CUNY GOAL: RAISE ACADEMIC QUALITY

University Objectives: 1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix

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<th>QCC Strategic Plan</th>
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1.1 Community colleges are primarily institutions dedicated to teaching and learning. While respecting the tradition of discipline-based research and the resultant publications, our college mission is to provide excellent instruction in an Open Admissions setting. To that end, we are establishing a Community of Learners through 6 Learning Academies for all first-time, full-time students, commencing in Fall 2009. Part time students will be invited to participate, as well.

1.1a We believe that the advancement of the scholarship of teaching and learning through pedagogical research is a hallmark of our institution. Through the Center for Excellence in Teaching and Learning, the various grant-funded research projects, and the academic interests of our faculty and administration, Queensborough Community College will increase the number of faculty and administrators engaged in scholarly research, with an emphasis on pedagogical research, by 5%.

1.1b Implement the following new proposed programs, upon approval: A.S. in Gallery and Museum Studies, A.A.S. in Medical Office Assistant, Dual A.S. in Science for Forensics with B.S. in Forensic Science at John Jay, and Dual A.S. in Criminal Justice with B.A. in Criminal Justice at John Jay.

1.1c In consultation with the college community and the Academic Senate, the Library will implement the recommendations of an Action Plan presented to the Academic Senate and the President of the College by May 2009 that addresses the human and fiscal resources needed by this facility to support the Learning Academies.

1.2 As we enter the third year of a 3-year Graduate practicum, disseminate the results of the research project on community college pedagogy conducted by CUNY graduate student participants and Queensborough faculty. Practicum faculty will work with the outgoing group of graduate students and the incoming graduate students to analyze and disseminate the preliminary results of the reading research study, designed in Fall 07 and initiated in spring 2008. A research article will be prepared and submitted for publication.

1.1 COMPLETED. The Learning Academies have been renamed Freshman Academies, and will start Fall 2009. Ten new Freshman Coordinators have been hired to support the Academies, 12 Faculty Coordinators have been designated and working, publicity generated, admissions and advisement procedures established, high impact experiences selected for each Academy, and a space has been established for each Academy. An Assessment Protocol is being developed with accompanying faculty development, with the assistance of DVP Praxis, a leading consultant in assessment.

1.1a EXCEEDED.
- The number of scholarly presentations/publications submitted to the CUNY report has increased significantly, reflecting both increased scholarly activity among the faculty and the expanded submission categories in the CUNY report. The number of presentations/publications on pedagogy has increased by 20%, from 15 to 18; and IRB proposals for pedagogical projects increased from 21 to 23.

- CETL workshops-27 sessions, 330 participants; Workshop topics included: Inclusive Excellence, Using Blackboard Effectively, Service Learning pedagogy, Second Language pedagogy, Pedagogical Research, Critical Thinking, Applying for Fulbright, and RefWorks. CETL co-sponsored the Inclusive Excellence Film Series (2008-09), attended by more than 200 students and 6 faculty facilitators who created lesson plans based on the films and also moderated a dialogue about the issues addressed in each of the four films.

1.1b COMPLETED. Students are enrolled in all four new programs. A full-time faculty member was hired to support the Criminal Justice program, which has already grown to several hundred students.

1.1c COMPLETED. The Action Plan was submitted to the Cabinet, shared with the Academic Senate in Fall 2008, and implemented: the third floor of the library was renovated to accommodate group study, and spaces for each of the Freshman Academies have been created. A Starbucks Coffee station has been created in the Library lobby to promulgate active interaction among students working in groups. The collection has been culled for relevancy.

1.2 IN PROGRESS The third year was completed with five graduate students participating; for the research project faculty and graduate students are investigating changing representations of teaching and learning beginning with faculty’s initial assumptions to reflection at the end of the term. The project is in the early stages of drawing on the teaching portfolios developed during this year’s practicum, as well as from previous years, but no presentations or publications took place during the year.
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<th>1.3</th>
<th>Implement the action plans from the program reviews completed during 2007-08 (Fine &amp; Performing Arts, Digital Art &amp; Design, Music Electronic Technology, and New Media). Complete the Institutional Self-Study in preparation for the visit by an evaluation team of the Middle States Commission on Higher Education during the spring of 09. Begin preparation for resuming the program reviews put on hold due to the institutional evaluation.</th>
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<td>1.4</td>
<td>Classroom space on campus is extremely scarce and the enrollment is expected to continue to increase; therefore, it is in the interest of the College to explore asynchronous and hybrid courses. Increase the number of FTEs in asynchronous and hybrid courses from 0.6 to 0.8.</td>
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**1.3 COMPLETED.** The College’s self-study report was completed, the team visited March 09, institutional response submitted; formal reaccreditation expected in June 2009. Academic Program review schedule has resumed for the Dual/Joint A.A./B.A. with Queens College in Liberal Arts and Sciences and Childhood Education, the Certificate in Day Care Assistant, and the A.A.S. in Massage Therapy, with preparatory meeting in May and data collection by OIRA begun. Action plans for the last round of reviews are being implemented.

**1.4 NOT COMPLETED.** The number of FTEs in asynchronous and hybrid courses decreased from 0.6 to 0.5. However, the College expects this to change in the coming year.  
- The Academic Senate created a new sub-committee of the Committee on Distance Education with a two-year charge to develop recommendations for fully or partly online certificate and degree programs including attention to infrastructure and student support services. The College funded an RFP for 12 faculty to be awarded $2,000, upon completion, to develop a totally online course to be offered in Spring 2010.
- E-portfolio course offerings, a hybrid modality, have been expanded across curricula: as of March 09, 2,543 students and 226 faculty are using e-portfolio in course work; in Business, which has adopted e-portfolio as a high-impact activity, c. 500 students are using e-portfolios
- Continuing Education has doubled the number of asynchronous courses from last year.

