

**UNIVERSITY PERFORMANCE GOALS & TARGETS AND QCC'S STRATEGIC PLAN – 7/13/05  
2005-2006**

CUNY Objectives	CUNY Indicators	University Targets 2005-2006	QCC Strategic Plan 2004-05	QCC Strategic Plan 2005-06
<p><b>1. Promote CUNY Flagship programs and strengthen premier campus programs, while ensuring that every college offers a sound general education program.</b></p>	<p>Summary of key hires in flagship/premier areas</p> <p>Recognition/validation from external sources</p> <p>Research award and faculty publication summary</p> <p>Documented efforts to move flagship/premier college programs to the next level.</p>	<p>Outstanding faculty will be recruited to flagship/premier programs</p> <p>CUNY's most prominent programs will draw greater recognition.</p> <p>Faculty research awards/scholarship will increase from 2004-2005 levels</p> <p>New resources will be shifted into flagship/premier programs</p>	<p>Complete the hiring of faculty lines approved under the CCIP and of replacement lines targeted to areas of greatest need. In a continued effort to strengthen the visual and performing arts, liberal arts, the Nursing program, digital art and design program and the dual/joint education program, the 40 CCIP lines, 7 priority lines, and 30 replacement lines were allocated accordingly.</p> <p>In an effort to become a leader in community college pedagogy, Queensborough will launch its fully staffed Center for Excellence in Teaching &amp; Learning and collaborate with faculty at other CUNY campuses on research.</p> <p>Beginning of Fall 2004 semester, conduct the second recognition ceremony and publish the Excellence in Faculty Scholarship brochure.</p> <p>Determine an appropriate mechanism to recognize excellence among the adjunct faculty ranks.</p> <p>Establish a process to review the College's mission in its totality in light of new initiatives such as Gen Ed, the Coordinated Undergraduate Experience (CUE), writing intensive courses, learning communities, Honors program and distance learning.</p> <p>In conjunction with the Office of Academic Affairs, the Faculty Executive Committee will utilize the results of the Oct. 2003 Faculty Meeting to plan the second annual Conference of the College for Fall 2004.</p> <p>Using the information gathered at the Spring 2004 Conference, CETL will conduct a second Conference for Spring 2005.</p> <p>CETL and Institutional Research will coordinate with interested members of the faculty on research projects designed to measure the impact of new curricular and pedagogical initiatives on our retention rate.</p> <p>Utilizing a sub-committee of the College Advisory Planning Committee, review with Institutional Research, data that are necessary to assess institutional effectiveness and guide strategic planning.</p>	<ol style="list-style-type: none"> <li>1. As the undergraduate experience is paramount at an open admissions college, QCC will direct its faculty resources, as they become available, to create integrated teaching and learning experiences that invite students to become partners in intellectual inquiry.</li> <li>2. CETL will lead an effort to coordinate pedagogical research at the College. The results of this effort will be presented in a report to the VP for Academic Affairs and the Academic Senate. CETL will fund five \$500 summer stipends, derived from private funds, to conduct pedagogical research. In cooperation with the Office of Sponsored Programs, seek additional funding to expand the area of pedagogical research.</li> <li>3. The Office of Academic Affairs, working with the department Chairs, will establish mechanisms to better integrate adjunct faculty with the educational goals of the College. Institutional Research will supply data to assess the level of involvement and produce a report to the President.</li> <li>4. As the College has approved a new Mission Statement, resulting from mission review during 2004-05, establish objectives and measures to implement the new Mission Statement.</li> <li>5. CETL, the Office of Academic Affairs and CUE will sponsor a CUNY-wide faculty development conference during Spring 2006, emerging from the CUNY General Education Inquiry project.</li> <li>6. Institutional Research will coordinate with the College community on research projects designed to measure the impact of recent curricular and pedagogical initiatives on QCC's retention rate. A report will be presented to the Academic Senate by May 2006.</li> <li>7. 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.</li> </ol>

