

CUNY Objectives	CUNY Indicators	University Targets 2005-2006	QCC Strategic Plan 2005-06	QCC Completion Report
			<p>Recognizing that the University's established performance indicators drive our resource allocations, charge the Institutional Research Office with the responsibility of presenting an analysis of supporting data that enables us to better understand how our initiatives impact the performance indicators.</p>	<p>7. In Progress In addition to tracking learning communities and Writing Intensive courses, Institutional Research is examining results from initiatives such as tutoring in remedial mathematics courses (funded by CUE).</p>
<p>1. Promote CUNY Flagship programs and strengthen premier campus programs, while ensuring that every college offers a sound general education program.</p>	<p>Implementation of approved CUE plan; appointment of senior administrator to oversee CUE; integration of WAC into Gen Ed and all academic disciplines.</p>	<p>All colleges will implement their approved Coordinated Undergraduate Education (CUE) plan and improve integration of Writing Across the Curriculum (WAC) throughout Gen Ed and all academic disciplines.</p>	<p>In conjunction with the Office of Academic Affairs and CETL, the Faculty Executive Committee will plan the third Conference of the College on October 28, 2005, focusing on the outcomes of discussion papers on the following topics generated by the General Education inquiry component of CUE: <i>General Education in Transfer and Career Programs (cornerstone and capstone courses)</i>; <i>Teacher Narrative Inquiry</i>; <i>ePortfolios</i>; <i>Faculty Forum (General Education Objectives and Assessment)</i> and reach conclusions about what to implement.</p> <p>With the goal of designing an integrated educational experience that incorporates remediation, freshman and sophomore years, and that provides cohesion within and across the curricula, decide how remedial and developmental courses, academic support services, learning communities and writing intensive courses can best support this overall general education design. Use CUE funding to implement key components of the freshman experience design resulting from the outcomes of the general education inquiry. Establish a plan for assessing the effectiveness of the new design.</p> <p>In accordance with the goal of designing an integrated educational experience, the Office of Academic Affairs, in conjunction with the department chairs, will expand the number of learning communities for entering freshmen [to 20], including Basic Skills and remedial mathematics courses, and linking these courses to ST-100.</p>	<p>8. Completed and ongoing The e-portfolio proposal was piloted in 2005-06 (funded by Perkins) and will be expanded in 2006-07; the cornerstone/capstone proposals will be piloted as part of CUE in 2006-07, and this area combined with the teacher narrative inquiry are included in the CUNY General Education book being edited by Judith Summerfield; the forum on general education objectives and assessment led to the formation of the Special Committee of the Academic Senate on the Educational Objectives, which has examined the objectives during 2005-06 and will make recommendations in 2006-07.</p> <p>9. Completed and ongoing CUE supported work in tutoring (ISSC, Basic Skills Learning Center and Mathematics Learning Center), faculty development for WI and learning communities; and the Honors Program. The Plan for Integrated Education (PIE) embodies the design, and charts a course for the new Academies, the revised summer program, and the three task forces on remediation and ESL. The QCC Student Experience Survey to be administered in Fall 2006 will be revised to focus more specifically on some of these initiatives, and IR and CETL will continue to assist with research on graduation and retention rates associated with College initiatives.</p> <p>10. Completed During F05 and S06 combined, the College ran 41 Learning Communities, in various combinations of credit and/or remedial courses. Of these, 33 communities were targeted for entering freshmen, and 16 included ST-100. In addition, 21 sets of linked Basic Skills courses ran, 13 of which included ST-100.</p>