**University Objectives: 2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity.**

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<tr>
<th>2.1</th>
<th>In conjunction with the Office of Academic Affairs and CETL, the Faculty Executive Committee will plan the sixth Conference of the College to be held in October 2008.</th>
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<td>2.1a</td>
<td>CETL will expand the highly successful 2007 pedagogy seminar to include 20% of the full-time faculty members, and will assist participants from 2007 in using their findings to improve student learning.</td>
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<td>2.1b</td>
<td>By May 2009, each academic department will report to the Vice President for Academic Affairs on the manner in which adjunct faculty were integrated into the culture and life of the department, college, and university.</td>
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<tr>
<td>2.1c</td>
<td>CETL and the Office of Academic Affairs will collaborate to provide professional development specifically designed to meet the needs (both in content and delivery modality) of adjunct faculty. A report will be presented to the President by May, 2009.</td>
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**2.1 COMPLETED.** The theme was *Troubling the Waters to Promote Student Success in the Academies*, with breakout sessions on a) strategies for enhancing active and collaborative learning, student-faculty interactions, integrating EN-101 as a cornerstone across disciplines; b) ePortfolio with Epsilen; showcasing student work in digital art and design; and using an electronic space to showcase Business students’ academic journey. Conference evaluations were highly positive.

**2.1a NOT COMPLETED.** Due to a decrease in CUE funding, this expansion goal was not met. CETL continued its web based course portfolio project with nine faculty participants in Fall 2008. The portfolios are being modified for integration into the Freshman Academies. In Spring 2009 nine faculty and staff members from across departments participated in the CUE funded pedagogy seminar on critical thinking across the disciplines. The participants have developed a wiki for archiving and discussing seminar materials.

**2.1b COMPLETED.** The reports show a more deliberate inclusion of adjuncts in department and campus initiatives, improved access to communication, and closer mentoring with focus on pedagogy and curriculum updates.

**2.1c COMPLETED** Adjunct participation in CETL events and programs more than doubled from 2007-08 to 2008-09 (from 12 to 30). In spring 2009, three adjunct faculty members participated in the 4-part Critical Thinking seminar series, three adjuncts have been accepted for Service Learning stipends, and one adjunct received a CETL summer grant for pedagogical research.
2.2 Understanding that the University will be reviewing its assessment of the quality and quantity of scholarly and creative activities of the faculty, increase by 10% the publications reported in the 2007 CUNY report on faculty scholarly and creative work with an emphasis on pedagogical research. An internal report on scholarship by individuals other than faculty for 08/09 will serve as a baseline for following years.

2.3 In view of recent budget developments, all faculty vacancies will be replaced but no new lines will be allocated. This will have a negative impact on the percentage of instruction delivered by full-time faculty, as an increase in student enrollment is expected.

2.4 Assuming replacement of all faculty vacancies, increase the minority representation in the full-time faculty corps, including substitutes and visiting titles, from 21.3% in 2007 to 22.3%, or raise minority representation by 5 of the possible 15 substitute appointments and 5 retirement replacements expected.

### CUNY GOALS: IMPROVE STUDENT SUCCESS

**University Objectives:**

3. Ensure that all students receive a solid general education and effective support, particularly in the first 60 credits of study.

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3.1 **EXCEEDED.** Twelve Faculty Coordinators (2 in Business, 5 in Liberal Arts, 2 in STEM, 1 each in Education, Health Related Sciences and VAPA) have been identified and have begun preparation for the full-scale launch of Freshman Academies in Fall 2009. A position for Coordinator of Freshman Academy High Impact Strategies has been created and filled on an acting basis. Students in their first thirty credits will take at least two out of five High Impact Learning Experiences (Cornerstone, WI, Learning Communities, E Portfolio and Service Learning). EN-101 Cornerstones dedicated primarily to each of the six Academies have been identified and students are currently being enrolled. 80 Faculty have participated in Academy Teaching Workshops with DVP Praxis Ltd. to develop three to five Student Learning Outcomes and rubrics to assess the High Impact strategies. Freshman Coordinators are located in dedicated spaces to the academy.

- **Exceeded:** of the initial ASAP F07 cohort of 228, 82.4% (188) continued in F08. Of these, 89.4% (168) continued in S09. One graduated Jan. 09; 34 are projected to graduate June 09; 34 more for Aug. 09.
- **Completed:** the Visual and Performing Arts and the Education Academies were launched with Faculty Coordinators and Freshman Coordinators. The Education Academy hired its Freshman Coordinator, and designated the Retention statistics were positive, showing increased retention F to S and high retention both in Academy curricula and as FT students.
- **Exceeded:** 22 Learning Communities ran both fall and in spring terms (a total of 44, including 17 communities in the research study). For Fall 2009 21 Learning Communities are offered; of these12 are Academy specific, linked with ST 100. Additional links with ST-100 are being offered, four with Business classes and six with Basic Skills classes.
- **Exceeded:** There are presently sixteen faculty members using Service Learning for a total of 19
integrating Writing Center support and e-support into the WID/WAC paradigm. The Campus Learning Center and the Writing Center will explore and develop online tutoring. Analyze writing intensive study results & implement recommendations: continue to collect student writing samples for IRB-approved longitudinal (3-year) study. Faculty survey in fall 09 will be compared with survey in fall 06; student writing samples will be evaluated according to study rubrics.

