


FIVE-YEAR STRATEGIC PLAN

2021-2026





Trust, Clarity, and Success

The Five-Year Strategic Plan is for everyone in our Queensborough community. It is designed to communicate honestly, clearly, and respectfully. Our goal is to develop a shared understanding of where we are and where we want to go. With deep insight and courage, great outcomes become possible. Together, we will learn and grow from this process — and succeed!

Success at Queensborough



The Queensborough Community College Five-Year Strategic Plan is the outcome of a collaborative, inclusive, from the ground-up process among students, faculty, staff, alumni, business partners, and many other valued members of our community. It is based on our Mission; our commitment to *develop students holistically in a nurturing and diverse environment that prepares them to be successful in a dynamic, global workforce.*

In the summer of 2020, against a national backdrop of protests about longstanding systemic and institutionalized racism, Queensborough reexamined its Mission, especially in relation to education outcomes and economic opportunities for our Black, Brown, and other communities of color.

We decided to *recommit* and *revive* our Mission of student success by deepening our understanding of our students, their experiences, and identities to create true transformation within our College.

In the months that followed, we entered a profound inquiry of race, cultural differences, and equity, thinking critically and creatively, and asking ourselves how we could make Queensborough an even better place for every person who wants to belong, work, study, and grow with us.

The result is this, our first five-year Plan, which we will use to listen more critically and respond more effectively to the varying needs and expectations of our students, faculty, staff, and community.

This is a **planning document**, not a **perfect document**. Think of it, and the Operational Plans produced because of it, as workbooks to constantly refer to, mark up, and write on with your observations, critiques, and ideas.

Be prepared to share your insights, because as we monitor our progress over the course of the Strategic Plan, we will listen (and act on!) what you have to say about it. Together, we will make any adjustments required to build a more inclusive, equitable Queensborough and accelerate our success.

Thank you, everyone, for your hard work.

Chris

Dr. Christine Mangino
President, Queensborough Community College

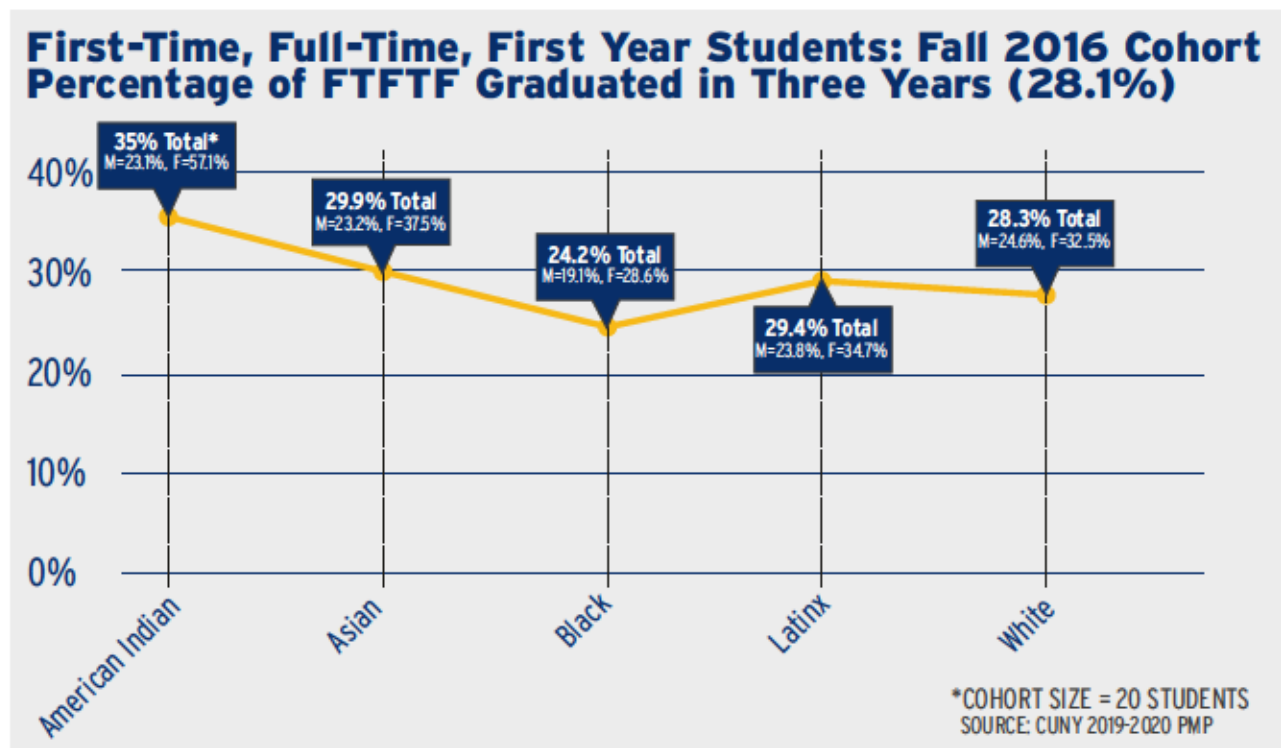
Equity Makes Success Possible for Everyone

Equity and equality are not interchangeable. Understanding the distinction between the two is essential for redefining Queensborough's education experience and making success possible for everyone.

The illustrations on the next pages, based on resources from the **Center for Urban Education**, show the difference. One way of defining equality is that everyone gets treated by our structures, systems, and policies the same exact way, regardless of individual need, life experience, or circumstance. Equity, however, means undoing what we have done and implementing active, responsive structures, systems, and policies that ensure every individual is provided with the environment, resources, opportunities, and means he/she/they need to succeed.

In education, equity and equality are both aspirational goals. Systemic inequities from pre-k through to college have led to unequal systems throughout the nation that continue to produce unequal outcomes, which disproportionately affect our Black, Latinx, and Native American communities. Joining educators across the nation, Queensborough is confronting and addressing policies, processes, and structures that contribute to these unjust and unequal outcomes.

Analyses of our data demonstrate that there are inequities throughout our students' Queensborough experience. From entry through to academic milestones and in our graduation rates, Queensborough is not producing the same results for all students. The responsibility for this is ours.



EQUALITY

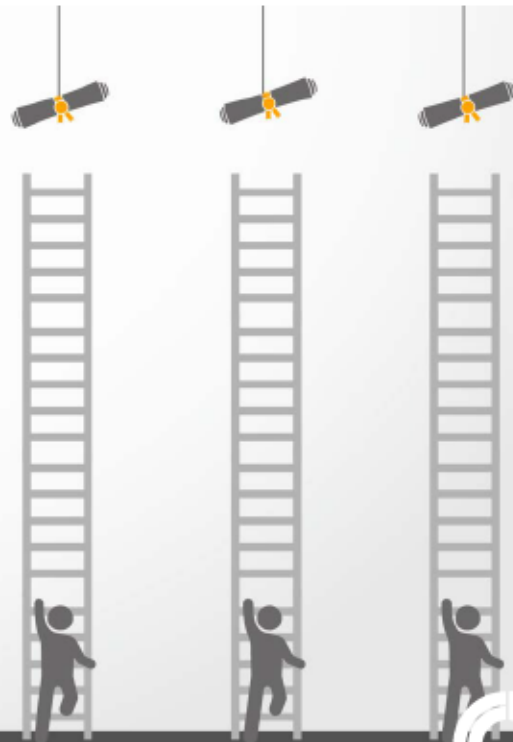
Imagines an equal world.

