Rubric</a></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">CUNY Pathways</a>  <a href="#">CUNY General Education Assessment</a></p>
<p>6. In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula.</p>	<p><b>Not applicable</b></p>
<p>7. Adequate and appropriate institutional review and approval on any student</p>	<p><b>Not applicable</b></p>

Standard III Criteria	Documents, Processes, and Procedures
learning opportunities designed, delivered, or assessed by third party providers.	
8. Periodic assessment of the programs providing student learning opportunities.	<p>COLLEGE LEVEL</p> <p><a href="#">Institutional Effectiveness: Strategic Planning and Assessment</a></p> <p>Academic Program Review</p> <ul style="list-style-type: none"> <li>• <a href="#">Academic Program Review and Supporting Schedule</a></li> <li>• <a href="#">Reports</a></li> </ul> <p><a href="#">Senate Committee on Assessment and Institutional Effectiveness</a></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">Manual of General Policy, Article 1 Academic Policy, Programs and Research, Policy 1.06 Academic Program Review</a></p> <p>Assessments of CUNY Programs</p> <ul style="list-style-type: none"> <li>• <a href="#">Pathways</a> (see <i>Year-Four Data, Third-Year Review</i>)</li> <li>• <a href="#">USIP Fact Book</a></li> <li>• <a href="#">ASAP Evaluation</a></li> </ul>

## 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.*

Assemble the following, as appropriate:

- Reports from student support offices
- Student handbooks
- Analysis of enrollment management plan (admission, retention, and completion).
- Processes and procedures relevant to support of the student experience.
- In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

The criteria for this standard, in the following pages, explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular criterion, it may demonstrate through alternative information that it meets the standard. If applicable, this alternative information is included in the section above.

The following table lists documents, processes, and procedures that demonstrate evidence in support of each criterion:

Standard IV Criteria	Documents, Processes, and Procedures
<p>1. Clearly stated ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:</p> <ul style="list-style-type: none"> <li>a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;</li> <li>b. a process by which students who are not adequately prepared for the study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals;</li> <li>c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;</li> <li>d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement.</li> </ul>	<p>COLLEGE LEVEL</p> <p><a href="#">Admission Policies and Procedures</a>  <a href="#">Admissions</a>  <a href="#">Financial Services</a>  <a href="#">Consumer Information for Prospective and Current Students</a>  <a href="#">Scholarships and Grants</a>  <a href="#">Carroll and Milton Petrie Foundation Student Emergency Grant</a>  <a href="#">Single Stop</a></p> <p><a href="#">Testing Services Center</a>  <a href="#">CUNY Language Immersion Program (CLIP)</a>  <a href="#">CUNY Start</a>  <a href="#">Academic Success Workshops</a>  <a href="#">Academic Support and Tutoring</a>  <a href="#">Accelerated Learning Program (ALP)</a>  <a href="#">Mathematics Learning Center (MLC)</a>  <a href="#">Math Placement Table</a></p> <p><a href="#">New Student Engagement</a>  <a href="#">New Student and Family Welcome</a>  <a href="#">Strategy Resource Sessions</a>  <a href="#">New Student Orientation</a>  <a href="#">Freshmen Orientation Courses</a>  <a href="#">Counseling</a></p> <p><a href="#">Accelerated Study in Associate Programs (ASAP)</a>  <a href="#">Campus Writing Center (CWC)</a>  <a href="#">Mathematics Learning Center (MLC)</a>  <a href="#">Student Learning Center (SLC)</a>  <a href="#">College Discovery</a>  <a href="#">CSTEP</a>  <a href="#">Services for Students with Disabilities</a>  <a href="#">Starfish</a>  <a href="#">Transfer Resource Center</a>  <a href="#">Articulation Agreements by Program (Sample Academy)</a>  <a href="#">Career Services</a></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">CUNY Manual of General Policy</a>  <a href="#">Article I Academic Policy, Programs, Research</a></p>



Standard IV Criteria	Documents, Processes, and Procedures
	<ul style="list-style-type: none"> <li>• Policy 1.01 Academic Eligibility</li> <li>• Policy 1.07 Admission to Baccalaureate Degree Programs</li> <li>• Policy 1.12 College Discovery</li> <li>• Policy 1.13 Cooperative Programs with Department of Education</li> <li>• Policy 1.16 Exit from Remediation</li> <li>• Policy 1.26 Retention and Progress</li> <li>• Policy 1.27 SEEK</li> <li>• Policy 1.30 Writing Across the Curriculum</li> </ul> <p><a href="#">Article VII Student Affairs and Special Programs</a></p> <ul style="list-style-type: none"> <li>• Policy 7.05 Financial Aid and Support</li> <li>• Policy 7.12 Retention and Graduation</li> </ul> <p><a href="#">CUNY Office of Enrollment Strategy &amp; Management</a></p> <p><a href="#">CUNY University Registrar</a></p> <ul style="list-style-type: none"> <li>• <a href="#">CUNY Remedial Courses: Guidance for Designing Corequisite Remediation</a></li> <li>• <a href="#">University Definition &amp; Configuration for Equated Credit for Non-Credit Instruction</a></li> </ul> <p>CUNY Programs</p> <ul style="list-style-type: none"> <li>• <a href="#">ASAP</a></li> <li>• <a href="#">CUNY Developmental Education and USIP</a></li> <li>• <a href="#">CUNY Reverse Transfer</a></li> <li>• <a href="#">CUNY Start</a></li> <li>• <a href="#">SEEK and College Discovery</a></li> <li>• <a href="#">School-College Partnerships (CUNY K-16 Initiatives)</a> <ul style="list-style-type: none"> <li>• <a href="#">College Now</a></li> <li>• <a href="#">Early College Initiative</a></li> <li>• <a href="#">LINCT To Success</a></li> <li>• <a href="#">CUNY Explorers</a></li> </ul> </li> </ul> <p><a href="#">CUNY Financial Aid</a></p> <ul style="list-style-type: none"> <li>• Applying for Financial Aid</li> <li>• Student Eligibility</li> <li>• Federal and State Grants</li> <li>• Scholarships</li> <li>• Student Loans</li> <li>• Tax Benefits for Higher Education</li> <li>• Tuition and College Costs</li> <li>• Financial Aid Videos</li> <li>• Information &amp; Resources <ul style="list-style-type: none"> <li>○ <a href="#">Financial Aid Calculators</a></li> </ul> </li> </ul>

