Middle States Commission on Higher Education

Periodic Review Report

Presented by:

Queensborough Community College

The City University of New York

June 1, 2014

Chief Executive Officer

Dr. Diane B. Call, President

Commission Action Preceding Report:

Monitoring Report Accepted November 2010

Periodic Review Report Preparation

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Faculty Executive Committee
Institutional Research and Assessment
Academic Department Chairs
College Advisory and Planning Committee
Finance and Administration
Administrative and Technological Support

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Glossary

1. **CAPC** (College Advisory Planning Committee). The CAPC, chaired by the dean for accreditation, assessment, and institutional effectiveness and consisting of faculty, administrative, and student leadership, was constituted in 2009 to "act as the primary planning body" for the college. Its major responsibility each year is to develop the college's strategic plan. The CAPC is also consulted on major policy issues affecting the college.
2. **CETL** (Center for Excellence in Teaching and Learning). CETL is the office on campus responsible for supporting and promoting the study of teaching and learning and the discussion of community college pedagogy and pedagogical research.
3. **CUE** (Coordinated Undergraduate Education). Funded by the university, CUE is an annual funding source for initiatives that CUNY wishes to support at the college level, including remediation efforts and USIP (see below).
4. **CUNY** (City University of New York)
5. **FEC** (Faculty Executive Committee). The principal representative agency of the faculty responsible for the academic status, role, rights, obligations and freedoms of faculty and other matters concerning the welfare of the faculty. The FEC chair and six other committee members are elected by the full faculty.
6. **HIP** (High Impact Practice). HIPs are nationally recognized instructional strategies that are intended to enhance student engagement in course content and to improve student learning outcomes. QCC has adopted the following HIPs as part of the Academies: learning communities, academic service learning, writing-intensive strategies, collaborative assignments and projects, common intellectual experiences, undergraduate research, and diversity/global learning.
7. **PMP** (Performance Management Process). The PMP is the university's framework for linking planning and goal-setting across the university and at each unit and for measuring annual progress toward key goals. The current framework has four goals and nine objectives and multiple indicators for each. The PMP Report is CUNY's annual report on the university's outcomes data, showing results by baccalaureate and community colleges and across the system.
8. **PSC** (Professional Staff Congress). The Professional Staff Congress is the collective bargaining unit of The City University of New York (CUNY) representing the instructional staff (teaching and non-teaching). Except for certain administrative positions that are "exempt," all faculty, higher education officer series, and college laboratory assistants are represented by this bargaining unit.
9. **USIP** (University Summer Immersion Program). Funded by CUE (see above), USIP is a summer immersion and bridge program, mostly for incoming students, to improve college readiness and to accelerate students through remediation.

Middle States Commission on Higher Education

[Most Recent Commission Action]

November 18, 2010:

To accept the monitoring report. To request that the Periodic Review Report, due June 1, 2014, include documentation of the continued implementation of comprehensive, integrated, and sustained processes to assess institutional effectiveness and the achievement of institutional mission and goals (Standard 7).

CHAPTER 1: EXECUTIVE SUMMARY

Overview of the institution

Queensborough Community College (QCC) is a unit of the City University of New York (CUNY). According to New York State Education Law, CUNY is

> Supported as an independent and integrated system of higher education on the assumption that the University will continue to maintain and expand its commitment to academic excellence and to the provision of equal access and opportunity for students, faculty, and staff from all ethnic and racial groups and from both sexes.

The law requires CUNY to "remain responsive to the needs of its urban setting and maintain its close articulation between senior and community college units." CUNY is the nation's largest urban university: 11 senior colleges, 7 community colleges, an honors college, and five graduate and professional schools. There are 270,000 students enrolled in degree credit courses, and more than 200,000 enrolled in adult and continuing education courses. A 17-member Board of Trustees is the governing body of the university. CUNY negotiates the collective bargaining agreements, establishes the overall enrollment and revenue targets, and allocates the tax-levy funds for individual campus operating budgets.

Established in 1958, QCC is committed to open access. The college offers associate degrees and certificate programs that prepare students for careers and for transfer to baccalaureate degree programs. The curriculum provides a rich general education core aimed at enhancing students' critical thinking and decision making skills. Through the Queensborough Academies—Business; Health-related Sciences; Liberal Arts; Science, Technology, Engineering, Mathematics (STEM); and Visual and Performing Arts (VAPA)—the college provides students an integrated undergraduate experience. Faculty in the Academies coordinate and arrange co-curricular activities and events to supplement the classroom experience. Students are advised through a caseload system, with advisers in each academy assigned a caseload of students. QCC also functions as a community resource serving the educational, professional, and cultural needs of the general community, including continuing education, on-and off-campus learning centers, and cultural and recreational events. The college plays a leadership role in providing access to the arts and culture, including a state-of-the-art Art Gallery, the Kupferberg Holocaust Resource Center and Archives, and the Queensborough Performing Arts Center.

A brief profile of the student population and the faculty follows:

- QCC is an open-admissions campus. Sixty-nine percent of fall 2012 freshmen were required to take remedial math, 25% to take remedial writing, and close to 21% to take remedial reading. In 2011-12, about 50% of all degree students received Pell grants.
- QCC is one of the most diverse colleges in the nation. Students come from 139 countries and speak 87 different languages. Close to 30% of the students are born outside the USA. The majority of students live in Queens; 38% report speaking a language other than English at home; 28% of all degree students are Hispanic, 25% are Asian or Pacific Islander, 25% are Black, and 22% are White.
- In fall 2012, the average age of first-time freshmen was 19.5, 23.2 for all associate's degree seeking students. Among first-time freshmen, male and female students are represented equally. The fall 2012 student enrollment, reflecting a significant enrollment growth over the

years, especially since the economic downturn of 2008, was 15,711 students; 66% of the degree and certificate seeking students were enrolled full time.

- Enrollment in transfer degree programs increased from 7,504 in fall 2007 to 11,384 in fall 2012. The Liberal Arts & Sciences (A.A.) program is by far the largest, with 5,167 students enrolled in fall 2012. The Business Administration program (A.S.), the second largest program, had a total of 1,644 students in fall 2012. The fastest growing transfer degree programs are Criminal Justice, Health Sciences, Engineering Science, and Liberal Arts and Sciences, Math and Science concentration. Over the past five years, enrollment in career degree programs has declined with the exception of several STEM programs like Computer Engineering Technology, Mechanical Engineering Technology, and Internet Technology.
- The six-year graduation rate for the Fall 2006 cohort is 25.3%. With an additional 8.7 % that graduated elsewhere in CUNY or outside CUNY, the overall six-year graduation rate is 34%. QCC students transfer to CUNY senior colleges like Queens College and Baruch College and to non-CUNY colleges like SUNY Stony Brook, Adelphi, Cornell, NYU, and St. John's.
- Fifty-five percent of full-time faculty have earned doctoral degrees. Another 19% have terminal degrees in such fields as nursing, engineering, and the performing and fine arts. By fall 2012, QCC increased the number of full-time faculty to 384, the largest number of full-time faculty in the past seven years. For the first time, females are equally represented among full-time faculty with the rank of professor in fall 2012 (33 out of 67 professors were female in fall 2012). The full-time equivalent (FTE) students to one full-time faculty ratio has gone down in fall 2012 to 29.6 FTE students per faculty due to an increase in faculty hiring and a slight decline in student FTEs.
- The number of higher education officers (administrative personnel) has also increased in the past seven years, from 92 in fall 2006 to 140 in fall 2012; 63% were female in fall 2012.

Major Institutional Changes and Developments

Since the monitoring report, submitted in October 2010, QCC has undergone two major challenges, one an integral and extensive part of its strategic plan since 2009, the Academies model, and one a considerable and far-reaching initiative of CUNY, implemented in fall 2013, the Pathways common core. The evolution of the Academies model reflects a campus-wide commitment to improving student outcomes. The Academy model has become the centerpiece of the institution. The Pathways initiative, established by the CUNY Board of Trustees, is a 30-credit general education curriculum whose learning outcomes are common and transferable across CUNY. As part of the curricular reform, QCC revised every degree program, some considerably, to conform to this framework, requiring effort by department faculty and review by the college's curriculum committee and Academic Senate. This was a year-long, all-consuming effort through 2012-2013.

To support curricular changes and accommodate new faculty hires, the college undertook a long-planned analysis of facilities utilization and succeeded in reclaiming and re-purposing over 17,000 square feet of space, creating new classrooms and new faculty offices. The college also identified improvements in class scheduling practices and introduced a new standardized schedule in fall 2013.

At the same time and in response to the charge from the Middle States Commission from its most recent decision, QCC has sought to implement comprehensive, integrated, and sustained assessment processes. Efforts have included a sustained program review process and assessment of student learning at the general education level through course assessment. These efforts require extensive faculty and technological support. To meet this need, the Office of Academic Affairs has instituted a New Faculty

Institute and Assessment Institute and hired a learning outcomes assessment manager to support faculty and departmental efforts.

In spring 2014, the administration established a new division on strategic planning, assessment, and institutional effectiveness. The administrative staff includes a vice president, dean, learning outcomes assessment manager, and the Institutional Research and Assessment staff. This office will lead the effort on planning and assessment and provide administrative support to efforts previously under academic affairs.

Institutional commitment continues to grow for assessment efforts. At the time of the monitoring report, the Academic Senate established a standing committee on assessment and institutional effectiveness, which has reviewed teaching and non-teaching reports and course assessments and provided comment to the Senate in its annual report. The committee has worked closely with Academic Affairs and the new division to support assessment efforts. It was, in fact, the committee that recommended the establishment of an assessment institute.

Periodic Review Report

Preparation of the Report

Formed in 2012, a Periodic Review Report (PRR) committee has led and coordinated the preparation of the periodic review report. The committee has met and requested input from faculty and administrative groups, vice presidents and deans, department chairs, governance groups, program and project directors, and other faculty, administrators, and students.

An initial draft was reviewed and modified based on feedback from the president's cabinet. Following this, a comprehensive document was distributed to the campus community for comment and suggestions. The PRR committee hosted focus groups meetings, open hearings, and other discussion venues to elicit comment and suggestions from across campus. A website with the report and other supporting documents was available to the entire campus community to enable input: faculty and staff could access the website and respond to a Survey Monkey, with focused questions to help organize the responses for the steering committee. All comments and suggestions were considered in the preparation of a final document, which was reviewed once again by the president's cabinet before submission to the Middle States Commission.

Abstracts

Chapter 2 reports developments since the monitoring report, submitted in 2010, providing details about the institution's follow-up to the self-study's recommendations and those of the evaluator team. Highlights include the development of a new Academy Assessment Protocol for an expanded Academy model; an eLearning Institute for faculty to develop online modalities; an expanded faculty development program that includes an Assessment Institute, which was recommended by the Senate Committee on Assessment and Institutional Effectiveness; a Retention Management Team that takes the lead on identifying areas of policy, procedure, or student experience that may be modified to improve student persistence and success; pedagogical research grants for faculty doing interdisciplinary work on pedagogical interventions; and a completely revamped and expanded assessment website incorporating the material from the Assessment Handbook, which was developed at the time of the monitoring report.

Chapter 3 reports the accomplishments of the institution since 2010 and the challenges and opportunities that the institution has faced and will face, not including issues pertaining specifically to assessment, which are addressed separately in chapter 5. The major accomplishment of the institution over the past four years is the transition from the Freshman Academies, which were featured in the self-study and monitoring report, to the Queensborough Academies, and the development of a new Academy Assessment Protocol. Challenges highlighted include the Pathways initiative and the revision of every degree program at the college; remediation courses and programs offered both at the pre-collegiate level and in developmental courses in Academic Literacy and in Mathematics and Computer Science; enrollment management and the balance between meeting targets and maintaining overall quality of student experience; and optimization of space utilization, which has involved re-purposing space and modifying class scheduling. Opportunities highlighted include infrastructural changes to strengthen assessment and planning efforts and faculty recruitment, hiring, and retaining efforts at the college.

Chapter 4 reports enrollment trends and projections, financial trends and projections, operating budget and sources of revenues and revenue trends, budget allocation by CUNY, expenditures and projections, and capital projects.

Chapter 5 reports on the college's efforts supporting continued implementation of comprehensive, integrated, and sustained processes to assess institutional effectiveness and the achievement of mission and goals. The chapter includes sections on 1) Culture of Assessment, which traces the campus development of a culture of collaboration in support of assessment, articulated in the monitoring report; 2) Institutional Assessment, which documents the strategic planning process at work and features the assessment of the effectiveness of the Academies and the new Academies Assessment Protocol; 3) General Education, with examples of assessment outcomes; 4) Academic Program Review, with the schedule by which reviews have been conducted and some sample outcomes; 5) Year-end Reports from teaching and non-teaching departments; and 6) Course Assessment, with some sample outcomes and actions taken.

Chapter 6 reports on the ways in which university and institutional planning is linked to the budget allocation process. The chapter includes the CUNY budgeting process, the college's planning and budgeting process, the calendar by which the college plans and implements resource allocations, and examples of planning linked to budget allocation.

Appendices follow the report, beginning with a table of contents for the complete set of appendices.

CHE MSA **Middle States Commission on Higher Education**
3624 Market Street, Philadelphia, PA 19104-2680
Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

Certification Statement: Compliance with MSCHE Requirements of Affiliation and Federal Title IV Requirements

Effective October 19, 2012

Queensborough Community College/City University of New York (CUNY)
(Name of Institution)

is seeking *(Check one)*:

___ Initial Accreditation
___ Reaffirmation of Accreditation through Self Study
_X_ Reaffirmation of Accreditation through Periodic Review

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation and federal requirements relating to Title IV program participation, including the following relevant requirements under the Higher Education Opportunity Act of 2008:

- Distance education and correspondence education (student identity verification)
- Transfer of credit
- Assignment of credit hours
- Title IV cohort default rate

This signed certification statement must be attached to the executive summary of the institution's self-study or periodic review report.

The undersigned hereby certify that the institution meets all established Requirements of Affiliation of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation as detailed on this certification statement. If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

___ Exceptions are noted in the attached memorandum *(Check if applicable)*

(Chief Executive Officer) 5/30/14 (Date)

(Chair, Board of Trustees or Directors) 5/30/14 (Date)

CHAPTER 2: RESPONSE TO RECOMMENDATIONS

The purpose of this chapter is to provide an update on efforts to address recommendations for improvement since the self-study in 2009 and the monitoring report in 2010. The chapter is organized according to the grouping of standards from the self-study report and the corresponding recommendations for those grouped standards, both from the Middle States evaluation team (T) and from the self-study (S).

STANDARDS 1 and 6: MISSION, GOALS, and INTEGRITY

T1: Establish a clear link between mission and assessment of institutional effectiveness.

The strategic planning completion reports connect outcomes to strategic objectives and mission goals. (See Appendix C for the last three years of completion reports.) A table has subsequently been developed that reflects the link more comprehensively. (See Appendix A.)

S1: Develop a Comprehensive Planning Document comprising mission, long-term goals, strategic plan, and an academic plan.

Although the college has not recently published a separate academic plan, the Academies model reflects a major planning and implementation effort combining pedagogy, advisement, and technology system-wide, from the Freshman Academies that were described in the self-study and monitoring report to the Queensborough Academies, a campus-wide scaled-up version. (See chapter 3 for a more detailed description of the Academies.) In addition, the strategic planning document that is prepared every year includes three-year long-term goals and strategic objectives for the coming year aligned with CUNY goals and targets and the institution's own mission goals. These strategic objectives include targeted development and assessment of academic programs, assessment of student learning outcomes, review of student progress through remediation, expansion of student support services, review of academic policies, and faculty development in support of effective pedagogical practices. The format and design of the strategic planning document is framed by CUNY's Performance Management Plan (PMP) and the nine objectives established by the university. (See Appendix B for the last three years of strategic plans.)

STANDARDS 2 and 3: PLANNING, RESOURCE ALLOCATION, and INSTITUTIONAL RENEWAL; INSTITUTIONAL RESOURCES

S2: Invest in a comprehensive Facilities Master Plan provided by an external agency.

While it was ultimately determined in 2009 that a Facilities Master Plan was not fiscally expedient for the institution's financial resources, the college did proceed with an internal plan through the Office of Finance and Administration to optimize space utilization on campus. (See chapter 3.)

S3: Increase technological support services for instruction.

Among other support services for instructional technology, including a year-long faculty development schedule, the Academic Computing Center, in conjunction with faculty mentors, offers an annual eLearning Institute, through which over 70 faculty members have been trained in online modalities since its inception in 2010. Through Tech Fee funding (student fees), the college also expands and upgrades its instructional technology infrastructure every year—including the annual addition of 10 classrooms with

advanced-technology podiums, an upgrade of wiring, network and wireless infrastructure, and the introduction of virtual computer laboratories—and replaces computers in laboratories on a four-year cycle.

STANDARDS 4 and 5: LEADERSHIP and GOVERNANCE; ADMINISTRATION

S4: Include committee membership representation on the Academic Senate from all classifications—faculty, administration, and staff—to ensure wider scope of information and perspective.

The Academic Senate approved a change to the bylaws in 2010 to include representation of higher education officers (HEOs) in the Academic Senate. At this time, faculty, administration, and staff are represented at the Senate.

S5: Improve the dissemination of information on new and ongoing initiatives; provide avenues of inclusion for all constituents on campus; clarify organizational charts to facilitate understanding of the institution's organization.

The hire of an executive director of communications and marketing in 2012 was an organizational change that provided added institutional support to promotional efforts and wider use of the college website to convey information to campus constituencies. All webpages have been updated to provide greater consistency of look and accuracy and clarity of information presented. Recent efforts have included a complete revamping of the "programs of study" webpage to incorporate the Academy structure and to make the site as student-friendly as possible. Updated organizational charts for all divisions of the college are posted to the website.

To help faculty new to the college, a program of New Faculty Orientation, New Faculty Institute, and Mentoring Program introduces faculty to college priorities, policies and procedures; instructional practices; classroom technologies; assessment practices; and governance.

STANDARDS 8 and 9: STUDENT ADMISSIONS, RETENTION and STUDENT SUPPORT SERVICES

The college had no recommendations for standards 8 and 9.

STANDARD 10: FACULTY

S6: The recruitment and hire of full-time faculty from under-represented groups

In spring 2013, led by the Office of Affirmative Action, a committee of faculty and administrative members established objectives for a new Faculty Diversity Strategic Plan (see Appendix N for the full plan) to improve the recruitment and hire of faculty from under-represented groups, in accordance with guidelines from CUNY's Office of Human Resources Management. The Diversity Plan objectives focus on integrating a core value of diversity at the college.

STANDARDS 11 and 12: EDUCATIONAL OFFERINGS; GENERAL EDUCATION

S7: Expand Information Literacy across the curriculum.

While the college did not organize an information-literacy-across-the-curriculum program, an emerging technologies librarian was hired in fall 2012 to collaborate with faculty on ways to use technology and Library resources more effectively in their courses. In spring 2013, an Embedded Librarian Program was

introduced, and faculty from a number of academic disciplines have incorporated an embedded librarian into course curriculum.

S8: Investigate reasons for early student transfer before graduation.

The Retention Management Team, led by the vice president for Strategic Planning, Assessment, and Institutional Effectiveness, investigates the undergraduate experience and inhibitors to student progress and success and provides proactive solutions for improving outcomes. Recommendations from this past academic year that have been implemented by the college include condensing the probationary period for students to limit the amount of financial aid used up before dismissal, offering student-success workshops for all students placed on probation, and tightening readmission standards.

S9: Design and study the impact of Writing Intensive (WI) courses on student learning.

In 2011-2012 and 2012-2013, the WID/WAC program (Writing in the Disciplines/Writing Across the Curriculum) conducted an assessment of student writing in WI courses. In an analysis of pre-test and post-test scores for the classes in the study, 54% of students exhibited improvement on post- over pre-test scores; overall, 32% of students improved scores by at least 10%. As part of the Academies Assessment Protocol (see chapter 3), outcomes specific to high impact practices, including WI, have been developed and will be assessed by faculty according to rubrics the faculty have developed. A pilot assessment has occurred in spring 2014.

S10: Increase the identification and recruitment of students into the Honors Program.

The Honors Program continues to thrive at the college. During 2013-14, the honors committee revised procedures to ensure consistency and higher quality both in honors contract requirements and in acceptance to present at the Honors Conference showcasing student work every spring.

S11: Incorporate the Campus Writing Center more intrinsically in WI faculty development.

Whereas WI faculty development has remained exclusively a faculty enterprise, the Campus Writing Center has expanded its support of students in WI classes. Through in-center class visits, tutors work with groups of students to introduce them to the services the center offers and to work on their writing, helping to demystify the tutoring experience for students and to make them feel more comfortable about using the center. Faculty and student responses have been very positive.

S12: Prioritize efforts to incorporate mathematics, science, and speech concepts and methods across the curriculum.

As with information literacy, the college has not organized programs to incorporate mathematics, science, and speech concepts and methods across the curriculum and has concentrated its efforts on the development and implementation of the Academies. It is notable, however, that the annual college-funded Pedagogical Research Challenge Grants administered through CETL (see Appendix E) have funded interdisciplinary groups of faculty actively pursuing this work. Examples of recently funded proposals include: “The Impact of Mathematics Facilitation in Physics Courses,” “Developing Interdisciplinary Instruments for Critical Reflection,” and “A Co-teaching Interdisciplinary Approach to Student Learning: Enhancing Conceptual Understanding of Physics via Summarizing Strategies.”

STANDARD 13: RELATED EDUCATIONAL ACTIVITIES

S13: Formalize a process to review all certificate programs and establish a connection with local business and industry to ensure relevance of offerings. Explore articulating non-credit courses with appropriate credit certificate programs to allow more students to benefit from a continuum of education.

Continuing Education reviews certificate programs annually to determine continued relevance and viability. Labor market information and direct input from business advisors are reviewed, as well as financial results and enrollments, and a decision is made in the spring about fall program changes. As a result of this process, the Interior Design certificate program was discontinued. Continuing Education is currently exploring a one-credit articulation for the Electronic Healthcare Records course with the three-credit Healthcare Information Management course.

S14: Emphasize opportunities for students in experiential learning from internships and cooperative learning to service learning.

The area of the most growth is in Academic Service Learning, one of the high impact practices (HIPs) in the Academies. Since 2012, faculty participation has increased from 45 to 72, 45 course sections to over 100, and 638 to 1,700 students. Student participation in cooperative education and/or internship experiences has also increased, with 323 students involved during 2012-13.

S15: Establish academic standards for curriculum and faculty that can be measured and assessed. Apply operational and financial measurements and reduce operational expenses for non-credit offerings.

All new industry-certified programs are required to be assessed and approved by the certifying agency. Faculty are required to create syllabuses for each course that include, among other items, learning outcomes, schedules of programming, and grading standards. Students evaluate the course, faculty teaching, and the facility and services. All new professional and workforce faculty and remedial and k-12 faculty are observed in their first semester of teaching.

Each semester, program managers conduct a profitability analysis reflecting all income and expenses, including departmental overhead, for each program. The report is calculated by course and by cluster (type of programming). Based on results and analysis, Continuing Education identifies and tracks non-profitable courses and programs. On a monthly basis, all expenses are compared to the budget projections to ensure break-even, and adjustments are made as needed.

S16: Implement recommendations of the Distance Education Committee that include choosing the adoption of a current program, developing the program and allocating funding for the program. Consider training and mentoring for distance education that link to reappointment, promotion, and tenure.

Rather than on a program, the college has focused its efforts on faculty development. The most sustained and effective initiative over the past few years has been the eLearning Institute, sponsored by Academic Affairs and coordinated by the director of the Academic Computing Center. A team of faculty mentors, working with the director, provides workshops for interested faculty in the use of online instructional modalities, whether for web-enhanced, hybrid, or fully online courses. Faculty members

receive a stipend for their participation in the institute and development of a restructured course; mentors provide guidance and final approval for course implementation. Since its inception in 2010, over 70 faculty have "graduated" from the institute. Faculty participation in the eLearning Program is reported in annual evaluations and is recognized as a valuable contribution to pedagogical development.

S17: Assess the need for new and existing distance education courses, expand offerings in Continuing Education and Workforce Development, and develop innovative ways to enhance face-to-face courses using distance learning technologies.

A total of 75 fully online course sections and 269 partially online (hybrid) course sections were offered (and ran) between spring 2011 and spring 2013. Enrollment trends show a decline in fully online course sections and an increase in partially online (hybrid) course sections during this period. This trend is consistent with a higher student drop rate in fully online as compared to partially online course sections. Based on these outcomes, the college has focused its efforts on supporting faculty to adopt a hybrid or web-enhanced model.

STANDARDS 7 and 14: INSTITUTIONAL ASSESSMENT; ASSESSMENT of STUDENT LEARNING

T2: Include in annual department reports convincing evidence of course-embedded assessment.

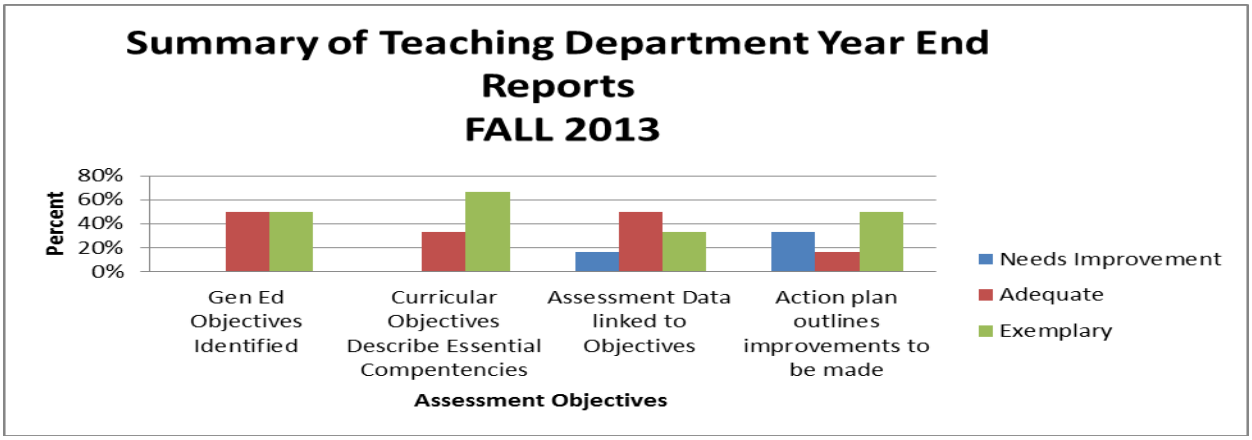
Teaching department year-end reports were revised to include course assessment plans, outcomes and findings, and recommendations. (See Appendix D for example year-end reports.)

T3: Create a central repository for assessment data.

The college's Assessment website (http://www.qcc.cuny.edu/assessment/index.html) was redesigned in fall 2013 to centralize all assessment information, including strategic planning and completion report documents, teaching and non-teaching department year-end reports, academic program reviews, and course assessment reports, among other resources. This website also links to the Institutional Research website, which has program dashboards, the annual fact book, and other resources for faculty and administrators seeking institutional data.

T4: Assure that the assessment process is monitored and reviewed for effectiveness.

The Academic Senate Committee on Assessment and Institutional Effectiveness, which was instituted at the time of the monitoring report, conducts an annual review of campus-wide assessment efforts and provides recommendations for improvement in its annual report to the Academic Senate. (See Appendix M for three years of reports.) Below is an example of the kind of annual review the committee conducts—a summary report on the quality of year-end reports for teaching departments:



Perhaps the most significant recommendation of the committee was to develop an assessment institute on the model of the WI certification institute, in which faculty members receive compensation to participate in workshops to help them to incorporate the pedagogy into their course curriculum. The resulting Assessment Institute runs over four successive Friday afternoons during the semester and covers all levels of assessment, with particular emphasis on course assessment. Faculty participants produce a plan and then the actual course assessment report following the institute. The institute ran in spring 2013, fall 2013, and spring 2014, with a total of 62 participants, and will continue to be offered as a way of promoting a culture of collaboration in support of assessment efforts. (See Appendix L for sample reports.)

T5: Utilize an appropriate departmental annual report to report on follow-up assessment of actions appearing in the assessment component of Program Review reports.

Section 2b of the teaching department year-end report allows for reporting out on the follow-up to action plan items from program reviews. (See Appendix D for sample year-end reports.)

T6: Create a conceptual framework for assessment describing the relationship between assessments at all levels.

The Assessment Handbook that was developed in conjunction with the monitoring report in 2010 included a section on the conceptual framework for all assessment levels at the college. Additional sections of the handbook delineated assessment in the academic departments versus assessment in the administrative departments, as well as the intersection of the two. The handbook has been posted to the website ever since its development. Most of the elements of the handbook have now been incorporated into more interactive webpages on the Assessment website, and greater interactivity will continue to be developed on these self-tutorial sites.

T7: Establish clear links between goals selected for assessment at the course, department, and program levels.

Matrices linking program outcomes and major courses have been developed for all curricula at the college and are posted on the website. The matrices indicate which program outcome(s) each course must address in its course assessment. (See Appendices H-3 and H-4 for two examples.)

T8: Establish and implement a schedule of course assessment.

At the time of the monitoring report, the college added a course assessment schedule to the program review schedule. This added column indicates the courses and timing of assessment arranged according to courses in support of individual programs. (See Appendix I-2.)

T9: Establish criteria for selection of courses to be assessed.

As indicated above, a course assessment schedule is embedded in the program review schedule. The courses listed are the general education courses required by each program but are offered by departments external to the department(s) conducting the program review. In addition, curriculum maps for each program, which are currently under review, link courses required for the major to program outcomes and provide a guide for regularly assessing those courses.

T10: Ensure that all departments, teaching and non-teaching, are participating in assessment of student learning, including assessment of distance learning.

To ensure that all departments participate in assessment efforts, including assessment of student learning, the teaching and non-teaching year-end reports include sections that require annual reporting and planning specific to assessment. Year-end reports are reviewed by the appropriate divisional head before posting to the website. In addition to this review, the Senate Committee on Assessment and Institutional Effectiveness reviews selected reports each year, covering all areas, teaching and non-teaching, within five years. (See T4 above for an example of the kind of review conducted by the committee.)

The Assessment Institute, inaugurated in spring 2013 at the recommendation of the Senate Assessment Committee, is cultivating an expanding cohort of faculty knowledgeable about assessment and equipped to provide support to assessment efforts in the academic departments.

S18: Develop Academy Assessment protocols appropriate to each discipline.

With the restructuring of the Academies, a new assessment protocol was designed to assess the effectiveness of the Academy model, and a system called Starfish has been implemented to support the interaction of faculty and Academy advisers with students. The new protocol includes expanded survey instruments to assess student engagement with academic and support services and with high impact instructional practices and collects data on retention and graduation rates and other student indicators. In addition, with the support of CETL, which was reorganized under new leadership in fall 2012, high impact practices are being assessed according to student learning outcomes developed by faculty for specific high impact practices. High impact practices, which are not discipline-specific, lend themselves to assessment across the curriculum. (See Chapter 3 for more information on high impact practices.)

S19: Use college-wide forums to explore the assessment of teaching and learning and the effectiveness of college services in support of instruction.

The Welcome-back at the beginning of the academic year and the College Convocation at the beginning of the spring semester each year feature presentations by faculty and administrators on assessment initiatives and outcomes to be discussed in a campus-wide forum. Topics have included use of instructional technology to enhance pedagogy, use of high impact practices and student learning outcomes, and Academy Assessment Protocol outcomes.

S20: Establish a comprehensive assessment website to provide a database for assessment reports and a clearly defined explanation of the assessment processes on campus.

The Assessment website and the Assessment Handbook developed in 2010 have been incorporated into a website for the new division of Strategic Planning, Assessment, and Institutional Effectiveness (http://www.qcc.cuny.edu/assessment/index.html). The website includes resources for conducting different kinds of assessment, archives of academic program review reports and assessment reports, and a self-tutorial section to help faculty and administrators to understand assessment processes at each level of the institution.

CHAPTER 3: CHALLENGES and OPPORTUNITIES

Beginning with the principal accomplishment of the past four years, the implementation and refinement of the Academy model, this chapter features the most significant challenges that the institution has had to address over the past four years and opportunities that the institution has taken advantage of since the monitoring report.

Queensborough Academies

The Queensborough Academies have been a major institutional effort and represent the most significant accomplishment of the college in recent years. The evolution of the Academies model reflects a campus-wide commitment to improving student outcomes.

At the time of the monitoring report, the college was implementing the Freshman Academies, a holistic undergraduate experience for all first-time, full-time students through their first 30 credits. Based on the student outcomes from the first three years, which were very promising, and a comprehensive review of the Freshman Academies by faculty and administrators in 2012-2013, the Freshman Academies became the Queensborough Academies, an integrated undergraduate experience for all students for their entire associate-level college career. The original assessment protocol was revised and expanded, undergoing IRB approval where appropriate and assessing for a wide array of outcomes. (For the original protocol and the later, expanded version, see Appendix G.) The college has contracted with an integrated planning and advising system called Starfish that provides an "early alert" feature and coordinates and enhances the interaction of faculty, Academy advisers, and learning center staff in the service of supporting student persistence and success.

Outcomes have been promising and broad in impact. Student retention is improving: the one-year retention rate of the fall 2006 incoming student cohort, 65.8%, increased to 71.4% for the fall 2009 incoming cohort. Graduation rates are also increasing: the fall 2006 cohort graduation rate, 12.8%, increased to 18.5% for the fall 2009 cohort.

High impact practices (HIPs) have been expanded from five to seven strategies, including: learning communities, academic service learning, writing-intensive strategies, collaborative assignments and projects, common intellectual experiences, undergraduate research, and diversity/global learning. These instructional strategies have been shown to improve student engagement and to foster deeper learning. Student pass rates have improved in courses that integrate one or more HIPs. As shown below, aggregating five semesters of Psychology courses, pass rates are higher when one or more HIPs are incorporated into course curriculum.

Pass Rates in Psychology (SS 510) Aggregated Over Five-Semesters, by High Impact (HI) Activity, Multiple HI Activities, and Sections Without HI

SS 510	No HI	WI	LC	SWIG/EP*	1HI	2HI	3HI†	Any HI
N Completed	6,485	667	320	75	538	171	91	800
SS 510 Pass Rate	58.0%	70.5%	68.1%	80.0%	66.9%	69.0%	78.0%	68.6%

* SWIG is considered as 2 HI. All SWIG classes included E-Portfolio. WI = Writing Intensive, LC = Learning Community, EP = ePortfolio.

† This category includes some sections with four high impacts

The data show a 58% pass rate (C or better) for Psychology based on 6,485 students who completed the course with no HIP as compared with a 68.6% pass rate for the same course based on 800 students who completed the course with any HIP. This is representative of the kind of impact seen in other courses.

In response to the Academy restructuring and website analytics that indicated rather haphazard navigation by visitors, a completely revamped Academics webpage was created in 2013 that combines Academies, programs of study, transfer agreements, and career opportunities. Students can navigate to their program of study, view common core, major, and elective requirements, and check to see what transfer agreements and career opportunities apply to that program. The functionality includes a mapping feature to show where articulating colleges are located.

The entire campus has been impacted. Faculty and staff have presented at conferences across the nation on the Academies, and representatives from a number of colleges across the country have visited the campus to learn about the Academies. The effort has been monumental, requiring extensive collaboration between Academic and Student Affairs, between faculty and Academy advisers, and with Information Technology and administrative staff. It has engaged faculty in greater use of high impact practices, galvanizing the efforts of the Center for Excellence in Teaching and Learning (CETL), which supports all faculty development on campus. The administrative staff of advisers has grown.

The Academy model has become the centerpiece of the institution. A key feature of the college's strategic plan has been, and remains, the Academies. The Academy model meets the college's mission goals and connects to Middle States standards. The implementation of the Academy model reflects Middle States standards 1, 2, and 9, and the assessment of the model's effectiveness, built into the model from the beginning, reflects standards 7 and 14. (See chapter 5 on the Academy Assessment Protocol.)

Challenges

Four challenges that the institution has addressed over the past four years are Pathways, remediation, enrollment management, and space utilization. With the exception of Pathways, the others have been continuing challenges for the college.

Pathways Transfer Initiative and General Education

The Pathways Transfer Initiative was mandated for the entire university system by the CUNY Board of Trustees in a resolution passed in June 2011. The roll-out of the initiative has been extremely disruptive across the board—for programs, faculty, administration, and staff. Implementation of this initiative has placed significant stress on shared governance at the College, standard 4, challenging institutional integrity.

Pathways reconfigured the core curriculum into a university-wide *common* core with common learning outcomes to deal with difficulties in student transfer among CUNY campuses and to address the accumulation of excess credits. The challenge to the college was to maintain the rigor of educational offerings and general education as defined in standards 11 and 12. The process for reviewing and approving the new core curriculum used an unprecedented system of extra-campus committees—faculty from across CUNY, rather than campus-specific committees—following guidelines approved by

the CUNY central office. In short, traditional faculty control of decisions on curriculum at each of the CUNY campuses was, in the view of faculty, not followed in this process.

Following the directive of the CUNY Chancellery, QCC did as well as could be expected in maintaining shared governance (in fact, there were institutions within CUNY whose administration reconstituted the curriculum without faculty input). In one case at the college, curricular revision became an opportunity for a complete reconfiguration of the A.A. degree program in Liberal Arts and Sciences: from the elective credits in the original program, a series of concentrations in areas like American studies, gender studies, nutrition, and physical education, among others, was created. The college's half-century-old tradition of shared governance was in good order until the emergence and implementation of the Pathways initiative. Many faculty protested that the curricular changes were restrictions on academic freedom, and the Academic Senate Committee on Academic Freedom issued a letter on this matter. (See Appendix H-5.) Although the committee concluded that the changes originated from CUNY, not from the administration of QCC, and that the administration was given the assignment to apply the policies initiated by the Board of Trustees under problematic claims by the CUNY Chancellery, the Committee maintained that the Pathways process involved restrictions and denials of academic freedom and a severe compromise of shared governance. Through QCC's shared governance procedures, the faculty voiced numerous oppositions to the Pathways initiative. (See Appendix H-1.) The Professional Staff Congress (PSC) filed a lawsuit against CUNY, which the courts recently decided in favor of upholding CUNY's initiative; the PSC plans to appeal. In sum, members of the faculty have expressed grave concern that the 2012-13 experience placed an inordinate strain on leadership and governance (standard 4), faculty (standard 10), and integrity (standard 6).

After very extensive work throughout the 2012-13 academic year, in fall 2013 the college implemented the new Pathways common core and revisions to every A.A., A.S. and A.A.S. degree program. The common core includes the required core, 12 credits of courses in English, Math, and Science with common learning outcomes, and the flexible core, 18 credits of courses in five categories, each category with common learning outcomes. Over 150 courses were submitted for review and approval by a CUNY faculty review group according to the common learning outcomes. The Pathways Common Core curriculum, the first 30 credits of all A.A. and A.S. degree programs, is the new general education curriculum in CUNY; A.A.S. programs have only 20 or so credits from the common core. (See Appendices H-3 and H-4.)

Remediation: Programs and Resources

Remediation (reading, writing, mathematics) has been and remains a challenge for the institution. Over 70 percent of the student population, from New York City Department of Education schools, requires at least one form of remediation, and many students languish in non-credit courses. In 2013, CUNY implemented a new policy that requires students to enroll in remedial courses immediately on entering the college and to persist until they have successfully completed all remedial courses.

In a continuing effort to confront this challenge, QCC is focused on pre-collegiate student opportunities, immersion experiences, and innovative remedial practices to improve the pass rates and reduce repeat enrollment in remedial courses (standard 13). These efforts occur at the department level—Academic Literacy (reading and writing) and Mathematics and Computer Science (remedial mathematics)—and in Continuing Education. A Remediation Group, led by the vice president for Strategic Planning, Assessment, and Institutional Effectiveness, continues to review initiatives across campus to identify innovative and successful programs for scaling up.

After review of students with multiple failures of upper-level remedial courses, the Academic Literacy department instituted a new requirement in upper-level remedial courses limiting students to two attempts, after which students are required to take a workshop. The workshop is intended to offer content in new ways and to save students from endlessly repeating courses and from using up financial aid.

The Mathematics Learning Center has taken a number of initiatives and offers a variety of approaches, reaching students through one-on-one and group tutoring. During spring 2014, it expanded its website to include more tutorial modules for exit-from-remediation testing. In fall 2013, the Mathematics Learning Center instituted a plan to incorporate into approximately 110 sections of Elementary Algebra a one-hour workshop given by the center's staff to address problem-solving strategies. Assessment data is being compiled based on two measures: outcomes on the new CUNY Exit Exam for Elementary Algebra and a review of passing rates for the course. The center has also developed, on the CUNY website for incoming freshmen, online practice exercises and video instruction to help students prepare for placement testing.

Through CUNY's Coordinated Undergraduate Education (CUE) program, which funds the University Summer Immersion Program (USIP), students (mostly incoming) are encouraged to take up to two remedial courses in July. Since many students exit from remediation during the summer, the university goal for USIP is to expand participation at the colleges by at least 10 percent.

In the past few years, the Continuing Education office has taken a more prominent role in pre-collegiate initiatives, including the CUNY Language Immersion Program (CLIP) and CUNYStart, among others. CUNYStart, which began with 50 students and has increased to 150, is an intensive program for students with substantial remedial needs. The program curriculum and pedagogy are rooted in the educational psychology of metacognition, resulting in students mastering how they learn. Cooperating teachers are hired to teach and advise students. The program is open to students for one semester only, after which they take placement tests and enroll at the college. Success rates have been high, with many students passing out of remediation and others advancing to higher level remedial courses.

Enrollment Management

Established in 2004, the Enrollment Management Team monitors and evaluates enrollment trends, new and continuing student advisement/registration, student account payment and cancellation policies, and testing dates. With representatives from Academic Affairs, Student Affairs, and Finance and Administration, the team discusses strategies for increasing enrollment while looking at retention and attrition. Aligned with the college's mission, enrollment management cultivates partnerships with high schools—currently, 40 high schools in the community.

Leadership in this area (standard 8) has been strengthened. In fall 2013, the college established the position of assistant dean for Enrollment Management. The assistant dean chairs the Enrollment Management Team and supervises the Admissions office and Academy advisement. The team works closely with Marketing and Communications in the recruitment of students, reviews enrollment data and trends to meet CUNY and college targets, and provides guidance to academic departments about course section needs. Recently adopted to support the college's enrollment processes, the Hobson's Customer Relations Management (CRM) tool integrates electronic communication from the information applying students provide and then tracks students electronically. The college is now able to send

targeted messages and to reach students at the point where a student may demonstrate interest in a particular major. The student-friendly software invites student participation from recruitment through the admissions.

Managing enrollment is particularly challenging because it is related to managing the budget, as enrollment directly affects revenue. The Enrollment Management Team provides reports regularly to the president and cabinet on recruitment, enrollment, and achievement of targets. (See Chapter 4 on enrollment, projections, and budgets.)

Space Utilization

One of the biggest challenges across campus has been and remains the need for space—classroom and office space—institutional resources (standard 3). Despite the limitations of budget and the unlikelihood of new building on campus for years to come, the college has taken proactive steps to improve space utilization. QCC has made significant efforts to augment both its capacity and scheduling practices. In fall 2009, after experiencing its then highest enrollment, the college embarked on an analytic review of space utilization that eventually helped it to reclaim over 17,000 sq. ft. of space, which resulted in the addition of classroom and office space. In spring 2013, the college implemented a standardized class schedule, with the primary aim of improving student scheduling but also increasing the spread of course offerings throughout the week and on evenings and weekends. The standardization reclaimed an additional 8,000 sq. ft. of space. In addition to classroom and office space, there are also space constraints regarding parking. The College has contracted with a design consultant to improve the environmental impact of run-off water from the parking lot, and has asked the consultant to maximize parking space within their design, if possible.

Opportunities

Two areas of opportunity are infrastructure changes and human resources and diversity—the first strengthening the campus's ability to meet the Middle States standards on administration; planning, resource allocation and institutional renewal; and institutional assessment and the second area to meet the standards on faculty.

Infrastructural Changes

In 2013, the college created a new position of provost and senior vice president and a new vice president to lead Strategic Planning, Assessment, and Institutional Effectiveness. With an extensive background in teaching, scholarship, strategic planning, and outcomes assessment, the new provost will work with the other divisions to ensure coherent, integrated, rigorous, and cost-effective instructional programs, with particular collaboration with the vice president for Student Affairs on the implementation and assessment of the effectiveness of the Academies.

To strengthen institutional assessment efforts, the new division of Strategic Planning, Assessment, and Institutional Effectiveness will provide leadership and guidance to all institutional efforts concerning data collection and dissemination, general education assessment, program reviews and accreditations, course assessment, and any other assessments to maintain, improve, and develop curricula or campus initiatives. The division is also leading new initiatives and providing support for the college in developing a culture of collaboration, attention to evidence, and assessment of student learning and institutional effectiveness. In addition to these efforts, the division coordinates and leads the General Education faculty groups, the Retention Management Team, and the Remediation Group, as described below.

General Education faculty groups. In an effort to refocus assessment of the general education student learning outcomes, the vice president for the new division is leading faculty groups who will assess student artifacts from high-enrollment courses with rubrics designed to measure specific general education outcomes.

Retention Management Team. Convened in fall 2013, the Retention Management Team, with representatives from Academic Affairs, Student Affairs, the Senate Admissions Committee, and the Senate Committee on Course and Standing, is charged with analyzing data on student retention and graduation, identifying stumbling blocks, reviewing college policies and procedures to streamline student progress toward completing a degree and successful transfer, and making recommendations for change. Beginning efforts include implementing new standards for readmitting students with low grade-point averages and revising academic probation categories.

Remediation Group. QCC is reviewing and modifying all remediation efforts to expedite student progress through non-credit into credit-bearing courses. The Remediation Group includes representatives of the new division, Academic Affairs, faculty in Academic Literacy, Mathematics and Computer Science, Speech and Theatre (for remedial or ESL courses in reading, writing, mathematics, and speech), and representatives from pre-college programs and learning centers.

Human Resources and Diversity

Recruitment, hiring, and retaining of a diverse faculty remain a challenge, but concerted efforts of Academic Affairs, Human Resources and Labor Relations, and the Affirmative Action Office have had a positive impact as they achieve higher excellence in their practices to support the institution's instructional, research, and service programs to meet standard 10: Faculty. Following the guidelines of the CUNY Office of Human Resources Management, QCC developed a Faculty Diversity Strategic Plan (FDSP) during spring 2013. The objectives of this plan include: strengthening outreach to diverse candidates, retaining faculty and maximizing the likelihood of tenure and promotion, and fostering a welcoming and inclusive environment for all faculty.

The plan seeks to expand the pool of diverse candidates and improve search committee procedures for recruitment and hire. In the 2012-2013, a total of 28 new full-time faculty were hired; 12 were minority and 11 were female. For the first time, females are represented equally among full-time faculty with the rank of professor as of fall 2012 (33 out of 67 professors were female). Over the past seven years, the number of full-time faculty has been increased by over 100 members. The number of full-time faculty increased to 384 in fall 2012 from 288 in 2006. Adjuncts account for over 800 part-time faculty members. Academic Affairs hosts orientation sessions for all full-time faculty and for adjuncts and a New Faculty Institute in January over four days that includes sessions on instructional technology, High Impact Practices and the study of teaching and learning, shared governance, and assessment practices. Academic Affairs also coordinates a Mentoring Program for new faculty in their first year. These recruiting, hiring, and retention efforts contribute to the college's larger goal of promoting a diverse faculty on campus.

CHAPTER 4: ENROLLMENT, FINANCE TRENDS and PROJECTIONS

Enrollment Trends and Projections

QCC has seen significant enrollment growth, especially since the economic downturn of 2008. In fall 2009, QCC experienced an unprecedented 12.8 percent jump in enrollment, which steadily grew until it peaked in fall 2011 at 16,837 students, the highest enrollment in the college's history. Since then, QCC has begun to see the impact of a settling economy. Fall 2012 and 2013 brought the third and second largest fall enrollments, respectively; however, both were down from 2011.

In the most recently completed semester, fall 2013, a total of 16,291 undergraduate students were enrolled in 30 associate degree programs, eight certificate programs, and for-credit programs such as College Now. Transfer degree enrollments, after peaking in fall 2011 at 11,822, have flattened to 11,704 in fall 2013. Career degree program and Certificate program enrollments have also declined from fall 2011 levels. Non-degree enrollment has been increasing, however, to levels seen before the economic downturn. In fall 2013, 66.8 percent of degree and certificate students were full-time, up from 62.8 percent in fall 2011.

As can be seen in the table below, both fall and spring enrollment have remained relatively flat for the last three years, not changing by more than 10 percent from fall 2011 through 2013. Our average enrollment over the period has been 15,664. However, excluding the College Now, Career Pathways/Career Clusters, and 21st Century programs, which enroll high school students in college courses conducted at high schools off-campus, our average on-campus enrollment was 14,201.

Past Enrollment Trends

Term	Total Credit Headcount	Off-Campus Credit Headcount*	On-Campus Credit Headcount
Fall 2010	15,316	1,272	14,044
Fall 2011	16,837	1,313	15,524
Fall 2012	15,711	1,230	14,481
Fall 2013 (Current FY)	16,291	1,496	14,795

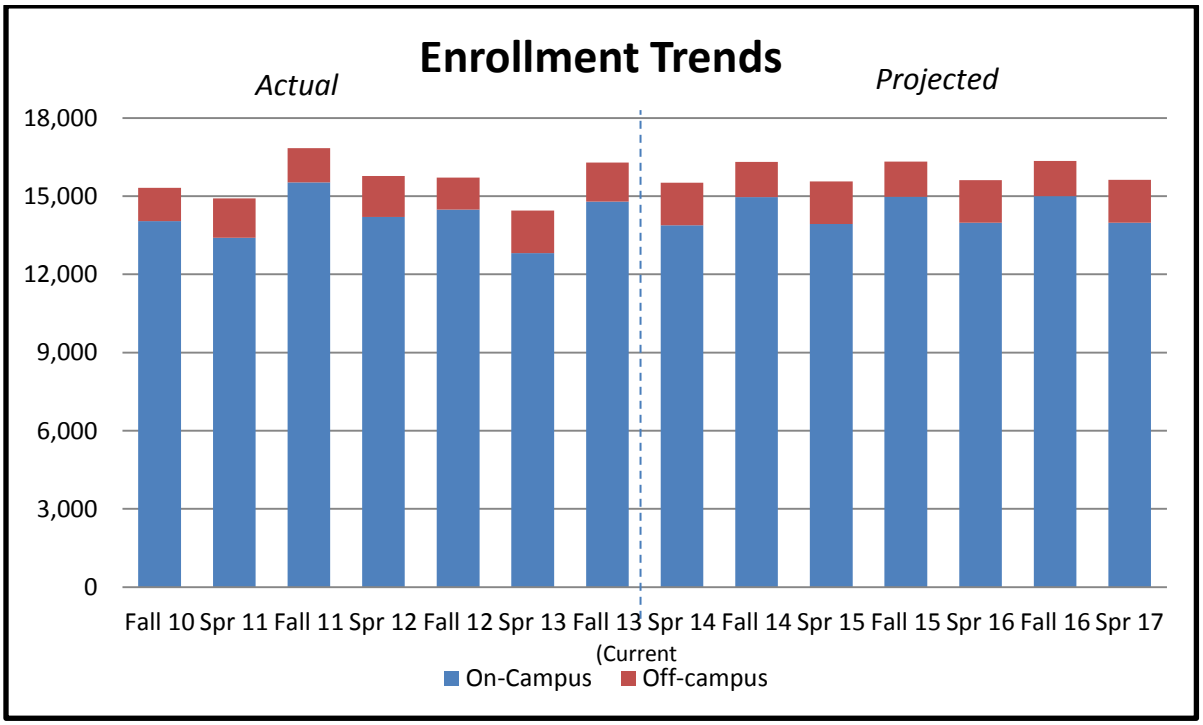
Term	Total Credit Headcount	Off-Campus Credit Headcount*	On-Campus Credit Headcount
Spring 2011	14,920	1,522	13,398
Spring 2012	15,776	1,580	14,196
Spring 2013	14,448	1,635	12,813

*Off-Campus Headcount consists of College Now, Career Pathways/Career Cluster, and 21st Century high-school based programs.

In considering future enrollment, the college has had to consider the number of students that its physical campus can support. The college was originally built with 555,813 net assignable square feet (NASF) to support an enrollment of 5,000 FTES. In 2001, an amended Master Plan set the FTES at 8,428

predicated on the construction of a new building that would add 175,526 NASF to the college.[1] That same year, the fall 2001 FTES was 7,071 with a total enrollment of 10,739. Since that time, the college's enrollment has grown 52 percent. Though a building has yet to be constructed, the college's fall 2013 FTES was 11,359, with a total enrollment of 16,291. This is 35 percent more FTES than supported per the Master Plan assuming a new building, and 127 percent more than the college was originally planned, and is currently designed to support.[2]

Of the college's total enrollment, the proportion on campus is approximately 90 percent, varying between 89.5 percent in the spring and 91.7 percent in the fall. As the below chart shows, the level of enrollment that QCC has been able to support on-campus hovers near 15,000. QCC has determined that is has approached the maximum number of students it can accommodate effectively on campus, given its current capacity and scheduling practices. Going forward, our enrollment projections assume that our on-campus headcount will remain very close to this level, due to the space limitations on-campus.



[1] 2001 QCC Master Plan includes adding 209,997 NASF with a new building and removing 37,451 NASF of temporary structures.

[2] 2001 Master Plan states original NASF at 555,813; current 5-yr plan has it at 558,833, basically the same.