“I care about all students equally.”



CENTER for URBAN
EDUCATION

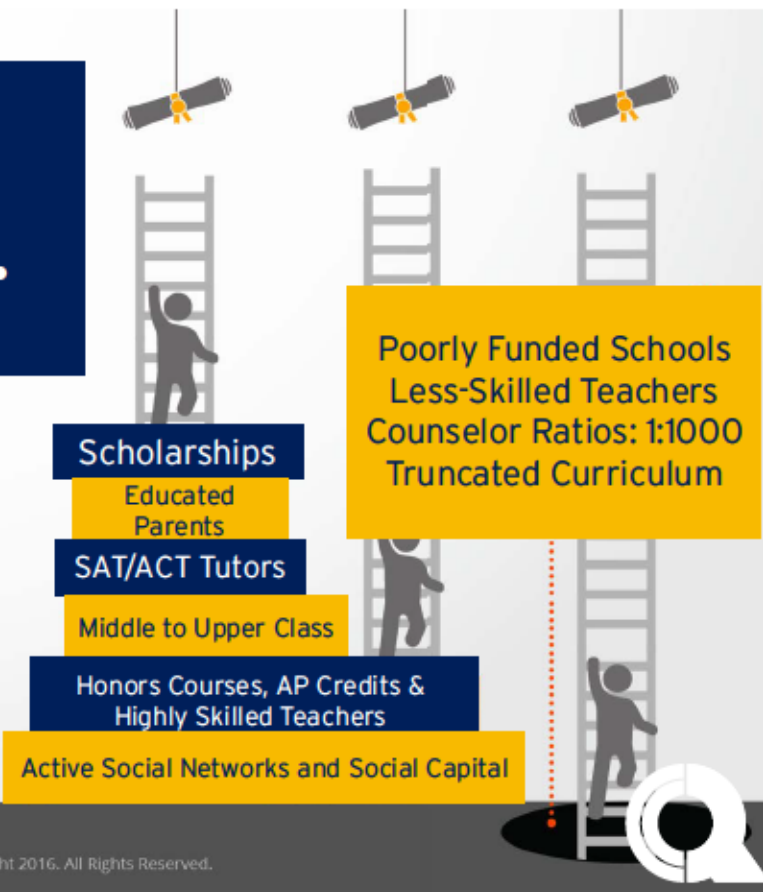
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But the world
ISN'T EQUAL.

CENTER for URBAN
EDUCATION

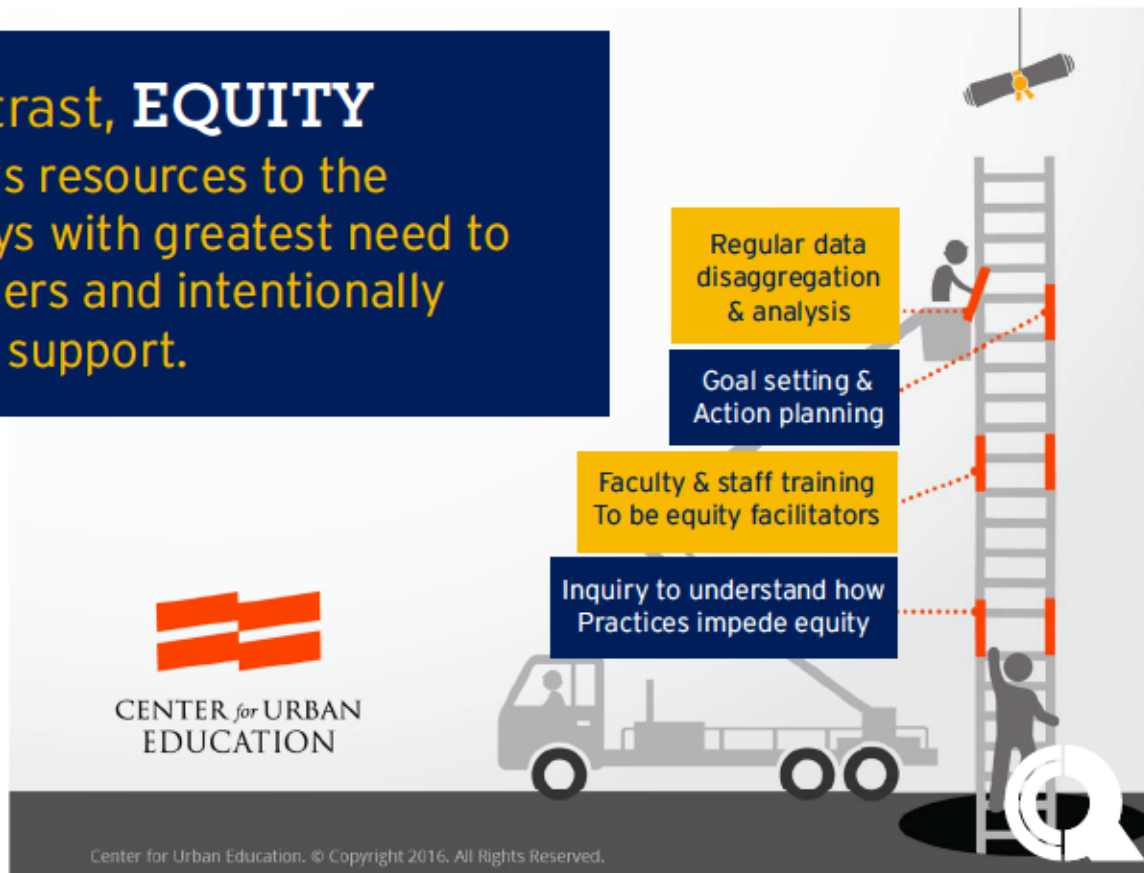
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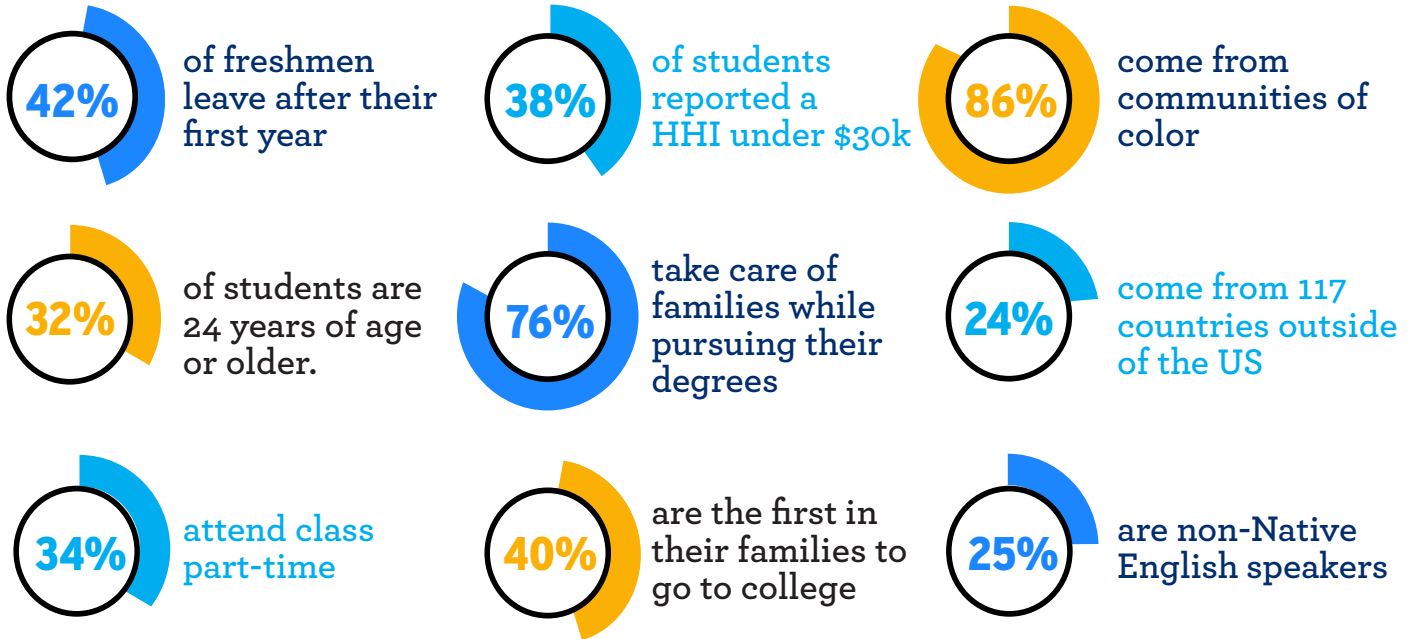
Within this same picture, a **DIVERSITY** lens focuses only on bringing more students into an unequal pathway