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<p>2. Use program reviews and assessment efforts to enhance and update programs, pedagogy and use of technology to improve instruction.</p>	<p>Academic program review and follow-up reports filed by the college</p> <p>Accreditations, licensures, certifications.</p> <p>Evidence of progress on college outcomes plan.</p> <p>Student experience survey; college investments to enhance technology; # Blackboard courses offered.</p>	<p>Colleges will conduct external program reviews and implement resulting action plans and review and update non-credit courses and programs.</p> <p>More CUNY professional programs will be certified/ accredited.</p> <p>All colleges will show progress in implementing learning outcomes plans.</p> <p>Use of technology to enhance instruction and student access to computer technology will increase</p>	<p>Approaching the writing intensive requirement as an essential component of the students' integrated educational experience, monitor the success of the writing intensive requirement implementation in terms of student access to WI courses by curriculum. (OAA, CUE)</p> <p>The College changed the program review process to focus on curriculum rather than departments, during the 04/05 academic year. In 2005/06, review results of the 04/05 process, adopting modifications as required. Program review will be conducted for the A.A. in Liberal Arts and Sciences, the TAC/ABET accredited programs (CT, ET, MT, and PL) and for Telecommunications Technology and Computerized Architectural and Industrial Design.</p> <p>The Office of Academic Affairs will implement a new process for review of program proposals to determine feasibility of program.</p> <p>Implement the areas identified for certificate and licensure to be offered through the Office of Continuing Education 1. AMMA Therapy; 2. Construction Trades Craft & Apprenticeship Program (both begun); 3. Security Guard Training Program (in progress).</p> <p>Once course objectives have been written for all the active courses in the College, a regular schedule for assessment of individual courses and reporting on assessment outcomes will be established.</p> <p>CETL and ACC, under the direction of the Vice President for Academic Affairs, will support faculty and instructional staff developments in pedagogy using educational technology and continue to study its effectiveness.</p>	<p>11. Completed and ongoing Initial tracking shows nearly 33% of Fall 05 entering students (freshmen & transfers) took at least one WI course during their first 2 semesters.</p> <p>12. Completed Actions plans from 2004-05 implemented; template updated (to include Counseling and ST-100); reviews conducted for Liberal Arts & Sciences (LA), Computerized Architectural & Industrial Design (DD), Telecommunications Technology (TC), Telecommunications Technology: Verizon (TX) and team visits in May 2006; reports for TAC/ABET will be submitted in June 2006, preparation for October site visit</p> <p>13. Completed The feasibility study outline presented to Curriculum Committee of the Academic Senate; implemented for proposed programs in Museum and Gallery Studies and Medical Office Assistant.</p> <p>14. Completed with the exception of the Security Guard Training Program due to the fact that John Jay postponed their decision to partner. However, ACE implemented an additional 4 programs in 2005-06: Computer Numeric Control (CNC) Certificate, Teacher Certification Seminars, Academic Provider for Sibelius Music Notation Software Training, Professional Engineering & Land Surveying Licensing.</p> <p>15. Completed and ongoing The majority of course objectives have been written. As a result of academic program reviews, a schedule for course assessment has been drafted, focusing on key courses that demonstrate achievement of curricular objectives and general education objectives.</p> <p>16. Completed The ACC conducted 18 workshops with approximately 230 attendees. Topics included: Blackboard, Captivate, Acrobat, Flashpaper, Impatica, Contribute, Word Magic, Digital Photography, Excel, and Access. CETL sponsored faculty workshops on effective classroom use of power point, SPSS text analysis</p>

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			<p>Implement the Technology Plan that was developed for 2005/09.</p> <p>Continue to increase the number of course sections using Blackboard, above 363.</p>	<p>software for researchers, electronic communication for teaching, and two addition sessions on “Tips and Tricks for using email with your students.” CETL also ran a three-day winter intensive intersession faculty workshop on Blackboard. Faculty Blackboard users increased from 88 in F05 to 127 in S06. Student users increased from 2,541 in F05 to 3,684 in S06. CETL is working with a group of faculty on planning a research project on student retention in distance learning classes and submitted a grant proposal to the Institute for Community College Development to help fund this research.</p> <p>17. Completed The Technology Plan was adopted by the College in Fall 2005, and its implementation is underway.</p> <p>18. Completed Blackboard use increased substantially: combining F05 and S06, 463 courses used Blackboard, an increase of 27.5% over 2004-05.</p>