- Implement the approved recommendations of the ST-100 task force.
- Evaluate the impact of the curricular realignment between basic skills and introductory credit courses and take appropriate action.
- Plan and implement a quantitative reasoning across the curriculum project.
- When a capstone requirement is approved for the A.A. in Liberal Arts and Sciences curriculum, prepare to implement the requirement in Fall 2009.

Implement the selected platform for e-portfolio and incorporate e-portfolio in the first term Academy courses.

- Consider the findings of the Middle States working groups on student learning, evaluating the effectiveness of the variety of instructional modalities and academic support services, especially tutoring.

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 79.2% in fall 2007 to 80.2%.

3.1b Increase the percentage of freshmen and transfers taking one or more courses the summer after entry from 17.7 to 19.7%.

3.1c Integrate the Art Gallery and the Kupferberg Holocaust Center exhibits in the curriculum. In addition to increasing the number of students visiting the Gallery and KHRC by 10%, develop curricular material that uses the exhibits as vehicles for history projects, reading and writing assignments and language use.

3.1a NOT COMPLETED. The rate for students passing freshman composition declined from 87.4 to 87; rate for gateway math declined from 57.8 to 56.3; combined rate is 78.2. The Freshman Academy structure will provide monitoring and student support that will increase success during 2008-09.

3.1b EXCEEDED. the percentage rose from 17.7 to 23.5. The College has actively increased its summer offerings.

3.1c COMPLETED. The programming of the Kupferberg Holocaust Center will be added to the responsibilities of the Academic Senate Committee on the Gallery and Performing Arts as part of the Committee’s Annual report to the Senate; Kupferberg Holocaust Center EXCEEDED. 312 students visited the Center, exceeding the goal of 272. Plans are underway to meet with the Social Sciences Department faculty to discuss possible collaborative areas; an instructor in the area of Basic Skills has already planned to include the HRCA programs in class assignments; and a Student-Docent Project is being planned to tie into Service Learning classroom experiences. QCC’s SL project has been recognized nationally and has received external funding for next year.

- On target: Currently, 203 faculty have been certified as WI instructors, including 30 trained this year. Enrollment in WI classes was 7,603 for the year. Training for WID/WAC is being developed for partial online delivery, with the new model to begin in August 2009. The longitudinal study of WI courses will be completed in Fall 2009 with a faculty survey, analysis of student writing samples by a Writing Specialist, and an analytical report completed by IR.
- Completed. Effective Fall 2009, all first time/full time students will enroll in ST-100. Those students who do not successfully complete the course will not be permitted to enroll in Spring 2010 courses. An online ST-100 will also be offered, effective Fall 2009.
- In Progress. The alignment between upper level reading and writing remediation course expectations and entry level credit courses was based on a faculty survey of reading/writing tasks that are assigned, learning goals for those tasks, and the typical difficulties that students have with those tasks. Evaluation will be initiated in conjunction with faculty development for the Freshman Academies, with CETL providing seminars to support.
- In Progress. The Middle States team report affirmed the need to emphasize quantitative reasoning across the curriculum. The project will be developed and implemented through the Freshman Academies and assessed as part of the assessment protocol.
- In progress: Capstone committee obtained IRB permission to conduct focus groups to obtain students’ responses to the idea of a capstone in the last semesters. The focus groups were conducted, and the committee will subsequently design four capstone courses for each discipline, adapting existing courses to the capstone requirements and also planning how the courses will address the suggestions of students participating in the focus groups. The capstones will be in place in 2010 so the 2009 entering cohort of Academy students can choose a capstone in their field of interest prior to graduation.
- Completed: The College contracted with Epsilen as platform, and ePortfolio implemented in Business Academy as well as in other courses. The new strategic plan calls for ePortfolio to be implemented throughout Academies by 2012.
- Completed: A task force on tutoring gave a report to the President; as a result, support for Campus Learning Center has been institutionalized, incorporating full-time staff positions previously funded by grants into the College’s operating budget.

3.1a NOT COMPLETED. The rate for students passing freshman composition declined from 87.4 to 87; rate for gateway math declined from 57.8 to 56.3; combined rate is 78.2. The Freshman Academy structure will provide monitoring and student support that will increase success during 2008-09.
3.2 Increase the exit from remediation in reading, writing, and mathematics.

- Based on the outcomes of the task force pilots during 2007-08, implement the changes that were most effective:
  - The experiments with MA-005 and MA-010 (learning communities, additional hour, tutors in classroom, prep workshops)
  - The strategies introduced in Basic Skills reading classes
  - The extra hour in the upper level ESL writing course

Learning as a high impact strategy related to the Freshman Academies.

- Program highlights included the following: 2 customized scholarly exhibits, 6 lectures, 4 films, 37 requests for speakers, a borough-wide Kristallnacht program, a Holocaust Freedom Seder, expansion into Nassau County, the Kupferberg Internship program and two special events dealing with world-wide terrorism.
- A NYC Department of Education Hate Crimes Curriculum Training Program was created for those staff members dealing with these crimes in each of the city’s 1500 schools as well as assisting in the adoption of this program by the New York State Division on Human Rights for introducing this program into the schools in the state’s 61 counties.

Art Gallery:

- A student exhibit was held in the Spring. A Fashion Show was also held at the request of the students.
- Spanish language films were presented in the Art Gallery theatre in collaboration with the Foreign Languages and Literatures department for advanced Spanish students with an introduction and commentary by their professor every Thursday during the spring semester - 19 students participated.
- An African Art survey course was conducted during the spring and fall semester. The total QCC participation to these set academic meetings was 15 weekly.
- English as a Second Language students participated in a research and writing class project.
- The gallery conducted a two credit course for 4 students: 2 from QCC Department of Art and Design and 2 from Flushing High School.
- This year, the Art Gallery has had the invaluable services of 2 work study students from QCC and 4 volunteers (1 from the Queens Community and 3 from QCC) and a graduate assistant from City College.
- Tours were conducted during the exhibits and the Director, collectors and artists conducted a tour for the Art and Design Department as well as members of the external community.