In contrast, **EQUITY** redirects resources to the pathways with greatest need to fix barriers and intentionally provide support.



THERE IS **NO TYPICAL** QUEENSBOROUGH UNDERGRADUATE STUDENT



➤ No two Queensborough students are the same

Too often, we blame a student's social, cultural, or educational background for his/her/their inequitable outcomes. In return, we act to "fix" the student, with more tutoring, mentors, and workshops, all of which are beneficial. However, if we attempt to address the student only and not the system, we will never get anywhere. We must be intentional, therefore, and fix our structures, policies, and practices to transform Queensborough into an institution that will deliver the same outcomes for all our students.

We will achieve this by positioning equity at the forefront of everything we do, as specified in this 5-Year Strategic Plan. Even though the disparities in educational experiences and opportunities occur long before our students enroll here, they can (and will!) end the moment they engage with us.

With focused plans, concerted efforts, and deep reflection about who we are and how we serve our community, Queensborough will not just respond to the urgent call of this moment. We will rise to ensure every student's success and provide each student with an unrivaled education.

Equity at the Forefront

Equity is at the forefront of our thinking and planning at Queensborough. We will create meaningful, systemic change to produce structures that deliver equal outcomes across all racial and gender groups.

Guiding Questions about Equity

Diversity, Equity, Inclusion and Belonging (DEIB) can feel like nebulous and aspirational goals, but they are not. DEIB goals are operationalized through focused examination of our work and intentional decisions to change how we work. The questions below should guide planning at the institution for the life of the Strategic Plan.

- **Diversity:** How has data disaggregated by race and gender been collected, analyzed, and used to inform planning?
- **Equity:** Which of the Strategic Plan's equity targets will be positively impacted?
- **Inclusion:** Is there a range of identities, backgrounds, and experiences present that is reflective of the student body?
- **Belonging:** Are social, cultural, racial and/or education backgrounds being blamed for inequitable outcomes or experiences? How is institutional responsibility being considered?

Vision

Our Vision defines us, motivates us, engages us, and connects us: **Every significant action at Queensborough contributes to fully attainable, life-changing higher education for one of the most diverse urban communities in the world.**

Mission

Queensborough Community College is dedicated to academic excellence and rigor and to providing an affordable, high-quality education to pre-college, college, and lifelong learners. Our faculty and staff are committed to the holistic development of today's students in a nurturing and diverse environment that prepares them to be successful in a dynamic workforce. The College affirms its open admissions policy and its strong support of critical thinking, intellectual inquiry, global awareness, civic responsibility, and cultural and artistic appreciation.

–Approved by the Academic Senate on May 10, 2016; revised on February 14, 2017

Values

At Queensborough, we engender, cultivate, and uphold **respect, inclusivity, compassion, and responsibility**. We focus on student success, learn from each other, and defy expectations!

Planning for the Plan

We're In This Together

Few occasions outside of our College commencement bring hundreds of students, faculty, staff, and external stakeholders together for a single cause. **The Five-Year Strategic Plan** did. Not all at one time or in one place of course, but over the last year, we have drawn together people from across Queensborough with vastly different experiences, cultures, knowledge, perspectives, and values to share their feelings about, and contribute their ideas to, the future of Queensborough. We hosted Town Halls, held Zoom meetings, distributed surveys, conducted research, and talked extensively with stakeholders to ensure that the planning process was engaging, inclusive, evidence-informed, and transparent.

Led by Queensborough's Dean for Institutional Effectiveness, Dr. Arthur Corradetti, and propelled by a cross-section of people who deeply care for Queensborough, we synthesized an array of information from within and outside of the College. We benefitted from interactions with more than 500 individuals, who informed our plans and heightened our ambitions for the future.