Standard IV Criteria	Documents, Processes, and Procedures
	<p><a href="#">University Resources</a></p> <ul style="list-style-type: none"> <li>• <a href="#">CUNY Value</a></li> <li>• <a href="#">Financial Literacy</a></li> </ul> <p><a href="#">University Tuition &amp; Fee Manual</a>  <a href="#">CUNY Office of Continuing Education &amp; Workforce Programs</a>  <a href="#">CUNY Office of Policy Research, 2018</a>  <a href="#">CUNY's Assessment Test, CUNY Test</a></p>
<p>2. Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches.</p>	<p>COLLEGE LEVEL</p> <p><b>See Verification of Compliance under section 2</b></p> <p><a href="#">Advance Placement</a>  <a href="#">Applying as a Transfer Student</a>  <a href="#">General Education/Pathways</a>  <a href="#">Transfer Resource Center</a></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">CUNY Manual of General Policy</a>  <a href="#">Article I Academic Policy, Programs and Research</a></p> <ul style="list-style-type: none"> <li>• Policy 1.071 Advanced Placement</li> <li>• Policy 1.14 Coursework Completed on Permit</li> <li>• Policy 1.192 International Baccalaureate Transfer Credit Award</li> <li>• Policy 1.201 Military Service</li> <li>• Policy 1.28 Transfers–General Education</li> <li>• Policy 1.29 Transfers–Other</li> </ul> <p><a href="#">CUNY Adult Learners</a>  <a href="#">CUNY Experiential Learning</a>  <a href="#">CUNY University Registrar</a></p> <ul style="list-style-type: none"> <li>• <a href="#">ePermit</a></li> </ul> <p><a href="#">CUNY Pathways</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Board Resolution</a></li> <li>• <a href="#">How Credits Transfer</a></li> </ul> <p><a href="#">CUNY Reverse Transfer</a>  <a href="#">CUNY Academic Program Resources</a></p>
<p>3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.</p>	<p>COLLEGE LEVEL</p> <p><b>See Verification of Compliance under section 1</b></p> <p><a href="#">IRB policies and procedures</a></p>

Standard IV Criteria	Documents, Processes, and Procedures
	<p>UNIVERSITY LEVEL</p> <p><a href="#">CUNY Legal Affairs</a></p> <ul style="list-style-type: none"> <li>• Policies &amp; Procedures</li> <li>• <a href="#">FERPA</a></li> <li>• <a href="#">FERPA Release Forms</a></li> <li>• <a href="#">Gramm-Leach-Bliley Information Security Program</a></li> <li>• <a href="#">Identity Theft Prevention Program</a></li> <li>• <a href="#">Records Retention and Disposition Schedule</a></li> </ul> <p><a href="#">Computing &amp; Information Services, Information Security (CIS)</a></p> <ul style="list-style-type: none"> <li>• <a href="#">CUNYfirst Security</a></li> <li>• <a href="#">Security Policies &amp; Procedures</a></li> </ul> <p><a href="#">CUNY Records Retention Schedule</a></p> <p><a href="#">CUNY Researcher Handbook</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Chapter 6: Research Agreements (Data Use Agreements, Data Transfer Agreements)</a></li> </ul> <p><a href="#">CUNY Research and Sponsored Projects Compliance</a></p> <ul style="list-style-type: none"> <li>• <a href="#">CITI Training</a></li> <li>• <a href="#">Human Research Protection Program (HRPP)</a></li> <li>• <a href="#">Research and Sponsored Projects Agreements (Data Transfer Agreements, Data Use Agreements)</a></li> </ul>
<p>4. If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs.</p>	<p>COLLEGE LEVEL</p> <p><a href="#">Athletics</a></p> <p><a href="#">Queensborough Student Association Requirements</a></p> <p><a href="#">Student Clubs</a></p> <p><a href="#">Student Government</a></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">CUNY Manual of General Policy</a></p> <p><a href="#">Article VII Student Affairs &amp; Special Programs</a></p> <ul style="list-style-type: none"> <li>• Policy 7.07 Intercollegiate Athletics</li> </ul> <p><a href="#">CUNY Student Affairs</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Student Life</a></li> <li>• <a href="#">Athletics</a></li> </ul> <p><a href="#">CUNY Student Activity Fees</a></p> <p><a href="#">CUNY Bylaws and Policies</a></p> <ul style="list-style-type: none"> <li>• <a href="#">CUNY Bylaws—Articles XV and XVI</a></li> <li>• <a href="#">CUNY Fiscal Handbook for Control &amp; Accountability of Student Activity Fees</a></li> </ul>