Performing Arts Center (QPAC): COMPLETED. The 10% increase in student involvement was met and 326 Queensborough students were served, including student internships (12); theatre production and technical theatre production practical experience (50); attendance at performances (75). QPAC hosted recording opportunities for Music students (20), and student performances (168 – 100 Theatre students; 43 Music students; and 25 Dance students).

PARTIALLY COMPLETED.

- The percentage of SU08 students who increased their reading basic skills score rose from 76.4 to 94.1; the rate for writing declined from 71.9 to 67.5; the rate for math (COMPASS 2) increased from 87.8 to 96.6
- The exit from remediation rate for reading declined slightly from 58.5 to 58.2; the rate for writing rose from 45.6 to 54.7; for mathematics rose from 48.9 to 63.8.
- The percentage of students needing remediation who passed all exits by the 30th credit declined from 70.3 to 68.3.

Implementation of pilots completed:

- All MA005 and MA010 experiments completed or completed by June (except tutors in the classroom)
- Basic Skills reading strategies successfully incorporated
- Extra hour in ESL gave mixed results
Alignment between upper level reading and writing remediation course expectations and high enrollment entry level credit courses. This will include training tutors in the Campus Learning Center and Campus Writing Center to identify and assist students transitioning from Basic Skills to credit-bearing courses.

Reading across the curriculum modules

- Examine the impact of web-based support materials for English Language Learners, especially in Science, and assess the impact of the Center for English Language Learners.
- Formally implement the experimental ESL speech course for Nursing students.
- Analyze results of the students taking writing prep as it relates to the exit from remediation.

3.3 The percentage of required invitees taking the CUNY Proficiency exam will rise above the 80% reported for 2007-08, to 81%.

3.3a The percentage of required test takers passing the CUNY Proficiency Exam will rise above the 92.1% reported for 2007-08, to 93.1%.

3.4 Increase standards in CE courses through incorporation of course objectives, learning outcomes, grading & assessment systems in all syllabi for professional & workforce development programs.

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<th>University Objective: 4. Increase Retention and Graduation Rates</th>
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<tr>
<td>4.1 Increase one year retention rate for freshmen and transfer students by 2%, to 66.8% for freshmen and 56.4% for transfers. Evaluate the trend in ASAP retention and the goal of 50% graduation in three years.</td>
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<tr>
<td>4.2 Increase six-year graduation rate by 1 percentage point, to 25.5% for 2002 entering freshmen (first-time, full-time) cohort. Examine the trend toward the College's goal of graduating 50% of first-time students within 6 years by the year 2012.</td>
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<tr>
<td>4.1 EXCEEDED. The one year retention rate for Fall 07 entrants rose from 65.8 to 69.5 PMP. See 3.1 for ASAP data.</td>
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<tr>
<td>4.2 EXCEEDED. The graduation rate rose from 24.5 to 26.2. The College is increasing its outreach to students who are nearing graduation but have not yet filed. The success of ASAP (quicker time to graduation) is a precursor to our expectations for the Academies.</td>
</tr>
<tr>
<td>4.1 EXCEEDED. The one year retention rate for Fall 07 entrants rose from 65.8 to 69.5 PMP. See 3.1 for ASAP data.</td>
</tr>
<tr>
<td>3.3 NOT COMPLETED. The percentage declined from 80 to 75.6.</td>
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<tr>
<td>3.3a NOT COMPLETED. The rate declined from 92.1 to 91.6%.</td>
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<tr>
<td>3.4 COMPLETED. All Professional &amp; Workforce related programs have produced complete syllabi.</td>
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</table>
4.2a Based on the Academic Advisement report submitted to the President in May 2008, implement accepted recommendations.

4.2b Prepare an extended pre-collegiate orientation for all first-time, full-time freshmen entering through a Learning Academy. Part-time students will be invited to attend as well.

4.2c Increase the funding available for scholarships by 50%, from $100,000 to $150,000.

4.2d Increase or maintain enrollment of newly admitted students in ST100/101 classes to at least 75%.

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<tr>
<th>University Objectives: 5. Improve Post Graduate Outcomes</th>
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<tr>
<td>5.1 Exceed the current pass rate on the NCLEX exam, to 90%.</td>
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<tr>
<td>5.1a Exceed the current pass rate, for first time test takers, on the licensure exam for graduates of the Massage Therapy program, from 86.5% to 88.5%.</td>
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<tr>
<td>5.2 Maintain or improve outcomes for career vocational graduates in job placement and further education above the 95.2% reported by those responding to the CUNY Perkins graduation and placements survey of 2005-2006.</td>
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<th>University Objectives: 6. Improve Quality of Student Academic Support Services</th>
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<td>6.1 Increase student satisfaction with academic support services, student services, and student access to computer technology through the following:</td>
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<td>• Promote the purpose of the Academies by streamlining the enrollment process and expanding communications and pre-enrollment activities</td>
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<td>• Designate Advisors by Academies to ensure students select appropriate curricula and courses.</td>
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<td>• Increase the percentage of first time, full time students filing for state and federal aid by early May.</td>
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| 4.2a COMPLETED. |
| • Lowered the number of courses offered as late start. |
| • Increased time or “touch-points” with students. |
| • Offered more intensive tutorial program for remedial students or greater access to USIP. |
| • Increased enrollment in ST-100 |

