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RAISE ACADEMIC QUALITY 1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix	1.1 Resources will be shifted to University flagship and college priority programs and to support the University's commitment to become a research-intensive institution.	1.1 Expand the College's research environment through the Center for Excellence in Teaching & Learning. Continue the tradition of discipline-based research and publications, and encourage the scholarship of teaching through pedagogical research and inquiries on the learning of our diverse students, with the results of said scholarship being incorporated into the curriculum and resulting in pedagogical publications. Increase by 10% the publications reported in the 2006 CUNY report on faculty scholarly and creative works.	1.1 EXCEED EXPECTATIONS: The College community has embraced the concept of conducting research in community college pedagogy in addition to continuing to do research in academic disciplines. Both the quality and quantity of the scholarly and creative activity of the faculty has increased, and the College has invested $60,000 in supporting faculty travel to make conference presentations. As we emphasize pedagogical research that involves our students, such as the MDRC project on the effectiveness of Learning Communities, the College community has taken steps to ensure a strict adherence to IRB guidelines. Individuals and groups of faculty continue to develop and complete pedagogical research projects. In the 2007-2008 academic year there were 18 peer reviewed articles, 37 professional presentations, and 61 other related projects in the field of pedagogical research. The Center for Excellence in Teaching and Learning conducted 46 faculty development workshops, included several multi-session workshop series and 4 pedagogy seminars with guest speakers and stimulated pedagogical research by providing workshops and 5 grants of $750 for specific research projects. CETL received a $10,000 Faculty Development grant from CUNY, which was used to fund a faculty development and research project on Reading Across the Curriculum which involved 18 faculty members. The total number of faculty participating in all tracked CETL sponsored events increased from 276 to 541.
	1.2 CUNY and its colleges will draw greater recognition for academic quality.	1.2 As we enter the second year of a three-year project with the Graduate Center whereby graduate students conduct research on pedagogy at community colleges, disseminate results to the College and University community and publish findings.	1.2 EXCEED EXPECTATIONS: The second year of this project in collaboration with the Graduate Center was completed. Five doctoral students are in the process of completing a year-long course in community colleges that involves the presentation of research findings on community college pedagogy and classroom experience. Students presented their findings at two national meetings. The graduate students in the practicum participated in the design and execution of the reading research projects. One of them is assisting in the data analysis this summer.
	1.3 Program reviews, paired with analyses of enrollment and financial data, will demonstrably shape academic decisions and allocations by colleges.	1.3 Implement the action plans from the program reviews conducted during 2006/07 (TAC/ABET programs, Business programs). Schedule site visits for program reviews extended from 2006/07 (Fine & Performing Arts, Digital Art & Design, New Media) and implement action plans. Reschedule program reviews originally scheduled for 07/08 and 08/09 in order that the College may put its chief emphasis on preparation for the Middle States Self-Study.	1.3 EXCEED EXPECTATIONS: The program reviews were completed and the TAC/ABET programs received full accreditation for the next 6 years. The College has purchased new equipment for the Mechanical Engineering Technology thermofluids lab. The Fine &Performing Arts, Digital Art & Design and New Media programs were positively reviewed by a team of external examiners. Administrative review of the findings was conducted and recommendations are being implemented. An initial purchase of equipment was made to support the art, music, dance and theatre courses.

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	1.4 Colleges will use technology to enrich courses and teaching.	1.4 CETL and ACC, under the direction of the Vice President for Academic Affairs, will support faculty and instructional staff development in pedagogy using educational technology, especially to enhance student learning in face-to-face classes, and to increase retention in online classes. Reviewing the recommendations of the Committee on Distance Education regarding the use and assessment of on-line instruction, consider implementation of said recommendations.	1.4 EXCEED EXPECTATIONS: CETL conducted 8 workshops to support faculty and instructional staff development in educational technology. The Academic Computing Center conducted 25 faculty development workshops during the fall, spring, and summer terms, with 312 faculty attendees. Topics included Windows Skills, Podcasting, ePortfolio, and multimedia podium orientations. The President requested that the Academic Senate Distance Learning Committee re-examine the offering of instruction using this modality so as to maximize the number of course sections offered in view of limited physical space.
		1.4a Increase by 5% the number of course sections using Blackboard above the 2006-07 figure 606, including expansion of e-portfolio to additional sections in CIS and DAD, and in two other programs. While the number of course sections using Blackboard increased in 2006/07 by 37%, QCC will continue to emphasize use of on-line technology (hybrid and asynchronous) so as to increase the percentage of FTEs partially or totally online to 1%.	1.4a EXCEED EXPECTATIONS: The number of course sections using Blackboard increased from 606 in '07 to 700 in '08 or a 15% increase. The percentage of FTEs partially or totally on line is now 0.6%. While the number of courses taught in an asynchronous or hybrid manner have not increased significantly, the use of technology as an effective pedagogical tool is prevalent at the College.
2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity.	2.1 Colleges will continuously upgrade the quality of their faculty, as scholars and as teachers	2.1 In conjunction with the Office of Academic Affairs and CETL, the Faculty Executive Committee will plan the fifth Conference of the College to be held on October 19, 2007.	2. 1 EXCEED EXPECTATIONS: The fifth Conference of the College showcased faculty to faculty exchanges about pedagogy. This activity in addition to the Honors Conference that showcased over 140 student presentations, the January Convocation of the VP for Academic Affairs and the Presidential Lectures showcasing a CUNY luminary in the fall and a Queensborough Community College faculty member in the Spring, create a vibrant intellectual environment that permeates the campus
	2.2 Faculty research/ scholarship will increase from 2005-2006 levels.	2.2 The campus will continue to foster the growth of scholarly and pedagogical presentations and publications and creative works, increasing by 10%.	2.2 EXCEED EXPECTATIONS: See 1.1
		2.2a The Office of Academic Affairs, working with the department Chairs, will build on mechanisms established for integrating adjunct faculty with the educational goals of the College, increasing the number of adjuncts attending faculty development events by 10%.	2.2a MET EXPECTATIONS: The number of adjuncts attending CETL sponsored workshops increased slightly. CETL staff attended all 4 adjunct orientations and promoted their resources to adjuncts. CETL instituted a new faculty development rewards program for adjuncts to attract adjunct to CETL programming. All Departments invited the adjunct faculty to their departmental meetings.
	2.3 Instruction by full-time faculty will increase incrementally.	2.3 The percentage of instruction delivered by full time faculty declined to 51.0 in Fall 2006. Taking into account the Impact of writing intensive courses, learning communities, and released time for new faculty, the College will take appropriate measures to maintain full-time instruction at least at this level. Three new lines will be filled in September 2007; three adjunct conversion lines were added.	2.3 MET EXPECTATION: The percentage of instruction delivered by full time faculty increased very slightly by 51.8%. QCC's graduation requirement of <u>two</u> writing intensive courses (maximum class size 25), the contractual release time for new faculty, and the increase in enrollment necessitated the hiring of part-time faculty. Also, careful attention to the hiring process resulted in spring searches to be completed for fall '09. This impacted the percentage of instruction delivered even though we released 5 new faculty lines and replaced all vacancies.