Projected Enrollment Trends

Term	Total Credit Headcount	Off-Campus Credit Headcount*	On-Campus Credit Headcount
Fall 2014	15,808	1,307	14,501
Fall 2015	16,328	1,350	14,978
Fall 2016	16,348	1,352	14,996

Term	Total Credit Headcount	Off-Campus Credit Headcount*	On-Campus Credit Headcount
Spring 2014 (Current FY)	15,957	1,625	14,332
Spring 2015	15,567	1,633	13,934
Spring 2016	15,617	1,639	13,978
Spring 2017	15,622	1,639	13,983

* Off-campus headcount consists of College Now, Career Pathways/Career Cluster, and 21st Century high-school based programs

For at least the next several years, the college plans to limit enrollment to approximately 16,350 students in any single term. When adjusted for students attending courses off-campus in a typical fall semester, this figure limits on-campus headcount to 15,000. In determining the ability of the college to meet these targets, the college's Enrollment Management Team, in concert with the University's Office of Enrollment Management and the vice chancellor for Academic Affairs, has analyzed local environmental factors that may impact enrollment, including high school graduation rates in New York State, New York City, and particularly Queens, from which the college draws 83 percent of its students. The trends identified suggest that although graduation rates in high schools are not expected to rise, the number of students interested in QCC will. The following bullets address how our enrollment is expected to change over the next several years.

- National and regional trends in graduation rates among high school students mask important variations in states in the supply of high school graduates. Among states in the northeast region, only New York will see projected growth in high school graduates. New York's overall projected growth is due to increases in non-White graduates, especially Asians/Pacific Islanders and Hispanics. White non-Hispanics are predicted to drop by 18 percent between 2009 and 2019. The data suggest that whatever decrease the college may experience in white non-Hispanics enrollment would be offset by the projected growth in the Asians/Pacific Islanders and Hispanics population. Shifts in the racial and ethnic diversity of the student body are expected to mirror national trends, but these shifts should not have a noticeable impact on enrollment.
- The newly expanded Academies and the creation of the Retention Management team are just two of the strategies the college has developed to increase retention. The college is confident that these efforts will produce small but steady improvements to the overall retention rate.
- Efforts are underway to raise admission standards for readmits, taking into consideration the number of credits completed, earned GPA, and the likelihood of students successfully completing their degrees at the college. As a result, it is anticipated that raised standards will result in a decrease of readmitted students.
- The college seeks to increase its share of transfer students applying to the university. A newly formed transfer service team, with the Marketing and Communication, plans more aggressively to reach out to potential transfer students. A targeted electronic communication plan,

traditional direct mail, and a Transfer Open House are in the plans. It is anticipated that these efforts will have a favorable impact on transfer conversion rates.

In summary, the college does not anticipate a significant change in its enrollment or any difficulties in attaining enrollment targets but does foresee a shift in how the enrollments are attained.

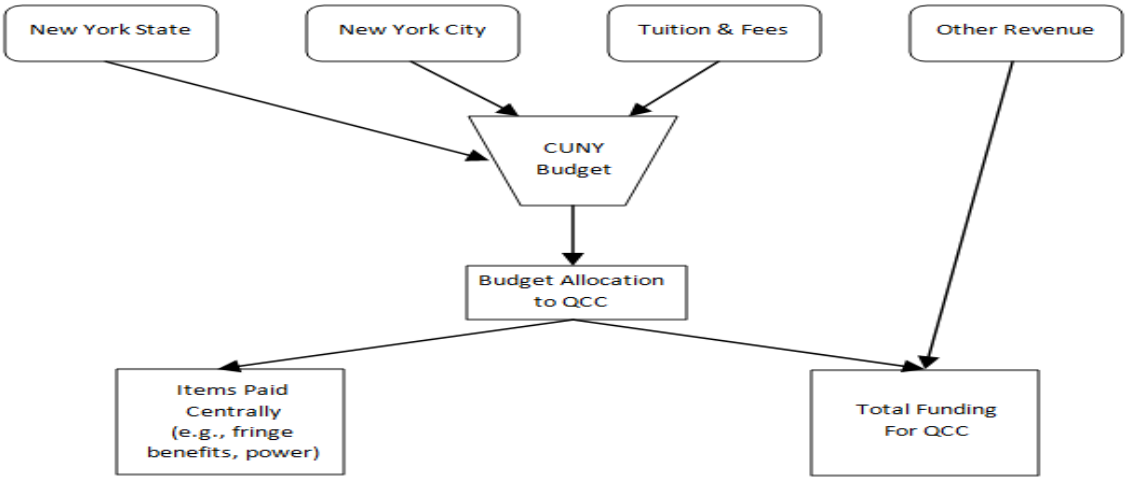
Finance Trends and Projections

The Periodic Review Report is accompanied by QCC's IPEDS Finance Report (which is prepared by CUNY) and CUNY's Consolidated Financial Report for QCC for the past three years. Differences can be seen between these two reports because of the way revenues and expenditures are defined and calculated. CUNY has not yet made available detailed reports for Fiscal Year 2013. Therefore, the discussion that follows is based on Fiscal Year 2012. Further, the amount of money spent in operating QCC, as indicated in IPEDS, does not match the budget allocated to the College by CUNY. So, while the IPEDS financial statement shows total revenue and expenditures in Fiscal Year 2012 as approximately $142 million each, the budget allocated to QCC was approximately $85 million, as certain elements of the college's budget, including fringe benefits, energy, student financial aid, and centralized purchasing do not appear within the allocation to the College, but rather are paid centrally by CUNY on the college's behalf.

Operating Budget

Sources of Revenue

QCC is one of 23 institutions in the CUNY system. The college operating budget, primarily a combination of State support and tuition revenue, is allocated by CUNY at the beginning of the fiscal year. Certain expenditures (e.g., fringe benefits, energy expenses, etc.) are covered centrally by CUNY. They are not included in our yearly budget allocation. Using a centrally developed budgeting model, CUNY determines our share of funding and our tuition revenue target; this forms the basis of our budget allocation. Tuition is billed by the college but the tuition goes to CUNY to meet our tuition revenue target. Any funds collected over the target we can retain as CUTRA (City University Tuition Reimbursable Account) and use as a resource. CUTRA funds under 3 percent of our operating budget may be carried over to the next fiscal year; all other funds must be spent during the year the funds are allocated. A financial plan is submitted to the CUNY Budget Office in the beginning of the year with updates quarterly. The CUNY Budget Office issues a series of budget certifications over the course of the fiscal year where adjustments are made to our budget to reflect additional allocations and expenses. The CUNY Budget Office provides year-end reports based on CUNY and college data. While many details keep it from being a perfect representation, the process works broadly as illustrated in the figure below:



The college also receives funds from grants, philanthropic sources and revenue generated by parking fees, food service commissions and student fees. Student fees go to support student activities like student clubs, student union operating budget, athletics, and committee for students with disabilities among others. A technology fee is also collected that generates over $2 million annually and supplements institutional efforts to advance the use of technology in direct instruction to enhance student educational experience.

The table below shows the percentage contributed by each funding source for the past three fiscal years, based on IPEDS:

REVENUE TRENDS

	FY 2011		FY 2012		FY 2013	
	Funding $	%	Funding $	%	Funding $	%
State Appropriations, Grants & Contracts	37,344,261	28.8%	45,702,774	32.1%	45,413,458	31.6%
City Appropriations, Grants & Contracts	35,006,054	27.0%	35,688,117	25.1%	31,582,771	22.0%
Tuition & Fees	53,310,280	41.2%	57,420,316	40.3%	63,240,788	44.0%
Other (Including Federal Grants)	3,865,721	3.0%	3,640,545	2.6%	3,410,293	2.4%
Total	129,526,316		142,451,752		143,647,310	

State funding for the college is based on the average annual FTES enrollments for three years. Until the economic downturn, State funding had remained stable. However, beginning in FY 2010, the State reduced funding in three consecutive fiscal years, from $2,675 per FTES in FY 2009 to $2,122 per FTES in FY 2012. CUNY absorbed a portion of the budget cuts with the remainder being passed to the colleges. Despite this $553 reduction, the total amount of funding increased due to the inclusion of the college's highest ever enrollment. Beginning in FY 2013, the State has committed to an increase of $150 per FTES, bringing its support up to $2,272.

Funding from the City has steadily increased over the last three years. FY 2012 represented a 47 percent increase from FY 2010 funding levels.

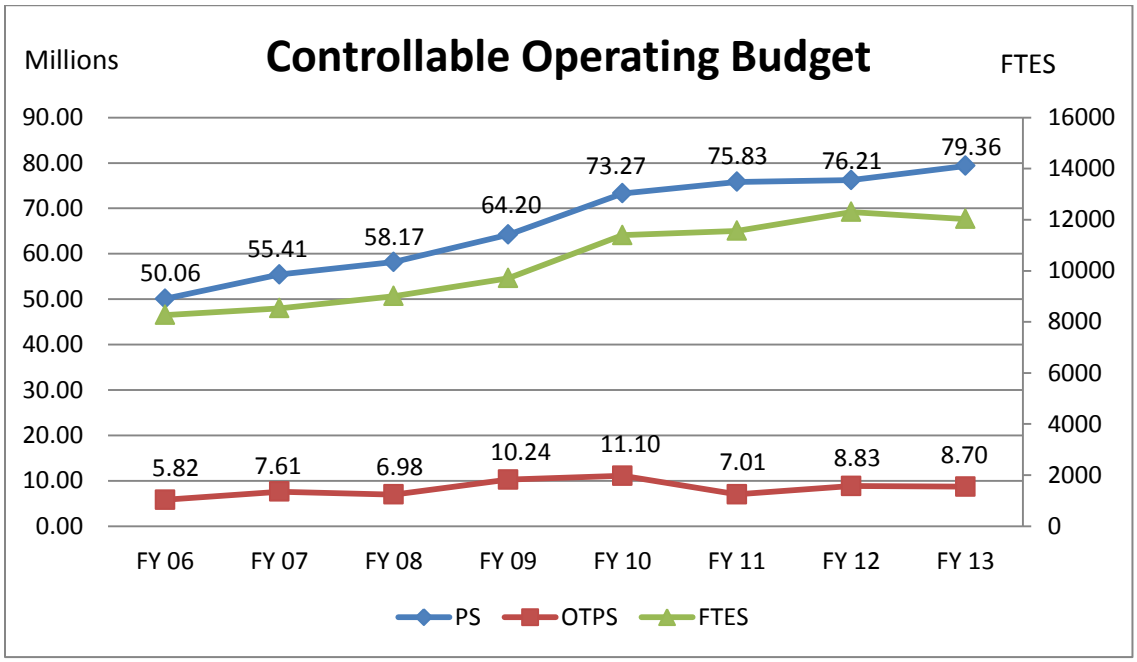
Revenue from tuition and fees has increased by 10 percent over the last three years. This is in line with an 8 percent increase in FTES and a 28.6 percent increase in tuition over the same time period. Annual

tuition at community colleges had remained steady at $2,800 for a half-decade, until FY 2011 when it was increased by $500 per year. In FY 2012, CUNY implemented a rational tuition policy, increasing tuition by $300 annually for five years for all full-time undergraduate students.[3]

Budget Allocation by CUNY

CUNY uses a model that calculates the funding given to each institution on the basis of the average full-time equivalent students (FTES) it generates over a three year period. In addition, the model factors in a number of variables including the total number of positions by major function (e.g., instruction, student services, administration, etc.), average salaries of full-time personnel, and size and configuration of the physical plant. Once the allocation is made, the institution has some latitude in distributing its operating budget.

The graph below[4] shows the college's controllable operating budget, including CUNY allocations and revenue from other sources, and excluding items that are paid centrally by CUNY, for Fiscal Years 2006 through 2013.



OTPS figures include QCC regular, Adult Continuing Ed, and Technology Fee expenditures

The graph breaks down the controllable operating budget between Personnel Service (PS) and Other Than Personnel Service (OTPS) and compares it to the growth in Full-Time Equivalent Students (FTES). PS expenditures increase fairly proportionately with increases in the number of FTES, while OTPS levels remain fairly flat. FY 2013 PS expenditures outpace FY 2013 FTES growth as a result of QCC's efforts to increase the full-time faculty to student ratio, in line with one of CUNY's core goals to maintain and expand its commitment to academic excellence.

[3] http://www.cuny.edu/about/trustees/meetings/20110803tuitionresolutionschedulecharts.pdf
[4] Budget Division, OTPS includes $6.530 QCC, 0.178 ACE, and 1.987Tech Fee.

Revenue Projections

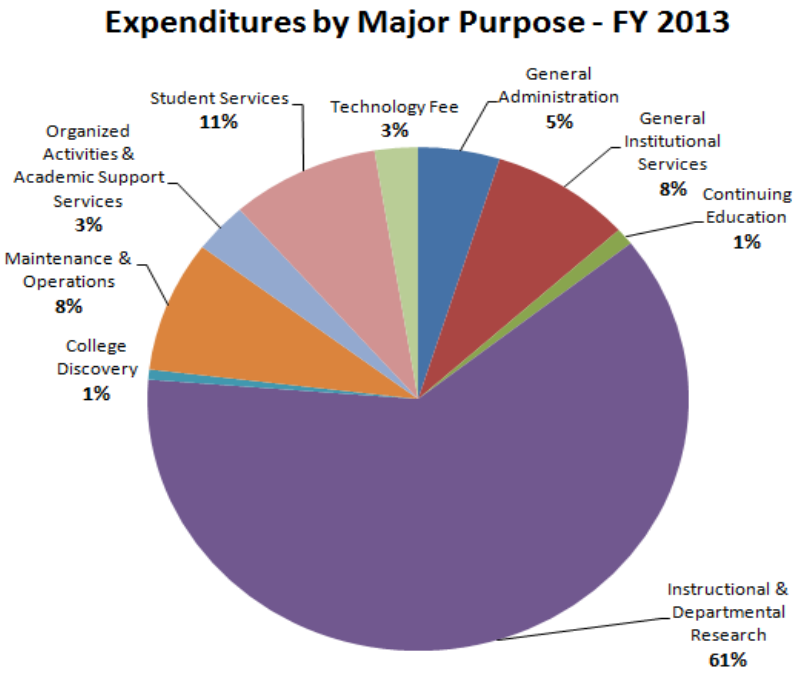
Revenue projections for the next three years follow from the enrollment and economic assumptions referenced earlier, and suggest the following:

- Considering all factors, the college's overall budget is likely to increase marginally for the next two to three years, consistent with moderate enrollment projections. Tuition and fees will continue to make up a larger portion of the revenue, as annual tuition increases of $300 each year for all full-time undergraduate students will continue through FY 2016. Compared to FY 2013 figures and based on the planned increases, tuition revenue is expected to grow by 8 percent in FY 2014, 15 percent in FY 2015 and 23 percent in FY 2016.
- Similarly, an increase in the percentage of support by the State is expected. Beginning in the current FY 2014, the State agreed to a $150 per FTES increase in state base aid, bringing up the level of support for CUNY community colleges from $2,272 to $2,422 per FTES. This 6.6 percent increase follows last year's increase of $150 per FTES. This is the second largest increase since the beginning of base aid funding, and the combined increases in FY 2013 and 2014 are the second largest two-year increase. When applied to the average annual FTES enrollments over the prior three years, which include the highest enrollment levels ever, this will represent a pivotal change in direction after sustaining the largest reductions in recent history from FY 2011 through 2012. A preliminary review of the FY 2015 State budget indicates that the base aid may increase an additional $75 per FTES.[5]
- In addition to tuition increases in CUNY's rational tuition plan, the targeted fee for the use of technology in direct instruction is expected to increase 25 percent beginning fall 2015, which should then increase this funding stream by approximately $0.5 million annually.
- While it is expected that revenue from the city will remain at the present level, the percentage of overall revenue will change in line with the categorical shifts in revenue.
- The college aims to raise additional revenue from other sources through its commitment to increasing grant and development activity.

Expenditures

Expenditures are routinely monitored both by the college and the university. Established financial reporting procedures allow the institution to track expenditures (by category and by function) in accordance with the approved financial plan and within the parameters set by the University's Budget Office. The pie chart below details the $88.1 million in expenditures for Fiscal Year 2013 by major purpose, excluding expenditures that are centrally administered.

[5] Source: http://www1.cuny.edu/mu/forum/2014/03/30/statement-by-cuny-interim-chancellor-william-p-kelly-the-city-university-of-new-york-on-the-2014-2015-state-budget-agreement/.



Expenditure Projections

Projections on expenditures are predicated on assumptions of inflationary increases, contractual obligations, and increased demands. The college expects that:

- Costs for services, supplies, and materials will continue to rise in direct relation to local inflation rates.
- Instructional expenditures will increase in an effort to hire more full-time instructors to increase the full-time staff to student ratio.
- Expenditures for energy, previously paid at the university level, will be a new category of expenditures beginning in the next fiscal year, as the university will be transferring these costs to community colleges. The university will set baseline expenditures, and fund the college at that level. The college will be expected to remain within that budget and will be allowed to use any savings, gained through initiatives that reduce energy consumption, for other purposes. Energy costs are expected to be approximately $3.5 million.[6]
- Expenditures for professional development (conferences, on-campus seminars, etc.) are likely to remain constant.
- Expenditures on instructional technology (smart boards, maintenance of computer equipment, software upgrades, course management software, etc.) will remain at present levels, since they are largely dependent on Technology Fee revenues tied to enrollment. Though we expect an increase in the Technology Fee in fall of 2015, requests for qualifying technology has historically exceeded Technology Fee funds, and many are subsequently funded out of the college's general (College-wide) OTPS funds.

[6] CUNY FY 2012 Expenditure report, p. 32 < http://www.jjay.cuny.edu/FY2012_Expenditures_Report.pdf>.

- Investments in furniture, equipment, and renovations are likely to be at or slightly above current levels since FY 2009, when the college took on efforts to repurpose or renovate space to increase overall utilization. These efforts will continue to require funds.

While the level of State support for CUNY community college has begun to turn around from the austerity levels experienced from 2009 through 2012, student revenues continue to be the greatest revenue in support of expenditures. Given anticipated increases in tuition and State aid, and a solid pool of prospective students, the college expects no budget difficulties in the foreseeable future.

Capital Projects

The college does not have a capital budget per se, and it obtains funding from New York State and New York City for capital improvements on an individual project basis. QCC does not itself borrow funds to finance capital projects; therefore, as an institution we do not carry debt. These projects may take more than one year to complete.

Over the period from FY 2010 to the present, QCC expended $3.8 million completing capital projects, all out of its operating budget. As the table below shows, these projects include direct instructional support such as building new classrooms and laboratories, as well as maintenance of the physical plant, making critical repairs, and addressing issues of public health and safety.

Capital Projects Completed FY 2010-2013

Project	**Project Cost ($,000)**
Science – Laboratory S-410	160
Humanities – Music Lab	26
Science – Physics Offices	20
Humanities – Foreign Language Offices	11
Humanities – Lecture Hall H-110/144 seating and flooring replacement	52
Humanities – Fire Alarm	667
Science – Laboratory S-406	200
Administration – Welcome Center	300
Humanities – Speech & Theater	1,500
Library & Temporary Building 1 Supplemental Cooling	80
Science – Lecture Halls S-111/112 seating and flooring replacement	229
Medical Arts – Lecture Hall M-136 seating, flooring and audio/visual replacement	97
Library – Lecture Hall L-LB14 seating replacement	29
Humanities, Science, & Library Building Management Systems	200
Humanities – Deluge Sprinkler in QPAC Theater	250

As detailed in the table below, additional projects totaling of $161 million are planned or already in progress through FY 2016. Unlike the last three years, QCC expects to spend bond-based capital funds on some of these projects. The majority of the funds are for phase I of a new instruction building, consistent with the QCC 2001 Master Plan. With portions of the College's plant over fifty years old, however, it is likely that more maintenance issues will arise. Despite the tenuous state of governmental

budgets, it is the expectation that the college and university will work to get the support necessary to maintain a physical environment that meets the goals of the institution and the needs of its students.

Capital Projects in Progress or Planned FY 2014-2016

Project	Project Cost ($,000)
Student Union – Fire Alarm	667
Kennedy Gym – Fire Alarm	667
Admissions – Elevator Replacement	1,100
Campus-wide – Electrical Upgrades*	27,000
Campus-wide – Security Upgrades	3,400
Chiller Plant*	13,000
Central Kitchen/Dining Facility*	1,100
Humanities –Theater Renovation	4,500
Science – Standpipe/Sprinklers	300
Medical Arts – Heat Wheel	600
Various – Roof Repairs*	14,750
Instruction Building Phase I*	94,000

* Projects in the QCC 5-Year FY2014-2015 through FY18-19 Capital Plan or City Reso-A Requests for FY2015

CHAPTER 5: ASSESSMENT of INSTITUTIONAL EFFECTIVENESS and STUDENT LEARNING

In addressing standards 7 and 14, this chapter will discuss the continued implementation of comprehensive, integrated, and sustained processes to assess institutional effectiveness and the achievement of institutional mission and goals. The chapter is organized as follows:

- Culture of Assessment
- Institutional effectiveness
- General education
- Academic program review
- Department year-end reports
- Course assessment

The first section builds on a theme developed in the monitoring report. The other sections cover institution-level down to unit-level assessment.

Culture of Assessment

Since the monitoring report, the college has undergone considerable organizational change. At the executive level, the college has a relatively new president, a new provost, and a new division and vice president. At the same time, there has been consistent effort to build on the culture of *collaboration* discussed in the monitoring report, promoting a culture whose collaborative efforts enable purposeful and meaningful assessment and, ultimately, a culture of *assessment*. Organizational change specific to promoting a culture of assessment is the new division of Strategic Planning, Assessment, and Institutional Effectiveness. Other changes include expanded new faculty orientation programs with an assessment module and a faculty institute devoted to assessment.

The new division of Strategic Planning, Assessment, and Institutional Effectiveness leads and oversees all planning and assessment efforts at the college. The vice president's staff includes a dean, a learning outcomes assessment manager, and an Institutional Research staff. The office coordinates and provides leadership for the strategic planning process, institutional research, the year-end reporting process, program review, accreditation efforts, course assessment, and retention management.

For new faculty, the college has developed a first-year experience of sorts, one that has been evolving and expanding for over ten years. The faculty development program includes the New Faculty Orientation, the New Faculty Institute, and the Mentoring Program. Each component, particularly the New Faculty Institute, includes a module on assessment practices on campus and encourages faculty to participate in the Assessment Institute.

The Assessment Institute directly addresses the need for improving the quality and consistency of course assessment in all academic departments. It began in spring 2013, in response to a recommendation from the Senate Committee on Assessment and Institutional Effectiveness and from the Middle States Commission, that the college "promote a culture in which assessment is understood and valued and in which efforts to assess student learning are recognized and rewarded" (June 25, 2009, MSCHE decision). The institute, a four-day workshop, consists of (1) an overview of assessment processes and practices at the college, (2) assessment instruments, (3) use of Institutional Research

data, and (4) transforming assessment work into publishing opportunities. Participants are required to complete a course assessment plan a week after the end of the institute and to submit a course assessment report by the end of the semester. Both plans and reports are reviewed and evaluated; in some cases, revisions are requested. Participants who complete the work receive a $1,000 stipend.

Over three semesters, the institute has had 62 participants. Participants are surveyed after each module about content, satisfaction, and recommendations for improvement. In the spring 2013 cohort, survey results for module 1 demonstrated that faculty developed a higher level of understanding of the purpose and process of assessment. According to the survey for module 2, more attention to selecting types of assessment instruments and analyzing assessment data was needed; nearly 90% of faculty had a better understanding of how to create rubrics and surveys but wanted more hands-on work. In module 3, faculty gained a better understanding of the use of institutional research and assessment data; 87% of faculty better understood the program review process. As a result of survey results, the fall 2013 institute added more work on assessment instruments and data analyses with increased time for interaction among faculty.

Institutional Effectiveness

Consistent with the college's mission and goals, the annual strategic plan is the primary institution-level planning document. It incorporates input from the divisions and down to the individual departments, teaching and non-teaching, and uses institutional data and program and course assessments to inform decisions about institutional priorities. The CUNY Performance Management Process (PMP) goals and objectives form the overall framework of the strategic plan. The three university goals are 1) raise academic quality, 2) improve student success, and 3) enhance financial and management effectiveness. To achieve the three university goals, there are nine PMP objectives. These form the multi-year framework of the college's plan.

To help colleges in the system to assess and plan, CUNY provides an annual Performance Management Process (PMP) report, with university-wide data on faculty, student outcomes, pass rates in key courses, and other indicators. CUNY's PMP links planning and goal setting by the university and its colleges and professional schools, measures annual progress towards key goals, and recognizes excellent performance. Each spring, guided by the University's Master Plan, the chancellery formulates the university's performance targets for the upcoming academic year and releases the annual PMP report. Using this report and its own measures, each college completes a year-end performance report that indicates the degree to which the college has met university targets and the strategic objectives specific to the individual college's strategic plan and maps out performance goals and targets for the institution for the coming year in alignment with those of the university. Individual college targets reflect differences in campus missions, resources, and circumstances and recognize that the colleges all start from different performance baselines.

At QCC, the College Advisory Planning Committee (CAPC) leads and coordinates the strategic planning process. The committee comprises the divisional heads, faculty and student governance leaders, and Institutional Research, and meets regularly during the academic year to discuss the priorities of the campus in the context of the strategic planning framework described above. After a draft document has been developed by the end of the fall semester, focus groups and open hearings are held in the spring semester to obtain input from the campus community. Figure 1 below is a calendar outlining the annual strategic planning process and the constituencies involved.

Figure 1: Strategic Planning Process

Month	Input	Responsible Parties
June	Teaching department year-end reports	Academic departments
	Non-teaching department year-end reports	Administrative departments & offices
July	Divisional review of year-end reports	Cabinet
August	Priorities for new academic year	Cabinet
September	Discussion of priorities and development of initial draft of plan	Mini-CAPC (dean, Senate Steering Committee & Faculty Executive Committee chairs)
	Full review of initial draft of plan	CAPC
October	Full review of revised plan	CAPC
November	Full review of revised plan	CAPC
December	Preparation of complete draft document	CAPC
February	Focus group meetings (3) to discuss plan	Academic chairs, administrators, student government leaders
March	Full review of revised plan based on focus group input	CAPC
April	Open hearings to discuss plan	Campus community
May	Full review of draft plan	CAPC
June	Final review	Cabinet
	Submission of plan to university	President

Within the multi-year PMP framework, the strategic planning process is informed by academic program reviews, course assessments, teaching and non-teaching department year-end reports, and other assessment and fiscal planning documents. Figure 2 below is a matrix that charts the link between institutional goals and major planning and assessment documents that the CAPC uses to inform the development of strategic goals and objectives.

Figure 2: Mission-and-Document Matrix

Mission Goals	Planning and Assessment Resources for Achievement of Mission								
	Annual Strategic Plan & Strategic Planning Completion Reports	CUNY Performance Management Plan Reports	CUNY Fiscal Year Expenditure Reports	CUNY Report on Faculty Scholarly & Creative Activities Report	Academies Assessment Protocol	Academic Program Review and Accreditation Reports	QCC Fact book & Academic Program Dashboards	Departmental Year-end Reports	Course Assessment Reports
1. Collaborative, learning-centered community, with strong and closely integrated academic and student support services	x	x	x		x		x	x	
2. Post-secondary associate degree and certificate programs for careers and for transfer	x	x	x			x	x	x	x
3. Highly qualified faculty with excellent scholarly credentials	x	x	x	x	x	x	x	x	x
4. Ongoing assessment of academic offerings and support services	x	x		x	x	x	x	x	x
5. Continuing Education courses and certificate programs	x	x	x				x	x	
6. Leadership role in providing access to arts and culture	x			x				x	
7. To support the Mission, Institutional Advancement communicates excellence of college and seeks funds from public and private sources	x	x	x	x			x	x	
8. To support the Mission, Finance and Administration analyzes funding sources and oversees funds allocated to college; provides clean and comfortable learning environment, manages Auxiliary Enterprises, and assists Student Affairs in overseeing funds from student fees	x	x	x				x	x	

To provide context for the development and implementation of goals and objectives over the past five years, Figure 3 below shows strategic emphases over five years linked to institutional goals and the planning and resource documents cited above. (For three years of strategic plans, see Appendix B; for three years of year-end performance [completion] reports, see Appendix C.)

Figure 3: Mission-Strategic Planning Document Matrix

Mission Goals	Strategic Planning Emphases, 2009-2014	Planning and Assessment Resources for Achievement of Mission
1. Collaborative, learning-centered community, with strong and closely integrated academic and student support services	• Academies design, revision and implementation, 2009-present, with revision Fall 2013 • Hired Freshman Coordinators, then reorganized all advising by Academy • ST-100 revised • High Impact Practices, faculty development for HIPs, new HIPs added Fall 2013 • Support for students engaging in HIPs (off campus trips for service learning, research presentations, competitions, etc.) • Academic support in student learning centers • Early Alert introduced 2010, expanded, and Starfish adopted and launched Fall 2013 • Reduce performance gaps for students from under-represented groups	• Annual Strategic Plan and Completion Reports • CUNY PMP Report • Year-end reports from Academic Affairs and Student Affairs offices and department • Academies Assessment Protocol • CUNY Financial Plan and Expenditure Reports
4. Ongoing assessment of academic offerings and support services	• Academic Program Review and external accreditation reviews • Assessment Committee of Academic Senate • Assessment Institute • General Education Task Force • Key Performance Indicators set for all offices, assessed on cycles • Academies Assessment Protocol revised as of fall 2013 • Institutional Research creates dashboards for all programs, increases data on student transfer • Early Alert research projects • Continuing Education implements CUNY quality standards	• Annual Strategic Plan and Completion Report • CUNY PMP report • Academic Program and Accreditation Review reports • Departmental Year-end Reports • Course assessment reports • Academy Assessment Protocol • QCC Fact book and program dashboards

The implementation and assessment of the effectiveness of the Academies represent a major achievement of mission goals and assessment of institutional effectiveness. The original Academy Assessment Protocol, a research protocol created by DVP Praxis, an outside consultant, focused on three areas to assess the effectiveness of the Freshman Academy model: student satisfaction with advisement, which consisted of freshman coordinators (FCs) dedicated to advising Academy students, student engagement with high impact practices (HIPs), and faculty use of rubrics in the classroom. The protocol specified the analyses of such outcomes as retention, credit completion, and degree attainment by comparing a baseline fall 2006 cohort with cohorts of Academy first-time, full-time freshmen, starting in fall 2009. The three aspects of the Freshman Academies—the FCs, the employment of HIPs, and the use of learning outcome assessments—were expected to have such outcomes as higher course success rates, higher retention rates, higher summer course enrollment rates, higher credit completion rates, higher student and faculty engagement with the college, and higher degree-attainment rates. (See Appendix G-2 for the complete original protocol.)

Based on the outcomes from the implementation of the Freshman Academies and a comprehensive review of the Academy model in 2012-13, the college decided to restructure the Academy model and revise and expand the Academies Assessment Protocol. Figure 4 below indicates, according to two Academy components—advisement of students and use of high impact practices—the Academy model before and after the findings of the Academy Assessment Protocol.

Figure 4: Academy Assessment Findings and New Implementation

	Freshman Academies (FA)	Assessment Findings for FA	Queensborough Academies
Advisement of Students	10 Freshman Coordinators (FC) advise first-time, full-time freshmen during their first two semesters Advisement of target population during their first two semesters Target population: all first-time, full-time freshmen	Surveys of 8,570+ freshmen showed that they were extremely satisfied with their FCs and with the institution Multiple focus groups with FCs revealed that freshmen wanted to see their FC beyond the 2nd semester Academy cohorts had higher retention and graduation rates than pre-academy cohorts	*Expansion:* 27 Academy Advisers advise all degree and certificate seeking full-time and part-time students *Case-load model adopted* so students have the same adviser *throughout* their academic career *Target population expanded* to all degree& certificate seeking full-time and part-time students Starfish Retention Advisement System adopted to *enhance the effectiveness* of the Advisers
Use of High Impact Practices	Freshman Coordinators advised first-time full-time freshmen to enroll in at least 2 HIPs by their 30th credit HIPs: Learning Communities, Cornerstone Courses, E-portfolio, Writing Intensive courses and Service Learning.	Higher pass-rates and/or persistence rates found in particular HIPs. Higher pass-rates and/or persistence rates were found in SWIG (a Collaborative Assignment and Project), the Common Read and Academy Specific Sections (both Common Intellectual Experiences) Higher pass-rates and/or persistence rates found in courses using Service Learning, Writing Intensive and Learning Communities HIPs	*Target population and HIP offerings expanded:* Academy Advisers advise all degree & certificate seeking full-time and part-time students to take at least 2 HIPs by their 30th credit and encourage enrollment in an expanded array of HIPs *Inclusion of new HIPs* (Collaborative assignments and Projects and Common Intellectual Experiences). Service Learning, Writing Intensive and Learning Community HIPs included in new Academies & offerings expanded, other HIPs discontinued. HIPs: Collaborative Assignments and Projects, Common Intellectual Experiences, Diversity & Global Learning, Learning Communities, Service Learning, Undergraduate Research, Writing Intensive courses.

Overall, there was a substantial improvement in the three-year graduation rate of the first Academy cohort over the fall 2006 baseline cohort. The fall 2009 Academy cohort's rate was 16.2% (3.4 percentage points higher). The fall 2010 academy cohort's rate was 18.5% (5.7 percentage points higher). The two-year graduation rates for the first two Academy cohorts also show higher rates by comparison to the baseline rate. Retention outcomes also provide insight into student persistence behavior (see Figure 5 below).

Figure 5: QCC One-Year (Fall to Fall) Retention Rates for the Fall 2006 Comparison Cohort and the Academy First-time, Full-time Freshman Cohorts

	Total N	One-Year Retention Rate
Fall 2006 Comparison Cohort	2,051	65.8%
Fall 2009 Academy Cohort	3,226	71.4%
Fall 2010 Academy Cohort	2,912	72.1%
Fall 2011 Academy Cohort	3,326	69.2%
Fall 2012 Academy Cohort	3,050	70.8%

The results show an improvement over the comparison group in the one-year retention rate among the cohorts, with a slight drop-off in the fall 2011 Academy cohort.

The 2013-15 Academy Assessment Protocol retains the long-term institutional goal—higher graduation rates, retention rates, and student satisfaction—and expands specified student learning outcomes and methods for assessment of the first-semester student experience, student support network, HIPs, and critical course and program analyses. (See Appendix G-1 for the new protocol.) The assessment of HIPs includes course-embedded assessment of student learning. Course and program analyses involve reviewing all programs and identifying critical courses that hinder student progress and degree completion. Assessment tools for the student support network include student and faculty surveys, Institutional Research Database (IRDB) data, focus groups, and use of an "early alert" system called Starfish to help to manage the interaction between faculty and students and between students and advisers.

Starfish, an integrated planning and advisement system purchased by the college and first implemented in fall 2013, allows faculty to provide an "early alert" to students about attendance or performance issues, which automatically notifies the appropriate Academy adviser to follow up with the student and to close the "flag." Faculty can also refer students to tutoring concerning academic performance issues, which automatically notifies the appropriate learning center, whose staff can close the "referral" when the student comes in for tutoring. In each case, when the flag or referral is closed, the faculty member is notified, completing a feedback loop. Using Starfish, Academy advisement becomes a student support network leveraging faculty input, advisement, and tutorial services. There is broad evidence that Starfish is expanding outreach. By the end of fall 2013, 53% of faculty had participated, compared to 37% the previous year using an in-house "early alert" system, 56.3% of students received either a flag, referral, or kudo compared to 32% from the previous fall and 34% from the previous spring, and 52% of course sections used the system compared to 33% in the previous fall and 34% in the previous spring.

The restructuring of the Academy organizational model itself involved considerable change to scale and impact. The HIPs were reorganized and expanded to seven instructional modalities and, with the leadership and support of CETL, are now being systematically assessed as learning modalities. The advisement model is now arranged according to academy, with an Academy advisement team for each. Each Academy adviser has a caseload of students, and advisers follow students throughout their experience at the college.

General Education

With the implementation of the Pathways common core in fall 2013, the general education core curriculum at the college became the Pathways common core. The required and flexible common core categories, each with student learning outcomes, align with the general education outcomes of the college. Altogether, they combine the basic knowledge, skills, and values representative of an associate degree experience. Figure 6 below is an example of the mapping between Queensborough's Academic Senate-approved general education outcomes and Pathways common core learning outcomes. (See Appendices H-3 and H-4 for the complete mapping from general education to Pathways and from Pathways to general education.)

Figure 6: General Education Outcome 1 Mapped to Pathways Common Core

QCC General Education Outcomes	Sample Evidence for Learning Outcomes	Pathways Common Core: Common Core Categories and Student Learning Outcomes
1.Communicate effectively through reading, writing, listening and speaking	a. Interpret texts critically b. Use writing to create and clarify meaning c. Write in varied rhetorical modes, poetic forms and voices d. Use writing and oral communication to connect prior knowledge to disciplinary discourse e. Apply principles of critical listening to evaluate information f. Speak clearly, accurately, and coherently in several modes of delivery	**Required Core:** **I.A – English Composition** *1. Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.* *2. Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.* *3. Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.* *4. Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.* *5. Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.* **SEE ALSO:** **Required outcomes for all Flexible Core categories, #3.** Produce well-reasoned written or oral arguments using evidence to support conclusions **II.A.10.** Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

The implementation of the Pathways common core will require some modifications to course assessment and to the curriculum of the Assessment Institute as the college refines its assessment of general education outcomes and the Pathways common core learning outcomes. As a CUNY-wide initiative, the Pathways common core will also be assessed by the university, which intends to suggest possible rubrics for assessment of specific common core categories. Processes, however, will be left to the individual campuses.

The following are examples of the assessment of general education outcomes using assessment of courses with high enrollment and broad impact. The first is an assessment of Speech Communication (SP 211). This course is a choice in the flexible core of the common core and is required as part of the major, unless taken in the core, in a number of degree programs at the college. Figure 7 below is a summary of the assessment findings and recommendations.

Figure 7: Speech Communication (SP 211) Course Assessment

QCC 1. **e.** Apply principles of critical listening to evaluate information f. Speak clearly, accurately, and coherently in several modes of delivery **Pathways: Required outcome for all Flexible Core categories,** #3: *Produce well-reasoned written or oral arguments using evidence to support conclusions.*
Students' verbal and non-verbal communication skills will be tested twice during the semester as part of students' informative and persuasive speeches. The first speech is usually delivered between the 5th and 7th week of the semester; the second speech is delivered toward the end of the semester between the 12th and the 14th week. The instructor will use a common rubric to grade students' verbal and non-verbal performance during the two speeches**.** At the end of the speech assessment the instructor will assign a grade. The grade will determine whether and how the student has met the course and the Gen Ed objectives tested for this assignment. The objectives that need to be met with this assignment are listed below in bold. Final grade for this assessment needs to be converted by the instructor into 1-5 Assessment Measuring Scale (AMS) that will be used by the department to track student progress. Objective of the Course: 1) To give the student, as part of a liberal education, a greater understanding and appreciation of speech communication and its functions in contemporary society; 2) to develop students as more effective listeners and evaluators of communication

to make them, in turn, more capable learners and intelligent decision-makers; and **3) to develop the student as a speaker** in interpersonal communications, problem-solving group discussion, and a**s a "public" speaker.** General Education Objectives addressed by the course: 1. **Communicate effectively through** reading, writing, listening and **speaking.** 4. Use information management and technology skills effectively for academic research and lifelong learning.
In this study 213 students of SP211 were tested on their competence in the following verbal and non-verbal skills: LANGUAGE, VERBAL SKILLS (FLUENCY, VOLUME, RATE) AND NON VERBAL SKILLS (EYE CONTACT, GESTURE, POSTURE). Students' means and raw scores for each of the tested components show that students improved in each of the seven assessment measures. Data show that there is an overall significant change in performance from the first to the second speech as a whole, as well as significant improvement for each of the seven speaking components between Speech 1 and Speech 2. The overall growth rate shows that students improved their ability to speak in front of an audience at an acceptable rate in all seven speaking skills. Students improved 15% to 21% between Speech 1 and Speech 2, with the largest increase for EYE CONTACT (21.9%) and POSTURE (21.2%). Good improvement was also shown for FLUENCY (20.5%), GESTURE (20.0%) and RATE (17.8%). The least amount of improvement was registered for LANGUAGE (14.9%) and VOLUME (16.3%).
The action plan for improving SP211 should include the creation by the faculty of a library of exercises directed to improve students' verbal and non-verbal skills. Faculty should meet at least once per semester (could be during a scheduled faculty meeting) to share feedback on said exercises. At this time, there could also be some training and role playing performed to illustrate the use of the exercises. It would be extremely beneficial for both native and non-native speaker to create a department speech club/lab where students can enjoy a scheduled conversational time (similar to the "conversation teas" sponsored by the foreign language department) to practice and improve their speaking skill.

The data indicate significant improvement in meeting the general education outcome, with less improvement in two (out of seven) dimensions—language and volume. The action plan includes developing faculty resources to improve and enhance the assessment and a recommendation to use a model—"conversation teas"—used by another department to provide more opportunities for students to develop the full range of skills involved.

The second example is an assessment of Computer-assisted Statistics (MA 336). This course is a choice in the required core under mathematics and quantitative reasoning and a required course in a number of degree programs. Figure 8 below is a summary of the findings and recommendations.

Figure 8: Assessment of Computer-assisted Statistics (MA 336)

QCC 3: Reason quantitatively and mathematically as required in their fields of interest and in everyday life Sample evidence for outcomes: b. Use the language, notation, and inductive and deductive methods of mathematics to formulate quantitative ideas and patterns d. Estimate when doing mathematical calculations g. Organize and interpret data and use the data to draw conclusions **Pathways: I.B – Mathematical and Quantitative Reasoning** *1. Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.* *2. Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.* *4. Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.* *5. Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.*
Faculty administered a 20-25 minute quiz to assess how well the following outcomes were met. 1. Given the graphical representation of a distribution, the student will be able to draw conclusions about the distribution: estimate the mean, median, SD, and the percentage of scores within a range 2. Given two distributions, the student will be able to compare them with respect to mean, median, and SD. 3. Given the mean and SD of normal distributions the student will be able to estimate the percentage of scores within a range (for example, the 68-95-99.7 rule) 4. The student will be able to match a distribution to its verbal description The quiz was distributed to all instructors teaching the course for their review and was discussed with senior faculty members who have taught the course. The quiz contains several multiple choice questions and three questions requiring a brief explanation. The items were designed to require very little, if any, computation. All eight sections of MA336 participated in this assessment. Faculty administered the quiz and graded the written responses according to the following criteria: 1. In the written responses, no consideration will be given to grammar or syntax. 2. Question#3: Count as correct if the response at least alludes to more score clustering around the mean being "like" the mean. 3. Question#6: Count as correct if the response at least alludes to using the percentage of area of category A in the estimation.

4. Question#9: Count as correct if the response at least alludes to “early first marriage” having been more common 200 years ago and “late first marriage” being more common today.
This assessment involved 131 students. The range of correct responses to the questions on the quiz ranged from 27% to 82%. With the exception of two questions (with correct responses of 82% and 72% respectively), students did not do well on the quiz.
Faculty met to discuss the results and recommend further actions in response. The following is a summary of the discussion. A) Instrument was biased towards conceptual understanding rather than reflecting current teaching practices B) Faculty prefer that students perform better on questions of conceptual understanding. To this end, the following were offered for consideration: 1) Increase emphasis on teaching for conceptual understanding 2) Use low-stakes assignments with questions on concepts 3) Consider textbook with extra emphasis on concepts 4) Explore a list of learning outcomes for the course 5) Consider increasing uniformity of sections perhaps through a departmental midterm or partly uniform final 6) Increase awareness of existing practices perhaps through sharing of finals or other assessment instruments used for grading 7) In future assessments, consider including items with more emphasis on computation 8) Form a subgroup to discuss and collect data on strategies and best/practices for shifting more emphasis to conceptual understanding.

Based on the results, which showed limited conceptual understanding, faculty decided to change instructional practice to provide better opportunities for students to obtain this kind of understanding, including choice of textbook, low-stakes assignments to reinforce conceptual understanding, and more systematic sharing among faculty of best practices.

To increase support of the assessment of general education outcomes and to ensure a more systematic approach, a General Education Task Force has been constituted by Strategic Planning, Assessment, and Institutional Effectiveness. During fall 2013, a general education assessment pilot was implemented through CETL. Faculty coordinators from the five Academies selected a team of faculty to choose one general education outcome for each Academy to assess in spring 2014. Each Academy was instructed to collect 50 artifacts, develop an assessment tool, and assess the artifacts in spring 2014. Building on this pilot, the General Education Task Force will discuss and recommend a systematic process for assessing general education outcomes across disciplines on a scheduled cycle. In June, the task force will begin with looking at the 50 artifacts and then develop (or refine) rubrics to set up a regular system of general education assessment of courses every year. The task force will consist of approximately 20 members with representation from each academic department and include faculty and administrators. Institutional support for this work will be a collaborative effort of the new division with academic departments, the Faculty Executive Committee, and the Academic Senate Steering Committee.

Academic Program Review

To assess student outcomes at the program level, the academic program review process is the primary vehicle. The process includes a program review report, completed by a faculty review committee in the fall semester and including a data set provided by Institutional Research; an external reviewer site visit (by a colleague in the metropolitan area knowledgeable about the field); an external reviewer report; a meeting of the department faculty with the president and provost to discuss the action plan developed by the faculty review committee; and an administrative response from the provost that operationalizes the action plan, as discussed at the meeting. Each academic program is reviewed on a five-year schedule, posted on the website.

The calendar of activities for the program review process is included in the program review template (see Appendix I-1) and appears in Figure 9 below.

Figure 9: Calendar for Program Review Process

Activity	***Deadline or occurrence***
Inaugural review committee meeting (committee will identify report writers and editors[s])	May of previous academic year
Review committee meets biweekly with associate dean during the fall semester; review of standardized data sets, learning outcomes assessment reports, and other program-related documents; topics selected for review focus	September
Requests for additional data from IR and from other departments and offices as needed	September and October
Draft of initial responses to evidence accumulated for focus topics and final decisions about topic(s) that will form focus of program review	October
Preparation of initial draft of the report, followed by meetings to discuss and revise	November and December
Nominations for site visit team submitted to associate dean	December
Submission of full draft report to the associate dean	December 15
Outreach to prospective site team members, confirmation of participation, details to follow	December and January
Edited version, by associate dean, returned to review committee for additional editing and proofreading; comments returned to associate dean within two weeks	January
Final document distributed for review to cabinet and applicable academic chairs	Early February
Final proofreading and printing of report	February
Report distributed to site visit team for review	Late February
Site team visit, including team report, which includes team's recommendations	Late March/early April
Action plan submitted to Academic Affairs	Late April
Meeting of president, vice president, associate dean, review committee, and applicable academic chairs to discuss the action plan	Early May
Administrative response to the action plan, confirming strategic direction of the program, sent by the vice president to the applicable chairs and review committee.	Late May

The college has a schedule of program reviews through 2016-17, which was updated at the time of the monitoring report and has since been posted on the website. (See Appendix I-2 for the complete schedule.) Figure 10 below indicates the program reviews completed according to this schedule through 2014. (Those highlighted in red will be featured below in more detail.)

Figure 10: Program Review Schedule of Completed Reviews

Year Scheduled	**Program to Be Reviewed**	**Sponsoring Department(s)**	**Year Completed**	**Comments**
2010-2011	Liberal Arts & Sciences (Mathematics & Sciences) (A.S.)	Biological Sciences & Geology; Chemistry; Physics; Mathematics & Computer Science	2011	Completed as scheduled
	Environmental Health (A.S.) Health Sciences (A.S.)	Biological Sciences & Geology	2011	Completed as scheduled; Environmental Health on hiatus until completely revised
	Engineering Science (A.S.)	Engineering Technology; Mathematics & Computer Science; Chemistry; Physics	2011	Completed as scheduled
2011-2012	Nursing (A.A.S.)	Nursing	2012	Full ACEN accreditation received
2012-2013	Computer Engineering Technology (A.A.S.) Electronic Engineering Technology (A.A.S.) Mechanical Engineering Technology (A.A.S.)	Engineering Technology	2013	Review completed as scheduled; full ABET accreditation expected; one recommendation for Mechanical Engineering Technology; curricular modifications approved and implemented
	Laser & Fiber Optics Engr. Technology (A.A.S.)	Physics	NA	Program has been discontinued

Year Scheduled	Program to Be Reviewed	Sponsoring Department(s)	Year Completed	Comments
	Liberal Arts & Sciences (A.A.) Weekend-only (A.A.)	English; History; Foreign Languages & Literatures; Social Sciences	2013	Completed as scheduled
	Telecommunication Technology (A.A.S.) Telecommunications Technology: Verizon (A.A.S.)	Engineering Technology	2014	Telecommunications Technology review delayed until after ABET programs; completed following year Telecommunications Technology (Verizon) is being phased out
	Computerized Architectural and Industrial Design (A.A.S.)	Mechanical Engr. Technology & Design Drafting	2014	Review delayed until after ABET programs; completed following year
2013-2014	Visual and Performing Arts (A.S.)	Art & Design; Health, Physical Education & Dance; Speech Communication & Theatre Arts; Music	NA	VAPA departments have decided to seek accreditation (NASAD, NASD, NASM, NAST); reviews will extend into 2015
	Digital Art & Design (A.A.S.) Photography (certificate)	Art & Design	2014	Completed as scheduled Completed as scheduled; program has been discontinued
	Gallery and Museum Studies (A.S.)	Art & Design	2014	Completed as scheduled

Sample Program Review Outcomes

Two sample program review outcomes follow. The program review of the Engineering Science A.S. degree program) yielded the findings, recommendations, and follow-up below (see Figure 11).

Figure 11: Engineering Science A.S. Degree Program Review

Findings	Recommendations	Follow-up
Lack of a central program coordinator.	Establish a central program coordinator.	Decision not to have one program coordinator but to include all departments with ownership in the program.
Inconsistent course assessment due to the consortium of dept. sponsors.	Maintain a schedule of assessment and inform departments when completed; a central coordinator would be responsible for maintaining the schedule and flow of assessment activities.	Student learning outcomes are assessed and noted on the department's continuous improvement plan.
Enrollment needs to be increased.	Advertise to increase enrollment; a central program coordinator would be instrumental in achieving this goal.	Implement recommendations from program reviews and Middle States review.
Lack of coordination between curriculum and intended major discipline.	Offer a flexible set of requirements based on the intended major discipline but with specific sets of requirements based on the school to which a particular student transfers; a central program coordinator would examine the curriculum for its relevance to programs at four-year institutions.	Work begun on curricular revision fall 2011-12; curricular proposals drafted, including a design for core curriculum with three areas of concentration: electrical, mechanical, and chemical.
Need for articulation agreements.	A central program coordinator would establish relationships with other schools and ensure a continuous flow of information and a seamless transition for students transferring; the coordinator would ensure that these agreements are enforced.	Contacted other engineering programs fall 2011 and spring 2012; looking at expansion of SUNY and CUNY articulations; colleges require two semesters of general physics; very few require one semester of general chemistry.
Need for a central repository to meet student needs.	Establish office for all ES business; a central program coordinator would ensure all students receive proper advising, aiding retention; administrative support in this office would assist in assessment efforts.	Redesigned QCC website fall 2013 to include discipline-specific transfer options and links to four-year programs at institutions with articulations.

The Engineering Science degree program has since been modified dramatically in response to significant findings above about the curriculum. The curriculum now has concentrations—chemical engineering, civil engineering, electrical engineering, and mechanical engineering—and a computer programming option. These changes have increased the rigor of the curriculum and provided more structure. The next program review will examine the impact on students of these changes.

The program review of the Liberal Arts and Sciences A.A. degree program (including Weekend-only Program) yielded the following findings, recommendations, and follow-up (see Figure 12 below).

Figure 12: Liberal Arts and Sciences A.A. Degree Program Review

Findings	Recommendations	Follow-up
Science departments maintaining higher academic standards with appropriate pre-requisite courses, and many major courses have C or higher grade required in prerequisites and strict in course repeat policy	Site team suggests strengthening prerequisite math and chemistry requirements. For CHE 120 and CHE 127 it is highly recommended to have MA-010 or MA-013 or satisfactory score on Math Placement Test	In a collaboration between departments, conduct mathematics workshops in support of the mathematical skills needed in Chemistry, CH-120 and CH-127
Student labs were very well equipped with computer facility, modern microscopes, web access, projector, and white boards/smart boards. Most teaching labs appeared spacious, good arrangement of lab benches. Math and physics labs are modern and exceed expectations.	Site team recommendation: more adequate student and research instrumentation lab space needed; more smart class rooms needed to be added to introduce more technology-based learning which have promises for better student learning	Renovated three of four Chemistry teaching laboratories (2011-13).
The curricular design includes many articulation and/or dual-joint degree programs with upper division CUNY schools	Site team recommendation: articulation agreements need to be updated often; More dual-joint degree programs	Articulation requires a concerted effort led by Academic Affairs and with appropriate staff support and support from the department chairs and faculty to update and develop articulations agreements. Meetings will begin in 2011 to strategize; follow-up each year.
An ongoing issue is the success rate of students that need remediation in mathematics	Self-study: Find solutions for the less prepared segments of the MA-005 population; try new strategies for MA-010; mathematics tutorial support needs bolstering	Faculty will recommend students to attend sessions at the Mathematics Learning Center. This will be piloted in fall 2011; MA 005 will become 80% workshop model which has had excellent results; MA 010 changes will be instituted and current changes will be evaluated
STEM Freshman Academy has been implemented to advise students and assist them in completing their degree program	STEM Freshman Academy needs to be strengthened to include more discipline-specific advising in addition to faculty advisement	Renewed and concerted effort to advise students at lowest level of mathematics to take remedial courses early in their program; all Freshman Academies become the Queensborough Academies for all students and include more discipline-specific advising

As part of the program review process and in response to the curricular revision necessitated by the Pathways common core, the Liberal Arts and Sciences A.A. degree program introduced 15 concentrations to its degree program. This program provides a general education for students and has the highest enrollment among degree programs at the college, with over 5,000 students. Concentrations in such areas as psychology, sociology, English, nutrition, and gender studies, among others, provide students with a way to focus their studies within a general education curriculum, which traditionally has felt to students like an "undecided" major. The concentrations were instituted in the fall 2013 semester, and enrollment in the concentrations will be tracked.

