ACADEMIC MASTER PLAN (AMP)

STUDENT NEEDS WORKING GROUP
CHARGE AND DELIVERABLES

As part of the Academic Master Plan (AMP) effort, the Student Needs Working Group will address one of the three key areas that provide structure to the plan: what systematic responsiveness to student needs will look like in five years. The working group will discuss and articulate a vision for improved student retention and success through enhanced collaboration among support areas and between academic departments and support areas and through enhanced coordination of comprehensive student support, transforming college function and culture.

Charge

The Student Needs Working Group is charged with:
- Researching the higher education landscape, and specifically that of community colleges at large and in CUNY, to determine areas for improvement in support of student success
- Hosting various forums as needed to brainstorm ideas and to elicit feedback from the campus community
- Developing a draft vision statement specific to responsiveness to student needs—a statement that reaffirms current strengths and envisions comprehensive student support in five years
- Developing goals, outcomes, and strategic objectives that will help the college to fulfill the vision
- Providing drafts of documents, to be submitted to the AMP steering committee as requested
- Through the working group chair, reporting to the Academic Master Plan (AMP) Steering Committee on the development of its portion of the AMP
- Producing a final draft of the student needs portion of the AMP by early April 2020

Operation of committee

The Student Needs Working Group is expected to meet regularly (twice monthly) from December to the final draft deadline to ensure progress toward planning completion. Meetings are called by the working group chair. Questions or concerns about the progress of the work, or information needed to proceed, should be addressed to the chair of the AMP steering committee. Data requests, if needed, should also be addressed to the chair. The steering committee will provide some basic resources (background materials, websites etc.) before the working group begins its work.

Basic guiding principles of good planning

- Good planning should identify why, what, how, by whom, by when, with what resources, and with what quality.
- Professional development dedicated to fostering skills in planning is essential, including professional development targeted at key leaders.

Working draft of vision statement

Queensborough Community College remains committed to the core values of the student experience, professional development, and a supportive learning environment. Over the next five years, building on

these core values, the college will undergo a comprehensive review of the curriculum to ensure that it is high quality and engaging, prepares students for higher degree and careers, and responds intentionally to the needs of students and improves academic success. To this end, the college will support enhanced professional development that promotes instructional excellence at the community college; develops global, technology, and information literacies; and systematically takes into account the student perspective in the educational experience. To support this effort, the college will expand the level of communication and coordination across departments and divisions, developing a culture of collaboration that transforms college practice and improves the effectiveness and efficiency of comprehensive student support.

Student Needs Working Group – some areas and questions to consider

Areas	Questions
Queensborough Academies	What is the current status of the Queensborough Academies? What does a holistic approach to student support look like now? Strengths? Areas for improvement? What will the Academy model look like in five years?
Systematic capture of student perspective of their educational experience	Who are our students, and how do we provide support to the myriad of issues that students face? How do we systematically capture the student perspective of their education experience and use that information to plan for and implement improvement of services?
Engagement at every level, commitment to student success	How do faculty and staff collaborate to ensure student success? For example, how does this collaboration work within the Queensborough Academies? Strengths? Areas for improvement? How do we transform function and culture to support student success? What does engagement at every level look like in five years?
Use of technology	What technologies are currently supporting student success? Strengths? Areas for improvement? Do we build on what we have, or do we need to acquire other kinds of technology to support students? What does the use of technology look like in five years?

Overall AMP timeline

September
- Vision statement draft (based on retreat notes) developed to set tone of year-long effort
- CAPC convened to review AMP process and timeline; request for CAPC input
- Faculty survey distributed to determine priority themes for the AMP

October
- CAPC convened to review input and survey results; key themes established; charges to AMP steering committee developed
- AMP steering committee formed

November
- Working group (WG) charges developed; guidelines and timeline for AMP process finalized
- WGs formed each assigned one theme
- Working group orientations

December to February
- WGs review college data and reports as appropriate to theme
- WGs research CUNY and other college curricula, practices etc. relative to themes
- WG chairs share developments with AMP steering committee
- AMP steering committee shares developments with CAPC
- Each WG drafts section of AMP; drafts submitted to AMP steering committee and CAPC for input

March
- WGs host open forums for review and comment on draft documents
- WG chairs present working documents to AMP steering committee
- AMP steering committee provides comment and suggestions
- WGs modify draft documents in response to suggestions from AMP steering committee

April to May
- WGs submit revised draft documents to AMP steering committee, which forwards to CAPC; CAPC reviews WG drafts and provides comment and suggestions
- WGs submit final draft documents to AMP steering committee
- AMP steering committee subgroup compiles preliminary draft of full AMP document
- AMP steering committee meets to discuss and revise full AMP document
- AMP steering committee submits full AMP draft document to cabinet for review and comment
- Draft AMP document revised as appropriate
- CAPC chair presents to committee summary of work completed and AMP draft for comment
- AMP steering committee submits final draft AMP to Senate for summer review and comment
- Document distributed to campus for review and comment, to be submitted to AMP steering committee

September
- Open forums to discuss AMP draft
- AMP steering committee completes final version based on input from campus and open forums

October
- CAPC reviews final AMP document
- AMP steering committee submits final AMP document to Senate for approval