<p>2. Use program reviews and assessment outcome efforts to enhance and update programs, pedagogy and use of instructional technology.</p>	<p>Show and pass rates on CUNY Proficiency Exam.</p>	<p>Show and pass rates on the CUNY Proficiency Exam will rise CUNY-wide.</p>	<p>Frequency of student use of computer technology, as indicated on the 2006 CUNY Student Experience Survey, will rise above 1.94.</p> <p>Student satisfaction with access to computer technology, as indicated on the 2006 CUNY Student Experience Survey, will rise above 3.03.</p> <p>The percentage of required invitees taking the CUNY Proficiency Exam will rise above the 77.8% reported for 2004-05. Augment the process of informing faculty about CPE eligible students with a notification to students via e-mail.</p> <p>The percentage of required test takers passing the CUNY Proficiency Exam will rise above the 90.7% reported for 2004-05. Given the high pass rate on the CPE exam by QCC students, initiate studies that determine the factors that enable students to do well.</p>	<p>19. Completed Rate maintained from recalculated 2.10</p> <p>20. Completed Rate increased from 2.99 [recalc.] to 3.02.</p> <p>21. Not Completed The percentage declined slightly to 76.2, although College increased outreach through letters, student e-mail and telephone. Possible explanations include the Fall '06 introduction of online CPE registration and student decisions to delay taking the exam.</p> <p>22. Completed The pass rate rose to 93.9%. QCC attributes much of this high pass rate to strong emphasis across the curriculum and in instructional support services on writing and analytical thinking.</p>

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<p>3. Increase instruction by full-time faculty.</p>	<p>Change in full-time teaching faculty 7/1/04-6/30/05.</p> <p>% of instructional hours taught by FT faculty.</p> <p>Evidence of efforts to diversify faculty & staff.</p>	<p>Instruction by full-time faculty will increase incrementally commensurate with financial ability.</p> <p>Efforts to recruit under-represented groups to the faculty and staff will be made.</p>	<p>The percentage of instruction delivered by full time faculty rose to 57.2% in Fall 2004. Taking into account the impact of writing intensive courses and released time for new faculty, the College will take appropriate measures to maintain full-time instruction at least at this level. For 2005-06, the College has repositioned one line (to History, for WI courses) and has opened two new lines (one in Health Education for WI courses and one for the expanding Massage Therapy program). Additional lines will be filled based on retirements and resignations.</p> <p>As the College faculty population is almost 50% female but is only 18% minority, the President has issued a new directive on minority hiring. It is expected that every department will meet the directive and that the minority percentage will rise to at least 20. During 2004-05, of 20 new faculty hires, 8 (40%) were from underrepresented groups.</p>	<p>23. Not Completed The percentage of full-time instruction declined to 53.7. The decline is attributed to the increased number of smaller sections (for learning communities and Writing Intensive courses), as well as the released time granted to new faculty.</p> <p>24. Completed 30% of the new hires for 2006-07 are from underrepresented groups, and 19.58% of all faculty are members of ethnic minorities.</p>
<p>4. Increase retention and graduation rates.</p>	<p>Fall to fall retention rates.</p>	<p>Retention rates will rise incrementally (1percentage point for community colleges).</p>	<p>The Office of Institutional Research in conjunction with the Office of Student Affairs, will conduct a study to assess the effectiveness of the Academic Advisement program on a variety of outcomes including retention.</p> <p>The Office of Institutional Research in conjunction with the Office of Student Affairs, will conduct a study to assess the effectiveness of the Relationship Manager program on a variety of outcomes including retention.</p> <p>Increase fall to fall retention rate for entering freshmen (full time) by 1percentage point, to 65.1%. [recalculated goal: 68.4] both within and outside CUNY.</p> <p>Increase fall to fall retention rate for entering full time transfer students by 1 percentage point, to 54.0% [recalculated goal: 56.7]. The College will implement its plan for improving retention rates for transfer students.</p>	<p>25. In progress Preliminary results: reorganization of advisement follows best practices; freshman retention somewhat improved. Recommendations: increase adviser training and contact with other departments to discuss common errors in course selection; revise questions on QCC Student Experience Survey to more targeted assessment of advisement activities.</p> <p>26. Not completed While it is too early to assess the effectiveness of the Relationship Manager program, the Student Affairs Office will assess student email usage, a primary tool used in the Relationship Manager program.</p> <p>27. Completed Retention rose from 67.4% [recalculated] to 68.3%.</p> <p>28. Completed Percentage rose from 55.7 [recalculated] to 58.9.</p>

