

CHAPTER 4:

STUDENT ADMISSIONS, RETENTION, AND SUPPORT SERVICES

Standard 8: The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

Standard 9: The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

OVERVIEW

Queensborough Community College (QCC) reflects the uniqueness of the local Queens community—the most diverse county in the United States (see Institutional Overview). In an environment in which the value of diversity is reaffirmed and the Office of Academic Affairs and the Office of Student Affairs work collaboratively, the college strives to offer students an undergraduate educational experience with a holistic approach to curriculum and support services (See Appendix 1, *Campaign for Student Success, 2007-2008*, 2). The result is the development of a college community characterized by “(1) greater student involvement in and responsibility for their education; (2) greater integration of students and faculty into a mutually supportive intellectual/professional preparation community, and (3) more responsibility by the College, its faculty and other professionals for student success (*Campaign for Student Success, 2007-2008*, 1).

The report that follows documents the collaboration between Academic Affairs and Student Affairs, from the recruitment and admissions process through advisement and registration to the first-year experience. The Office of Academic Affairs oversees a number of academic programs and support services, as does the Office of Student Affairs. (See Appendix 3 for organizational charts.)

ENROLLMENT MANAGEMENT

The Enrollment Management Committee was developed in 2004 to evaluate enrollment trends, monitor new and continuing student advisement/registration, examine student account payment and cancellation policies, and monitor testing dates. The committee discusses enrollment trends and strategies for increasing enrollment while looking at retention and attrition. It develops guiding principles highlighted in the College's *Recruitment Communication Plan* (see Appendix 1). Integrating the changes set forth by CUNY, the vice president of Student Affairs and director of Admissions discuss, plan, and implement strategies for recruitment and processing. In addition to ensuring that CUNY-based policies are followed, the vice president for Student Affairs meets regularly with the campus directors of Admissions, New Student Enrollment Planning, Financial Aid, Academic Advisement, and Counseling, and other members of the Enrollment Management Committee to discuss and improve campus admissions policies and procedures.

The Office of New Student Enrollment Planning collaborates with the Admissions Office in the design and implementation of the New Student Welcome, an orientation event held a few times annually for accepted students. During these conversion events, student and their parents interact with Administration, faculty and staff members from the different units. Students are also signed up for orientation appointments if they have not already done so. The Freshmen First program, a part of New Student Enrollment Planning, addresses first semester academic progress.

Admissions

The College’s admission process begins at the time of first contact with the student and continues through the student’s successful registration into classes. Students apply to and enroll for many reasons: specific program of study, low cost, location, reputation and, for some, lack of options due to weak academic performance. The College’s Recruitment Communication Plan, updated annually, is designed to meet the needs of the College’s growing population. In addition to participation in more than 200 recruitment events conducted off-campus each year, the Admissions Office also participates in approximately six college fairs each year, including the Big Apple and NACAC Fairs, two of the largest college recruitment events in New York City and Nassau County. The other four fairs take place on campus and draw new students from high schools across the five boroughs.

The Admissions Office also hosts a variety of recruitment events, including school-specific field trips to the College. A series of four information evenings are held each semester, bringing prospective students into direct contact with program-specific faculty as well as admissions and financial aid counselors. The vehicles for recruitment are outreach to local high schools in New York City and western Nassau County, attending regional and national college fairs, and the open houses. The website is a key recruitment tool as well. Open houses are sponsored in tandem with CUNY’s Office of Admissions Services (two in the fall and four in the late spring and summer) and focus on the direct admissions process; approximately three are held prior to the start of each semester. Students meet with admissions counselors to discuss their selection of an academic program, file their application “on the spot,” receive dates for the CUNY/ACT assessment test and/or academic advisement, and learn about financial aid.

The vice president for Student Affairs and the director of Admissions work on an ongoing basis to ensure outreach to the local area high schools that act as “feeders.” (A list of high schools may be found in the *Recruitment Communication Plan*, in Appendix 1.) The College’s admissions staff attends specific high school conferences hosted by CUNY and other groups that encourage the growth of relationships with administrators and members of the high school guidance community, as well as non-profit city agencies.

In recognition of the need for scholarship programs to attract students, the College has also expanded its Scholarship program, now offering about 45 awards ranging from full to partial tuition, depending on the student’s high school academic record. For the past three years, the College has offered scholarships through the G-Unity Foundation, Endowed Merit Scholarship, and the Peter F. Vallone Academic Scholarship to incoming freshmen who meet certain standards of excellence. The additional monetary support offered from these monies has helped the college increase enrollment by making QCC affordable to some who may not have been able to attend otherwise.

The Admissions Office works with the Office of Marketing and Communications to develop outreach materials for distribution to schools and at fairs and open-houses. To simplify the enrollment process, the Admissions Office designed a welcome packet that coordinates all information leading to successful enrollment. The packet, mailed to all students after acceptance, includes: a message from the president, letter from the director of Admissions and Recruitment, information on immunization, meningitis and the College’s health form; programs of study offered at the college; information about student life; paying for college and fees; information for transfer students; and information on the CUNY/ACT Skills Assessment test, academic advisement, and registration.

Pre-collegiate Study Programs

QCC also participates in several pre-college study programs: College Now, Project Prize, Tech ASCEND, and Tech Prep (see Pre-Collegiate section of Support Services for program descriptions).