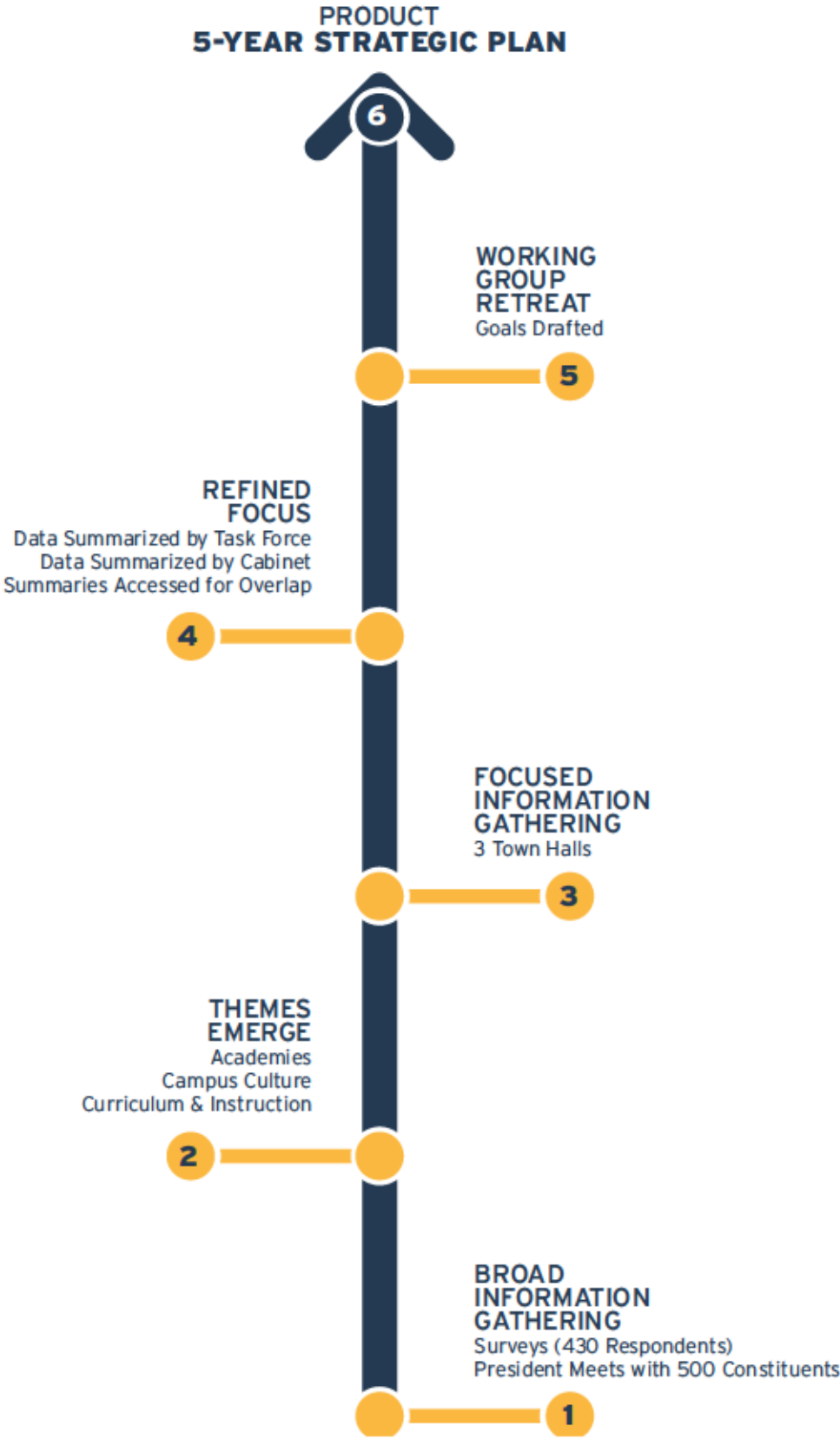
The results of the process are:

- An honest, shared understanding of our College;
- An iterative, incremental, and inclusive planning process; and
- The Plan, which sets out expectations and aspirations, (to be reviewed and revisited) for the next five years

“There have been, and continue to be, important conversations about how we fit into the lives of our students. Please keep the conversation going and share your ideas. We look forward to hearing from you and working together to further advance our students, strengthen our College, and grow our community.”

*— Dr. Arthur Corradetti
Dean for Institutional Effectiveness*

Five- Year Strategic Plan Process



➤ Planning Process Outcomes

Through information gathering, consultation, and review, concepts emerged in the Planning Process among students, colleagues, and other members of our community, which reinforced the College's statement of values.

From the outset, we determined that **Equity** would be at the forefront of our thinking and planning and that Queensborough would create meaningful, systemic change to produce structures and systems that deliver equal outcomes across racial and gender groups.



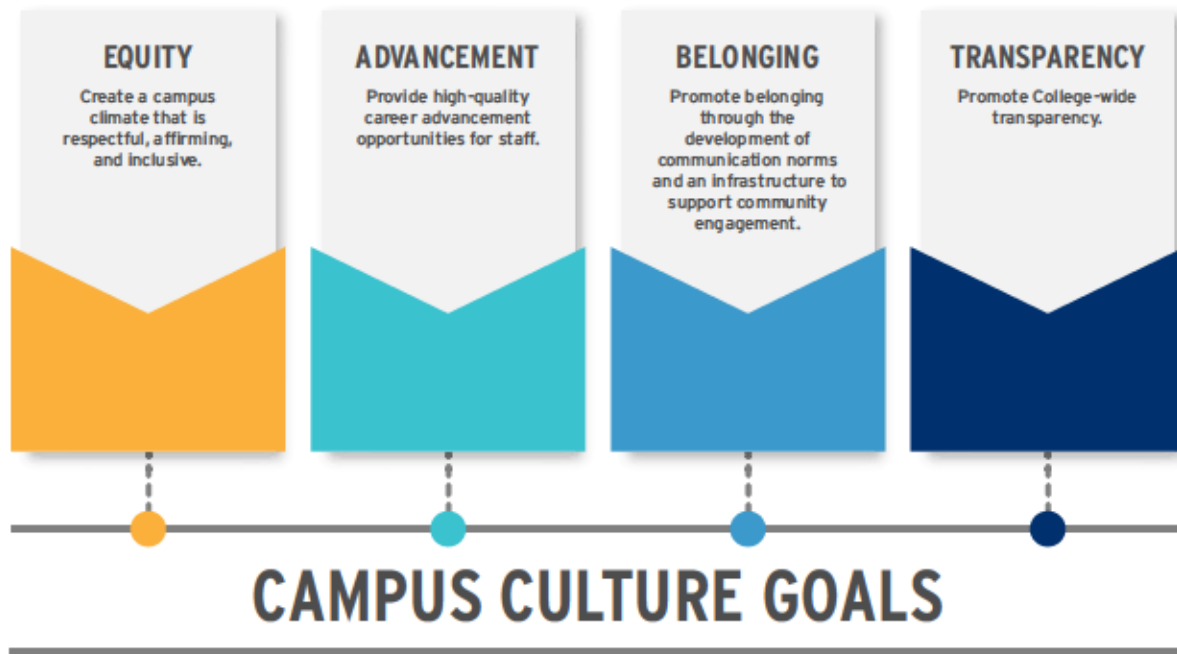
We prioritized our **Campus Culture**, wanting to Cultivate a Community of Care that would support and sustain us as well as our teaching and learning environments.

We wanted to emphasize **Student Engagement**, acknowledging that Queensborough needed to become student-ready to support and meet students where they were.

We also concluded that further development of our **Curriculum and Instruction** would be essential to our students' career-readiness and success. By reimagining the *Queensborough Academies* we plan to leverage best practice in teaching and learning; improve students' career readiness; and promote coherence, collaboration, and connection throughout the College.