Standard IV Criteria	Documents, Processes, and Procedures
	<ul style="list-style-type: none"> <li>• <a href="#">Financial Management Guidelines–College Associations</a></li> </ul> <p><a href="#">CUNY University Student Senate (USS)</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Constitution and Bylaws</a></li> </ul>
<p>5. If applicable, adequate and appropriate institutional review and approval of student support services, designed, delivered, or assessed by third-party providers.</p>	<p><b>Not applicable</b></p>
<p>6. Periodic assessment of the effectiveness of programs supporting the student experience.</p>	<p>COLLEGE LEVEL</p> <p>Freshman Orientation Course Assessment:  <a href="#">ST 100 Course Assessment</a>  <a href="#">Fall 2016 Starfish Report – Early Alert Assessment</a></p> <p><a href="#">Non-teaching Department Report Repository</a>  Sample Year-end Reports, Part B, Goals and Outcomes, 2017-18:  <a href="#">Academic Computing Center</a>  <a href="#">Accounting</a>  <a href="#">Bursar</a>  <a href="#">Career Services</a>  <a href="#">Continuing Education</a>  <a href="#">Cultural Resources</a>  <a href="#">Information Technology</a>  <a href="#">Institutional Effectiveness</a>  <a href="#">Mathematics Learning Center</a>  <a href="#">Single Stop</a>  <a href="#">Student Learning Center</a></p> <p>Tutor Staff Development and Assessment:  <a href="#">Math Learning Center Competency Exam for Tutors</a>  <a href="#">Math Learning Center Evaluation for Tutor Training Performance 2018</a>  <a href="#">Student Learning Center Faculty Observation of Tutors Form</a>  <a href="#">Student Learning Center Final Assessment for New Tutors</a></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">CUNY PMP (including Data Book)</a>  <a href="#">ASAP Evaluation</a></p>

## STANDARD V:

### Educational Effectiveness Assessment

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

Assemble the following, as appropriate:

- Documentation of an implemented, systematic, and sustained process to assess student learning at all levels and utilization of results**
- Processes and procedures relevant to educational effectiveness assessment**
- In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.**

The criteria for this standard, in the following pages, explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular criterion, it may demonstrate through alternative information that it meets the standard. If applicable, this alternative information is included in the section above.

The following table lists documents, processes, and procedures that demonstrate evidence in support of each criterion:

Standard V Criteria	Documents, Processes, and Procedures
<p>1. Clearly stated student learning outcomes, at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission.</p>	<p>COLLEGE LEVEL</p> <p><a href="#">Academic Program Review Schedule and Reports</a>  <a href="#">Annual Strategic Plan and Completion Reports</a>  <a href="#">College Mission and Goals</a>  <a href="#">Course Assessment Reports</a>  Program Outcomes (e.g., <a href="#">Accounting</a>, <a href="#">Engineering Science</a>, <a href="#">Gallery and Museum Studies</a>)  <a href="#">Teaching Department Year-end Reports</a>  <a href="#">General Education and The Common Core</a></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">CUNY Pathways</a></p>
<p>2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:</p> <ol style="list-style-type: none"> <li>define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;</li> <li>articulate how they prepare students in a manner consistent with their missions for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals; and,</li> <li>support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders.</li> </ol>	<p>COLLEGE LEVEL</p> <p><a href="#">Academic Program Review Schedule and Reports</a>  <a href="#">Assessment Institute Implementation &amp; Impact Survey – Spring 2015</a>  <a href="#">Course Assessment Reports</a>  <a href="#">General Education Assessment Task Force Goals &amp; Targets Completion Report 2014-15</a>  <a href="#">HIPs Assessment at QCC – Overview Memo</a>  <a href="#">Institutional Research Presentations</a>  <a href="#">Institutional Research Student Surveys</a>  <a href="#">Office of Institutional Research and Assessment Periodic Review Report 2014</a>  <a href="#">PMP (Performance Management Plan) Reports</a></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">Manual of General Policy, Article 1 Academic Policy, Programs and Research, Policy 1.06 Academic Program Review</a>  <a href="#">CUNY Academic Program Resources</a>  <a href="#">CUNY General Education Assessment</a>  <a href="#">CUNY Assessment Council</a></p>
<p>3. Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses</p>	<p>COLLEGE LEVEL</p> <p><a href="#">Academic Program Review Schedule and Reports</a>  <a href="#">Academies Assessment Protocol 2013-2016: Report of Findings 2013-2014</a></p>