| 4.2b COMPLETED. |
| Plans are underway for a four-day FRESHMEN FIRST Orientation program, slated for August 24 through August 27. All students will be expected to attend two complete days, with Thursday, August 27th scheduled as an-all Freshmen convocation. Program components include a strong emphasis on the Freshmen Academies. |

| 4.2c COMPLETED. |
| The QCC Fund Board budgeted funds for merit scholarships. Scholarship funds were also obtained from private foundations such as G-Unity, Khym, and Grainger, as well as from individual donors. |

| 4.2d NOT COMPLETED. |
| 66.3% (1,579 out of 2,382) of first-time full-time freshmen, Fall 2008, enrolled in ST-100/101, short of the goal but an increase over 61.3% (1,342 out of 2,188) in Fall 2007. In addition, the pass rate for all students in ST-100/101 rose from 67.4% in Fall 2007 to 72.7% in Fall 2008. |

| 5.1 NOT COMPLETED. |
| The pass rate on the NCLEX declined slightly from 89.9 to 89.4. Effective Fall 2009 the Nursing program has raised its minimum GPA for the pre-clinical sequence from 2.75 to 3.0, and will require applicants to take the NLN Pre-Admission RN exam (RN PAX); at the same time, the virtual hospital facilities are being expanded to accommodate more students in the Nursing program. Nursing faculty are developing e-Portfolio assignments. |

| 5.1a EXCEEDED. |
| The pass rate on the NYS Massage Therapy Exam for the past two exams, in 8/08 (19 students) and 1/09 (2 students) was 100%. The average pass rate for candidate from all NY registered programs for these two periods was 73.2%. |

| 5.2 EXCEEDED. |
| Outcomes for career vocational graduates increased to 97.7% |

| 6.1 COMPLETED. |
| New students are introduced to the Freshmen Academies through mailings and telephone calls, and at the CUNY Assessment Tests; here the Coordinators more personally explain the academies, clarify programs of study, and facilitate completion of outstanding pre-enrollment requirements. Follow-up to students in need of “next-steps” (immunization, advisement appointments, bill payment, etc.) is conducted by each academy. |
| Working with academy specific faculty coordinators and designated liaisons from the Academic Advisement Center, coordinators focus on the first semester schedule of classes. To insure that inappropriate changes are not made, registrations are “frozen” after advisement and can be changed only with consultation with and advisor. |
| When comparing the number of FAFSA filers from '09 to '08 at the same point in time, the numbers are as follows: 2009 (5/28/2009) - 6,943 2008 (5/28/2008) - 4,436 |
• Use Academy-specific student managers to monitor freshmen progress through the first 24 credits.
• Require that 100% of first time, full time students entering through the Academies enroll in a ST-100 or ST-101 (Intro to College Life) classes.
• Integrate Career Services into the freshmen experience of the Academies.
• Support, within the Academy structures, expansion of, and integration and affiliation with, Academic Support Services, i.e., Learning Center and tutoring.
  o Train CLC tutors to support the academic needs of students in courses requiring use of e-Portfolio or Blackboard;
  o Develop CLC tutor manuals for courses within Business, Biology, Nursing, Allied Health Sciences, Arts and Humanities and Social Sciences.
  o The CLC will host a minimum of 4 seminars/discussions highlighting QCC faculty research.

6.1a Assess the impact of the electronic message boards throughout the campus.

This represents a 46% increase (+2057) in FAFSA’s filed for QCC, thus far, by the end of May as compared to the same time last year.

- Freshmen Coordinators for the VAPA and the Education Academy did conduct academy-specific “early alert” outreach to first semester freshmen. This model will be expanded to all six academies for the Fall 2009 semester. The coordinators will continue to provide oversight of freshmen progress through the first two semesters.
- With the availability of online classes and an expanded schedule, the goal of 100% enrollment into ST-100 appears to be achievable. ST-100 is mandatory for all first-time/full-time students.
- The concept of increased career awareness and services into ST-100 was explored this year, with the decision made to incorporate a comprehensive online career program, FOCUS ONE, into the ST-100 curriculum for the 2009-2010 year.
- Eight (8) CLC (6 Business; 2 Social Sciences) tutors attended a one-day training workshop in July 2008 regarding utilization of e-Portfolio. These tutors then trained senior CLC tutors supporting students completing Arts and Humanities, Biology, Business and Social Science courses. In August 2008, the CLC Coordinator worked with senior CLC tutors regarding utilization of Blackboard software. An additional e-Portfolio training will be conducted in June 2009.
- CLC Faculty Coordinators, CLC Coordinator and senior tutors completed the following tutor manuals:
  ▪ Policies and Procedures
  ▪ How to Tutor (contains separate sections for Foreign Languages and Social Sciences)
  ▪ Tutoring Anatomy and Physiology (301 and 302)
  ▪ Tutoring Biology
  ▪ Tutoring Accounting I (101)

Because of budget constraints during the academic year, funding was primarily directed to direct tutoring of individuals and/or small groups. The CLC hosted one seminar in November 2008: An Exercise in Transformation: Creating the Possibility of Change. The interactive workshop, based on the work of Kegan and Lahey, indentified the dynamic and linguistic processes, which inhibit individuals from making changes, and recommendations to overcome those processes to allow development of personal and academic growth.

6.1a Students are viewing the digital signage and faculty/staff are posting information on the system on a regular basis.