Participation in these programs assists QCC in meeting the overall CUNY goal to *Improve Student Success* by working closely with high school students to foster their academic skills. These pre-college programs also help QCC meet their intended recruitment goals. Students enrolled in Tech Prep and College Now are counted in the total headcount that is sent to CUNY after the fifth week roster. QCC also hopes to attract these students to attend as college students following their high school graduation. The Directors of College Now and Tech Prep work in conjunction with the Admission office. Course completion and pass rates for College Now students are used as indicators for the overall CUNY goal to *Improve Student Success*.

QCC operates an open admission process: “As a unit of The City University of New York, the College admits students in accordance with the open admissions policy established by the University’s Board of Trustees. Under this policy, any applicant who holds a high school diploma, or the equivalent, is eligible for admission to an undergraduate degree or certificate program in the University (*Queensborough Community College Catalog 2007-2008*, 24). Those students who do not have a high school diploma can apply as non-degree students and through a program established by New York State receive a high school equivalency diploma after successful completion of a required core of 24 credits. The primary vehicle for communication across CUNY is the University Council on Admissions and Recruitment (UCAR), which brings the admissions directors together monthly along with key representatives from CUNY Central, the Office of Admissions Services (OAS), and the University Application Processing Center (UAPC).

CUNY’s central administration requires the CUNY/ACT Skills Assessment test. Unless students can document exemption from one or more sections of this test, by an SAT score, New York State Regents grades, or other requirements set for transfer students, they must take this examination prior to academic advisement and registration.

The admissions procedure has changed dramatically since the last self-study. The University has imposed a “multiple admissions” policy that admits students to all choices for which they may be eligible. This means that some students may be accepted into six of their highest eligible choices of college. The other major change has been the College’s decision to operate its “Direct Admissions” policy all year round, adding approximately 1,000 applicants annually to the College’s applicant pool.

With the advent of new technology, the CUNY application process is now online, with a requirement that all freshmen file electronically for fall 2008. This means that computer stations had to be added to the Admissions Office to accommodate “direct admits.” The new process has already created a backlog in the processing of applications, as UAPC staff attempt to match academic records (high school transcript or official GED record) to online files. Transfer students may file online or fill out the paper version and must arrange for official transcript(s) for any prior post-secondary school or college attendance to be sent directly to UAPC or, if a “direct admit,” to the College’s Admissions Office. The admissions application and information on the process is accessible from the CUNY website or QCC’s homepage (www.qcc.cuny.edu/futurestudents). Prospective students have the option of applying directly online or using the paper application still published by CUNY.

Students may attend the College as non-degree (or non-matriculated) students. Students who cannot present proof of high school graduation or a record of GED certificate may apply for admission as non-degree in the College’s 24-credit program; this option allows students to earn a New York State GED after completing a required sequence of courses. CUNY requires a minimum GPA of 2.00 for transfer students; however, under the College’s “forgiveness” policy, transfer students with a GPA of 2.00 may apply for admission, provided that they have been out of college for at least one semester, and are admitted on probation. After one semester of attendance, the records of these students are reviewed to identify student progress in meeting discretionary criteria set by the Committee.

After admission to the College, all students are required to show proof of SAT scores of 480 or higher on the mathematics and verbal sections or a 75 or higher on the Math or English Regents tests to be exempted from taking the College’s placement examinations. Non-CUNY students who transfer in with 45 or more credits or hold a bachelor’s degree are also exempted from the CUNY placement examinations. All other students must complete a test in reading, writing and mathematics. (See Appendix 5 for pass rates and algorithms.)

Financial Aid

Financial Services plays an important role in the admissions, recruitment, and enrollment process. More than 65 percent of the students receive financial aid. For many students, financial aid assists in making collegiate dreams possible. A number of students are eligible for loan monies, although a larger number receive federal, state, and CUNY monies. Financial Services contacts currently enrolled students to encourage them to renew their FASFA data and works with the Offices of Admissions and New Student Enrollment to encourage earlier aid applications from newly accepted students. Counselors from the office meet with students individually to address questions and students needs. The FASFA can now be filled out online, providing much easier and quicker processing time. Over 90 percent of current students who apply for financial aid are now applying online.

Testing

Testing Services plays a significant role in the new student enrollment process and has recently come under the leadership of the vice president for Student Affairs. Student testing allows for evaluation of students’ academic preparation as part of the admission process. The majority of new students need to take one or more sections of the CUNY/ACT Skills Assessment test. The Testing Office, working with New Student Enrollment, aims to ensure that all students from the UAPC phases or the direct admissions process receive testing appointments in a timely manner. Follow-up to those who attend and to the “no shows” is ongoing. Testing services, provided during the week and on weekends, are coordinated with New Student Enrollment and Academic Advisement. At the test, students are assigned an advisement appointment when their test results will be available.

Orientation

QCC has a number of programs to help new students succeed and to reduce attrition before the 24th credit. After admission and assessment testing, all incoming students are invited to come to campus on special “freshmen days” for advisement and registration. All receive a brief welcome speech; test results indicating necessary remedial classes in reading, writing, and mathematics; information on first-year programs; ST 100 flyers; and orientation information. On these days, students meet individually with academic advisors, who counsel them on classes to take and register them.