CAMPUS CULTURE | *Cultivating a Community of Care*

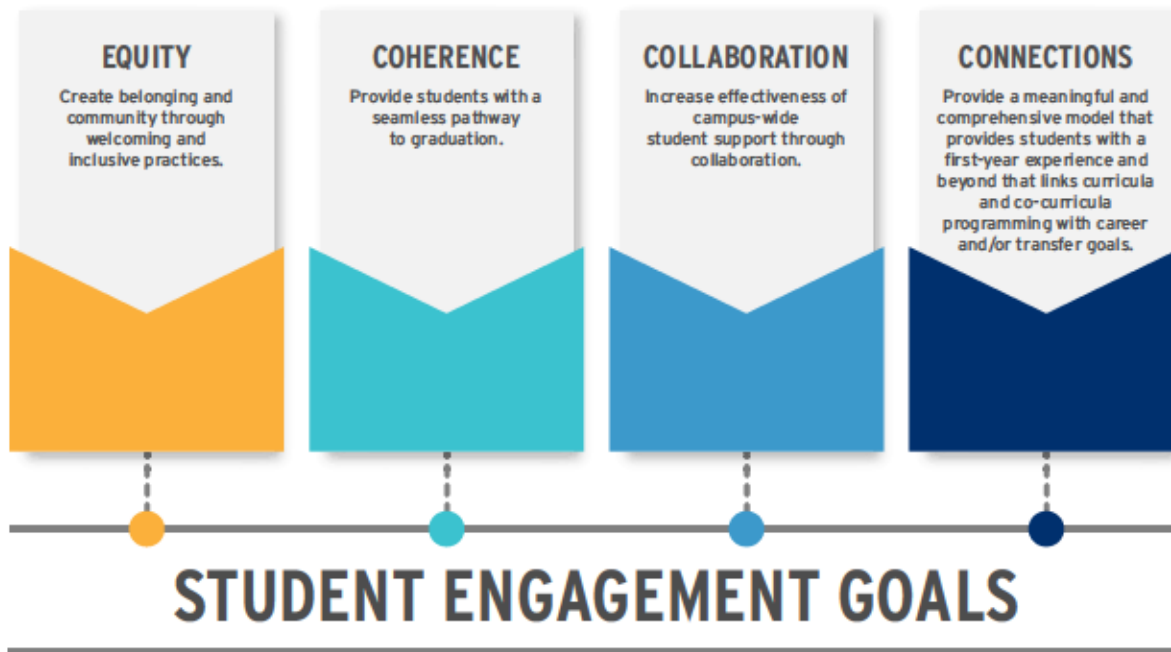


Community defines Queensborough Community College. But what defines *community*? When we speak of community, Queensborough identifies key characteristics—**Equity, Advancement, Belonging, and Transparency**—which describe our capacity as an institution to be inclusive and work with dignity, humanity, and justice for the benefit of the individual student, faculty, or staff and the College. This mutual caring, or Cultivating of a Community of Care, shapes all aspects of our interactions and forms the basis of all our support for Queensborough students, faculty, and staff.

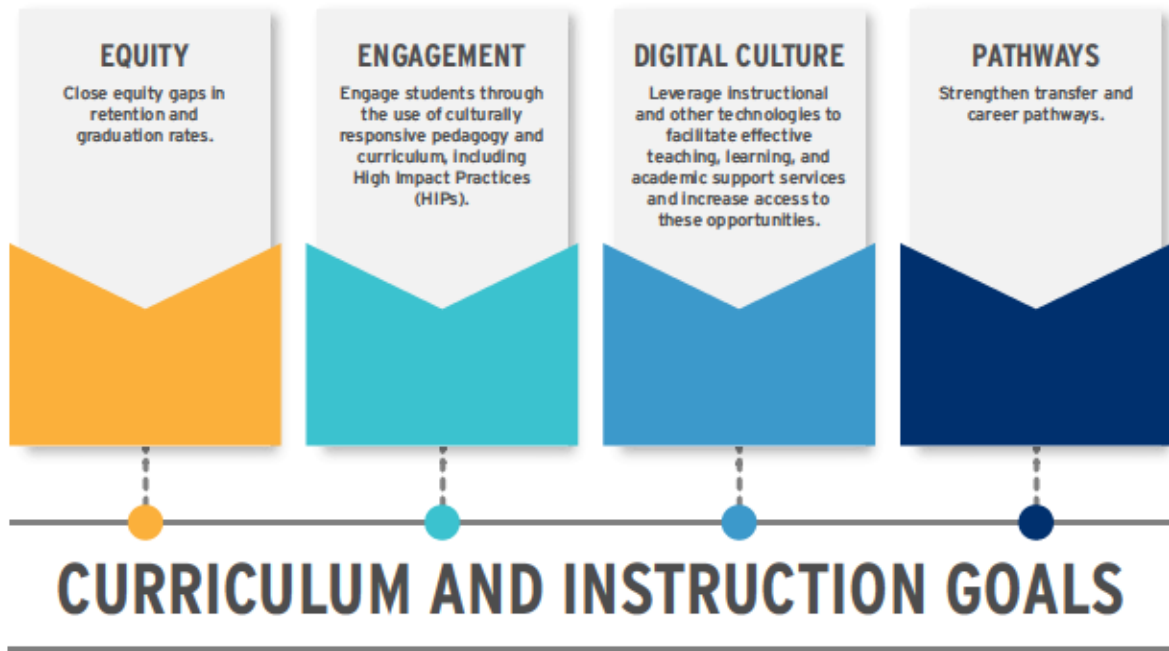




STUDENT ENGAGEMENT | *Reimagining the Queensborough Academies*



Everything we do, all facets of our Five-Year Strategic Plan, must be student-centered and address critical elements of the student experience. We are committed to student success, making deliberate efforts to transform the College by enabling **equitable** outcomes. We will advance student success by reimagining our Queensborough Academies: providing higher impact learning, delivering more **coherent** and **collaborative** support services, and enabling stronger **connections** among faculty, staff, students, and the community that lead to greater undergraduate success.



How do we connect students' interests and passions to careers, prepare them for advanced degrees, and give them clarity as to what happens after graduation? By focusing on **equitable outcomes**, culturally responsive academic content (**engagement**), embracing emerging technologies (**digital culture**), and nurturing emotional development, we will ensure that students will graduate Queensborough as lifelong learners with the knowledge and skills they need to reach their goals. Through focused attention on strengthening Queensborough's transfer and career **pathways**, we support our students' social mobility and educational dreams.



Measuring Impact & Assessing Success

Operational Planning Overview: Making opportunity equal and real for everyone.



Campus Culture | Cultivating a Community of Care

Cultivating a Community of Care shapes all aspects of our interactions and forms the basis of all our support for Queensborough students, faculty, and staff. We will focus on engagement and success by creating a campus that is respectful, affirming, and inclusive.



Five-Year Target

Faculty and staff climate-survey results will demonstrate an increase in overall satisfaction and sense of belonging, respect, affirmation, inclusivity, and transparency.



Key Performance Indicators

- Increased retention of faculty and staff
- Increased belonging among faculty
- Increased belonging among staff
- Decreased gaps in underutilization for all titles
- Increased satisfaction with professional development

Goals	Desired Outcomes
Create a campus climate that is respectful, affirming, and inclusive	Campus community that feels respected, whose work is valued, and that is inclusive Recruit and retain a more diverse workforce
Promote belonging through the development of communication norms and an infrastructure to support community engagement	Increase sense of belonging of the campus community
Provide high-quality career advancement opportunities for staff	Enhance the opportunities for ongoing professional development
Promote College-wide transparency	Campus community easily accesses documentation of processes and policies



Student Engagement | Reimagining the Queensborough Academies

We will reimagine our Queensborough Academies by being student-centered and addressing critical elements of their experience. We will provide higher impact learning, deliver more comprehensive support, and eliminate obstacles to student success.



Five-year Target

First-time, full-time student fall-to-fall retention rate will increase from 61.5% (fall 2019 cohort) to 75% (fall 2025 cohort).