CUNY GOAL: ENHANCE FINANCIAL & MANAGEMENT EFFECTIVENESS

University Objective: 7. Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

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<tr>
<td>7.1 Increase Continuing Education enrollment by 10% with emphasis on GED and ESL programming and CE grants/contracts for workforce training and professional development. GED and ESL programs will be expanded by 5%, scheduling adjusted and curriculum enhanced to attract a broader cross section of students. Career reengineering and healthcare programs targeting adults 50 and above and custom, professional teacher development programs in the areas of ESL, Computers and Driving Instruction will be expanded by 5%. New certificate programs, such as in Programming – 42 new programs were offered. GED and ESL programs expanded by 5%. A hospitality industry, contextually based ESL grant was proposed. GED pre-testing was launched and additional GED math, science, history and writing preparatory courses were added to the test preparatory programming.</td>
<td>7.1 EXCEEDED. Enrollments in vocational and workforce development programs increased 13% due to changes in programming, pricing and operational strategies. CE tripled enrollments in online programming. The department also taught customized contract programs offsite in schools and in industry.</td>
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...
Alcohol and Substance Abuse Counseling and Homeland Security’s Self-Defense Training for Airline Crew Members will be introduced. Kids College will focus on high tech/new media programming for Kindergarteners through 12th Graders.

7.1a Increase Summer and Winter session enrollments by 10% and evaluate retention rates in these sessions.

7.1b Increase the number of direct admits (freshmen and transfers; Fall and Spring) still enrolled after the fifth week, above 2,728.

7.1c Market the Learning Academies as a way to increase first-time full-time enrollment. Present a Marketing Plan to the President and the Cabinet during the fall semester; implement during the spring semester. Target marketing to out-of-county students for Winter and Summer Sessions.

7.1d Use the website as a primary recruitment device. Provide training for website coordinators to ensure accuracy and timeliness of departmental webpages.

Certificate & Professional Education Units Awarded – CE awarded 337 certificates in vocational programs. 131 professional CEU’s were earned in Healthcare; 107 CEU’s in Education and 792 CPE’s in Accounting.

Grants & Scholarships – 3 grant proposals and 2 NY State ARRA stimulus funding pre-proposals were written. 5 Helena Rubenstein Foundation scholarships were awarded for vocational training.

7.1a COMPLETED Winter session 2009 enrollment rose over 21.6% over Winter 2008, and 60% over Winter 2007. Summer session 2008 rose 6.5% over Summer 2007 and Summer 2009 enrollment as of 6/9/09 was 12/6% over enrollment at the same time a year ago. Student success rates have been evaluated in terms of the percentage of students earning a C- or better; for Fall and Spring terms, the average is 66-67%; for Summer sessions, over 79%; for Winter sessions, over 90%.

7.1b NOT COMPLETED. The number of direct admits still enrolled after the 5th week declined slightly to 2,693.

7.1c COMPLETED.
- Student focus groups were conducted – Learning Academies name changed to “Freshman Academies” and Student Manager title changed to “Freshman Coordinator” as result of focus group findings; internal and external marketing brochures developed in February 2009; Freshman Academies website launched in February 2009; created branding, colors and logo for the Freshman Academies; created and distributed e-newsletter “FAQ” to the QCC community on a regular basis beginning February 2009.
- Marketing Plan presented to President and other governance groups of the college in December, 2008.
- Winter Session 2008 promoted in November and December 2008 via advertising in 5 SUNY and 1 Long Island college newspapers, in Newsday Nassau region, plus on QCC website homepage, on campus digital signage and flyers utilizing CUNY designed “Winter Session” graphic to encourage increased brand awareness among visiting students.
- Based upon results of Winter Session ’09 and Summer Session ’08 to generate revenue from out-of-county visiting students, “Summer in the City” session was advertised in 10 SUNY and Long Island college newspapers in April and early May, leveraging the advertising that CUNY placed independently to promote the sessions in the same SUNY papers in March. Approximately $167,105 in revenue was generated from summer session ’08 non-matriculated and matriculated non-NYC students, justifying advertising expenditures of $7,500 to $10,000 maximum. Winter session ’09 revenue for the same population was $14,458. Advertising expenditures against this session is NOT justified based upon the revenue generated.

7.1d COMPLETED
Focus groups among prospective QCC students conducted in early July 2008. Based upon results of focus groups (current and prospective students) QCC website has been re-designed as follows to date:
- Admissions page – simplified and more intuitive navigation; more focused & relevant content; addition of “Virtual Advisor” application; as well as the Hobson’s QCC VIP Member tool to tailor information provided to prospective students; improved visibility to “Admissions” on homepage navigation bars. Addition of 2 minute e-recruitment video on page that provides compelling introduction to Queensborough.
- Current Students page – new application created which navigates current and newly enrolled students.
7.2 The College will build strong articulations with York and Queens College through the Teacher Academy, concentrating on students in the sciences and in mathematics who wish to become middle school or high school teachers.

7.3 By January 2009, Institutional Research will present to the President a report indicating the under-representation by programs. Using this data, the Admissions Office and the Marketing Department will develop strategies to increase representation in the underrepresented academic programs.

7.4 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.

University Objectives: 8. Increase revenues and decrease expenses

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<tr>
<th>Objective</th>
<th>Status</th>
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<td>8.1 Increase total fundraising, from all sources, by 10%, from $2,570,903 to $2,827,993.</td>
<td>EXCEEDED. We converted 384 non-donors into donors from alumni as part of the 50th Anniversary preparation and planning for 2009-10</td>
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<td>8.2 The College will meet its productivity target (sent with CUNY 2008-09 allocation book Summer 2008), and apply those funds in support of instruction and learning environment. Apply the College’s enterprise intuitively through the registration process to encourage timely and successful registration.</td>
<td>EXCEEDED. The College will meet its productivity target with funds applied to projects associated with the implementation of the Freshman Academies, the renovation of the Library and...</td>
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7.2 COMPLETED. QCC’s Teacher Academy program was started, with connections to York and Queens; however, the University has decided not to accept any new students into the program at the community colleges. However, there have been new and updated articulations with York (Physician’s Assistant, Occupational Therapy), John Jay (Cultural Studies), Adelphi (Theatre Arts and Social Sciences), Mercy College (Nursing, Physician’s Assistant, Occupational Therapy) and Metropolitan College (Business, Social Science).