Change in Program Review Process

Though much has been accomplished over the past four years since the monitoring report, Strategic Planning, Assessment and Institutional Effectiveness recognizes that components of the process need modification, in response to faculty feedback about the program review process. Because the faculty review committees find the analysis of the program data set and preparation of the report to be too much to expect from one semester of work, the program review process will be lengthened to a three-

semester process: the first semester for analysis of data and discussion of the central questions that will inform the report; the second semester for the actual composition of the report; and the third semester for the external reviewers' visit, meeting of the department and administration to discuss the action plan, and the administrative response that operationalizes the action plan. This is a more practical timeline for a meaningful process to unfold successfully.

Department Year-end Reports

The year-end reports are the unit-level assessment and planning documents for the teaching and non-teaching departments. They summarize the year's work, providing an account of department activities, faculty scholarship, program and course assessment, projects and initiatives, and personnel and equipment changes that support mission goals. Year-end reports are reviewed and evaluated by the Senate Committee on Assessment and Institutional Effectiveness in its capacity of overseeing campus assessment processes. The content of the year-end reports provides outcomes for the college's year-end performance report and informs the strategic planning process.

Excerpts from two year-end reports follow, one from the teaching departments and one from the non-teaching departments. The first sample is from the department of Foreign Languages and Literature. Figure 13 below presents goals, outcomes, and follow-up over three years.

Figure 13: Foreign Languages and Literatures, Year-end Reports, 2010-13

Department Goals, 2010-11	**Planned Methods of Evaluation**	**Evaluation of Achievement, 2012**	**Follow-up, 2013**
Perform assessment of elementary and intermediate level courses and courses for heritage speakers	Assessment of LC 112, LF 112, LG 112 & LS 112	Assessed in 2010 -11	Address students' foreign language learning challenges as shown in assessment reports
	Assessment of LX 213 & 214	Assessment of LX 213 completed 2011-12	Assessment of LX 214 when enrollment increases
	Assessment of LS 221, 222 223	Courses assessed in 2012-13	Continue to assess based on Program Review schedule
Start Arabic Program, addressing Arabic heritage speakers learning needs and placement	Offer two section of heritage speakers (LA 111 & 112) and run with 15-20 students	Low enrollment of Arabic heritage speakers	Continue to offer concurrent sections of LA 111 & 112; monitor enrollment growth
			Develop new course, LA 213 – Intermediate Arabic
			Develop and submit courses for heritage speakers of French
Increase full-time faculty	Search for French/Arabic Assistant Professor	Hired one full-time French Assistant Professor in spring 2011	Redefine needs of French and Arabic program; secure approval for two searches
	Search for Spanish Assistant Professor		Search for two Spanish Assistant Professor positions
Increase faculty development	Offer pedagogical workshops during 2011-12, including technology training	Dept. offered four workshops on how to conduct placement and complete placement rosters and on use of Grade Center in Blackboard	Faculty participated in instructional technology workshops offered by ACC
Develop study abroad programs	During 2011-12, investigate feasibility of study abroad programs for Spanish, French and Italian	Summer 2013 – offer one study abroad program in France – 12 students registered	Summer 2014 - offer study abroad program in France and increase student and faculty participation
	2011 – study abroad programs in Italy and France are being developed		

The report excerpt above includes intentional follow-up to course assessment according to the program review schedule, concerns about enrollment numbers, projected course development, new faculty

searches, and faculty development within the department. (See Appendices D-1, D-2, and D-3 for the complete year-end reports.)

The second sample is from the Center for Excellence in Teaching and Learning (CETL). Figure 14 below presents summary highlights of goals, outcomes, and follow-up over two years.

Figure 14: CETL, Year-end Reports, 2011-13

Key Performance Indicator	**Target Outcome**	**Actual Outcome**	**Follow-up**
2011	**2012**	**Participation**	**Plans 2013**
Plan, develop, and coordinate a consistent number of professional development activities.	Increase number of participants.	**2011:** 880 attendees; an increase of more than 30%. **2012:** 1,002 attendees. **2013:** 640 attendees.	Offer theme-based faculty workshops; integrate college-wide initiatives.
Support faculty in implementing innovative pedagogies.	Increase the implementation of high impact practices.	**2011:** Increased by more than 10%. **2012:** 40 faculty integrated service learning (HIP); 14 Faculty created ePortfolios. **2013**: 139 faculty attended seminars on high impact practices.	Encourage faculty to integrate high impact practices, with particular emphasis on the academies.
Support faculty in utilizing instructional technology.	Increase number of faculty presentations on pedagogy and technology.	**2011:** 28 faculty attended seminars on instructional technology. **2012:** 36 faculty attended seminars on instructional technology. **2013:** 8 faculty attended seminars on instructional technology.	Encourage faculty across the disciplines to utilize instructional technology and offer workshops.
Support faculty in conducting pedagogical research and scholarly publishing.	Increase number of faculty publications on pedagogical research.	**2011:** 40 faculty presentations of pedagogical research and 18 publications. **2012**:71 faculty presentations of pedagogical research and 19 publications. **2013:** 70 faculty presentations of pedagogical research and 21 publications.	Inform faculty about possibilities for research collaboration and further support for pedagogical research.

The report excerpt above includes strong participation numbers for the center, indicating a robust faculty response to CETL offerings, and concerted efforts to follow up with faculty to promote more pedagogical research and use of high impact instructional practices in support of the Academy model. (See Appendices D-4, D-5, and D-6 for the complete year-end reports.)

Course Assessment

Since 2004, academic departments have been using a faculty-developed template that covers the stages of the assessment process, aligning general education with curricular and course objectives. (See Appendix K.) Course assessment also informs the program review process. When completed, course assessment reports are posted to the website, and a summary of the findings and action plan are included in the department year-end report. It is the uneven quality of course assessment reports that resulted in the establishment of an Assessment Institute.

Developed at the time of the monitoring report, a comprehensive program review schedule for the college (see Appendix I-2) includes the course assessment to be completed in support of the program review(s) scheduled for that year. Figure 15 below is an excerpt from this schedule.

Figure 15: Program Review Schedule with Course Assessment Schedule in Support

Year Scheduled	Program(s) to Be Reviewed	Sponsoring Department(s)	Course Assessment in Support of Program Review – External to *Sponsoring* Department(s)	Assessment Status of Courses Common to Programs Cited (Y/N – Year)	
2010-2011	Liberal Arts & Sciences (Mathematics & Sciences) (A.S.)	Mathematics & Computer Science Biological Sciences & Geology Chemistry Physics	EN 101, EN 102 HE 101, HE 102 HI 110, HI 111, HI 112 LX 111 SP 211 SS 310, SS 510	EN 101	Y – 2012
				EN 102	Y – 2013
				CH 127	Y – 2012
				CH 151	Y – 2012
	Environmental Health (A.S.) Health Sciences (A.S.)	Biological Sciences & Geology	CH 127, CH 151, CH 152 EN 101 HI 110, HI 111, HI 112 LX 111 MA 336, MA 440, MA 441 PH 301, PH 302 SS 510	CH 152	Y – 2012
				HE 101	N – Pending
				HE 102	Y – 2013
				HI 110	Y – 2013
				HI 111	Y – 2013
	Engineering Science (A.S.)	Engineering Technology Physics Mathematics & Computer Science Chemistry	EN 101, EN 102 HE 102 HI 110, HI 111, *or* HI 112 SS 110, SS 310, SS 410, SS 510	HI 112	Y – 2010
				LS 111	Y – 2010
				MA 336	Y – 2013
				MA 440	N – Pending
				MA 441	N – Pending
				PH 301	Y – 2011
				PH 302	Y – 2011
				SP 211	Y – 2013
				SS 110	N – Pending
				SS 310	Y – 2011
				SS 410	Y – 2011
				SS 510	Y – 2011

Two examples of course assessment reports follow from faculty who attended the Assessment Institute in fall 2013: from the Social Sciences department, a course on American Government and Politics (PLSC 101), and from the Art and Design department, six Art History courses. In these reports, faculty include: (1) student learning outcomes and their corresponding general education outcomes; (2) assessment tools and measures; (3) evidence of student achievement; and (4) analyses and summary, including plans to address improvement of student learning.

American Government and Politics is a general education course in the Pathways common core, under U.S. Experience and Its Diversity, and satisfies a requirement for the American Studies concentration of the Liberal Arts and Sciences A.A. degree program. In the assessment, an essay question was used on the mid-term and final examinations in three sections of the course, one WI and two standard sections, in a comparison of instructional modalities and student outcomes. Figure 16 below has a summary of the assessment.

Figure 16: Summary of Course Assessment for PLSC 101

Student Learning Outcomes	Assessment Tools	Findings	Recommendations
To explain how and why two foundational political science concepts affect contemporary US government and politics. (WI section/25 students)	Essay question measured from rough draft to final draft.	Average total score out of 20 on rough drafts was 17.8, while total score on final papers increased to 18.2. Student writing improved from rough draft to final draft.	Increase the number of Writing Intensive (WI) sections based on the conclusion that WI classes produce better learning.
To identify an example of the impact of constitutional design (versus extra-constitutional forces) on American politics.(non-WI section/35 students)	Essay question on mid-term/final exams.	Average score on the essay question was 13.4 on midterm exam, and went up to 14.8 on final exam.	Support writing skills to improve outcomes.
To demonstrate how one contemporary political issue/controversy is affected by the concept of separation of powers. (non-WI section/35 students)	Essay question on mid-term/final exams.	Average score on the essay question was 12.6 on midterm exam, and went up to 14.5 on final exam.	Support writing skills to improve outcomes.

The assessment demonstrates that students in the writing-intensive section achieved higher scores and showed greater improvement in learning over students in the non-writing-intensive sections. As a result, students in non-writing-intensive sections can benefit from additional low and high stakes writing assignments. Other outcomes from this course assessment involved the creation and adoption of a new task-based assessment tool. (See Appendix L-1 for the complete course assessment report.)

The second example is an assessment of six Art History courses, including: History of Art I (AR 311), History of Modern Art (AR 315), History of American Art (AR 316), History of Photography (AR 317), History of Graphic Design (AR 325), and Asian Art (AR 326). These are general education courses in the Pathways common core, under Creative Expression, and are part of the A.S. degree program in Gallery and Museum Studies. AR 311 and AR 312 are required courses in the Art History concentration in the Visual and Performing Arts A.S. degree program. In the assessment, a research paper assignment was used. Figure 17 has a summary of the results.

Figure 17: Summary of Course Assessment for Art History

Student Learning Outcomes	Assessment Tools	Findings	Recommendations
To conduct and write a formal analysis and evaluation of stylistic and historical contexts of works of art using art historical terminology.	Rubric measuring a formal visual analysis.	Above 50% of the students scored good or excellent in their ability to write a formal analysis.	Guide students to describe the stylistic elements as well as the historical and cultural contexts of works of art.
To demonstrate a critical use of sources by evaluating and synthesizing research to support a thesis and analysis.	Rubric measuring a critical use of research.	Fewer than 50% of the students scored above fair in their ability to critically evaluate and synthesize research into analysis.	Continue to support research skills with more focused outcomes for improvement.
To demonstrate analytical thinking through the written expression of historical facts and art historical concepts in order to derive meaning in works of art.	Rubric measuring a demonstration of analytical thinking.	Above 50% of the students scored good or excellent in their ability to use factual knowledge in order to derive meaning in works of art.	Continue to support a command of factual knowledge.
To demonstrate proper use of grammar, syntax, and spelling; logical compositional structure; and proper use of citations and bibliographic reference.	Rubric measuring a demonstration of writing and research skills.	Students scored higher in their command of logical compositional structure and use of grammar, but lower in proper use of citation and reference.	Strengthen weakness of proper citation and bibliographic reference through scaffolding additional research and citation assignments.

Assessment results demonstrate that students need extra support in the areas of research in general, including identifying scholarly sources, critically evaluating and synthesizing information, and using research to support a thesis. Recommended actions include: Faculty could scaffold an additional research and citation assignment before the main research paper or distribute examples of proper citation format specific to art historical sources as part of course assignments (students do receive a guide on citations from the library). Art History faculty will continue to discuss the effectiveness of their rubric in an effort to refine the assessment instrument. (See Appendix L-2 for the complete course assessment report.)

The Assessment Institute will continue to be offered, with up to 30 seats available for the fall and for the spring semesters. Faculty who have participated in the institute have expressed deeper understanding and appreciation of the assessment process. As the cohort of "graduates" grows, course assessment across campus is expected to become more pervasive and more consistently meaningful and useful both to student learning and instructional practice and to program reviews. In short, an assessment infrastructure is being cultivated.

CHAPTER 6: LINKED INSTITUTIONAL PLANNING and BUDGET PROCESSES

QCC's strategic planning process sets the long-term goals and annual objectives of the institution, fulfilling the mission goals and aligning with CUNY's Performance Management Process (PMP) goals and targets. This chapter explains the ways in which university and institutional planning are linked to the budget allocation process.

CUNY Budgeting Process

The City University of New York (CUNY) submits an operating tax-levy budget request to New York State and New York City that consists of the mandatory, or base-line needs, and the programmatic request. The mandatory request includes contractual salary increases and other than personal service (OTPS) inflationary increases. It also includes requests for rent increases, fringe benefits, energy, and new building needs. The programmatic request is based on University Program initiatives outlined in the Master Plan and is developed by the university's central leadership in consultation with various CUNY constituencies, including members of the Board of Trustees, college presidents, and faculty and student representatives.

The CUNY Compact is the university's vehicle for financing its Master Plan. The Compact calls for the leveraging of resources from key stakeholders: New York State and New York City, which contribute 100% of mandatory costs, along with a portion of the Investment Program; friends of the colleges, through philanthropy; the university, through continuing its drive toward greater efficiencies, restructuring and improved productivity; the students, through continued targeted enrollment growth and predictable tuition increases that do not exceed the rate of inflation.

Colleges receive an allocation that is determined by the community college allocation model and lump sum amounts, the majority of which is determined by the CUNY Office of Academic Affairs. While the model determines 100% of the funding needs at the colleges, the actual allocation that the colleges receive is discounted, because the overall appropriation is not sufficient to fund all priorities and 100% of the model.

The community college allocation model under which QCC operates, which is zero-based and predicated on an enrollment-driven budget model, incorporates a three-year weighted average of enrollment to develop the allocation for the following functions: teaching, instructional support, and base and FTE funding for library, student services, general administration, and general institutional services. Teaching needs are determined using the instructional staff model, which generates these needs according to enrollment and student faculty ratios by discipline. Filled full-time positions are funded and, if required, additional teaching FTEs are funded at the adjunct rate. Allocations for plant maintenance and operations, continuing education, and student aid are driven by college-specific criteria.

The tuition revenue budget is appropriated by New York State to the senior colleges as a lump sum and by New York City to the community colleges as part of the overall budget. Because tuition revenue is a

component of each college's budget, it is critical that colleges collect revenue at or above their established targets to allow for the university to expend its total budgetary appropriation.[1]

The college typically enjoys supplemental funding from a number of special programs like ASAP, Coordinated Undergraduate Education (CUE), College Discovery, and College Now. Each year, program directors submit funding requests to CUNY for these programs. Program directors, through the appropriate vice president, are asked to submit their proposals for review prior to their formal submission to the University.

QCC Planning and Budgeting Process

As described in chapter 5, the college's strategic plan is the basis on which the college operationalizes its budget, ensuring that goals and objectives may be met not only at the institutional level but also in alignment with CUNY's the Performance Management Process (PMP) goals and targets. To ensure that targets are met, senior administrators formulate operational plans for their areas to determine the funding necessary to implement these plans. For the academic area, the vice president of Finance and Administration considers input from the provost and senior vice president of Academic Affairs and chairs regarding departmental needs.

To allocate funding, the college employs a project/activity-driven approach that assesses budget needs based on established priorities and intended outcomes. The broad parameters for budget allocation are:

- All units begin with a true zero balance.
- All units are given budget request templates with prior year approved budgets and actual expenditures, by budget category.
- Budget requests are built on the following:
  - All fixed costs (including full-time personnel, vacancies, contractual obligations, maintenance costs, etc.) and specialized initiatives are accounted for.
  - All discretionary costs are tied to specific tasks, projects, or priorities and are referenced to strategic priorities, PMP, or other institutional goals.
- All budgets are accompanied by documentation justifying the projected expenditures.
- All units receive monthly reports showing actual expenditures applied against approved budgets.
- The Budget Office monitors spending to address and track needed modifications.

The planning and resource allocation process ensures that resources support the college's highest priorities, articulated in the strategic plan. Figure 1 below is the calendar by which the strategic planning and budget allocation process unfolds over the academic year.

[1] Taken from the CUNY Budget and Finance Office's Operating Budget Overview document at http://www.cuny.edu/about/administration/offices/bf.html.

Figure 1: Strategic Planning and Resource Allocation Process Calendar

Date	Action
June	Teaching and non-teaching department year-end reports submitted to Strategic Planning, Assessment, and Institutional Effectiveness; reports posted to website
July	Review of year-end reports by divisional heads
August	Priorities for new academic year discussed and established by the cabinet
September	Discussion of priorities and development of initial draft of strategic plan by mini-CAPC (dean, Senate Steering Committee & Faculty Executive Committee chairs); full review of initial draft of plan by CAPC
October	Revisions and additions to strategic plan; full review of revised plan by CAPC
November	Continued modification of strategic plan; review of revised plan by CAPC
December	Finished draft document of strategic plan reviewed by CAPC, in preparation for focus groups in spring semester
February	Focus group meetings (3) to discuss plan (academic chairs, administrators, student government leaders)
March	Based on focus group input, revisions and comments to strategic plan reviewed by CAPC; President issues FY planning and resource allocation process and calendar
Before end of March	Consultation with the Academic Senate Budget Advisory Committee regarding the budget and the following fiscal year planning resource and allocation process
Mid-April	Open hearings to discuss strategic plan with campus community; vice presidents submit budget plans and reduction proposals (as needed) to Budget and Financial Services
May	Final CAPC review of strategic plan; consultation with Academic Senate Budget Advisory Committee regarding proposed FY budget plans, including reductions; committee issues report of recommendations to the president and the CAPC/ Academic Senate
Mid-May	CAPC review of proposed FY budget
Last week of May	Consultation with Budget Subcommittee of the P&B Committee regarding the proposed FY budget and related budget reductions plans
Mid-June	Queensborough Student Association, QCC Fund, and QCC Auxiliary boards enact FY budgets; final review of strategic plan by cabinet
Various	Draft budget proposals for program initiatives like Coordinated Undergraduate Education (CUE), ASAP (Accelerated Study in Associate Programs), College NOW, College Discovery, CUNY Language Immersion Program (CLIP), and all special initiatives funded by CUNY submitted to Budget and Financial Services by program directors; cabinet reviews and president approves final submissions
By end of June	President reviews all recommendations and announces contingent budget allocation decisions; expenditure plan is created; submission of strategic plan to CUNY
End of August	Budget is finalized by CUNY; president adjusts budget, if necessary, in consultation with the Academic Senate Budget Advisory Committee, CAPC, and Budget Subcommittee of the P&B Committee

The vast majority of the annual operational budget is driven by ordinary resources required to fund instruction. Many of the University-mandated PMP goals, however, which require the college to set targets in a number of specific areas and to create plans to achieve those targets, do require new or additional resources and, as such, are linked to the budget allocation process through their inclusion as specific QCC strategic objectives within the PMP framework.

The Queensborough Student Associate (QSA), the QCC Fund, and the QCC Auxiliary Enterprises Inc. utilize separate budget processes and timelines. Vice presidents submitting budget proposals to these entities on behalf of their division are asked, where possible, to submit these proposals for review to Finance and Administration during the college's budget process before they are advanced to their respective boards for decision to ensure that the budget allocations have maximum impact in support of strategic initiatives.

Proposals for Tech Fee funds (from student fees) are solicited and reviewed as part of the larger strategic planning and resource allocation process. Tech Fee funding is intended to support technological infrastructure across campus directly in support of students. Funding supports the update and maintenance of computer laboratories on a regular schedule and Tech Fee students, who work for the college on special projects associated with technology use and practice.

Figure 2 below is an excerpt from the college's strategic planning performance (completion) report from last year, specific to University Goal 2.0, with objectives cited and outcomes under "status":

Figure 2: University Strategic Objective (2.0) – Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship, and creative activity – Outcomes Status

University Targets	Representative Indicators	QCC Strategic Objectives	STATUS
2.3 Instruction by full-time faculty will increase incrementally	2.3 % of instructional FTEs in undergraduate courses delivered by FT faculty; mean annual teaching hours of veteran FT faculty	Contingent on budget, 41 new FT faculty will be hired, increasing percentage of instruction by FT faculty by 5%.	MET – 42 additional full-time faculty appointed through P&B action; owing to no. of new faculty & release time required, percentage of instruction by FT faculty decreased from 23.1 to 22.9.

To meet the university's goal and target, as part of the budget allocation process, the vice president for Finance and Administration was tasked with ensuring that adequate funds were budgeted to meet the objective. As all objectives require financial support, QCC seeks to meet or exceed the university targets and college's strategic objectives through reprioritization of efforts and refocusing of resources within existing budgets.

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APPENDIX A: Goals from QCC Mission

Appendix A-1: Goals from QCC Mission

Goals from QCC Mission
1. Collaborative, learning-centered community, with strong and closely integrated academic and student support services • Open admission access for all learners • Intellectual inquiry, global awareness, and lifelong active learning; enrich themselves intellectually and socially and to develop the knowledge and skills necessary for success • Academic excellence within an environment of diversity; development of the whole individual • Students to become active, responsible partners in their intellectual pursuits • Individualize the college experience through meaningful collaboration among students, faculty and staff
2. Post-secondary associate degree and certificate programs for careers and for transfer • comprehensive, multi-layered academic programs • rich general education core aimed at enhancing students' critical thinking and decision making skills • well-planned curricula and developmental course work • many options to students for achieving their academic and career goals
3. Highly qualified faculty with excellent scholarly credentials • focused attention to pedagogy • effective learning strategies; innovative pedagogy, including educational technology • research on community college pedagogy; scholarly accomplishments and professional advancement of faculty and staff
4. On-going assessment of academic offerings and support services
5. Continuing Education courses and certificate programs • accessible and affordable educational, recreational and job training opportunities • help individuals, businesses and institutions respond to changes in technology and the economy
6. Leadership role in providing access to arts and culture
7. <u>To support the Mission</u>, provide resources, budget and facilities to meet the need of the programs, activities, departments and offices, the Office of Institutional Advancement communicates the excellence of the College and seeks funds from public and private sources.
8. <u>To support the Mission</u>, provide resources, budget and facilities to meet the need of the programs, activities, departments and offices, the Office of Finance and Administration analyzes funding sources and oversees funds allocated to the College by the Central Administration; provides a clean and comfortable learning environment for students, manages Auxiliary Enterprises, and assists the VP for Student Affairs in overseeing funds from student fees The offices of General Finance, Business and Administrative Services (BAS), and Budget and Financial Services (BFS) support the mission and strategic plans of the College through expert financial consultation and analysis; transparent, timely, accurate and useful analytical reporting; the provision of strategic information in support of decision making, especially resource attainment and resource utilization; the use of model practices, including continuous improvement and performance management; and, effective and collegial consultation and communication.

Appendix A-2: Goals from QCC Mission Statement, Strategic Planning Emphases, Documents and Reports, 2009-14

Goals from Mission	Strategic Planning Emphases, 2009-2014	Planning and Reporting Documents
1. Collaborative, learning-centered community, with strong and closely integrated academic and student support services	• Academies design, revision and implementation, 2009-present, with revision Fall 2013 • Hired Freshman Coordinators, then reorganized all advising by Academy • ST-100 revised • High Impact Practices, faculty development for HIPs, new HIPs added Fall 2013 • Support for students engaging in HIPs (off campus trips for service learning, research presentations, competitions, etc.) • Academic support in student learning centers • Early Alert introduced 2010, expanded, and Starfish adopted and launched Fall 2013 • Reduce performance gaps for students from under-represented groups	• Annual Strategic Plan and Completion Reports • CUNY PMP Report • Year-end reports from Academic Affairs and Student Affairs offices and department • Academies Assessment Protocol • Starfish reports • ASAP reports • QSA & QCC Auxiliary reports • CUNY Master Plan • CUNY Financial Plan and Expenditure Reports
2. Post-secondary associate degree and certificate programs for careers and for transfer	• Admissions processes streamlined and strengthened • New program development, especially dual/joint programs in Nursing, Forensic Accounting; new concentrations in AA in Liberal Arts and Sciences • Ongoing curriculum revision, including new course creation • Academics website reorganized • Academic Program Review and Course Assessment • Review of courses for new Common Core (general education) and for CUNY majors • Continued expansion of smart classrooms and faculty development in eLearning • Strengthening remediation; innovations, Remediation Research and Review committee 2012-14 • Pre-collegiate remediation and high school collaborative programs consolidated under VP for Pre-Collegiate and Cont. Ed and Workforce Development • CUNYStart launched, Early College High School Initiative begun 2013-14 • Creation of new office of Articulation, Transfer and Educational Partnerships • Retention Management Team launched Fall 2013, with policy changes • Increased services through Career Services Office	• Academic Senate minutes and committee reports • Year-end reports from Academic Departments and Academic Affairs • Academic Program Review and Accreditation reports • Course assessment reports • Annual Strategic Plan and Completion Reports • Academic Computing Center website? • ASAP reports • CUNYStart reports • Year-end reports from Student Affairs offices • Tech Fee Plan • QCC Factbook • CUNY PMP Reports • CUNY Master Plan • CUNY Financial Plan and Expenditure Reports

3. Highly qualified faculty with excellent scholarly credentials	• Significant hiring of new, highly credentialed faculty • Expanded new faculty orientation (New Faculty Institute), Mentoring program, eLearning Institute, Assessment Institute • CETL seminars on pedagogy, annual pedagogical research grants and presentations • Faculty meetings focused on academic issues, pedagogy, faculty development • Increased support for faculty travel to present at conferences	• Annual Strategic Plan and completion report • CUNY PMP reports • Departmental Year-end reports • Faculty Institute outcomes reports • Academic Program and Accreditation Review • Course Assessment • Academies Assessment Protocol • CETL Year-end reports • ACC website? • Academic Senate minutes and committee reports • Faculty Executive Committee minutes • CUNY report on faculty scholarly and creative activities • QCC Fund, Inc. reports • CUNY Financial Plan and Expenditure Reports • CUNY Master Plan
4. On-going assessment of academic offerings and support services	• Academic Program Review and external accreditation reviews • Assessment Committee of Academic Senate • Assessment Institute • General Education Task Force • Key Performance Indicators set for all offices, assessed on cycles • Academies Assessment Protocol revised as of fall 2013 • Institutional Research creates dashboards for all programs, increases data on student transfer • Early Alert research projects • Continuing Education implements CUNY quality standards	• Annual Strategic Plan and Completion Report • CUNY PMP report • Academic Program and Accreditation Review reports • Departmental Year-end Reports • Academic Senate Minutes and Committee Reports • Course assessment reports • Academy Assessment Protocol • QCC Factbook and program dashboards • ASAP reports • Starfish reports

5. Continuing Education courses and certificate programs	• Continuing Education targets workforce programs for specific areas in Queens • Develop multiple programs in health care areas, partnering with local agencies and with credit programs • Implement major grants, including 21st Century CCLC; CareerPath DOL • Launch QCC CUNYStart program • Expand CLIP (CUNY Language Immersion Program)	• Annual Strategic Plan and Completion Reports • CUNY PMP report • Departmental Year-end Report • CUNY Master Plan • QCC Factbook • CUNYStart reports • Academic Senate minutes and committee reports • CUNY Financial Plan and Expenditure Reports
6. Leadership role in providing access to arts and culture	• Ongoing exhibits, grants and internships at the Kupferberg Holocaust Resource Center and Archives • QCC Art Gallery exhibits and community outreach • Queensborough Performing Arts Center events • Student performances and exhibits • Student participation in theatre and dance performances off campus and at conferences and competitions • Academic Senate Committee on Cultural Resources and Archives work with faculty, encouraging them to incorporate use of these cultural resources in their curriculum • The four major concentrations in VAPA (Art, Dance, Music, and Theatre) are pursuing external accreditation • Advisory boards for arts curricula renewed or created	• Strategic Plan and Completion Reports • Year-end Report • Websites for KHRCA. QCC Art Gallery, QPAC • Academic Senate Minutes and Committee Reports • QSA & QCC Auxiliary reports
7. <u>To support the Mission</u>, the Office of Institutional Advancement...	• QCC Edge for Success campaign; build donor pool and seek significant donations, with emphasis on student scholarships; raise $25 million by 2015 • QCC Fund, Inc. Board revised bylaws and investment policy • Sponsored Programs encourages and supports faculty grant applications	• Strategic Plan and Completion Reports • CUNY PMP reports • Year-end Reports • QCC Factbook • CUNY report on faculty scholarly and creative activities • Academic Senate minutes and committee reports • Websites for KHRCA. QCC Art Gallery, QPAC • QCC Fund, Inc. reports • CUNY Financial Plan and Expenditure Reports • CUNY Master Plan

8. <u>To support the Mission</u>, the Office of Finance and Administration …	• Serve as vanguard college for CUNY implementation of CUNYfirst, integrating all student information, human resources, accounting, and financial aid data in one system • Conduct resource allocation studies & present analysis/options to P&B budget subcommittee. & executive management to inform resource allocation recommendations & decision-making; • Incorporate internal controls assessment into ongoing review process; develop schedule of internal control assessments & conduct audits. • QCC Accounting will complete analysis of all revenue related balance sheet accounts and develop monthly schedule to deposit all excess cash in timely manner, at least monthly. • Revise and update all cash and accounts payable related procedures to ensure safeguarding of College assets. • Bolster QCC website infrastructure • Major review of space utilization, creating more usable spaces for classrooms and faculty offices • Class scheduling system revised to consolidate use of classrooms and regularize meeting times. • On-going renovation projects and energy saving projects, electrical upgrades, security systems, etc. • Plan, design, and begin construction on domed campus dining hall in Science Building Courtyard • Grant for green reconstruction of parking lot • Chemical inventory, risk management reports • Sustainability Plan implementation	• Annual Strategic Plan and Completion Reports • CUNY PMP reports • Departmental Year-end Reports • Tech Fee Plan • QCC Factbook • QSA & QCC Auxiliary reports • QCC Fund, Inc. reports • CUNY Financial Plan and Expenditure Reports • CUNY Master Plan

APPENDIX B: STRATEGIC PLANS

Appendix B-1: Strategic Plan 2013-14

QCC 2013-2014 GOALS AND TARGETS REPORT – QCC 2012-2015 LONG-RANGE PLAN

University Goal: Raise Academic Quality

University Strategic Objective – 1.0 – Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix

Univ. Targets	Indicators	QCC Mission	QCC Long-range Plan – 2012-2015	QCC Strategic Objectives – 2013-2014	Division(s)
1.1 Colleges & programs will be recognized as excellent by all accrediting agencies	1.1 Colleges will report on program accreditation activity for current year, including any change in status; will report Middle States accreditation activity & status for current year, including any public statements by Middle States; will submit updated professional accreditation information (template to be provided)	1.1 Ongoing assessment of academic offerings & support services 1.1 College communicates excellence of academics & faculty & seeks funding from public and private sources in support of mission	• Ensure continued & enhanced compliance with MSCHE standards 7 & 14 by funding faculty attendance at MSCHE conferences, Assessment Institute & by continuing to support efforts of Senate Assessment Committee. • Prepare periodic review report in 2013-14, followed by campus review; report due to Middle States on June 1, 2014. Assess Web site: periodic surveys on satisfaction to assess usability; CMS as system, content (accuracy etc.), navigation design, artistic design.	• Periodic review process will identify areas of assessment that need improvement. • PRR committee & other faculty attend Middle States annual conference. • Convocation reports on assessment outcomes & PRR status. • Complete periodic review report for submission to Middle States on June 1, 2014. • Establish task force to examine & make recommendations for assessment of general education & learning outcomes. Communications & Public Relations will: • Improve & enhance channels for direct communication with internal & external audiences, including Web site, social media, e-newsletters, electronic billboards etc. • Disseminate QCC's faculty achievements for national attention. • Streamline & simplify online college events calendar; explore tethering to CUNY calendar & on-campus electronic billboards.	EXECUTIVE LEADERSHIP – ALL DEPART-MENTS COMMUNI-CATIONS & PUBLIC RELATIONS STUDENT AFFAIRS
1.2 Colleges will improve use of program reviews to shape academic decisions	1.2 Colleges will submit program review calendar indicating schedule of self-study, external review and/or first-year implementation of recommendations for all programs not otherwise separately accredited; to be updated each year (template to be provided);	1.2 Ongoing assessment of academic offerings & support services	• Program review process will be modified & streamlined, report organized according to "special topic" format. • Develop additional dual/joint degree programs. • Ensure that assessment of student learning in general education complies with MSCHE standards, including assessment	Activities: • Program reviews scheduled: Telecom-munication Technology; Computerized Architectural & Industrial Design; Visual & Performing Arts; Digital Art & Design; Photography; Gallery & Museum Studies • Implement action plan of LA prog. review. • Implement action plan from ETAC of ABET reaccreditation self-study process on Computer Engineering Technology, Electronic Engineering Technology &	ACADEMIC AFFAIRS

Univ. Targets	Indicators	QCC Mission	QCC Long-range Plan – 2012-2015	QCC Strategic Objectives – 2013-2014	Division(s)
	will submit documentation for recently completed departmental program review (self-study, external review report, summary of recommendations/imple-mentation plan & result actions by college		of information literacy. • Faculty will present on data outcomes & actions implemented for continuous & sustained improvement. Conduct activity-based costing.	Mechanical Engineering Technology • Course assessment will occur in every academic department in Fa13 & Sp14. • Assessment Institute established in Sp13 is offered in Fa13 & Spr14, at least 20 faculty attending for each semester. • All course assessment reports will be posted to new Assessment website, by department & by general education objective. • Assess & review CUNYStart & CLIP programs to better inform campus remedial strategies. Report data on department & academic program cost to help inform academic decisions & resource allocation.	FINANCE & ADMINIS-TRATION
1.3 Colleges will use technology to enrich courses & improve teaching	1.3 Percentage of instructional (student) FTEs offered partially or totally online	1.3 Post-secondary associate degree & certificate programs for careers and for transfer	• Promote eLearning Institute as model fac. devel. & collaboration in pedagogy & assessment. • Consolidate Web/database platform use. • Explore through appropriate Senate committees use & design of e-systems for student evaluation of instruction. • Identify early adopters to pilot use of mobile Apps in teaching & learning.	Conduct eLearning Institute (10-12 faculty). Report on course assessment for ST 100: • Effectiveness of e-readiness module • Student learning in key concepts, including use of e-portfolio in learning Continued planned expansion & upgrade of instructional technology infrastructure, including 10 additional classrooms with advanced technology podia; upgrade of wiring, network & wireless infrastructure; expansion of virtual computer labs.	ACADEMIC AFFAIRS ACADEMIC AFFAIRS & STUDENT AFFAIRS FINANCE & ADMINIS-TRATION

University Strategic Objective – 2.0 – Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship, and creative activity

University Targets	Indicators	QCC Mission	QCC Long-range Plan – 2012-2015	QCC Strategic Objectives – 2013-2014	Division(s)
2.1 Colleges will continuously upgrade quality of full-time & part-time faculty, as scholars & teachers 2.2 Colleges will build	2.1 Colleges will provide evidence that investments in faculty hiring & development align with college's strategic plan & mission 2.2 Colleges will report	2.1-2.4 Highly qualified faculty with excellent scholarly credentials	Implement new faculty institute on classroom management, high impact strategies, presentation technology, assessment of student learning & intro. to responsibilities of higher ed. profession.	Conduct new faculty institute & mentoring program & assess outcomes using survey instruments developed in 2012-13. Increase no. of faculty publications by	ACADEMIC AFFAIRS

research capacity & increase research productivity, including pedagogical research	faculty scholarship & creative activity (OIRA will compute average scholarly output per FT faculty member)			5% (last year = 200).	
2.3 Instruction by full-time faculty will increase incrementally	2.3 % of instructional FTEs delivered by FT faculty, mean hours taught by FT new & veteran faculty			Increase no. of faculty applicants for internal CUNY/QCC funding opportunities, including PSC-CUNY, by 5% (baseline 2012-13: 55).	
2.4 Colleges will recruit & retain diverse faculty & staff	2.4 Faculty & staff diversity & affirmative action reports			Implement recommendations and/or initiatives of diversity plan developed in 2012-13.	

University Goal: Improve Student Success

University Strategic Objective – 3.0 – Ensure that all students receive a quality general education and effective instruction

University Target	Indicators	QCC Mission	QCC Long-range Plan – 2012-2015	QCC Strategic Objectives – 2013-2014	Division(s)
3.1 Colleges will improve basic skills & ESL instruction to prepare students for success in remedial & credit courses	3.1 Pass rate in reading, writing & math on exit-from-remediation, based on students enrolled in last in course sequence; USIP participation rate of entering freshmen & transfers w/initial remedial need	3.2-3.5 Post-secondary associate degree & certificate programs for careers and for transfer		Exit from Remediation: • Increase pass rates (% over last year): Reading, by 2.5% (last year = 42.6); Writing, by 2.5% (last year = 40.8) • Math.: establish baseline (new cutoffs have been instituted)	ACADEMIC AFFAIRS
	3.1 % of associate degree students not fully skills proficient at initial testing who have met basic skills proficiency in reading, writing & math by 30th credit		Milestone: Number of classes using HI practices will increase by 10% each year.	Milestone (increase over last year): • Increase percentage of students who have met proficiencies in Reading, Writing & Mathematics by 30th credit, by 1.5%. • Increase percentage of students passing gateway courses in Eng. Comp., by 1.5%. • Increase percentage of students passing gateway courses in Mathematics, by 1.5%.	
3.2 Colleges will improve student academic performance, particularly in first 60	3.2 % of students passing freshman composition and math. gateway courses with C or better; value added		Academies: Retention Management Team will 1) continue to develop & organize, based on evaluation of student progress into 2nd year, support for	Academies: • Develop strategic plan for Retention Management Team effort & begin implementation. • Expand faculty & student involvement in	

University Target	Indicators	QCC Mission	QCC Long-range Plan – 2012-2015	QCC Strategic Objectives – 2013-2014	Division(s)
credits of study	as measured by CLA		intervention &/or change of curriculum as appropriate; 2) examine & streamline campus-wide administrative processes (e.g., course withdrawal).	Academic Service Learning by 10% over last year (72 faculty, 1,700 students). • Increase faculty & student participation in virtual Learning Communities/SWIG by 10% over last year (39 faculty, 975 students). • Pilot e-portfolio, milestone & capstone experiences in Liberal Arts Academy.	
3.3 Colleges will reduce perf. gaps among students from under-represented groups	3.3 Gap in 1-year retention rate between underrepresented minority & nonunder-represented minority first-time freshmen enrolled in assoc. programs (FT entrants)			• Participation in coop. education/internship experiences will increase 5% over last year (323 students, including 100 Tech Fee students). • Participation in MALES, CSTEP & CD activities will increase 5% vs. AY12.	STUDENT AFFAIRS

University Strategic Objectives – 4.0 – Increase retention and graduation rates and ensure that students make timely progress toward degree completion – 5.0 – Improve post-graduate outcomes – 6.0 – Improve the quality of campus life and student and academic support services

University Target	Indicators	QCC Mission	QCC Long-range Plan – 2012-2015	QCC Strategic Objectives – 2013-2014	Division(s)
4.1 Colleges will facilitate students' timely progress toward completion	4.1 % of first-time freshmen who complete Eng. Comp. within 2 years of entry; 5 of first-time freshmen who complete credit-bearing math course within 2 years of entry; ratio of FTEs to headcount in associate programs	4.1-6.1 Post-secondary associate degree & certificate programs for careers and for transfer	Coordinate & streamline operation of learning centers through electronic tracking system (to be determined).	Increase percentage of first-time, full-time students still enrolled in college 1 year later 3.0% over last year (69.2%).	ACADEMIC AFFAIRS
4.2 Retention rates will increase progressively	4.2 One-year retention rate: % of FT first-time freshmen in associate program still enrolled in college of entry one year later; difference between actual & predicted (regression-adjusted) one-year retention rate of FT first-time freshmen in associate programs			• Increase to 33% over 3-year average, 30.9%, percentage of students enrolled in 15 cr. or more. • Implement e-advising for students with 45 or more credits & in good academic standing. • Maintain FOCUS 2 usage at 2012-13 levels (online career & education planning system) • Survey student satisfaction with uses of social media as means of	STUDENT AFFAIRS

				communicating with prospective & currently enrolled students through use of HOBSONS, enrollment management tool.	
4.3 Graduation rates will increase progressively in associate, baccalaureate & masters' programs	4.3 Four-year graduation rate: & of FT first-time freshmen in associate programs who graduated from college of entry within 4 years; difference between actual & predicted (regression-adjusted) 4-year graduation rate of FT first-time freshmen in assoc. programs		Fall 2010 cohort will graduate at rate of 25% (4-year graduation rate).	• Increase percentage of first-time, full-time students who graduate within 4 years by 3% over last year (20.8%). • Fa12 MOA A.A.S./CareerPATH-TAACCCP DOL grant cohort will graduate at rate of 65% (2-year graduation rate). • ASAP will enroll 650 students to meet enrollment target.	ACADEMIC AFFAIRS & STUDENT AFFAIRS ACADEMIC AFFAIRS
5.1 Prof. prep. programs will improve or maintain quality of successful graduates	5.1 Pass rates & # of students passing licensure/certification examinations			Increase pass rate on NCLEX by 1.5% over last year (92.7%); increase pass rate on Massage Therapy licensure exam by 10% over last year (57%).	
5.2 Job & education rates for graduates will increase	5.2 Six-month job & education placement rate in career & technical education programs			• Articulation director will track & report on student outcomes at receiving institutions, with particular attention to dual/joint degree programs. • Retention Management Team will develop & begin implementation of strategic plan for improved transfer-out outcomes.	
6.1 Colleges will improve quality of student life & campus climate	6.1 Colleges will present evidence of improved quality of life & campus climate			• Academy advisement caseload management system will be fully implemented. • Increase faculty participation in Early Alert to 35% (baseline: 30%). • Implement Starfish product, linking Early Alert to learning centers.	ACADEMIC AFFAIRS & STUDENT AFFAIRS
6.2 Colleges will improve quality of student & academic	6.2 Colleges will present evidence of improved quality & satisfaction with student,			• Report on % of students using Degree Works for degree audit.	

support services, incl. acad. advising & use of technology	academic & technological support services; % of degree students using Degree Works for degree audit			(Degree Works is now primary electronic advisement tool.) • College will improve student-use space in Library by creating additional seating & computer access; circulation & reference desk areas will also be renovated to provide improved service.	FINANCE & ADMIN-ISTRATION

University Goal: Enhance Financial and Management Effectiveness

University Strategic Objective – 7.0 – Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

University Target	Indicators	QCC Mission	QCC Long-range Plan – 2012-2015	QCC Strategic Objectives – 2013-2014	Division(s)
7.1 Colleges will meet & not exceed established enrollment caps for degree programs; mean SATs and/or CAAs of baccalaureate entrants will rise	7.1 % difference between actual & target FTE enrollment; total FTEs; total enrollment; total undergraduates	7.1 Collaborative, learning-centered community, with strong & closely integrated academic & student support services		• Enrollment Management Team will ensure that college meet overall FTE enrollment goal. • Effectiveness of communication with new & continuing students will be measured by reduction of telephone inquiries in Admissions, Financial Aid & Academic Advisement offices. • Student focus groups will be convened each semester to assess use of college services. Communications & Public Relations will: • Enhance advertising via digital channels & explore advertising on mobile platforms, especially for target audiences of specific departments or programs. • Migrate to electronic catalogue. • Hire electronic communications manager. • Redesign website for more uniform layout.	STUDENT AFFAIRS PUBLIC RELATIONS
7.2 Colleges will achieve & maintain high levels of program cooperation with other CUNY colleges	7.2 Colleges will report on outcomes related to efforts to establish, update or grow joint degree programs; colleges will report on outcomes related to articulation agreements			• Coordinate with all educational partners to obtain student data from senior colleges on transfer outcomes • Develop completely revamped website that links Academics, Programs of Study, Pathways, articulation & careers. • Use analytics to modify website functionality & content.	ACADEMIC AFFAIRS

University Target	Indicators	QCC Mission	QCC Long-range Plan – 2012-2015	QCC Strategic Objectives – 2013-2014	Division(s)
7.3 Colleges will meet 95% of enrollment targets for College Now & will enroll adult & continuing education students to promote college's mission	7.3 # of College Now enrollment target achieved; colleges will provide data to demonstrate how ACE programs are aligned with institutional priorities		• Establish benchmarks for & track students in all pre-collegiate programs. • Meet enrollment targets for DOL grant (160 occupational training, 60 college-bound)	Meet enrollment targets for College Now & Continuing Education grants: • 21st CCLC round 6: new target – 150 after-school HS & 50 summer • 200 Middle School summer to meet enrollment target • CareerPath DOL grant: 110 occupational training (last year = 98), 40 college certificate to meet enrollment target	

University Strategic Objective – 8.0 – Increase revenues and decrease expenses

University Target	Indicators	QCC Mission	QCC Long-range Plan – 2012-2015	QCC Strategic Objectives – 2013-2014	Division(s)
8.1 Increase revenues	8.1 Alumni/corporate fundraising will increase 10%; total voluntary support (weighted rolling average)	8.1 Inst. Adv. communicates excellence of college & seeks funds from public/ private sources in support of mission	Raise $25 million by 2015.	Activities: • Increase alumni & corporate giving by 10%. • Host at least 3 alumni networking events. • Fill Corporate/Private Foundation Director position • Fill Sponsored Programs Director vacancy. • Fill Development/Major Gifts Officer vacancy. • Host funding tours for private/corporate/individual funders. • Using competitive RFP process, QCC Fund will award $50,000 to QCC faculty to host 6 public symposia on humanities. • Cultivate prospects for election to QCC Fund Board.	INSTITUTIONAL ADVANCEMENT
	8.1 Each college will achieve its revenue targets & improve or maintain high collection rates; tuition & fee collection rate (weighted, rolling 3-year average); alternative revenue sources (ACE, licensing, rentals etc.), with weighted, rolling 3-	8.1 Non-credit courses & certificate programs (Cont. Ed. courses & cert. programs.)	Continuing Education will increase state-based FTE income by 3% over each previous year.	Continuing Education will increase state-based FTE income by 3% over FY13	ACADEMIC AFFAIRS

University Target	Indicators	QCC Mission	QCC Long-range Plan – 2012-2015	QCC Strategic Objectives – 2013-2014	Division(s)
	year average				
	8.1 Colleges will improve or maintain sound financial management & controls	8.1 Finance analyzes funding sources & oversees funds allocated to college by central administration in support of mission	Proportion of tax-levy budget spent on administrative services vs. instructional & support services will remain constant at 2011-12 level; all financial transactions will be completed accurately & in timely manner; all prior audit findings will be resolved in timely manner. College will develop & administer viable financial plan, incl. balanced budget & appropriate reserve.	Proportion of tax-levy budget spent on administrative services vs. instructional & support services will remain constant at 2012-13 level. All financial transactions will be completed accurately & in timely manner; all prior audit findings will be resolved in timely manner. College will administer viable financial plan, including ending fiscal year in balance & with appropriate reserve.	FINANCE & ADMINIS-TRATION
	8.1 Contract/grant awards will increase (weighted, rolling 3-year average)	8.1 Sponsored Programs coor-dinates submis-sion, processing & reporting of grants & contracts & provides technical assist-ance to faculty/ staff in obtaining grant funding for projs. in support of mission.	• Convene & chair Grants Working Group to document institutional priorities & strategies (e.g., high impact retention & graduation strategies) & prepare/submit highly competitive proposal to strengthen institutional capacity. • Continue to capitalize on QCC's new Hispanic Serving Institution (HSI) status, opening up eligibility for grants like US DOE Title V, to develop lead and/or collaborative proposals.	• Increase grant funding by 5% (last year = $3,633,857). • Sponsored Programs & OAA will continue to offer comprehensive faculty development seminar each semester to cultivate grant writers.	INSTITUTION-AL ADVANCE-MENT
8.2 Colleges will prioritize spending for student academic & support services	8.1 Indirect cost recovery ratios will improve 8.2 Spending of tech fee as % of tech fee revenue; spending on student services as % of tax-levy budget; spending on instruction & dept. research as % of tax-levy budget		Continue to maximize indirect cost recoveries to extent allowable by funding agencies (note: NSF is only current funder that allows full F&A rate; all other federal & state grants are capped at 5-10%).	Maintain indirect cost recovery at 6%. Report on: • Spending of tech fee funding as % of tech fee revenue • Spending on student services as % of tax-levy budget • Spending on instruction & department research as % of tax-levy budget	FINANCE & ADMINISTRA-TION

University Strategic Objective – 9.0 – Improve administrative services

University Target	Indicators	QCC Mission	QCC Long-range Plan – 2012-2015	QCC Strategic Objectives – 2013-2014	Division(s)
9.1 Colleges will improve the delivery of administrative services to students 9.2 Colleges will improve space utilization with space prioritized for degree & degree-related programs 9.3 All colleges will make progress on goals/initiatives identified in multi-year Sustainability Plan	9.1 Colleges will present evidence of improved student satisfaction with nonacademic admin. support services 9.2 % of FTEs offered on Fridays, evenings or weekends 9.3 Energy use intensity metric; ratio of recycling to regular waste, total waste per FTE	9.1-9.2 Administration provides clean & comfortable learning environment, manages Auxiliary Enterprises & assists Students Affairs in overseeing student fee funds in support of mission 9.3 Finance analyzes funding sources & oversees funds allocated to college by central administration in support of mission	• Review bureaucratic processes to streamline wherever possible. • Room schedule based comprehensively on room utilization reports; increase productive use of space on evenings & weekends. • Demonstrate mature use of enterprise systems, including advanced analytics designed to track performance & improved service & administrative operations.	• Add virtualization technology to 2 instructional computer labs. • Continue implementation of standardized scheduling for improved space utilization. • As vanguard, assist sister institutions to come online with CUNYfirst. • Continue implementation of CUNYfirst & related business process improvements. Complete 3 goals from QCC Sustainability Plan.	FINANCE & ADMINISTRATION, WITH ACADEMIC AFFAIRS

Appendix B-2

QCC 2012-2013 GOALS AND TARGETS REPORT – QCC 2012-2015 LONG-RANGE PLAN

University Goal: Raise Academic Quality

1.0 Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix

2.0 Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship, and creative activity

University Strategic Objective – 1.0 – Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix

University Targets	Representative Indicators	QCC Mission	QCC Strategic Objectives 2012-2013	QCC Long-range Plan 2012-2015	Division Responsible
1.1 Colleges & programs will be recognized as excellent by all accrediting agencies	1.1 Documented results of all accreditation reviews	1.1 Ongoing assessment of academic offerings & support services	• Implement changes for Pathways and Majors project. • Course assessment specifically targeted at high impact classes & key courses for 2013-14 program reviews. • According to official schedule, ETAC of ABET programs will complete & submit self-study reports & schedule site visit for reaccreditation review. • Implement action plan from Nursing program reaccreditation. • Submit dual/joint degree program in nursing w/York College to CUNY central for approval, program effective in Fa13. • Ensure continued compliance with MSCHE standards 7 & 14 by monitoring quality of teaching & non-teaching department year-end reports & assessment follow-up. • Prepare for periodic review report; establish co-chairs & committee by early fall 2012.	• Develop new dual/joint programs in nursing to comply with higher credentials required in this field. • Develop additional dual/joint degree programs. • Ensure continued & enhanced compliance with MSCHE standards 7 & 14 by funding faculty attendance at MSCHE conferences & assessment workshops & by continuing to support efforts of Senate Assessment Committee. • Prepare periodic review report in 2013-14, followed by campus review; report due to Middle States on June 1, 2014.	ACADEMIC AFFAIRS EXECUTIVE LEADERSHIP – ALL DEPARTMENTS
1.2 CUNY & its colleges will draw greater recognition for academic quality & responsiveness to academic needs	1.2 Recognition and/or validation from various external sources	1.2 College communicates excellence of academics & faculty & seeks funding from public and private	Disseminate QCC's faculty achievements for national attention. QCC Student Government, in cooperation with Student Activities, will host CUNY-wide student events in AY13.	Assess Web site: periodic surveys on satisfaction to assess usability; CMS as system, content (accuracy etc.), navigation design, artistic design.	ACADEMIC AFFAIRS STUDENT AFFAIRS

University Targets	Representative Indicators	QCC Mission	QCC Strategic Objectives 2012-2013	QCC Long-range Plan 2012-2015	Division Responsible
of community		sources in support of mission	Expand Service Learning projects, increasing faculty and student involvement by 10% over AY11-12 actual numbers (baseline: 45 faculty, 638 students). CE will build additional relationships in community with business owners & dept. heads, politicians, school boards, school administrators & parent boards, CBOs, public agencies, Workforce One Centers, Chambers of Commerce, community business associations & leaders.		ACADEMIC AFFAIRS
		Leadership role in providing access to arts & culture		Establish Art Gallery Advisory Council & develop strategic plan for promoting QCC as educational arts "center."	INSTITUTIONAL ADVANCEMENT & COMMUNICATIONS & PUBLIC RELATIONS
1.3 Colleges will improve use of program reviews, analyses of outcomes, enrollment, & financial data to shape academic decisions & resource allocation	1.3 Evidence of making academic decisions informed by data, including shifting resources to University flagship & college priority programs	1.3 Ongoing assessment of academic offerings & support services	OAA (& Assessment Office) will: • Develop degree program & institutional dashboards to be posted on IR site for reference. • Scale up CUNYStart for DOL. • Scale up ASAP in accordance with CUNY-wide effort. Programs reviews scheduled: ABET technology programs (3) & liberal arts and sciences (LA1). (See also 1.1.) After IRB approval, amended Academy Assessment Protocol will be implemented: • 2 student survey instruments will be administered to FT/FT students: College 101 survey (content-based & satisfaction) & advisement period survey (use of & satisfaction with services & freshman coordinators).	Program review process will be modified & streamlined, report organized according to "special topic" format. Fall 2012 cohort will graduate at rate of 25% (3-year graduation rate).	ACADEMIC AFFAIRS

University Targets	Representative Indicators	QCC Mission	QCC Strategic Objectives 2012-2013	QCC Long-range Plan 2012-2015	Division Responsible
			• Completely revised faculty survey will be used (condensed & administered earlier in term). Collect data on department & academic program cost to help inform academic decisions & resource allocation.	Conduct activity-based costing.	FINANCE & ADMINISTRATION
1.4 Colleges will use technology to enrich courses & improve teaching	1.4 Reports of courses with significant technology component & self-reports by colleges	1.4 Post-secondary associate degree & certificate programs for careers and for transfer	• Conduct another eLearning Institute (10 faculty); expand faculty cohort from 47 to 57 faculty. • Adopt Epsilen in CUNYStart reading & writing • Design & implement research project for assessing effectiveness of eLearning vs. standard instruction in core concepts.	• Promote eLearning institute as model faculty development & collaboration in pedagogy, combining instructional practice, presentations technology & assessment. • Consolidate Web/database platform use. • Explore through appropriate Senate committees use & design of e-systems for student evaluation of instruction.	ACADEMIC AFFAIRS
			• Incorporate e-readiness module in ST100. • Launch ST 100 p-net for all sections & incorporate e-portfolio.	• Identify early adopters to pilot use of mobile Apps in teaching & learning.	ACADEMIC AFFAIRS & STUDENT AFFAIRS
			• Equip 2 tech. labs to support multiple department use.		FINANCE & ADMINISTRATION

University Strategic Objective – 2.0 – Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship, and creative activity

University Targets	Representative Indicators	QCC Mission	QCC Strategic Objectives 2012-2013	QCC Long-range Plan 2012-2015	Division Responsible
2.1 Colleges will continuously upgrade quality of full-time & part-time faculty, as scholars & teachers	2.1 College self-reports on efforts to build faculty teaching & research quality through hiring, tenure processes & investments in fac. devel. FT & PT faculty	2.1-2.4 Highly qualified faculty with excellent scholarly credentials	• Evaluate AY12-13 mentorship of new faculty through survey. • Implement module on cultural competencies at new faculty orientation & evaluate by survey.	Implement comprehensive new faculty institute that offers seminars & training in classroom management, high impact strategies (including certification), presentation technology, assessment of student learning & introduction to responsibilities of higher ed. profession.	ACADEMIC AFFAIRS
2.2 Increase faculty research & scholarship	2.2 Faculty scholarship & creative work		• Increase no. of faculty publications by 5% over 174 (2010-11) & present-		

			ations at national conferences by 5% over 207 (2010-11) through increased funding support for pedagogical research & CETL's expanded efforts. • Increase no. of PSC grants awarded to faculty by 5% (baseline: 30). • Increase no. of FT/PT faculty involved in grants by 10% (baseline: 92).		
2.3 Instruction by full-time faculty will increase incrementally	2.3 % of instructional FTEs delivered by FT faculty, mean hours taught by FT new & veteran faculty		Contingent on budget, 41 new FT faculty will be hired with goal of increasing percentage of instruction by FT faculty by 5%.		
2.4 Colleges will recruit & retain diverse faculty & staff	2.4 Faculty & staff diversity & affirmative action reports		Lower faculty underutilization: females, 11 to 9; total minorities, 13 to 11.		