Standard V Criteria	Documents, Processes, and Procedures
<p>include some combination of the following:</p> <ol style="list-style-type: none"> <li>a. assisting students in improving their learning;</li> <li>b. improving pedagogy and curriculum;</li> <li>c. reviewing and revising academic programs and support services;</li> <li>d. planning, conducting, and supporting a range of professional development activities;</li> <li>e. planning and budgeting for the provision of academic programs and services;</li> <li>f. informing appropriate constituents about the institution and its programs;</li> <li>g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates; and,</li> <li>h. implementing other processes and procedures designed to improve educational programs and services.</li> </ol>	<p><a href="#">Academies Assessment Protocol 2013-2016: Report of Findings 2014-2015</a>  <a href="#">Assessment Institute</a>  <a href="#">Assessment Institute – Implementation &amp; Impact Survey – Spr 2015</a>  <a href="#">Assessment Institute – Report on Impact – June 2015</a>  <a href="#">Assessment of Artifacts Spring 2016 - Writing Intensive Courses</a>  <a href="#">Assessment of Employment of Practices Associated with Deep Learning in HIP &amp; Non-HIP Courses During 2016</a>  <a href="#">CAPC (College Advisory Planning Committee):</a>  <a href="#">CETL: Center for Excellence in Teaching and Learning</a>  <a href="#">College Mission and Goals</a>  <a href="#">College website: About Us</a>  <a href="#">College website: Academics</a>  <a href="#">College website: Programs of Study</a>  <a href="#">Course Assessment Reports</a>  <a href="#">General Education Assessment of Artifacts - Fall 2016</a>  <a href="#">General Education Assessment of Artifacts - Spring 2015</a>  <a href="#">General Education Assessment of Artifacts - Spring 2016</a>  <a href="#">General Education Assessment of Artifacts - Spring 2017</a>  <a href="#">Office of Academic Affairs</a>  <a href="#">Student Learning Center. Report 2014-2015.</a>  <a href="#">Student Learning Center. Report 2015-2016.</a>  <a href="#">Student Learning Center. Report 2016-2017.</a></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">CUNY Centers for Teaching and Learning Council</a>  CUNY-wide Remediation Reform (TBD)</p> <ul style="list-style-type: none"> <li>• <a href="#">Strong Start to Finish Grant</a></li> <li>• CUNY Office of Undergraduate Studies <ul style="list-style-type: none"> <li>○ <a href="#">Developmental Education</a></li> <li>○ <a href="#">CUNY Task Force on Developmental Education</a></li> <li>○ <a href="#">CUNY Immersion Program Evaluation</a></li> </ul> </li> </ul> <p><a href="#">CUNY Office of Continuing Education &amp; Workforce Programs</a>  <a href="#">CUNY Adult Learners</a>  <a href="#">CUNY Experiential Learning</a>  <a href="#">CUNY HR Learn &amp; Grow</a>  <a href="#">CUNY Faculty Affairs</a></p> <ul style="list-style-type: none"> <li>• <a href="#">COACHE</a> – QCC results led to development of Faculty Fellowship Program for mid-career faculty</li> </ul>

Standard V Criteria	Documents, Processes, and Procedures
<p>4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third party providers.</p>	<p><b>Not applicable</b></p>
<p>5. Periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness.</p>	<p>COLLEGE LEVEL</p> <p><a href="#">Academic Program Review</a> – external reviewer reports, by program  <a href="#">Assessment Office (Institutional Effectiveness) Year-end Report 2017-18</a>  <a href="#">Senate Committee on Assessment and Institutional Effectiveness</a></p> <ul style="list-style-type: none"> <li>• Teaching Department Year-end Report Rubric</li> <li>• Non-teaching Department Year-end Report Rubric</li> <li>• Annual Reports</li> </ul> <p>Program-level accreditations:  ABET – <a href="#">Engineering Technology department</a>  ACBSP – <a href="#">Business department</a>  ACEN – <a href="#">Nursing department</a>  NASAD – <a href="#">Art and Design department</a>  NAST – <a href="#">Speech Communication and Theatre Arts department</a></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">CUNY MSCHE Council</a> – an advisory and consultative group to support accreditation efforts university-wide  <a href="#">CUNY Manual of General Policy, Article 1 Academic Policy, Programs and Research</a></p> <ul style="list-style-type: none"> <li>• Policy 1.06 Academic Program Review  <i>See 3.7 External Review</i></li> </ul> <p><a href="#">CUNY Assessment Council</a>  <i>Opportunity for peer review of assessment reports</i>  Assessments of CUNY Programs</p> <ul style="list-style-type: none"> <li>• <a href="#">Pathways</a> (see <i>Year Four Data</i> and <i>Third-Year Review</i>)</li> <li>• <a href="#">USIP Fact Book</a></li> </ul>



## 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.*

Assemble the following, as appropriate:

- The institution's two most recent externally-audited financial statements, including management letters**
- Financial projections for the next two years.**
- Documentation of an implemented, systematic, and sustained institutional assessment process linking planning, assessment and resource allocation decisions.**
- Institutional strategic planning documents.**
- Processes and procures relevant to planning, resources and institutional improvement**
- In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.**

The criteria for this standard, in the following pages, explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular criterion, it may demonstrate through alternative information that it meets the standard. If applicable, this alternative information is included in the section above.

The following table lists documents, processes, and procedures that demonstrate evidence in support of each criterion:

Standard VI Criteria	Documents, Processes, and Procedures
<p>1. Institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation.</p>	<p>COLLEGE LEVEL</p> <p><a href="#">Mission and Goals</a>  <a href="#">Strategic Planning and Resource Allocation Process Calendar</a>  <a href="#">Strategic Plans, Completion Reports, and Department Reports webpage</a>  <a href="#">College Advisory Planning Committee (CAPC) Goals and Targets (Strategic Plan) 2017-18</a>  <a href="#">Goals and Targets (Strategic Plan) 2016-17</a>  <a href="#">Goals and Targets (Strategic Plan) 2015-16</a>  <a href="#">Goals and Targets (Strategic Plan) 2014-15</a>  <a href="#">Goals and Targets (Completion) Report 2016-17</a>  <a href="#">Goals and Targets (Completion) Report 2015-16</a>  <a href="#">Goals and Targets (Completion) Report 2014-15</a>  <a href="#">Senate Committee on Budgetary Advisement</a>  <a href="#">CUNY PMP Guidance to Campus Liaisons 2015-16</a>  <a href="#">CUNY PMP Goals &amp; Targets Guidance 08 31 2017</a>  <a href="#">CUNY PMP Goals &amp; Targets Guidance 09 29 2017</a>  <a href="#">CUNY Performance Management Plan (PMP) Report 2016-17</a>  <a href="#">Performance-Report-Submitted-06-13-2014.pdf</a>  <a href="#">Office of Institutional Research and Assessment Fact Book</a></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">University Budget Request</a>  <a href="#">CUNY Master Plan (2016-2020), Chapter 5</a>  <a href="#">CUNY Strategic Framework</a></p>
<p>2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results.</p>	<p>COLLEGE LEVEL</p> <p><a href="#">Strategic Planning and Resource Allocation Process Calendar</a>  <a href="#">Senate Committee on Budgetary Advisement Budget Allocation Process</a>  <a href="#">College Advisory Planning Committee</a></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">CUNY PMP Guidance to Campus Liaisons 2015-16</a>  <a href="#">CUNY PMP Goals &amp; Targets Guidance 08 31 2017</a>  <a href="#">CUNY PMP Goals &amp; Targets Guidance 09 29 2017</a></p>

Standard VI Criteria	Documents, Processes, and Procedures
	<p><a href="#">CUNY Performance Management Plan (PMP) Report 2016-17</a>  <a href="#">CUNY PMP, Office of the Chancellor: Performance Management Process (Page 2 of 2016-17 PMP Data Book: “The University PMP Data Book is designed to track progress on goals articulated in the CUNY Strategic Framework”)</a>  <a href="#">CUNY University Faculty Senate Committees</a> – <i>See planning documents, reports</i>  <a href="#">CUNY University Student Senate Committees</a>            Council of Presidents (COPs)            Chief Academic Officers (CAO) Council            Academic Council subcommittees (Academic Policy Council)            University Faculty Senate (UFS)            Council of Admissions and Recruitment Directors            Council of Registrars            Advisement Council            Assessment Council            Council of Chief Librarians</p>
<p>3. A financial planning and budgeting process that is aligned with the institution’s mission and goals, evidence-based, and clearly linked to the institution’s and units’ strategic plans/objectives.</p>	<p>COLLEGE LEVEL</p> <p><a href="#">Strategic Planning and Resource Allocation Calendar</a>  <a href="#">FY 19 Budget Zero-based Budget Request</a>  <a href="#">FY 2018 Budget Overview (PDF)</a>  <a href="#">Final FY 18 All Funds Budget Book Template (PDF)</a>  <a href="#">CUNY CC Allocation Model (XLS)</a>  <a href="#">FY2018 Queensborough Financial Plan (XLSX)</a></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">University Budget Request</a>  <a href="#">CUNY Audited Financial Statements</a>  <a href="#">CUNY Master Plan (2016-2020), Chp 5</a>  <a href="#">CUNY Strategic Framework</a>  <a href="#">Academic Technology at CUNY</a>            CUNY Administrative Excellence Initiative</p> <ul style="list-style-type: none"> <li>• <a href="#">Report to Board of Trustees, January 2017</a></li> <li>• <a href="#">CUNY Administrative Excellence Strategic Vision</a></li> </ul> <p>STATE LEVEL</p> <p><a href="#">State Enacted/City Executive Budget</a></p>

Standard VI Criteria	Documents, Processes, and Procedures
<p>4. Fiscal and human resources as well as the physical and technical infrastructure are adequate to support the institution's operations wherever and however programs are delivered.</p>	<p>COLLEGE LEVEL</p> <p><a href="#">Technology Plan 2016-20</a>  <a href="#">Technology Report 2011-15</a>  <a href="#">Tech Fee Plan 2017</a>  <a href="#">Office of Grants/Sponsored Programs</a>  <a href="#">Performance Improvement Plan for CUNY</a>  <a href="#">Internal Funding PSC CUNY Award Program</a>  <a href="#">QCC Auxiliary Enterprise Audit FY 2018</a>  <a href="#">QCC Foundation Audit FY 2018</a></p> <p>UNIVERSITY LEVEL</p> <p>CUNY Bylaws</p> <ul style="list-style-type: none"> <li>• <a href="#">Article VIII Organization and Duties of the Faculty</a></li> <li>• <a href="#">Article XI Duties and Qualifications of Titles in the Instructional Staff</a></li> <li>• <a href="#">Article XVI Student Activity Fees and Auxiliary Enterprises</a></li> </ul> <p><a href="#">CUNY Manual of General Policy, Article V Faculty, Staff and Administration</a>  <a href="#">Agendas and minutes of CUNY Board Committee on Faculty, Staff and Administration</a>  <a href="#">CUNY Human Resources Information</a>  <a href="#">Systems/Workforce Statistics</a>  <a href="#">CUNY Facilities Planning, Construction and Management</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Building for the 21<sup>st</sup> Century</a></li> <li>• <a href="#">Capital Infrastructure &amp; Equipment: Caring for Our Campuses</a></li> <li>• <a href="#">City University Construction Fund</a></li> </ul> <p><a href="#">PSC CUNY Contract Article 30: Facilities and Services</a>  <a href="#">CUNY Computing &amp; Information Services</a>  <a href="#">Research Foundation Annual Report</a>  <a href="#">PSC-CUNY Research Award Program – Research Foundation-CUNY</a>  <a href="#">Vice Chancellor for University Advancement</a></p> <p>STATE LEVEL</p> <p><a href="#">New York State Senate Legislature, Title 7, Article 125</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Section 6201</a></li> <li>• <a href="#">Section 6206</a></li> <li>• <a href="#">Section 6221</a></li> </ul>