Disproportionately Impacted Population Target

- Black male baseline is 48.7% (fall 2019 cohort)
- Latinx male baseline is 53.5% (fall 2019 cohort)



Key Performance Indicators

- Increased fall-to-spring retention rates
- Decreased number of students who earn a zero GPA in their first semester
- Decreased number of students who graduate with credits in excess of curriculum requirement
- Increased number of students with a GPA above 2.0 (all associate- and certificate-seeking students)
- Increased number of students who earn 20 credits in the first year
- Increased number of students who earn 30 credits in the first year
- Increased Gateway English course completion in the first year
- Increased Gateway Math course completion in the first year
- Decreased change of majors after 24 credits

Goals	Desired Outcomes
Create belonging and community through welcoming and inclusive practices	Increase sense of belonging and community across all sectors
Provide students with a seamless pathway to graduation	Students will have clear achievable indicators throughout their academic journey at Queensborough
Increase effectiveness of campus-wide student support through collaboration	Students feel supported and well informed about degree requirements Advisers, academic departments, and support areas share information and meet regularly
Provide a meaningful and comprehensive model that provides students with a first-year experience and beyond that links curricula and co-curricular programming with career and/or transfer goals	New students feel well supported and in the know of our resources to be successful Students achieve milestones along their chosen pathway, ensuring completion of degree



Curriculum & Instruction | Become a Student-Ready College

We will focus on culturally responsive academic content, connect students' interests and passions to careers, prepare them for advanced degrees, and give them clarity as to what happens after graduation.



Five-year Target

Three-year graduation rate will increase from 29.2% (fall 2017 cohort) to 40% (fall 2025 cohort)



Disproportionately Impacted Population Target

- Black male baseline is 16.3% (fall 2017 cohort)
- Latinx male baseline is 24.1% (fall 2017 cohort)



Key Performance Indicators

- Increased number of students with paid internships
- Increased number of online and hybrid courses that meet national standards for quality
- Increased fall-to-fall retention
- Increased three-year graduation
- Increased student matriculation
- Increased number of student transfers for AA/AS
- Increased number of students with consistent employment one year after AAS graduation

<i>Goals</i>	<i>Desired Outcomes</i>
Close equity gaps in retention and graduation rates	Graduation and retention rates are not significantly different across gender and racial groups
Leverage instructional and other technologies to facilitate effective teaching, learning, and academic support services and to increase access to these opportunities	Increase the number of online and hybrid courses that meet a national standard for quality
Engage students through the use of culturally responsive pedagogy and curriculum, including High Impact Practices (HIPs)	CETL provides faculty development opportunities that support the College's academic initiatives (e.g., evidence-based, effective teaching practices and scholarship that engages CRP) and respond to faculty and student needs
Strengthen transfer and career pathways	Students achieve milestones along their chosen pathway, ensuring completion of degree Increase numbers of students participating in internships, apprenticeships, or other experiential learning

➤ About the Planning Process



We, the College community, will determine the outcome of the Strategic Plan through an annual cycle of planning, implementing, evaluating, adjusting, and planning again. Operational Plans across the College will support the Five-Year Strategic Plan.

- **FALL/** Implement Operational Plans
- **WINTER/** Evaluate Progress
- **SPRING/** Reflect on Operational Plans' Progress Against the Strategic Plan
- **SUMMER/** Recalibrate Operation Plans for Upcoming Year

APPENDIX

STRATEGIC PLAN 2021-2026
SHORT-TERM AND LONG TERM TARGETS

Campus Culture: Cultivate a Community of Care

The National Assessment of Collegiate Campus Climates (NACCC), developed by the University of Southern California's Race and Equity Center, is a series of quantitative surveys that assess campus racial climates. Queensborough administered the NACCC to students, staff and faculty during the 2021-2022 academic year. The survey results will be available in late spring 2022 and used to establish baselines of campus perceptions of belonging. The survey results will be disaggregated by race and gender and analyzed for equity gaps. Baselines will be used to establish annual targets that will serve as indicators of success.

Key Performance Indicators ¹	Baseline Year
Increase in retention of faculty and staff (exit interview survey: establish baseline)	2021-22
Increase in belonging for faculty (climate survey: establish baseline)	2021-22
Increase in belonging for staff (climate survey: establish baseline)	2021-22
Decrease in gaps (percentage) in underutilization for all titles ²	2021-22
Increase in satisfaction with professional development (climate survey: establish baseline)	2021-22

¹ Asian, Black, and Latinx populations will be disaggregated by gender as well to determine whether there are inequities to address.

² Total underutilization number includes all categories: executive, administrative, managerial; professional, non-faculty; administrative support; craft; technician; service and other; and faculty. Other baselines across the table reflect underutilization numbers by subgroup.

Goals	Outcomes	Measures	Activities	Targets	Responsible Area(s)
Create a campus climate that is respectful, affirming, and inclusive	Campus community that feels respected, whose work is valued, and that is inclusive	Survey questions on respect, affirmation, inclusivity	Develop and distribute survey	Establish baseline (2021-22); set targets (2022-23)	Amaris Matos
		Focus groups to delve more deeply into sense of respect etc.	Form a Diversity Advisory Committee to inform programming	Report on progress	Amaris Matos
	Recruit and retain a more diverse workforce	Reports on faculty and staff retention	Provide opportunities for employees to share expertise and talents in campus-hosted and co-hosted events	Report on progress and events hosted	Susan Agin Faustino Quintanilla
		Hiring reports	Establish fact-finding focus groups with associations like the Black faculty and staff association to better understand disconnects and gaps for achieving the goal of being a great workplace for underrepresented populations	Identify 3 top areas of concern with 3 leads to address the concerns; establish plan for 2022-23	Kerri-Ann Smith
		Survey questions related to perceptions of under-represented populations	Cultivate internal hires to fill some positions	Report on internal hires; report on offerings	Liza Larios Sangeeta Noel Angela Gmuca Silvia Montesdecos
	Focus groups to delve more deeply into concerns and challenges of				

Goals	Outcomes	Measures	Activities	Targets	Responsible Area(s)
		underrepresented populations	<p>Develop college-sponsored cultural and entertainment offerings that appeal to a diverse faculty and staff population</p> <p>Develop language and style guide to address bias in job descriptions</p> <p>Through the Equity Institute, explore strategies for diversifying faculty</p> <p>Participate in off-campus job fairs and other venues to promote positions available to increase underrepresented populations</p>	<p>Publish style guide</p> <p>Identify strategies; establish plan for 2022-23; report on hires</p>	<p>Susan Agin Faustino Quintanilla Laura Cohen</p> <p>Angela Gmuca Liza Larios Stephen Di D'io</p> <p>Equity Institute participants</p> <p>Liza Larios Angela Gmuca</p>
Promote belonging through the development of communication norms and an infrastructure to support community engagement	Increase sense of belonging of the campus community	Survey questions related to sense of belonging	<p>Establish an infrastructure to organize campus-wide events</p> <p>Develop and implement a communication campaign around a culture of care: <ul style="list-style-type: none"> Create meaningful gathering places on campus Host campus-wide community events </p>	Establish baseline percentage of "sense" of belonging (2021-22); set targets (2022-23)	<p>President Mangino</p> <p>Stephen Di D'io Michael Donohue Tony Gamino</p>
Provide high-quality career advancement opportunities for staff	Enhance the opportunities for ongoing professional development	<p>Survey questions on workshop needs</p> <p>Survey questions on satisfaction/helpfulness of workshops</p> <p>Workshop attendance</p>	<p>Develop and distribute survey to query professional development needs, including need for mentorship program (fall 2021)</p> <p>Host continuing onboarding orientation sessions to review policies, practices, and training needs for various groups and titles</p> <p>Develop professional development program and mentorship program for staff (spring 2022)</p> <p>Work with marketing to advertise various professional development opportunities</p> <p>Develop a FAQ on QCC HR website</p>	<p>Report on needs assessment; workshop scheduled established</p> <p>Establish baseline for professional development attendance and satisfaction/ helpfulness rating of workshop (2021-22); set targets (2022-23)</p>	<p>HR Informational Systems</p> <p>Angela Gmuca Sunny Ahn Silvia Montesdeoca</p> <p>Liza Larios Sangeeta Noel Martha Aspromatis</p> <p>Martha Aspromatis</p> <p>Liza Larios Sangeeta Noel</p>