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IMPROVE STUDENT SUCCESS
 	
3. Ensure that all students receive a solid general education and effective support, particularly in the first 60 credits of study
	2.4 More under-represented faculty and staff will be recruited.
	
	3.1 Colleges will implement approved CUE plans, make progress on Campaign for Success indicators, and use outcomes to drive improvements in teaching and support.
		2.4 In conjunction with CETL, incorporate into faculty development workshops the principles of pluralism so that the College can assist faculty in being more effective in a multi-cultural environment. During 2007-08, the percentage of new hires in the protected classes will increase from 44 to 46.
		
		3.1 Under the umbrella of the Plan for Integrated Education, introduced at the January 2006 Convocation, build on and/or launch the following initiatives:
		• Implement the ASAP program
		• Launch a new Academy in Business.
		• Continue to expand learning communities and seek grant support for them.
		• Explore the incorporation of service learning experiences.
		• Continue implementing the Writing Intensive requirement. Analyze writing intensive study results and implement recommendations.
		• Student Affairs Department will solicit recommendations regarding ST100 and consider course revisions - and during the Fall 2007 semester, consider whether or not to require the course.
		• Implement the curricular realignment between basic skills and introductory credit courses, as identified by the Reading, Writing and Cornerstone Committee.
		• Consider and implement recommendations from the Milestone and Capstone Committee.
		• Expand the e-portfolio pilot to additional sections in CIS, DAD, and Basic Skills, and in the Education, Technology and Business Academies.
		• Obtain feedback from faculty involvement in PIE initiatives to assess progress and respond to pedagogical and practical concerns.
		• Submit U.S. Dept. of Education Title III proposal.
			2.4 DID NOT MEET EXPECTATIONS: 25% (4 out of 12) new faculty hires were in protected classes. The Affirmative Action office and CETL have put in place a program of workshops (the most recent titled The Pedagogies of Diversity) to enhance understanding of multiculturalism.
			
			3.1 EXCEED EXPECTATIONS: The College is ready to launch Learning Academies for <u>all full-time, first time</u> students as of fall 09. Most of the following initiatives contributed to the formulation of the Learning Academy concept :
			• Students will be admitted in their programs of study and these curricula will be clustered into one of six Learning Academies:
			  ○ Visual and Performing Arts
			  ○ STEM
			  ○ Liberal Arts
			  ○ Business
			  ○ Education
			  ○ Health Related Sciences
			• Learning Academies will have:
			  ○ Student Managers (based on success of ASAP)
			  ○ Faculty Coordinators
			  ○ Discipline clustered tutoring
			  ○ Dedicated space
			  ○ Extend Orientation
			• Students in the Learning Academies will take either two linked courses or a learning community, including the Introduction to College Life course.
			• Each Learning Academy will systematically incorporate at least 2 High Impact activities:
			  ○ E-portfolios
			  ○ Service Learning Component
			  ○ Learning Communities
			  ○ Cornerstone experience or course
			  ○ Writing Intensive course
			• ASAP Completed. 228 students enrolled in Fall 2007, and 212 continued in Spring 2008; 197 are expected to return in Fall 2008.
			• Business Academy was implemented; new space was created.
			• MDRC grant supported study of Learning Communities was conducted, with a total enrollment of 197 students in 11 communities over the fall and spring semesters.
			• Obtained a $12,000 AACC grant for Service Learning.
			• The <u>two</u> course Writing Intensive Requirement is in effect.
			• Student Affairs is recommending offering ST101 as a requirement for graduation.
			• Curricular realignment of basic skills course and introductory credit courses is on-going. Learning Communities are being conducted with basic skills courses
			• <u>The Milestone and Capstone experiences will be incorporated in the</u>