Standard VI Criteria	Documents, Processes, and Procedures
	<ul style="list-style-type: none"> <li>• <a href="#">Section 6229 (community)</a></li> <li>• <a href="#">Section 6230 (senior)</a></li> <li>• <a href="#">Section 6231</a></li> <li>• <a href="#">Section 6233-A</a></li> </ul> <p><a href="#">IPEDS Human Resources (HR) reports</a> – see college data in “<a href="#">Campus Statistics</a>” on the <a href="#">Capital Budget website</a></p>
<p>5. Clear assignment of responsibility and accountability.</p>	<p>COLLEGE LEVEL</p> <p><a href="#">Office of Academic Affairs</a>  <a href="#">Division of Finance and Administration</a>  <a href="#">Organizational Charts</a>  <a href="#">Academic Senate – Steering Committee</a></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">CUNY Board of Trustees</a>  <a href="#">CUNY Budget &amp; Finance Leadership</a></p>
<p>6. Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes.</p>	<p>COLLEGE LEVEL</p> <p><a href="#">Senate Committee on Budget Advisement</a>  <a href="#">Technology Plan 2016-20</a>  <a href="#">Technology Report 2011-15</a>  <a href="#">Tech Fee Plan 2017</a>  <a href="#">Information Technology Year-end Report, Part B</a>  <a href="#">Academic Computing Center Year-end Report, Part B</a></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">CUNY Master Plan (2016-2020), Ch 5</a>  <a href="#">CUNY Five Year Capital Budget Request</a>  <a href="#">University Budget Request</a>  <a href="#">CUNY Facilities Planning, Construction, Management Agendas and minutes of CUNY Board Committee on Facilities, Planning and Management</a>  <a href="#">Agendas and minutes of CUNY Board Committee on Long-Range Planning</a>  <a href="#">CUNY Computing &amp; Information Services</a></p> <p>STATE LEVEL</p> <p><a href="#">New York State Senate Legislature, Title 7, Article 125</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Section 6233-A Master Capital Plan</a></li> </ul> <p><a href="#">Dormitory Authority of the State of New York (DASNY)</a></p>

Standard VI Criteria	Documents, Processes, and Procedures
<p>7. An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter.</p>	<p>COLLEGE LEVEL</p> <p><a href="#">QCC Auxiliary Enterprise Audit FY 2018</a>  <a href="#">QCC Foundation Audit FY 2018</a>  <a href="#">QCC Student Association Audit FY 2018</a></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">CUNY Independent Financial Audit Report June 2017</a>  <a href="#">Committee on Audit/ Agenda June 2017</a>  <a href="#">CUNY Financial Resources</a>  <a href="#">CUNY Research Foundation Annual Reports and Financial Statements</a></p>
<p>8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals.</p>	<p>COLLEGE LEVEL</p> <p><a href="#">Budget Allocation Plan</a>  <a href="#">Technology Plan 2016-20</a>  <a href="#">Technology Report 2011-15</a>  <a href="#">Tech Fee Plan 2017</a>  <a href="#">Fact Book</a> – Sufficient faculty to offer small class sizes: ratio of full-time equivalent (FTE) students to one full-time faculty member is 26:1 (p. 48)</p> <p>UNIVERSITY LEVEL</p> <p>CUNY Administrative Excellence Initiative</p> <ul style="list-style-type: none"> <li>• <a href="#">Report to Board of Trustees, January 2017</a></li> <li>• <a href="#">CUNY Administrative Excellence Strategic Vision</a></li> </ul> <p><a href="#">University Budget Request</a>  <a href="#">CUNY Budget Administration</a>  <a href="#">CUNY Human Resources Information</a>  <a href="#">Systems/Workforce Statistics</a>  Computing &amp; Information Services  CUNYfirst/Finance</p> <ul style="list-style-type: none"> <li>• <a href="#">Planning/Budgeting – Forecasting and Tracking Personnel, Expenses and Income</a></li> </ul> <p><a href="#">PSC-CUNY Contract Article 15: Workload</a></p>
<p>9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.</p>	<p>COLLEGE LEVEL</p> <p><a href="#">QCC – 2016-17 Baseline Narrative Progress Report to CUNY – August 2017</a>  <a href="#">Technology Plan 2016-20</a>  <a href="#">Technology Report 2011-15</a>  <a href="#">QCC Bursar Report – 2016 Internal Audit Recommendations</a></p>

Standard VI Criteria	Documents, Processes, and Procedures
	<p data-bbox="662 302 1406 441"> <a href="#">QCC Auxiliary Enterprise Audit FY 2018</a>  <a href="#">QCC Foundation Audit FY 2018</a>  <a href="#">Queensborough Student Activity Association Audit FY 2018</a> </p> <p data-bbox="662 478 971 510">UNIVERSITY LEVEL</p> <p data-bbox="662 548 1354 686"> <a href="#">CUNY Budget Administration</a>  <a href="#">CUNY PMP, Office of the Chancellor: Performance Management Process</a>  <a href="#">CUNY Operating Budget Process</a> </p>