University Goal: Improve Student Success

3.0 Ensure that all students receive a quality general education and effective instruction

4.0 Increase retention and graduation rates and ensure that students make timely progress toward degree completion

5.0 Improve post-graduate outcomes

6.0 Improve the quality of campus life and student and academic support services

University Objective – 3.0 – Ensure that all students receive a quality general education and effective instruction

University Target	Representative Indicators	QCC Mission	QCC Strategic Objectives 2012-2013	QCC Long-range Plan 2012-2015	Division Responsible
3.1 Colleges will provide students with high quality general education & major experience within framework of Pathways initiative	3.1 Colleges will present evidence of curricular development & revision & alignment of courses leading into large transfer majors	3.1 Collaborative, learning-centered community providing rich gen. ed. core & dedicated to academic excellence & development of individual, w/strong, integrated acad./stud. support services	No. of faculty participating in Faculty Cohort assessment of General Education through VALUE rubrics will increase by 5% across all 6 academies (baseline: 50); Learning Outcomes Assessment Manager will pilot new template for providing assessment data that captures more nuanced outcomes.	• Provide opportunities to first-time, full-time students to participate in common intellectual experiences (e.g., common readings). • Ensure that assessment of student learning in general education complies with MSCHE standards, including assessment of information literacy.	ACADEMIC AFFAIRS
3.2 Colleges will improve basic skills & ESL instruction to	3.2 Basic skills test perf./pass rates on exit-from-remediation;	3.2-3.5 Post-secondary associate degree & certificate	Exit from Remediation: Increase pass rates (% over LY): reading, by 2%; writing, by 2%; math., by 2%.		ACADEMIC AFFAIRS

University Target	Representative Indicators	QCC Mission	QCC Strategic Objectives 2012-2013	QCC Long-range Plan 2012-2015	Division Responsible
prepare students for success in remedial & credit courses	% of remedial students @ 30 cr. Passing all basic skills tests	programs for careers and for transfer			
3.3 Colleges will improve student academic performance, particularly in first 60 credits of study	3.3 % of students passing freshman composition and math. gateway courses with C or better; % of CLA target sample administered CLA test		Milestone: • Increase percentage of students who have met proficiencies in reading, writing & mathematics by 30th credit, by 5% over last year. • Increase percentage of students passing gateway courses in Eng. Comp., by 1.5% over last year. • Increase percentage of students passing gateway courses in Mathematics, by 2% over last year.	Number of classes using HI practices will increase by 10% each year.	
3.4 Colleges will reduce perf. gaps among students from under-represented groups	3.4 One-year retention rates by group status		Academies: • Reorganize LA academy to include "majors." • Increase no. of foundational classes using service learning, 45 to 60. • Increase faculty & student participation in virtual Learning Communities/SWIG by 10% (faculty baseline: 30; student baseline: 750). • Create Retention Management Team to develop & organize "opportunities" sessions to students in 2nd semester to increase retention to 3rd (USIP, CUNYStart, scholarships etc.). • Expansion of participation in coop. education/internship experiences will continue, 5% over AY 12 objective, from 190 to 200 students. • Participation in MALES, CSTEP & CD activities will increase 5% vs. AY12.	Academies: Retention Management Team will 1) continue to develop & organize, based on evaluation of student progress into 2nd year, support for intervention &/or change of curriculum as appropriate; 2) examine & streamline campus-wide administrative processes (e.g., course withdrawal).	STUDENT AFFAIRS
3.5 Colleges will show progress on implementing	3.5 Evidence that faculty are assessing student learning, using	3.6 Ongoing assessment of academic offerings &	• Implement streamlined program review process, including revised program review template focusing on	Need for hard & quantifiable data; systematic way to track & extract data; better understanding of data to collect	ACADEMIC AFFAIRS

University Target	Representative Indicators	QCC Mission	QCC Strategic Objectives 2012-2013	QCC Long-range Plan 2012-2015	Division Responsible
faculty-driven assessment of student learning	results to make improvements & documenting process	support services	program outcomes & standardized data sets by program (see also 1.3). • Senate Comm. on Assess. & Inst. Effectiveness will 1) report to Senate on status of assessment processes across campus; 2) co-sponsor with CETL fac. workshops on assessment.	Faculty will present on data outcomes & actions implemented for continuous & sustained improvement.	

University Objectives – 4.0 – Increase retention and graduation rates and ensure that students make timely progress toward degree completion
University Objectives – 5.0 – Improve post-graduate outcomes
University Objectives – 6.0 – Improve the quality of campus life and student and academic support services

University Target	Representative Indicators	QCC Mission	QCC Strategic Objectives 2012-2013	QCC Long-range Plan 2012-2015	Division Responsible
4.1 Colleges will facilitate students' timely progress toward completion	4.1 % of freshmen & transfers taking course summer after entry; ratio of undergraduate FTEs to headcount; % of students with major declared by 70th credit; av. # of cr. earned in first 12 months; assoc.: % of freshman completing fresh. comp./credit-bearing math. within 2 years of entry	4.1-6.1 Post-secondary associate degree & certificate programs for careers and for transfer	Implement Pathways to meet deadlines for Fa13 registration.	Coordinate & streamline operation of learning centers through electronic tracking system (to be determined).	ACADEMIC AFFAIRS
4.2 Retention rates will increase progressively	4.2 One-year retention rates & difference between actual & adjusted 1-yr retention rates		Increase percentage of first-time, full-time students still enrolled in college 1 year later 1.5% over AY11-12 actual.		
4.3 Graduation rates will increase progressively in associate, baccalaureate & masters' programs	4.3 Assoc.: 4-yr grad. rates, difference between actual & adjusted 4-yr grad. rates; bacc.: 4-yr grad. rates, difference between actual & adjusted 4-yr grad. rates; masters': 4-yr grad. rates		Increase percentage of first-time, full-time students who graduate within 4 years by 1.5% over AY11-12 actual.		
5.1 Professional prep. programs will improve or maintain quality of successful graduates	5.1 Pass rates & # of students passing licensure/certification examinations		Increase pass rate on NCLEX examination to 90%; increase pass rate on Massage Therapy licensure examination to 80%.		

5.2 Job & education rates for graduates will increase	5.2 College self-reports & surveys of graduate job placement rates; colleges report mean prof./grad. school test scores of bacc. grads. to OIRA; % of assoc. graduates working or continuing education		Articulation director to be hired will track students in dual/joint degree programs & Pathways majors.		
6.1 Colleges will improve quality of student life & campus climate	6.1 Colleges will present evidence of improved quality of life & campus climate; baseline satisfaction rates of relevant Noel-Levitz scales will be established		OSA will: • Increase to 32.5% over 3-year average, 30.9%, percentage of students enrolled in 15 cr. or more through continued advisement efforts. • Explore use of e-advising for continuing students. • Apply new technology to streamline all areas of enrollment processing. • Maintain usage of FOCUS 2 at AY 12 levels • Survey student satisfaction with uses of social media as means of communicating with prospective & currently enrolled students.		STUDENT AFFAIRS
6.2 Colleges will improve quality of student & academic support services, incl. acad. advising & use of technology	6.2 Colleges will present evidence of improved quality & satisfaction with student, academic & technological support services; baseline satisfaction ratings of relevant Noel-Levitz scales will be established		OAA will implement Academy-wide Early Alert system using common platform.		ACADEMIC AFFAIRS

University Goal: Enhance Financial and Management Effectiveness

7.0 Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

8.0 Increase revenues and decrease expenses

9.0 Improve administrative services

University Objective – 7.0 – Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

University Target	Representative Indicators	QCC Mission	QCC Strategic Objectives 2012-2013	QCC Long-range Plan 2012-2015	Division Responsible
7.1 Colleges will meet & not exceed established enrollment caps for degree programs; mean SATs and/or CAAs of baccalaureate entrants will rise	7.1 Enrollment in degree & adult/continuing ed. programs; mean SATs & CAAs; % difference between target & actual FTE enrollment	7.1-7.3 Collaborative, learning-centered community, with strong & closely integrated academic & student support services	• Expand use of Hobson's recruitment system to assist with conversion activities as students are admitted; continue to change communications/outreach based on student feedback. • Enrollment Management Team will ensure that college meet overall FTE enrollment cap.		STUDENT AFFAIRS
7.2 Colleges will achieve & maintain high levels of program cooperation with other CUNY colleges	7.2 Colleges will document efforts to communicate Pathways gen. ed. & major requirements to students, faculty & staff; change infrastructure in support of Path-ways; create dual/joint programs or other effective means of facilitating transfer		Appoint new director of articulation, transfer & educational partnerships (Academic Affairs director), position to be posted in summer '12; restructure administrative oversight of all articulation efforts & other educational partnerships to ensure accurate & up-to-date information & comprehensive tracking of student progress to inform curricular & course modification.		ACADEMIC AFFAIRS
7.3 Colleges will meet 95% of enrollment targets for College Now & will enroll adult & continuing education students to promote college's mission	7.3 # of College Now enrollment target achieved; registrations in adult & continuing education programs		Meet enrollment targets for College Now & Continuing Education grants: • 21st CCLC: 50 after-school HS & summer • 200 MS summer • DOL grant: 60 occupational training, 40 college	• Establish benchmarks for & track students in all pre-collegiate programs. • Meet enrollment targets for DOL grant (160 occupational training, 60 college-bound)	

University Objective – 8.0 – Increase revenues and decrease expenses

University Target	Representative Indicators	QCC Mission	QCC Strategic Objectives 2012-2013	QCC Long-range Plan 2012-2015	Division Responsible
8.1 Alumni-corporate fundraising will increase 10%	8.1 Alumni/corporate fundraising (CAE-VSE report) 3-yr rolling aver.; colleges will provide evidence of increased alumni outreach	8.1 Inst. Adv. communicates excellence of college & seeks funds from public & private sources in support of mission	• Raise $3.1 million, based on 10% increase over FY12 actual raised. • Engage alumni from 50-year class, with goal of hosting 10 members of Class of 1963 to special events, meetings & Commencement.	Raise $25 million by 2015.	INSTITUTIONAL ADVANCEMENT
8.2 Colleges will make progress within declared capital campaign	8.2 Evidence of declared capital campaign with fundraising goal (through FY15), campaign chair, vision/case & detailed plan	8.2 Inst. Adv. communicates excellence of college & seeks funds from public & private sources in support of mission	*Edge for Success* capital campaign will raise 10% more total revenue than June 30, 2012, revenue total.		INSTITUTIONAL ADVANCEMENT
8.3 Each college will achieve revenue targets & improve or maintain high collection rates	8.3 Revenue as % of target; collection rate	8.3 Non-credit courses & certi-ficate programs (Cont. Ed. courses & cert. programs.)	Continuing Education will increase state-based FTE income by 3% over FY12.	Continuing Education will increase state-based FTE income by 3% over each previous year.	ACADEMIC AFFAIRS
8.4 Colleges will improve or maintain sound financial management and controls	8.4 % of budget spent on general administration; # of material weaknesses or significant deficiencies in annual internal control reviews	8.3-8.4 Finance analyzes funding sources & oversees funds allocated to college by central administration in support of mission	Proportion of tax-levy budget spent on administrative services vs. instructional & support services will remain constant at 2011-12 level. All financial transactions will be completed accurately & in timely manner; all prior audit findings will be resolved in timely manner.	Proportion of tax-levy budget spent on administrative services vs. instructional & support services will remain constant at 2011-12 level; all financial transactions will be completed accurately & in timely manner; all prior audit findings will be resolved in timely manner.	FINANCE & ADMINISTRATION
8.5 Colleges will end fiscal year in strong financial condition with 1-3% of allocated budget in reserve	8.5 % of allocated budget retained in reserve		College will develop & administer viable financial plan, including ending fiscal year in balance & with appropriate reserve.	College will develop & administer viable financial plan, including ending fiscal year in balance, with appropriate reserve.	

University Target	Representative Indicators	QCC Mission	QCC Strategic Objectives 2012-2013	QCC Long-range Plan 2012-2015	Division Responsible
8.6 Contract/grant awards will increase	8.6 Contract/grant awards, including specifically for research	8.5-8.6 Sponsored Programs coordinates submission, processing & reporting of grants & contracts & provides technical assistance to faculty/staff in obtaining grant funding for projects in support of mission.	Increase grant funding by 5%.	• With OAA, develop comprehensive faculty preparation seminar to cultivate grant writers. • Convene Grants Task Force to discuss institutional priorities for seeking grant funding (e.g., early alert, intrusive advisement, high impact retention strategies & cultural competencies. • Continue to capitalize on QCC's new Hispanic Serving Institution (HSI) status, opening up eligibility for institutional grants like US DOE Title V, to develop competitive institutional and/or collaborative proposals.	INSTITUTIONAL ADVANCEMENT
8.7 Indirect cost recovery ratios will improve	8.7 Indirect cost recovery as ratio of overall grant & contract activity		Maintain indirect cost recovery at 6%.		

University Objective – 9.0 – Improve administrative services

University Target	Representative Indicators	QCC Mission	QCC Strategic Objectives 2012-2013	QCC Long-range Plan 2012-2015	Division Responsible
9.1 Student satisfaction with administrative services will rise or remain high at all CUNY colleges 9.2 Colleges will improve space utilization with space prioritized for degree and degree-related programs	9.1 Colleges will present evidence of improved student satisfaction with nonacademic admin. support services; baseline satisfaction ratings of relevant Noel-Levitz scales will be established 9.2 % of instruction delivered on Fridays, nights, weekends; evidence of space prioritization for degree & degree-related programs	9.1-9.2 Administration provides clean & comfortable learning environment, manages Auxiliary Enterprises & assists Students Affairs in overseeing student fee funds in support of mission 9.3-9.5 Finance analyzes funding	• Begin implementation of virtualization technology in academic computer labs to reduce costs & facilitate shared use of labs by multiple depts. with differing software needs. • Reallocate classroom space & class hours to accommodate Pathways-related changes in class hours	• Review bureaucratic processes to streamline wherever possible. • Room schedule based comprehensively on room utilization reports; increase productive use of space on evenings & weekends. • Demonstrate mature use of enterprise systems, including advanced analytics designed to track performance & improved service & administrative operations.	FINANCE & ADMINISTRATION

9.3 All colleges will improve compliance with Board policies, risk management, collective bargaining agreements & applicable laws & develop business continuity plans 9.4 All colleges will make progress on CUNYfirst implementation 9.5 All colleges will make progress on goals & initiatives identified in multi-year sustainability plan	9.3 Evidence of compliance in target areas; evidence of business continuity plan 9.4 Evidence of participation in CUNYfirst training activities, effective communication & change/change readiness activities 9.5 Evidence of annual progress implementing goals & initiatives from each of 7 areas of college's multi-year sustainability plan (e.g., energy)	sources & oversees funds allocated to college by central administration in support of mission	& class size in certain courses in English, Foreign Languages & Literatures, Mathe-matics & Speech). • Complete successful implementation of procurement, accounts payable, financial aid & planning & budgeting modules. • Continue work on goals as stated in QCC sustainability plan.		

Appendix B-3

Strategic Plan 2009-2012: Campus 2011-12 Goals and Targets

University Goal: Raise Academic Quality

Summary of University Objectives:
1.0 Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix
2.0 Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship, and creative activity

University Strategic Objective – 1.0
Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix

University Targets	Representative Indicators	QCC Mission	QCC Long-range Goal	QCC Strategic Objectives 2011-2012
1.1 Colleges & programs will be recognized as excellent by all accrediting agencies	1.1 Documented results of all accreditation reviews	1.1 Ongoing assessment of academic offerings & support services	1.1 Implement Academy Assessment Protocol & recommendations from program reviews & Middle States review; assess student performance at strategic points; assess student performance resulting from pedagogical innovations	Promote culture of collaboration in which assessment is recognized, documented, and disseminated: 1) report to campus community on Freshman Academy results to date and 2) conduct faculty development workshops in support of course assessment Continuing Education will implement quality standards developed by CUNY-wide ACE Program Quality Task Force in 2011. According to official schedule, Nursing program will undergo full reaccreditation review. (Review of TAC of ABET accredited programs, at request of TAC of ABET, has been postponed until following year.) Implement actions plans from 2010-11 program reviews: 1) Engineering Science; 2) Environmental Health; 3) Health Sciences; 4) Liberal Arts & Sciences (Math. & Sciences)
1.2 CUNY & its colleges will draw greater recognition for academic quality & responsiveness to academic needs of community	1.2 Recognition and/or validation from various external sources	1.2 Institutional Advancement communicates excellence of college & seeks funds from public and private sources in support of mission Leadership role in providing access to arts & culture	1.2 Market Freshman Academies; use Web site as primary recruitment device & provide training for Web site coordinators; develop institutional vehicle for celebrating student 30-credit milestone; increase QCC recognition in community & among students, faculty, staff & friends; integrate Art Gallery & Kupferberg Holocaust Resource Center	Roll out college's new Web site design and Content Management System, conduct training sessions on system use, and evaluate. To comply with CUNY identity standards & applications concerning college-wide branding, produce QCC identity standards & applications guide & include branding guidelines as part of workshop training content for college Web site coordinators and others. Publications staff serves as resource for design compliance questions & reviews. Increase QCC's recognition, both locally & nationally – through professional presentations, student presentations & awards. In effort to draw greater recognition, Student Government will be provided with funding and administrative support to host CUNY-wide student event.

University Targets	Representative Indicators	QCC Mission	QCC Long-range Goal	QCC Strategic Objectives 2011-2012
			exhibits into curriculum	Working with Academic Senate Committee on Cultural Resources & Archives, Institutional Advancement will 1) conduct annual in-depth orientations to KHRCA & Art Gallery for incoming committee members; 2) cohost faculty workshops on incorporating resources of Art Gallery & KHRCA into course curricula each semester; 3) cohost annual orientations for freshman coordinators & faculty coordinators assigned to Freshman Academies. Expand Service Learning projects, increasing faculty and student involvement by 10%. Continuing Education will 1) target specific regional areas of Queens, namely Flushing & Assembly District 33, & expand high school collaborative programs & workforce programming with two new certificate programs that meet needs of constituents; 2) target building owners & managers for training in new green laws through Greenworks Practicum; 3) develop new Medical Office Assistant certificate to include health information technology and cultural competencies.
1.3 Colleges will improve use of program reviews, analyses of outcomes, enrollment, & financial data to shape academic decisions & resource allocation	1.3 Evidence of making academic decisions informed by data, including shifting resources to University flagship & college priority programs	1.3 Ongoing assessment of academic offerings & support services	1.3 Implement Academy Assessment Protocol; implement recommendations from program reviews & Middle States review; assess student performance at strategic points; assess student performance resulting from pedagogical innovations	OAA & Assessment Office will: • Implement program review action plans. • Collect remediation data from experimental course designs in Basic Skills & Mathematics & scale up best models. • Bring together departments planning program review with assessment teams from departments offering supporting courses to determine learning outcomes to assess in support of program review. • Utilize input from advisory boards to address business & industry needs through revisions in curriculum. OAA & Institutional Research will examine effectiveness of readiness programs, including pilots; CE will implement CUNYStart and participate in CUNY-wide assessment effort. Resource allocation plan will document budgetary priorities & decisions made in response to assessment findings.
1.4 Use of technology to enrich courses & teaching will improve	1.4 Reports of courses with significant technology component & self-reports by colleges	1.4 Post-secondary associate degree & certificate programs for careers and for transfer	1.4 Develop & implement new degree & certificate programs; build stronger articulations & increase dual/joint programs; build stronger liaisons with business & industry	Begin implementation of FY11-15 Technology Plan: • Increase by 10% number of technology-supported classrooms available to faculty • Increase by 15 number of blended/online courses offered over Sp11. • Increase number of faculty trained in instructional technology use. • Upgrade & expand college resources to accommodate increased online testing Conduct next two cohorts in eLearning Faculty Development Program & evaluate effectiveness of program design.

University Strategic Objective – 2.0
Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship, and creative activity

University Targets	Representative Indicators	QCC Mission	QCC Long-range Goal	QCC Strategic Objectives 2011-2012
2.1 Colleges will continuously upgrade quality of full-time & part-time faculty, as scholars & teachers 2.2 Increase faculty research & scholarship 2.3 Instruction by full-time faculty will increase incrementally 2.4 Colleges will recruit & retain diverse faculty & staff	2.1 College self-reports on efforts to build faculty teaching & research quality through hiring, tenure process, & investments in faculty development for full-time & part-time faculty 2.2 Faculty scholarship & creative work 2.3 Percent of instructional FTEs delivered by full-time faculty, mean hours taught by full-time new &veteran faculty 2.4 Faculty & staff diversity & affirmative action reports	2.1-2.4 Highly qualified faculty with excellent scholarly credentials	2.1-2.4 Continue tradition of discipline-based research & publications & encourage pedagogical research & inquiry; facilitate collaboration among academic & instructional staff; increase minority representation of faculty	In collaboration with Human Resources & Affirmative Action, OAA will design & assess targeted efforts to recruit & retain FT & PT faculty: • Expand recruitment efforts for underrepresented faculty to include modifications to college Web site & promotional materials. • Redesign new faculty orientations (FT & PT) to include module on cultural competencies. • Implement mentorship program for all new full-time faculty • Conduct one forum on reappointment, promotion, & tenure in collaboration with governance. As the primary and most broadly attended annual meeting of the campus, the Conference of College (2011), sponsored by FEC/supported by OAA, will be held in fall 2011to highlight faculty innovations in education that promote student success, provide exposure to new ideas in pedagogy, and to encourage interdisciplinary collaboration and discussion. Following pilot in spring 2011, OAA & Sponsored Programs will implement full schedule of grant development courses, for faculty & team-taught by faculty, and assess results. CETL will offer workshops on conceptualizing & carrying out pedagogical research, including assessment & use of data analysis techniques.

University Goal: Improve Student Success

Summary of University Objectives:
3.0 Ensure that all students receive a quality general education and effective instruction
4.0 Increase retention and graduation rates and ensure that students make timely progress toward degree completion
5.0 Improve post-graduate outcomes
6.0 Improve quality of student and academic support services

University Objective – 3.0
Ensure that all students receive a quality general education and effective instruction

University Target	Representative Indicators	QCC Mission	QCC Long-range Goal	QCC Strategic Objective 2011-2012
3.1 Colleges will provide students with cohesive & coherent general education	3.1 Documented evidence of cohesive & coherent general education (as implemented by CUE, general education reform, etc.)	3.1 Collaborative, learning-centered community that provides rich general education core & is dedicated to academic excellence & development of whole individual, with strong, closely integrated aca-demic & student support services	3.1 Nurture growth of individual student in supportive environment	Expand Early Alert system to courses taught by full-time faculty teaching Basic Skills, MA 120, EN 101, and ST 100 course sections—from 10 faculty and 192 students in Sp11 pilot to 38 faculty and 1,496 students in Fa11—and evaluate. Evaluate impact Freshman Academies have on 2nd year students entering through academies, including impact of academic & student support services overall. Special Committee of Academic Senate will: • Evaluate college's current General Education learning outcomes within framework of Pathways guidelines established by CUNY faculty & identify courses that meet learning outcomes within framework • Make recommendations for modification of college's General Education framework where deemed appropriate • Submit final report in May 2012
3.2 Colleges will improve basic skills & ESL outcomes	3.2 Basic skills test performance & related data (e.g., % enrolled in summer immersion with increase in score at end of summer, pass rates on exit from remedia-tion; baccalaureate colleges: percent of SEEK & ESL students who pass skills tests in 2 years; % of instructional FTEs in lower division courses delivered by full-time	3.2-3.5 Post-secondary associate degree & certificate programs for careers and for transfer	3.2-3.5 Develop & implement new degree & certificate programs; build stronger articulations & increase dual/joint programs; build stronger liaisons with business & industry Increase student performance outcomes on CUNY PMP indicators	USIP: Increase percentage of first-time students *improving* scores, as follows: reading, to 93.0; writing, to 74.5; COMPASS 1, to 94.0; COMPASS 2, to 96.0. Exit from Remediation: Increase pass rates: reading, from 61.8 to 63.0; writing, from 58.3 to 60.0; mathematics, from 62.9 to 64.0. Milestone: Increase percentage of students who have met proficiencies in reading, writing, and mathematics by 30th credit from 67.0 to 70.0 (streamline reading and writing remedial sequences; successful MA 005 model has now been extended to all sections for implementation).

University Target	Representative Indicators	QCC Mission	QCC Long-range Goal	QCC Strategic Objective 2011-2012
	faculty; associate colleges: % of remedial students at 30 credits who have passed all basic skills tests)			
3.3 Colleges will improve student academic performance, particularly in first 60 credits of study	3.3 Percent of students passing gateway courses with C or better			Increase percentage of students passing gateway courses in English Composition from 85.1 to 86.5. Increase percentage of students passing gateway courses in Mathematics from 60.3 to 64.0 (assess student outcomes in MA 120 in response to curricular modifications from Sp11 & in MA 440 in response to curricular modifications planned for Fa11; adjust for Sp12). OAA and OSA will support & expand by 2% student participation in cooperative education/internship experiences, from 186 to 190 students.
3.4 Colleges will reduce performance gaps among students from under-represented groups and/or gender	3.4 One-year retention rates by under-represented group status & gender; for all students, % of credit hours attempted earned by underrepresented group status & gender (fall semester)			OSA will increase student participation by 5% over last year, from 657 to 690 in activities & workshops aimed at attracting students to participate in MALES, CSTEP, & CD programs by increased collaboration between Student Activities & special programs.
3.5 Colleges will show progress on implementing faculty-driven assessment of student learning	3.5 Evidence that faculty are assessing student learning, using results to make improvements & documenting process	3.6 Ongoing assessment of academic offerings & support services	3.6 Implement Academy Assessment Protocol & recommendations from program reviews & Middle States review; assess student performance at strategic points; assess student performance resulting from pedagogical innovations	Institutional Research will present in fall 2011 comprehensive look at first 2 years of Academy model according to following student outcomes, among others, as indicated in Academy Assessment Protocol: retention rates (semester to semester and year to year), credit accumulation, and graduate rate. After initial determination of year-end reports as primary assessment vehicle, Senate Assessment Committee will review progress on annual basis toward comprehensive assessment on five-year cycle: for teaching departments, progress toward completion of course assessment according to published schedule; for non-teaching departments, progress toward assessment of all KPIs.

University Objectives – 4.0, 5.0, and 6.0
Increase retention and graduation rates and ensure that students make timely progress toward degree completion
Improve post-graduate outcomes
Improve quality of student and academic support services

University Target	Representative Indicators	QCC Mission	QCC Long-range Goal	QCC Strategic Objective 2011-2012
4.1 Colleges will facilitate students' timely progress toward completion	4.1 % of freshmen & transfers taking course summer after entry; ratio of undergraduate FTEs to headcount; % of students with major declared by 70th credit; average # of credits earned in first 12 months	4.1-6.1 Post-secondary associate degree & certificate programs for careers and for transfer	4.1-6.1 Implement high-impact instructional strategies for Freshman Academies & pedagogical innovations across curriculum	Implement college's action plan on high impact instructional strategies in AAC&U/MetLife Roadmap project. As part of Pathways Majors work, Institutional Research will collect & disseminate reports showing performance of students who transfer to baccalaureate institutions within CUNY.
4.2 Retention rates will increase progressively	4.2 One-year & two-year retention rates			Increase percentage of first-time, full-time students still enrolled in college 1 year later from 71.5 to 73.0.
4.3 Graduation rates will increase progressively in associate, baccalaureate & masters' programs	4.3 Six-year AA/AS/AAS/BA/BS graduation rates; four-year BA/BS graduation rates; four-year MA/MS graduation rates		Improve student outcomes identified for Freshman Academies	Increase percentage of first-time, full-time students who graduate within 6 years from 24.0 to 25.5. As part of Academy Assessment Protocol, increase 3-year graduation rate from 12.8% to 19.2% (Fa06 cohort compared to Fa09 cohort).
5.1 Professional prep. programs will improve or maintain quality of successful graduates	5.1 Pass rates & # of students passing licensure/certification examinations			Increase pass rate on NCLEX examination to 90%. Increase pass rate on Massage Therapy licensure examination to 85%.
5.2 Job & education rates for graduates will increase	5.2 College self-reports & surveys of graduate job placement rates; % of graduates continuing education			Establish system, with CUNY's assistance, of tracking students from degree programs at college to degree programs at 4-year colleges and student outcomes at 4-year colleges.
6.1 Colleges will improve quality of student & academic support services, incl. acad. advising & use of technology, to augment student learning	6.1 Student experience survey results & other evidence of improved quality & satisfaction with student, academic & technological support services			OSA will: • Implement with OAA new procedure for graduation pre-audit (and advisement) with goal of increasing students eligible for graduation by 2% • Maintain & monitor enrollment in 15 credit hours for students capable of handling credit load (FY10 FTFT projected goal of 29.7%, actual rise to 36.5%) • Increase usage of FOCUS 2 by 10% (478 users FY10).

				• Maintain at 73% reported student understanding of how QCC curricula relate to career pathways on completion of FOCUS 2 career exploration survey tool. • Apply new technology products to streamline student services for appointment scheduling, financial aid processing & registration & tuition payments through text messaging and email forwarding. • Create team to develop & implement social media strategy for enhancing student interaction & engagement.

University Goal: Enhance Financial and Management Effectiveness

Summary of University Objectives:
7.0 Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses
8.0 Increase revenues and decrease expenses
9.0 Improve administrative services

University Objective – 7.0
Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

University Target	Representative Indicators	QCC Mission	QCC Long-range Goal	QCC Strategic Objective 2011-2012
7.1 Colleges will meet established enrollment targets for degree programs; mean SATs and/or CAAs of baccalaureate entrants will rise	7.1 Enrollment in degree & adult & continuing education programs; SATs & CAAs	7.1-7.3 Collaborative, learning-centered community, with strong & closely integrated academic & student support services	7.1-7.3 Nurture growth of individual student in supportive environment	With Hobson's CRM recruitment tool, Admissions office will collect student feedback regarding recruitment & enrollment processes in an effort to assess effectiveness of communication with prospective students.
7.2 Colleges will achieve & maintain high levels of program cooperation with other CUNY colleges 7.3 Colleges will meet 95% of enrollment targets for College Now, achieve successful completion rates & increase # of students participating in more than one college credit course and/or pre-college activity	7.2 Pipeline programs, transfer credit acceptance, e-permit & joint programs, etc. 7.3 Number of College Now participants; College Now course completion & pass rates, # of participants re-enrolled			Reorganize OAA staff to support comprehensive & centralized approach for examining transfer data regularly, developing and updating articulations, managing articulation Web site & supervising dual/joint programs. Increase # of students who complete & pass college-level classes while in high school through 21st century grant program, College Now & Career Pathways.

University Objective – 8.0
Increase revenues and decrease expenses

University Target	Representative Indicators	QCC Mission	QCC Long-range Goal	QCC Strategic Objective 2011-2012
8.1 Alumni-corporate fundraising will increase 10%	8.1 Alumni/corporate fundraising (CAE-VSE report)	8.1 Institutional Advancement communicates excellence of college & seeks funds from public & private sources in support of mission	8.1 Market Freshman Academies; use Web site as primary recruitment device & provide training for Web site coordinators; develop institutional vehicle for celebrating student accomplishments at 30-credit milestone	Increase private philanthropy fundraising totals by 10% ($331,902) to $3,650,926. Publicly declare QCC's *Edge for Success* campaign by June 30, 2012, activities to include: hosting Fund Board retreat; establishing formal committee; revamping Advancement Web site; conducting meetings with college constituencies to identify & train group of donors, faculty/staff & board members to serve as campaign volunteers in assisting with donor prospect solicitations.
8.2 Colleges will achieve revenue targets, including those for Cont. Ed.	8.2 Revenue	8.2 Non-credit courses & certificate programs (Cont. Ed. courses & certificate programs)	8.2 Provide accessible Cont. Ed. programming; raise academic quality of Cont. Ed. courses & programs; expand Cont. Ed. programs & increase enrollment; increase revenue	Continuing Education will meet revenue goals of 117.50% of total expenses.
8.3 Colleges will improve/maintain sound financial management controls 8.4 Colleges will implement financial plans with balanced budgets that align expenditures with academic priorities	8.3 # of budget spent on admin. services; responsiveness to accounting & external/ internal audit findings 8.4 Financial health & evidence of solid financial plan; end fiscal year with 1%-3% of allocated budget as reserve	8.3-8.4 Finance analyzes funding sources & oversees funds allocated to college by central administration in support of mission	8.3-8.4 <u>General Finance</u>: Plan & monitor expenditures of all funds; meet project deadlines & deliverables for CUNYfirst <u>Business & Administrative Services</u>: Strengthen accounting procedures & processes; develop & implement management reporting; strengthen & improve internal controls & communication; streamline financial processes <u>Budget & Financial Analysis</u>: Provide expert financial consultation & analysis, timely, accurate & useful reports & strategic information in support of decision-making; institute practice of performance measurement & improvement; implement effective communications plan & national service; seek external funding	Proportion of tax-levy budget spent on administrative services vs. instructional & support services will remain constant at 2010-11 level. All financial transactions will be completed accurately & in timely manner; all prior audit findings will be resolved in timely manner. College will develop & administer viable financial plan, including ending fiscal year in balance, with appropriate reserve.

University Target	Representative Indicators	QCC Mission	QCC Long-range Goal	QCC Strategic Objective 2011-2012
8.5 Contract/grant awards will increase	8.5 Contract/grant awards (RF report & CUNY projects) including for research	8.5-8.6 Sponsored Programs coordinates submission, processing & reporting of grants & contracts & provides technical assistance to faculty/staff in obtaining grant funding for projects in support of mission.	8.5-8.6 Market Freshman Academies; use Web site as primary recruitment device & provide training for Web site coordinators; develop institutional vehicle for celebrating student accomplishments at 30-credit milestone	Increase grant funding by 5% ($185,890) to $3,893,200.
8.6 Indirect cost recovery ratios will improve	8.6 Ind. cost recovery as ratio of overall grant/contract activity			Increase the indirect cost recovery from 5.3% to 6.0%.

University Objective – 9.0
Improve administrative services

University Target	Representative Indicators	QCC Mission	QCC Long-range Goal	QCC Strategic Objective 2011-2012
9.1-9.4 Colleges will make progress within declared capital campaign	9.1 Evidence of declared capital campaign with fundraising goal (through FY15), campaign chair, vision/case statement & detailed plan by FY11	9.1-9.4 Administration provides clean & comfortable learning environment, manages Auxiliary Enterprises & assists Students Affairs in overseeing student fee funds in support of mission	9.1-9.4 Implement capital & in-house projects & update instructional, student support & student life facilities; implement sustainability effort; secure funding for comprehensive Facilities Master Plan	College will fully implement College Net 25-series Space Management System and use results to improve space utilization.
9.2 Student satisfaction with admin. services will rise or remain high at CUNY colleges	9.2 Surveys of student satisfaction with non-academic support services			
9.3 Colleges will improve space utilization	9.3 % of instruction on Fridays, evenings, weekends; space prioritized for degree & degree-related programs			
9.4 Colleges will improve compliance with Board policies, risk management, collective bargaining agreements & applicable laws	9.4 Evidence of compliance			

9.5 All colleges will make progress on CUNYfirst implementation	9.5 Evidence of timely progress organizing CUNYfirst team, training employees, communicating effectively & implementing CUNYfirst	9.5 Finance analyzes funding sources & oversees funds allocated to college by central administration in support of mission	9.5 Plan & monitor expenditures of all funds; meet project deadlines & deliverables for implementation of CUNYfirst	As vanguard, college will successfully lead implementation of CUNYfirst on behalf of CUNY system.
9.6 Each campus should have functioning campus sustainability council with broad representation from campus community & have recognized, multi-year campus sustainability plan.	9.6 Evidence of progress toward implementing multi-year sustainability plan measures	9.6 Administration provides clean & comfortable learning environment, manages Auxiliary Enterprises & assists Students Affairs in overseeing student fee funds in support of mission	9.6 Implement capital & in-house projects & update instructional, student support & student life facilities; implement sustainability effort; secure funding for Facilities Master Plan	College will conduct periodic meetings of sustainability council; implement campus communications to increase sustainability awareness & promote best practices; refine 10-year sustainability plan to reflect current conditions; implement goals in accordance with plan.

APPENDIX C: COLLEGE YEAR-END (COMPLETION) REPORTS

Appendix C-1: Year End Performance Report 2012-13

YEAR-END PERFORMANCE REPORT 2012-13

University Goal: Raise Academic Quality

University Strategic Objective – 1.0 – Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix

University Targets	Representative Indicators	QCC Strategic Objectives	STATUS
1.1 Colleges & programs will be recognized as excellent by all accrediting agencies	1.1 Colleges will document results of all accreditation reviews	According to official schedule, ETAC of ABET programs will complete & submit self-study reports & schedule site visit for reaccreditation review.	COMPLETED – self-study reports for Electronic Engineering Technology, Computer Engineering Technology & Mechanical Engineering Technology submitted to ABET in advance of July deadline; ABET team visit in Oct. 2013.
		Implement action plan from Nursing program reaccreditation.	COMPLETED – All action plan items have been implemented.
		Submit dual/joint degree program in nursing w/York College to CUNY central for approval, program effective in Fa13.	COMPLETED – Degree program launches in Fa13.
		Ensure continued compliance with MSCHE standards 7 & 14 by monitoring quality of teaching & non-teaching department year-end reports & assessment follow-up.	COMPLETED – Convocation of College (Jan. 2013) devoted to periodic review presentation.
		Prepare for periodic review report; establish co-chairs & committee by early fall 2012.	IN PROGRESS – PRR co-leaders established, including faculty co-chair; PRR committee formed & met all year; meetings conducted with every academic department; committee members attended Middle States annual conference in Dec. 2012; report due on June 1, 2014.
1.2 CUNY & its colleges will draw greater recognition for academic quality & responsiveness to academic needs of community	1.2 Colleges will provide evidence of recognition and/or validation from external sources	Disseminate QCC's faculty achievements for national attention.	COMPLETED – Marketing & Communications instituted new channels to communicate excellence in academics, including refreshed home page, monthly externally-faced e-newsletter & social media channels like Facebook, Twitter & LinkedIn; faculty presented nationally on high impact practices.
		QCC Student Government, in cooperation with Student Activities, will host CUNY-wide student events in AY13.	COMPLETED – Department of Student Activities & SGA hosted "Parliamentary Procedures Workshop" for all CUNY Student Government leaders held at QCC on May 10, 2013.
		CE will build additional relationships in community with business owners & dept. heads, politicians, school boards, school administrators & parent boards, CBOs, public agencies, Workforce One Centers, Chambers of Commerce, community bus. Assocs. & leaders.	COMPLETED – CE established partnerships with JHS 226 & NYC DOE District 27 leadership, New York Hall of Science, NYC Economic Development Training /WorkforceOne & HV Electric Corp, Martin Van Buren HS, DOE District 26 leadership, Urban Health Center & Charles B. Wang Community Health Center.

University Targets	Representative Indicators	QCC Strategic Objectives	STATUS
1.3 Colleges will improve use of program reviews, analyses of outcomes, enrollment, & financial data to shape academic decisions & resource allocation	1.3 Colleges will submit a program review calendar indicating schedule of self-study, external review and/or first-year implementation of recommendations for all programs not otherwise separately accredited; to be updated each year	OAA (& Assessment Office) will develop degree program & institutional dashboards to be posted on IR site for reference.	COMPLETED – Program review schedule submitted to CUNY. COMPLETED – dashboard for every curriculum posted on Institutional Research website in support of program review
	1.3 Colleges will submit documentation for recently completed departmental program review (self-study, external review report, summary of recommendations or implementation plan & resulting actions by the college	Programs reviews scheduled: ABET technology programs (3) & Liberal arts & Sciences A.A. degree program.	COMPLETED – self-study report for Environmental Health, Engineering Science, Health Science & Liberal Arts & Sciences (Math & Science) degree programs submitted, along with external reviewers' reports, action plans & administrative responses.
			Program reviews: • COMPLETED – ABET reports for Electronic Engineering Technology, Computer Engineering Technology & Mechanical Engineering Technology completed & submitted ahead of July deadline. • COMPLETED – program review report for Liberal Arts & Sciences A.A. degree program will be completed in summer 2013; external reviewers' team will visit in early Fa13, followed by action plan & implementation.
		After IRB approval, amended Academy Assessment Protocol will be implemented: • 2 student surveys will be administered to FT/FT students: College 101 survey (content-based & satisfaction) & advisement period survey (use of & satisfaction with services & freshman coordinators). • Completely revised faculty survey will be used (condensed & administered earlier).	COMPLETED: • Revision of Academies Assessment Protocol will be presented for IRB approval in July • Student survey administered • Faculty survey revised & conducted in Sp13 • Faculty coordinators interviewed faculty from across campus in Sp13.
		Collect data on department & academic program cost to help inform academic decisions & resource allocation.	COMPLETED – Data collection & cost analysis completed in Sp13.
1.4 Colleges will use technology to enrich courses & improve teaching	1.4 Percentage of instruction-al (student) FTEs offered partially or totally online	Conduct another eLearning Institute (10 faculty); expand faculty cohort from 47 to 57 faculty.	COMPLETED – 58 courses have been developed by 55 faculty members since Institute's inception; as many as 17 additional faculty members will participate this summer.

University Targets	Representative Indicators	QCC Strategic Objectives	STATUS
	1.4 Colleges will prepare additional reports on the use of instructional technology	Adopt Epsilen in CUNYStart reading & writing	COMPLETED: • 48 faculty participated in Moving Ahead with ePortfolio, assessing integrative learning; 50 milestone students will undergo transfer ePortfolio experience in June 2013. • CUNYStart, university-wide, uses Engrade as class management system & Focus2 as student career management system; all cohorts using these systems.
		Design & implement research project for assessing effectiveness of eLearning vs. standard instruction in core concepts.	COMPLETED
		Incorporate e-readiness module in ST100.	COMPLETED – as part of ST-100 PNET, students advised to visit "getting started" link in Blackboard; link offers "e-readiness" module.
		Launch ST 100 p-net for all sections & incorporate e-portfolio.	COMPLETED: • E-Portfolio introduced to all ST-100 students (all first-time, full-time students); students encouraged to upload reflection assignments into ST-100 folder created in e-portfolio accounts. • eLearning Readiness link has been added to official QCC Blackboard template making it available in all courses; other "Services for Students" links were also added so that students have quick access to: Campus Writing Center, Disability Servers, Library Resources, Student Learning Center.
		Equip 2 tech. labs to support multiple depts.	COMPLETED – Two virtual tech. (VT) rooms completed.

University Strategic Objective – 2.0 – Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship, and creative activity

University Targets	Representative Indicators	QCC Strategic Objectives	STATUS
2.1 Colleges will continuously upgrade quality of full-time & part-time faculty, as scholars & teachers	2.1 Colleges will report on efforts to build faculty quality through hiring & tenure processes & through investments in faculty development	Evaluate AY12-13 mentorship of new faculty through survey; implement module on cultural competencies at new faculty orientation & evaluate by survey.	New Faculty Institute developed, planned, and conducted, to be repeated each year; four sessions over four days on instructional practice & technology, assessment & pedagogical research; Institutional Research & CETL directors participated; 24 new faculty attended: • COMPLETED – Mentorship survey completed, findings overwhelmingly positive • COMPLETED – Cultural competence survey conducted; faculty demonstrated more sophisticated understanding of cultural competence after seminar. • COMPLETED – all four modules surveyed outcomes: 90% of respondents found institute instructive & relevant

			COMPLETED – CETL launched annual six-part workshop series on Scholarship of Teaching & Learning; 10 faculty participated; separate workshop series for Nursing faculty included 15 faculty participants.
2.2 Increase faculty research & scholarship	2.2 Colleges will report faculty scholarship & creative activity	Increase no. of faculty publications by 5% over 174 (2010-11) & presentations at national conferences by 5% over 207 (2010-11) through increased funding support for pedagogical research & CETL's expanded efforts.	COMPLETED – faculty publications increased to 200, up from 174; presentations decreased to 149, down from 207.
		Increase no. of PSC grants awarded to faculty by 5% (baseline: 30).	EXCEEDED – QCC faculty from 18 departments submitted 55 applications & received 38 awards, 31% increase in applications & 27% increase in awards over previous year: total of $137,100 in research support.
		Increase no. of FT/PT faculty involved in grants by 10% (baseline: 92).	EXCEEDED – FT/PT faculty involved in grants increased to 111, 19 over baseline.
2.3 Instruction by full-time faculty will increase incrementally	2.3 % of instructional FTEs in undergraduate courses delivered by FT faculty; mean annual teaching hours of veteran FT faculty	Contingent on budget, 41 new FT faculty will be hired, increasing percentage of instruction by FT faculty by 5%.	MET – 42 additional full-time faculty appointed through P&B action; owing to no. of new faculty & release time required, percentage of instruction by FT faculty decreased from 23.1 to 22.9.
2.4 Colleges will recruit & retain diverse faculty & staff	2.4 Colleges will report on efforts to diversify F & S	Lower faculty underutilization: females, 11 to 9; total minorities, 13 to 11.	DECREASED (revised numbers) – underutilization of females dropped from 12 to 11, minorities from 14 to 12.

University Goal: Improve Student Success

University Objective – 3.0 – Ensure that all students receive a quality general education and effective instruction

University Target	Representative Indicators	QCC Strategic Objectives	STATUS
3.1 Colleges will provide students with high quality general education & major experience within framework of Pathways initiative	3.1 Colleges will present evidence of curricular development & revision & alignment of courses leading into large transfer majors	Implement changes for Pathways and Majors project.	COMPLETED – all curricula submitted to chancellor's report addenda; Pathways common core framework submitted to CUNY & approved; all approved common core courses posted on website.
		No. of faculty participating in Faculty Cohort assessment of General Education through VALUE rubrics will increase by 5% across all 6 academies (baseline: 50); Learning Outcomes Assessment Manager will pilot new template for providing assessment data for more nuanced outcomes.	COMPLETED: • 54 faculty participated in faculty cohort assessment of student learning outcomes in high impact practices; faculty cohorts directed attention to "academies review." • Academies review conducted in Sp 13; 60+ faculty surveyed; preliminary review indicates general satisfaction with Academies, freshman coordinators, high impact practices & academy co-curricular activities but need for greater communication.

University Target	Representative Indicators	QCC Strategic Objectives	STATUS
3.2 Colleges will improve basic skills & ESL instruction to prepare students for success in remedial & credit courses	3.2 Pass rate in reading on exit-from-remediation (based on students enrolled in course last in sequence)	Exit from Remediation: Increase pass rates (% over LY): reading, by 2%; writing, by 2%; math., by 2%.	INCREASED – Reading pass rate increased from 42.4% to 42.6%. (USIP: reading pass rate increased by 2.9%)
	3.2 Pass rate in writing on exit-from-remediation (based on students enrolled in course last in sequence)		INCREASED – Writing pass rate increased from 40.0% to 40.8% (USIP – Writing pass rate increased by 2.5%)
	3.2 Pass rate in math on exit-from-remediation (developmental course pass rate for all students enrolled in developmental math course last in sequence		DECREASED – Math pass rate decreased from 42.0% to 36.7% (USIP - Math decreased by 12.4%)
	3.2 Percentage of associate degree students not fully skills proficient on initial testing who have met basic skills proficiency in reading, writing & math by 30th credit	Milestone: Increase percentage of students who have met proficiencies in reading, writing & mathematics by 30th credit, by 5% over last year.	NOT MET – percentage of students meeting proficiencies decreased from 62.6% to 51.8%.
3.3 Colleges will improve student academic performance, particularly in first 60 credits of study	3.3 Percentage of students passing freshman composition & math. gateway courses with C or better; % of CLA target sample administered CLA test	Increase percentage of students passing Gateway courses in Eng. Comp., by 1.5% over last year.	NOT MET – Percentage passing Gateway courses in Eng. Comp. decreased from 83.1% to 82.3%.
		Increase percentage of students passing Gateway courses in Mathematics, by 2% over last year.	EXCEEDED – Percentage passing Gateways courses in Math increased from 60.5% to 65.4%.
			COMPLETED – CLA target met at 100%.
		Academies: • Reorganize LA academy to include "majors."	COMPLETED – Comprehensive review & reorganization of Freshman Academies completed, including modifications to Freshman Academy Protocol: • Freshman Academies, now named Academies, are Liberal Arts (including Criminal Justice & Education), Business, Health-related Sciences, STEM & VAPA • Academies include all full-time students • Academy advisement, case-management model, established • High impact strategies expanded to include WI, academic service learning, learning communities, undergraduate research, collaborative assignments & projects, common intellectual experiences, diversity &

University Target	Representative Indicators	QCC Strategic Objectives	STATUS
			global learning. • LA Academy includes A.A. degree program in Liberal Arts & Sciences, now with 15 concentrations.
		• Expand Service Learning projects, increasing faculty and student involvement by 10% over AY11-12 actual numbers (baseline: 45 faculty, 638 students).	Service learning: COMPLETED – 72 faculty participated in Service Learning; 26 new faculty members; over 100 courses & 1,700 students.
		• Increase no. of foundational classes using service learning, 45 to 60.	EXCEEDED – 25 foundational courses, 67 foundational sections in Service Learning
		• Increase faculty & student participation in virtual Learning Communities/SWIG by 10% (faculty baseline: 30; student: 750).	EXCEEDED – Faculty participation increased from 30 to 39; student participation increased from 750 to 975.
		• Create Retention Management Team to develop & organize "opportunities" sessions to students in 2nd semester to increase retention to 3rd (USIP, CUNYStart, scholarships etc.).	• COMPLETED – Retention Management Team formed, led by new director of Enrollment Management, appointed Mar. 2013; EM director's responsibilities include coordinating recruitment, retention & graduation analysis & activities; Retention Management Team will develop strategic plan for triage and outreach to students at different levels to coordinate & enhance retention. • COMPLETED – 74 students identified to receive summer milestone scholarships.
3.4 Colleges will reduce perf. gaps among students from underrepresented groups	3.4 Gap in one-year retention rate between underrepresented minority & non-underrepresented minority first-time freshmen (full-time entrants)		NOT MET – Gap in one-year retention rate increased from 5.7 to 7.4.
		Expansion of participation in coop. education/internships will continue, 5% over AY 12 objective, from 190 to 200 students.	EXCEEDED – over 223 students participated in CO-OP education or internship experiences & 100 Tech Fee students.
		Participation in MALES, CSTEP & CD activities will increase 5% vs. AY12.	COMPLETED – participation in MALES, CSTEP & College Discovery activities increased 8% in AY13.
3.5 Colleges will show progress on implementing faculty-driven assessment of student learning	3.5 Colleges will provide evidence that faculty are assessing student learning, using results to make improvements & documenting process	Implement streamlined program review process, including revised program review template focusing on program outcomes & standardized data sets by program.	COMPLETED NEW – Initiated Assessment Institute for faculty in Sp13, to be repeated in Fa13 & Sp14: • 4 modules over four successive weeks on course assessment, program review, reaccreditation, use of OIRA data & pedagogical research • 26 faculty attended from various departments • Survey outcomes – participants reported: • 100% of respondents indicated they had better understanding of assessment & found institute instructive & relevant

University Target	Representative Indicators	QCC Strategic Objectives	STATUS
			• Over 90% of respondents indicated they had better understanding of using course data to contextualize classroom assessment results & using assessment processes as basis for scholarship
		Course assessment specifically targeted at high impact classes & key courses for 2013-14 program reviews.	COMPLETED – Course assessment of service learning in BU 102, CRIM 202, IS 151, HA 204 & BI 301 completed; report due at end of June; faculty group presented at CUE conference, "Spreading Branches, Growing Roots: Faculty Demonstrate Two Approaches to Academic Service Learning," highlighting enhanced collaborative efforts & synergy with other high impact practices.
		Senate Comm. on Assess. & Inst. Effectiveness will 1) report to Senate on status of assess-ment processes across campus; 2) co-sponsor with CETL fac. workshops on assessment.	COMPLETED – Senate Assessment completed report on status of assessment efforts, to be submitted for Fa13; co-sponsored one assessment workshop; developed idea of Assessment Institute in coordination with OAA.