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<p>5. Improve post-graduate outcomes</p>	<p>Six year AA, AS, BA, BS graduation rates; four-year MA, MS & Certificate graduation rates</p> <p>Pass rates on licensure/certificati on exams</p> <p>VTEA job placement rates.</p>	<p>Graduation rates will improve incrementally (1percentage point for community colleges).</p> <p>All teacher education, nursing and accounting programs will improve performance on certification licensing exams; pass rates on the new content specialty exam for teachers will average 90%.</p> <p>VTEA job placement rates will continue at high levels or rise.</p>	<p>Design a mandatory new student orientation experience for first-time and transfer students, for implementation during the Fall 2006 semester.</p> <p>In cooperation with the Alumni Association, establish a program of scholarships and stipends for student presentation of scholarly research and creative projects. The program will be administered by the Office of Academic Affairs and Student Affairs.</p> <p>Increase six-year graduation rate by 1 percentage point, to 27.6% for 1999 entering freshmen (first-time, full-time) cohort, and to 33.1% for the 1999 entering full-time transfer students. Report on graduation rates both within and outside CUNY.</p> <p>Considering the fact that a new NCLEX exam has been designed and implemented, maintain the current pass rate on the new licensure exam at least at 87.7%.</p> <p>Report on licensure outcomes for graduates of the Massage Therapy program, first exam expected August 2005.</p> <p>Improve the job placement rate of those responding to the CUNY Perkins graduation and placement surveys of 2002-03 graduates above 69.6%. Report on job placement rates for all graduates completing the QCC graduation and placement survey.</p>	<p>29. In progress Note: 65% of new students enrolled in ST100 for the 05-06 academic year.</p> <p>30. Completed The Sallie Mae Fund granted \$8,000 toward scholarships. In addition, grants have been submitted as follows:</p> <ul style="list-style-type: none"> • National Science Foundation (NSF) Science, Technology Entry Program - \$2 million proposal that included support for student stipends as well as for student researchers to travel to conferences and presentations • A \$428,750 proposal from the Math Dept. to the NSF for Science, Engineering, Technology & Mathematics (STEM) Teacher Academy at Queensborough which will provide 130 scholarships across the four-year project period, 2/3 in math and 1/3 in biology, chemistry or physics; form cohorts through which recipients will receive mutual support and faculty mentorship; provide students with internship opportunities in teaching math and science at the secondary level, all of which will lead them through the associate degree and to a BA program in a STEM field. <p>31. Not Completed Percentage declined to 22.2 for first-time full-time freshmen and to 22.8 for full-time transfers.</p> <p>32. Completed The Pass Rate for 2005 was 91.5%.</p> <p>33. Completed but first results were 8 out of 12 – 66.67%. One new faculty member has been hired and program requirements have been tightened.</p> <p>34. Completed The job placement rate rose to 80.6%. The 2006 QCC Fact Book reports the six month post-graduate job and education rates for all graduates.</p>

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<p>7. Improve quality of student support services</p>	<p>Student experience survey results on satisfaction with academic and student support services.</p>	<p>Student satisfaction with academic support services and student services will rise at all colleges.</p>	<p>As the capital funding request for CUNY includes an \$87 million instructional building, explore the feasibility of incorporating a technical high school within a larger structure on the same site.</p> <p>Address the most significant student concerns identified in the 2003 QCC Student Experience Survey and establish tactics to increase student satisfaction in those areas by the next survey.</p> <p>Student satisfaction with academic support services, as indicated on the CUNY Student Experience Survey, will rise above 2.96, reported in May 2004.</p> <p>Student satisfaction with student services, as indicated on the CUNY Student Experience Survey, will rise above 2.76, reported in May 2004.</p> <p>Begin development of a Student Bill of Rights and Responsibilities.</p>	<p>43. Not Completed Funding for the new building has yet to be appropriated. The stated completion date is 2010. The idea of a technical high school on the premises is part of the new building proposal.</p> <p>44. Completed The most significant student concerns, as stated in the 2003 Student Experience Survey were textbook prices & cafeteria service/prices. Meetings were held between the students and bookstore & cafeteria personnel to address concerns.</p> <p>45. Completed The rate rose from 2.93 [recalculated] to 3.09.</p> <p>46. Completed The rate rose to 2.88.</p> <p>47. Completed Document has been reviewed by the Cabinet and the Faculty Executive Committee. It will be discussed at the Academic Senate during the Fall semester.</p>