## 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 governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.*

Assemble the following, as appropriate:

- By-laws and other institutional documents identifying the group legally responsible for the institution and its role in governance.**
- Conflict of interest policies and other ethics policies of the Board.**
- A list of current governing board members (name, affiliation, and occupation; members who are remunerated by the institution through salaries, wages or fees; members who are creditors of the institution, guarantors of institutional debt, or active members of businesses of which the institution is a customer).**
- Organizational chart for the institution (names and titles of the individuals in each position)**
- Succession planning for board members and senior leadership**
- Processes and procedures relevant to governance, leadership, and administration**
- In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.**

The criteria for this standard, in the following pages, explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular criterion, it may demonstrate through alternative information that it meets the standard. If applicable, this alternative information is included in the section above.

The following table lists documents, processes, and procedures that demonstrate evidence in support of each criterion:



Standard VII Criteria	Documents, Processes, and Procedures
<p>1. A clearly articulated and transparent governance structure that outlines its roles, responsibilities and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students.</p>	<p>COLLEGE LEVEL</p> <p><a href="#">Governance Plan and Bylaws</a>  <a href="#">Policies, Procedures and Practices</a>  <a href="#">Academic Senate Steering Committee Guide</a>  <a href="#">Academic Senate Committees</a>  <a href="#">Bylaws of the Academic Senate</a>  <a href="#">Plans Policies &amp; Procedures- Links Governance</a>  <a href="#">Organizational Chart</a></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">CUNY Bylaws</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Article II Officers of the Board</a></li> <li>• <a href="#">Article III Committees of the Board</a></li> <li>• <a href="#">Article IV Council of Presidents</a></li> <li>• <a href="#">Article VIII Organization &amp; Duties of Faculty</a> <ul style="list-style-type: none"> <li>○ Section 8.11 College Governance Plans</li> </ul> </li> <li>• <a href="#">Article IX Organization and Duties of Faculty Departments</a></li> <li>• <a href="#">Article X The Central Office</a></li> <li>• <a href="#">Article XI Duties and Qualifications of Titles in the Instructional Staff</a> <ul style="list-style-type: none"> <li>○ Section 11.2 Chancellor</li> <li>○ Section 11.3 Senior University Staff</li> <li>○ Section 11.4 The President</li> </ul> </li> <li>• <a href="#">Article XV Students</a></li> </ul> <p><a href="#">CUNY Manual of General Policy</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Article II Board of Trustees</a></li> <li>• <a href="#">Article V Faculty, Staff and Administration</a></li> </ul> <p><a href="#">CUNY Administration</a>  <a href="#">CUNY University Faculty Senate</a></p> <ul style="list-style-type: none"> <li>• <a href="#">CUNY Committees</a></li> </ul> <p><a href="#">CUNY University Student Senate</a>  <a href="#">PSC CUNY Constitution</a>  CUNY Legal Affairs</p> <ul style="list-style-type: none"> <li>• <a href="#">Governance Plans</a></li> </ul> <p><a href="#">Research Foundation Governance</a></p> <p>STATE LEVEL</p> <p><a href="#">New York State Senate Legislature, Title 7, Article 125</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Section 6201</a></li> <li>• <a href="#">Section 6204</a></li> <li>• <a href="#">Section 6206</a></li> </ul>

Standard VII Criteria	Documents, Processes, and Procedures
<p>2. A legally constituted governing body that:</p> <ol style="list-style-type: none"> <li>a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution;</li> <li>b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;</li> <li>c. ensures that neither the governing body nor individual members interferes in the day-to-day operations of the institution;</li> <li>d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by laws, and the assurance of strong fiscal management;</li> <li>e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;</li> </ol>	<p>COLLEGE LEVEL</p> <p><a href="#">QCC Academic Senate</a>  <a href="#">QCC Governance Plan and Bylaws</a>  <a href="#">QCC Policies, Procedures and Practices</a>  <a href="#">QCC Financial Audit 2016 and 2015 Auxiliary Enterprise</a>  <a href="#">QCC Financial Audit 2017 and 2016 Auxiliary Enterprise</a></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">Chancellor's Office</a>  <a href="#">CUNY Board of Trustees</a>  <a href="#">CUNY Financial Audit, 2013</a>  <a href="#">CUNY Financial Audit, 2014</a>  <a href="#">CUNY Financial Audit, 2015</a>  <a href="#">CUNY Financial Audit, 2016</a>  <a href="#">CUNY Board Of Trustees - Bylaws, XI.4</a>  <a href="#">CUNY Board of Trustees- Manual of General Policy - Policy 5.05 Chancellor and Presidents, Review and Assessment</a>  <a href="#">CUNY Conflict of Interest Policy</a>  Annual Evaluation, part 7; Constitution of the Evaluation Committee, part 3: the Presidents; part 4.2: Administrative Leadership; and part 4.3: Presidents' Relationship with the College  <a href="#">CUNY Bylaws</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Article II Officers of the Board</a></li> <li>• <a href="#">Article III Committees of the Board</a></li> </ul> <p>CUNY Manual of General Policy  <a href="#">Article II Board of Trustees</a></p> <ul style="list-style-type: none"> <li>• Policy 2.03 Chancellor Searches</li> <li>• Policy 2.05 Code of Conduct</li> </ul> <p><a href="#">Article VI Legal</a></p> <ul style="list-style-type: none"> <li>• Policy 6.01 Conflict of Interest</li> </ul> <p><a href="#">CUNY Mission &amp; History</a></p> <p><a href="#">Minutes of CUNY Board of Trustees Meetings</a>  <a href="#">New York State Joint Commission on Public Ethics (JCOPE)</a></p> <ul style="list-style-type: none"> <li>• <a href="#">JCOPE Ethics Laws</a></li> </ul> <p>CUNY Legal Affairs</p> <ul style="list-style-type: none"> <li>• <a href="#">Governance Plans</a></li> </ul> <p><a href="#">CUNY PMP</a></p>