7.3 COMPLETED. QCC’s OIRA prepared a report indicating under-representation by curriculum, submitted to the President. The University’s OIRA is developing baseline data on retention of underrepresented groups, which will be incorporated into our plan for 2009-10.

7.4 COMPLETED. The College Now success rate is 91% for SU 08 and FA08; estimated enrollment for 2008-09 is 2,453. QCC continues to address the challenges of managing an off-campus program. QCC high school liaisons are performing well, and training is ongoing. The QCC program offers foundation courses (workshops and non-credit prep courses) which reach middle level students, and is working on sequential courses, but students must be eligible to take credit courses. QCC’s program has offered on-campus courses, but travel is difficult and space extremely limited. (Hillcrest students taking the CN chemistry lab on campus take 2 hours to get here.) For 2009-10, the program has received permission to pilot two sections of CN 072 for 12th graders at Francis Lewis and Van Buren, and the students will be given the CUNY ACT test upon completion.
revenue and gains from productivity to ERP efforts as a vanguard school.

8.2a Assess the impact of the “profit sharing” plan initiated in Spring 2008 for winter and summer sessions.

8.3 Adjusting for the impact of COMPACT and CUNY first on OTPS and PS monies, the proportion of tax levy budget spent upon Administrative Services will remain constant at the FY 2008 level, 24.6%.

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: Removal and Replacement of floor tiles in the Science Building, Renovation and relocation of the Kupferberg Holocaust Resource Center, design of the Security Systems Enhancement and Code Compliance, design of the University Entrance Way, and design phase for dome of the Cafeteria and Central Kitchen Project.

8.4 The College will submit and implement its FY 2008-09 Financial Plan and end the year in balance.

8.4a The College will request sufficient funding from the University to produce a Facilities Master Plan.

8.4b Auxiliary Enterprise revenue will increase by 10%

8.5 The College’s contracts and grants will increase by 5%, from $4,200,375 to $4,410,394

infrastructure health and safety initiatives.

8.2a **COMPLETED.** The “profit-sharing” plan was modified and utilized for the Summer 2008 and Winter 2009 terms. The plan was intended to incentivize departments to increase summer and winter enrollments in order to increase the College’s overall capacity to serve students. Results exceeded expectations with Summer 2008 and Winter 2009 FTES increasing by 10.3% and 30.4%, respectively. Academic departments benefited from the significant addition of OTPS funds utilized to improve academic quality.

8.3 **COMPLETED.** After accounting for the impact of CUNYfirst, the proportion of Tax Levy budget expended on Administrative Services is projected to remain constant and continue to be lower than the University average.

8.3a **COMPLETED.** During 2009 the College has completed all its capital projects as planned, but due to the Governor’s directive for project review, the feasibility/design phase of the Cafeteria and Central Kitchen Project is behind schedule.

8.4 **COMPLETED.** FY 09 will end in balance, with a reserve remaining in the College’s TAP Reserve fund.

8.4a **IN PROGRESS.** Through discussions with CUNY, several approaches to secure funding for a Facilities Master Plan have been identified.

8.4b **EXCEEDED.** During 2009 the Queensborough Community College Enterprises Association, Inc. has increased it revenue by nearly 16%. The increase is primarily due to royalties related to new wireless company lease agreements, increases in negotiated commissions, improved performing arts ticket sales and parking fee increases related to enrollment gains.

8.5 **NOT COMPLETED.** To date, grants counted by the RF are at $3,412,961. The total for all grants is $4,254,044. Note that the following grants are still pending, with an expectation of funding notification by June 30:

- 21st Century Community Learning Center Grant – approx. $745,000 in year 1;
- Jewish Claims Conference – approx. $33,000;
- National Grid – verbal notification of award; anticipate $20,000;
- NSF I3 – approx. $250,000.

**Highlights of FY 2009**

- The new NSF REU grant for the Physics Department is the first REU physics award given to a community college and the first REU granted to a community college for research to be performed on site.
- The RIBN grant from the Jonas Center for Nursing Excellence and the Robert Wood Johnson Foundation is the first of its kind, and has already been leveraged to seek additional funding.
- QCC received a new $40,320 grant from the Immigrant Family Literacy Alliance (IFLA), which is composed of representatives from the New York Times Company Foundation, the Altman Foundation, the NYC Department of Youth and Community Development and the Literacy...
8.6 The College will maintain its indirect cost recovery rate at 8%.

8.7 Increase CE revenue by 2% over agreed upon target (defined as all expenditures plus 17.5% NYC “levy”) through new programming and pricing strategies.

**University Objective: 9. Improve Administrative Services**

9.1 Refocus Fund Board on its mission of raising; investing; and disbursing funds vs. program operations; use Financial Edge as Fund Board's accounting software and fully integrate it with Raiser's Edge; complete review and restructuring of all scholarship accounts; establish corporate golf outing as another annual special event fundraiser; further integrate marketing into Advancement efforts in preparation for College's 50th Anniversary in 2010; establish departmental reunions among alumni.

9.2 Student satisfaction with administrative services will rise above the 2.84 reported in the 2008 CUNY Student Experience Survey.

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, Assistance Center.