Goals	Outcomes	Measures	Activities	Targets	Responsible Area(s)
			<p>Develop and implement surveys to assess satisfaction with professional development program and mentorship program</p> <p>Offer diverse staff equal opportunities to excel by offering QCC and/or LinkedIn-sponsored seminars on professional branding, including resume/CV development/social media presence/etc.</p> <p>Host presentations of conference and fellowship experiences</p>		<p>HR IS</p> <p>Jo Pantaleo Liza Larios Angela Gmuca Silvia Montesdeoca</p> <p>Divisional heads</p>
Promote college-wide transparency	Campus community easily accesses documentation of processes and policies	<p>Survey questions on perceptions of transparency</p> <p>Website traffic analysis to identify patterns of usage</p>	<p>Conduct survey and plan to address gaps identified in survey</p> <p>Develop greater community understanding of the search process by <ul style="list-style-type: none"> providing a refresher on the search process to members of the ECP and the Chairpersons reviewing the Affirmative Action Plan with ECP, Chairs, and Managers and Supervisors rotating the members of the Affirmative Action Committee <p>Develop system to collect data on applications for promotion that includes those not approved</p> </p>	<p>Establish baseline on transparency (2021-22); set target (2022-23); report on website traffic</p> <p>Two opportunities to attend a review of the search process and a review of the AAP will be scheduled during fall 2021 semester</p> <p>Two CLTs and 10 HEO Affirmative Action Representatives will be identified, approved, and trained in fall 2021</p> <p>Returning Affirmative Action representatives will receive a refresher during spring 2022</p> <p>Report on progress and initial results</p>	<p>Amaris Matos Brian Mitra</p> <p>Affirmative Action</p> <p>Affirmative Action</p> <p>Affirmative Action</p> <p>Amaris Matos</p>

Key Performance Indicators	Baseline Year	Baseline	1-year target	5-year target	Black Males Baseline	Black Males 1-year Target	Black Males 5-year Target	Latinx Males Baseline	Latinx Males 1-year Target	Latinx Males 5-year Target
Increase in the number of students with paid internships ³	2019	7.3%	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Increase in the number of online and hybrid courses that meet national standards for quality (establish baseline)	2021	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Increase in fall-to-fall retention (FTFT)	2020	59.0%	62%	75%	48.0%	53%	70%	50.3%	55%	72%
Increase in three-year graduation (FTFT)	2017	29.2%	31%	40%	16.3%	18%	25%	24.1%	26%	37%
Increase in student mattering (climate survey: establish baseline)	2021	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Increase in the number of student transfers for AA/AS	2019-20	69.0%	71%	78%	58.3%	60%	75%	62.1%	64%	76%
Increase in the number of students with consistent employment one year after AAS graduation year (NYS)	2018-19	50.9%	53%	65%	50.0%	52%	64%	53.2%	55%	67%

³ Use of baseline is problematic, as regularity of CUNY survey administration is under review; will probably have to conduct in-house survey and establish new baseline.

Goals	Outcomes	Measures	Activities	Targets	Responsible Area(s)
Close equity gaps in retention and graduation rates	Graduation and retention rates are not significantly different across gender and racial groups	Monitor performance rates to identify equity gaps in persistence rates, retention rates, and dismissal rates	<p>See activities below</p> <p>Explore curricular changes to require first year students to take two HIPs (1st year for planning, 2nd year for possible implementation); host faculty group discussions</p> <p>Implement SI in select obstacle courses (spring 2022); expansion next year</p> <p>Develop a mentorship program in Information Technology for incoming Black males</p>	<p>Increase persistence rate; decrease dismissal rate: FTFT students Black male students Latinx male students</p> <p>Report on meetings and plan for implementation</p> <p>Report on grade comparisons (with demographic breakdown)</p> <p>3 mentors (double with each semester)</p>	<p>Arthur Adair Amaris Matos</p> <p>Meg Tarafdar</p> <p>Michael Pullin</p> <p>Academic Affairs</p>

Goals	Outcomes	Measures	Activities	Targets	Responsible Area(s)
			<p>Develop partnership with Tech Fee program, priority access to positions for Black males</p> <p>Raise funds for students in need of technology; screen students and provide needed equipment</p> <p>Address digital divide: Screen incoming students and expand access to technology (hardware, mobile-friendly software, necessary training)</p> <p>Explore partnership with Persistence Plus</p> <p>Increase BIPOC employee participation in operational planning</p> <p>Launch equity dashboard and support faculty and staff in how to read and apply the data</p>	<p>Initial cohort for fall 2021, 3 students; double cohort each additional semester for next 4 semesters</p> <p>Report on funds raised</p> <p>Report on access and training</p> <p>Report on progress</p> <p>Report on progress</p> <p>Report on progress</p>	<p>Lou Adewalure Bryan Farr Katrina George</p> <p>Stephen Di Dio</p> <p>Stephen Di Dio</p> <p>Stephen Di Dio</p> <p>Kerri-Ann Smith</p> <p>Elizabeth Lackner, Amaris Matos</p>
Leverage instructional and other technologies to facilitate effective teaching, learning, and academic support services and to increase access to these opportunities	Increase the number of online and hybrid courses that meet a national standard for quality	<p>Quality Matters to assess effectiveness of online modality</p> <p>Numbers of courses submitted for the Internal QM course review</p> <p>Starfish analytics and Persistence Plus/Hobsons to monitor usage</p>	Develop and implement an Internal Quality Matters review process	Establish baseline on number of online courses that meet standard (2021-22); set target (2022-23)	<p>Denis Bejar</p> <p>Michael Pullin</p>
Engage students through the use of culturally responsive pedagogy and curriculum, including High Impact Practices (HIPs)	CETL provides faculty development opportunities that support the College's academic initiatives (e.g., evidence-based, effective teaching practices and scholarship that engages CRP) and respond to faculty and student needs	<p>Survey questions related to faculty perceptions of importance</p> <p>Scholarship numbers</p> <p>OER usage</p>	<p>Continue to offer inclusive excellence workshops</p> <p>Continue to offer ACUE workshops on effective teaching practices</p> <p>Offer SoTL workshops on CRP and opportunities for scholarship</p> <p>Continue to offer HIP workshops</p> <p>Expand OER training</p> <p>Implement new teaching observation (fall 2021)</p>	<p>Report on:</p> <ul style="list-style-type: none"> Faculty participation Baseline: Perception of importance (survey results) Scholarship numbers OER usage 	<p>Meg Tarafdar Michael Pullin Kerri-Ann Smith Arthur Corradetti Hui-Yin Hsu</p>