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<p>1. <b>Promote CUNY Flagship programs and strengthen premier campus programs, while ensuring that every college offers a sound general education program.</b></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>Begin to implement the recommendations resulting from the General Education inquiry project, as approved by the Academic Senate. Implement the Gen Ed pilot project with Queens College (Bridge to Transfer). Using the findings of the Gen Ed inquiry project, the following initiatives will be supported through CUE: <i>ePortfolios</i>, <i>“Teachers that Care,”</i> <i>General Education and Pre-Professional programs</i>, <i>First Experiences/First Exposure</i>, <i>capstone and cornerstone experiences</i>, <i>General Education objectives and assessment</i>. The Office of Academic Affairs and the CUE steering committee will guide and monitor the progress and effectiveness of all CUE activities.</p> <p>The CETL Advisory Board will report to the Academic Senate on CETL’s outcomes for the second year and goals for the next year.</p> <p>Create a design for a freshmen experience incorporating the outcomes of the general education inquiry so as to establish a community of learners.</p> <p>The Office of Academic Affairs, in conjunction with the Chairs, will establish up to 15 new learning communities, including five Basic Skills/ESL learning communities in Spring 2005. All new freshmen learning communities will be paired with the ST100 course.</p> <p>In consultation with the Academic Senate, make a final determination as to how the College will implement the writing intensive requirement.</p>	<p>8. 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>9. 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>10. 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>11. 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.</p>

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<p>2. <b>Use program reviews and assessment outcome efforts to enhance and update programs, pedagogy and use of technology to improve instruction.</b></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>Begin implementing the new timetable and revised guidelines for academic program reviews. Four A.S. programs to be reviewed: Environmental Health, Health Sciences, Engineering Sciences, and Liberal Arts and Sciences (Mathematics &amp; Science).</p> <p>Implement recommendations emanating from the Middle States Periodic Review Report (expected in October) and from the National League of Nursing review.</p> <p>Support the development of new degree and certificate program proposals, such as Music Therapy, Yoga Instruction, Rehabilitation Engineering Technology, and others.</p> <p>Identify at least three areas appropriate for potential certificate and licensure to be offered through the Office of Continuing Education.</p> <p>Using the course assessment form revised after the 2003-04 pilot course assessment project, write and implement learning outcomes for at least 15 additional courses.</p> <p>In association with the Office of Academic Affairs, CETL will sponsor at least two annual faculty workshops on assessment of student learning.</p> <p>The Office of Academic Affairs, in consultation with the Computer Resources Committee of the Academic Senate, will determine a process for studying the effectiveness of integrating technology into instruction.</p> <p>Complete the project to make digitized reserve and AV materials available for wireless and off-campus accessibility.</p> <p>Explore ways to utilize wireless technology infrastructure.</p>	<p>12. 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>13. The Office of Academic Affairs will implement a new process for review of program proposals to determine feasibility of program.</p> <p>14. Implement the areas identified for certificate and licensure to be offered through the Office of Continuing Education 1. AMMA Therapy; 2. Construction Trades Craft &amp; Apprenticeship Program (both begun); 3. Security Guard Training Program (in progress).</p> <p>15. 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>16. 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>17. Implement the Technology Plan that was developed for 2005/07.</p> <p>18. Continue to increase the number of course sections using Blackboard, above 363.</p>