In the past year, with the establishment of the New Student Enrollment Services Office, a more indepth new student orientation program was held before classes began in August and again in January. During these new student orientation programs, faculty, staff, and student leaders offered welcome speeches, tours of the campus, breakout sessions by academic departments, and lunch. The New Student Enrollment Services Office also monitors the academic success of new students by receiving feedback from the teaching faculty.

The Counseling Department teaches the non-credit course, Introduction to College Life, ST 100 (ST 101 is a more comprehensive, credit-bearing orientation course). About 75 percent of incoming students take these orientation classes, which assist them in making the transition to college and provide them with much valuable information. In fall 2007, about 1,920 of the 2,500 incoming new students enrolled in ST 100 or ST 101.

Academic Advisement

The Academic Advisement Center is responsible for coordinating the entire college advisement protocol, disseminating related information, training staff and faculty, and acting as liaison between the academic departments and Student Affairs. In response to recommendations from the *2004 Periodic Review*—to strengthen its advisement program and increase the staff—QCC has taken steps to accomplish this. Through funding from the 2003 Community College Investment Plan (CCIP), an Academic Advisement Center was established and eight new academic adviser positions were created. A new director was hired in 2004, and an assistant director was added in 2007. The office also includes one part-time academic advisor, two office assistants, and two support staff members.

Academic advisement is mandatory for students until they have successfully completed 24 credits toward their degree. Students work with advisors prior to registering for classes; advising is available through Academic Advisement, Counseling, and the academic departments. Students in College Discovery, CSTEP, Disability Support Services, and International Students programs are advised by program staff. Advisement for current students is available throughout the semester and summer; however, most advisement takes place during the academic advisement period, a six- to eight-week period during which all academic departments, Academic Advisement, Counseling, and other student service areas offer advisement prior to registration (see Appendix 5, Academic Advisement Protocol).

All incoming and transfer students are required to meet with an academic advisor prior to registration. At this initial meeting, an academic plan (My Academic Plan/MAP) is created by the student in consultation with an advisor. The MAP serves as an initial inventory of academic goals, interests, educational strengths, and needs. The MAP becomes the basis for future consultation with advisors and counselors in the Academic Advisement Center and, later, with faculty advisors in the academic departments. All incoming students and transfers are notified of orientation and advisement dates and times after they have been accepted to the college and have taken (or have been exempt from) the CUNY ACT/COMPASS tests. Placement, where needed, in developmental courses ensures a foundation for success in collegiate course work. At this time, advisors and students also develop a first-semester plan that incorporates financial aid matters and work or family schedules.

Registrar

The Registrar's Office is the office on campus that handles all matters related to class schedules and student registrations and transcripts. Working with departments and Academic Affairs, it coordinates and prints the class schedules each semester and in intersession and summer session. It also maintains the corresponding website for online registration. It staffs a registration room that provides technical support to students who wish to register on campus. It processes all requests for transcripts and sends transcripts to students each semester and is responsible for processing and printing diplomas. The office also houses the transfer evaluation specialist, who is responsible for reviewing transcripts of transfer students and evaluating transfer credit. Finally, the Registrar coordinates with Enrollment Management to facilitate the admissions, registration, and advisement process.

Counseling

The Counseling Office offers a variety of services to enhance student success, including personal and academic counseling, crisis intervention, women's issues group, and campus workshops and two orientation courses: ST 100 (Introduction to College Life) and ST 101 (Strategies for College Success). Enrollment in orientation classes has steadily increased from 2,340 in 2004 to 2,850 in fall 2007. Evaluation takes place via ST100/101 course evaluation and a Counseling satisfaction survey, which also obtains demographic information.

SUPPORT SERVICES

Student Affairs Division

In addition to directing recruitment, admissions and enrollment processes, Student Affairs also offers a “network of quality student support programs and services that are culturally relevant and developmentally appropriate for our diverse, urban student body” (*Campaign for Student Success, 2007-2008*). Information regarding student support services is disseminated through the University Summer Immersion Program (USIP), orientation, ST100/101 classes, advisement, student handbook, brochures, college catalog, classroom visits, workshops and QCC website. In addition, there are postings, flyers, class announcements, campus newspaper, information board announcements, wall mounted bulletin boards, and 10 electronic bulletin boards, as well as mailings and email notices.

College Discovery

College Discovery is an educational opportunity program that provides academic advisement and tutoring and personal, career, and financial supportive services to students. To qualify, students must have their high school diploma or equivalent (GED), be residents of New York City, and demonstrate economic need. Students are required to attend the Summer Immersion Program prior to their fall admission if they do not satisfy the University’s criteria in reading, writing, and mathematics. Monitoring occurs via assessment reports completed by professors teaching the students. Counselors meet monthly with students and track progress. Evaluation of services occurs via surveys at the conclusion of ST 100, formal evaluation by tutors, or a counselor’s evaluation form. Funding is reported to be adequate. The program assists more than 375 students in any given semester. An annual report is submitted to CUNY central.

CSTEP

The College Science and Technology Entry Program (CSTEP) is a joint project of the New York State Education Department and QCC and is available to students who meet eligibility requirements and who are planning careers in the scientific, engineering, and technical and health related professions. Services include academic advisement, career planning, counseling, tutoring, internship opportunities, research opportunities, field trips and conference opportunities, special skills development workshops, use of textbooks and study guides.