Goals	Outcomes	Measures	Activities	Targets	Responsible Area(s)
			<p>Implement teaching portfolio (training in fall 2021, launch in fall 2022)</p> <p>Continue syllabus review task force work</p> <p>Offer CEWD workshops on CRP</p>		
Strengthen transfer and career pathways	<p>Students achieve milestones along their chosen pathway, ensuring completion of degree</p> <p>Increase numbers of students participating in internships, apprenticeships, or other experiential learning</p>	<p>Increase in transfer applications, with attention to equity gaps</p> <p>Articulation website analysis to identify patterns of usage</p> <p>Increase number of students accessing services at Transfer Resource Center</p> <p>Increase in number of on-campus internships and experiential learning opportunities</p>	<p>Optimize program offerings:</p> <ul style="list-style-type: none"> Convene standing committee to review curriculum periodically and to recommend new program development Establish strong relationships with four-year institutions to extend options students have for transferring <p>Connect students to programs and careers:</p> <ul style="list-style-type: none"> Work with interested departments/programs and faculty to expand faculty mentorship Redesign IIT program for apprenticeship program with NYC CEO Jobs Council (2021-22) Develop a long-term plan (2021-22) for career program review and redesign for apprenticeships (launch in 2022-23) Develop a strategic plan for Career Services (launch in 2022-23) Develop an internship database accessible to career services and faculty reps from each department (research committee reps) and research program directors Continue to develop CTE agreements <p>Communicate outcomes and impact</p> <ul style="list-style-type: none"> Program dashboards 	<p>Report on:</p> <ul style="list-style-type: none"> Transfer numbers (with equity gaps) Website traffic Transfer Resource Center traffic Experiential learning opportunities (PMP baseline) <p>Report on dashboards posted (with website traffic)</p>	<p>Michael Pullin Arthur Corradetti</p> <p>Arthur Corradetti</p>

Student Engagement: Reimagining the Queensborough Academies

Key Performance Indicators	Baseline Year (or Cohort)	Baseline	1-year target	5-year target	Black Males Baseline	Black Males 1-year Target	Black Males 5-year Target	Latinx Males Baseline	Latinx Males 1-year Target	Latinx Males 5-year Target
Increase in the fall-to-spring retention rates (FTFT)	2020	76.3%	79%	90%	64.0%	67%	80%	68.3%	72%	85%
Decrease in the number of students who earn a zero GPA in their first semester (FTFT)	2020	18.1%	16%	10%	18.0%	16%	10%	18.9%	17%	10%
Decrease in the number of students who graduate with credits in excess of curriculum requirement (percentage of graduates with an excess of over 10% of required credits)	2019-20	30.4%	29%	24%	29.8%	29%	24%	22.3%	21%	17%
Increase in the number of students with a GPA above 2.0 (all associate- and certificate-seeking students)	2019	68.3%	70%	87%	50.8%	55%	75%	60.8%	64%	82%
Increase in the number of students who earn 20 credits in the first year	2019	42.9%	44%	55%	29.5%	32%	50%	40.9%	44%	55%
Increase in the number of students who earn 30 credits in the first year	2019	16.8%	18%	22%	8.2%	9%	14%	14.8%	16%	20%
Increase in Gateway English course completion in the first year	2019	68.4%	70%	85%	54.9%	58%	85%	62.9%	66%	85%
Increase in Gateway Math course completion in the first year	2019	54.3%	56%	67%	38.4%	40%	58%	47.1%	49%	64%
Decrease in change of majors after 24 credits (percentage of all degree students who achieve a minimum of 24 credits and change their major at least once 2 years later, whether or not they graduate by then)	Fall 2018	16.6%	16%	12%	8.6%	Remain below 9%	Remain below 9%	13.9%	13%	Below 10%

Goals	Outcomes	Measures	Activities	Targets	Responsible Area(s)
Create belonging and community through welcoming and inclusive practices	Increase sense of belonging and community across all sectors	Survey questions on sense of belonging, level of welcoming and inclusive practices	Conduct student engagement survey; share findings Develop and implement a strategy more intentionally to celebrate different cultures; create a calendar of activities to provide a "program" celebrating a myriad of cultural, academic and special interest themes Strengthen student club experiences: explore changing club hours to twice a week; reduce numbers of classes meeting during club hours (plan in 1 st year; implementation in 2 nd year)	Establish baseline (2021-22); set targets (2022-23) Plan developed (2021-22); plan implemented (2022-23) Report on progress (plan in 2021-22, implementation in 2022-23)	Victor Fichera Amaris Matos Jo Pantaleo Kerri-Ann Smith Gisela Rivera
		Increase FTFT persistence and retention rates	Develop a roadmap of student milestones and a corresponding communication plan To improve transfer in and transfer out: <ul style="list-style-type: none"> Review and promote articulation agreements through website and admissions (2+2) Create short intro videos for each academy Develop a rubric for evaluation of transfer credit documented in portfolio of prior learning Expand departmental examination for credit Host faculty forums on portfolio evaluation 	Black male students Latinx male students Road map created Review of articulation agreements; videos posted; rubric developed; report on examination for credit; faculty forums hosted	Student Affairs Arthur Adair Hui-Yin Hsu Michael Pullin
Increase effectiveness of campus-wide student support through collaboration	Students feel supported and well informed about degree requirements Advisers, academic departments, and support areas share information and meet regularly	Survey questions on student satisfaction with support services Change-of-major requests Focus groups with students to identify problem areas with support services Focus groups with representative faculty and staff to delve into collaboration efforts	Conduct satisfaction survey; conduct focus groups Review, develop, and promote grant opportunities for collaborative efforts Host "professional development" series geared to introduce academic and student support areas to the broader campus community	Report on satisfaction survey results Report on number of change-of-major requests Opportunities promoted (2021-22) Series events promoted; participant satisfaction	Victor Fichera Ian Beckford Christine Spicknell Academic Affairs Student Affairs
Provide a meaningful and comprehensive model that provides students with a first-year experience and beyond that links curricula and co-curricular programming with career and/or transfer goals	New students feel well supported and in the know of our resources to be successful Students achieve milestones along their chosen pathway, ensuring completion of degree	Freshman Experience Survey questions related to perceptions of support and knowledge of resources TBD (from task force work)	Conduct surveys and report findings Establish an interdivisional task force to define and clarify each of three components of the Academies, including the development and implementation of a first-year program: <ol style="list-style-type: none"> First-year experience Experiential learning (e.g., mentorships, internships, undergraduate research) in support of the curriculum 	Establish baseline (2021-22); set targets (2022-23) Redefinition of Academies; four-year plan for implementation	Victor Fichera Tim Lynch Brian Mitra Karen Alleyne Arthur Adair Wilma Fletcher-Anthony



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