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<p><b>2. Use program reviews and assessment outcome efforts to enhance and update programs, pedagogy and use of instructional technology.</b></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 2004 CUNY Student Experience Survey, will continue to rise over the next two years, above 1.94.</p> <p>Student satisfaction with access to computer technology, as indicated on the CUNY Student Experience Survey, will continue to rise over the next two years, above 3.03.</p> <p>The percentage of required invitees taking the CUNY Proficiency Exam will rise to 70%, above the 68.7% [recalculated] reported for Fall 2003.</p> <p>The percentage of required test takers passing the CUNY Proficiency Exam will rise above the 88.4% [recalculated] reported for Fall 2003.</p>	<p>19. Frequency of student use of computer technology, as indicated on the 2006 CUNY Student Experience Survey, will rise above 1.94.</p> <p>20. Student satisfaction with access to computer technology, as indicated on the 2006 CUNY Student Experience Survey, will rise above 3.03.</p> <p>21. 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>22. 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><b>3. Increase instruction by full-time faculty.</b></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 &amp; 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>Once ERI faculty and CCIP faculty have been appointed, the % of instruction by full-time faculty should rise by at least 10 percentage points, from 50.2% to 60.2%..</p> <p>In the College's 2003-04 Affirmative Action Plan, specific areas of concern were identified. To date, we have been successful in meeting 53.5% of these goals. Nevertheless, QCC remains among the least diverse of the CUNY colleges in its full time faculty. After consultation with the Academic Senate, the Faculty Executive Committee and the Affirmative Action Committee, the President and the Vice President for Academic Affairs will meet with the Chair of each department identified as being underutilized and institute a plan for the departments to meet the stated goals.</p>	<p>23. 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>24. 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><b>4. Increase</b></p>	<p>Fall to fall retention rates.</p>	<p>Retention rates will rise</p>	<p>Student Activities with the Department of Speech</p>	

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<p><b>retention and graduation rates.</b></p> <p><b>5. Improve post-graduate outcomes</b></p>	<p>Six year AA, AS, BA, BS graduation rates; four-year MA, MS &amp; Certificate graduation rates</p> <p>Pass rates on licensure/certification exams</p> <p>VTEA job placement</p>	<p>incrementally (1percentage point for community colleges).</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</p>	<p>Communication and Theatre Art will create an interactive theater experience around diversity for the College community.</p> <p>Implement expanded academic advisement program as agreed to by the Senate and administration. As part of this program and funded by the CCIP, establish an advisement center which will produce an Academic Plan for each first-time student during the first semester and assign an academic advisor to each freshman.</p> <p>Increase fall to fall retention rate for entering freshmen (full time) above 63.9% [recalculated].</p> <p>Increase fall to fall retention rate for entering full time transfer students above 51.6% [recalculated] The Office of Institutional Research will conduct an analysis of factors contributing to the decline in retention rates of transfer students over the last 3 years. Using this analysis, the Vice President for Student Affairs will institute a plan during Spring 2005 designed to reverse this trend.</p> <p>Establish an endowed scholarship program. Support student research and scholarship activities.</p> <p>Create an endowment to support 30 scholarships per semester at a minimum of \$500 each.</p> <p>Increase six-year graduation rate above 23.4% [recalculated] for 1998 entering freshmen (first-time, full-time) cohort, and to above 29.6% [recalculated] for the 1998 entering full-time transfer students.</p> <p>Improve on the 2003 pass rate on the nursing licensure exam, 86.7%.</p> <p>Improve the job placement rate to 76%, from the</p>	<p>25. 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>26. 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>27. Increase fall to fall retention rate for entering freshmen (full time) by 1percentage point, to 65.1%. Report on retention rates both within and outside CUNY.</p> <p>28. Increase fall to fall retention rate for entering full time transfer students by 1 percentage point, to 54.0%. The College will implement its plan for improving retention rates for transfer students.</p> <p>29. Design a mandatory new student orientation experience for first-time and transfer students, for implementation during the Fall 2006 semester.</p> <p>30. 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>31. 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>32. 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>33. Report on licensure outcomes for graduates of the Massage Therapy program, first exam expected August 2005.</p>