College Opportunity to Prepare for Employment (COPE)

The COPE program provides a broad range of support services to QCC students who are receiving public assistance or meet specific economic guidelines. Assisting students since 1994, COPE is offered by CUNY in conjunction with the New York City Human Resources Administration (HRA) and is geared to help students become successful graduates and find long-term economic self-sufficiency and independence through gainful employment. Although services are designated for public assistance recipients and the low-income students, they are not only limited to them. The COPE office is open to all QCC students in need of services, offered in conjunction with HRA. Services include childcare information and referrals, carfare, job placement, fair hearing referrals, domestic violence assistance referrals, housing and shelter referrals, referral for drug and alcohol abuse assistance, transitional childcare referrals, food stamps and Medicaid referrals.

Services for Students with Disabilities

This office provides services for students with documented disabilities. Information is distributed to students and faculty by college website, emails, course outlines, and brochures. Services include early

and ongoing academic advisement; early registration; referrals to nearby university for testing; onsite testing by invitations to VESID once a month (testing is free); coordination and facilitation of reasonable accommodations on an individualized basis; assistive technology; administration of examinations with accommodations; coordination of note taking services; specialized orientation classes; coordination of interpreter services; format changes (i.e. enlarged print, Braille); advocacy; liaison with college and community. The program sponsors the Student Organization for the Disabled Club and Learn and Earn, a specialized program for students with Learning Disabilities. The office also offers an academic support center in the Library where students can take examinations with accommodations, receive tutoring, and find computer stations with specialized hardware/software to meet their needs. The program assists approximately 500 students in any given semester.

Career Services

The Office of Career Services seeks to develop and enhance career skills and job placement opportunities for students and alumni of QCC. Assessments take place using student information forms, Career Services satisfaction surveys, job fair evaluation, and post-graduation surveys that track employment success. Programs are provided for groups and individually. The office has steadily increased contact with student via electronic methods, like the internet and email. Services include, among others, college and career exploration; preparation for resumes, cover letters, and interviews; job fairs; and a resource room.

Area of Service or Function	2004-2005	2005-2006	2006-2007
# of visits by companies recruiting students	209	211	189
# of conferences with students and alumni	2,712	2,337	2,350
Job information center usage (student visits)	2,138	2,018	1,627
Faculty referrals	456	687	991
Job opportunities	2,729	2,737	2,611
Career development workshops and presentations	24	24	20 + 90
Job fairs	4	3	3
Electronic contact with students (new item)			Excess of 1,500

Student Activities

The Office of Student Activities provides a student friendly resource center, offering opportunities to become involved in campus life through participation in clubs, student organizations, student government, and cultural, educational, entertainment, and recreational activities. Students are welcome to take part in co-curricular activities and in community service programs. Other services provided by the Office of Student Activities include informational clearinghouse for all campus activities; coordination of heritage month events; assistance in the production of college publications (annual college yearbook and the *Aurora* and the *Communiqué* student newspaper); advisement for off-campus and on-campus resources; and scheduling and planning of special events on campus.

Currently, there are 30 clubs on campus. Student Government officers reflect the diversity of the campus population. Goals and events of Student Government are decided on a yearly basis and are determined by the SGA Board in response to concerns voiced by students. Participation in recent elections has averaged between 5 to 9 percent of the student body. Suggestions for increasing participation include providing a detailed description of the student government positions available and exploring the possibility of online elections.

Health Services

The Office of Health Services provides a variety of free services to all registered students including medical clearance for registration (immunization); emergency treatment; flu shots; health counseling;

health-related events; health screening; special needs; free nicotine patches distributed on a walk-in basis; and MMR clinics. The office is staffed by one RN, one full-time and three part-time college assistants. No evening or weekend services are offered due to limited staff. Evaluations are completed through mini-surveys; changes are made as appropriate.

International Student Affairs Office

The International Student Affairs Office assists international students' transition from their home countries to the United States. The office reviews all immigration and financial documents for students and issues the U.S. Federal Form I-20. It assists with registration issues, academic problems, immigration issues, processing change of status, and off- and on-campus work authorization and provides academic, cultural, immigration, and social integration workshops, peer mentoring, and new student orientation. In addition to these services, the office operates the Center for Immigration located both at the Bayside campus and at the CUNY Center for Higher Education in Flushing, Queens. The Office of International Students works with 300 students who are attending QCC and studying on F1f student visas. The office is responsible for assisting undocumented students with information regarding residency status. Advisement and counseling provided by International Students are critical, since these students must adhere to strict guidelines or face INS issues.

Veterans Center

The QCC Veterans Center, which opened its doors in spring 2008, offers military personnel, veterans, and dependents of veterans a centralized location for information about educational assistance, scholarships, health benefits, mental health counseling, and jobs. The center also provides referrals as needed. In addition to being a resource center, the facility provides veterans at QCC with the opportunity to connect with other veterans. A veterans' group is also available to all QCC students as a forum to discuss concerns relevant to veterans and as a support structure. The center is open Monday through Thursday from 11:00 a.m. to 4:00 p.m. The College's website also has links and information, under Veterans' Resources.