University Objectives – 4.0 – Increase retention and graduation rates and ensure that students make timely progress toward degree completion – 5.0 – Improve post-graduate outcomes – 6.0 – Improve the quality of campus life and student and academic support services

University Target	Representative Indicators	QCC Strategic Objectives	STATUS
4.1 Colleges will facilitate students' timely progress toward completion	4.1 Percentage of first-time freshmen who complete freshman composition within 2 years of entry; percentage of first-time freshmen who complete credit-bearing math course within 2 years of entry; ratio of FTEs to headcount		INCREASE: • Percentage of first-time freshmen in fresh. comp. who complete increased from 62.2% to 63.4%. • Percentage of first-time freshmen in math who complete increased from 48.2% to 51.6%. • Ratio of FTEs to headcount increased from 0.746 to 0.778.
		Scale up ASAP in accordance with CUNY-wide target.	COMPLETED – Target enrollment for Fa13, 425 students, exceeded (total: 427 students).
4.2 Retention rates will increase progressively	4.2 One-year retention rates (institution rate): percentage of full-time first-time freshmen still enrolled in college of entry one year later	Increase percentage of first-time, full-time students still enrolled in college 1 year later 1.5% over AY11-12 actual.	NOT MET – Percentage decreased from 72.1% to 69.2% (note: first cohort enrolled through CUNYfirst).
	4.2 Difference between actual & predicted (regression-adjusted) one-year retention rate of full-time first-time freshmen.		MET – differential went from 5.2 to 3.2, remaining positive.

4.3 Graduation rates will increase progressively in associate, baccalaureate & masters' programs	4.3 4-yr grad. Rate: percentage of full-time first-time freshmen who graduated from college within 4 years	Increase percentage of first-time, full-time students who graduate within 4 years by 1.5% over AY11-12 actual.	NOT MET – Graduation rate decreased from 22.7% to 20.8%.
	4.3 Difference between actual & predicted 4-yr graduation rate of full-time first-time freshmen		MET – differential went from 3.2 to 1.4, remaining positive.
5.1 Professional preparation programs will improve or maintain quality of successful graduates	5.1 Pass rates & # of students passing licensure/certification examinations	Increase pass rate on NCLEX examination to 90%; increase pass rate on Massage Therapy licensure examination to 80%.	MET – Pass rate on NCLEX examination rose from 86.4% to 92.7%. NOT MET – Pass rate on Massage Therapy examination, Jan. 2013, decreased to 57% (n=7).
5.2 Job & education rates for graduates will increase	5.2 Six-month job & education placement rate in career & technical education programs		DECREASED – placement rate decreased from 91.8% to 91.1%.
		Articulation director to be hired will track students in dual/joint degree programs & Pathways majors.	COMPLETED – director hired; updated all articulation agreements, over 10 new signings; conducted reverse graduation initiative that successfully graduated additional 16 students.
6.1 Colleges will improve quality of student life & campus climate	6.1 Colleges will present evidence of improved quality of life & campus climate; baseline satisfaction rates of relevant Noel-Levitz scales will be established		COMPLETED – Baseline established • QCC conducted classroom-based administration of survey in Sp13. • Response rate at 98.1 percent • Exceeded target no. of participants by 29, with total of 405 survey respondents.
		OSA will: • Increase to 32.5% over 3-year average, 30.9%, percentage of students enrolled in 15 cr. or more through continued advisement efforts.	COMPLETED – Latest 3-year average (Fa10 to Sp13) has increased to 33.9%.
		• Explore use of e-advising for continuing students.	IN PROGRESS – Degree Works has been completely re-coded and re-scribed for Pathways & is principal advisement tool; Academics website will be completely revamped by summer 2013.
		• Apply new technology to streamline all areas of enrollment processing. • Maintain usage of FOCUS 2 at AY 12 levels	COMPLETED – QCC is first CUNY college to launch CUNYfirst Financial Aid module. COMPLETED – As ST-100 continues to promote FOCUS 2, usage has increased.
		• Survey student satisfaction with uses of social media as means of communicating with prospective & currently enrolled students.	COMPLETED – Survey regarding social media was sent to prospective and currently enrolled students. Results to be published in Fall 2013
6.2 Colleges will improve quality of student & academic support services, incl. academic advising & use of technology	6.2 Colleges will present evidence of improved quality & satisfaction with student, acad. & tech. support services; baseline satisfaction ratings of relevant		COMPLETED – Baseline established for all relevant Noel-Levitz scales; see under 6.1.
		OAA will implement Academy-wide Early Alert system using common platform.	COMPLETED – College-wide implementation of Early Alert completed; Starfish retention

	Noel-Levitz scales will be established.		solution, funded by Gates Foundation, will be launched in Fa13.

University Goal: Enhance Financial and Management Effectiveness

University Objective – 7.0 – Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

University Target	Representative Indicators	QCC Strategic Objectives	STATUS
7.1 Colleges will meet & not exceed established enrollment caps for degree programs	7.1 Percentage difference between actual & target FTE enrollment; total FTEs; total enrollment	Enrollment Management Team will ensure that college meet overall FTE enrollment cap.	COMPLETED – Enrollment Management Team ensured that College met all CUNY targets.
		Expand use of Hobson's recruitment system to assist with conversion activities as students are admitted; continue to change communications/outreach based on student feedback.	COMPLETED – Admissions Office implemented new admissions communication plan to identify prospective students & convert into applicants; current admitted student communications plan streamlined in effort to maximize student response & ensure registration readiness.
7.2 Colleges will achieve & maintain high levels of program cooperation with other CUNY colleges	7.2 Colleges will document efforts to communicate Pathways gen. ed. & major requirements to students, faculty & staff; change infrastructure in support of Pathways; create dual/joint programs or other effective means of facilitating transfer	Appoint new director of articulation, transfer & educational partnerships (Academic Affairs director), position to be posted in summer '12; restructure administrative oversight of all articulation efforts & other educational partnerships to ensure accurate & up-to-date information & comprehensive tracking of student progress to inform curricular & course modification.	COMPLETED: • All revised Pathways curricula posted to college website; staff training conducted May 1, 8, 15, 22; faculty informational sessions conducted May 28, 29 & June 4, 5 • Appointed new director of articulation, transfer & educational partnerships; restructured administrative oversight of all articulation efforts & other educational partnerships to ensure accurate & up-to-date information & comprehensive tracking.
7.3 Colleges will meet 95% of enrollment targets for College Now & will enroll adult & continuing education students to promote college's mission	7.3 Percentage of target College Now enrollment achieved; no. of seats filled in Adult & Continuing Education	Meet enrollment targets for College Now.	COMPLETED: • 2,214 enrolled in College Now, up from 2,208 • Passing rate at 96.5%, above CUNY target of 80%
		Meet enrollment targets for College Now & Continuing Education grants: • 21st CCLC: 50 after-school HS & summer • 200 MS summer • DOL grant: 60 occupational training, 40 college	COMPLETED: • 50 high school students attended 21st CCLC program in fall, spring & summer. • 200 middle school students attended in summer. • DOL CUNY CareerPATH grant: 99 Occupational Training students enrolled: 47 college deg. & cert. students enrolled.

University Target	Representative Indicators	QCC Strategic Objectives	STATUS
		Scale up CUNYStart for DOL.	COMPLETED – CUNYStart referred 8 students & CLIP turned 2 upper-level classes of 20 students each into healthcare-contextualized program specifically for CUNYCareer Path DOL grant.

University Objective – 8.0 – Increase revenues and decrease expenses

University Target	Representative Indicators	QCC Strategic Objectives	STATUS
8.1 Alumni-corporate fundraising will increase 10%	8.1 Total voluntary support (weighted rolling average); colleges will present evidence of increased alumni outreach	Raise $3.1 million, based on 10% increase over FY12 actual raised.	COMPLETED – As of 5/31/13, alumni fundraising has increased by 23%; average gift among 1st time alumni donors nearly doubled from $32 to $60; # of alumni gifts increased by 75%, from 212 to 370; total dollars raised as of 5/31/13 was $60,580.
		Engage alumni from 50-year class, with goal of hosting 10 members of Class of 1963 to special events, meetings & Commencement.	COMPLETED
8.2 Colleges will make progress within declared capital campaign	8.2 Colleges will make progress within declared capital campaign	*Edge for Success* capital campaign will raise 10% more total revenue than June 30, 2012, revenue total.	COMPLETED – QCC exceeded long-term goal to raise $25M by 2015, 2 years ahead of schedule, having surpassed $25M mark as of 12/31/12 & met annual goal of 10% above FY12.
8.3 Each college will achieve revenue targets & improve or maintain high collection rates	8.3 Colleges will provide evidence of meeting productivity & revenue targets; tuition & fee collection rate (weighted 3-year rolling average); revenue (degree-credit) as percentage of target; revenue (non-credit/ACE) as percentage of target	Continuing Education will increase state-based FTE income by 3% over FY12.	COMPLETED – State-based FTE income increased by 3% over FY12.
8.4 Colleges will improve or maintain sound financial management & controls	8.4 General administration as percentage of total tax-levy budget	Proportion of tax-levy budget spent on administrative services vs. instructional & support services will remain constant at 2011-12 level. All financial transactions will be completed accurately & in timely manner; all prior audit findings will be resolved in timely manner.	ON TARGET – Scheduled for June 30, financial transactions & audit finding will meet or exceed standard.
8.5 Colleges will end fiscal year in strong financial condition with 1-3% of allocated budget in reserve	8.5 Colleges will provide evidence of financial health & solid financial plan; % of allocated budget as reserve	College will develop & administer viable financial plan, including ending fiscal year in balance & with appropriate reserve.	COMPLETED

University Target	Representative Indicators	QCC Strategic Objectives	STATUS
8.6 Contract/grant awards will increase	8.6 Grants & contracts awarded (weighted, rolling, 3-year average)	Increase grant funding by 5% from $3,465,368 to $3,638,636.	NOT COMPLETED - Awards as of 6/13/13 = $2,430,349 (not completed because of necessary changes in planning/timelines for completion of major project
			COMPLETED – Faculty development to support grant submissions: Completed 6-week session in Fa12 (2 hrs/wk) for 10 faculty; additional 2-hour seminar in Sp13 for 8 faculty. PSC-CUNY workshops (group and/or one-on-one) for 55 applicants from 18 departments; development activities played key role in increasing no. of faculty engaged in grant-seeking from 92 in FY12 to 111. COMPLETED – Created, convened & chaired Grants Task Force to discuss institutional priorities for seeking grant funding; produced concept papers. COMPLETED – Capitalized on QCC's HSI status; received National Endowment for Humanities (NEH) HSI award for $74,937 for The Foodways & Humanities Project (Elias), multi-year collaboration between humanities faculty & culinary arts faculty (from KBCC & John Jay College) & students exploring Latino history & culture & applied for $294,281 USDA HSI grant (currently pending) to enroll, retain & graduate students, especially Hispanics, who are severely underrepresented in professional jobs related to food safety in U.S.
8.7 Indirect cost recovery ratios will improve	8.7 Indirect cost recovery as percentage of overall activity	Maintain indirect cost recovery at 6%.	COMPLETION PROJECTED – indirect cost rate anticipated at 6.5% for FY13 (RF verifies rate in July)

University Objective – 9.0 – Improve administrative services

University Target	Representative Indicators	QCC Strategic Objectives	STATUS
9.1 Student satisfaction with administrative services will rise or remain high at all CUNY colleges	9.1 Colleges will present evidence of improved student satisfaction with nonacademic admin. support services; baseline satisfaction ratings of relevant Noel-Levitz scales will be established		COMPLETED – Baseline established for relevant Noel-Levitz scales; see under 6.1.
9.2 Colleges will improve space utilization with space prioritized for	9.2 Percentage of FTEs offered on Fridays, evenings, weekends	Begin implementation of virtualization technology in academic computer labs to reduce	DECREASED – percentage of FTEs on Fridays, evenings & weekends decreased from 36.7 to 35.1 (note: full-time student population increased from 63% in 2011 to 66% in 2012).

degree and degree-related programs		costs & facilitate shared use of labs by multiple depts.	COMPLETED – Two virtual technology (VM) labs will be completed by end of June.
9.3 All colleges will improve compliance with Board policies, risk management, collective bargaining agreements & applicable laws	9.3 Colleges will provide evidence of compliance in target areas & evidence of business continuity plan	Reallocate classroom space & class hours to accommodate Pathways-related changes in class hours & class size in certain courses in English, Foreign Languages & Literatures, Mathematics & Speech).	COMPLETED – new standardized schedule implemented & used to complete Fa13 schedule.
9.4 All colleges will make progress on CUNYfirst implementation	9.4 Colleges will provide evidence of participation in CUNYfirst training activities, effective communication & change/change readiness activities	Complete successful implementation of procurement, accounts payable, financial aid & planning & budgeting modules.	EXCEEDED – As lone vanguard, implemented CUNYfirst financial aid module.
9.5 All colleges will make progress on goals & initiatives identified in multi-year sustainability plan	9.5 Colleges will provide evidence of annual progress implementing goals & initiatives from each of 7 areas of college's multi-year sustainability plan (e.g., energy)	Continue work on goals as stated in QCC sustainability plan.	COMPLETED – Implemented initiatives from Campus Sustainability 10-Year Plan: • Building Management System (BMS) controls installed in Library, Humanities & Science Buildings. • 2 high-efficiency air conditioning units installed in Library. • 2 large composting bins constructed for composting grass cuttings, leaves, wood chips from tree pruning & food waste from cafeteria. • New pool filtration system installed at Kennedy Gym. • 2 GEM electrical vehicles purchased for intra-campus transportation & 3inefficient carbon-producing vehicles sold. • Both Q27 & Q30 come on campus, encouraging public transit.

Appendix C-2: Year-End Performance Report 2011-12

YEAR-END PERFORMANCE REPORT 2011-12

University Goal: Raise Academic Quality

1.0 Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix

2.0 Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship, and creative activity

University Strategic Objective – 1.0 – Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix

2011-12 Univ. Targets	QCC Strategic Objectives	Status
1.1 Colleges & programs will be recognized as excellent by all accrediting agencies	Promote culture of collaboration in which assessment is recognized, documented, and disseminated: 1) report to campus community on Freshman Academy results to date and 2) conduct faculty development workshops in support of course assessment	COMPLETED: • Academy results to date & SLOs presented at Convocation of College in Jan 2012 • Senate Assessment Committee, in conjunction with CETL, hosted presentation on assessment processes & practice in Mar 2012. • LC Initiative—rubric training led by Zivah Perel & Kathy Wentrack in Dec 2011 • Moving Ahead with ePortfolio rubric training led by Michele Cuomo, Nov 2011, & Michele Cuomo & Ian Beckford, Dec 2011 • Faculty Cohort work (Academies) continued through facilitation of faculty coordinators.
	Continuing Education will implement quality standards developed by CUNY-wide ACE Program Quality Task Force in 2011.	COMPLETED – All new syllabus and student evaluations implemented in Spring 2012 along with the targeted teacher observations.
	According to official schedule, Nursing program will undergo full reaccreditation review. (Review of TAC of ABET accredited programs, at request of TAC of ABET, has been postponed until following year.)	COMPLETED – Nursing self-study report submitted on time to NLNAC in Dec 2011; site visit completed in Feb 2012; full reaccreditation (with follow-up in one area); report will be due in 2 years; action plan due after NLNAC official release of report in summer 2012.
	Implement actions plans from 2010-11 program reviews: 1) Engineering Science; 2) Environmental Health; 3) Health Sciences; 4) Liberal Arts & Sciences (Math. & Sciences)	COMPLETED: Action plans implemented for 2010-11 program reviews; improvements & modifications based on outcomes include: • In response to student preparedness for General Biology, early testing & option to take preparatory course offered • In response to concerns about student data, standardized data sets for program review process developed • In response to concerns about student math. preparedness for chemistry courses, new workshops conducted for students recommended by faculty; STEM Academy also targeted students in lowest level mathematics with special advisement intervention • In response to concerns about maintaining & updating articulation agreements,

2011-12 Univ. Targets	QCC Strategic Objectives	Status
		articulation director will be hired for Fa12

1.2 CUNY & its colleges will draw greater recognition for academic quality & responsiveness to academic needs of community	Roll out college's new Web site design and Content Management System, conduct training sessions on system use, and evaluate.	COMPLETED:
		• New Web site rolled out
		• Training: most Web coordinators attended workshop or individual training session.
		• Evaluation: 14 CMS workshops offered & attended by 86 participants; 66 took exit survey with following outcomes:
		  • Workshop notes were very helpful: 98%
		  • Workshop objectives were clearly met.: 96%
		  • Presenter was well organized: 94%
		  • Information presented can be applied to my setting: 97%
		  • Instructor was good communicator: 99%
		  • I would be interested in attending follow-up W.S.: 92%
		• Workshops and one-on-one sessions will continue to be offered as needed.

	To comply with CUNY identity standards on college-wide branding, produce QCC identity standards & applications guide & include branding guidelines as part of workshop training content for college Web site coordinators & others. Publications staff serves as resource for design compliance questions & reviews.	COMPLETED – Branding & identity standards for QCC will be prepared by June 30; ECP will be trained, individual & group training, & web coordinators, scheduled for Fa12.
	Increase QCC's recognition, both locally & nationally – through professional presentations, student presentations & awards.	COMPLETED: • AAC & U News & Notes on Freshman Academies Nov 2011 • Cuomo—Southern Ohio Council of Higher Education High Impact Practices, invited presenter, Oct 2011, & AAC & U Faculty Member for High Impact Practices June 2012; Plenary Session, AACU General Education Meeting, Feb 2012 & Presentation AACC • "Engagement and Accountability Using the Epsilen Platform," by Fichera and Cuomo, nominated for Bellwether Award • Jean Darcy received Innovations Award for SWIG—League of Innovations for CCs • Emily Berry received LEAP Dance Artist Award from Queens Council on Arts & LaGuardia Performing Arts Center, Oct 2011 to June 2012. • Lorena Ellis received 2011 AATG/Goethe Institut Certificate of Merit Award for outstanding achievement in promoting teaching of German in colleges in US, Nov2012, at Annual ACTFL (American Council on Teaching of Foreign Languages) conference, Denver, Colorado. • Students Kevin Chavez & Marjorie Morales – American Chemical Society Scholarship • Oluwadamisi Atanda – CUNY Student Leader of Year • G. Michael Guy, Jonathan Cornick, Andrew Russell, Robert Holt, Innovation Award for WARMUPS. • HETS – Paul Marchese, Scott Beltzer, Robert Kueper – HETS Presentation Award

2011-12 Univ. Targets	QCC Strategic Objectives	Status
	In effort to draw greater recognition, Student Government will be provided with funding & administrative support to host CUNY-wide student event. Working with Senate Comm. on Cultural Resources & Archives, Inst. Advancement will 1) conduct annual in-depth orientations to KHRCA & Art Gallery for incoming committee members; 2) cohost faculty workshops each semester on incorporating resources of Art Gallery & KHRCA into course curricula; 3) cohost annual orientations for freshman & faculty coordinators assigned to Freshman Academies. Expand Service Learning projects, increasing faculty and student involvement by 10%. Continuing Education will 1) target specific regional areas of Queens, namely Flushing & Assembly District 33, & expand high school collaborative programs & workforce programming with 2 new certificate programs that meet needs of constituents; 2) target building owners & managers for training in new green laws through Greenworks Practicum; 3) develop new Medical Office Assistant certificate to include health information technology & cultural competencies.	• President Call – Community College Humanities Association at AACC COMPLETED – Student Affairs, in conjunction with QCC's Student Government & Mock Trial Team, hosted Republican Presidential Primary Debate, held on March 29, 2012; invitations sent to CUNY's USS members, directors of Student Activities, Student Affairs directors & CUNY vice presidents for Student Affairs. COMPLETED: • Transition/orientation meeting attended by past & current committee members to facilitate smooth transition as there was 100% turnover among committee members. • Faculty workshops held with Basic Skills, Business, Art & Design, English, Nursing & History. • Co-hosted annual orientations for freshman & faculty coordinators assigned to Freshman Academies. • Committee using social media to engage students with campus cultural resources. EXCEEDED – Service Learning growth: 12 departments involved, including 45 faculty & 45 course sections: Semester Participants Fa09 357 Sp10 353 Fa10 402 Sp11 548 Fa11 638 COMPLETED – Increased District 33 (Campus Magnet HS) students in 21stCCLC program by 50%; created Project Management, Home Inspection, MOA HIT programs; completed Greenworks Practicum.
1.3 Colleges will improve use of program reviews, analyses of outcomes, enrollment, & financial data to shape academic decisions & resource allocation	OAA & Assessment Office will: • Implement program review action plans. Collect remediation data from experimental course designs in Basic Skills & Mathematics & scale up best models. • Bring together departments planning program	COMPLETED: • Action plans formally approved & implemented according to administrative responses (see 1.1). • Experimental BE102 – combined reading/writing: 14 out of 15 students passed both tests, 1 needs workshop for second exam. • Assessment presentation, hosted by Senate Assessment Committee and CETL, given in

2011-12 Univ. Targets	QCC Strategic Objectives	Status
	review with assessment teams from departments offering supporting courses to determine learning outcomes to assess in support of program review. • Utilize input from advisory boards to address business & industry needs through revisions in curriculum.	Mar 2012. • OAA representative attended all advisory board meetings – as recommended by advisory board, MT dept. is getting Torsion Tester (funded by Perkins) & new prototype machine (funded by CUNY). Business Advisory Board (May 17, 2012 – outcome – recommended increased emphasis on developing communicative skills); ECET Industrial Advisory Board (Apr 3, 2012); Nursing (May 31, 2012); Laser & Fiber Optics Engineering Technology (Mar. 7, 2012 – outcome – proposed sunset of Laser & Fiber Optics Engineering Technology degree program
	OAA & Institutional Research will examine effectiveness of readiness programs, including pilots; CE will implement CUNYStart and participate in CUNY-wide assessment effort.	COMPLETED & ONGOING: • Plan for study of readiness programs completed: initial data collection will begin for Fa10 cohorts; IR will provide data on BE pre- & post-test scores in upper remedial courses & follow cohort through EN101 & EN102; will track cohort through complete remedial sequences in reading & writing to determine progress; additional data on remedial need & initial placement, including mathematics, will be gathered. • Basic Skills study completed: results submitted to president in mid-semester report. • Early Alert was implemented in Fa11 & Sp12 (see 3.1). • CUNYStart implemented with 54 students in Fa11 & 34 in Sp12; data collection & assessments complete for Fa11.
	Resource allocation plan will document budgetary priorities/decisions in response to assessment findings.	COMPLETED – FY13 Resource Planning & Allocation Process is derived from year-long strategic planning process & year-end reports w/assessment & is developed in consultation with CAPC.
1.4 Use of technology to enrich courses & teaching will improve	Begin implementation of FY11-15 Technology Plan: • Increase by 10% number of technology-supported classrooms available to faculty • Increase by 15 number of blended/online courses offered over Sp11. • Increase number of faculty trained in instructional technology use. • Upgrade & expand college resources to accommodate increased online testing	EXCEEDED: • 11 additional classrooms have been equipped with new podiums, operational for Fa12, up from 65 to 76 multimedia teaching classrooms, about 14%. • 2 Tech-Flex classrooms, designed to easily convert between non-computer facilities & fully computerized classrooms depending on instructional requirements, are in final phase of completion; each space contains 35 dual-boot student-use computers. • CETL tech-flex classroom will be completed in summer ’12 containing 23 dual-boot computers (Windows & Apple OS), instructional podium with projector & screen & high-speed printer; computers in center of room may be lowered out of sight for meetings not involving technology (funded by PMP). • Nursing Resource Center expanded to 60 computers before Sp12 semester began.
	Conduct next two cohorts in eLearning Faculty Development Program & evaluate effectiveness of program design.	COMPLETED & ONGOING: • eLearning faculty development: 47 faculty members completed eLearning Institute & have begun teaching online courses; 11 more will begin institute during summer ’12; analysis of student outcomes has just begun.

2011-12 Univ. Targets	QCC Strategic Objectives	Status
		• Moving Ahead with ePortfolio: (MAeP) now has two cohorts (48 faculty members) modifying classroom assignments to include pre- & post reflection components; student artifacts assessed with AACU Integrative Learning VALUE rubric to determine overall effect of this reflection in teaching process; formal results expected by Fa13. • Faculty report unanimously very good instructional experience & strong student performance (of those students who complete)

University Strategic Objective – 2.0 – Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship, and creative activity

2011-12 Univ. Targets	QCC Strategic Objectives	Status
2.1 Colleges will continuously upgrade quality of full-time & part-time faculty, as scholars & teachers 2.2 Increase faculty research & scholarship 2.3 Instruction by full-time faculty will increase incrementally 2.4 Colleges will recruit & retain diverse faculty & staff	2.1-2.4 In collaboration with Human Resources & Affirmative Action, OAA will design & assess targeted efforts to recruit & retain FT & PT faculty: • Expand recruitment efforts for underrepresented faculty to include modifications to college Web site & promotional materials. • Redesign new faculty orientations (FT & PT) to include module on cultural competencies. • Implement mentorship program for all new full-time faculty • Conduct one forum on reappointment, promotion, & tenure in collaboration with governance. • As primary & most broadly attended annual meeting of campus, Conference of College (2011), sponsored by FEC/supported by OAA, will be held Fa11 to highlight faculty innovations in education that promote student success, provide exposure to new ideas in pedagogy & encourage interdisciplinary collaboration & discussion. • Following pilot in spring 2011, OAA & Sponsored Programs will implement full schedule of grant	2.1-2.4 Recruitment/quality of faculty/instruction by full-time faculty: • COMPLETED & ONGOING – HR modified recruitment process to focus advertising to address underrepresentation; working with new director of communications/public relations, HR & Affirmative Action will modify Web site & promotional materials during summer ’12. • COMPLETED & ONGOING – CETL has offered sessions on cultural competencies; plans are underway to redesign faculty orientation to include comprehensive follow-up institute on pedagogy (practice, technology, assessment). • COMPLETED & ONGOING – Mentorship program implemented; follow-up discussion with new faculty (end-of-year reunion) yielded following action item: generate comprehensive list of faculty mentors each year & host kick-off luncheon to provide orientation & guidelines for effective mentoring. • ONGOING – 48 faculty mentored as part of eLearning institute (see under 1.4). • RESCHEDULED – To allow for Pathways discussion, forum on reappointment, promotion & tenure is rescheduled for Fa12. • Percentage of instructional FTEs delivered by full-time faculty decreased from 52.6 to 50.9; 41 new faculty lines have been allocated for AY12-13. • COMPLETED – Conference of College held as planned on Nov 11 2011 – Michelle Anderson presented on Pathways. Research & scholarship: • EXCEEDED – In 2011, there were 174 faculty publications (including peer-reviewed journals, articles, books, proceedings & blogs), up from 101 in 2010, & 207 conference presentations, up from 178. • COMPLETED – One participant of Sp11 pilot course received grant; full grant development course offered in Fa11. • COMPLETED – CETL objective reorganized – OAA, CETL & Senate Assessment Committee coordinated & hosted assessment presentation in Mar ’12; new learning outcomes assessment manager hired in ’11 has met with faculty & depts.

2011-12 Univ. Targets	QCC Strategic Objectives	Status
	development courses, for faculty & team-taught by faculty & assess results. • CETL will offer workshops on conceptualizing & carrying out pedagogical research, including assessment & use of data analysis techniques.	

University Goal: Improve Student Success

3.0 Ensure that all students receive a quality general education and effective instruction

4.0 Increase retention and graduation rates and ensure that students make timely progress toward degree completion

5.0 Improve post-graduate outcomes

6.0 Improve quality of student and academic support services

University Objective – 3.0 – Ensure that all students receive a quality general education and effective instruction

2011-12 Univ. Target	QCC Strategic Objective	Status
3.1 Colleges will provide students with cohesive & coherent general education	Expand Early Alert system to courses taught by full-time faculty teaching Basic Skills, MA 120, EN 101, and ST 100 course sections—from 10 faculty and 192 students in Sp11 pilot to 38 faculty and 1,496 students in Fa11—and evaluate. Evaluate impact Freshman Academies have on 2nd year students entering through academies, including impact of academic & student support services overall. Special Committee of Academic Senate will: • Evaluate college's Gen. Ed. learning outcomes in framework of Pathways guidelines & identify courses that meet Pathways learning outcomes • Make recommendations for modification of Gen. Ed. framework where deemed appropriate • Submit final report in May 2012	COMPLETED & ONGOING: Early Alert was expanded & implemented & is being assessed; results for Fa12: • More courses with C or higher grades for those participating • Fewer courses with C- or lower • E-Roster version of Early Alert was piloted for entire campus with 2,639 total responses; 317 sections (12.7% participation) & 2325 distinct students; plan to implement improved E-Roster system or new Early Alert system (e.g., Starfish) will be decided & implemented in Fa12. COMPLETED – Freshman Academy data and outcomes update provided at Convocation of College on Jan 26 2012. Percentage of first-time, full-time students still enrolled in college one year later, 2009 to 2010, is 72.1, highest in CUNY. COMPLETED & ONGOING – Special Committee chair reported to the Senate at the final May meeting on Pathways common core & general education; committee will meet in summer 2012 to review common core submissions and curricular revisions proposed in context of college mission & current general education objectives.
3.2 Colleges will improve basic skills & ESL outcomes	USIP – increase percentage of first-time students *improving* scores, as follows: reading, to 93.0; writing, to 74.5; COMPASS 1, to 94.0; COMPASS 2, to 96.0.	USIP: • EXCEEDED – Percentage of students who increased score in reading, up from 91.9 to 94.7; in writing, up from 73.5 to 91.4. Two innovative approaches (including new June immersion for continuing students) are underway & another will be introduced in July/August 2013 summer immersion (sponsored by special CUE grant). • DID NOT MEET – Percentage of students who increased score in Math 1, down from

2011-12 Univ. Target	QCC Strategic Objective	Status
		93.3 to 90.1; in Math 2, down from 95.4 to 94.8. Two innovative approaches are underway: free MA010 for students who pass MA005; special MA010 workshop in June for students who score high fail in spring 2013 (sponsored by special CUE grant).

	Exit from Remediation – increase pass rates: reading, from 61.8 to 63.0; writing, from 58.3 to 60.0; math., from 62.9 to 64.0.	Exit from Remediation – DID NOT MEET
		• Reading pass rate dropped from 48.4 to 42.0; writing pass rate dropped from 47.4 to 40.0; innovative approaches under USIP intended to expedite exit from remediation.
		• Math pass rate dropped from 63.3 to 41.8; contributing reasons for Sp12:
		  • New exit criteria introduced
		  • Increase from 70 to 74 in average required to pass course
		  • Final exam format changed from free response to multiple choice.
		  • Calculators disallowed in class and on final exam

3.3 Colleges will improve student academic performance, particularly in first 60 credits of study	Milestone – increase percentage of students who have met proficiencies in reading, writing & math. by 30th credit from 67.0 to 70.0 (streamline reading & writing remedial sequences; successful MA 005 model now Extended to all sections for implementation).	Milestone – DID NOT MEET Students who have met proficiencies by 30th credit are down, from 67.0% to 62.6%. Strategic plan for 2012-13 includes new retention management committee to develop interventions & opportunities for students making transition from 1st to 2nd year.
	Increase percentage of students passing gateway courses in English Composition from 85.1 to 86.5.	DID NOT MEET – EN101 pass rate down, from 85.1% to 83.1%. Innovative efforts in USIP & developmental reading & writing are continuing & being ramped up to improve student preparedness for EN; placements in EN101 rather than Basic Skills trending upward since Sp11; strategic plan includes effort to study outcomes in BE & EN.
3.4 Colleges will reduce performance gaps among students from under-represented groups and/or gender	Increase percentage of students passing gateway courses in math. from 60.3 to 64.0 (assess student outcomes in MA120 for curricular modifications from Sp11 & in MA440 for curricular modifications planned in Fa11; adjust for Sp12).	INCREASED BUT DID NOT MEET TARGET – Percentage of students passing gateway courses in mathematics increased but did not meet target, from 60.3 to 60.5.
	• OAA & OSA will support & expand by 2% student participation in cooperative education/internship experiences, from 186 to 190 students. • OSA will increase student participation by 5% over last year, from 657 to 690 in activities & workshops aimed at attracting students to participate in MALES, CSTEP, & CD programs by increased collaboration between Student Activities & special programs.	MET – performance gap for underrepresented groups, 1-year retention rate, declined from -8.2 to -5.7 – for 2011-2012 academic year, 210 students participated in co-op/internships, including those enrolled in 900-level courses. MET – performance gap by gender, 1-year retention rate, dropped from -5.2 to -3.0 – 186 students participated in MALES activities, 314 in CSTEP & 202 attended events sponsored by CD department, totaling 702 participants.
3.5 Colleges will show progress on implementing faculty-driven assessment	Institutional Research will present comprehensive look in Fa11 at first 2 years of Academy model according to student outcomes indicated in Academy Assessment	COMPLETED – IR presented at Convocation of College in Jan12.

2011-12 Univ. Target	QCC Strategic Objective	Status
of student learning	Protocol: retention rates (semester to semester, year to year), credit accumulation & graduate rate. After initial determination of year-end reports as primary assessment vehicle, Senate Assessment Committee will review progress on annual basis toward comprehensive assessment on 5-year cycle: for teaching departments, progress toward completion of course assessment according to published schedule; for non-teaching departments, progress toward assessment of all KPIs.	COMPLETED: • Senate Assessment Committee reviewed teaching & non-teaching department year-end reports & course assessments. • Is preparing report for Fa12, with recommendations about strengthening assessment processes. • Co-hosted with CETL presentation on assessment in Mar 2012; has agreed to co-host presentation & follow-up, hands-on workshops for AY12-13.

University Objectives – 4.0 – Increase retention and graduation rates and ensure that students make timely progress toward degree completion
5.0 – Improve post-graduate outcomes – 6.0 – Improve quality of student and academic support services

2011-12 Univ. Target	QCC Strategic Objective	Status
4.1 Colleges will facilitate students' timely progress toward completion	Implement college's action plan on high impact instructional strategies in AAC&U/MetLife Roadmap project.	ACTION PLAN – COMPLETED & ONGOING: • May 8, 2012 – High Impact Strategies & Student Learning Campus Conversation described implementation & assessment of Common Read, Service Learning & Moving Ahead with ePortfolio. • ePortfolio implementation in ST 100, Introduction to College, at full scale • Barnes & Noble Scholarship distributed to 50 milestone students & 30 Exit-from-Remediation Students – invitation in summer '12 to summer students to participate in "transfer eportfolio experience," to be institutionalized in summer '13. • Summer enrollment – percentage of freshmen & transfers taking one or more courses summer after entry down, from 24.7 to 22.0; established enhanced application process for milestone scholarships for students to complete first 30 credits in 1 year; 55 student awardees for summer '12, more than double last summer's awardees (27).
	As part of Pathways Majors work, Institutional Research will collect & disseminate reports showing performance of students who transfer to baccalaureate institutions within CUNY.	ONGOING – see under 5.2.
4.2 Retention rates will increase progressively	Increase percentage of first-time, full-time students still enrolled in college 1 year later from 71.5 to 73.0.	INCREASED BUT DID NOT MEET TARGET – percentage increased, from 71.5 to 72.1.
4.3 Graduation rates will increase progressively in associate, baccalaureate & masters' programs	Increase percentage of first-time, full-time students who graduate within 6 years from 24.0 to 25.5. As part of Academy Assessment Protocol, increase 3-year graduation rate from 12.8% to 19.2% (Fa06 cohort	INCREASED BUT DID NOT MEET TARGET – Percentage of first-time, full-time students who graduated within six years increased, from 24.0 to 25.2; complete data on 3-year graduation rate for first (2009) Academy cohort will not be available until early fall.

2011-12 Univ. Target	QCC Strategic Objective	Status
	compared to Fa09 cohort).	
5.1 Professional prep. programs will improve or maintain quality of successful graduates	Increase pass rate on NCLEX examination to 90%. Increase pass rate on Massage Therapy licensure examination to 85%.	• INCREASED BUT DID NOT MEET TARGET – NCLEX pass rate increased, from 79.8 to 86.4%; in January 2012 administration, pass rate was 100% (n=23). • DID NOT MEET – Massage Therapy licensure pass rate for first-time candidates was 75% (n= 16), down from 82.4%.
5.2 Job & education rates for graduates will increase	Establish system, with CUNY's assistance, of tracking students from degree programs at college to degree programs at 4-year colleges and student outcomes at 4-year colleges.	MET – 6-month job & education placement rate in career & technical education programs increased from 87.8 to 91.8%. COMPLETED & ONGOING – Factbook 2012 includes new transfer-out analysis of QCC graduates (2005-06, 2006-07, 2008-09 & 2009-10): tracking of graduates' CUNY-wide enrollment by academic year (fall & spring terms) following graduation year; analysis reveals that transfer rates to CUNY baccalaureate schools of transfer degree graduates is rising—from 52.4% in 2005-06 to 65.2% in 2009-10; additional analysis on outcomes in baccalaureate schools & non-CUNY transfer-out rates is in progress.
6.1 Colleges will improve quality of student & academic support services, incl. acad. advising & use of technology, to augment student learning	OSA will: • Implement with OAA procedure for graduation pre-audit (& advisement) with goal of increasing students eligible for graduation by 2%	COMPLETED – New procedure for graduation pre-audit (& advisement) implemented; June '11 graduation applicants – 979, June '12 graduation applicants – 1304 – increase of 324 or 33%; more marketing to students about how to apply for graduation & how to access DegreeWorks will be next steps for continued improvement; new measures this year included: • Working with specific programs (e.g., ASAP, CD, CSTEP & CIAIS [International Students]) to be sure those eligible to graduate applied • Working with director of Acad. Adv. & staff to encourage students to apply for graduation early (handout developed on Cunyfirst, How to Apply for Graduation)
	• Maintain & monitor enrollment in 15 credit hours for students capable of handling credit load (FY10 FTFT projected goal of 29.7%, actual rise to 36.5%)	• DID NOT MAINTAIN – percentage of students who attempted 15 or more credits per semester appears to have leveled off at 30.7% in Sp12.
	• Increase FOCUS 2 use by 10% (478 users FY10).	• SURPASSED – for AY 2010-2011, 538 students used FOCUS2.
	• Maintain at 73% reported student understanding of how QCC curricula relate to career pathways on completion of FOCUS 2 career exploration survey.	• SURPASSED – 75% of students reported understanding of how QCC curricula relate to career pathways on completion of FOCUS2 career exploration survey tool.
	• Apply new technology products to streamline student services for appointment sched., finan. aid processing & registration & tuition payments through text messaging & email forwarding.	• COMPLETED – HOBSON's CONNECT VIP page implemented.
	• Create team to develop & implement social media strategy for enhancing student interaction & engagement.	• COMPLETED & ONGOING – New executive director of communications & public relations is consolidating all QCC fragmented Facebook pages into one general Facebook page; will also implement LinkedIn & Twitter accounts in effort to enhance

2011-12 Univ. Target	QCC Strategic Objective	Status
		student engagement via social media.

University Goal: Enhance Financial and Management Effectiveness

7.0 Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

8.0 Increase revenues and decrease expenses

9.0 Improve administrative services

University Objective – 7.0 – Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

2011-12 Univ. Target	QCC Strategic Objective	Status
7.1 Colleges will meet established enrollment targets for degree programs; mean SATs and/or CAAs of bacc. entrants will rise	With Hobson's CRM recruitment tool, Admissions office will collect student feedback regarding recruitment & enrollment processes in an effort to assess effectiveness of communication with prospective students.	COMPLETED – Reports-to-date indicate that approximately 60% of new students are not opening HOBSONS e-mail; therefore, multiple outreaches are now being used to drive students to HOBSONS.
7.2 Colleges will achieve & maintain high levels of program cooperation with other CUNY colleges	Reorganize OAA staff to support comprehensive & centralized approach for examining transfer data regularly, developing and updating articulations, managing articulation Web site & supervising dual/joint programs.	COMPLETED – Position PVN posted June '12; target to hire in Fa12.
7.3 Colleges will meet 95% of enrollment targets for College Now, achieve successful completion rates & increase # of students participating in more than 1 college credit course and/or pre-college activity	Increase # of students who complete & pass college-level classes while in high school through 21st century grant program, College Now & Career Pathways.	COMPLETED: College Now – 902 students total; 788 completed course with C or better, from 94 to 95% Career Pathways – Fa11 = 570, Sp12 = 394 (from 586 last year) 21st CCLC: Doubled # of students completing & passing college courses in Fa10 vs. Fa11 (23 vs. 46)

University Objective – 8.0 – Increase revenues and decrease expenses

2011-12 Univ. Target	QCC Strategic Objective	Status
8.1 Alumni-corporate fundraising will increase 10%	Increase private philanthropy fundraising totals by 10% ($331,902) to $3,650,926.	IN PROGRESS – Final fundraising total not yet available; as of now 88% of target. COMPLETED: • College was 1 of 6 community colleges in country to be awarded NEH matching Challenge Grant for fundraising connected to Kupferberg Holocaust Center – up to $500K in matching funds available (50% match to monies raised).

2011-12 Univ. Target	QCC Strategic Objective	Status
		• Art Gallery Advisory Council has been established to raise funds for Art Gallery endowment; two of annual Partners Gala Honorees were Art Gallery supporters. • 50th anniversary of QCC's first graduating class marched at commencement this year & participated in alumni reunion, alumni flying in from other states to attend; many also attended Partners Gala this year; QCC established this new tradition this year to promote alumni cultivation & fundraising efforts. • Fund Board Retreat held on May 22, facilitators from CCS, to emphasize fundraising responsibility of Board & better engage Board in solicitation process.
	Publicly declare QCC's *Edge for Success* campaign by June 30, 2012, activities to include: hosting Fund Board retreat; establishing formal committee; revamping Advancement Web site; conducting meetings with college constituencies to identify & train group of donors, faculty/staff & board members to serve as campaign volunteers in assisting with donor prospect solicitations.	COMPLETED: • Public declaration of *Edge for Success* campaign made at press conference on May 22. • Campaign Chair named & chairs of subcommittees established; Campaign Chair donated in-kind services for campaign messaging & graphic design concepts. • Fund Board Retreat, held on May 22, facilitators from CCS, to emphasize fundraising responsibility of Board & better engage Board in solicitation process. • Fund Board's By-laws revised. • Fund Board's Investment policy revised. • Advancement Web site revamped. • Meetings held with department chairs & other selected faculty, administrators, alumni, donors & community/business leaders (e.g., Flushing Chinese Business Association & Korean American Civic Empowerment organization). • Training on solicitation process held; trainings will be ongoing.
8.2 Colleges will achieve revenue targets, including those for Cont. Ed.	Continuing Education will meet revenue goals of 117.50% of total expenses.	IN PROGRESS – Final Revenue will not be determined until Jun 30, 2012.
8.3 Colleges will improve/maintain sound financial management controls	Proportion of tax-levy budget spent on administrative services vs. instructional & support services will remain constant at 2010-11 level.	ON TARGET – Will meet target by June 30, 2012.
	All financial transactions will be completed accurately & in timely manner; all prior audit findings will be resolved in timely manner.	COMPLETED – All prior audit findings have been addressed; no material findings in any FY11 audits.
8.4 Colleges will implement financial plans w/balanced budgets that align expendi-tures w/academic priorities	College will develop & administer viable financial plan, including ending fiscal year in balance, with appropriate reserve.	COMPLETED – Financial Plan completed & on track for year-end June 30, 2012.
8.5 Contract/grant awards will increase	Increase grant funding by 5% ($185,890) to $3,893,200.	NOT MET – $3,430,565 in grant funding received (not including $2,072,978 of sub-award from DOL grant).
8.6 Indirect cost recovery	Increase the indirect cost recovery from 5.3% to 6.0%.	IN PROGRESS – indirect cost recovery rate is on target for increase to 6%.

2011-12 Univ. Target	QCC Strategic Objective	Status
ratios will improve		

University Objective – 9.0 – Improve administrative services

2011-12 Univ. Target	QCC Strategic Objective	Status
9.1-9.4 Colleges will make progress within declared capital campaign 9.2 Student satisfaction w/ admin. serv. will rise/remain high at CUNY colleges 9.3 Colleges will improve space utilization 9.4 Colleges will improve compliance with Board policies, risk management, collective bargaining agreements & appl. laws	College will fully implement College Net 25-series Space Management System and use results to improve space utilization.	ON SCHEDULE – Capital campaign was publicly launched & is on schedule for achieving $25 million goal by 2015– see under 8.1. COMPLETED & ONGOING – Among its many uses, 25-series software has enabled college to reclaim & re-purpose more than 17,000 square feet of space, identify improvements in class scheduling practices & plan for Pathways; college received CUNY productivity award.
9.5 All colleges will make progress on CUNYfirst implementation	As vanguard, college will successfully lead implementation of CUNYfirst on behalf of CUNY system.	SURPASSED – Successful progress continues; QCC once again leads CUNY as lone vanguard campus for Financial Aid system, which went live in May 2012.
9.6 Each campus should have functioning campus sustainability council with broad representation from campus community & have recognized, multi-year campus sustainability plan.	College will conduct periodic meetings of sustainability council; implement campus communications to increase sustainability awareness & promote best practices; refine 10-year sustainability plan to reflect current conditions; implement goals in accordance with plan.	COMPLETED & ONGOING: • College awarded $1 million grant for green reconstruction of parking lot; two electric charging stations installed, with solar power contributing net benefit to grid; lighting retrofit project completed. • QCC Fund board's investment policies revised (see under 8.1).

Appendix C-3: Year End Performance Report 2010-11

Queensborough Community College
Year-end Performance Report – 2010-2011

2010-11 Univ. Targets	QCC Strategic Objectives	Status
1.1 Colleges/programs will be recognized as excellent by external accrediting agencies.	Submit monitoring report due to Middle States in October 2010; Institutionalize comprehensive, integrated and sustained assessment.	COMPLETED – Monitoring Report submitted on Oct. 1, 2010, and accepted by MSCHE; report reflected major changes to Assessment Web site and development of Assessment Handbook.
1.2 CUNY and its colleges will draw greater recognition for academic quality and responsiveness to academic needs of community.	Strengthen advisory boards: develop recognition program for advisory boards and committees; review and reaffirm composition of existing advisory councils; design description of responsibilities and expectations for advisory council members; academic departments will include advisory board recommendations and actions taken in year-end reports.	COMPLETED • All advisory boards met in 2010-11, attended by president or VPAA in all cases, by Continuing Education dean in most cases – Business, Gallery and Museum Studies, Electrical and Computer Engineering Technology Industrial, Healing Arts, Mechanical Engineering Technology and Design Drafting, Nursing, and Laser and Fiber Optics Engineering Technology. • In response to Gallery and Museum Studies Advisory Board recommendations, two courses developed and approved in Sp11: SS 325 Sociology and Arts and AR 804 Art Institutions and Business of Art. • Perkins Local Advisory Board met in fall and spring, hosted by CE/Workforce Development; based on discussions of board, new Perkins major effort in electronic health records is being implemented.
	Using student feedback and experiences from prior year, refine communications messages about Freshman Academies via recruitment materials and communications, academies website pages, talking points, for advisors, online social networks, etc.	COMPLETED – Marketing Office has reinforced institution-wide scale of Freshman Academies in messages communicated through *Annual Report* and College's Web site; special efforts made to publicize outstanding Freshman Academy students in publications like *CUNY Matters* and *Salute to Scholars*; Freshman Academy and Programs of Study materials updated.
	Increase outside recognition of Academy students completing 30 credits within one year of enrollment by featuring them in outreach materials.	COMPLETED – Slideshow and press release created celebrating Milestone event of Freshman Academy students who have completed 30 credits, posted on College's Web site; 2 celebrations held for students and families.
	Promote QCC as center for community performances via online promotion to friends and community members; utilize new online methods to auto-disseminate to all audiences video of student performances via iTunes U and via TigerMedia.	COMPLETED – Overall, QPAC increased # of tickets sold in Nassau/Suffolk by more than 25% (from 2,599 to 3,291), and in other areas (excluding Queens) sales more than doubled (from 1,011 to 2,542); QPAC Internet sales increased by nearly 40% from 1,985 tickets sold by Internet in 2009-10 to 2,685 tickets in 2010-11. QPAC has incorporated You-Tube videos on Web site to help promote upcoming events. New iTunes U site implemented with "private" space (for faculty use) and "public" space (selected videos edited by Academic Computing and vetted by Marketing); from 4/24/11 to 5/29/11 # of total hits is 530. YouTube channel contains every college video, also on TigerMedia;

2010-11 Univ. Targets	QCC Strategic Objectives	Status
		TigerMedia # of videos is 164, with 7,720 views all year, YouTube # of hits is 518,664 all year, 78% of which were of Dr. Michio Kaku's talk.
	Increase number of unique visitors to Art Gallery and Kupferberg Center Web sites over 2009-2010.	COMPLETED – Over 1/1/11 to 6/8/11, activity on Web site: KHRCA 2,357 unique hits/3,383 total hits; Art Gallery 2,008 unique hits/2,990 total hits; QPAC 6,462 unique hits/8,875 total hits, with 9 sold-out performances (out of 16, in 875-seat theater)
	Art Gallery will host 8 career-oriented lectures of specialists in field. Increase high school teacher participation in KHRCA's Hate Crimes program by 400.	COMPLETED – Art Gallery: # in programmatic activities is 4,712; KHRCA: Hate Crimes program trained over 400 NYC Department of Education staff members from Manhattan, Bronx and Staten Island; # of participants in programmatic activities is 2,207.
	Queensborough Performing Arts Center will increase student participation, ticket sales and internet ticket sales and will establish at least one new collaborative.	COMPLETED – Student participation has increased by 10% over student/faculty usage of QPAC in previous year; ticket sales income (including Internet) has increased by more than 20%; new collaborative, *Arts On Stage: Multi-Cultural Performances for Children,* generated additional revenue of $5,000 and 6,800 new customers; rental of venue continues to serve 50,000 individuals.
	Continuing Education: o Develop 2 new workforce programs to be delivered through contract, tuition or grant funding addressing needs of dislocated, unemployed, and/or incumbent workers; develop 2 consortium models for grant applications that include CBOs, Workforce One Centers, QCC AA, another CC CUNY, and industry.	COMPLETED • Developed state-approved Home Health Aide certificate; implemented contextually-based ESL programs for Level II Hospitality workers through WDI funding – 130 students trained. • Developed two consortium models and programs for Medical Office Assistant and RN Refresher; implemented RN Refresher in summer 2011.
	o Implement 1st year of 21st Century grant awarded for 2010-13.	COMPLETED – Provided 66 high school students (from 3 high schools) with after-school, college-level credit and non-credit classes.
	o Partnering with business industry leaders, CE will design and/or customize workforce programming for incumbent workers.	COMPLETED – Partnered with local architects, engineers, and QCC Mechanical Engineering Technology and Design Drafting dept. to develop Greenworks Practicum sustainability program for building owners and superindendents and ESL Bridge to GED in Flushing Center.
	Dean of Continuing Education will lead University ACE Task Force's Committee on Program Quality charged with developing and measuring standards for raising and maintaining quality in programming to be implemented across University.	COMPLETED – CUNY-wide framework developed including quality standards/key indicators, sample user manuals, and forms (sample syllabus, teacher observation form, and student evaluation form).
1.3 Colleges will improve use of program reviews,	Facilitate college-wide discussion of current programs & possible new directions. Academic Affairs, through IR, will work with department chairs to examine emerging trends & discuss new	COMPLETED • 3 Campus Conversations held with faculty and instructional staff – Math literacy (led to grant proposal discussion), Humanities, Gen. Ed.

2010-11 Univ. Targets	QCC Strategic Objectives	Status

analyses of outcomes, enrollment and financial data to shape academic decisions and resource allocation.	curricula feasibility.	• 3 new immersion workshops in Basic Skills offered in January 2011.
		  • Grammar boot camp for poor scores in domains 4 and 5 on CATW
		  • Information literacy workshop designed to help students with multiple failures of ACT Compass reading exam
		  • Combined native/non-native speaker reading course designed to help students accelerate out of upper-level remedial reading courses
		  • Overall, workshops had positive impact: Combined retention rate for all 3 workshops for fall 2011 was 63%; combined pass rate for 3 workshops is 50%; considering that 47% of students still required additional remedial course work in spring semester suggests that combined reading/writing intervention is more productive and efficient means of accelerating students out of remediation.
		  • Results – 3 combined reading and writing workshops (1 for native, 2 for ESL students) being offered for USIP; combined reading and writing course for native speakers approved in Sp11, offered in Fa11.

	Begin new program review schedule that now includes course assessment by department; post schedule to Assessment Web site.	COMPLETED – 4 academic programs reviewed; team visited May 9-11; action plans developed by dept. faculty: Engineering Science, Environmental Health, Health Sciences, Liberal Arts and Sciences (Mathematics & Science). Follow-up from last year's action plans: 1) Dual/joint in Childhood Education – meetings with Queens College, curricular changes are being made to align with Queens "Perspectives," and QCC has added capstone course; 2) Massage Therapy – reallocation of release for program coordinator to cover summer program coordination/advisement & collaborating with CE to offer CEU credits.