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	rates.	rates will continue at high levels or rise.	74.3% of those responding to the CUNY Perkins graduation and placement surveys of 2001-02 graduates.	34. 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><b>6. Improve college readiness</b></p>	<p>Associate colleges: Enrollment in USIP as % of need; % of USIP students who progress a level; pass rates on skills tests following remediation.</p> <p># of College Now course/workshop participants; course completion and pass rates; retention of students when they enter CUNY; implementation of College Now strategic plan.</p>	<p>The College will draw upon degree and non-degree resources to improve performance on skills tests.</p> <p>Associate colleges will increase the % of non-exempt freshmen in immersion, the % of immersion students who progress a level, and the pass rates on skills tests at end of remediation/ESL sequences.</p> <p>Colleges will meet College Now enrollment targets, and 75% of participants will complete courses/workshops with an A,B, or C or P. C.N. alumni at CUNY will be retained at a higher rate than non-alumni, and all C.N. programs will implement their strategic plans.</p>	<p>Increase the % of students needing basic skills work on application to CUNY who enroll in USIP above 33.8% [recalculated].</p> <p>Increase the percentage of USIP participants whose placement level improved as a result of USIP above the 54.9% reported for 2003 (defined as those passing at least one exit from remediation test). NOTE: new baseline established June 2005, so this percentage does not apply.</p> <p>Increase pass rate on basic skills tests following remediation/ESL sequences above the Fall 2003 rates: Reading – 72.6%; Writing – 43.4%; Math – 52.4%. The College is giving serious attention to this goal. Remedial math courses are being revised; performance expectations are being reviewed by Basic Skills &amp; English; new ESL and mathematics faculty have been hired, and additional academic support services are being provided through CCIP hires and the CUE initiative.</p> <p>Meet College Now enrollment targets and maintain a 70% or better success rate for College Now students. In Fall 2003, 62% of College Now students were female; in Spring 2004, 61% were female. In an effort to increase high school male enrollments in College Now, the College is offering ET710 (web design). College Now's new full time Assistant Director will be charged with assessing instructional methodology in all College Now courses and workshops.</p> <p>Assess the performance of all high school collaboration projects (College Now, Tech Prep, Project Prize, Tech ASCEND) and determine their impact on the College enrollment and retention.</p>	<p>35. Establish a weekend GED program under the auspices of the Office of Continuing Education.</p> <p>36. Increase the % of students needing basic skills work on application to CUNY who enroll in USIP above 36.3%.</p> <p>37. Increase the percentage of USIP participants whose placement level improved as a result of USIP above the 83.1% reported for 2004 (new baseline).</p> <p>38. Increase pass rate on basic skills tests following remediation/ESL sequences above the Fall 2004 rates: Reading 69.3%; Writing 55.9%; Math 61.0%. Evaluate revisions in remedial mathematics, reading and writing courses; outcomes of basic skills learning communities; and outcomes of academic support services targeted for exit from remediation.</p> <p>39. Meet College Now enrollment targets and maintain a 75% or better success rate (A, B, C &amp; P) for College Now students. Evaluate efforts to increase male enrollment in College Now courses.</p> <p>40. College Now will implement the CUNY-wide College Now Strategic Plan.</p> <p>41. The Office of Academic Affairs will report at the Spring Convocation on outcomes of all high school collaboration projects, i.e. College Now, Tech Prep, Project Prize, "Looking Both Ways" and take recommended action.</p> <p>42. As called for in the University's Master Plan, QCC will explore the feasibility of initiatives that will accelerate the preparation of students coming into our college. Among these are: the Early College Experience, the Middle College Experience, and any other initiative of this type.</p> <p>43. 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>

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<p><b>7. Improve quality of student support services</b></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>The Academic Senate committee Chairs will review the results of the QCC Student Survey and make recommendations to the College administration.</p> <p>Student satisfaction with academic support services, as indicated on the CUNY Student Experience Survey, will continue to rise over the next two years, above 2.96 reported in 2004.</p> <p>Student satisfaction with student services, as indicated on the CUNY Student Experience Survey, will rise over the next two years, above 2.76 reported in 2004.</p>	<p>44. 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>45. 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>46. Student satisfaction with student services, as indicated on the CUNY Student Experience Survey, will rise above 2.76, reported in May 2004.</p> <p>47. Begin development of a Student Bill of Rights and Responsibilities.</p>
<p><b>8. Meet enrollment goals and facilitate movement of eligible students from associate to baccalaureate programs.</b></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>Although the University allocation is down by 15%, the College hopes to increase enrollment through direct admits and start the Fall semester with the same enrollment as Fall 2003, 12,470 (with College Now).</p> <p>Determine effectiveness of our advertising on first time enrollees.</p> <p>Determine the effectiveness of the improved website and CD catalogs.</p> <p>Percentage of admitted students who enroll will increase above the 59.3% reported for 2003-04.</p> <p>Increase the number of direct admits (freshmen and transfers; Fall and Spring) still enrolled after the fifth week, above 2,072.</p>	<p>48. 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>49. 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>50. 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 &amp; Staff. Track visits to site and specific areas.</p> <p>51. Extend "focus group" sessions to classes of continuing students in order to identify student perceptions and attitudes about the College.</p> <p>52. Percentage of admitted students who enroll will increase above the 59.7% reported for 2004-05.</p> <p>53. Increase the number of direct admits (freshmen and transfers; Fall and Spring) still enrolled after the fifth week, above 1995.</p>