Academic Affairs Division

The Office of Academic Affairs offers leadership and oversees some of the funding for academic support services or learning centers (tutoring) provided by the academic departments and centralized offices. In addition to tutoring, each learning support center offers students access to computer laboratories/workstations to support academic research and completion of tasks and assignments. In the Academic Computing Center, students can access software like Microsoft Office, which includes such programs as Word, Excel, Access, PowerPoint, and FrontPage. These support services are central to fulfilling the College's mission and to meeting Strategic Plan goals, including support for College initiatives like writing-intensive courses, distance learning, and e-portfolios; improvement in basic skills, ESL, and mathematics outcomes. Student demand for tutoring is increasing, but funding resources are stable, so the learning centers are actively assessing the relationship between tutoring and related academic support services and between student satisfaction and performance.

Basic Skills Learning Center

The Basic Skills Learning Center (BSLC), part of the Department of Basic Educational Skills, provides support services to all students enrolled in Basic Educational Skills courses. Staffed by tutors trained in the constructivist learning paradigm, the BSLC assists native speakers and non-native speakers of English to gain proficiency in analytical reading and writing skills as well as English grammar usage. These skill sets are facilitated through small group meetings, ACT examination review sessions, in-class tutor assistance, workshops, and three Blackboard sites. The BSLC

maintains reference materials, current textbooks, learning style manipulatives, review sheets, and videotapes on developing and enhancing note-taking skills, inferencing and analytical thinking skills, and ACT writing and ACT reading examination strategies. The BSLC, open year round, maintains day and evening operating hours six days a week. The number of students served by the Basic Skills Learning Center during 2007-2008 was:

Total students	6,782
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Campus Learning Center

The Campus Learning Center provides discipline-specific tutoring for students completing courses/programs in Allied Health, Biology, Business, Education, Foreign Languages, Geology, History, Nursing, and Social Sciences. In addition to individual and small-group tutoring, the center maintains a computer laboratory, textbooks, and human anatomy models that are available for student examination and research. Students in these clusters meet in one location to study, receive tutoring, and attend special events/lectures hosted by academic departments, clubs, the Campus Learning Center, and Coordinated Undergraduate Education (CUE). This results in frequent and effective interaction among students, faculty and the college community. The Campus Learning Center offers walk-in tutoring Monday through Saturday. While appointment-based tutoring is also available, walk-in services offer much-needed flexibility in support schedules. Group versus individual sessions are largely determined by student need, the nature and difficulty of the course, and tutor availability.

The shift to an integrated approach to discipline-specific tutoring required the College to hire faculty/tutor coordinators as well as a center coordinator to manage the center's operations. The coordinators collaborate regarding tutor training, orientation, and development of ongoing strategies to meet student needs. Faculty/tutor coordinators also communicate with department and faculty peers to discuss suggestions regarding the Campus Learning Center's impact on student performance.

Part of the Office of Academic Affairs, the Campus Learning Center measures effectiveness through ongoing documentation of student and tutor attendance and participation in sessions and training activities; comparison of grades and completion rates of students served by the Campus Learning Center and those not receiving CLC services; and student and tutor satisfaction surveys. The number of students served by the Campus Learning Center during 2007-2008 was:

Total students	2,794
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Campus Writing Center

The Campus Writing Center provides one-to-one and small group tutoring and e-tutoring for all English and writing-related coursework, including writing-intensive. By training tutors and workshop facilitators in learning styles strategies, critical thinking and study skills, group dynamics, composition theory, and the use of educational technology, the center enables students to become more independent, self-regulated learners. Services include help with organizing and completing papers, reports, and journals for all classes across the curriculum; ACT writing examination, CUNY Proficiency Examination, and ATB (Ability To Benefit) writing examination prep workshops; 24-hour online asynchronous writing assistance and e-tutoring (iPASS); tutoring with laptops in the center's wireless environment; access to textbooks and self-instruction materials. As part of every tutoring interaction, the center seeks to facilitate students' acquisition of information literacy skills.

In addition to tracking examination outcomes for workshop participants, the Campus Writing Center continually collects both formal and informal evaluative feedback from both students and facilitators regarding the effectiveness of its workshop content and presentation, and regularly modifies its materials and trainings to meet the changing needs of the students. Center tutors and workshop

facilitators are observed and evaluated each semester or workshop cycle by professional staff. The center has developed a specialized Tutor Evaluation Form, which outlines the steps of effective writing tutoring sessions, and a Workshop Evaluation Form, which focuses on facilitative skills and classroom management. The iPASS e-tutoring system is programmed to provide professional staff with randomly chosen e-tutor responses to students at regular intervals for quality control purposes. Student course outcomes and pass rates on the ACT writing, CPE, and ATB writing examinations are tracked, trends are noted, and modifications are made to materials, activities and facilitator/tutor/e-tutor trainings as appropriate. Pre- and post-tests (currently the California Critical Thinking Skills Test) are administered to students participating in Critical Thinking workshops to determine whether there has been a significant increase in students' inductive/deductive reasoning analysis, inference, and evaluation skills following the intervention. Course outcomes are also tracked for these students. Evidence shows continued growth in the use of services by student numbers and subject areas. A 63 percent increase in student use was reported for the 2006-07 school year, the first year of decentralization of writing from tutoring in content areas.