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			Learning Academies • The e-portfolio pilot was expanded and incorporated into the Business Learning Academy. A contract has been signed with Epsilen, and approximately 650 faculty and students have active ePortfolio accounts. • Numerous discussions with faculty representatives and faculty at large have taken place regarding the Learning Academies. A retreat was conducted by the VP for Academic Affairs and the VP for Student Affairs, and numerous activities were designed to educate the community. • Decided to postpone submission of Title III proposal.
		3.1a Increase the percentage of students passing gateway courses (in freshman composition and credit-bearing math courses through pre-calculus) with C or better from 74.7 to 78%.	3.1a EXCEED EXPECTATIONS: The percentage of students passing gateway courses with a C or better rose from 74.7 to 79.2%, reflecting greater success in both English and mathematics.
		3.1b Increase the percentage of freshmen and transfers taking one or more courses the summer after entry from 22.3 to 23.3%.	3.1b _____ EXPECTATIONS: The percentage of freshmen and transfers taking one or more summer course after entry (numbers to come from University)
		3.1c Utilizing the results of ongoing study of remediation outcomes, increase pass rate on basic skills tests following remediation/ESL sequences above the Fall 2006 rates by two percentage points: Reading from 53% to 55%; Writing from 46.9% to 48.9%; Math from 56.7% to 58.7%. Increase the % of remedial students at 30 credits who pass all basic skills tests above the 70.5 reported for Fall 2006. QCC has a high percentage of students who have completed all remediation by 30 credits. However, exit from remediation rates continue to need serious, sustained attention. Following remediation Task Force recommendations, for Fall 2007 the College has formed a number of learning communities around the upper level math remediation course and is experimenting with an extra hour for the upper level ESL writing course and the lower level math remedial course. The College is developing reading across the curriculum modules and has initiated alignment work between upper level reading and writing remediation course expectations and high enrollment entry level credit courses. The Title V collaborative grant with John Jay is developing web-based support material for English Language Learners, especially those in science programs, and will help fund an English Language Learners' Laboratory.	3.1c PARTIALLY MET EXPECTATIONS: Pass rate following remediation: • Reading rose from 53.0 to 58.5% - The Basic Educational Skills Department implemented pedagogical recommendations resulting from its participation in the Reading/Writing Task Force. • Writing declined from 46.9 to 45.6% -A higher proportion of entering students either passed the placement exams on entry or were exempt from the tests than in previous years. This may have left a larger proportion of weaker students in these classes. See item 3.2 • Math fell from 56.7 to 48.9% - A higher pass rate on the math test was implemented in October 2007; Queensborough's decrease in pass rate (-7.8%) the third smallest decline among the 12 community and comprehensive colleges. Had the standard remained constant, our informal statistics would show an increase of a few percentage points at Queensborough on this measure. See also item 3.2. • The percentage of QCC students who finished needed remediation by 30 credits was maintained at 70.3%. • The new Center for English Language Learners (CELL) opened in the Spring 2008 term. Supported by the Title V grant, CELL offers non-native English speaking students (NNES) tutoring in English reading, writing, and grammar. This is particularly aimed at students who are not taking Basic Skills courses but have passed the ACT. During the spring term, CELL sponsored 3 faculty development workshops on specific issues related to the NNES academic performance.

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	3.2 Colleges will draw upon degree and adult and continuing education resources to improve basic skills and ESL outcomes University-wide.	3.2 Implement the task force recommendations including Math 005 and ESL pilot, reading and writing alignment between basic skills and introductory credit courses, analytical reading support for gateway credit courses, and integration of composition theory into tutoring, and study the results.	3.2 MET EXPECTATIONS: • The Basic Skills Department experimented with a five hour version of BE205 during the summer and fall of 2007. Two extended sections of the course were offered during each of those terms, with mixed results. The department will continue the experiment during 2008-09, investigate the success rate of these students in EN101, and make a decision about the future. The department gave considerable attention to the reading courses, leading to an increase in exit from remediation scores. Through the reading/writing alignment project, several reading faculty members have been in discussion with members of other departments about ways to integrate reading skills into credit bearing courses. The department is researching the cause for the decrease in the writing scores. It is expected the Learning Academies will address this concern. • The Mathematics and Computer Science Department conducted an experiment with MA-005, adding an hour of instruction, with various other enhancements, to eight sections of MA-005, both in Fall 2007 and Spring 2008. Results have been mixed and are still being analyzed, but the experiment will continue. The pass rate for students taking the experimental MA-005 sections in the fall was 5% higher than for the control sections, but still a low overall pass rate. However, the students who passed the experimental MA-005s in Fall 2007 passed the sequent course, MA-010, at a 10% higher rate than the control MA-005 students. This is encouraging, as the department's intention is to make changes that have a long term benefit. At the same time, in Spring 2008, initial results show the rate for the experimental sections of MA-005 was lower than for the control.
		3.2a Systematically integrate Art Gallery exhibits, Holocaust Resource Center exhibits and Performing Arts productions into the learning process. Increase classroom visits/tours of these programs by Queensborough students by 10% from 2006-07 baselines as follows: Art Gallery – 921 to 1,013 students; HRCA – 247 to 272 students; Performing Arts Center – 218 to 240 students and, in conjunction with faculty, incorporate such tours/visits into the curricula.	3.2a EXCEED EXPECTATIONS: The Art Gallery and the Holocaust Resource Center have been systematically integrated into the curriculum. • Both Gallery and Holocaust Resource Center visits have been incorporated in a variety of classes, often to generate writing assignments. Students in Basic Skills & English Composition I have written about their visits; students in the advanced writing course, Reading and Writing about New York, visited the Gallery and wrote about their experience; Students in Literature of the Holocaust had several assignments that required them to visit the HRC and share their responses orally with their peers and through writing assignments. • The Art and Photography Department offered its new course, History of African Arts in Spring 2008 taught by **William Siegmann**, the former curator of the Brooklyn Museum. The course met in the Gallery, giving students direct access to the African art collection and special exhibit on the art of Cameroon. The course is offered again for Fall 2008. • The Curator of the Gallery conducts a one hour lecture series , *Learning to Look*, for QCC classes; he has conducted 357 lecture tours in the past 3 years serving 8,000 students