- QCC received its first competitive award for Tech Prep from NYSED, increasing the amount by almost two-fold to $333,030.
- QCC's NIH Bridge to the Baccalaureate program was funded for a second five-year round at a total of $1.05 million.
- QCC received its second NSF Major Research Instrumentation (MRI) grant, a rare achievement for a community college.

8.6 This information is not yet available, but the goal is expected to be met.

8.7 **EXCEEDED.** CE increased revenue by 10% over agreed upon target (as defined by expenditures + 17.5% NYC levy) through the launch of 42 new programs and customized promotional and pricing strategies.

9.1 **EXCEEDED.** Refocus Fund Board on its mission of raising; investing; and disbursing funds vs. program operations. A Board retreat was held to refocus the Fund Board on its mission, annual fundraising goals, fundraising plans and the Invest in CUNY Campaign. Last year, the Fund Board solicitations accounted for 30% of total revenues raised, and this year they accounted for 50%.

**COMPLETED.** Use Financial Edge as Fund Board's accounting software and fully integrate it with Raiser's Edge. The Fiscal Office is using FE and the process to tie it to Raiser's Edge is underway – QCC was hosting its RE database on a CUNY server and, after discussions with CUNY, it was determined that QCC needed to purchase its own server to house both RE and FE, this has now been done.

**COMPLETED** Complete review and restructuring of all scholarship accounts

**NOT COMPLETED.** Establish corporate golf outing as another annual special event fundraiser. This special event fundraiser was put on hold due to the economic downturn in fall 2008.

**COMPLETED.** Further integrate marketing into Advancement efforts in preparation for College's 50th Anniversary in 2010. An Internal Steering Committee and numerous subcommittees, have been established. To date, more than 75 faculty and staff have volunteered to serve on these committees. The Chair for the External Committee has been selected. The logo for the 50th has been selected by a campus-wide vote.

**IN PROGRESS.** Establish departmental reunions among alumni. These were rescheduled to coincide with the College's 50th Anniversary.

9.2 **IN PROGRESS** The combined efforts on CUNY First will enhance students’ experiences with registration, billing and paying. The Freshman Academies are streamlining student entry processes, and are actively encouraging students to file early for financial aid.

9.2a **NOT COMPLETED.** With the unexpected retirement of the Campus Facilities Officer, work on a full analysis of space utilization was not completed. However, this semester, Deans from Academic Affairs and Finance and Administration met with each academic chairperson to review...
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.

9.2b The College will move forward with phase one of a new central dining and cafeteria facility to be located in the science building courtyard area. Phase one will include the selection of the architect, execution of a feasibility/engineering study, and development of design proposals for the entire project. Completion of phase one will provide a dome type covering over the science courtyard, and site preparation for the second and third phases. These later phases will include HVAC, full courtyard enclosure to accommodate 450 diners, restrooms, and a new kitchen on the lower level. The total project cost is estimated at $15 Million, with approximately $6 million available to fund the first phase.

9.3 Increase Friday evening and weekend sections by 10% 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.

9.4 A campus committee on Risk Management will be established with participation by a representative from Environmental Health and Safety, Human Resources, Financial Services, campus committee on Health and Safety, Information Technology, Public Safety and other campus constituencies.

9.5 The College, as a Vanguard college, will commit resources and personnel to ensure timely implementation of CUNY FIRST. Migration to Degree Works, prototype development and testing for general ledger, Human Capital Management and student records/financials, IT infrastructure upgrade, and training programs will involve all staff in departments responsible for these areas.

9.6 QCC will develop a Campus Council on Sustainability with liaisons and group members for Energy/Efficiency and Operations, Curriculum, Students, Procurement, CUNY Fleet/Transportation, Waste and Recycling, Communications, and Professional Development/Training. The council will develop a measurable ten year plan that integrates Sustainability into the curriculum and research, and establishes partnerships with civic and business leaders.

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<th>9.2b</th>
<th>IN PROGRESS. A design consultant has been selected to complete a feasibility study and cost analysis of this project. While that work is underway, additional funding has been secured from NYCC and the Queens Borough President (which would provide a match to existing NYS capital match) to support construction of phase one and two of the project.</th>
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<td>9.3</td>
<td>EXCEEDED. Friday, evening and weekend FTEs rose from 33.2 to 34.1%. The College increased the number of early morning classes (starting before 10:00 a.m.) by 7.9%.</td>
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<td>9.4</td>
<td>COMPLETED. A campus committee on Risk Management has been established with representatives from Environmental Health and Safety, Human Resources, Financial Services, Information Technology, Public Safety and the Faculty. Currently, identified potential risks for Queensborough Community College are being assessed and prioritized for 2010 action plans.</td>
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<td>9.5</td>
<td>COMPLETED. Degree works is operational and in active use by students, advisors and faculty. QCC has met or exceeded all CUNY First Check List Items for General Ledger, Human Capital Management (HCM) and Student Records/Financial systems. QCC has taken an active role in the creation of The HCM 116A passing file. QCC has also participated in all training classes offered. The 4,000 node IT infrastructure has been upgraded to at least 100 Mbps speed. Thirty percent of the network is running at the latest 1,000 Mbps speed standard with an additional ten percent in process of being upgrade to 1,000 Mbps. All administrative PCs have been upgraded and most scheduled for replacement with 216 new PCs. All administrative department main work group printers have been replaced.</td>
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<td>9.6</td>
<td>COMPLETED. The College has established a Campus Council on Sustainability with members from every constituency including faculty, staff, administrators, and students. A number of projects have been launched including a campus web-site, <a href="http://www.qcc.cuny.edu/susproj/">http://www.qcc.cuny.edu/susproj/</a>, newsletters, active solicitation of suggestions, car pooling, recycling and integration into the curriculum of the</td>
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