Total students	8,498
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Center for English Language Learners (CELL)

Housed in the Basic Skills Learning Center, the new Center for English Language Learners (CELL) will assist non-native English speakers (NNES). The center maintains 10 computer workstations, and has developed a handbook and training procedures for tutors who will work with NNES students. During the next year, online language sensitive advisement modules for Hispanic students in the A.S. program will be developed, as will on-line faculty training modules and an ESL help desk for faculty.

Mathematics and Science Learning Center

Part of the Department of Mathematic and Computer Science, the Mathematics and Science Learning Center provides individual and group tutoring for all mathematics, physics, and chemistry courses. The center also offers COMPASS prep workshops, trigonometry workshops, MA 005 (Pre-Algebra) Express workshops, MA 013 (Algebra) Express workshops, and workshops for departmental final examinations. Student needs are determined by placement results, faculty referrals, and individual requests by students. The center fosters a collaborative learning environment by offering individual and group tutoring sessions. The schedule for the center is printed on all mathematics course syllabuses, which are distributed by instructors. The schedule is also posted outside the Mathematics, Chemistry, and Physics departments; on request, it is distributed via email to instructors. Tutoring for Chemistry and Physics courses was added in 2006-2007 as part of the discipline-specific tutoring clusters to support the Freshman Academies.

In addition to workshops offered in January, the center offers workshops in the fall, spring, and summer semesters. The results of these are sent to Academic Affairs. Through the Perkins grant, Institutional Research gathers data for students who are Perkins-eligible. The center also offers voluntary laboratory sessions for students who are required to take the COMPASS examination. During summer 2007, the sessions were required for day sessions of MA 010, with the result that the passing rate went from approximately 50 to 75 percent. The effectiveness of the Mathematics and Science Learning Center is evident through the data collected on a regular basis.

Total students	3,000
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Technology Learning Center

The mission of the Technology Learning Center, part of the Technology Academy, is to provide a safe, friendly and comfortable environment for technology students to encourage and promote their

learning support, principally but not exclusively through peer tutor/tutee relationships. Students may self-refer, be referred by instructors, or be contacted if their GPA falls to 2.40 or below. Effectiveness of this new service will be measured by student retention and course performance.

Total students	600
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Pre-Collegiate Programs

College Now, Tech Prep, and Tech ASCEND are partnerships between CUNY and the NYC Department of Education to provide college preparatory and credit-bearing classes to eligible high school students.

College NOW makes it possible for qualified high school students to participate in either college preparatory classes or college-level courses given at their high schools or, in some cases, on the campus of QCC. These courses are offered tuition free to students and are held before or after the regular school day. College-credit enrolled students receive a QCC ID card for that semester, giving them access to the College’s facilities.

Tech Prep is a 2 + 2 program providing students with a seamless course of study beginning in the 11th grade culminating in an associate degree or certificate in a particular career pathway. Program features include distance learning, contextual learning, student support services, and use of technology in the classroom. Students receive a variety of services and earn college credit while they participate in this program.

TechASCEND, a project funded by the United States National Science Foundation, introduces high school students to the technology field and offers experience using very advanced equipment available at QCC. The project encourages students to consider careers in science, technology, engineering, and mathematics.

The **CUNY Language Immersion Program (CLIP)** is a support service and enrollment tool, assisting students with English language acquisition. Students practice reading and writing skills and sit for the CUNY ACT tests in reading and writing. The goal of CLIP is to provide intensive, full-time instruction (25 hours a week) in the English language to learners of English as a second language whose scores on their CUNY Skills Assessment Tests in reading and writing are too low for proper placement in Basic Educational Skills courses. As of July 1, 2008, CLIP reports to the assistant dean for Continuing Education.

Project Prize, grant-funded through the State Education Department, targets underserved middle school and high school students in Queens, primarily in a Saturday program. Activities include career and college exposure; educational field trips/college tours; entrepreneurship opportunities and workforce prep; tutoring; hands-on activities; year-round college campus and school-based enrichment classes; mentoring; financial aid/college application assistance; community service projects; and monthly parent meetings. In 2004-2007, the program served over 200 students.

FINDINGS AND ANALYSIS

Student Perceptions

In the *Community College Survey of Student Engagement* (see Appendix 4) completed in spring 2007, QCC was above the standardized norm for three of five benchmarks. For *Support for Learners*, QCC achieved a score of 53.6 vs. 49.3 when compared nationwide to similar community colleges. Students at QCC report using academic advisement more often at 24.7 percent vs. 12 percent

nationwide, tutoring more often 12.7 percent vs. 7 percent nationwide and financial aid advising more often 21 percent vs. 17 percent. QCC students rated the importance of academic advisement services at a higher rate than nationally (70 percent vs. 61 percent) as well as job placement services (43 percent vs. 36 percent). Other areas that QCC students rated higher in importance than national respondents include peer or other tutoring (50 percent vs. 39 percent), skills labs (47 percent vs. 43 percent) and child care (29 percent vs. 27 percent). Student responses to the Special Focus questions of the CCSSE indicate that, within the first four weeks of college, 51.3 percent of students reported meeting with an academic advisor, 57 percent reported completing an initial assessment test for placement, 64 percent reported being very or somewhat satisfied with the orientation experience, and 81 percent reported being very to somewhat satisfied with QCC's approach to working with new students. Students' high levels of usage suggest there is a great need for this kind of support. The survey also demonstrated that the diversity of the population at QCC exceeds that of similar community colleges, with only 19 percent reporting as white/nonhispanic vs. 58 percent nationally.