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			• The Hate Crimes Life Skills curriculum materials developed by the Director of the HRC is being used by Teachers College, Columbia
			• Visitations by Queensborough Community College students to the Art Gallery and the HRCE exceeded our goal of a 10% increase:
			  • Art Gallery: Exceeded by 38% or increase of 265 students for a total of 1,278
			  • HRCA: Exceeded by 62% or increase of 155 students for total of 402
			  • Performing Arts Center: Exceeded by 35% or increase of 76 students for total of 294

		3.2b The Library and Office of Academic Affairs will implement the long term plan for the Library /Learning Center in consideration of the College's Mission, Long Range Plan, physical Master Plan and the PIE. The Academic Senate Committee on the Library will be consulted in an advisory capacity.	3.2b EXCEED EXPECTATIONS: Over the last two years, the Library has reorganized, enhanced services, and modified facilities. The faculty has been reorganized into two units, Technical Services and Public Services, and various strategies have been used to improve morale and teamwork. • The Technical Services staff has streamlined support staff operations, reviewed inter-library loan services, collaborated with the ACC on technical support, and reviewed usage of print periodicals to eliminate duplication with the electronic collection. The staff is organizing the papers of Senator Frank Padavan, a unique resource for the study of state and local history. • The Public Services staff has adjusted the schedule so fulltime library faculty work evenings and Saturdays on a rotating basis, increased collaboration with the Writing Center and with CETL, added electronic resources requested by faculty, and revived Friends of the Library. One faculty member received an ALA grant for a program called "Let's Talk About It," which provides reading groups and lectures focusing on the elimination of prejudice. • To insure that students seeking academic materials do not have to wait for a workstation, ten computers on each floor have been "locked down," allowing access only to the library catalog and databases (including over 7000 journals). These computers also have Microsoft Office so that students doing academic work can compose their papers as they review the literature. • The Library has added an assessment of individual library instruction classes and participates in the CUNY Collaborative Grant-funded pilot assessment project using *iSkills*. • Physical changes include: review and consolidation of materials in the stacks; relocation of the reserve desk; construction of a silent study room; remodeling of the technical services area and relocation of staff within it, improved lighting over the 3rd floor stacks, and expanded computer power and work stations in the Library classroom.
	3.3 Show & pass rates on the proficiency exam will rise CUNY-wide.	3.3 The percentage of required invitees taking the CUNY Proficiency Exam will rise above the 78.2 reported for 2006-07, to 80.%. 3.3a The percentage of required test takers passing the CUNY Proficiency Exam will rise above the 90.6 reported for 2006-07, to 92.6%.	3.3 MET EXPECTATIONS: The % of required invitees taking the CUNY CPE was 80.1. 3.3a MET EXPECTATIONS: The % of required test takers passing the CUNY Proficiency Exam increased to 92.1%.

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	3.4 Colleges will improve high school student readiness by meeting 95% of enrollments targets for College Now, achieving a 75% successful completion rate; implementing College Now strategic plans.	3.4 Meet College Now enrollment targets and strive for a 86% or better success rate (A, B, C & P) for College Now students; implement CUNY-wide College Now Strategic Plan.	3.4 EXCEED EXPECTATIONS: The enrollment targets were surpassed; the success rate for CN students was 92%. Estimated enrollment was 2,747.
4. Increase retention and graduation rates	4.1 Retention rates will progressively increase.	4.1 Increase retention rate by 2% for freshmen and transfer students.	4.1 DID NOT MEET EXPECTATIONS: The one-year retention rate for freshmen declined from 68.5% to 65.8%; the rate for transfer students rose very slightly from 54.3% to 54.4%.
		4.2 As part of the Plan for Integrated Education (PIE), increase six-year graduation rate by 1 percentage point, to 28.13% for 2001 entering freshmen (first-time, full-time) cohort. Report annually on graduation rates both within and outside CUNY.	4.2 DID NOT MEET EXPECTATIONS: The six-year graduation rate was 24.5%. The percentage of freshmen who transferred prior to obtaining a degree increased from 32.6% for the 2000 cohort to 35.85% for the 2001 cohort. During the four-year period, 2002-03 to 2006-07, enrollment in transfer programs (A.A./A.S.) grew by 31.82%, and the graduation rate grew 7.52%; enrollment in career programs (A.A.S.) declined 14.5% and the graduation rate declined 20.75%. Transfer program students tend to transfer without a degree at a higher rate than career program students.
	4.2 Graduation rates will progressively increase in baccalaureate/masters programs and in associate programs.	4.2a Preliminary results indicate improvements in freshmen retention. Further analysis will be conducted in the current academic advisement program to determine which activities should be continued or intensified. Prepare a report to be presented to the President by May 2008.	4.2a EXCEED EXPECTATIONS: 100% of all incoming students are seen by an academic advisor. The CCSSE and Student Experience Survey show that academic advisement has grown in popularity during the past year, appearing in the top five for importance to students and in importance to achieving success in their academic career. The report to the President recommended that the Office of Academic Advisement continue to provide advisement to students even after 24 credits.
		4.2b Institute an extended orientation program for all freshmen to be conducted prior to the start of Fall 2007 classes.	4.2b EXCEED EXPECTATIONS: As part of the plan to bring all full-time, first-time students through one of six Learning Academies, an extended one day orientation program was held. A 2 day pilot will be conducted this summer for the entering class of 2008.
		4.2c Increase the pool of available scholarship money by 10% and explore establishing scholarships for students not otherwise eligible to receive them.	4.2.c EXCEED EXPECTATIONS: In the quest to someday provide full scholarships to all full-time freshmen, the Queensborough Community College Fund, Inc. converted the Aspire Scholarship Program to a full Merit Scholarship Program, broadening the eligibility requirements and resulting in a 20% increase of $100,000. Additionally, $135,000 from private and corporate foundations, was raised for other scholarship support.
5. Improve post-graduate outcomes	5.1 Professional preparation programs will improve or maintain high performance of their students on certification/licensing exams.	4.2d Increase enrollment of newly admitted students in ST100 classes to at least 90%.	4.2d. DID NOT MEET EXPECTATIONS: 60.8% of newly admitted students enrolled in ST100 or ST 101. As of the fall 09, 100% of all full-time, first-time students will enroll in this Introduction to College Life course.
		5.1 Maintain the current pass rate on the NCLEX exam, at least at 93%.	5.1 DID NOT MEET EXPECTATIONS: The NCLEX passing rate for the period reported was 89.9. QCC's pass rate for the Sept –Dec 2007 quarter was 93%, and for Jan.– March 2008, 97.33%. National Council of State Boards of Nursing report for Oct 07-Mar 08, gives QCC's pass rate as 96%.