Standard VII Criteria	Documents, Processes, and Procedures
<p>f. Appoints and regularly evaluates the performance of the Chief Executive Officer;</p> <p>g. is informed in all its operations by principles of good practice in board governance;</p> <p>h. establishes and complies with a written conflict of interest policy designed to ensure that impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest; and,</p> <p>i. supports the Chief Executive Officer in maintaining the autonomy of the institution.</p>	<p><a href="#">CUNY Budget Proposals to the City and State Agendas and Minutes of CUNY Board Committee on Academic Policy, Programs, and Research</a></p> <p><a href="#">Agendas and minutes of CUNY Board Committee on Long-Range Planning</a></p> <p><a href="#">Agendas and minutes of CUNY Board Committee on Fiscal Affairs</a></p> <p>STATE LEVEL</p> <p><a href="#">New York State Senate Legislature, Title 7, Article 125</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Section 6204</a></li> <li>• <a href="#">Section 6206</a></li> </ul>
<p>3. A Chief Executive Officer who:</p> <p>a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;</p> <p>b. has appropriate credentials and professional experience consistent with the mission of the organization;</p> <p>c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;</p> <p>d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge</p>	<p>COLLEGE LEVEL</p> <p><a href="#">Office of the President</a></p> <p><a href="#">Organizational Charts</a></p> <p><a href="#">QCC Academic Senate</a> – Presidential consultation</p> <p><a href="#">Message from President</a></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">CUNY Board of Trustees - General Policy 2.12</a></p> <p><a href="#">Presidential Searches</a></p> <p><a href="#">CUNY Board of Trustees - General Policy 5.1 - Presidential Responsibilities</a></p> <p><a href="#">CUNY Bylaws</a></p> <p><a href="#">CUNY Bylaws Article XI Duties and Qualifications of Titles in the Instructional Staff</a></p> <ul style="list-style-type: none"> <li>• Section 11.4 The President</li> </ul> <p><a href="#">CUNY Manual of General Policy, Article II Board of Trustees</a></p> <ul style="list-style-type: none"> <li>• Policy 2.08 Governance of the University, 3.1 The President</li> <li>• Policy 2.12 Presidential Searches</li> </ul>

Standard VII Criteria	Documents, Processes, and Procedures
<p>his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness.</p>	
<p>4. An administration possessing or demonstrating:</p> <ul style="list-style-type: none"> <li>a. an organizational structure that is clearly defined and that clearly defines reporting relationships;</li> <li>b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;</li> <li>c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;</li> <li>d. skills, time, assistance, technology, and information systems expertise required to perform their duties;</li> <li>e. regular engagement with faculty and students in advancing the institution's goals and objectives;</li> <li>f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations.</li> </ul>	<p><a href="#">Organizational Charts</a>  Administrative staff appropriate to supporting president: executive level positions, both original Job Vacancy Notice (JVN) and prospective hire, vetted through Vice Chancellor of Human Resources (HR) Management; all administrative positions vetted, JVN by CUNY, prospective hire by college HEO Screening Committee and CUNY; examples on file in HR  <a href="#">Administrative Position – Conditional Offer</a>  <a href="#">CUNY Search Committee Guide</a> – consistent application of search committee protocol to ensure that hire's credentials and experience match those of position  <a href="#">Educational Technology</a> – support for faculty for use of technology in the classroom  <a href="#">Academic Computing Center</a> – support for maintenance and use of Smart podiums  <a href="#">Information Technology</a> – support for faculty and staff for all computers on campus and Outlook system  <a href="#">Academic Senate Agendas</a>  <a href="#">Convocation-of-the-College-1-27-2017</a>  <a href="#">Campus Conversation on Reaccreditation</a>  <a href="#">Campus Conversation - Service to College</a>  <a href="#">Campus Conversation - Safety Training</a>  <a href="#">Executive Compensation Plan (ECP) Evaluation</a>  <a href="#">HEO Evaluation Form</a>  <a href="#">Code of Practice – HEO Series</a> (section 5, p. 16)  <a href="#">Classified Staff Service (Annual Evaluation) Report</a>  <a href="#">Non-teaching Department Year-end Reports</a></p>
<p>5. Periodic assessment of the effectiveness of governance, leadership, and administration.</p>	<p>COLLEGE LEVEL</p> <p><a href="#">Academic Senate – Committee Effectiveness Survey</a>  <a href="#">Senate Committee Effectiveness Survey Results</a>  <a href="#">Middle States Faculty Survey Results Spring 2018</a>  <a href="#">Middle States Staff Survey Results Spring 2018</a></p> <p>UNIVERSITY LEVEL</p> <p><a href="#">CUNY PMP CUNY Faculty Affairs</a>  <a href="#">COACHE Survey</a></p>