Enrollment Management

Admissions

The Admissions Office is the hub for disseminating important information to new students. During the 2006-2007 academic year, the Admissions office admitted close to 9,000 students and an additional 5,669 candidates for readmission (see Appendix 5 for phase allocations). The central admissions office (UAPC) handles 70 percent of the fall applications and 60 percent of the spring applications each year, with 25 percent of the fall applications and 40 percent of the spring handled in person at QCC through "direct admissions." The numbers of direct admit applications have increased by 15 percent to 17 percent during the past two years. This process also creates the highest yield among accepted students: for example, while the total "show rate" for all freshmen for fall 2007 was 58 percent, the "show rate" among the directly admitted students was 75 percent (see Appendix 5).

Most colleges have a baseline for the number of incoming freshmen and transfer students. Enrollment FTEs are especially important as the College's funding is driven by enrollment. In recent years and in an especially tough economy, the College increased enrollment numbers by aggressively attracting students to the college. There has been a 4 percent increase in student enrollment for the spring 2008 semester, due to part to better marketing of degree programs, and the persistence of Admissions and New Student Enrollment to engage students in joining the college. It can also be inferred that during difficult economic times, more students enroll in colleges and universities to build skills, especially when the job market is stagnant due to layoffs and corporate downsizing.

New Student Enrollment Services is an initiative created to assist new/transfer students in the enrollment process and increase retention. Many students that come to QCC are the first generation in their family to attend college; some are transferring from another college on probation and are fearful of a new environment. In conjunction with Admissions and Academic Advisement, Enrollment Services provides a personalized yet streamlined admission process, with each student receiving one-on-one advisement. The Freshmen First program, which addresses first semester academic progress, is now part of New Student Enrollment Services. As funding is dependent on external sources and there is no set budget, planning becomes difficult. Lack of space is problematic for providing services and staff requirements are seasonal. Moreover, seasonal workers are not given access to SIMS (Student Information Management System), creating obstacles to providing service.

The challenges faced by the Admissions Office and related offices extend beyond career and program choice. Some students arrive with a record, and expectation, of non-success, with academic deficiencies and limited English proficiency, and little knowledge of the pathways that begin with the associate degree. They are often misinformed about the seriousness of the community college

experience, the importance of general education, and the critical contribution of remediation to future success. These challenges are further compounded by the steps required before students can even begin the registration process, immunization compliance and testing among the most demanding.

Orientation

Significant research from the student affairs literature indicates that freshmen who attend new student orientation programs have a greater level of satisfaction with their colleges than those who do not. The new student orientation program is being reevaluated for improvement. The director of the New Student Enrollment Services Office, who is reevaluating the content of the program, reports that approximately 950 new students attended the fall 2007 program. If the August program is expanded, more material would be covered and new students would become more familiar with student peers, faculty, and staff. When QCC moves to an academy model in fall 2009, the new student orientation program should contain events or programs for all students in addition to orientation activities for each of the separate academies.

ST 100 provides students with a valuable orientation to the college. When computers are available, the class also receives a 50-minute hands-on training session that covers navigating the QCC website, registering online, and using student email. It is noted that *not every section of ST-100 includes a hands-on PC class*. There has been discussion in the Academic Senate about making the ST 100 class mandatory or perhaps requiring all new students to take the semester-long, credit-bearing ST 101 class, which would more extensively orient them to college life, its resources, and its culture. If ST 100 or ST 101 becomes mandatory, more evening and weekend sections would have to be offered, and additional faculty members would be needed to teach.

Advising

Although not a replacement for personal advisement, online advisement has been available since 2002-2003 and has seen increased growth in use each year (fall 2005 n = 5,553, fall 2006 n = 9,051). Increased usage may reflect new advisement protocols (see Appendix 5). Institutional Research has collected data showing that the new mandatory advisement model has had a positive effect on the PMP indicators. An Academic Advisement Center that coordinates the mandatory advisement for the entire college has helped student retention. Since the inception of the advisement plan, the college has seen a steady increase in the fall-to-fall retention of AA/AS students. More specifically, AAS programs saw a 3.03 percent increase in curricular retention between fall 2006 and fall 2007; AA/AS programs showed a 1.84 percent retention gain in the same years (Institutional Research & Planning AA/A, AAS Curricular Retention Chart). The College is also experiencing a larger percentage of students enrolling at the college with the notion of transferring, perhaps before receiving the associate degree (See Appendix 5, *A Three-Year Analysis of Academic Advising*).

According to the Admissions Office, 70 percent of incoming students apply online. Students select their choice of curriculum, perhaps without full understanding of that choice. By its very nature, online application means applying without the assistance of advisers. Changing of the curriculum later, when an adviser on campus can explain the student's choice, presents added challenge to the orientation process for advisers and distraction to the student.