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		5.1a Maintain or improve results on the licensure exam for graduates of the Massage Therapy program.	5.1a DID NOT MEET EXPECTATION: The combined average pass rate on the August 2007 and January 2008 Massage Therapy licensing exam for QCC Massage Therapy candidates was 86.5%; however this rate is well above the 73.4% for all New York candidates.
	5.2 All colleges will report performance on graduate exams.	5.2 N/A	5.2 N/A
	5.3 Job and education Placement rates for graduates will rise.	5.3 Improve the job placement rate above the 76.2% reported by those responding to the CUNY Perkins graduation and placement surveys of 2004-05 graduates, to 78.2%. In preparation for the College's Middle States Evaluation visit, continue to report annually on placement rates for all graduates completing the QCC graduation and placement survey.	5.3 EXCEED EXPECTATIONS: Job placement rate (new methodology) rose from 84.5% to 89%.
		5.3a The College will implement recommended changes in the York College Bridge to Transfer initiated in 2006-07 program and will evaluate the success of the first cohort in the Queens College Bridge to Transfer program.	5.3a EXCEED EXPECTATIONS: The initiative to have full articulation with York College continues to expand. The College has been accepted into the Teacher Academy, and is articulating mathematics and science programs with York College and Queens College. The new A.S. degree program in Gallery and Museum Studies was approved and registered and is articulated with the baccalaureate in Art History at Queens College.
		5.3b Queensborough will submit Letters of Intent for two associate/baccalaureate degree programs with John Jay College, one an A.S. in Science for Forensics and one an A.S. in Criminal Justice.	5.3.b EXCEED EXPECTATIONS: Both Dual/Joint programs with John Jay were approved by CAPPR and will be on the agenda for the June meeting of the Board of Trustees. Just as importantly, the lines of communication between administrations and faculties were strengthened by the process.
6. Improve quality of student support services	6.1 Student satisfaction with academic support services, student services, academic advising and use of technology to strengthen instruction will rise CUNY-wide.	6.1 Assess the effectiveness of the existing on line advisement system, and incorporate recommended enhancements along with the ERP conversion.	6.1 MET EXPECTATIONS: While the on-line advisement program has been a success, the College, at the request of the University and as part of being a Vanguard College, converted from the Frank Solutions Software to Degree Works. (See #9.2)
		6.1a Create a task force to report out, by the end of the fall semester, ways to assess and improve electronic communication between faculty and students.	6.1a MET EXPECTATIONS: The IT Department implemented a program which allows faculty (and college offices) to send email communications to students on individual class rosters. The college has communicated to students using this system when classes have been dislocated due to emergencies, and to customize notices to students in multiple sections of a course.
		6.1b Student satisfaction with academic support services and student services will rise above the rates for academic support services (3.09) and student services (2.88) reported in the 2006 CUNY Student Experience Survey.	6.1b EXCEED EXPECTATIONS: Student satisfaction with academic support services declined slightly to 3.04 and with student support services rose to 2.94. Student satisfaction with access to computer technology rose from 3.02 to 3.04. • Launched a program in which all telephone calls would be routed during peak times, to a Call Center manned by staff members from the various service offices.