<p>8. Meet enrollment goals and facilitate movement of eligible students from associate to baccalaureate programs.</p>	<p>Enrollment in degree and non-degree programs; /SAT/ CAAs</p>	<p>Colleges will meet targets for degree credit and adult and continuing ed enrollment; mean SATs/CAAs of baccalaureate entrants will rise.</p>	<p>The College will meet its enrollment targets for degree credit: 12,974 in Fall 2005 and 12,293 in Spring 2006. The College will increase its adult and continuing education enrollment by 1.5%, from 8,734 to 8865.</p> <p>Determine the effectiveness of the College's recruitment advertising campaign, especially on the "Direct Admission" population, through (1) a designated web address (qcc.cuny.edu/imagine) and (2) surveys distributed at open houses and other events.</p> <p>Determine the effectiveness of the College's web site by utilizing an online survey on the home page as well as the secondary home pages for Future Students, Current Students and Faculty & Staff. Track visits to site and specific areas.</p>	<p>48. Not Completed Actual enrollment for Fall '05 was 12,838; for Spring '06, 12,165.</p> <p>Surpassed Continuing Education's preliminary enrollment shows an increase to 9,184.</p> <p>49. Partially Completed (1) The Web Trends software, used by the Academic Computing Center to monitor visits to the web site and which allows members of the Website Comt. to review reports generated by the program, note referring urls, number of unique visitors to pages, length of time visitors remain on a specific page, etc. was not operational. Web Trends software was not able to be implemented this past year due to purchasing delays, implementation problems due to availability of a server, training issues and other competing priorities. It will be operational for the fall semester. (2) Sign-in sheets used for Summer 05 & Dec.-Jan. Open Houses collected information from 1,356 students. Reasons for attendance were identified as: Friend/relative-32%; Mailings-13%; College web site-11%; Newspaper ads-6%.</p> <p>50. Not Completed See #49 above</p>

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	<p data-bbox="296 521 495 943">Demonstrated progress in implementing Degree Works, evaluating courses for TIPPS, establishing/implementing articulation agreements, and completing transfer evaluations in one semester.</p> <p data-bbox="296 1008 495 1187">Evidence that CUNY-wide teacher education articulation agreement is being honored.</p>	<p data-bbox="533 521 772 789">All colleges will show progress toward completing TIPPS equivalencies, establishing/implementing Degree Works by Dec. 31, 2006, and speeding evaluation of transfer transcripts.</p> <p data-bbox="533 1008 772 1154">All colleges will implement the CUNY AA/AS to BA/BS articulation program in teacher education.</p>	<p data-bbox="802 120 1346 212">Extend “focus group” sessions to classes of continuing students in order to identify student perceptions and attitudes about the College.</p> <p data-bbox="802 277 1346 334">Percentage of admitted students who enroll will increase above the 59.7% reported for 2004-05.</p> <p data-bbox="802 367 1346 456">Increase the number of direct admits (freshmen and transfers; Fall and Spring) still enrolled after the fifth week, above 1995.</p> <p data-bbox="802 521 1346 854">QCC will complete entry of TIPPS equivalencies and will continue to speed transfer evaluations, completing the evaluations within one semester. The College was the first in CUNY to implement linked online registration, advisement, and scheduling, using Frank Solutions, and is satisfied with the service provided to students. Recognizing that the University is converting to Degree Works, QCC plans to maximize its investment by adopting Degree Works at the end of the CUNY implementation period.</p> <p data-bbox="802 1008 1346 1187">Based on the experiences of 2004/05, the Office of Academic Affairs, working with the CUE Steering Committee will implement recommended changes to the Bridge to Transfer Program in 2005/06. The College will extend the Bridge to Transfer Program to York College.</p> <p data-bbox="802 1252 1346 1308">The College will explore an AA to BA articulation program in teacher education with York College.</p>	<p data-bbox="1375 120 2032 212">51. In Progress Focus groups among students have continued as conducted in ST100 classes and Basic Skills courses.</p> <p data-bbox="1375 277 2032 334">52. Not Completed The percentage declined slightly to 58%.</p> <p data-bbox="1375 415 2032 472">53. Completed Actual direct admission enrollment for the '05-06 academic year is 2,427.</p> <p data-bbox="1375 537 2032 626">54. TIPPS Not Completed; transfer evaluations have increased speed. QCC requested to be the last College to migrate to Degree Works.</p> <p data-bbox="1375 1032 2032 1154">55. Completed and ongoing A York Bridge to Transfer learning community was started in spring 2006. The Bridge to Transfer committee is continuing to recommend changes for the following year.</p> <p data-bbox="1375 1276 1556 1308">56. Completed</p>