1.4 Use of technology to enrich courses and teaching will improve	Implement 1st round of eLearning course development initiatives. Increase number of online (blended or asynchronous) courses to 30 by Sp11. With help of new Online Instructional Designer and Online Technical Developer, offer eLearning Institute in Jan. and June 2011.	COMPLETED – number of online courses rose to 53:
		  • 1st round of eLearning course development (summer 2010) had 13 participants and yielded 12 courses ready for delivery; 2nd round (winter 2011) had 12 participants.
		  • Online Technical Developer hired (Fa10); assisted with rounds 1 and 2 of faculty development; also provides technical support for faculty cohorts and campus Blackboard Administrator.
		  • 10 faculty completed CUNY January online program

	Collaborate with other CUNY community colleges on Lumina proposal for CUNY online (blended) A.A. degree program.	COMPLETED – Pre-proposal submitted but not funded
	As part of eLearning initiative, Library will "embed" librarians in each blended or asynchronous course. Search is under way for Emerging Technologies Librarian who will strengthen Library's support for faculty and students engaged in eLearning. QCC's Library has increased electronic resources budget, drawing on variety of funding	COMPLETED • Emerging Technologies librarian, hired in Sept. 2010, involved in January eLearning institute and will be in June Institute; also will work with Student Wiki Interdisciplinary Group on visual literacy and digital storytelling; other librarians have worked as "embedded" librarians in

2010-11 Univ. Targets	QCC Strategic Objectives	Status
	sources, to support increased demand from faculty and students.	hybrid courses. • In Jan. 2011, Library began to use LibGuides, which facilitates creation of multimedia subject guides; librarians have embedded video clips in LibGuides; Library's Web presence built entirely around LibGuides. • Spending on electronic resources increased dramatically, from $35,000 last year to over $52,000 this year.
2.1 Colleges will continuously upgrade quality of full and part-time faculty, as scholars and as teachers.	In conjunction with OAA and CETL, Faculty Executive Committee will develop thematic approach to college faculty gatherings.	CETL – COMPLETED AND ONGOING • Service Learning workshops and campus or community partnership events offered to support SL projects – 44 faculty involved in 2010-11 compared to 35 in 2009-10; 944 students in 2010-11 compared to 750 in 2009-10 • Faculty from across disciplines participated in seminar series on instructional technology; total faculty attendance – 163. • Pedagogical research workshops offered and grant recipients presented results of research projects at campus-wide forums. • E-portfolio classes – students enrolled increased from 373 (Fa09) to 783 students (Fa10).
	Conduct chairs' retreat to discuss recruitment and professional development of faculty; curriculum development and review; leadership and labor management	COMPLETED – All dept. chairs participated in an all-day, off-campus retreat; topics included leadership development and role of the chair, guidance for tenure and promotion, P&B meeting schedule, grievances, budgets
	Review OAA and academic departments' adjunct mentoring and faculty development outcomes and discuss at chairs' retreat and with departmental P & Bs.	ONGOING – separate new adjunct faculty orientations, with emphasis on faculty development opportunities • 25% of Learning Communities taught by adjuncts; 20% of WI certified participants were adjuncts; 20% of Service Learning participants were adjuncts • Adjunct coordinator in each of Mathematics, Basic Skills, and English depts.
	Conduct observations of Continuing Education Instructors on remaining 50% of faculty (over 2009-10) teaching vocational courses. Take appropriate corrective action where required. Increase number of ACE courses taught by QCC faculty by 1% (3) over 2010.	IN PROGRESS: CE Instructor observations halted pending University/Labor review of procedures; will resume in 2011/12; implementation with new procedures scheduled to resume in Fa11. COMPLETED – Added 5 QCC faculty teaching in CE programs.
2.2 Increase faculty research/scholarship	Having designated member of faculty as CETL Associate for pedagogical research, continue to provide support by conducting 2nd round of workshops and individual consultation for faculty beginning pedagogical research.	COMPLETED – CETL Associate for Pedagogical Research assisted individual faculty and conducted 4-session faculty workshop series, Developing and Implementing Pedagogical Research; CETL conducted two 4-session Pedagogy Seminars (1. Instructional Technology and 2. Designing Technology-Integrated Instruction and Assessment).
	Increase by 10% # of publications in 2009 CUNY report on faculty scholarship & creative work with emphasis on pedagogical research	COMPLETED – For 2010, there were 101 publications and 178 conference presentations; 18 publications and 40 presentations on pedagogical research.

2010-11 Univ. Targets	QCC Strategic Objectives	Status
	Review outcomes of all pedagogical research projects conducted at QCC during past year at formal faculty gathering, and offer new round of competitive pedagogical research grants.	COMPLETED – 2009/2010 pedagogical research grants: 5 peer-reviewed publications, 14 presentations at natl. conferences, 7 presentations at local, 3 grant proposals submitted; 2010/2011 pedagogical research projects ongoing; another set of pedagogical research grants planned for 2011-12
2.3 Instruction by full-time faculty will increase incrementally	College has 45 current faculty eligible for contractual reassigned time and is awaiting word on proposed ERI; 14 new lecturer lines and 21 other faculty lines approved during 2009-10, and some new appointments still pending, currently yielding another 32 faculty eligible for contractual reassigned time; combined impact prevents us from setting realistic goal at this time for increasing percentage of FTEs delivered by full-time faculty.	MET – % increased from 50.9 to 52.6, despite 78 new faculty eligible for reassigned time
2.4 Colleges will recruit and retain diverse faculty & staff	With goal of raising # of underrepresented faculty above 23.4, identify departments with underutilization & supply funds to support greater search efforts to increase minority faculty & staff; assess impact of targeted recruitment & survey new hires.	IN PROGRESS – Of 49 new hires in faculty ranks, 47% were in protected class categories.
3.1 Colleges will provide students with cohesive and coherent general education	Complete development of rubrics for all ten Gen Ed goals across all disciplines, including Student Affairs. Transfer budget for enrichment activities to OAA. Assess effectiveness of high-impact strategies in each of six Freshman Academies Expand offerings of WI classes with 50 additional trained faculty; increase number of science labs taught as WI. Within framework of Gen Ed objectives, integrate literacy competencies with instruction and co-curricular activities using Library, CETL and learning communities to enable integration In consultation with Academic senate, OAA will convene activity group to examine definition and uses of cornerstone courses and recommend next steps for expansion and faculty development.	COMPLETED – QCC accepted for AAC&U VALUE pilot, scoring integrative rubrics (June 2011), 1 of 5 colleges in country; 12 faculty scorers to participate. COMPLETED – Activities funded included United Nations visit (Liberal Arts), Bodies exhibit (Health Sciences), HERStory (Visual and Performing Arts) COMPLETED – Student Wiki Interdisciplinary Group (SWIG) project has demonstrated 92.7% retention for FT/FT; EN 101 pass rates (C or better) for SWIG students is 95.8% compared to 85.0% for all others. Sp11 WI study with CATW will demonstrate level of improvement in competencies in WI classes. COMPLETED – 53 faculty participated in WI training, 48 certified with 5 pending; science WI offerings rose from 33 in 2009-10 to 41 in 2010-11. COMPLETED – Information Literacy/Basic Skills model piloted: Student Wiki Interdisciplinary Group project examines multiple literacies through reflection survey; Emerging Technologies librarian provides support to SWIG on visual literacy and digital storytelling; librarians offer 314 information literacy classes CHANGED PLAN – Focus has shifted to collaboration with English dept. as well as examination of cross cutting skills for all identified cornerstones.
3.2 Colleges will improve basic skills and ESL outcomes	Increase by 2 points percentage of FTFT students taking required remediation in summer prior to entry to 16.05%. Develop strategic plan for collaboration with high schools to improve	PERCENTAGE NO LONGER PMP TARGET COMPLETED – CE will launch full-time CUNY Start program in Fa11; outreach to

2010-11 Univ. Targets	QCC Strategic Objectives	Status
	college readiness and set indicators for evaluation. Fund and develop online ACT Reading Review through Epsilen e-portfolio for BE-122/226 students; implement in Sp11; develop materials and training in preparation for new CUNY writing examination; implement through workshops in Sp11. Carry out summer immersion orientation for faculty and embedded tutors in ESL classes. Mathematics and Computer Science Department will implement planned MA010 changes. Design pre-testing orientation and preparation for incoming students with goal of increasing initial pass rate for students unfamiliar with testing process. Freshman Coordinators will assist in outreach. Develop program(s) to capitalize on indicators for student success determined from Academy Assessment Protocol.	7 high schools, CBOs, parents, and DOE. COMPLETED – Team has developed 9 PPs modules offering review & practice for ACT reading exam; program is now comprehensive resource for all BES students preparing for exit-from-remediation; longitudinal study planned. COMPLETED – Materials developed and training sessions held for dept. faculty (videotaped training sessions available on QCC Web site); CATW norming sessions held; Basic Skills Learning Center modified tutorial materials. COMPLETED – Faculty orientation held; ESL tutors embedded; MA010 changes implemented; student results improved Summer interventions improved student results in all three areas: reading scores – from 84.6% to 91.9%; writing scores – 67.2% to 73.5%; math scores – 93.2% to 93.3%. ONGOING - Working with Math. dept., New Student Enrollment reaches out to families of newly accepted students to provide them with information about online tutorials in preparation for Math test; special Internet and cell phone App developed for high school students, including math review materials, by CUNY award-winning math faculty member; similar efforts to be launched with Basic Skills and Writing Center during Fa11. COMPLETED AND ONGOING – IBM Early Alert pilot will be expanded into English and Math remediation in Fa11.
3.3 Colleges will improve student academic performance, particularly in first 60 credits of study	Design and implement mechanism to track student participation in five designated high impact activities Increase % of students passing gateway courses (in freshman composition (86.6%) and credit-bearing math courses through pre-calculus (57.1%) with C or beter in Fa09 by one percentage point in composition and two percentage points in mathematics, in Fa10. Implement recommended changes resulting from Mathematics and Computer Science assessment of MA 120 and MA 440 during Sp11.	ONGOING – Designed; implementation requires continued coordination with CUNYfirst to make electronic tracking possible; over Fa10 and Sp11, average of 4,043 students involved in one or more high impact instructional strategies. NOT MET – Freshman comp grades dropped from 86.6 to 85.1; new Institutional Research director will provide data and analysis to English dept. to identify determining factors MET – Math grades increased from 57.1 to 60.3 COMPLETED AND ONGOING – Based on assessments in MA120 and MA440, Math faculty amended syllabus for each course, for implementation in Fa11.
3.4 CPE	CPE DISCONTINUED	CPE DISCONTINUED
3.5 Colleges will reduce performance gaps among students from underrepresented	During 2009-10, gaps diminished in one-year retention rates but increased in semester credit hour completion rate: • One-year retention gap for students entering F08: URM students -8.5; males compared to females -1.6 • Percentage of credit hours passed versus attempted F09: URM	• One-year retention gap for URMs dropped from -8.5 to -8.2 • One-year retention gap for males increased from -1.6 to -5.2 • PERCENTAGE OF CREDIT HOURS NO LONGER PMP TARGET

2010-11 Univ. Targets	QCC Strategic Objectives	Status
groups and/or gender	students -7.3; males compared to females -4.3. College has created IRB-approved data collection process for research on Academies including ethnic and gender information. Art Gallery and KHRC staff will work with Affirmative Action Office to incorporate elements of inclusive excellence into educational enrichment activities	POSTPONED – Institutional Research director retired, new director starts in mid-June COMPLETED – Art Gallery hosted exhibition: *Marching to the Freedom Dream: American Civil Rights 1958-1965* in fall 2010. KHRCA collaborated with Newman Club, Student Muslim Association and Hillel to conduct program, *Abraham's Children,* attended by approx. 100 students, and follow-up activities were conducted with clubs. To strengthen KHRCA Advisory Board, three new members were added: Executive Director of Queens Chamber of Commerce, Executive Director of Queens County Medical Association, and former President of Queens County Bar Association.
3.6 Colleges will show progress on implementing faculty-driven assessment of student learning	Collect data on semester basis according to Academies Assessment Protocol; report on findings regularly to Cabinet and periodically to campus community, including at Jan. 2011 Convocation. Conduct discussions of findings from WI longitudinal study with program directors and OAA to formulate and implement recommendations.	COMPLETED AND ONGOING – Data presented at Convocation of College in Jan. 2011; most recent data include: • Retention rate into 4th semester (1.5 year rate) for Freshman Academy 2009 cohort was 58.4%, compared to 2006 baseline cohort of 53.9% • Cumulative GPA at end of 4th semester for both cohorts essentially equal. • Average number of real credits earned by 4th semester for Freshman Academy 2009 cohort was 35.1, compared to 2006 cohort at 33.7 COMPLETED – Longitudinal study, completed Jan. 2011, had positive results; quantitative study of pre- and post-assessments using CATW in selected writing classes begun in Sp11; first results – in analysis of pre-test and post-test scores for classes in study, 54% of students exhibited improvement on post-over pre-test score; overall, 32% of students improved scores by at least 10%.
4.1 Colleges will facilitate students' timely progress toward degree completion	Increase by one point percentage of FTFT students taking 15credits or equated credits (28.7% in fall 2009) to 29.7% in fall 2010. Increase percentage of freshmen and transfers taking one or more courses summer after entry from 21.8 in summer 2009 to 23%. Recruit fall and spring entering students for USIP; offer one-course summer scholarships to fall entrants nearing 30 credits. Increase percentage of FTFT freshmen taking one or more courses summer after entry to 20% Conduct celebration each semester for all FTFT Academy students who successfully completed 30 credits within one year of enrollment.	SURPASSED – 36.5% of Fall 2010 FTFT students enrolled in 15 or more credits. COMPLETED – Summer scholarship program assisted students close to milestone to achieve 30 credits and assisted students with BE 203; 23 students participated SURPASSED – Percentage increased from 21.8 to 24.7 COMPLETED – June event 2010; March 15, 2011, Dean's List/Milestone Ceremony for students and their families
4.2 Retention rates will increase progressively	Increase one-year retention rate for freshmen by 1%, to 71.7. Increasing attendance at 2-day new student orientation, Freshman Coordinator outreach, mandatory ST 100, and enhanced learning	COMPLETED - One-year retention rate rose from 70.7% to 71.5%. MET - Attendance at Fa10 new student orientation equals 70%, 15% increase over Fa09 orientation.

2010-11 Univ. Targets	QCC Strategic Objectives	Status
	through high impact strategies are all expected to increase retention.	
4.3 Graduation rates will increase progressively in assoc., bacc., and masters programs	Increase six-year graduation rate by 1%, to 26.1% for 2004 entering first-time, full-time cohort. Examine trend toward College's goal of graduating 50% of first-time students within 6 years by 2012.	NOT MET – 6-year graduation rate decreased from 25.1% to 24.0% – comparing Freshman Academy (FA) 1st cohort (Fa09) to ASAP 1st graduating class (with over 60% graduation rate) & Fa06 comparison cohort, FA student sub-group (with characteristics common to ASAP students) had one-year retention rate of 75.1% (compared to ASAP 86.4% and Fa06 cohort 63.3%) and 2nd year cumulative gpa of 2.61 (compared to ASAP 2.63 and Fa06 2.55).
5.1 Professional preparation programs will improve or maintain quality of successful graduates	Maintain pass rate on NCLEX exam above national average. Increase above 85.0% in 2009. Nursing Department expects dual/joint program with Hunter to be approved in the Fa10. Raise pass rate for first-time test takers on licensure exam for graduates of Massage Therapy program to 90%. Noting that success rates were higher for students who took review program, urge all students to take review prior to taking licensing exam.	NOT MET – Pass rate for 2010 was 79.8% – Pass rate for 3/31/11 test was 91.80 – Nursing action plan includes: faculty meet with each graduating student to review graduation checklist, with discussion of resources available at QCC for NCLEX preparation and outside options like Kaplan review; attendance at live NCLEX review, given by NLN Testing Solutions, made mandatory; students given direct guidance in navigating application process to state and Pearson; faculty discuss stress management techniques to incorporate with test preparation COMPLETED – Dual/joint with Hunter approved for fall 2011 NOT MET – In 2010-11 test administrations, 23 total students took exam with 73.9% pass rate, compared to 69.8% NY pass rate (2 first-time Jan. 2011 test takers both passed).
5.2 Job and education rates for graduates will increase	Assess usage and effectiveness of Focus Career and Educational Planning Solutions Raise percentage of career and technical degree graduates placing in jobs and/or continuing education above 79.9% for 2007-08 grads.	COMPLETED - Usage of FOCUS2 increased from 265 users in Fa09 to 478 users in Fa10 or increase of 80% from Fa09 to Fa10; 73% of students reported increased understanding of how QCC majors relate to career pathways at completion of program; as of January 2011, 1,469 students have used FOCUS2 since it was launched in Sept. 2009. NOT MET – Job placement rate dropped from 79.9% to 74% in 2008-09
6.1 Colleges will improve quality of student support services and academic support services, including academic advising, and use of technology, to augment student learning	Advise and register 98% of FTFT students before classes begin and in time for them to attend pre-semester orientation Increase attendance at pre-semester orientation to 80% for 2010 FTFT, and provide make up orientation for those who do not attend. Maintain 100% of FTFT students taking ST 100 during first term. Assess effectiveness of online ST 100; assess need for more Academies, sub-sets within existing Academies & staffing needs. Learning Center directors' meetings with associate dean will	SURPASSED – 100% of FTFT students advised and registered before start of FA10 semester. COMPLETED – Between College 101 and new student orientation, 80% of new students received orientation. COMPLETED – Student evaluations of ST-100 indicated satisfaction with course. COMPLETED – Created Criminal Justice LA cluster, named faculty coordinator and freshman coordinator COMPLETED – four learning centers met regularly on assessment tools and

2010-11 Univ. Targets	QCC Strategic Objectives	Status
	coordinate collaboration among learning centers on assessment of common and center-specific activities and initiatives to determine efficacy and need for modification. Develop integrated resource unit to recruit and serve returning U.S. military personnel, including mechanism to evaluate credits.	incorporating gen. ed. outcomes in tutor logs; Student Learning Center director and faculty coordinators attended national conference on tutor assessment and will present to learning center directors. COMPLETED – Established resource unit of Registrar, Bursar, and coordinator of Veteran Services, including faculty member (colonel in reserves) who advises on transcript evaluations; unit processes VA certifications and assists VA students with enrollment and veteran services.
7.1 Colleges will meet established enrollment targets for degree programs; mean SATs/CAAs of baccalaureate entrants will rise	As enrollment has been capped at 10,804 FTEs, and as this will have impact on number of FTFT students to be admitted in 2010, admission of FTFT will have to end by May. Increase CE course offerings by 2% (2) and enrollment by 1% (40) in workforce and professional development, K-12, and personal enrichment, including 50+ Research and utilize latest communications technology media to outreach to prospective students Track and measure impact on direct admit leads to Admissions of advertising on online search engines	COMPLETED – Fa10 FTFT admission ended May 8, 2010. COMPLETED – Increased CE course offerings by 10% (18); increased enrollment by 4% (364) COMPLETED – Hobsons CRM tool has allowed Admissions Office to enhance its email outreach to prospective students; Admission letters are now sent to students via Hobsons email system. CHANGED PLAN – Revamping of college Web site will result in greater ease of navigation to increase direct admit leads
7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges	Develop and implement tracking system to assess student success in transfer to senior colleges in CUNY, especially in dual joint programs. Implement new Dual/joint A.S./B.S. in Biotechnology with York Implement new Certificate in Accounting/Office Administration Bring proposals to Board for four dual/joint programs: Nursing with Hunter, CTE with NYCCT, Accounting for Forensic Accounting with John Jay, and Science for Pharmaceuticals with York. Maintain currency of TIPPS Identify coordinator to administer and oversee individual honors contracts, arrange conference and expand experience to external venues, including Pipeline.	IN PROGRESS – Named faculty coordinators to oversee process and collaborate with CUNY OIRA for data analysis and action; preliminary discussions with Queens to help with tracking students. COMPLETED COMPLETED COMPLETED AND SUBMITTED TO CUNY – Nursing with Hunter approved for fall 2011; Science for Pharmaceuticals – scheduled for 1st fall 2011 CAPPR; Forensic Accounting – will be brought to CAPPR at 1st fall 2011 CAPPR; Career and Technical Teacher Education – awaiting go-ahead from CUNY OAA COMPLETED – % of course evaluations completed rose from 93.5 to 93.6 COMPLETED – Director identified and participated in transfer discussions at CUNY in Fa10; honors conference held at QCC in May 2011.
7.3 Colleges will meet 95% of enrollment	Meet College Now (CN) enrollment target, maintain high success rate (A, B, or C grades) & raise number of repeat enrollments; though	NOT MET • Enrollment dropped from 2,419 to 2,346 (estimated) – budget driven

2010-11 Univ. Targets	QCC Strategic Objectives	Status
targets for College Now, achieve successful completion rates, and increase # of students who participate in more than one college credit course and/or precollege activity	observations by course coordinators are limited by PSC-CUNY contract, CN will work with dept. chairs & administration to provide CN instructors resources necessary for excellent instruction.	• % of CN participants who earn A, B, or C dropped from 95% to 94% • % of re-enrollment dropped from 34% to 31% (due to budget, re-enrollment no longer CN priority)
8.1 Alumni-corporate fundraising will increase or maintain current levels	Recognizing that College received extraordinary gift in 2009-10, fundraising will increase by 3% in 2010-11 to $3,058,716. Develop and implement new "Edge for Success" campaign, inclusive of vision, case statement and materials to reach goal of $25 M by 2015. Increase student scholarship support for 2010-11 from $230,000 to $253,000. Implement activities in conjunction with CUNY's Year of the Alumni, including "kick-off" event in Fa10 to celebrate QCC's three-time graduate and estate donor.	SURPASSED – Projected to exceed goal COMPLETED – QCC Fund Board Director (Alum) donated time and talent for creation of Edge for Success logo, graphic design and messaging; solicitation brochure and collateral materials developed; college's recruitment advertising also used same campaign theme and design for print ads, radio promotions, and open houses; campaign-themed branding used in student fundraising event, annual *Walk-to-Aspire*; donor reception; annual Partners gala; and College's *Annual Report*. SURPASSED – QCC Fund Board budgeted $237,580 for FY11 and $264,710 was raised in new monies (cash and pledges) COMPLETED – Alumni Night at Art Gallery in honor of Eva Bobrow held Oct. 7, 2010; alumni donations underwrote event; "no-fee" Harris Publishing Alumni Directory published
8.2 Each college will achieve revenue targets including those for Adult and Cont. Ed.	College will meet or exceed revenue target for both credit and Continuing Education.	COMPLETED
8.3 Colleges will improve or maintain sound financial management & controls	Proportion of tax levy budget spent on administrative services will remain constant at 2010-11 level. Conduct resource allocation studies & present analysis/options to P&B budget subcomm. & executive management to inform resource allocation recommendations & decision-making; incorporate internal controls assessment into ongoing review process; develop sch. of internal control assessments & conduct min. of 6 dept. audits. QCC Accounting will complete analysis of all revenue related balance sheet accounts and develop monthly schedule to deposit all excess cash in timely manner, at least monthly. In addition, during 2011, will be revising and updating all cash and accounts payable related	COMPLETED COMPLETED – Improved budget reports provided throughout year; various budget scenarios developed for fiscal 2012 planning. COMPLETED – Completed internal control assessments for City of New York (Directive 1) and CUNY State Self-Assessment; additional departmental reviews pending CUNY Audit Department release of audit plans. COMPLETED – All cash being deposited in accordance with CUNY requirements; in addition, have reviewed all cash and accounts payable processes and are in compliance with NYC Controller's Directive #7 & #11.

2010-11 Univ. Targets	QCC Strategic Objectives	Status
	procedures to ensure safeguarding of College assets.	
8.4 Colleges will implement financial plans with balanced budgets	College will submit and implement FY 2010-11 Financial Plan and end fiscal year in balance	COMPLETED – Despite revenue shortfalls related to implementation of CUNYfirst, College will end fiscal year in balance.
8.5 Contract/grant awards will rise	Increase amount of funding received by College by 5% from $2,180,381 to $2,289,400 in 2010-11 Hold level private/corporate foundation funding at $400,000 in 2010-11. Solicit and assist in preparation of 5 grant proposals to study impact of Freshman Academies Submit 10 collaborative grant proposals; conduct 2 grants workshops per year, 1 targeting new grant writers and 1 experienced grant writers; host annual recognition ceremony for grants applicants Continuing Education will apply for three grants in area of vocational and/or K-12.	SURPASSED – **$**3,697,426 awarded to date SURPASSED – $741,165 raised to date, of which $377,326 reported through RF and balance reported through QCC Fund, Inc. COMPLETED – Proposals submitted to New York City Community Trust (research assistant), pending; USDE-Perkins (Major Efforts 6 & 8, service learning & student outcomes), pending but will be funded; CUNY Office of Health and Human Services (Nursing dept., e-portfolio & information literacy), funded; and Title III (data collection/outcomes), not funded. SURPASSED – 10 collaborative proposals submitted; 3 PSC-CUNY grant workshops conducted and new 8-session intensive grant development course created and held in March-May, 2011; annual reception held on Feb. 3, 2011. SURPASSED – CE applied for six grants: Greenworks Practicum (funded), WDI for Hospitality Workers (funded), Comm. Coll. DOL, healthcare consortium (funded), STRIVE DYDC, Federal Investing in Innovations (k-12), and Plus 50.
8.6 Indirect cost recovery ratios will improve	Maintain 8% indirect cost recovery rate	NOT MET – As of May 31, 2011, aggregate indirect recovery percentage is 5.9%
9.1 Colleges will make progress within declared capital campaign	Emphasize concept of annual campaign based on CUNY goal of $25 million by 2015. Use Eva Bobrow and Norman Joondeph bequests as models to establish estate planning approach to fundraising.	COMPLETED – Campaign theme/materials developed; Art Gallery Endowment Focus Group established and chaired by QCC Fund Board Director; similar group constituted for Kupferberg Holocaust Center, also chaired by QCC Fund Board member; Partners Gala honorees all established scholarship endowment pledges; community connections strengthened with Flushing Chinese Business Association; Partners Gala Committee reorganized and new members recruited; chair named for training student volunteers to participate in fundraising activities, *Impact Team*.; incoming Fund Board Chair will be Mark Kupferberg, whose family gave College its first million-dollar gift. COMPLETED – Fundraising materials reference these estate gifts; also participating in CUNY bequest mailings and hosting of planned giving sessions.
9.2 Student	Increase number of national and regional scholarships awarded to 3.	SURPASSED – As of June 3, 2011, 8 students awarded natl./reg. scholarships.

2010-11 Univ. Targets	QCC Strategic Objectives	Status
satisfaction with administrative services will rise or remain high at all CUNY colleges	Increase by 5 points % of first-time, full-time students filing for state and federal aid by early May to 51%. Analyze existing resources to bolster website infrastructure; research and utilize ways to auto-update academic and administrative department website content to increase efficiencies and timeliness With involvement of students and representatives from campus governance bodies, implement facilities upgrades/renovations of instructional facilities and campus infrastructure, including restrooms. Implement capital and in-house projects to redesign campus spaces to maximize classroom availability; update instructional, faculty, student support and student life facilities. Phase II campus electrical upgrades; replacement of fire sprinkler standpipe systems; replacement of Science Building elevator; new external door/security system; seek allowable funding for central kitchen and campus dining hall; HVAC upgrades in Science and Medical Arts; roof repairs for various buildings.	COMPLETED – 57% of FTFT students filed their FAFSA by end of May 2011. IN PROGRESS – Web site hardware and software upgraded; conversion of existing Web site underway; moved to new design in new Content Management System by September 2011, followed by training COMPLETED – In-house projects (completed or in progress) have resulted in increased and renovated classrooms, faculty offices, administrative offices, and rest rooms, as well as refurbished student activity and lounge areas. COMPLETED – Funded capital projects advancing: Phase II campus electrical upgrades (design phase), new external door/security system (design phase), central kitchen and campus dining hall (design phase), Phase II fire alarm system (construction phase).
9.3 Colleges will improve space utilization	Maintain or increase the percentage of instruction delivered on Fridays, nights, and weekends at 37.5%.	NOT MET – Completed implementation of X-25 space analysis software and presented analysis to college leadership. CE offering on Fridays, nights, and weekends increased from 29.7 % in 2010 to 30.2% in 2011.
9.4 All colleges will improve Risk Management on campus	Implement chemical inventory system. College will improve Risk Management Plan by refining and completing likelihood and impact calculations, as well as developing follow-up and monitoring systems/procedures.	COMPLETED – Updated Chemtracker but CUNY discontinued. COMPLETED – Risk Management submission included addition of Information Technology.
9.5 All colleges will make timely progress on CUNYfirst implementation	CUNYfirst implementation will remain primary focus of Admissions, Registrar, Bursar, Financial Aid, Accounting, Budget, Payroll, Human Resources, Purchasing and IT. Campus Solutions will go online in FY 11 and Procurement and Accounts Payable in July 2012. Migrate Related Entities Accounting to CUNYfirst	COMPLETED – Campus Solutions implemented on schedule; college on track with implementation of all modules. COMPLETED – Procedures put in place to upload data on timely basis as required by CUNY; actual migration into CUNYfirst delayed by Central Office.
9.6 Each campus should have functioning sustainability council and recognized, multi-	Implement 2010-11 goals of 10-year Sustainability Plan.	COMPLETED – FY11 goals have been achieved or initiated

2010-11 Univ. Targets	QCC Strategic Objectives	Status
year sustainability plan		

APPENDIX D: DEPARTMENT YEAR-END REPORTS

Appendix D-1

DEPARTMENT: FOREIGN LANGUAGES AND LITERATURE YEAR: 2012-2013

A. DEPARTMENT SERVICES/ACTIVITIES REPORT IN 2012-13

1. Department-sponsored services (fall and spring semesters combined)

Area of Service	Number Served
Department-sponsored Tutoring in Arabic, Chinese, French, German, Hebrew, Italian, Spanish	TBD
Department-sponsored "Coffee and Conversation Tables" in Arabic, Chinese, French, German, Hebrew, Italian, Spanish	484
Department-sponsored student clubs: Foreign Language Society, Asian Society	400
Foreign Language Award Ceremony	115
QCC Study Abroad Program in Paris and Nevers, France	12
Study Abroad Orientation (for all CUNY programs, with QCC Office of International Students)	94
Department-sponsored Advising and Language Placement	Fall 2012: 3000 Spring 2013: 2900

Area of service (for example): a department-run learning laboratory (not laboratories for which students register as part of their courses), the reference desk or reserve area of the Library, department tutoring program, etc. (Note: Do not report courses or laboratories for which students register.)

2. Department-sponsored faculty/staff development activities

Type of Activity and Topic	Date	Number Attending
Language laboratory tour and orientation session for department of Modern languages' faculty from Bronx Community College (Darryl Williams, CLT and Dr. Sharon Reeves, Chair)	Mar 4, 2013	3
All other, see under "Individual faculty/staff professional activities"		

Note: Faculty and staff development activities (grants, presentations, exhibitions, performances, publications, instructional improvement activities, laboratory development, curriculum development, etc.)

INSTRUCTIONS:

For each activity, please indicate

1. **whether department members organized the activities *or* gave presentations *or* both**
2. **the topic and type of activity and name of organizer/presenter, if applicable**
3. **the date (if not the exact date, indicate the month)**
4. **the number attending the event**

B. COURSE CHANGES IN 2012-13

INSTRUCTIONS: For each course that changed, indicate:

1. **whether the course is new, revised, or deleted**
2. **the course number**
3. **the course title**
4. **the semester the change was approved at the Academic Senate**
5. **for revised courses, in the Comments section, describe the type of change(s)—i.e., course title, description, pre/co-requisites, credits, hours, designation**

New, revised, or deleted	Course number	Course title	Semester approved	Comments
New	ARAB 101,102 CHIN 101,102, 113,114 FREN 101,102 GERM 101,102 HEBR 101,102 ITAL 101,102, SPAN 101,102,161	Introduction to Arabic I & II 3 cr Introduction to Chinese I & II 3 cr Introduction to Mandarin for Students of Chinese Heritage I & II 3 cr Introduction to French I & II 3 cr Introduction to German I & II 3 cr Introduction to Hebrew I & II 3 cr Introduction to Italian I & II 3 cr Introduction to Spanish I & II 3 cr Introduction to Spanish for Medical Personnel 3cr	Courses were not approved by the QCC Committee on Curriculum, Fall 2012	Dept of Foreign Languages decides to continue offering its current elementary language courses in Fall 2013 (e.g., LX 111, LX 112, 4 credits each)
Revised	CHIN 311, 312	Readings in Contemporary Chinese Literature I & II	Approved by QCC Committee on Curriculum,, QCC Academic Senate, CCCRC (for Pathways) Fall 2013	
	CHIN 321	Business Chinese	"	
	FREN 213, 214	Intermediate French I & II	"	
	GERM 213	Intermediate German I	"	
	HEBR 213	Intermediate Hebrew I	"	
	ITAL 213	Intermediate Italian I	"	
	SPAN 213, 214	Intermediate Spanish I & II	"	
	SPAN 221,222,223	Workshop in Reading and Writing for Spanish Heritage Speakers I, II & III	"	
	SPAN 311	Spanish Literature of the Nineteenth Century	"	
	SPAN 312	Spanish Literature of the Twentieth Century	"	
	SPAN 315	Readings in Contemporary Spanish American Literature	"	
	FREN 401	French and Francophone Culture Today	"	
	GERM 401	Culture of German-Speaking Countries Today	"	
	SPAN 402	Latin American and Caribbean Cultures	"	
New online courses	LG 111 PNET LG 112 PNET LG 213 PNET	Elementary German I Elementary German II Intermediate German I		Offered Spring 2013 Offered Fall 2012, Spring 2013 Offered Spring 2013

C. PROGRAM CHANGES IN 2012-13

Program	Program change*	Effective Date (Semester and year)	Comments
Liberal Arts and Sciences (LA) A.A. Degree Program, Concentration in Global Studies	(c) renamed: Concentration in International Studies	Fall 2013	Approved by QCC Office of Academic Affairs and CUNY Board

*Key: (a)=initiated, (b)=closed, (c)=renamed, (d)=modified

INSTRUCTIONS:

- **Use the full title of the program, i.e. A.A. in Visual and Performing Arts.**
- **Indicate whether the program change is initiated, closed, renamed, or modified. (If a new program has been approved by the CUNY Board (or is expected to be approved by June 2013), use fall 2013 as the effective date.)**
- **Describe the exact status (i.e., proposal submitted to CUNY Board; approved by CUNY Board; etc.) in the Comments.**

D. DEPARTMENT CHANGES IN 2012-13

Type (see menu below)	Description of Change	Reason for Change	Date/Semester	Evaluation of Change*
Personnel or organizational				
Retired	Dr. Anne-Marie Bourbon	*Travia* leave ends	End of Fall 2012	N/A
Resigned as Chair	Dr. Antonella Ansani		End of Fall 2012	N/A
Elected as Chair	Dr. Sharon Reeves	Departmental vote	January 2013	N/A
Appointed Deputy Chair	Prof. Indra Avens		Spring 2013	N/A
Appointed French Coordinator	Prof. Indra Avens		Fall 2012	N/A
Appointed Italian Coordinator	Dr. Maurizio Santoro		Spring 2013	
New hire – Assistant professor	Dr. Wei Lai		Fall 2013	N/A
New hires – Adjunct lecturer	Dr. Fiazzudin Shuayb, Haggai Nahmias, James Blair Boone, Anna Kessler, Julio Paredes, Rosanna Giliberti		Fall 2012 and/or Spring 2013	N/A
New hires – f/t substitute	Antoine Leveque, Luz Maria Ruiz, Nidia Cortes		Fall 2012	N/A

Facilities / space	NO CHANGE			
Equipment	Equipment and technology purchased: $5,351.	Maintain and update language laboratory and laboratory classroom --- H240 and 241	Fall 2012 and Spring 2013	N/A
Resources (grants, awards)	NO CHANGE			

***Please note that, if change has been too recent to evaluate, you may indicate NA.**

MENU	
Type of change	**Description**
Personnel or organizational change	New hires, retirees, resignations, promotions, department name changes, etc.
Facilities/space	Renovations or development of office space or new facilities (i.e., computer laboratories)
Equipment	Acquisition of new or disposition of old equipment
Other	Other changes affecting the department not included above and including interactions with other departments

E. DEPARTMENT ASSESSMENT IN 2012-13

1. Departmental procedures for conducting assessment

The fundamental elements of standard 14 (assessment of student learning) of the Middle States Commission on Higher Education include: clearly articulated statements of expected student learning outcomes…at all levels (institution, degree/program, course) and for all programs that aim to foster student learning and development; a documented, organized, and sustained assessment process to evaluate and improve student learning; evidence that student learning assessment information is shared and discussed with appropriate constituents and is used to improve teaching and learning.

Describe below the department's ongoing procedures for assessing student learning and using assessment results to improve teaching and learning. **In your description, please explain how the department fulfills each of the Middle States fundamental elements above.**

As in the past four years, the Foreign Languages Department, guided by its Assessment Committee, has been assessing the Heritage Spanish language courses (LS221, LS222 & LS223) by:
a) establishing expected student learning outcomes;
b) creating an assessment tool and rubrics for assessing them;
c) developing common guidelines across sections to evaluate students competence in grammar, vocabulary and orthography as well as in reading comprehension and writing.
The skills assessed are: writing, reading, and grammatical, vocabulary and orthography competence.
All the instructors of Heritage Spanish language classes have participated in assessment, and the results and action plans will be shared with the rest of the faculty.

A preliminary review of the assessment process suggests the following:
1. The assessment should be repeated after the course objectives are revised
2. The assessment tool needs to be revised for a more homogeneous difficulty level among assessment sections and among course levels.
3. Although it is possible that the use of an imperfect assessment tool has distorted the assessment results, the assessment committee should meet with the instructors of this course and discuss ways to improve the writing skills of Spanish heritage speakers. Some ideas include:

- provide more guided writing time and activities for heritage students;
- conduct analyses of good writing samples with heritage students;
- invite students to share writing pieces with their peers;
- edit and publish a volume with students' writing;
- coordinate and train tutors at the Student Learning Center to help with Spanish heritage students' writing, begin conversations with English composition instructors to: a) compare assessment tools and results, and b) share pedagogical strategies to improve students' writing.

2a. Departmental participation in self-study/program review during 2012-2013, if applicable

Program(s) reviewed: (GIVE FULL TITLE, i.e., A.A.S. in Digital Art and Design)
External Agency or Reviewers: (GIVE NAME OF AGENCY OR NAME OF REVIEWER[S])
Date of site visit

Major conclusions of self-study **N.A.**
Major conclusions of external reviewers
Resulting action plan

2b. Program review follow-up

Action item from program review	*Timeline for completion*	*Accomplishments during current year*
N.A.		

3. Course assessment SEE ASSESSMENT REPORT ATTACHED as APPENDIX

Courses assessed (list individually)	*Relevant QCC Educational Objectives*	*Relevant Curricular Objectives (cite both curriculum and objectives)*	*Evaluation of Assessment Results*	*Action plan*

LS 221	Write, read, listen and speak clearly and effectively	N/A	In the final exam (assessment tool), the overall results show that 68% of the students met or exceeded expectations. The following percentages of students who met or exceeded expectations in the different categories: 58% in grammar, vocabulary and orthography, 85% in reading comprehension, 62 % in writing.	A preliminary review of the assessment process suggests that the assessment should be repeated after the course objectives are revised, the assessment tool needs to be revised and the assessment committee should meet with the instructors of this course and discuss ways to improve the writing skills of Spanish heritage speaker providing more guided writing time and activities for heritage students, conducting analyses of good writing samples with heritage students, inviting students to share writing pieces with their peers, editing and publishing a volume with students' writing, coordinating and training tutors at the Student Learning Center to help with Spanish heritage students' writing and beginning conversations with English composition instructors.

LS 222	Write, read, listen and speak clearly and effectively Use analytical reasoning skills Differentiate and make informed decisions about issues based on cultural and political value systems	N/A	In the final exam (assessment tool), the overall results show that 34% of the students met or exceeded expectations. The following percentages of students who met or exceeded expectations in the different categories: 41% in writing skills, 20% in vocabulary, 57% in grammar and orthography, 75% in reading comprehension, 43 % in writing.	The assessment should be repeated after one or two semesters in order for instructors to gain enough knowledge of the new textbook that have been used. The assessment tool needs to be revised and shortened. The assessment committee should meet with the instructors of this course and discuss ways to improve the writing skills of Spanish heritage speakers providing more guided writing time and activities for heritage students, conducting analyses of good writing samples with heritage students, inviting students to share writing pieces with their peers, editing and publishing a volume with students' writing, coordinating and training tutors at the Student Learning Center to help with Spanish heritage students' writing and beginning conversations with English composition instructors.

LS 223	Write, read, listen and speak clearly and effectively Use analytical reasoning skills Differentiate and make informed decisions about issues based on cultural and political value systems	N/A	In the final exam (assessment tool), the overall results show that 45% of the students met or exceeded expectations. The following percentages of students who met or exceeded expectations in the different categories: 42% in writing skills, 69% in vocabulary, 76% in grammar and orthography, 38% in reading comprehension, 42 % in writing.	The assessment should be repeated after one or two semesters in order for instructors to gain enough knowledge of the new textbook that have been used. The assessment tool needs to be revised and shortened. The assessment committee should meet with the instructors of this course and discuss ways to improve the writing skills of Spanish heritage speakers providing more guided writing time and activities for heritage students, conducting analyses of good writing samples with heritage students, inviting students to share writing pieces with their peers, editing and publishing a volume with students' writing, coordinating and training tutors at the Student Learning Center to help with Spanish heritage students' writing and beginning conversations with English composition instructors.

4. Results of certification exams, employer and alumni surveys, student surveys, advisory board recommendations (if applicable, please use the table below) N.A.

Data Source	***Results***	***Action plan***
Certification exams	N.A.	
Employer/alumni surveys, including graduation and placement survey		
Student surveys (current students)		
Advisory Board recommendations		

5. Other assessment activity N.A.

F. DEPARTMENT GOALS AND OBJECTIVES

1. Goals/objectives for 2012-2013
(Please indicate [Yes or No] if the objectives were part of the College's Strategic Plan for 2011-2012.)

Departmental goals/objectives 2012-2013	*Strategic Plan Y/N*	*Evaluation of achievement*	*Resulting action plan*
Search for French/Arabic Assistant Professor		Search postponed to 2013-2014	Redefine needs of French and Arabic programs; secure approval for 2 searches.
Search for Spanish Assistant Professor		Search postponed to 2013-2014	Restart search (2 positions) in Fall 2013.
Begin studying and evaluating feasibility of courses for French heritage speakers		Courses for heritage speakers of French are needed and are feasible	Develop heritage courses and submit to Curriculum Committee.
Offer one QCC Study Abroad program in Italy (Winter 2013)		Program was offered; cancelled because of insufficient registration	Study Abroad programs need longer lead time and more administrative support from outside the department.
Offer one QCC Study Abroad program in France (Summer 2013)		Program was offered; 12 students registered. Evaluation in August-Sept 2013.	See above.
Assessment of courses for Spanish heritage speakers		LS 221, 222, 223 assessed. See E. – 3 and Appendix.	Further course assessments will be dictated by the Periodic Review.
Continue curricular revisions to comply with Pathways		Curricular revisions have been completed	All 3-credit courses in the department comply with Pathways.
Pedagogical training		4 faculty members participated in instructional technology workshops run by ACC.	Departmental pedagogical workshops have been put on hold until transition to new curricular requirements and new scheduling system has been completed.

2. Goals/objectives for 2013-2014
(Explain how these goals/objectives align with the College's goals and Strategic Plan for 2013-2014)

Departmental goals/objectives	***Mission/Strategic Plan***	***Planned method of evaluation***
Implement new student advisement and language placement plan in cooperation with Office of Information Technology; Academic Advisement; Admissions and Recruitment; and the Language Laboratory. Improve accuracy and speed of language placement procedures.		Number of students registered; overall accuracy of student placement in language courses.
Implement new scheduling system to maximize use of classrooms during peak periods.		All classes will be successfully scheduled.
2-4 searches for Assistant Professors to cover the needs of the Arabic, French, and Spanish programs.	Recruit highly qualified faculty with excellent scholarly credentials.	Positions will be approved and filled.
Develop and submit courses for heritage speakers of French; an new course, LA 213, intermediate Arabic 1	Strengthen, update, and develop academic programs.	Courses will be approved by QCC Curriculum Committee.
Develop, approve and teach new service learning course for tutors of Spanish; service learning component in LS 214, Intermediate Spanish 2, and Advanced or Business Chinese: Translating documents for local Queens museum	Develop service learning as part of Foreign Language offerings.	Service learning course will run successfully in Spring 2014; Fall 2013
Offer QCC Study Abroad Program in France (Summer 2014) with at least 16 students and 2 faculty participating.	Strengthen, update, and develop academic programs	Study Abroad program in France will run successfully. (To be evaluated Aug-Sept. 2014)
Departmental courses and services will be assessed as part of Middle States Periodic Review.	Ongoing assessment of academic offerings and support services.	Periodic Review will be completed.
	LI 112 will be assessed Fall 2013 by Dr. Maurizio Santoro LF 111 will be assessed Spring 2014 by Dr. Federica Goldoni	Dr. Santoro, Participant, Assessment Institute, Fall 2013 Dr. Goldoni, Participant, Assessment Institute, Spring 2014.

FOREIGN LANGUAGES AND LITERATURES

Appendix D-2

Department-sponsored services	
Area of Service	**Served**
Department Sponsored Tutoring in Arabic, Chinese, French, German, Hebrew, Italian, Spanish	650
Department Sponsored "Coffee and Conversation Tables" in Arabic, Chinese, French, German, Hebrew, Italian, Spanish	300
Department Sponsored Students Clubs: Foreign Language Society and Asian Society	750
Foreign Language Award Ceremony	90
Study Abroad Orientation (with Office of International Students)	45

Department-Sponsored Staff Development Activities			
Activity Type	**Topic**	**Date**	**Total**
	Pedagogy Workshops:Training sessions on placement and rosters. (Susana Alaiz Losada and Darryl Williams) (4 sessions)	9/14/2011	35
gave presentations			
	CETL presentation: "Improving Intercultural Communication" (Maurizio Santoro, Panel Participant)	9/14/2011	25
	E-Learning demo for departmental Chairs (Lorena B. Ellis with Bruce Naples)	3/6/2012	20
	"Everything you always wanted to know about the Honors Program but were afraid to ask" (Maurizio Santoro, Panel Participant)	4/18/2012	25
organized			
	"Using the Grade Center in Blackboard as a dynamic and interactive pedagogical tool". (Susana Alaiz Losada)	2/29/2012	15
	The IX Encuentro of Ibero-American Writers: "Enclave," the First CUNY Journal of Creative Fiction in Spanish. (Laura Sabani, organizer)	3/15/2012	90

Individual faculty/staff professional activities			
First Name	**Last Name**	**Work Type**	**Reference**
Susana	**Alaiz Losada**	**Curriculum or laboratory development, workshop conducted**	
			o Training sessions on placement and rosters. Queensborough Community College. November 9, November 15, December 7 and December 12, 2011 o "Using the Grade Center in Blackboard as a dynamic and interactive pedagogical tool". Queensborough Community College. February 29, 2012. o "First day of classes: setting classroom dynamics". Queensborough Community College. May 9, 2012.

Individual faculty/staff professional activities			
First Name	**Last Name**	**Work Type**	**Reference**
Susana	**Alaiz Losada**	**Conference, workshop, training attended**	
			• Managing Content at the QCC Website. Queensborough Community College. October 19, 2011. • Teaching Language outside the classroom. Pearson Conference Online Forum. November 4, 2011. • Redesigning Introductory Spanish: a blended approach. Pearson Conference Online Forum. November 4, 2011. • Assessment and Education: two approaches to improving students learning. Pearson Conference Online Forum. November 4, 2011. • The January Convocation of the college. Charting the Course for Pathways Implementation. Queensborough Community College. January 26, 2012. • How do we know if our students are really learning? Queensborough Community College. March 14, 2012 • E-learning Luncheon. Queensborough Community College. April 20, 2012. Participant: o Introductory Spanish Focus Group. McGraw Hill Higher Education. New York. April 27, 2012.

Individual faculty/staff professional activities			
First Name	**Last Name**	**Work Type**	**Reference**
Susana	**Alaiz Losada**	**Service to department, College, University, community, and/or professional society**	
			College Contributions Committees: • Chair of the Continuing Education Committee (Fall 2010 – present) • Substitute. QCC representative in the Language Council (Fall 2011) Departmental Contributions Committees and Tasks: • Coordinator of Spanish program. Duties include: o collaborating on assessing the Spanish program general scheduling needs and preparing schedules for all Spanish instructors, o collaborating on supervising the registration process of all Spanish students to ensure enrolment in proper levels, o evaluating, supervising and mentoring adjuncts, o creating and reviewing final exams, o administering the placement test, reviewing and assessing the results o ordering books for all Spanish classes, o communicating with publishers and supervising the adoption of new books, o planning and implementing assessment, o conducting class observations and post-observation conferences o search for, interview and hire adjuncts • Member of the Foreign Language Assessment Committee (January 2008-present). Duties include planning the assessment process for all levels of Spanish and designing assessment tools • Advisor to students interested in pursuing studies in Spanish (Fall 2009-present) • Fall 2011 and Spring 2012 Registration Advisor and Placement Coordinator
Antonella	**Ansani**	**Conference Presentation, other**	
			"Foreign Language Assessment," at the Convocation of the College "Are We Making a Difference: Using Research to Inform Practice" (Queensborough Community College, February 4, 2011)
Antonella	**Ansani**	**Conference, workshop, training attended**	
			"Increasing Participation in the Classroom: Active Learning Strategies" Queensborough Community College, March 9, 2011. "Increasing Participation in the Classroom: Cultural Activities" Queensborough Community College, April 6, 2011. "Increasing Participation in the Classroom: Grammar and Vocabulary Activities" Queensborough Community College, April 27, 2011.

Individual faculty/staff professional activities			
First Name	**Last Name**	**Work Type**	**Reference**
Antonella	**Ansani**	**Service to department, College, University, community, and/or professional society**	
			Chairperson, Department of Foreign Languages and Literatures Chair of the Foreign Language Assessment Committee (Spring 2011) Member of the Search Committee for the position of CLT in the Department of Foreign Languages and Literatures (Spring 2011) Member of the Foreign Language Curriculum Committee (Fall 2011)
Indra	**Avens**	**Conference, workshop, training attended**	
			Fall 2011 (September, December)--attended departmental training sessions in foreign language placement, including effective use of CUNYfirst databases.
Indra	**Avens**	**Service to department, College, University, community, and/or professional society**	
			Service to the department Fall 2011 --Acting French Coordinator --Language Placement Advisor for French Professional Societies --Modern Language Association
Aránzazu	**Borrachero**	**Awards**	
			Book Publication Grant from the Spanish Ministry of Culture for "Ética y estética de la narrativa femenina hispanoamericana contemporánea." 4,451.50 euros. [The grant was awarded in 2009, but the book was published in 2011.]
Aránzazu	**Borrachero**	**Service as a reviewer/editor/ consultant**	
			Consultant for "TAPE," a play staged in New York by Duel Theatre on November 26-28, 2011.
			Consultant for "TAPE," a theater play by Stephen Belber, staged in New York by Duel Theatre on November 26-28, 2011.

Individual faculty/staff professional activities			
First Name	**Last Name**	**Work Type**	**Reference**
Aránzazu	**Borrachero**	**Service to department, College, University, community, and/or professional society**	
			Deputy Chair. Dept. of Foreign Languages and Literatures. Queensborough CC. Fall 2008-Spring 2011. Chair. Committee on Curriculum. Queensborough CC. Fall 2010 -Spring 2011. Senator. University Faculty Senate (at large). CUNY. Fall 2009 -Spring 2011. Member. Committee on Research and Awards (University Faculty Senate). Fall 2009-Spring 2011. Delegate. Professional Staff Congress (CUNY). Fall 2010-Spring 2011.
Aránzazu	**Borrachero**	**Curriculum or laboratory development, workshop conducted**	
			Co-presenter at CETL panel: "Crossing the Boundaries of Language and Culture in our Pedagogy." Queensborough CC. March 23, 2011.
			Organizer and presenter: "Training for CUNY First and Placement." Department of Foreign Languages and Literatures, Queensborough CC. February 9, 2011.
Anne-Marie	**Bourbon**	**Service to department, College, University, community, and/or professional society**	
			Member of the Departmental P&B Member of the Search Committee for French Instructor Member of the College Senate Member of the Faculty Executive Committee of the College (elected position) Member of the College Advisory Planning Committee Member of the CUNY Council in Foreign Languages Study which held regular monthly meetings during the academic year Member of the American Association of Teachers of French Member of the Modern Language Association Member of the Renaissance Society of America

Individual faculty/staff professional activities			
First Name	**Last Name**	**Work Type**	**Reference**
Umberto	**D'Arista**	**Service to department, College, University, community, and/or professional society**	
			• Developed and taught a Pnet (partially online) Italian course. 06/01/2011 – 12/10/2011 • Member of the Departmental Curriculum Committee 2010 – 2011 • Chair of the Office Space and Recycle Committee 2009 – 2011 • Represented the Foreign Language Department at the New Student Welcome. 06/ 20/2011 • Member of the Studies Abroad Committee 06/01/ 2011 • Coffee and Conversation: lead a conversation about Italian Culture and Cuisine 10/24/2011
Umberto	**D'Arista**	**Conference, workshop, training attended**	
			• Developed and taught a Pnet (partially online) Italian course. 06/01/2011 – 12/10/2011 • Member of the Departmental Curriculum Committee 2010 – 2011 • Chair of the Office Space and Recycle Committee 2009 – 2011 • Represented the Foreign Language Department at the New Student Welcome. 06/ 20/2011 • Member of the Studies Abroad Committee 06/01/ 2011 • Coffee and Conversation: lead a conversation about Italian Culture and Cuisine 10/24/2011
			Attended the following workshops at Queensborough Community College • ePortafolio Workshop 09/07/2011 • Clicker 2 Workshop 09/09/2011 • Blackboard Workshop 09/11/2011 • Discussion Forum Workshop (blog and Wiki) 09/21/2011 • Cascade CMS (Website) Faculty Workshop 11/02/2011
Lorena	**Ellis**	**Grants awarded (title, awarding agency, amount and period of award)**	
			Partial stipend for Workshop for Teachers of German organized by AATG and Austrian Culture Ministry, July 11-23, 2011 "Austrian Seminar: Von der Donau an die Weichsel: Wien und Krakau." Received €300 from Austrian Culture Ministry as support for lodging, food and travel expenses.