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ENHANCE FINANCIAL AND MANAGE-MENT EFECTIVE-NESS 7. Meet enrollment goals and facilitate movement of eligible students from associate to baccalaureate programs	7.1 Colleges will meet enrollment targets for degree and adult and continuing ed enrollment; colleges will heighten recruitment efforts for students from underrepresented groups; mean SATs/CAAs of baccalaureate entrants will rise.	6.1c Implement the approved recommendations of the Task Force on Scheduling and explore alternative designated hours for clubs and meetings. 7.1 Increase enrollment in the weekend GED program by 10%, from 224 to 246. As test results data for 2006-07 are too sparse to be meaningful, the Continuing Education program will implement a tracking system to secure test information and scores to provide more complete and accurate outcomes. 7.1b Analyze enrollments in 2007 Winter and Summer sessions and use these data to plan future offerings.	• The International Student Office enhanced its academic advisement for international students and designed a brochure to assist these students in obtaining various private scholarships. • The Office of Services for Students with Disabilities successfully implemented the CUNY LEADS project to bring enhanced career development services to students with disabilities. • Cultivated relationship with Earn Works, a job mentoring program to further enhance employment opportunities for QCC students with disabilities. • The Career Services Office expanded its business protocol & etiquette event to accommodate 100 students and hosted two highly successful Job Fairs. • Increased outreach to students preparing to graduate. During the past academic year, 500 QCC students met with the four year college transfer coordinator to have questions about the college transfer process answered. • Compared to the Fall 2003 rate of 52%, the on-line financial aid application filing for Fall 2007 was 90%. • .The Writing Center served 8077 students in 07-08 through face to face tutoring, E tutoring, ACT Writing Prep, CPE Exam Prep and Educational Technology. Material innovations included a customized Tutor Evaluation Form, a Tutor Handbook, and Grammar Errors flowcharts for students. The Critical Thinking Institute and the Grammar clinics assist in providing students with basic building blocks for learning. • In 2007-2008, the Campus Learning Center provided academic support to more than 2597 students completing more than 80 courses, an increase of 69%. 6.1c MET EXPECTATIONS: The report was received and implemented. As a result of this report it was decided to ask the Academic Senate to explore Distance Learning as a vehicle to offer more classes using this modality. It was decided to keep the club and meeting hours as they are. 7.1 MET EXPECTATIONS: • Fall 2007 credit enrollment rose to 13,359; FTEs rose to 8,644. • Continuing Education: The GED program, including weekend classes, has increased enrollments by 10% through new program in Spanish. An internal tracking system to secure GED test information/results has been implemented to reconcile against NYS data available summer 08. 7.1b EXCEED EXPECTATIONS: Enrollments for 2007 Winter session increased by 36% over Winter 2006. [491 Jan. 07, 667 Jan. 08; credits and hours 1,585.5 Jan. 07, 2,042 Jan. 08] A revenue-sharing plan has been put in effect with academic departments to stimulate interest. The program has been received very positively.

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		7.1c Increase the number of direct admits (freshmen and transfers; Fall and Spring) still enrolled after the fifth week, above 2,723 and identify reasons for non-enrollment. Information will be used to help target recruitment and admissions efforts. 7.1d Enrollment Advertising: • Refocus the timing of the College's advertising campaign to emphasize and encourage early registration among full-time students. • Target students who attend other higher education institutions as a new audience in the College's marketing and advertising campaigns for winter session. 7.1e Continue to develop the college's web-site as the primary vehicle for providing information to prospective students and continuing students: • Establish processes to ensure that Web site content is refreshed on a regular and systematic basis. • Design and provide training and technical assistance to the College's Web site coordinators on how to efficiently update departmental Web site pages; how to write effectively for the Web; and how to position effectively to intended audiences. • Redesign the College homepage. • Conduct web site usability testing among prospective students, current students, faculty and staff an develop recommendations for improvement.	7.1c. MET EXPECTATIONS: The number of direct admits still enrolled after the 5th week increased slightly to 2,728. The College continues to emphasize direct admission. In collaboration with IT staff, the College implemented 10 new workstations in the Admissions Office for online filing of applications. 7.1d Enrollment Advertising • REASSESSED EXPECTATION: In light of increased enrollments and budget constraints, the College made the decision not to spend funds on early spring advertising to promote fall admissions. • MET EXPECTATION: Print advertising campaign was designed and ads placed in SUNY college newspapers and the Nassau County edition of Newsday during Dec. 2007; same strategy was employed for Summer Session 2008. 7.1e EXCEED EXPECTATIONS: • College's website has been enhanced and is being used by more and more students. Knowing that students use YouTube, the College has placed videos of its major events on YouTube (See "TigerMedia" at http://www.qcc.cuny.edu/tigermedia/) • The great majority of impediments to placing timely information on the website have been eliminated. The new College catalog will appear in PDF form on the website. • Web coordinators exhibiting a need for assistance have been targeted and individual support and tutoring provided. • It was determined that a total redesign of the homepage was not necessary based upon overall positive student feedback from web usability focus groups conducted in the spring. Minor adjustments will continue to be made, as appropriate. • Student focus groups in May and prospective student focus groups in June resulted in recommendations to increase the accuracy and timeliness of the content and to feature links to important information on a timely, short-term basis.
	7.2 All colleges increase the % of their TIPPS equivalency evaluations by May 1, 2008	7.2 Queensborough has completed all TIPPS equivalency evaluations. 80.5% of courses were evaluated as non-transferable; the College will decrease the percentage of courses currently evaluated as non-transferable by 5%.	7.2 MET EXPECTATIONS: Queensborough Community College completed 98% of TIPPS equivalency evaluations (including new courses), and decreased the Non-Transferable designation from 80.5% to 80.3%. The Academic Senate at its May meeting passed new "shell" courses that will enable transfer of many more courses. The College is now reviewing all transfer courses that were previously categorized as non-transferable; entries will be updated this summer. The target of decreasing the total percentage of non-transferable courses by 5% will be greatly exceeded.