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<p>9. Increase revenues from external sources</p>	<p>Alumni/corporate fundraising (CAE-VSE report)</p>	<p>Alumni-corporate fundraising will increase 10% CUNY-wide.</p>	<p>Increase private support as follows:</p> <ul style="list-style-type: none"> • Current operations by 10%, from \$671,668 to \$738,835. • Art work by 10%, from \$1,185,705 to \$1,304,275. • The total of operational fund raising effort will increase by 10%, from \$1,857,373 to \$2,043,110. <p>Integrate Art Gallery exhibits, HRC exhibits and the Performing Arts formally and informally into the learning process.</p> <p>As State and City funding has been received, advance the capital project for design of the HRC renovation.</p>	<p>57.</p> <ul style="list-style-type: none"> • Surpassed: current operations rose to \$1,193,813 • Not Completed: art work donations totaled \$813,740. Note that the focus of acquisitions has changed from increasing the inventory of artwork assets to acquiring artwork assets that may be sold to generate operating income. • Completed: total operational fundraising will increase to \$2,043,110 before June 30 with the receipt of an anticipated \$35,557. <p>58. Completed</p> <p><u>Art Gallery</u> The Gallery has served 5,233 visitors and conducted 45 minute class tours for the following departments: Art, English, History, MT, Foreign Languages, Nursing. Workshops were conducted for College NOW, Port of Entry and Students with Disabilities. In addition, the Art Gallery conducted workshops for groups of students from 18 high schools. <u>Holocaust Resource Center & Archives</u> More than 200 Queensborough students and 700 students from local high schools and junior high schools have toured the HRC. Additionally, the History, English and Theatre Arts departments used the facility for their classes. 4 students served as interns</p> <p><u>Performing Arts Center</u></p> <ul style="list-style-type: none"> • QPAC has applied for performing arts grants for theatrical teaching workshops available to QCC students and the QCC faculty. • QPAC created an innovative sign-interpreted arts education program and is the only cultural center outside of Manhattan currently offering sign-interpreted performances. • QPAC's Artistic Director has met with department chairs in an effort to have the professional performing arts series serve as an educational resource through learning programs. • QPAC makes available <u>paid</u> backstage internships for QCC students and recent graduates for over 80 events each year. <p>59. Completed Design phase of the renovation has been funded and a design concept has been developed and presented for approval.</p>

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10. Improve productivity, service to students, and environmental health and safety.	Contract and grant awards (RF Report)	Contract/grant awards will rise 10% CUNY-wide.	Increase the total of grants, contracts, and awards administered by the RF by 10%, from \$2,711,348 (preliminary) to \$2,982,483.	60. Not Completed Grants, contracts and awards rose to \$2,889,259.
	Indirect cost recovery as ratio of overall grant/contract activity.	Indirect cost recovery ratios will improve CUNY-wide.	Increase foundation grants by 10%, from \$167,767 to \$184,544. Through the Office of Continuing Education and Business Development, begin to position the College as a participant in the workforce development of the Borough of Queens by developing new training contracts.	61. Surpassed The College received \$570,000 in foundation grants (MDRC and Starr) 62. Ongoing Continuing Education contracted with SUNY Albany and Rockefeller College to provide professional training to employees of AFL-CIO.
	Adult and Continuing Education revenues.	Each college will meet agreed upon revenue targets for adult and continuing education.	Increase the indirect cost recovery ratio above 5.5 reported for FY 2005. Increase Auxiliary Enterprises revenues above \$615,000. The College will meet its revenue target for Continuing Education, increasing revenue by 1.5%, from \$1,524,000 (actual) to \$1,546,860.	63. Completed Rose to 6.7%. 64. Completed Rose by at least 9%. 65. Figures to come
	Productivity Targets	Each college will achieve its productivity savings target and apply those funds to student instruction-related activities.	The College will meet its productivity savings target and apply those funds to student instruction-related activities	66. Completed The productivity gains funded two faculty lines and lab upgrades.