Counseling

The number of students provided with personal, career, or transfer counseling has steadily increased since 2004. For fall 2006, 50 percent of students that used counseling services were 19-20 years old, 60 percent were female, and a higher percentage of Asians sought assistance when compared to whites (28 percent vs. 24 percent). In response to a recommendation in the *2004 Periodic Review*, the

counseling center staff has doubled since 1996 with a staff more reflective of the students' diversity. Since 2001, the percentage of younger students using the counseling center has increased, which suggests a shift from older students to more traditional students, consistent with demographic trends in enrollment. In response to the counselor satisfaction survey in fall 2006, 94 percent of students felt that they were treated well to very well and 99 percent stated they would return to the Counseling Center if a need arose. Additional counselors would allow increased service for nearly 13,000 students. Enrollment of all freshmen in ST 100 would assist in providing needed information to students regarding the academic experience and assist in fostering retention.

Retention

One-year retention rates for first-time, full-time students have improved in small increments since 2002 (*Fact Book 2008*). An important trend has been the increase in the percentage of students to 67 percent in fall 2006 (up from 50 percent in 2004), and now over 70 percent in fall 2007 who enroll in ST 100/101, a college orientation course (See Appendix 1, *Completion Report, 2006-2007*). Efforts are being undertaken to implement mandatory first-semester enrollment for all full-time incoming students in the Freshman Academy model. The College's *Campaign for Student Success* predicts that Academies will bolster student success and persistence, and the president has set the lofty goal of a graduation rate of 50 percent over six years. Over the past few semesters, until fall 2007, the College's retention rates have increased by a few percentage points.

Learning Centers

From the deconsolidation of Instructional Support Services in 2006 arose the Campus Learning Center. The center maintains a high level of faculty-student interaction beyond the classroom through tutor training, college success workshops, language conversation groups, and interactions with students seeking assistance at the center. The Campus Learning Center supports the e-portfolio initiative, service learning, online tutoring, and freshman-year initiatives and to collaborate with other learning centers on campus. Like the Campus Writing Center, the Campus Learning Center is a department within Academic Affairs rather than part of an academic department. Starting its third year, the Campus Learning Center is supported primarily through Perkins funding through June 2008.

In addition to the Campus Learning Center, other learning centers, in the Library and across campus, which have been described above, provide tutoring. Data appear below:

Campus Learning Center, 2007-2008, Grades Earned by Students		
Population	% ≥ C	% Pass
Campus Learning Center Tutored Students	83	94
0 Tutoring	76	85
Campus Writing Center, 2007-2008, Grades Earned by Students		
Service	% ≥ C	% Pass
Face-to-Face Tutoring	91	
I-Pass Tutoring: ACT Prep		61
I-Pass Tutoring: EN/WI Coursework	91	
ACT Writing Examination Workshops		71
CPE Workshops		89
Basic Skills Learning Center, 2007-2008		
Service		% Pass
Fall 2007 ACT writing review for CUNY writing examination (CUNY: 41.6)		50
Fall 2007 ACT reading review for ACT COMPASS reading examination		58
Retest for BE-122 students with grades of NC on ACT COMPASS reading examination		71
Retest for BE-226 students with grades of NC on ACT COMPASS reading examination		41
Retest for BE-122/226 students with grades of NC on ACT COMPASS reading examination		73

Mathematics and Science Learning Center, 2006-2007		
Service	% Pass Rate	% Withdrawals
Perkins students attending workshops MA 005	61	
0 Workshops MA 005	43	
Perkins students attending workshops MA 010/013	57	
0 Workshops MA 010/013	35	
Perkins students attending workshops MA 120	64	
0 Tutoring MA 120	38	
Perkins students in tutoring in MA 005, MA 010/013, and MA 120		7
0 Tutoring MA 005, MA 010/013, and MA 120		25

Strengths

- *Collaboration among College Members.* QCC's greatest strength is its commitment to community building. The Offices of Academic Affairs and Student Affairs collaborate to provide students with a holistic educational experience.
- *Meeting Student Needs.* The College provides support regarding English proficiency on a variety of levels through the Basic Skills Department and Learning Center, ESL courses in Speech, and the CUNY Language Immersion Program (CLIP). Developed out of a partnership between QCC and John Jay College, the Center for English Language Learners (CELL) demonstrates the College's commitment to the unique needs of its students and to the continual improvement of services. Academic Advisement provides a comprehensive array of services to assure that students make informed choices about courses and curricula.
- *Enrollment Management Committee.* The Enrollment Management Committee oversees a holistic approach to recruitment, orientation, and registration of students.

Weaknesses and/or Concerns

- The Campus Learning Center staff depends on funding from Perkins, in its final funding year.
- Although the Campus Writing Center offers the iPass system, which provides e-tutoring within 24 hours, online tutoring in academic content areas is currently not available.
- Evening students, who have particular challenges enrolling in ST 100 classes, often face substantial challenges regarding academic success due to constraints of time and place and could greatly benefit from completing the ST 100 course.

Recommendations

- The College should consider institutionalizing the Campus Learning Center.
- Basic tutor training requirements should be established with training consistent at each center.
- The College should continue to explore options for online academic support.
- The new student orientation program should continue to be reevaluated and improved.
- ST 100/ST 101 should be considered as a mandatory class with computer literacy component.
- Explore ways to enroll all entering freshmen students in ST 100, particularly those attending evening classes.