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8. Increase revenues and decrease expenses	8.1 Alumni-corporate fundraising will increase 10% CUNY-wide.	8.1 Increase total fundraising, from all sources, by 10%, from $2,295,233 to $2,524,756.	8.1 EXCEED EXPECTATIONS: $2,570,903 was raised this year but, more importantly, there is a keen awareness of the program among friends and alumni. The ultimate goal of having sufficient Scholarship endowment to provide a full scholarship to every full-time freshman has energized the campus community. Accomplishments include: • Record attendance at 2008 Partners Gala with 550 guests (previous attendance was 350-400) • Started an Alumni Career mentoring network with 50 alumni involved • Nine new Fund Board members were elected and "give or get" criteria established • Seven naming resolutions submitted in connection with HRC endowment fundraising efforts, totaling $469,000
	8.2 Each college will achieve its productivity savings target and apply those funds to student instruction-related activities.	8.2 The College will meet its productivity target (sent with CUNY 2006-07 allocation book Summer 2007), and apply those funds in support of instruction and learning environment The College's enterprise revenue and gains from productivity will be applied to ERP efforts as a vanguard school (part time staff and equipment), emergency preparedness (equipment), the Center for Excellence in Teaching and Learning (relocation and expansion), and site preparation for instructional facilities upgrades and in some cases, the upgrades themselves. Examples include the modifications for the ELL lab under the Title V grant and site preparation for the new smart podia (whiteboards, wiring, painting, instructor chair, etc.).	8.2 EXCEED EXPECTATIONS: Productivity target met with funds applied to over 35 campus projects to upgrade/ remodel/ repurpose student instructional facilities, enhance campus safety and improve efficiencies in administrative operations and space utilization.
	8.3 Every college will lower or hold constant the percentage of its tax-levy budget spent on administrative services.	8.3 Adjusting for the impact of COMPACT OTPS and PS monies, the proportion of tax levy budget spent upon Administrative Services will remain constant at the FY 2007 level. 8.3a Implement capital projects funded by the New York City Council, the Queens Borough President and New York State/New York City matching funds, including: abatement and replacement of floor tiles in the Science Bldg. the renovation and relocation of the Holocaust Resource Center, and the design phase of the Central Cafeteria Project.	8.3 EXCEED EXPECTATIONS: Percentage of tax levy budget spent on overall administrative services is lower year after year, from 24.9 to 24.6% this past year. As stated in the PMP Report, percentages in all categories were significantly lower than the University average. 8.3a EXCEED EXPECTATIONS: QCC received seven CPs, representing the majority of those issued by NYC for the University this year. The KHRC will be completed December 08; the Science Tile abatement will be completed summer 08; The Medical Arts façade repairs will be completed summer 08 and phase One of the Fire Alarm project was completed Spring 2008. Also, the new front gates/perimeter fencing and the Security project to replace all building exterior doors have been approved to advance to the design phase.
	8.4 All colleges will have & implement financial plans with balanced budgets.	8.4 The College will submit and implement its FY 2007-08 Financial Plan and end the year in balance. 8.4a Auxiliary Enterprise will increase by 10%.	8.4 EXCEED EXPECTATIONS: FY 08 ended with a balanced budget and a contribution to the College's TAP Reserve fund. 8.4a EXCEED EXPECTATIONS: Auxiliary Enterprises revenue increased 14% though adjustments of cell site contracts and bonus revenue from food services and book store contracts.

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	8.5 Contract/grant awards will rise 5% CUNY-wide.	8.5 The College's contracts and grants will increase by 5%, from $4,071,847 to $4,275,439.	8.5 DID NOT MEET EXPECTATIONS: As of May 30, 2008, the projection is $4,065,375, approximately $210,000 short of meeting the RF goal. If all grant awards were counted, and not just those administered by the Research Foundation, Queensborough would have exceeded last year's total awards by approximately 8%, for a total of $5,106,150.
	8.6 Indirect cost recovery ratios will improve CUNY-wide	8.6 The College will increase its indirect cost recovery rate to 8%.	8.6 As of May 30, 2008, the indirect rate is projected to be 7.5 to 8%. The College expects to meet this goal.
	8.7 Each college will meet agreed upon revenue targets for adult and continuing education.	8.7 Continuing Education will, through revenue growth of 1%, meet its revenue target (defined as all expenditures plus 17.5% NYC "levy").	8.7 EXCEED EXPECTATIONS: CE will end FY 08 with a surplus of 7%.
		8.7a Demonstrate increased QCC faculty participation in CE instruction and offer at least one on-line instructional module.	8.7a EXCEED EXPECTATIONS: In FY 08 five new faculty participated in program development for offerings in Health and Wellness, 50 Plus Club, and Technology, and certification in Alcohol and Substance Abuse Counseling as well as a Certified Nursing Assistant program. Through ED to Go and Gatlin, over 100 students were enrolled in on line classes. The number of on-line classes offered increased by 5%.
		8.7b Expand the Continuing Education workforce development initiative in 2007-2008.	8.7b MET EXPECTATIONS: CE expanded programming to include Bank Teller Training (Fall 2007 and Spring 2008), and developed curricula and partnerships with Hospice Care Network, North Shore LIJ and our Nursing Department for Home Care and Family Care Givers, specifically ESL and Cultural Sensitivity Training.
9. Improve administrative services.	9.1 Colleges will complete agreed-upon restructuring of their philanthropic foundations to comply with CUNY guidelines and document participation in the CUNY Compact.	9.1 The College will submit resolutions related to naming rights to the CUNY Board of Trustees on an annual basis by December of each year; will register with other states to expand its fundraising activities outside the state of New York; will annually obtain written Conflict of Interest statements from members of its Foundation Board, also by December of each year; and will transition the Port of Entry operations out of the Fund Board. The College will report on the details of its philanthropic contributions to the CUNY Compact on a quarterly basis through the CAE/VSE Reports.	9.1 MET EXPECTATIONS: Registration to conduct out-of-state fundraising has been filed and is expected momentarily.
	9.2 Student satisfaction with administrative services will rise or remain high at all CUNY colleges.	9.2 Student satisfaction with administrative services will rise above the 2.99 reported in the 2006 CUNY Student Experience Survey.	9.2 DID NOT MEET EXPECTATIONS: Reported student satisfaction with administrative services declined from 2.99 to 2.84. • There has been some temporary decline in functionality in the online advisement and registration program during the transition to Degree Works and CUNY FIRST. Ultimately, students will receive better service. • The Testing Services Office has begun administering more placement, CPE, and Exit from Remediation tests on Saturdays and evenings