	Surveys of student and faculty satisfaction with administrative services.	Student satisfaction with administrative services will rise or remain constant at all CUNY colleges.	Student satisfaction with administrative services, as indicated on the 2006 CUNY Student Experience Survey, will rise or remain constant, at 2.90. Student satisfaction with facilities, as indicated on the 2006 CUNY Student Experience Survey, will rise or remain constant at 2.91.	67. Completed The satisfaction rate rose to 2.99. 68. Completed The satisfaction rate rose to 2.99.
			Offer customer service workshop conducted for and by staff in support services departments.	69. Completed A Customer Service workshop was held on June 16, 2006.

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	<p>Percentage of budget spent on administrative services.</p> <p>Evidence of a financial plan and balanced budget.</p> <p>Percentage of instruction delivered on Fridays, nights and weekends.</p>	<p>Every college will lower or hold constant the percentage of its tax-levy budget spent on administrative services</p> <p>All colleges will have & implement financial plans with balanced budgets.</p> <p>The percentage of instruction delivered on Fridays, nights and weekends will rise CUNY-wide, to better serve students and make fuller use of facilities.</p>	<p>Continue improvements in facilities/services targeting areas on the survey identified as less than satisfactory</p> <p>Improve student access to and satisfaction with on line advisement, registration and financial aid services .</p> <p>Expand support services (Immigration and Port of Entry) available to students at the CUNY Center in Flushing such as tutoring, as well assistance with college admissions and financial aid application processes. Investigate additional opportunities for utilization of the CUNY Center in Flushing.</p> <p>The proportion of the tax levy budget spent on Administrative Services for FY 04 will hold constant, at 26.5.</p> <p>The Campus Facilities Office, with the College Environment Committee will survey current utilization of college facilities and identify priorities for adjustments in space utilization.</p> <p>The College will have and implement its Financial Plan and will end the year in balance.</p> <p>By working with the Campus Facilities Officer, the Coordinator of Services for Students with Disabilities will develop an implementation plan from the ADA/504 Compliance Survey recommendations, such as the installation of electronic door devices, improved signage, and the installation of ADA accessible restroom stalls in selected locations.</p> <p>Increase Friday, evening and weekend and summer sections in order to raise the percentage of FTEs generated by Friday, evening and weekend above 31.5%.</p>	<p>70. Completed and ongoing Student satisfaction with food services, study areas, and buildings and grounds increased substantially between 2004 and 2006, reflecting an upgrade in food services and extensive campus beautification.</p> <p>71. Completed All services are now available on line and have been streamlined for more efficient student use.</p> <p>72. Completed Part-time employees will be hired to work and assist visitors with admissions, financial aid and immigration processing.</p> <p>73. Surpassed The proportion declined to 26.1.</p> <p>74. Ongoing The Facilities Office with the Library Task Force surveyed the facilities and operations of the Library, Testing and instructional/academic support service departments to identify priorities/adjustments in space utilization in the Library and the ISSC buildings.</p> <p>75. Completed</p> <p>76. Ongoing Each year the plan and priorities for ADA accessibility are advanced. This year, ADA compliant desks and chairs were installed in all classrooms, an electronic door opener was installed in the Library first floor entrance doors, and funding was identified for additional ADA parking as well as a ramp between the Library and Administration buildings.</p> <p>77. Completed Percentage rose to 33.1. The College increased summer 2006 offerings slightly.</p>

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	<p>Evidence of a dedicated environmental officer.</p> <p>Evidence of a tracking system designed to ensure continuous environmental health/safety compliance.</p>	<p>All colleges will have a dedicated environmental health & safety officer.</p> <p>All colleges will establish an environmental health & safety tracking system to ensure continuous compliance.</p>	<p>QCC has employed a full-time Environmental Health & Safety Officer for several years, and is in the process of hiring a replacement after a resignation. The College will continue to implement a health and safety program that meets or exceeds CUNY standards.</p> <p>Establish a formal program of record keeping to maintain compliance with EPA audit requirements and findings; included in this program is a chemical inventory management system that meets CUNY standards.</p>	<p>78. Completed An EHSO was appointed and he implemented training programs in Health and Safety for Buildings & Grounds staff and faculty in the sciences.</p> <p>79. Completed Under the EHSO, a formal program of record keeping to maintain EPA compliance continues along with a chemical inventory management system.</p>