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<p><b>9. Increase revenues from external sources</b></p>	<p>Demonstrated progress in implementing Degree Works, evaluating courses for TIPPS, establishing/implementing articulation agreements, and completing transfer evaluations in one semester.</p> <p>Evidence that CUNY-wide teacher education articulation agreement is being honored.</p> <p>Alumni/corporate fundraising (CAE-VSE report)</p>	<p>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>All colleges will implement the CUNY AA/AS to BA/BS articulation program in teacher education.</p> <p>Alumni-corporate fundraising will increase 10% CUNY-wide.</p>	<p>To continue facilitating movement between associate and baccalaureate levels, the College will provide data on transfer patterns to academic departments for follow up analysis as part of program review; the new Bridge to Transfer program will facilitate transfers to Queens College.</p> <p>The College will implement the CUNY Community College Teacher Education Transfer Protocol and will work to enhance the existing TIME, a QCC program for mathematics education teachers with Queens College.</p> <p>Increase private support as follows:</p> <ul style="list-style-type: none"> <li>• Current operations by 10%, from \$301,376 to \$331,514;</li> <li>• Art work by 10% from \$1,196,024 to \$1,315,626.</li> <li>• The total of the operational fund raising effort will increase by 10%, from \$1,725,417 [recalculated] to \$1,899,959 [recalculated].</li> <li>• Complete the second phase of the capital campaign of \$4.5M over five years. Increase private support for specific programs such as the Holocaust Center, Port of Entry, Gallery and Scholarships.</li> </ul> <p>Open the new Art Gallery with a major exhibit. Assuming funding for the HRC, begin design of the new facilities.</p>	<p>54. 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>55. 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>56. The College will explore an AA to BA articulation program in teacher education with York College.</p> <p>57. Increase private support as follows:</p> <ul style="list-style-type: none"> <li>• Current operations by 10%, from \$671,668 to \$738,835.</li> <li>• Art work by 10%, from \$1,185,705 to \$1,304,275.</li> <li>• The total of operational fund raising effort will increase by 10%, from \$1,857,373 to \$2,043,110.</li> </ul> <p>58. Integrate Art Gallery exhibits, HRC exhibits and the Performing Arts formally and informally into the learning process.</p> <p>59. As State and City funding has been received, advance the capital project for design of the HRC renovation.</p>
	<p>Contract and grant awards (RF Report)</p>	<p>Contract/grant awards will rise 10% CUNY-wide.</p>	<p>Increase the total of grants, contracts, and awards administered by the RF by 10%, from \$2,630,048 [recalculated] to \$2,893,053 [recalculated].</p> <p>Increase foundation grants by 10%, from \$79,400 to \$87,340.</p>	<p>60. Increase the total of grants, contracts, and awards administered by the RF by 10%, from \$2,711,348 (preliminary) to \$2,982,483.</p> <p>61. Increase foundation grants by 10%, from \$167,767 to \$184,544.</p>