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		9.2a The Campus Facilities Office will update current utilization of college Facilities and disseminate findings to the governance and leadership bodies of the College (including the College Advisory Planning Committee, the Academic Senate Committee on the Environment, senior administrators, department chairs and office heads) for information, discussion and policy development. Using the findings of the Scheduling Task Force and other classroom utilization data, examine the possibility of alternative facilities/schedules.	9.2a MET EXPECTATIONS: Reports on classroom occupancy rates were distributed to OAA and the Academic Senate Committee on Environment. A number of spaces have been identified for re-purposing/dual use to increase instructional facilities available for scheduling, resulting in a net gain of three classrooms. Also, modular classrooms have been secured to provide Four additional classrooms for use in Fall 2008.
		9.2b. Continue to move forward with the site preparation phase of the new instructional building. The building cost estimate/allocation is now $120 million + $40-60 million in electrical upgrades.	9.2b MET EXPECTATIONS: Funding strategies for the capital project for a new instructional building and the electrical upgrade project required to precede it have been established with the University, and the project is included in CUNY's five year Capital Plan to NYS. The NYS requirement for NYC matching funds to advance a project may impact appropriations.
	9.3 The % of instruction delivered on Fridays, nights, weekends will rise CUNY-wide, to better serve students and use facilities fully.	9.2c The Advisory Committee to the Directors Council will conduct the second annual QCC HEO conference.	9.2c MET EXPECTATIONS: On June 18, 2008, the President held a college-wide meeting with all administrators and HEOs. A professional development conference is planned for October 2008.
		9.3 Increase Friday evening and weekend sections in order to raise the percentage of FTEs generated by Friday, evening and weekend above the 32.3% reported for Fall 2006. Also increase early morning offerings.	9.3 MET EXPECTATIONS: The percentage of classes held on Friday evenings and weekends increased to 33.2%.
	9.4 All colleges will develop a chemical inventory and hazardous waste management system. All faculty/staff working with chemicals or other hazardous substances will participate in hazardous waste training sessions.	9.4 The Environmental Health and Safety Officer will oversee the implementation of a health and safety program that meets or exceeds CUNY standards. The goal for training is to increase workplace safety standards in compliance with regulatory agency requirements (such as PESH, OSHSA); the training program is customized for the various campus constituencies including facilities staff (Building and Grounds) and faculty (including CLTs) in Chemistry, Biology, Physics, Nursing, Art and Speech and Theatre.	9.4 MET EXPECTATIONS: Based upon our successful EPA follow up audit in February, and training sessions attended by over 150 staff and faculty on Lab Safety, Right to Know, Asbestos Awareness, Fork Lift training, Fire Alarm Training, Building/Floor Coordinator training, and Tier Two Filing system, QCC's health and safety program has met CUNY requirements.

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		9.4a Continue our formal record keeping program to maintain compliance with EPA audit requirements and findings; continue our chemical inventory management system that meets to CUNY standards.	9.4a MET EXPECTATIONS: QCC has met the standards for compliance and chemical inventory management as confirmed with CUNY's evaluation through the EPA follow up audit in Feb 08. In addition to our EHSO, a college assistant has been dedicated to record keeping for EPA.
	9.5 All colleges will make timely progress in ERP implementation.	9.5 The College, as a Vanguard college, will commit resources and personnel to ensure timely implementation of the ERP.	9.5 EXCEED EXPECTATIONS: Our participation has significantly contributed to the development of campus solutions in Finance, HR and Student systems**.** Rather than use outside consultants, QCC's approach as a vanguard college was to rely on in house staff throughout the development, testing and implementation processes for each of the campus solutions. Although challenged to meet project deadlines/deliverables while maintaining campus services, our staff in IT, Financial/Business Services, HR, Registrar, and Student Financial Services met all responsibilities, often working evenings and weekends to do so. Also, our Director of Financial Services played a key role in the development of the financial aid program, and four staff serve as CUNYFIRST trainers for University end users of the GL. Additionally, as a vanguard QCC was required to changed over to Degree Works, and did so in one half the normal migration/testing period while maintaining our current on line advisement, scheduler and registration system. Our core campus team for CUNY First includes 34 staff members from 16 departments as well as three vice presidents (two of whom serve on the Steering Committee and the Executive Committee) and two deans. IT staff are partnered with subject participants in the three pillars, and together they attend central meetings for the development of campus solutions. Additionally, a staff member has been assigned to the University full time for the student 'pillar', and another has been made available to maintain the CUNY SIMS system through the CUNYFIRST implementation process. The QCC infrastructure has been extensively upgraded in preparation for CUNYFIRST. The 30 remaining old 10 Mbps switches in the college network have been replaced with new 1,000 Mbps units. New desktop PCs were installed for 175 key ERP users. IT refurbished and installed 300 lab surplus PCs for the remaining future CUNYFIRST users. The net result is that a Pentium IV PC is the oldest PC in use on campus.

University Objectives	2006-2007 University Targets	QCC Strategic Plan 2007-08	STATUS 6-16-08