

QUEENSBOROUGH COMMUNITY COLLEGE
of The City University of New York

Report of the President
to the Academic Senate

April 11, 2006

This has been a year of reflection, envisioning and planning. There are three major initiatives that have the potential of transforming our institution to a learning college. In the near future, we will serve students according to their needs. Rather than merely providing opportunities for those who can survive, we are individualizing the instructional services so that most can succeed. We will have students create e-portfolios that will include cornerstone and capstone experiences, making the integration of knowledge possible and leading to lifelong learning in their chosen fields

This fall, in a pilot program of student learning groups through linked courses in Academies, we will capitalize on what students bring to us by forming partnerships in learning and providing engaging, active pedagogical experiences designed to result in their success.

The Five-Year Plan: By now, you should have received the email from Howard Lapidus with the first draft of the 5-year plan. This is an important document. The 5-Year Plan will guide our yearly strategic plans and our expenditure plans.

Clearly, Howard Lapidus worked very closely with Mark McColloch as the **Plan for Integrated Education** was developed. The initiatives contained in this plan will transform the way in which we deliver our educational services. Again, it is important that you, as Senators, are aware of what is being proposed.

Males Achieving and Leading Excellence and Success (MALES): Queensborough Community College was recently awarded a \$70,000 grant as part of the Chancellor's "Initiative on the Black Male in Education." We are one of 10 units of CUNY that were supported for this project.

The chief goals of the project are:

1. Increase enrollment of Black males (*the term Black males is used to encompass African-American as well as other students who come to us from other countries*) by 10% to 1,130 by September 2006
2. Increase the success rates of these newly enrolled students, as measured by an increase in the retention rates of first-time, full and part-time freshmen by the end of the 2006-07 academic year.
3. Increase the institution's long-term awareness of the barriers to enrollment that many Black students face and commitment to helping students overcome those barriers; and
4. Develop recommendations for community colleges across the region and nation regarding the recruitment and enrollment of Black males.

Planned activities:

- Hire a program staff to coordinate and personalize recruitment and enrollment efforts. Mr. Everton Barratt was hired in March and is already engaged in the project.
- Coordinate parent/guardian workshops to be held at each high school
- Launch on-campus Saturday workshops for Black males
- Launch a summer immersion program for Black males
- Facilitate formal/informal faculty contact
- Introduce prospective and newly enrolled Black male students to peers who have “made it” at Queensborough Community College through brother to brother mentoring program.

While addressing a particular population of students, this program is no different than previous programs such as those funded to increase women enrollments in Engineering or males in programs such as Nursing. While emphasizing a particular population, the program is open to anyone who wants to join this group of students.

Collegiate Learning Assessment: This is a national effort that provides colleges and universities with information about how well their students are doing with respect to certain learning outcomes that almost all undergraduate institutions strive to achieve. The information is derived from low-risk tests that are administered to volunteer students as a sample of the institutions first-time students and those close to graduation.

Queensborough Community College will participate in a pilot project starting this fall. For more information, please go to www.cae.org/cla Below is an excerpt from the website:

“The CLA uses the institution (rather than the individual student) as the primary unit of analysis. This means that the focus is on how the institution as a whole contributes to student development. Therefore, the CLA does not present another high-stakes test for individual students, but rather it aggregates the information to better understand the institution’s role in promoting learning.

Value Added The CLA focuses on the value added provided by colleges and universities. When institutional quality is based solely on the students’ scores on entrance examinations, there is no way to know what was learned after they matriculated; again, when student ability is only measured upon graduation, there is no way to determine the students’ relative growth without knowing their starting point. It is only by comparing what students know when they start college with what they know when they finish that it is possible to assess the learning that actually occurred while in college.

Comparisons This approach also allows for inter-institutional comparisons of overall value added. CLA results can be combined with institutional data to determine factors that promote student learning and growth.”

Partners for Progress: I am pleased to report that we are poised to have the biggest fundraiser in the history of the College. Our goal is to raise \$500,000 on the night of April 27, 2006. The Gala takes place at Terrace on the Park. To date, we have raised \$485,345. It seems very likely that we will surpass our goal.

As you know, all the money raised at this event goes to scholarships, the operations of the Holocaust Resource Center, the Gallery and Port of Entry.

I hope that all of you can make the party. Please remember that faculty and staff who sell \$500 in ads, sponsorship packages, or non-discounted tickets are entitled to a free ticket. So, get two people to buy tickets, and you can go for free! Faculty and staff are charged at a discount of \$125.

Success in Two: I am proposing to the Queensborough Community College Fund Board of Directors the establishment of a program designed to encourage students to attend on a full time basis, to take care of their remedial obligations during the summer or before they come to us, and to graduate in two years. The proposal is as follows:

The program is designed to provide assistance to students who come to us without remedial needs or who are able to eliminate these needs. For students who have remedial needs and who come full-time during the summer and enroll in the University Summer Immersion Program, these courses are free. Students who commit to graduating in two years must take 15 credits/semester and maintain a 2.00 GPA. Students can work part-time (no more than 20 hours per week)

We believe that we can come up with enough money to cover about 100 students. It is my hope that this program will be so successful that other donors will help fund additional students.