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<p><b>10. Improve productivity, service to students, and environmental health and safety.</b></p>	<p>Indirect cost recovery as ratio of overall grant/contract activity.</p> <p>Adult and Continuing Education revenues.</p> <p>Productivity Targets</p> <p>Surveys of student and faculty satisfaction with administrative services.</p>	<p>Indirect cost recovery ratios will improve CUNY-wide.</p> <p>Each college will meet agreed upon revenue targets for adult and continuing education.</p> <p>Each college will achieve its productivity savings target and apply those funds to student instruction-related activities.</p> <p>Student satisfaction with administrative services will rise or remain constant at all CUNY colleges.</p>	<p>Increase the indirect cost recovery ratio above 5.6 reported for FY2004.</p> <p>Increase Auxiliary Enterprises revenues above \$607,399. Explore ways to find aid for foreign and undocumented students.</p> <p>Implement recommendations regarding the Queens Initiative on productivity and meet the College's assigned productivity target.</p> <p>Student satisfaction with administrative services, as indicated on the CUNY Student Experience Survey, will continue to rise over the next two years, above 2.90 reported in 2004.</p> <p>Student satisfaction with facilities, as indicted on the CUNY Student Experience Survey, will continue to rise over the next two years, above 2.91 reported in 2004.</p> <p>Utilize Web Advisement, Web-Registration and Web-Financial Services as tools to improve service to students.</p> <p>Revise the scope and mission of the Financial Services Office to ensure effective services to students.</p> <p>Implement the on line course scheduler.</p> <p>QCC will use the CUNY OIRA biennial faculty satisfaction survey to be offered in either the Fall of 2004 or Spring 2005 to identify areas for improvement.</p> <p>Evaluate enrollments and services provided to international students and Port of Entry students at the CUNY Center for Higher Education in Flushing.</p>	<p>62. Through the Office of Continuing Education, Arts 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</p> <p>63. Increase the indirect cost recovery ratio above 5.5 reported for FY 2005.</p> <p>64. Increase Auxiliary Enterprises revenues above \$615,000.</p> <p>65. The College will meet its revenue target for Continuing Education, increasing revenue by 1.5%, from \$1,524,000 (actual) to \$1,546,860.</p> <p>66. The College will meet its productivity sayings target and apply those funds to student instruction-related activities</p> <p>67. Student satisfaction with administrative services, as indicated on the 2006 CUNY Student Experience Survey, will rise or remain constant, at 2.90.</p> <p>68. Student satisfaction with facilities, as indicated on the 2006 CUNY Student Experience Survey, will rise or remain constant at 2.91.</p> <p>69. Offer customer service workshop conducted for and by staff in support services departments.</p> <p>70. Continue improvements in facilities/services targeting areas on the survey identified as less than satisfactory</p> <p>71. Improve student access to and satisfaction with on line advisement, registration and financial aid services</p> <p>72. 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</p>

**UNIVERSITY PERFORMANCE GOALS & TARGETS AND QCC'S STRATEGIC PLAN – 7/13/05  
2005-2006**

<b>CUNY Objectives</b>	<b>CUNY Indicators</b>	<b>University Targets 2005-2006</b>	<b>QCC Strategic Plan 2004-05</b>	<b>QCC Strategic Plan 2005-06</b>
	<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>Evidence of a dedicated environmental officer.</p> <p>Evidence of a tracking system designed to ensure continuous environmental health/safety compliance.</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 &amp; 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>All colleges will have a dedicated environmental health &amp; safety officer.</p> <p>All colleges will establish an environmental health &amp; safety tracking system to ensure continuous compliance.</p>	<p>Tax levy budget spent on Administrative Services for FY 04 will decline by 1%, from 27.3 to 26.3.</p> <p>With the input of the College Environment Committee of the Academic Senate, initiate a campus-wide assessment of the use of facilities to improve utilization of offices, classrooms and parking.</p> <p>Review and begin implementation of the recommendations of the ADA/504 Compliance Survey.</p> <p>Review weekend program offerings so as to ensure the ability to complete degree programs. Increase the number of Friday, evening and weekend sections, so FTEs will increase above 34.5% [recalculated].</p> <p>The College will comply with all environmental health and safety audit requirements.</p>	<p>Flushing.</p> <p>73. The proportion of the tax levy budget spent on Administrative Services for FY 04 will hold constant, at 26.5.</p> <p>74. 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><del>75.</del> The College will have and implement its Financial Plan and will end the year in balance.</p> <p>76. 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>77. 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>78. QCC has employed a full-time Environmental Health &amp; 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>79. 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>