Individual faculty/staff professional activities			
First Name	**Last Name**	**Work Type**	**Reference**
Lorena	**Ellis**	**Conference, workshop, training attended**	
			Setember 2-3, 2011 Presented the work of RVCI (Revista Virtual de Cultura Iberoamericana), met and collected information on Brazilian writers at the III Encounter of Writers from Alfredo Wagner, surrounding regions, Santa Catarina and other Brazilian states, (Encontro Catarinense de Escritores de Alfredo Wagner e Região) at the Sociedade Recreativa União Club and at the school Escola de Educação Básica Silva Jardim," Santa Catarina, Brazil August 23-24-25, 2011 Writing Intensive Refresher Training (Room S212); BlackBoard Safe Assign presentation on October 18, LB26 at QCC July 11 to 23, 2011 International workshop on language and culture "From the Donau to the Weichsel: Vienna – Krakau" organized and sponsored by AATG-American Associations of Teachers of German and Bunbdesministerium für Bildung, Wissenschaft und Kultur in Vienna and Krakau: "Seminar Kultur und Sprache Von der Donau an die Weichsel: Wien – Krakau" Internationales Fortbildungsseminar für Germanist(innen) und Deutschlehrer(innen) June 26, 2011 CUNY BA-Online ePortfolio Faculty Development Workshop, to learn about ePortfolio features, and to develop a template to be implemented in Fall 2011 in the LAS 101 Latin American and Caribbean Cultures course using Digitation. CUNY School of Professional Studies, NYC. May 13th 2011 Attended 7th. Annual General Education Conference, Journeying Through General Education,York College/CUNY January 29, 2011 ACTFL Workshop: "Teaching Reading: Interpersonal and Interpretive Modes Workshop" conducted by June Phillips, organized by New York University, School of Professional and Continuing Studies, Woolworth Building, NYC
			AATG Community College Committee Meeting with representatives of the Goethe Institut Chicago, and other representatives of German, Austrian, Swiss culture institutions. Presentation and discussion of the AATG Fall 2010 Survey "Demographics: German at Community Colleges", June 24 - 26, 2011
			Organized and chaired the panel: "Expanding Borders of the Classroom" at the Spring Faculty Meeting & Eighth Conference of the College, Sponsored by the Faculty Executive Committee , March 25, 2011

Individual faculty/staff professional activities			
First Name	**Last Name**	**Work Type**	**Reference**
Lorena	**Ellis**	**Service to department, College, University, community, and/or professional society**	
			COLLEGE AND DEPARTMENTAL ACTIVITIES Fall 2009 – present Member of the QCC Study Abroad Task Force Spring 2006 – present Member of the Departmental Assessment Committee Spring 2007 - present Faculty Director of honors students of German Fall 2001 - present Member at large of the QCC Senate Spring 2000 - present Academic Advisement Initiative Fall 1997 - present Departmental coordinator of German Language Instruction Fall 2006 - Spring 2011 Member of the QCC Distance Education Committee Fall 2002 - Spring 2011 Member of the Departmental P & B Committee (elected) Fall 2002 – Spring 2011 Member of the Departmental Search Committees Fall 2002 - present Co-editor of the Revista Virtual de Cultura Iberoamericana (RVCI, Dept. of FL & Lit.) UNIVERSITY SERVICE Fall 2011 to 2012: Treasurer of CUNY Council on Foreign Languages Study (CCFLS: Maan Lin Sabbatical) COMMUNITY SERVICE Fall 2010 to present: Chair of the AATG (American Association of Teachers of German) Community Colleges Taskforce
Lorena	**Ellis**	**Awards**	
			2011 AATG/Goethe Institut Certificate of Merit Award, for outstanding achievement in furthering the teaching of German in schools of the United States, received on November 19, 2012 in Denver Colorado at the Annual ACTFL (American Council on Teaching of Foreign Languages) Conference.
Lorena	**Ellis**	**Conference Presentation, other**	
			Presented at the QCC Convocation on January 27, 2011 in the Panel "Two in One Foreign Languages: "Liberal Academic Cohort General Education Assessment" with Anne-Marie Bourbon and Maurizio Santoro, January 27, 2011
Luisa	**Garcia-Conde**	**Works submitted/accepted/in press or in progress; works reprinted/republished**	
			"Afirmación étnica y estética en la ensayística y poética de Jorge Artel". The Future is Now: A New Look at African Diaspora Studies. Cambridge University Press. Accepted for publication "Poesía, mujer e identidad afro". Let Spirit Speak! Cultural Journeys through the African Diaspora. Conference Proceedings. SUNNY Press. Accepted for publication.

Individual faculty/staff professional activities			
First Name	**Last Name**	**Work Type**	**Reference**
Luisa	**Garcia-Conde**	**Conference, workshop, training attended**	
			Workshop on Placement and Roster. Foreign Language Registration Training. Good Cyber Citizenships
Luisa	**Garcia-Conde**	**Service to department, College, University, community, and/or professional society**	
			Dept. of Foreign Languages Service 1. Personnel and Budget Committee 2. Departmental Study Abroad Committee College Service 1. QCC Study Abroad Program 2. Affirmative Action & Inclusive Excellence University Service 1. International Education Liaison for CUNY. 2. Member of the Study/Travel Opportunities for CUNY Students (STOCS) Awards Committee. 3. Grant evaluator for PSCCUNY Grants
Federica	**Goldoni**	**Works submitted/accepted/in press or in progress; works reprinted/republished**	
			Submitted Italian textbook proposal to Cengage Learning called Incontri (tentative title). Beginning and Intermediate Italian. A four semester textbook of Italian culture and language for first and second year college students.
			"Preparing students for studying abroad: Modules for a pre-departure class." Paper submitted to the International Organization of Social Sciences and Behavioral Research 2012 International Conference (IOSSBR), Atlantic City, NJ. (2012, April 23-25).
			"Assessing the Impact of Undergraduate Students' Individual Characteristics on Studying Languages Abroad." Paper submitted to the Association of International Educators (NAFSA), Houston, TX in collaboration with Okim Kang from Northern Arizona University. (2012, May 25-27).
			"Strategies for Increasing Students' Participation in the Foreign Language Class." Paper submitted to the American Council for the Teaching of Foreign Languages (ACTFL), Philadelphia, PA. (2012, November 16-18).
			Applied for a PSC-CUNY Grant Award (Traditional B) on Jan 15, 2012 (the research proposal is an ethnographic interpretation of cultural immersion in study abroad programs and their impact on student learning in the foreign language class).
Federica	**Goldoni**	**Service as a reviewer/editor/ consultant**	
			Reviewed for the Journal of International & Intercultural Communication (JIIC). (December 2011).

Individual faculty/staff professional activities			
First Name	**Last Name**	**Work Type**	**Reference**
Federica	**Goldoni**	**Conference, workshop, training attended**	
			Attended the Grant Development Course offered by the QCC Office of Sponsored Programs taught by Joseph Tomaras and Dean Paul Marchese (Fall 2011).
Federica	**Goldoni**	**Service to department, College, University, community, and/or professional society**	
			Has been working with Juan Carlos Fajardo, Director of the Office of Immigration and International Education, to promote one faculty-led Study Abroad Program in Italy and one study abroad program in France.
			Worked with Director Bonnie Cook at the Learning Center as Coordinator of the Foreign Language Tutors; trained and observed FL tutors at the Learning Center offering tutoring sessions to LF students; and organized five Coffee and Conversations meetings in collaboration with the FL Society Club, the Haitian Club and FL Faculty members (2011-2012).
			Participated in the Value Rubric Assessment Group, Pilot Study led by Dean Michelle Cuomo, May 2011
			Member of the Awards Ceremony Committee in the FL Department, Spring 2011
			Worked with Interim French Coordinator Prof. Indra Avens to revise LF syllabi and launched the e-workbook for first year French (Fall 2011).
			Member of the LX213 Assessment Committee during Fall 2011; designed the oral and written assessments for LF213
			•Member of the LX213 Assessment Committee during Fall 2011; designed the oral and written assessments for LF213
Federica	**Goldoni**	**Curriculum or laboratory development, workshop conducted**	
			Conducted workshop in the FL dept. on strategies on how to improve students participation in the foreign language classroom.
Wei	**Lai**	**Works submitted/accepted/in press or in progress; works reprinted/republished**	
			1.Doctoral dissertation 2. Manuscript "Learning L2 Temporal Expressions: the Effects of Systematic-Theoretical Instruction" to appear in special issue of Language Teaching Research (2013)
Wei	**Lai**	**Conference, workshop, training attended**	
			Attended pedagogy workshop held by the Department of Foreign Languages and Literatures at QCC

Individual faculty/staff professional activities			
First Name	**Last Name**	**Work Type**	**Reference**
Wei	**Lai**	**Service to department, College, University, community, and/or professional society**	
			1. Coordinator of Walk-to-Aspire fund raising 2. Member of Departmental Curriculum Committee
Maan	**Lin**	**Works submitted/accepted/in press or in progress; works reprinted/republished**	
			"Translating La primera espada del imperio into English and Chinese." Article accepted for publication by the forthcoming Amerasia Journal (Fall 2012), published by UCLA.
			"A caballo entre dos mundos: El verano largo." Article submitted for publication.
			"□□□□□□□□□□□□□□□□." Article in progress.
			v. 1. "Translating La primera espada del imperio into English and Chinese." Article accepted for publication by the forthcoming Amerasia Journal (Fall 2012), published by UCLA. 2. "A caballo entre dos mundos: El verano largo."Article submitted for publication. 3. "□□□□□□□□□□□□□□□□."Article in progress.
Maan	**Lin**	**Conference, workshop, training attended**	
			X 1. The 9th New York International Conference on Teaching Chinese in Commemoration of the Centennial Anniversary of the 1911 Revolution: New Trends in Chinese Language and Culture Teaching, Rutgers University, May 14, 2011. 2. ACTFL (American Council on the Teaching of Foreign Languages) Annual Conference, Denver, November 18-20, 2011. 3. Evolving Pedagogies in the Modern Language Classroom, CUNY's Calandra Institute, January 25, 2012.

Individual faculty/staff professional activities			
First Name	**Last Name**	**Work Type**	**Reference**
Maan	**Lin**	**Service to department, College, University, community, and/or professional society**	
			Service to Department: ● Member of the Search Committee for the position of CLT in the Department of Foreign Languages and Literatures (Spring 2011) ● Departmental liaison to the Library (Fall 2009 to present) ● Elected Member of the P&B Committee (Fall 2005 to present) ● Member of the Assessment Committee (Fall 2004 to present) ● Coordinator of the Chinese Program (Spring 2004 to present) Service to College: ● Co-presenter, "Foreign Language Assessment," at the Convocation of the College "Are We Making a Difference: Using Research to Inform Practice" (February 4, 2011) ● Member of the Committee on Committees (Fall 2010 to Spring 2011) ● Academic Facilitator of the Student Learning Center for Arts & Humanities (August 2008 to present) ● Elected Member of the Senate (Fall 2005 & Fall 2006 to present) ● Co-advisor for the Asian Society (Fall 2004 to present) Service to University: ● Elected treasurer for The CUNY Council on Foreign Language Study (CCFLS) (Fall 2009 to present) ● Member of the CCFLS Awards and Scholarships Committee (Fall 2009 to present) ● QCC representative to the CCFLS (Spring 2005 to present).
Jose J.	**Osorio**	**Service as a reviewer/editor/ consultant**	
			Editor of Hybrido volume XII. This journal was published in New York in Fall, 2011. Hybrido is a Cultural Project for Latino Arts, Literature and Cultures.
Eladia	**Raya**	**Service as a reviewer/editor/ consultant**	
			Reviewer for (RVCI) Revista Virtual de Cultura Iberoamericana. Department of Foreign Languages & Literatures
Eladia	**Raya**	**Conference, workshop, training attended**	
			Foreign Language Department Pedagogy Workshops

Individual faculty/staff professional activities			
First Name	**Last Name**	**Work Type**	**Reference**
Eladia	**Raya**	**Service to department, College, University, community, and/or professional society**	
			Faculty Advisor to the Foreign Language Society Club Department Representative of the Study Abroad Program Spring Mentor of honors students for their presentations on the Annual Honors Student Conference Member of the Assessment Committee Fall 2011 Chair of the CLT Search Committee Spring 2011 Participated in the organization of the Annual FLD Award Ceremony Department Coordinator of Faculty Travel Member of the Office Space Committee Member of the Study Abroad Advisory Committee Participant in a panel on Study Abroad Program as Foreign Languages Department Coordinator in the College Conference March 25th 2011 Member of the College on Vendors Services Committee
Amalia	**Rechtman**	**Works submitted/accepted/in press or in progress; works reprinted/republished**	
			I am working with Cambria Press on the publication of a book based on my dissertation; Child Survivors of the Holocaust: Literature, Trauma, Memory.
SHARON	**REEVES**	**Works submitted/accepted/in press or in progress; works reprinted/republished**	
			"The Transnational Marginalization and Exploitation of Women: A Naturalistic Interpretation of Minelys Sanchez' Amarilis Mira en Azul." Peer reviewed monograph to be published in the anthology,"Dominican Women Writers on the Edge: Alienation, Pain, and Resistance." Editor: Sintia Molina. The anthology is currently under review for publication.
SHARON	**REEVES**	**Service to department, College, University, community, and/or professional society**	
			Service to department: Member and secretary, the Curriculum Committee, Fall 2011.
			Department service: Member, the Committee on Committees, Fall 2011.
			Service to department: Secretary of the Minutes, departmental meetings, fall 2011.
			Departmental Service: Member, the CLT Search Committee of the Language Laboratory, Spring 2011.
			Service to department: Editor, the Adjunct Faculty Handbook, January 2011.
			Service to the department: Member, the Search Committee to fill a full-time faculty position in French, January 2011.

Individual faculty/staff professional activities			
First Name	**Last Name**	**Work Type**	**Reference**
			Service to the College: Mentor, Faculty Orientation Program, Fall 2011.
			Service to the College: Faculty member, the Awards and Scholarship Committee, 2011.
			Service to the College: Alternate to the Delegate Assembly, PSC-CUNY, QCC Chapter, 2011.
			Service to the college and department: Member, PSC-CUNY Executive Committee and Representative for the faculty of the Department of Foreign Languages and Literatures, 2011.
Laura	**Sabani**	**Service as a reviewer/editor/ consultant**	
			Director of the Revista Virtual de Cultura Iberoamericana (QCC) and editor of the new CUNY Literary journal "Enclave".
Maurizio	**Santoro**	**Conference, workshop, training attended**	
			36th Conference on Language Development, Boston University, Boston, November 5-7, 2011.
			Two workshops on Foreign Language Teaching organized by QCC Foreign Language Department.
Maurizio	**Santoro**	**Lecture (Invited)**	
			Panelist of round table titled "Improving multicultural communication" CETL, Queensborough C. College, November 9, 2011.
Maurizio	**Santoro**	**Service to department, College, University, community, and/or professional society**	
			Member of College Curriculum Committee. Member of College Committee on Committees. Member of Departmental Assessment Committee Consultant of Departmental Curriculum Committee. Mentor for Italian Honors Students Advisor for Italian Students.

Curricular Changes - Course				
Program Change	**Course Number**	**Course Title**	**Semester**	**Comments**
	ARAB102	Introduction to Arabic II	Introduction to Arabic II	To be approved. Created to comply with Pathways
New Course				
	LA112	Elementary Arabic II	Elementary Arabic II	First offered in Fall 2011
	ARAB101	Introduction to Arabic I	Introduction to Arabic I	To be approved. Created to comply with Pathways
	CHIN101	Introduction to Chinese I	Introduction to Chinese I	To be approved. Created to comply with Pathways
	CHIN102	Introduction to Chinese II	Introduction to Chinese II	To be approved. Created to comply with Pathways

Curricular Changes - Course				
Program Change	**Course Number**	**Course Title**	**Semester**	**Comments**
	FREN101	Introduction to French I	Introduction to French I	To be approved. Created to comply with Pathways
	FREN102	Introduction to French II	Introduction to French II	To be approved. Created to comply with Pathways
	GERM101	Introduction to German I	Introduction to German I	To be approved. Created to comply with Pathways
	GERM102	Introduction to German II	Introduction to German II	To be approved. Created to comply with Pathways
	HEBR101	Introduction to Hebrew I	Introduction to Hebrew I	To be approved. Created to comply with Pathways
	HEBR102	Introduction to Hebrew II	Introduction to Hebrew II	To be approved. Created to comply with Pathways
	ITAL101	Introduction to Italian I	Introduction to Italian I	To be approved. Created to comply with Pathways
	ITAL102	Introduction to Italian II	Introduction to Italian II	To be approved. Created to comply with Pathways
	SPAN101	Introduction to Spanish I	Introduction to Spanish I	To be approved. Created to comply with Pathways
	SPAN102	Introduction to Spanish II	Introduction to Spanish II	To be approved. Created to comply with Pathways
	CHIN113	Introduction to Mandarin for Students of Chinese Heritage I	Introduction to Mandarin for Students of Chinese Heritage I	To be approved. Created to comply with Pathways
	CHIN114	Introduction to Mandarin for Students of Chinese Heritage II	Introduction to Mandarin for Students of Chinese Heritage II	Created to comply with Pathways
	CHIN114	Introduction to Mandarin for Students of Chinese Heritage II	Introduction to Mandarin for Students of Chinese Heritage II	To be approved. Created to comply with Pathways
	SPAN141	Introduction to Spanish I for Medical Personnel	Introduction to Spanish I for Medical Personnel	To be approved. Created to comply with Pathways
Revised Course				
	LC121	Mandarin for Students of Chinese Heritage I	Mandarin for Students of Chinese Heritage I	Title changed to: Elementary Mandarin I for Students of Chinese Heritage
	LC121	Mandarin for Students of Chinese Heritage I	Mandarin for Students of Chinese Heritage I	Title changed to: Elementary Mandarin I for Students of Chinese Heritage
	LC122	Mandarin for Students of Chinese Heritage II	Mandarin for Students of Chinese Heritage II	Title changed to: Elementary Mandarin II for Students of Chinese Heritage

Curricular Changes - Course				
Program Change	**Course Number**	**Course Title**	**Semester**	**Comments**
	CHIN311	Readings in Contemporary Chinese Literature I	Readings in Contemporary Chinese Literature I	To be approved. Revised to comply with Pathways
	CHIN312	Readings in Contemporary Chinese Literature II	Readings in Contemporary Chinese Literature II	to be approved. Revised to comply with Pathways
	CHIN321	Business Chinese	Business Chinese	To be approved. Revised to comply with Pathways
	FREN213	Intermediate French I	Intermediate French I	To be approved. Revised to comply with Pathways
	FREN214	Intermediate French II	Intermediate French II	To be approved. Revised to comply with Pathways
	GERM213	Intermediate German I	Intermediate German I	To be approved. Revised to comply with Pathways
	HEBR213	Intermediate Hebrew I	Intermediate Hebrew I	To be approved. Revised to comply with Pathways
	ITAL213	Intermediate Italian I	Intermediate Italian I	To be approved. Revised to comply with Pathways
	ITAL213	Intermediate Italian II	Intermediate Italian II	To be approved. Revised to comply with Pathways
	SPAN213	Intermediate Spanish I	Intermediate Spanish I	To be approved. Revised to comply with Pathways
	SPAN214	Intermediate Spanish II	Intermediate Spanish II	To be approved. Revised to comply with Pathways
	SPAN221	Workshop in Reading and Writing for Spanish Heritage Speakers (I)	Workshop in Reading and Writing for Spanish Heritage Speakers (I)	To be approved. Revised to comply with Pathways
	SPAN222	Workshop in Reading and Writing for Spanish Heritage Speakers (II)	Workshop in Reading and Writing for Spanish Heritage Speakers (II)	To be approved. Revised to comply with Pathways
	SPAN223	Workshop in Reading and Writing for Spanish Heritage Speakers (III)	Workshop in Reading and Writing for Spanish Heritage Speakers (III)	Revised to comply with Pathways
	SPAN312	Spanish Literature of the Twentieth Century	Spanish Literature of the Twentieth Century	To be approved. Revised to comply with Pathways
	SPAN315	Readings in Contemporary Spanish American Literature	Readings in Contemporary Spanish American Literature	To be approved. Revised to comply with Pathways

Curricular Changes - Course				
Program Change	**Course Number**	**Course Title**	**Semester**	**Comments**
	FREN401	French and Francophone Culture Today	French and Francophone Culture Today	To be approved. Revised to comply with Pathways
	GERM401	Culture of German-Speaking Countries Today	Culture of German-Speaking Countries Today	To be approved. Revised to comply with Pathways
	SPAN402	Latin American and Caribbean Cultures	Latin American and Caribbean Cultures	To be approved. Revised to comply with Pathways

Curricular Changes - Program			
Course Change	**Program**	**Semester**	**Comments**
Modified			
	LA! Global Studies Concentration	Fall 2012	Program modified to address students' particular interests

Personnel or organizational structure changes, newly developed projects
Changes
New part-time personnel: Arabic: Mohamed Badr; Chinese: French: Antoine Leveque; Italian: Stefano Gulizia, Monica Rossi, Carmela Scala, Vincenzo Selleri, Paola Serpagli; Spanish: John Cruz; Jose Goni, Sandra Stern, Sobeyda Alvarez
New CLT – Darryl Williams
Retirees: Dr. Anne-Marie Bourbon (French); Dr. Julia Ortiz-Griffin (Spanish)
New Committees: Committee on Committees
New Departmental Responsibility: Pathways Coordinator (Professor Indra Avens)

Facilities/space changes			
Facility modification	**Purpose**	**Semester**	**Facility Evaluation**
Office Space Renovation	To unify and maximize office space, as well as refresh floors, paint, etc.	Fall 2011	Complete – The unified space facilitates work and report among colleagues

Equipment changes			
Equipment Changes	**Purpose**	**Semester**	**Evaluation**
New Podium H224	To increase smart room availability	Fall 2011	Demand for equipment is satisfied
New PCs for H240	To replace out-dated equipment	Spring 2012	Up-dated equipment is in place
New Projector for H241	To replace out-dated equipment		Up-dated equipment is in place
New Smart Cart built	Needed to satisfy demand for equipment		Demand for equipment is satisfied
New Shredder	To shred confidential documents		We are able to dispose of documents safely

Equipment changes			
Equipment Changes	**Purpose**	**Semester**	**Evaluation**
New LCD added to H240-	To display up-to-date department and lab news, and to display teacher content for class to see To display up-to-date department and lab news, and to display teacher content for class to see		Equipment is in place
New computer for CLT	To replace out-dated and under-powered model, needed for the departments increasing demands of software development and picture and video editing		Updated equipment is in place
Three electronic document cameras-	Added to smart cart and lab room to add the document and transparency function for teachers use.		Updated equipment is in place
APC Power unit- Auxiliary power unit	To supply backup power to department server in case of power failure		Updated equipment is in place

Resource changes			
Other Resources	**Purpose**	**Semester**	**Resource Evaluation**
Summer 2011 Incentive Award ($8,312)	N/A	Fall 2011	We were able to buy equipment
Winter 2012 Incentive Award ($436)	N/A	Spring 2012	We were able to buy equipment

Other changes affecting department

Departmental procedures for conducting assessment

Like in the past three years, the Foreign Languages Department, guided by its Assessment Committee, has been assessing intermediate language classes (LX213) in three languages: French, Italian and Spanish by:
a) establishing uniform expected student learning outcomes,
b) creating rubrics for assessing them,
c) developing common guidelines across languages and sections to evaluate all four language skills,
d) training the faculty on using rubrics and collecting data.
The language skills assessed are: speaking, listening, writing, reading, and grammatical competence.
Most instructors of intermediate language classes have participated in assessment, and the results and action plans have been shared with the faculty.
The results confirmed the faculty perception that many of our students' problems are related to poor preparation in basic skills, study skills, and poor understanding of expectations. Additionally, the assessment results show a discrepancy in the data collected by the three languages. With this in mind, the members of the assessment committee have made recommendations for a thorough re-examination of the assessment tools combined with a constant search for strategies to address these concerns. In order to help our students with their foreign language learning a periodic monitoring of students' progress, and more intensive tutoring were also recommended.
In addition to the language courses assessed mentioned above, the writing intensive culture course LS402 was also assessed by
a) establishing uniform expected student learning outcomes in one of the two high-stakes writing assignments
b) creating a rubric for assessing the high-stakes writing assignments
c) comparing the results of a draft and the final version of the essay, following suggestions for improvement by the instructor

Departmental participation in self-study/program review	
Program(s): Reviewed	

Program Review Follow-up		
Action Item	**Timeline**	**Accomplishements**

Course Objectives and Course Assessment	
Course Assessed:	LF213
Educational Objectives:	Communicate effectively through reading, writing, listening and speaking. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions
Curricular Objectives:	N/A
Results:	In the speaking task, 100 % of students met or exceeded expectations. In the final written exam, the overall results show that 67% of the students met or exceeded expectations. The following percentages of students who met or exceeded expectations in the different categories: 100% in listening, 17 % in vocabulary, 67 % in reading comprehension, 42 % in writing and 50 % in grammar.
Action Plan:	Continue practicing speaking skills in class and recommend that weaker students attend tutoring sessions regularly for extra practice. Overall, the department must address the fact that many of the students taking a foreign language class at QCC are taking remediation courses at the same time. From both our assessment result and class observation, it is evident that many of our students lack the basic skills that are necessary to become successful college students. With this in mind, the department will implement actions that will help students understand better what is expected of them.
Course Assessed:	LI213
Educational Objectives:	Communicate effectively through reading, writing, listening and speaking. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions.
Curricular Objectives:	N/A
Results:	In the speaking task, 100 % of students met or exceeded expectations. In the final written exam, the overall results show that 100% of the students met or exceeded expectations. The following percentages of students who met or exceeded expectations in the different categories: 92.3% in listening, 61.5 % in vocabulary, 100 % in reading comprehension, 61.6 % in writing and 61.5 % in grammar.
Action Plan:	Continue practicing speaking skills in class and recommend that weaker students attend tutoring sessions regularly for extra practice. Overall, the department must address the fact that many of the students taking a foreign language class at QCC are taking remediation courses at the same time. From both our assessment result and class observation, it is evident that many of our students lack the basic skills that are necessary to become successful college students. With this in mind, the department will implement actions that will help students understand better what is expected of them.
Course Assessed:	LS213

Course Objectives and Course Assessment	
Educational Objectives:	Communicate effectively through reading, writing, listening and speaking. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions.
Curricular Objectives:	N/A
Results:	In the speaking task, 83 % of students met or exceeded expectations. In the final written exam, the overall results show that 38% of the students met or exceeded expectations. The following percentages of students who met or exceeded expectations in the different categories: 100% in listening, 54 % in vocabulary, 94 % in reading comprehension, 65 % in writing and 38 % in grammar.
Action Plan:	Continue practicing speaking skills in class and recommend that weaker students attend tutoring sessions regularly for extra practice. Overall, the department must address the fact that many of the students taking a foreign language class at QCC are taking remediation courses at the same time. From both our assessment result and class observation, it is evident that many of our students lack the basic skills that are necessary to become successful college students. With this in mind, the department will implement actions that will help students understand better what is expected of them.
Course Assessed:	LS402
Educational Objectives:	(1) Communicate effectively through reading, writing, listening and speaking (2) Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions. (3) Use information management and technology skills effectively for academic research and lifelong learning (4) Integrate knowledge and skills in their program of study (5) Apply aesthetic and intellectual criteria in the evaluation or creation of works in the humanities or the arts.
Curricular Objectives:	N/A
Results:	In the assignment assessed, 100 % of students met or exceeded expectations. The average students' performance in the essay draft essay ranged from 81% to 87%. However, the individual performance ranged from 75% to 90%. Students performance in the final version of the essay and its equivalence to course grades: a. 96 points equivalent to "A" grade was achieved by one student (6%) b. 90 to 95 points equivalent to "A-" grade was achieved by 9 students (56%) c. 88 points equivalent to "B+" was achieved by 3 students (19%) d. 85 points equivalent to a "B" was achieved by two students (13%) e. 80 points equivalent to a "B-" was achieved by one students (6%).
Action Plan:	The action plan for the future is to continue using the rubric for assessment of the high stake writing assignments and to develop new assessment tools for the other assignments in LS402. In order to have an overall improvement of students' performance, currently ranging from 0 to 7.5%, the students must understand where they need improvement. To achieve this, and to use the rubric more efficiently, the instructor needs to return the draft with the rubric and the grading in each category. Additionally, a scoring scale has to be developed or it has to be decided by the assessment committee if the same scoring scale can be used for both language and culture courses.

Results of certification exams, employer and alumni surveys, student surveys, advisory board recommendations

Data Source	Results	Action Plan

Goals/objectives for year just completed			
Goals	**Strategic Plan**	**Evaluation of achievement**	**Action Plan**
	True		
Introducing LA112 (Elementary Arabic II)		The class was offered both in Fall 11 and Spring 12	Continue monitoring and supervising the Arabic offerings
Addressing Arabic speakers learning needs by placing them in heritage speakers' sections created to this effect		Not many heritage students enrolled in Arabic classes this year.	We will continue offering concurrent sections of LA111 and LA112 to accommodate heritage speakers.
New Podium in H224		The podium has been used throughout the year.	Continue to use technology in the classrooms
Assessment of LX213 and LX214		LX213 was assessed. Assessment of LX214 was postponed due to small number of students enrolled.	Assess LX214 when more students enroll
Development of study abroad programs		Study abroad Programs in Italy and France are being developed	Possible offering in 2013
Pedagogical training		The department offered four workshops on how to conduct placement and complete placement rosters, and on the use of the Grade Center in Blackboard	Additional workshops will be planned according to faculty needs and interests
Improved laboratory services		The new CLT improved services and assessed lab needs	The CLT will continue to ensure that both faculty and students will be better served.

Goals/objectives for coming year		
Upcoming Goals	**Related Strategic Plan Objective**	**Planned Method of Evaluation**
Search for French/Arabic Assistant Professor	Recruit highly qualified faculty with excellent scholarly credentials	Positions will be filled
Search for Spanish Assistant Professor	Recruit highly qualified faculty with excellent scholarly credentials	Position will be filled
Begin studying and evaluating the feasibility of courses for French heritage speakers	Strengthen, update, and develop academic programs	Research the demographics of students attending QCC to see how many students would benefit from offerings of French for heritage speakers
Offer one QCC Study Abroad program in Italy (Winter 2013)	Strengthen, update, and develop academic programs	Program under development
Offer one QCC Study Abroad program in France (Summer 2013)	Strengthen, update, and develop academic programs	Program under development
Assessment of courses for Spanish heritage speakers	Ongoing assessment of academic offerings and support services	The assessment will be completed by Spring 213
Continue curricular revisions to comply with Pathways as demanded by CUNY-wide guidelines	Pathways	Reevaluate course outlines for introductory language classes to be included in Pathways, and revise course outlines of 200, 300, and400 level courses to comply to new learning outcomes

Goals/objectives for coming year		
Upcoming Goals	**Related Strategic Plan Objective**	**Planned Method of Evaluation**
Pedagogical training	Pedagogical innovation	A number of pedagogical workshops will be offered during the fall and spring semesters. One or more of these workshops will include technological training

FOREIGN LANGUAGES AND LITERATURES

Appendix D-3

Department-sponsored services	
Area of Service	**Served**
Department Sponsored Tutoring in Italian, Spanish, French, German, Chinese and Hebrew	2081
Department Sponsored “Coffee and Conversation Tables” in Arabic, Italian, Spanish, French, German, Chinese and Hebrew	226
Department Sponsored Students' Club: Foreign Language Society and Asian Society	800
Foreign Language Award Ceremony (May 19, 2011)	60
VIII Encuentro of Ibero-American Writers: “The Muse: The Creative Process” (QCC, November 11, 2010).	75
Study Abroad Orientation and QCC Study Abroad Advisory Committee (Selection of students who applied to go to the Salzburg Global seminar – Sp-2011).	8

Department-Sponsored Staff Development Activities			
Activity Type	**Topic**	**Date**	**Total**
gave presentations			
	"Show & Tell: Presentations on Teaching and Learning a Foreign Language.” Several presenters. Queensborough Community College.	9/29/2010	16
	“Power Point Presentations in the Classroom.” Presented by Umberto D’Arista. Queensborough Community College.	10/27/2010	17
	"Two for One: Using Academic Rubrics to Inform Course Assessment:” College Convocation Panel presentation by Susana Alaiz, Antonella Ansani, Maan Lin.	2/4/2011	100
	"Liberal Arts Academic Cohort: Gen. Ed. Assessment." College Convocation Panel presentation by Anne Marie Bourbon, Lorena Ellis and Maurizio Santoro	2/4/2011	100
	"Increasing Participation in the Classroom: Active Learning Strategies.” Presented by Susana Alaiz Losada. Queensborough Community College.	3/9/2011	16
	"Crossing the Boundaries of Language and Culture in the Classroom." CETL panel presentation. Aranzazu Borrachero.	3/23/2011	30
	Spring Faculty Meeting, 8th Annual Conference of the College: "Expanding the Borders of the Classroom (Study Abroad)." Panel presentation by Lorena Ellis and Eladia Raya	3/25/2011	30
	"Increasing Participation in the Classroom: Cultural Activities.” Presented by Federica Goldoni. Queensborough Community College.	4/6/2011	15
	"Increasing Participation in the Classroom: Grammar and Vocabulary Activities.” Presented by Wei Lai & Susana Alaiz Losada. Queensborough Community College.	4/27/2011	16

Individual faculty/staff professional activities			
First Name	**Last Name**	**Work Type**	**Reference**
Antonella	**Ansani**	**Conference Presentation, other**	
			“Teaching with Technology: The Integration of Culture and Language in the Italian Classroom”, at the NeMLA (Northeast Modern Language Association) Convention, Montreal, Canada, April 10, 2010.

Individual faculty/staff professional activities			
First Name	**Last Name**	**Work Type**	**Reference**
Antonella	**Ansani**	**Service to department, College, University, community, and/or professional society**	
			Chair of the Foreign Language Department Member of the Assessment Committee Coordinator of the Assessment for LI111 Member of the Search Committee for the position of French Assistant Professor in Department of Foreign Languages and Literatures (Fall 2010) Member of the Italian Language Advisory Council (ILAC), a committee of the John D. Calandra Italian-American Institute, a university-wide institute under the aegis of Queens College, Spring 2010.
Antonella	**Ansani**	**Conference, workshop, training attended**	
			Attended a series of six workshops on foreign language pedagogy organized by the QCC Foreign Language Department
Aranzazu	**Borrachero**	**Book, Authored**	
			Borrachero Mendibil, Aranzazu, Karl McLaughlin. Obra poética. Catalina Clara Ramírez de Guzmán. Mérida: Editora Regional de Extremadura, 2010. (Critical and annotated edition of 17th century Spanish poet).
Aranzazu	**Borrachero**	**Book, Chapter**	
			Borrachero Mendíbil, Aránzazu. "Nuevos hispanismos en Estados Unidos: para una ética del aula". Nuevos hispanismos interdisciplinarios y trasatlánticos. Ed. Julio Ortega. Madrid/Frankfurt: Iberoamericana Editorial Vervuert, 2010.
Aranzazu	**Borrachero**	**Grants awarded (title, awarding agency, amount and period of award)**	
			Publication grant. Spanish Ministry of Culture. 2010 ($5,200).
Aranzazu	**Borrachero**	**Service to department, College, University, community, and/or professional society**	
			Service to Department Deputy Chair Assistant to the Spanish Coordinator of Spanish Assistant to the Placement Coordinator Faculty mentor for new Arabic adjunct and Arabic program College Service Chair, Senate Committee on Curriculum Member, Special Committee of the Academic Senate on General Education Learning Outcomes Delegate, Professional Staff Congress of CUNY University Service Senator, University Faculty Senate Member, PSC-Research Award Committee of the University Faculty Senate

Individual faculty/staff professional activities			
First Name	**Last Name**	**Work Type**	**Reference**
Aranzazu	**Borrachero**	**Service as a reviewer/editor/ consultant**	
			Consultant to Duel Theatre on the production of TAPE (October-November 2010)
UMBERTO	**D'ARISTA**	**Conference, workshop, training attended**	
			Attended the following workshops at Queensborough Community College: •Clickers in the Classroom 02/03/10 •Pedagogical Research Workshop Series Session 2/03/10 •Microlecturer with Cantasia 03/26/10 •Microsoft Office Workshop 03/26/10 •eLearning Summer Institute 06/07/10 • Soft Chalk 10/08/10 • Respondus for Blackboard 10/08/10
			Attended the following workshops at Queensborough Community College: •Clickers in the Classroom 02/03/10 •Pedagogical Research Workshop Series Session 2/03/10 •Microlecturer with Cantasia 03/26/10 •Microsoft Office Workshop 03/26/10 •eLearning Summer Institute 06/07/10 •Soft Chalk 10/08/10 •Respondus for Blackboard 10/08/10
UMBERTO	**D'ARISTA**	**Service to department, College, University, community, and/or professional society**	
			•Power Point Workshops: Organized two presentations to illustrate benefits of using Power Point in class - 04/21/10 & 10/27/11 •Member of the Departmental Curriculum Committee 09/22/10 •Chair of the Office Space and Recycle Committee 09/23/10 •Led training session to help tutors of Italian with their questions and responsibilities 03/23/10 •Coffee and Conversation: Lead conversation about Italian Culture 03/16/10 & 03/23/10 •Created over 20 Cantasia Presentations on Italian Grammar and Culture •Currently serve as Executive Director of Frates, a non-profit foundation dedicated to identifying those in need in order to provide them with assistance necessary to improve their lives, genesis in 2002.
Lorena	**Ellis**	**Conference Presentation, other**	
			Presenter at the ACTFL (American Council of Foreign Language Teaching) Conference in Boston, Nov. 2010: "Embracing the Challenges and Opportunities in Community College FL Programs."

Individual faculty/staff professional activities			
First Name	**Last Name**	**Work Type**	**Reference**
Lorena	**Ellis**	**Other**	
			December 14 & 16, 2011 Organized and coordinated a presentation and book discussion by Dr. Antonio Pedro Tota, author of The Seduction of Brazil, at Pace University (12-14) and QCC (12-16).
Lorena	**Ellis**	**Conference, workshop, training attended**	
			Attended the 7th Annual CUNY General Education Conference: "Journeying through General Education" at York College, May 13, 2011. Attended Copyright & Fair Use @ CUNY event at BMCC on April 18, 2011. Attended a Workshop at ACTFL 2010 Annual Convention: "Writing Proficiency Guidelines Familiarization Workshop," November 18, 2010, Boston Attended a conference at the university UNISINOS, XII Simpósio Internacional IHU - A experiência missioneira: território, cultura e identidade (The missionary experience: territory, culture and identity), October 25 to 28, 2010, in São Leopoldo/RS/Brazil

Individual faculty/staff professional activities			
First Name	**Last Name**	**Work Type**	**Reference**
Lorena	**Ellis**	**Service to department, College, University, community, and/or professional society**	
			COLLEGE AND DEPARTMENTAL ACTIVITIES Fall 2009 – present Member of the QCC Study Abroad Advisory Committee. Spring 2006 – present Member of the Departmental Assessment Committee Spring 2007 - present Faculty Director of honors students of German Fall 2006 - Spring 2011 Member of the QCC Distance Education Committee Fall 2002 - present Member of the Departmental P & B Committee (elected) Fall 2002 - present Member of a CETL Search Committee (Instructional Designer) and ACC Search Committee (Online Technology Developer) Fall 2002 - present Co-editor of the Revista Virtual de Cultura Iberoamericana (RVCI, Dept. of FL & Lit.) Fall 2001 - present Member at large of the QCC Senate Spring 2000 - present Academic Advisement Initiative Fall 1997 - present Departmental coordinator of German Language Instruction UNIVERSITY SERVICE Spring 2010 Member of the Bylaws Revision Committee, CUNY Council on World Language Study Fall 2006 to present Chair of the Awards and Scholarship Committee of the CCFLS Fall 2005 to present Member of the Technology Committee of the CCFLS Fall 1998 to present QCC representative on the CUNY Council on Foreign Language Study PROFESSIONAL SOCIETY Meeting with the AATG Community College Committee(Chair) in Chicago (Aug.13, 2010, in Boston Nov.19, 2010, Chicago June 24-26, 2011
Luisa	**Garcia-Conde**	**Conference Presentation, other**	
			"La presencia femenina y el yo poético de Tambores en la noche. "Let Spirit Speak! Cultural Journeys through the Africa Diaspora". The City College of New York. April 22-24, 2010.
			"Presencia del Caribe continental en la literatura afrocaribeña" 2nd International Caribbean Conference on Caribbean Studies (ICCS). The University of Cartagena, Colombia. March 15 to March 19, 2010.

Individual faculty/staff professional activities			
First Name	**Last Name**	**Work Type**	**Reference**
			"Presencia de la negritud en un poeta indomulato", IV Congreso Internacional, Escritura, Individuo y Sociedad, en España, Las Américas y Puerto Rico, University of Puerto Rico, Arecibo, November 18-20-2010.
Luisa	**Garcia-Conde**	**Book, Chapter**	
			"Jorge Artel: versos y prosa de un poeta indomulato", Si yo fuera tambó. Poesía selecta de Candelario Obeso y Jorge Artel. Edición crítica. Bogotá: Pontificia Universidad Javeriana, Octubre 2010.
Luisa	**Garcia-Conde**	**Works submitted/accepted/in press or in progress; works reprinted/republished**	
			"Poesía, mujer e identidad afro. Conference Proceedings from "Let Spirit Speak! Cultural Journeys through the African Diaspora." (Forthcoming, SUNY Press)
Luisa	**Garcia-Conde**	**Conference, workshop, training attended**	
			Theories on Teaching and Learning a Second Language: An Overview. QCC. March 3, 2010
Luisa	**Garcia-Conde**	**Service to department, College, University, community, and/or professional society**	
			Personnel and Budget Committee. Foreign Languages and Literatures. QCC. QCC Study Abroad Program Committee. Affirmative Action and Inclusive Excellence Committee. QCC. Art gallery Sub-Committee.(Inclusive Excellence Committee)QCC. Chair, Travel Committee. Foreign Languages and Literatures. QCC. International Education Liaison for CUNY. Member of the Study/Travel Opportunities for CUNY Students (STOCS) Awards Committee.
			Board of Directors. Teatro Círculo, New York City.
Luisa	**Garcia-Conde**	**Service as a reviewer/editor/ consultant**	
			Reviewer for the Centro Journal. Hunter College.
Wei	**Lai**	**Works submitted/accepted/in press or in progress; works reprinted/republished**	
			Chinese animal metaphor-The six domesticated animals. To be submitted to the Journal of the Chinese Language Teachers Association

Individual faculty/staff professional activities			
First Name	**Last Name**	**Work Type**	**Reference**
Wei	**Lai**	**Service to department, College, University, community, and/or professional society**	
			Sep 2010- Curriculum development committee at Department of Foreign Languages and Literatures
Wei	**Lai**	**Conference Presentation, other**	
			"Teaching the Chinese spatial-temporal terms to speakers of English," ACTFL (American Council on the Teaching of Foreign Languages), 2010 Nov.
			"Concept-based Approach to Teaching Chinese as a Foreign Language—Teaching the Chinese spatial-temporal expressions,", TCCRISLS, (Teachers College, Columbia University Roundtable in Second Language Studies), 2010 Oct.
			"The Effects of Concept-Based Teaching Approach on Beginning Chinese Learners.", The PAALC (Pennsylvania Applied Linguistics Consortium) Graduate Symposium 2010, 2010 Jan.
Maan	**Lin**	**Conference Presentation, other**	
			"□□□□□□□□□□□□□□□□□□□□□□□", Second International Symposium on Chinese Applied Linguistics, University of Iowa, April 9-10, 2010.
Maan	**Lin**	**Curriculum or laboratory development, workshop conducted**	
			Developed LC321 (Business Chinese I) in Spring 2010
Maan	**Lin**	**Works submitted/accepted/in press or in progress; works reprinted/republished**	
			"Atrapado entre dos culturas en El verano es largo"(article in progress)

Individual faculty/staff professional activities			
First Name	**Last Name**	**Work Type**	**Reference**
Maan	**Lin**	**Service to department, College, University, community, and/or professional society**	
			Departmental contributions: ● Member of the Search Committee for the position of French Assistant Professor in Department of Foreign Languages and Literatures (Fall 2010) ● Member of the Search Committee for the position of French Assistant Professor in the Department of Foreign Languages and Literatures (Spring 2010) ● Chair of the Search Committee for the position of Chinese Assistant Professor in the Foreign Language Department (Spring 2010) ● Departmental liaison to the Library (Fall 2009 to present) ● Elected Member of the P&B Committee (Fall 2005 to present) ●Member of the Assessment Committee (Fall 2004 to present) ● Coordinator of the Chinese Program (Spring 2004 to present) College contributions: ● Member of the Committee on Committees (Fall 2010 to present) ● Member of the Assessment Task Force (Fall 2009 - Spring 2010) ● Member of the Continuing Education Committee (Fall 2009 - Spring 2010) ● Member of the Search Committee for the position of Director of Student Learning Center (Fall 2009 - Winter 2010) ● Academic Facilitator of the Student Learning Center for Arts & Humanities (August 2008 to present) ● Elected Member of the Senate (Fall 2005 & Fall 2006 to present) ● Co-advisor for the Asian Society (Fall 2004 to present) University contributions: ● Elected treasurer for The CUNY Council on Foreign Language Study (CCFLS) (Fall 2009 to present) ● Member of the CCFLS Awards and Scholarships Committee (Fall 2009 to present) ● QCC representative to the CCFLS (Spring 2005 to present).
Eladia	**Raya**	**Conference Presentation, other**	
			"Historia y leyenda en la obra La Alpujarra de Alarcón" presented at the 5th Interdisciplinary Colloquium on Spanish and Latin American Literatures, Linguistics and Cultures at the University of Florida, Gainesville, FL, February 25 - 27, 2010.

Individual faculty/staff professional activities			
First Name	**Last Name**	**Work Type**	**Reference**
Eladia	**Raya**	**Conference, workshop, training attended**	
			Library Workshop: "Using the QCC/CUNY Libraries for Teaching and Research", at QCC Foreign Language Department workshop: "Second Language Acquisition: Theories", at QCC Counseling Center Workshop: "At Risk" Student Workshop for Faculty, at QCC CETL Workshop: Service Learning 101, at QCC
Eladia	**Raya**	**Service to department, College, University, community, and/or professional society**	
			Department P&B member Chair of the Faculty Travel Committee Department Representative of the Study Abroad Program Mentor of honors students for their presentations on the Annual Honors Student Conference Member of the organizing committee of the Foreign Languages Department Literary Encounters Reviewer for the Revista Virtual de Cultura Iberoamericana of the Department of Foreign Languages & Literatures Member of the Departmental Award Committee Advisement and Language Placement of Incoming Students PSC/CUNY Department Representative Member of the Course and Standing Committee, Member of the College on Vendors Services Committee Participated in the Annual Student Scholarship Fundraiser: "Walk to Aspire", Foreign Languages Department Captain for the CUNY Charitable Campaign
SHARON	**REEVES**	**Conference Presentation - published as proceedings**	
			"A Trip to the Dark Side of Literary Naturalism: The Novels of Eduardo Lopez Bago." Rondas Literarias de Pittsburgh 2009. Ed. Gregorio c. Martin. New Kensington [PA]: grelin press. 2010. 255-264.
SHARON	**REEVES**	**Conference Presentation, other**	
			"California Dreaming in the Nineteenth-Century: From Transcending Boundaries to Reinvented Identities in Isabel Allende's Daughter of Fortune." Paper presented at the 16th Annual Carolina Conference on Romance Languages, University of North Carolina at Chapel Hill, March 25-27, 2010.
			"Exploitative Mother, Victimized Daughter: The Toxic Relationship of Angustias and Rosita Perez in Eduardo Lopez Bago's Naturalist Tetralogy, 'La Prostituta.'" Paper presented at the 23rd Annual Pennsylvania Foreign Language Conference, Duquesne University,Pittsburgh, PA, September 24-25, 2010.
laura	**sabani**	**Other**	
			LS-315 Manual de Literatura Hispanoamericana Contemporánea. 5th edition. QCC Press, Spring 2011.

Individual faculty/staff professional activities			
First Name	**Last Name**	**Work Type**	**Reference**
laura	**sabani**	**Service to department, College, University, community, and/or professional society**	
			Service to College: Co-chair of the Committee on Ceremonial Occasions (QCC 2010) Member of sub-committee on Environment, Quality of Life, and Disability Issues (Fall 2010) Service to Department: Advisement and Language Placement of Incoming Students, Fall 2000-present Service to University: Director of the Revista Virtual de Cultura Iberoamericana http://www.qcc.cuny.edu/foreignlanguages/rvci/pagina1.html
Laura	**Sabani**	**Conference Presentation, other**	
			Essay: "Las academias de Reyles y la discusión en torno a la novela modernista hispanoamericana." 5th Interdisciplinary Colloquium on Spanish and Latin American Literatures, Linguistics and Cultures at the University of Florida. Gainsville. (February 26, 2010).
Maurizio	**Santoro**	**Grants awarded (title, awarding agency, amount and period of award)**	
			"Morphological variability in Italian L2 grammar: A performance or a competence issue?", PSC-CUNY-41, $2,800, 9/10 – 6/11
Maurizio	**Santoro**	**Conference Presentation, other**	
			"The development of accusative and a dative case morphology in L2 Spanish grammar," International Linguistic Association, New Paltz, NY, April 15-17, 2010.
Maurizio	**Santoro**	**Service to department, College, University, community, and/or professional society**	
			1. Member of Departmental Assessment Committee 2. Member of Liberal Arts Academy Cohort 3. Advisor for Liberal Arts Students 4. Member of College Honors Students Committee

Curricular Changes - Course				
Program Change	**Course Number**	**Course Title**	**Semester**	**Comments**
New Course				
	LA 112	Elementary Arabic II	Elementary Arabic II	To be offered in Fall 2011.

Personnel or organizational structure changes, newly developed projects
Changes
Retiree: Paul Sullivan, Senior CLT.
New full-time personnel: Federica Goldoni, Assistant Professor of French.
New part-time personnel: Chernor Barrie (Arabic), Chih Chyn (Chinese), Hugo Andre (French), Mark Murphy (French), Verena Dunnigan (German), Yamit Nassiri (Hebrew), Angela Lenzi (Italian), Ilaria Muzzi (Italian), Marcelo Carosi (Spanish), Nidia Cortés (Spanish), Nidia González (Spanish), Alina Peña (Spanish), Carlos Vázquez-Cruz (Spanish).
New Committees: Curriculum Committee, Office and Space Renovation Committee.

Facilities/space changes			
Facility modification	**Purpose**	**Semester**	**Facility Evaluation**
Office Space Renovation	To unify and maximize office space	Spring 2011	In progress
Language Lab partial renovation	Semi-wall in the back of the room to accommodate desks for adjuncts	Spring 2011	Complete

Equipment changes			
Equipment Changes	**Purpose**	**Semester**	**Evaluation**
New touchscreen for smart-cart	Replacing defective old screen	Spring 2011	Smart-cart functions properly
IBM X3500 M3 server, with active direction file sharing	Laboratory server upgrade	Fall 2010	Improved server operations

Resource changes			
Other Resources	**Purpose**	**Semester**	**Resource Evaluation**
Winter incentive award ($436)	N/A	Spring 2011	N/A

Other changes affecting department

Departmental procedures for conducting assessment
During the past three years, the Foreign Languages Department, guided by its Assessment Committee, has been assessing all elementary language classes by: a) establishing uniform expected student learning outcomes, b) creating rubrics for assessing them, c) developing common guidelines across languages and sections to evaluate all four language skills, d) training the faculty on using rubrics and collecting data. The language skills assessed are speaking, listening, writing, reading, and grammatical competence. Most instructors of elementary language classes, including adjunct faculty, have participated in assessment, and the results and action plans have been shared with the faculty. The results of the assessment have confirmed the faculty perception that many of our students' problems are related to poor preparation in basic skills, study skills, and poor understanding of expectations. With this in mind, the members of the assessment committee have made recommendations in order to help our students with their foreign language learning.

