

# CONCLUSION

What follows is a compendium of the recommendations from each chapter of the self-study report.

## 1. Mission, Goals, Integrity

- Recruit, hire, and retain faculty from underrepresented groups.
- The Mission Statement should be more visibly incorporated into the Strategic Plan.
- The Mission Statement should be a direct link on the homepage rather than part of a pull-down menu.
- Develop a Comprehensive Planning Document comprising mission, long-term goals, strategic plan, and an academic plan.
- Program or curricular development should be an institutionally coordinated process that is less departmentally driven and more mission driven, consonant with transfer and career needs and mindful of the most recent labor trends and job opportunities for students.
- The handbooks for faculty, adjuncts, HEOs, staff, and students should be revised to include a direct reference to the standards of conduct and matters of integrity, including the definition of integrity and policy statements about processes when violations of policy have occurred.
- The Academic Senate should explore the possibility of forming a committee on integrity.
- Website oversight should be reevaluated and strengthened: Individual departments and offices with information on the website should regularly update their information; student information presented should be redesigned for easier access.

## 2. Planning, Resource Allocation, Institutional Renewal

- To strengthen institutional renewal, the College Administration should explore additional avenues to generate participation in the development of the Strategic Plan.
- The strategic planning process should make more explicit use of the Year-End Reports and be more clearly connected to the Long-Term Planning Goals.
- Financial support for faculty professional development should be enhanced, especially with regard to travel expenses and conference fees.
- Institutionalize the Campus Learning Center under tax-levy funding.
- Invest in a comprehensive Facilities Master Plan provided by an external agency.

## 3. Leadership, Governance, Administration

- The Academic Senate should consider amending the bylaws to provide for the election of a presiding officer.
- The Academic Senate should consider broadening committee membership with representation from all classifications—faculty, administration, and staff—to ensure wider scope of information and perspective.
- The administration should consider appropriate venues for convening HEOs and staff in forums parallel to large-scale faculty meetings that already take place.
- Organizational charts should be included in the next revision of the faculty handbook to facilitate understanding of the institution’s organization.
- Dissemination of information on new and ongoing initiatives should be improved.
- Continue to increase opportunities for administrative professional development (grants, training, campus support for research, and artistic/creative endeavors).

## 4. Student Admissions, Retention, Support Services

- 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.

## **5. Faculty**

- Recruit, hire, and retain faculty from underrepresented groups.
- Establish a Lesbian/Gay/Bisexual/Transgender Center and Women’s Center for the entire campus.
- Continue efforts to educate new faculty regarding requirements for tenure and promotion, with ongoing discussions and workshops to clarify expectations and guidelines.
- To meet expanding need, the College should explore methods for more efficient use of technological support and resources.
- Even as the College should continue to explore ways of maximizing the utilization of all space on campus, new building space is long overdue.

## **6. Educational Offerings, General Education, Basic Educational Skills**

- The college should expand information literacy across the curriculum.
- The college should prioritize efforts to incorporate mathematics, science, and speech concepts and methods across the curriculum.
- Given the large number of students who transfer before graduation, data should be collected on a semester-by-semester basis to identify reasons and design appropriate interventions.
- ST 100/ST 101 should be considered as a mandatory class with computer literacy component.
- The honors committee should establish guidelines and sign-off on honors courses and contracts.
- The College should continue to develop linked courses and learning communities.
- To allow the program to continue to provide the services needed to the faculty involved with teaching WI courses, staffing to the program should be increased.
- Design and conduct a study on the impact of WI on student learning.
- Involve the Campus Writing Center more intrinsically in WI faculty development.
- A coordinator should be appointed to oversee interdepartmental scheduling, publicizing, faculty partnerships, and faculty development to ensure the success of learning communities and academies and to increase the identification and recruitment of students into the Honors Program.

## **7. Related Educational Activities**

### **Certificate Programs**

- A formal process should be created to:
  1. Coordinate the review and articulation of all certificate programs
  2. Establish a connection with local business and industry to ensure relevance of offerings
- Explore articulating non-credit courses with appropriate credit certificate programs to allow more students to benefit from a continuum of education.

### **Experiential Learning**

- Students should be made more aware of existing internships and cooperative learning opportunities.
- Service learning should be established in the curriculum in designated courses across departments.

**Non-Credit Offerings**

- Establish academic standards for curriculum and faculty that can be measured and assessed and minimum hiring credentials for faculty and provide development opportunities for existing faculty.
- Apply operational and financial measurements and reduce operational expense.
- Obtain onsite corporate and institutional training contracts to improve Continuing Education's effectiveness in advancing the Queens' workforce and reduce the need for facilities on campus.

**Distance Education**

- Implement the recommendations of the Distance Education Committee.
- Charge a subcommittee of the Distance Education Committee with developing a comprehensive plan and with making recommendations to the Senate, including:
  - Choosing a current program or programs to adapt
  - Developing a new program or programs to address emerging market needs
  - Planning for necessary faculty development
  - Allocating necessary funding
  - Building the infrastructure necessary: online registration, advisement, and academic support
  - Articulating a marketing plan for the new program or programs
- Consider training and mentoring involving distance education during deliberations over reappointment, promotion, and tenure.
- Continuously assess need for new, and improve existing, distance education courses.
- Expand distance education offerings in Continuing Education and Workforce Development.
- Develop innovative ways to enhance face-to-face courses using distance learning technologies.

**8. Institutional Assessment, Assessment of Student Learning**

- Each Academy should develop an assessment protocol appropriate to its discipline(s).
- The College should continue to use college-wide forums to explore the assessment of teaching and learning and the effectiveness of college services in support of instruction.
- OIRA should be provided with a significantly larger staff to be able to support both current and additional institutional research.
- To conform with the program review process, the Year-End Reports should be followed by the development of action plans.
- Assessment data appropriate to the discipline or program should be a part of the budget and resource allocation process.
- An assessment vehicle should be established to determine the impact of the academy structure on the educational experience.
- The longitudinal study of the College's WID/WAC program should be completed.
- A more standardized form of assessment reporting should be developed and incorporated in cases in which common measures would help to promote improvement. Both quantitative and qualitative data should be utilized.
- A cross-disciplinary College-wide Assessment Protocol Database Committee, comprising administration, faculty, and staff, should be established to redesign the Assessment Database and establish a comprehensive assessment website where the database should be located.