Departmental participation in self-study/program review	
Program(s): Reviewed	

Program Review Follow-up		
Action Item	**Timeline**	**Accomplishements**

Course Objectives and Course Assessment	
Course Assessed:	LC 112
Educational Objectives:	Communicate effectively through reading, writing, listening and speaking. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions.
Curricular Objectives:	N/A
Results:	In the speaking task, 100% of the students met the course expectations. In the written test, 92% of students met or exceeded expectations
Action Plan:	Continue practicing all language skills in class and recommend that weaker students attend tutoring sessions regularly for extra practice.
Course Assessed:	LF 112
Educational Objectives:	Same as above
Curricular Objectives:	N/A
Results:	In the speaking task, 85.5 % of students met or exceeded expectations. In the final written exam, the overall results show the following percentages of students who met or exceeded expectations in the different categories: 70% in listening, 20 % in vocabulary, 51 % in reading comprehension, 48 % in writing and only 14 % in grammar.
Action Plan:	Continue practicing speaking skills in class and recommend that weaker students attend tutoring sessions regularly for extra practice. Overall, the department must address the fact that many of the students taking a foreign language class at QCC are taking remediation courses at the same time. From both our assessment result and class observation, it is evident that many of our students lack the basic skills that are necessary to become successful college students. With this in mind, the department will implement actions that will help students understand better what is expected of them.
Course Assessed:	LG 112
Educational Objectives:	Same as above
Curricular Objectives:	N/A
Results:	In the speaking task, 100% of the students met the course expectations. In reading, 80%, and in writing and listening 100% of the students met the course expectations. In vocabulary, only 60% met or exceeded expectations and in grammar, only 40% met or exceeded expectations.
Action Plan:	Same as above
Course Assessed:	LI 112
Educational Objectives:	Same as above
Curricular Objectives:	N/A
Results:	In the speaking task, 91% of the students met the course expectations. Only 54% of students met or exceeded expectations on the reading, listening and writing tasks.
Action Plan:	Same as above

Course Objectives and Course Assessment	
Course Assessed:	LS 112
Educational Objectives:	Same as above
Curricular Objectives:	N/A
Results:	In the speaking task, 89% of the students met the course expectations. Only 25% of students met or exceeded expectations on the reading, listening and writing tasks.
Action Plan:	Same as above

Results of certification exams, employer and alumni surveys, student surveys, advisory board recommendations		
Data Source	**Results**	**Action Plan**

Goals/objectives for year just completed			
Goals	**Strategic Plan**	**Evaluation of achievement**	**Action Plan**
	True		
Starting Arabic program (LA 111 and LA 112)		The Arabic program has been introduced with two LA 111 classes for Spring 2011 and four more planned for Fall 2011 (2 sections of LA 111 and two sections of LA 112).	Monitoring and supervising two tracks for Arabic classes: heritage and non- heritage students.
Assessment of LC112, LF112, LG112, LI112, and LS112		All classes have been assessed.	Addressing students' foreign language learning challenges shown in the assessment reports.
Introduce partially online classes at the elementary level		Prof. Ansani taught a partially online LI 111 class during the Fall 2010. Prof. Alaiz-Losada taught a partially online LS 111 class during the Spring 2011.	Evaluating the effectiveness of the class and proposing future online classes.
Pedagogical training		The department offered five workshops on instructional methods, presented by several foreign languages faculty.	Additional workshops will be planned according to faculty needs and interests.
Search for French Assistant Professor		The search concluded in January 2011 with the hiring of Federica Goldoni.	Prof. Goldoni will share her expertise in travel abroad programs to develop feasible and interesting options for our students.
Search for full-time CLT		In progress	New CLT will assess the functioning of our laboratories, and will implement improvements in order to maximize instructors' and students' use of technology.
Renovation of offices		In progress	N/A

Goals/objectives for coming year		
Upcoming Goals	**Related Strategic Plan Objective**	**Planned Method of Evaluation**
Introducing LA112	Strengthen, update, and develop academic programs	The two sections that have been scheduled will run with 15-20 students each.

Goals/objectives for coming year		
Upcoming Goals	**Related Strategic Plan Objective**	**Planned Method of Evaluation**
Addressing Arabic heritage speakers learning needs by placing them in heritage speakers' sections created to this effect	Strengthen, update, and develop academic programs	Two sections of heritage speakers (LA 111 and LA 112) will run with 15-20 students each).
New Podium in H224	Pedagogical innovation	The podium will be in use by the Fall 2011 semester.
Assessment of LX213 and LX214	On-going assessment of academic offerings and support services	The assessment of intermediate language classes will be completed by Spring 2012.
Development of study abroad programs	Strengthen, update, and develop academic programs	During the 2011-12 academic year, the department will investigate the feasibility of study abroad programs for Spanish, French and Italian.
Pedagogical training	Pedagogical innovation	A number of pedagogical workshops will be offered during the Fall and the Spring semesters. One or more of these workshops will include technological training.
Improved laboratory services	Strengthen, update, and develop academic programs	The newly hired CLT will ensure that both faculty and students will be better served.

Appendix D-4

DEPARTMENT: CETL **2012-2013 ACADEMIC YEAR**

MISSION

The mission of CETL is to foster faculty's innovation and effectiveness. By promoting teaching and publication grounded in evidenced-based best practices and the Scholarship of Teaching and Learning, CETL facilitates not just faculty excellence but also student success. Through workshops and programs, CETL brings faculty from all disciplines into contact with creative instructional practices and technologies. Using a collaborative approach and building on faculty strengths, CETL supports a campus culture that recognizes and values faculty contributions.

A. DEPARTMENT CORE ACTIVITIES AND PERFORMANCE

Core Activities	*Key Performance Indicators*	*Indicators to Be Assessed*
Professional Development	Volume of service and participation in workshops	Yes
Encourage and support faculty in implementing innovative pedagogies to engage students	Number of faculty participating in high impact learning practices Number of individual and group consultations	Yes
Encourage and support faculty in utilizing instructional technology for engaging students	Number of faculty utilizing instructional technology to enhance their courses	No
Encourage and support faculty in submitting proposals to conferences, giving conference presentations, and submitting articles for publication	Number of faculty giving presentations and publishing articles related to pedagogy	yes

B. DEPARTMENT-SPONSORED ACTIVITIES, 2012-2013

Type of Activity and Topic	*Organized, Presented, or Both*	*Date*	*Number Attending*
Workshop-Academic Service-Learning 101	Organized and Presented	9/06/12	10
Workshop- Nuts and Bolts for New Faculty	Organized and Presented	9/12/12	14
Workshop- How to use library's E-Reserve system for your courses	Organized	9/18/12	5
Seminar Series-Making Cultural Connections: Diversity and Global Learning Across the Curriculum-Session One	Presented	9/28/12	16
Workshop-	Organized and	10/6/12	12

Reflection and Assessment Strategies	Presented		
Workshop- Using Reflection Activities in Your Classes	Organized and Presented	10/11/12	10
Workshop-Applying for the 2013-2014 NEH Grant project	Organized	10/24/12	12
Workshop- Author Rights in the Era of Open Access	Organized	10/24/12	8
Workshop- Preparing NEH grant Proposal	Organized	10/25/13	10
Seminar Series-Making Cultural Connections: Diversity and Global Learning Across the Curriculum-Session Two	Organized and Presented d	10/26/12	15
Library Workshop-Faculty and Staff Research-Introduction to Online Databases, ILL, etc.	Organized	11/14/12	12
Seminar Series-Making Cultural Connections: Diversity and Global Learning Across the Curriculum-Session Three	Organized and Presented	11/16/12	14
Assessment Workshop: How Do You Know if your students are really learning?	Organized	11/28/12	25
Seminar Series-Making Cultural Connections: Diversity and Global Learning Across the Curriculum-Session Four	Organized and Presented	12/14/12	16
New Faculty Institute: Diversity and Global Learning	Organized and Presented	1/15/12	20
Workshop-Academic Service-Learning 101	Presented	1/15/12	24
New Faculty Institute: Professionalization	Organized and Presented	1/17/12	20
New Faculty Institute: Faculty E-Portfolios	Organized and Presented	1/17/12	20
Workshop Series-Teaching at Queensborough Session 1- Creating a Dynamic Syllabus	Organized and Presented	1/30/12	5
Seminar Series-The Scholarship of Teaching and Learning-Session1-Reflective Teaching	Organized and Presented	2/1/13	22
Workshop Series-Teaching at Queensborough Session 2- Managing your classroom	Organized and Presented	2/6/13	5
Workshop-The Pedagogy and Technology of Multimedia Lectures	Organized and Presented	2/11/13	8
CETL Open House: Faculty Professionalization	Organized and Presented	2/14/13	20
Library Workshop-Using the Library's Electronic Reserve System for your Courses	Organized	2/14/13	4
Seminar Series-Making Cultural Connections: Diversity and Global Learning Across the Curriculum-Session One	Organized and Presented	2/15/13	12
Workshop-Pedagogy and Technology	Organized and Presented	2/20/13	5
Seminar Series-The Scholarship of Teaching and Learning-Session 2-Holding up the mirror	Organized and Presented	2/22/13	14
Workshop-Using Reflection Activities in your	Presented	2/28/13	15

Classes			
Workshop Series-Teaching at Queensborough Session 3- Facilitating Effective Groupwork	Organized and Presented	3/6/13	3
Seminar Series-Making Cultural Connections: Diversity and Global Learning Across the Curriculum-Session Two	Organized and Presented	3/15/13	10
Workshop-Pedagogical Research Proposal Guidelines	Organized and Presented	3/20/13	14
Workshop-The IRB Review Process	Organized	3/21/13	12
Seminar Series-The Scholarship of Teaching and Learning-Session 3-Identifying Key Terms	Organized and Presented	3/22/13	15
Assessment Institute – Assessment Work as an Opportunity for Publication	Organized and Presented	3/22/13	15
Faculty Presentations of Pedagogical Research Projects-2011	Organized	4/3/13	25
Workshop-Publishing your Nursing Education Successes	Organized and Presented	4/4/13	10
Seminar Series-The Scholarship of Teaching and Learning-Session 4-Joining the Conversation	Organized and Presented	4/5/13	12
Workshop Series-Teaching at Queensborough Session 4- Writing as a way to learn	Organized and Presented	4/11/13	2
Discussion and Collaboration: Preparing for you CUE Conference Presentation (SL projects)	Organized and Presented	4/16/13	10
Workshop- High Impact Practices: Assessment and Reflection	Organized and Presented	4/18/13	15
Seminar Series-Making Cultural Connections: Diversity and Global Learning Across the Curriculum-Session Three	Presented	4/19/13	12
Seminar Series-The Scholarship of Teaching and Learning-Session 5-Finding a Venue for Publishing	Organized and Presented	4/26/13	10
Discussion and Collaboration-Pedagogical Research Grant project proposal	Organized and presented	4/29/13	10
Workshop-Research Strategies for Nursing Faculty	Organized and Presented	4/30/13	10
Panel Discussion: The Purpose of Community College Education (Co-Sponsored by Academic Development Committee)	Organized	5/8/13	30
Seminar Series-Making Cultural Connections: Diversity and Global Learning Across the Curriculum-Session Four	Organized and Presented	5/17/13	10
Seminar Series-The Scholarship of Teaching and Learning-Session 6-Submitting an Abstract	Organized and Presented	5/17/13	10
SWIG Institute for New Faculty	Helped organized	6/14-18/ 2013	16
Finding a framework for HIPs	Presented	6/14/13	16

C. INDIVIDUAL ACTIVITIES/ACHIEVEMENTS OF DEPARTMENT'S ADMINISTRATIVE STAFF, 2012-2013

Name	*Achievement type (from menu)*	*Citation*	*Semester*
Meg Tarafdar	Conference Presentation	"Enhancing Diversity Awareness and Global Learning in the Classroom." International Conference on Teaching and Leadership Excellence, NISOD (National Institute of Staff and Organizational Development), Austin, Texas, May 28, 2013	Spring 2013
Meg Tarafdar	Conference Presentation (Panelist)	"Making Cultural Connections: Diversity and Global Learning Across the Curriculum." CUE Conference: Transformations in Teaching and Learning, John Jay College of Criminal Justice, CUNY. May 10, 2013.	Spring 2013
Meg Tarafdar	Conference Presentation	"Making Cultural Connections: Diversity and Global Learning Across the Curriculum." Tri-State Best Practices Conferences, Bergen Community College, March 9, 2013.	Spring 2013
Meg Tarafdar	Workshop Conducted	"Using Reflection Activities in Your Classes" (CETL Workshop, Spring 2013)	Spring 2013
Meg Tarafdar	College Service	"Developing Intercultural Competence" Salzburg Study Abroad Pre-Departure Orientation, Feb 8, 2013	Spring 2013
Meg Tarafdar	Conference Presentation	"Tools and Techniques for Engaging Diverse Students: An overview of Student-Centered Instructional Practices in the online Environment" HETS Best Practices Virtual Showcase	Spring 2013
Meg Tarafdar	College Service	Committee Member-Cultural and Archival Resources	Spring 2013
Meg Tarafdar	Department Service as newsletter editor	CETL newsletter-"In the Spotlight"-A bi-annual publication for recognizing faculty achievements at QCC	Spring 2013
Meg Tarafdar	Seminar Series offered	"Diversity and Global Learning Across the Curriculum. CETL CAR (Committee on Cultural and Archival Resources Feb-May, 2013	Spring 2013
Meg Tarafdar	Presentation (College)	"Diversity and Global Learning as a high impact learning practice"-New Faculty Institute, Jan 15, 2013	Spring 2013

Meg Tarafdar	Presentation (College)	"Faculty E-Portfolio Development"-New Faculty Institute, Jan 17, 2013	Spring 2013
Meg Tarafdar	Presentation (College)	New Faculty Orientation (Full-Time)	Fall 2012
Meg Tarafdar	Presentation (College)	New Adjunct Faculty Orientation	Fall 2012
Meg Tarafdar	College Service	Study Abroad Task Force-Advisor	Spring 2013
Meg Tarafdar	College Service as editor/compiler	Academic Affairs Bulletin for professional development opportunities	Spring 2013
Meg Tarafdar (with Jo Pantaleo and Sharon Ellerton)	Publication (book Chapter)	"Fostering the Intercultural Learning Cycle through Academic Service Learning (ASL)" in *Intercultural Horizons: Intercultural Strategies in Civic Engagement.* Cambridge Scholars Press. 2013. Forthcoming in July.	Summer 2013
Meg Tarafdar	Presentation (College)	"e-Portfolio and Professional Development" SWIG Institute, CETL, June 14,17,18	Summer 2013
Meg Tarafdar	Grant Received	PSC-CUNY HEO Professional Development Grant to attend the Summer Institute of Intercultural Communication, Portland, Oregon, July 15-19, 2013	Summer 2013
Meg Tarafdar	Training Attended	Faculty Symposium: McGraw Hill Learning Institute-Course Redesign. Atlantic City, NJ. Oct 18-19, 2012	Fall 2012
Meg Tarafdar	Workshop Conducted	"Using Reflection Activities in Your Classes" (CETL Workshop)	Fall 2012
Meg Tarafdar	Publication (Book Chapter)	"Teaching Eastern Perspectives in World Literature Courses: An Interdisciplinary Approach." *Teaching Literature in Community College: Traversing Practices*. McGraw Hill, 2012. (ISBN- 13: 978-0-07-812019-0 and ISBN-10: 0-07-812019-5)	Fall 2012
Meg Tarafdar	Conference Presentation	"Improving Intercultural Communication through service learning" *Intercultural Horizons Conferernce.* SUNY Global Center, Oct, 2012.	Fall 2012
Meg Tarafdar	Presentation (College)	"Writing a Narrative Essay utilizing Soft-Chalk." E-Learning presentation, Oct 2012	Fall 2012
Meg Tarafdar	College Service	Affirmative Action Rep-2012-13	Fall 2012
Meg Tarafdar	College Service	Study Abroad Advisor (Study Abroad Task Force)	Fall 2012
Meg Tarafdar	College Service	Committee Member-Cultural and Archival Resources	Fall 2012
Meg Tarafdar	College Service	Connect to Learn-C2L "Polished	Fall 2012

		Practices: Professional Development Report on Faculty e-Portfolios"	
Meg Tarafdar	Website Development	CETL Website development	Fall 2012
Meg Tarafdar	College Service as editor/compiler	Academic Affairs Bulletin	Fall 2012

Jane E Hindman	Workshop Conducted	Classroom Management	Spring 2013
Jane E Hindman	Workshop Conducted	Designing an Effective Syllabus	Spring 2013
Jane E Hindman	Workshop Conducted	Writing as a Way to Learn	Spring 2013
Jane E Hindman	Workshop Conducted	Effective Group Work	Spring 2013
Jane E Hindman	Presentation (College)	New Faculty Institute -- Professionalism	Spring 2013
Jane E Hindman	Presentation (College)	Assessment Institute – Publishing Assessment Work	Spring 2013
Jane E Hindman	Presentation (College)	SWIG Institute – Framework for High Impact Practices	Summer 2013
Jane E Hindman	Presentation (College)	Service Learning: Publishing results	Spring 2013
Jane E Hindman	Workshop conducted	Service Learning – Preparing for the CUE Conference	Spring 2013
Jane E Hindman	Materials created and workshops series conducted	Seminar Series: the Scholarship of Teaching and Learning	Spring 2013
Jane E Hindman	Workshop attended – POD Network in Higher Ed	Building the Missing Infrastructure: Developing Centers of Teaching and Learning	Spring 2013
Jane E Hindman	Workshop attended -- POD Network in Higher Ed	Professional Development for STEM Faculty	Spring 2013
Jane E Hindman	Conference Presentation -- CUE Conference	"Creating a Culture of SOTL at QCC" Collaboration w/ CETLs @ CUNY Central, LGCC and Brooklyn College	Spring 2013
Jane E Hindman	Conference Poster presentation: Conf. of International Society of SOTL Scholars and Mentors	Strategic Engagement: Supporting Faculty in Writing for Publication	Spring 2013
Jane E Hindman	Workshop attended	SOTL Project, Assessment, and Publications SOTL Campus Strategies	Spring 2013
Jane E Hindman	Workshop/training attended	C3iRG grant preparation	Spring 2013
Jane E Hindman	Workshop/training attended	City College: How Learning Works workshop	Spring 2013
Jane E Hindman	Conference attended	College Composition and Communication	Spring 2013

Jane E Hindman	Workshop/training attended– Conference on College Composition and Communication	Creating Campus-wide Impacts through Centers for Teaching and Learning	Spring 2013
Jane E Hindman	Conference/forum attended	English Language Learning Across the Disciplines – Hostos Community College	Spring 2013
Jane E Hindman	Website Development	CETL Website development	Spring 2013
Jane E Hindman	College Service	Academic Development Committee	Spring 2013
Jane E Hindman	College Service	Institutional Grants Group	Spring 2013
Jane E Hindman	College Service	CTL Directors CUNY-wide committee	Spring 2013
Jane E Hindman	College Service	SWIG Leadership Team	Spring and Summer 2013
Jane E Hindman	Grant Received (3rd of 3 PIs)	CUNY – OAA Student Success Research Projects	Spring 2013
Jane E Hindman	Service as a consultant	University of Illinois-Chicago Jennifer Tobin, Bette Bottoms (Vice Provost) Office of Undergraduate Affairs	Spring 2013
Jane E Hindman	Service as a reviewer/ editor/consultant	Over 20 appointments with QCC individuals or teams seeking assistance with publications, conference presentations or proposals, assessment plans, classroom practices	Spring and Summer 2013

D. DEPARTMENT CHANGES, 2012-2013

Type (from menu)	*Description of Change*	*Reason for Change*	*Date/Semester*	*Evaluation of Change**
New director	personnel		October 15, 2012	yes
New furniture	Facilities/space		Spring 2013	
New office built in suite (313)	Facilities/space		Fall 12	
Additional phone line 718-281-5082	facilities		Fall 12	
Fax and scanning capacity connected to existing copier/ scanner/fax machine	facilities		Spring 2013	
New seminar series: SOTL	Services		Spring 2013	yes

New publication "In the Spotlight"	services		Spring 2013	
New customized workshop for Nursing faculty	services		Spring 2013	
New Faculty Institute	services		Spring 2013	yes
Assessment Institute	Services		Spring 2013	yes
Advisory Board	organizational		Spring 2013	

*Please note that, if change has been too recent to evaluate, you may indicate NA.

E. ASSESSMENT AND EVALUATION, 2012-2013

*Key Performance Indicator**	*Target outcome(s) for Key Performance Indicator***	*Actual outcome(s)*	*Recommended action plan*	*Recommended status of Core Activity and KPI (see menu)*
Plan, develop, and coordinate a consistent number of professional development activities, including series of theme-based workshops	**Increase the volume of service and participation of full time and part time faculty**	**640 full and part time participants attended CETL-sponsored professional development activities (FA12 & SP13). Two theme-based workshops (Global and Diversity Learning and SOTL) were offered. In addition, at least 30 other faculty were served during individual consultations regarding their teaching and/or pedagogical research work.**		
Support faculty in conducting pedagogical research and SOTL	**Add 2 additional workshops to support faculty in pedagogy presentations, projects, and**	**6 session workshop re: SOTL was offered.** **Pedagogical research and best practices**		

	publications	**were emphasized in 21 of the articles and 70 of the conference presentations that full time faculty submitted in their activity reports to Dean of Research Paul Marchese. Part time faculty and HEOs do not submit list of pedagogical and presentations and publications**		
Encourage and support faculty in implementing innovative pedagogies to engage students	**Encourage 10 new faculty to integrate high impact learning experiences in their classrooms**			
Encourage and support faculty in utilizing instructional technology for engaging students	**Encourage 10 additional faculty across the disciplines to utilize instructional technology in their courses; increase the number of faculty offering hybrid courses by 10**			

Notes:
*The items in this column correspond to "indicators to be assessed" in part A, column 3.
**To be more effective and meaningful, assessment efforts should focus on selected KPIs each academic year; over time, assessments should be rotated through all the department's KPIs.

MENU

Completed	Core activity has been completed
Continuing	Core activity and KPI will continue as before
Modified	Core activity and KPI have been modified
Discontinued	Core activity and KPI have been discontinued

F. ASSESSMENT PLAN FOR NEW YEAR, 2013-2014

Core Activity (New Year)	*Key Performance Indicator (New Year)*	*Target Outcome(s)**	*Plan for Achieving Target Outcome*	*Divisional Head Approval (Date)*

*Targets indicated here will direct assessment efforts for the following year – see part A, column 3.

Before submitting your year-end report to the Assessment Office, please submit it to your divisional head for review and approval. The finished version submitted to the Assessment Office will be posted as a pdf document on the college's Assessment Web site.

CETL

Appendix D-5

CETL's mission is to enhance teaching potential and effectiveness across the college. Through workshops and programs, the Center brings faculty from all disciplines into contact with creative instructional practices and technologies. Using a collaborative approach and building on faculty strengths, CETL supports a campus culture that recognizes and values faculty role. CETL professional development spans teaching methodologies, faculty research and scholarship, collaboration across disciplines, assessment practices, cultural competence, and instructional technology for student engagement.

Core Activities and Performance		
Core Activity	**Key PI**	**Indicators**
Professional Development	Volume of service and participation	Yes
Encourage and support faculty in implementing innovative pedagogies to engage students	Number of faculty participating in high impact learning practices	Yes
Encourage and support faculty in utilizing instructional technology for engaging students	Number of faculty utilizing instructional technology to enhance their courses	No
Enhance teaching effectivemeness & research potential	Number of workshops and individual consultations to support faculty in pedagogy related presentations and publications	Yes
Support faculty in conducting pedagogical research and scholarship of teaching and learning (SOTL)	Number of faculty publications and presentations in SOTL	Yes

Department-Sponsored Staff Development Activities			
Activity Type	**Topic**	**Date**	**Total**
	Developing Faculty e-Portfolios-Session Four	4/27/2012	14
both			
	Service Learning 101	9/9/2011	27
	Selecting the Right Tools for Engaging Students	9/23/2011	22
	Reflection and Assessment Strategies	10/5/2011	26
	Creating Web-Enhanced Lessons and Activities	10/14/2011	24
	Instructional Technology and Assessment Tools	11/4/2011	22
	A Faculty Panel: Improving Intercultural Communication	11/9/2011	30
	New Trends in Instructional Technology	12/2/2011	14
	Nuts and Bolts for New Faculty	2/8/2012	20
	Developing Faculty e-Portfolios-Session One	2/10/2012	20
	Developing Faculty e-Portfolios-Session Two	3/9/2012	20
	Using Reflection Activities in Your Classes	3/12/2012	25
	Proposal Guidelines for Pedagogical Research Challenge Award	3/22/2012	21
	Developing Faculty ePortfolios-Session Three	3/30/2012	16

Department-Sponsored Staff Development Activities			
Activity Type	**Topic**	**Date**	**Total**
organized			
	Nuts & Bolts for New faculty	9/21/2011	12
	Pedagogical Research Projects Presentations	10/12/2011	36
	The New CUNY-Wide IRBs:An Overview	11/2/2011	15
	Con-Edison Service Learning Breakfast	11/4/2011	52
	Using eReserve for your Classes	11/7/2011	4
	Using the QCC Library for Teaching & Research	11/16/2011	5
	Evidence Based Practice in Nursing	11/16/2011	18
	Service Learning 101	1/5/2012	20
	How to use library's E-Reserve system for your courses	2/7/2012	5
	Using the QCC Library for Teaching & Research	2/16/2012	3
	Academic Publishing Workshop-Library Research	3/13/2012	12
	How do you Know if Your Students are really Learning?	3/14/2012	55
	The new CUNY-Wide IRBs	3/29/2012	14
	Service Learning-Family Day at the Farm	3/31/2012	130
	What a Difference a Fulbright Makes!	4/5/2012	10
	Faculty Panel: Honors courses in the humanities	4/18/2012	18
	Earth Day Celebration-Service Learning	4/25/2012	150
	Academic Service Learning Conversation	5/22/2012	50

Professional Achievements and Activities of Individual Staff					
Achievement Type	**Other**	**First Name**	**Last Name**	**Achievement**	**Semester**
Conference Presentation - published as proceedings					
		Meg	Tarafdar	"An Interdisciplinary Approach to Global Literacy: Teaching Eastern Perspectives in World Literature Courses" Transitions and Transactions: Literature Pedagogy in Community Colleges Conference at the Borough of Manhattan Community College, City University of New York.	Spring 2012
Conference Presentation, other					
		Meg	Tarafdar	"Avoiding Inter-cultural Miscommunication in the Classroom" Presenter (CUNY CUE Conference, College of Staten Island, CUNY)	Spring 2012
		Meg	Tarafdar	"Avoiding Inter-cultural Miscommunication in the Classroom" Presenter (NISOD Conference--International Conference on Teaching Excellence)	Spring 2012
		Meg	Tarafdar	"Using Technology and Media for Engaging Students"--Presenter (Successful Teaching Conference, Syracuse)	Fall 2011

Professional Achievements and Activities of Individual Staff					
Achievement Type	**Other**	**First Name**	**Last Name**	**Achievement**	**Semester**
		Meg	Tarafdar	"Building Campus-Community Partnerships"--Panelist (New York Campus Compact National Conference)	Fall 2011
		Meg	Tarafdar	"Using Technology and Media for Engaging Hispanic Students"--Presenter (HETS Best Practices Showcase-Puerto Rico)	Spring 2012
		Meg	Tarafdar	Presenter-"Using Technology and Media for Engaging Hispanic Students ." HETS Best Practices Showcase, Inter-American University, San Juan, Puerto Rico, Feb 16-17, 2012.	Spring 2012
Conference, workshop, training attended					
		Meg	Tarafdar	"Blended Learning Best in Class: Flipping the Large Enrollment Lecture" ECHO Training.	Spring 2012
		Meg	Tarafdar	"E-Portfolio and Pedagogy" Making Transfer Connection-Laguardia CC-CUNY	Spring 2011
		Meg	Tarafdar	"E-Portfolio and Assessment"--Making Transfer Connection (LaGuardia Community College-CUNY)	Spring 2011
		Meg	Tarafdar	"Academically Adrift" Richard Arum Lecture, Sept 22, 2011, York College, CUNY	Fall 2011
		Meg	Tarafdar	"Future of Higher Education" (Dec 8-9)-Center for Public Scholarship, New School, NY.	Fall 2011
		Meg	Tarafdar	"Teaching and Learning in the Cloud" SUNY Conference on Higher Education	Fall 2011
Grants awarded (title, awarding agency, amount and period of award)					
		Meg	Tarafdar	PSC-CUNY Grant-$3000 for Summer 2011- "Enhancing Intercultural Competence: A Professional Development Model for the Workplace" (July 2011)	Summer 2011
Lecture (Invited)					
		Meg	Tarafdar	"Food Metaphor in Asian-American Works" Speaker-Food Diversity Day-QCC-CUNY (Health & Physical Ed dept)	Fall 2011
		Meg	Tarafdar	Presenter-"Writing for Publication"-Faculty Event-SWIG (Student Wiki Interdisciplinary Group) -QCC-CUNY	Spring 2012
		Meg	Tarafdar	"Improving Intercultural Communication in the Classroom" (City College-CUNY)	Spring 2012

Professional Achievements and Activities of Individual Staff					
Achievement Type	**Other**	**First Name**	**Last Name**	**Achievement**	**Semester**
Other please describe below					
		Meg	Tarafdar	"Increasing Intercultural Competence: Communicating Across Cultures"	Spring 2011
		Meg	Tarafdar	"Teaching with Technology" (Pedagogy Seminar Series-QCC-CUNY)	Spring 2011
Service as a reviewer/editor/ consultant					
		Meg	Tarafdar	Reviewed grant proposals for "Disney Friends for Change"--YSA (Youth Service America) grant	Spring 2012
Service to department, College, University, community, and/or professional society					
		Meg	Tarafdar	Consultant to the Committee on Cultural and Archival Resources(CAR) for designing a seminar series on utilizing cultural and archival resources in the courses.	Spring 2012
		Meg	Tarafdar	Designed a brochure ("Opportunities for faculty participation") for distribution at the college-wide faculty meeting organized by Academic Affairs	Spring 2012
		Meg	Tarafdar	Co-Coordinator--Academic Service Learning (High Impact Strategy) at Queensborough	Spring 2012
		Meg	Tarafdar	"Web 2.0 Tools" eLearning Institute-Presenter & committee member	Summer 2011
		Meg	Tarafdar	Search Committee Member--Accounting Faculty, Business Dept, QCC	Spring 2012
		Meg	Tarafdar	Committee Member--Affirmative Action Committee, QCC	Spring 2012
		Meg	Tarafdar	Program Advisor-FulbrightU.S. Scholar Program	Spring 2011
		Meg	Tarafdar	"Academic Service-Learning 101" Presenter and facilitaror (QCC-Service Learning Program)	Fall 2011
Web Site Development					
		Meg	Tarafdar	CETL Wiki--Developed and compiled resources for faculty development initiatives at QCC	Fall 2011

Changes in Department within Last Year			
Change Type	**Change**	**Reason**	**Semester**
Equipment			
	Old computers and furniture were disposed off from CETL workshop room. There has been an addition of 23 iMacs, podium, projector, and display screen.	The change in furniture and equipment was necessary for the configuration of a multimedia room for faculty/staff.	Spring 2012
Facilities/Space			
	CETL's workshop room is being modified into a multimedia room with computers, podium, and projector for conducting workshops.	There is a need for computer-equipped facilities for faculty development.	Spring 2012
Services			
	CETL published the first issue of Academic Affairs digital bulletin (Spring 2012) dedicated to QCC's professional activities for faculty and staff.	Because of the broad range of events and workshops at Queensborough, there is a need for streamlining the process of announcements for college-wide promotion.	Spring 2012

Assessment and Evaluation				
KPI	**Target Outcome**	**Actual Outcome**	**Action Plan**	**Status**
Volume of service and participation	Increase the volume of service and participation of full time and part time faculty and staff	1002 attendees participated in CETL-sponsored initiatives (Fall 2011 & Spring 2012 combined). This number has increased from 880 attendees last year	Continue to build a series of theme-based workshops. Utilize the OAA bulletin to disseminate information about professional activities for faculty and staff.	Continuing
Teaching effectiveness and research potential	Increase the implementation of high impact practices (such as service learning, ePortfolios, etc.) and pedagogical publications.	Additional 40 faculty members have successfully integrated service learning as one of the high impact practices; Fourteen faculty members have successfully created faculty ePortfolios for the first time; Pedagogical research and best practices were emphasized in 19 publications and 71 presentations	Continue to offer workshops on integrating high impact strategies into the freshman academies; Offer support for pedagogical research	Continuing

Assessment Plan			
Core Activity	**KPI**	**Target Outcome**	**Plan**
Plan, develop, and coordinate a consistent number of professional development activities	Increase the volume of service and participation for full time and part time faculty	Increase cohort-based workshop participation and professional development by 10%	Utilize the OAA digital bulletin, emails, and targetted announcement efforts to enhance faculty interest in participating in CETL activities.
Encourage and support faculty in implementing innovative pedagogies to engage students	Increase the number of faculty participating in service learning, ePortfolios, and other high impact learning experiences	Encourage 10 new faculty to integrate high impact learning experiences in their courses	Continue to offer workshops and individual consultations to support faculty

Assessment Plan			
Core Activity	**KPI**	**Target Outcome**	**Plan**
Encourage and support faculty in utilizing instructional technology for engaging students	Increase the number of workshops on instructional technology and increase the number of faculty utilizing instructional technology in their classes	Encourage 10 additional faculty (from across the disciplines) to utilize instructional technology in their courses; increase 10 additional faculty to offer hybrid classes	Continue to offer workshops on integrating technology in the classes
Support faculty in conducting pedagogical research and scholarship of teaching and learning (SOTL)	Offer additional workshops and individual consultations to support the number of faculty projects in SOTL and pedagogical research, publications, and presentations	Increase two additional workshops to support faculty in pedagogy presentations, projects, and publications	Announce upcoming opportunities & call for proposals; inform faculty about opportunities for collaboration, publication, workshop, research, grants, etc.

CETL

Appendix D-6

CETL's mission is to enhance teaching potential and effectiveness across the college. Through workshops and programs, the Center brings faculty from all disciplines into contact with creative instructional practices and technologies. CETL focuses its activities on three main areas: Pedagogical Research, Instructional Technology, and the High Impact Activities of the Freshman Academies, based on Queensborough's General Education objectives. CETL professional development spans teaching methodologies, faculty research and scholarship, collaboration across disciplines, assessment, instructional technology for student engagement, and Inclusive Excellence.

Core Activities and Performance		
Core Activity	**Key PI**	**Indicators**
Professional Development	Volume of service and participation	Yes
Encourage and support faculty in implementing innovative pedagogies to engage students	Number of faculty participating in service learning as a high impact learning experience	Yes
Encourage and support faculty in utilizing instructional technology for engaging students	Number of faculty presentations/publications on pedagogy & technology	No
Enhancing teaching effectiveness & research potential	Pedagogy-related presentations and publications	Yes
Leadership	Presentations, collaborations, and campus outreach	No
Support faculty in conducting pedagogical research and Scholarship of Teaching and Learning	Number of faculty publications/presentations in SOTL	Yes

Department-Sponsored Staff Development Activities			
Activity Type	**Topic**	**Date**	**Total**
both			
	Service Learning 101 -Session One	8/27/2010	20
	Service Learning 101-Session Two	9/1/2010	12
	Nuts and Bolts for New Faculty	9/15/2010	15
	Generating Ideas for pedagogy projects-SOTL	9/16/2010	30
	How to incorporate reflection activities into Service Learning courses	9/22/2010	22
	Pedagogy Seminar on Instructional Technology: Selecting the right tools for engaging students	10/1/2010	15
	Pedagogy Seminar on Instructional Technology: Creating technology-enhanced lessons and	10/29/2010	17
	Pedagogy Seminar on Instructional Technology: Technology and Assessment tools	11/19/2010	18
	Pedagogy Seminar on Instructional Technology: Presentations by faculty cohort members	12/10/2010	16
	Pedagogy Seminar on Instructional Technology:	2/18/2011	15
	Using Reflection Activities in Your Classes	2/25/2011	22
	Pedagogy Seminar on Instructional Technology:	3/18/2011	17

Department-Sponsored Staff Development Activities			
Activity Type	**Topic**	**Date**	**Total**
	Pedagogy Seminar on Instructional Technology:Instructional Technology and Assessment tools	4/15/2011	14
	Pedagogy Seminar on Instructional Technology: Faculty Presentations	5/20/2011	12
	Service Learning and reflection	6/2/2011	14
	Workshop on Pedagogical proposal guidelines	6/10/2011	14
gave presentations			
	Service Learning Breakfast for community partners	10/15/2010	42
	What a Difference a Fulbright Makes! A workshop on applying for a Fulbright grant	4/7/2011	8
organized			
	Inclusive Excellence Film Screening and panel for faculty and students (who participated in inclusive lesson plans & pedagogies)	9/29/2010	84
	Collecting and measuring data for pedagogical research-SOTL	9/30/2010	21
	E-Reserves Workshop	10/5/2010	4
	Faculty Presentations of pedagogical research projects-SOTL	10/6/2010	45
	Steps in applying to the Institutional Review Board (IRB) for pedagogy projects-SOTL	10/21/2010	14
	Getting your work published -SOTL	11/4/2010	12
	Second Language Acquisition Colloquium: Teaching Speech to English Language Learners	11/17/2010	32
	Service Learning Celebration for SL faculty, students & community partners	12/1/2010	47
	Service-Learning 101 Workshop	1/6/2011	22
	Service-Learning Institute: "Achieving the Potential of Community-Campus Partnerships"	1/25/2011	80
	Library Workshop: "Incorporating the Use of the Library's E-Reserve Into Your Courses"	2/24/2011	6
	Academic Integrity & the 21st Century Students	2/24/2011	28
	Fishbowl Event: Faculty perspectives on Instructional Technology	3/2/2011	18
	Library Workshop: "Using the QCC/CUNY Libraries for Teaching and Research"	3/3/2011	7
	Understanding Difference: Increasing Intercultural Competence -Session One	3/3/2011	17
	Understanding Difference: Increasing Intercultural Competence -Session Two	3/10/2011	10
	eLearning Symposium: "An opportunity to inspire and be inspired"	3/17/2011	25
	Crossing the Boundaries of Language and Culture in Our Pedagogy: A Faculty Panel	3/23/2011	24
	CETL Focus Groups	5/11/2011	22
	Service Learning Celebration for Faculty and Students	5/18/2011	42

Professional Achievements and Activities of Individual Staff					
Achievement Type	**Other**	**First Name**	**Last Name**	**Achievement**	**Semester**
Conference Presentation - published as proceedings					
		Meg	Tarafdar	Co-Presenter: "Using Wikis for faculty development" Oct 2010 Stem-Tech Conference, League for Innovation, Florida	Fall 2010

Professional Achievements and Activities of Individual Staff					
Achievement Type	**Other**	**First Name**	**Last Name**	**Achievement**	**Semester**
		Meg	Tarafdar	"No Child Left Inside"--AACC Horizon Project Evaluation Conference presentation	Spring 2011
Conference Presentation, other					
		Meg	Tarafdar	"Being Global: Global Awareness & Study Abroad" (Eighth Conf of the College: Expanding Borders of the Classroom)--Panelist	Spring 2011
		Meg	Tarafdar	"Developing a sustainable service learning program"; Panelist; General Education Conference, York College-CUNY.	Spring 2011
		Meg	Tarafdar	"No Child Left Inside: Service Learning Partnerships with P-12 Students"-NISOD Conference	Spring 2011
Conference, workshop, training attended					
		Meg	Tarafdar	Making Transfer Connections event, this on ASSESSMENT	Spring 2011
		Meg	Tarafdar	The Power of Partnerships: Transforming Students and Communities Through Service-Learning", Columbia University (NYMaps)	Spring 2011
		Meg	Tarafdar	"Metamorphoses: Clothing in Motion from Early Cinema to Contemporary Fashion Film" CUNY Graduate Center	Spring 2011
		Meg	Tarafdar	"Increasing Intercultural Competence" (A workshop to increase individual and group effectiveness across cultural differences)	Spring 2011
		Meg	Tarafdar	Making Transfer Connections event, this on EPORTFOLIO and PEDAGOGY-LaGuardia Community College	Spring 2011
		Meg	Tarafdar	Seminar: "Metamorphoses: Clothing in Motion from Early Cinema to Contemporary Fashion Film" CUNY Graduate Center	Spring 2011
		Meg	Tarafdar	CUNY Conference on "Copyright and Fair Use" (BMCC-CUNY)	Spring 2011
		Meg	Tarafdar	Webinar-Intercultural competence	Fall 2010
		Meg	Tarafdar	CUNY IT Conference	Fall 2010
Lecture (Invited)					
		Meg	Tarafdar	"Pedagogy & Blackboard Basics" eLearning Institute-Presenter	Summer 2010

Professional Achievements and Activities of Individual Staff					
Achievement Type	**Other**	**First Name**	**Last Name**	**Achievement**	**Semester**
		Meg	Tarafdar	"Web 2.0 Tools & Social Media" eLearning Institute-Presenter	Summer 2010
Materials Development					
		Meg	Tarafdar	eLearning Development Program, QCC	Summer 2010
Service as a reviewer/editor/ consultant					
		Meg	Tarafdar	Reviewed proposals for selection of faculty participants for the eLearning development cohort June 2010, Jan 2011, and June 2011	Spring 2011
		Meg	Tarafdar	Reviewed proposals for the Pedagogical Research Challenge Awards (Oct 2010)	Fall 2010
Service to department, College, University, community, and/or professional society					
		Meg	Tarafdar	Consultant to the Committee on Cultural and Archival Resources(CAR)	Spring 2011
		Meg	Tarafdar	Designed and deployed an online survey of faculty & staff partcipation in CETL activities	Spring 2011
		Meg	Tarafdar	"What a Difference a Fulbright Makes" --Presenter	Spring 2011
		Meg	Tarafdar	"Instructional Technology & Assessment" --Presenter & facilitator	Spring 2011
		Meg	Tarafdar	"Teaching with Technology"--Presenter & facilitator	Spring 2011
		Meg	Tarafdar	"Service Learning 101"-Presenter & Facilitator	Fall 2010
		Meg	Tarafdar	"Nuts and Bolts for New Faculty"-Presenter & facilitator	Fall 2010
		Meg	Tarafdar	"Overview of Pedagogical Challenge Award"--Presenter and facilitator	Fall 2010
		Meg	Tarafdar	"Service Learning & Reflection"--Presenter	Fall 2010
		Meg	Tarafdar	"Selecting the right tools for engaging students" --presenter & facilitator	Fall 2010
		Meg	Tarafdar	"Creating Tech-enhanced lessons and activities" --Presenter & facilitator	Fall 2010
		Meg	Tarafdar	"Instructional Technology & Assessment Tools"--Presenter & facilitator	Fall 2010
		Meg	Tarafdar	Co-Coordinator-Service Learning – High Impact Strategies, Freshman Academies	Fall 2010

Professional Achievements and Activities of Individual Staff					
Achievement Type	**Other**	**First Name**	**Last Name**	**Achievement**	**Semester**
		Meg	Tarafdar	Co-Coordinator-Professional Development-Sustainability Council	Fall 2010
		Meg	Tarafdar	Advisory Board member, QCC Study Abroad Program	Fall 2010
		Meg	Tarafdar	Campus-Representative-Fulbright Program Advisor	Fall 2010
		Meg	Tarafdar	Search Committee Member-Faculty & Staff Searches (Academic Affairs & CETL)	Fall 2010
		Meg	Tarafdar	Committee Member, Directors of CUNY Teaching & Learning Centers	Fall 2010
		Meg	Tarafdar	"Web 2.0 Tools" eLearning Institute-Presenter & committee member	Spring 2011
		Meg	Tarafdar	"Best Practices in Using Instructional Tech"--Presenter & facilitator	Spring 2011
		Meg	Tarafdar	"Using Reflection Activities in your classes" --Presenter & facilitator	Spring 2011
		Meg	Tarafdar	Search Committee Member--New Community College search committee (Professional Development)	Spring 2011
Web Site Development					
		Meg	Tarafdar	Developed and compiled wiki material related to CETL workshops and OAA campus conversations	Spring 2011

Changes in Department within Last Year			
Change Type	**Change**	**Reason**	**Semester**
Equipment			
	Disposed off CETL's old copier and obtained a new one. Disposed off old printer and obtained a new printer for CETL's workroom.	The old copier was not working.	Fall 2010
	Disposed off old printer from CETL's workshop room and obtained a used printer from Academic Computing Center.	The old printer was not functioning properly.	Spring 2011
Personnel			
	No CETL Associate for Pedagogical Research was available to offer workshops on SOTL during the Spring semester.	Dr. Cheryl Bluestone, CETL Associate for Pedagogical Research was on Sabbatical leave.	Spring 2011
Services			
	CETL is now involved in supporting Queensborough's eLearning initiative to develop a high-quality, state-of-the-art eLearning program.	The eLearning development program (which was launched in summer 2010) supports faculty cohorts in developing online and hybrid courses and in reviewing the program's objective of increasing students' success rates in blended and fully asynchronous classes.	Fall 2010

Changes in Department within Last Year			
Change Type	**Change**	**Reason**	**Semester**
	CETL Study	Self Review	Spring 2011

Assessment and Evaluation				
KPI	**Target Outcome**	**Actual Outcome**	**Action Plan**	**Status**
Volume of service and participation	Increase the number of participants in CETL activities by 10%	880 attendees (Fall 2010 and Spring 2011 combined)--an increase of more than 30% from last year's participation	Offer theme-based faculty development workshops and create an integrated approach that ties in with college wide initiatives and priorities.	Continuing
Teaching effectiveness and research potential	Increase the implementation of high impact practices (such as service Learning)and pedagogical publications	The number of faculty who have integrated service learning as one of the high impact practices has increased by more than 10%; Pedagogical research was emphasized in 18 publications and 40 presentations in 2010-11	Continue to offer workshops on integrating high impact strategies into the freshman academies; Offer support for pedagogical research	Continuing

Assessment Plan			
Core Activity	**KPI**	**Target Outcome**	**Plan**
Professional Development	Volume of service and participation	Increase volume of service and participation by 10%	Implement the recommendations of the CETL study to modify programs and services
Encourage and support faculty in implementing innovative pedagogies to engage students	Number of faculty participating in service learning and other high impact learning experiences	Encourage 10 new faculty to integrate high imact learning experiences in their courses;	Continue to offer workshops and individual consultations to support faculty
Encourage and support faculty in utilizing instructional technology for engaging students	Number of faculty presentations and publications on pedagogy and technology	20 faculty from across the disciplines will be encouraged to utilize instructional technology in their courses	A cohort of twenty faculty members (10 in Fall and 10 in Spring) will be selected to participate in CETL's pedagogy seminar series on instructional technology
Leadership	Presentations, collaborations, and campus outreach	Coordinate events and presentations on high impact strategies, online pedagogies, and SOTL	Motivate faculty to collaborate on interdisciplinary projects and presentations
Support faculty in conducting pedagogical research and publishing	Number of faculty presentations and publications in SOTL	Number of pedagogy presentations, projects, and publications	Announce upcoming opportunities & call for proposals; inform faculty about possibilities for collaboration

APPENDIX E: PEDAGOGICAL RESEARCH

QUEENSBOROUGH COMMUNITY COLLEGE, CUNY

PEDAGOGICAL RESEARCH CHALLENGE AWARDS
FUNDED PROJECTS 2008-9 TO 2013-14

2013 - 2014

- Wenli Guo (Physics); Weier Ye (Academic Literacy) --

  "A Co-teaching Interdisciplinary Approach to Student Learning: Enhancing Conceptual Understanding of Physics via Summarizing Strategies"

- Kimberly Banks (English)

  "Using Collaborative Learning Techniques to Design More Effective Peer Review in the Generation and Revision Stages of Writing"

- Sunil Dehipawala (Physics); Vazgen Shekoyan (Physics); Haishen Yao (Mathematics and Computer Science)

  "The Impact of Mathematics Facilitation in Physics Courses"

2012 - 2013

- Rose-Marie Aikas (Social Sciences); Elizabeth DiGiorgio (Art & Design); Isabella Lizzul (Health, Physical Education and Dance); Sebastian Murolo (Business); Marcia Morrison (Social Sciences); Lana Zinger (HPED)

  "Developing Interdisciplinary Instruments for critical reflection"

- Wei Lai (Foreign Languages and Literatures); Maan Lin (Foreign Languages and Literatures)

  "Computer-Assisted Language Learning: Enhancing character recognition and reading comprehension in Elementary Chinese"

- Aaron Slodounik (Art & Design); Andrea Salis (HPED); Beth Counihan (English)

  "Analytical Writing in the Community College Classroom: An Interdisciplinary Study of the Effectiveness of Self-Regulated Strategy Instruction"

2011 - 2012

- G. Michael Guy (Mathematics & Computer Science); Jonathan Cornick (Mathematics & Computer Science)

  "More than Math: Cultivating Learning-Centered Classroom Communities"

- Tirandai Hemraj-Benny (Chemistry)

  "Teaching Chemistry to Community College Non-Science Majors by Active Learning Methods Utilizing Art Related Topics"

- Amy Traver (Social Sciences); Edward Volchok (Business)

  "What are the Mediating Variables and Retention Effects of Community College Students' Perceptions of Community in Blended Courses?"

2010 - 2011

- Urszula Golebiewska (Biology); Cary Lane (BasicSkills)

  "Learning Impacts of Effective Note-Taking in Biological Sciences"

- Lorraine Cupelli (Nursing); Sharon Ellerton (Biology); Arlene Kemmerer (Basic Skills); Josephine Pantaleo (Basic Skills)

  "Scaffolding Peer Mentoring Across the Curriculum"

- Anita Ferdenzi (Social Science); Sandra Peskin (Mathematics); Vazgen Shekoyan (Physics)

  "An Interdisciplinary Investigation of the Effects of Constructivist Pedagogy in a Physics/Education Learning Community Class: Physics Achievement, Metacognitive Awareness, Anxiety and Self-Efficacy in Math and Science"

2009 - 2010

- Shele Bannon (Business Department)

  "Case Studies & Critical Thinking in Introductory Business Courses"

- Tina Bayer (Nursing), Urszula Golebiewska (Biology), and Richard Pollak (Biology)

  "A Collaborative Partnership between the Departments of Nursing and Biology to examine the pedagogical benefits of Classroom Response Systems (Clickers)"

- Patricia M. Burke (Nursing); Cheryl Spencer (Nursing); and Patricia Facquet (Nursing)

  "The Effects of Simulation on the Education of Nursing Students"

- Beth Counihan (English) and Lauren Most (CUNY Language Immersion program)

  "The ESOL Literacy Narrative Storytelling Project"

- Barbara Elias (Basic Skills)

“Does Explicit Grammar instruction Improve Student Writing?”

- Joanne Snider (Business)

“Project Based learning for Business Students Creation of a Business Plan as a Learning Device”

- Liisa Yonker (Speech Communication and Theatre Arts): Georgina Colalillo (Nursing); and Barbara Blake-Campbell (Nursing)

“Enhancing Communication Skills Using Patient Actors in Simulation Scenarios”

2008 - 2009

- Andrew Nguyen (Biology) and Mangala Tawde (Biology)

"Web-based Tutorial Support for Academic Success in Anatomy and Physiology"

- Angela Poulakidas (Business) and Matthew Taylor (Psychology)

"The Effect of Quiz Timing and Levels of Exam Question Exposure on Exam Scores"

- Andrea Salis (Health, Physical Education and Dance)

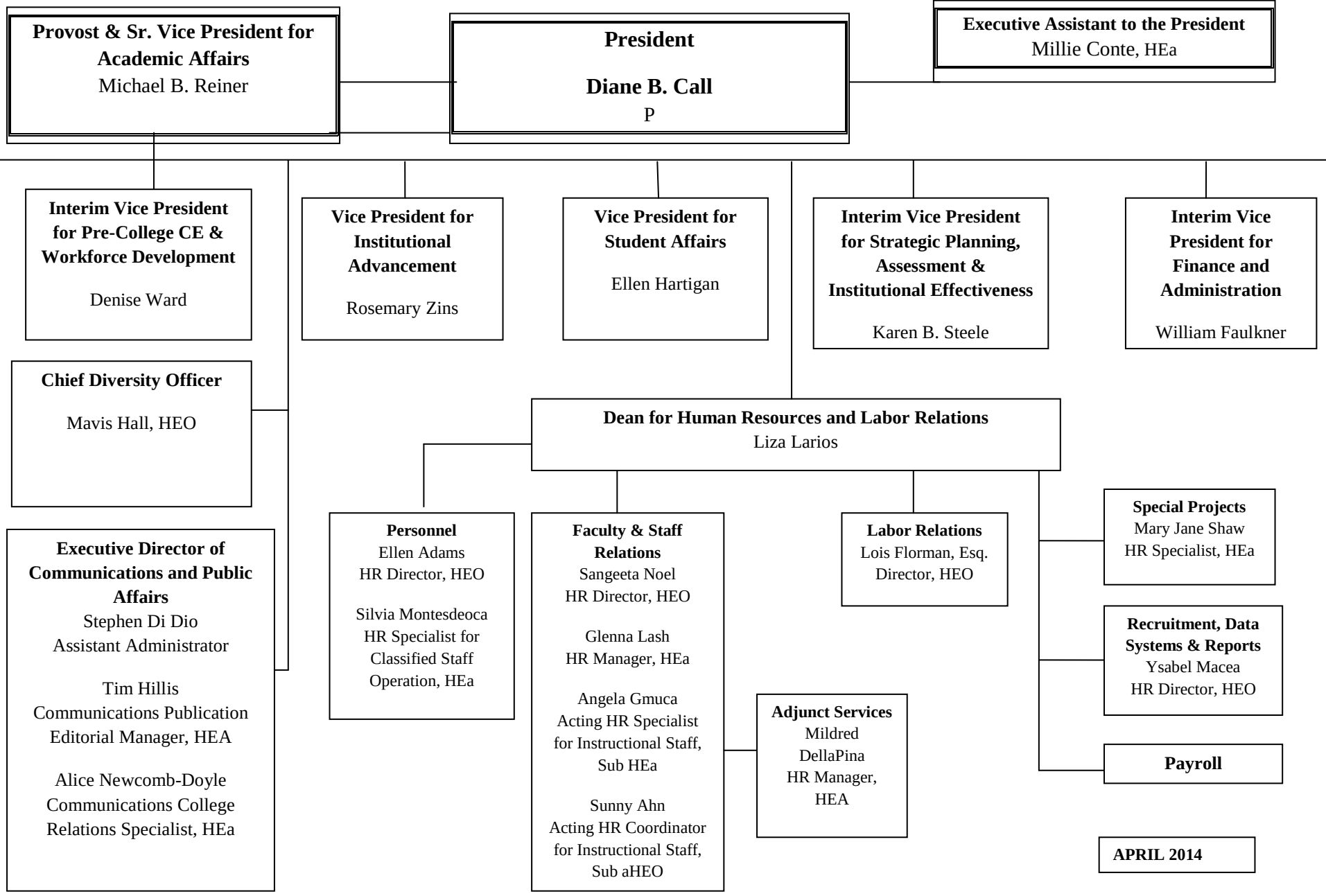
"The Effects of Physical Activity on Recall and Learning"

- Margot Edlin (Basic Skills); Anita Ferdenzi (Education); and Ann Liao (Speech Communication)

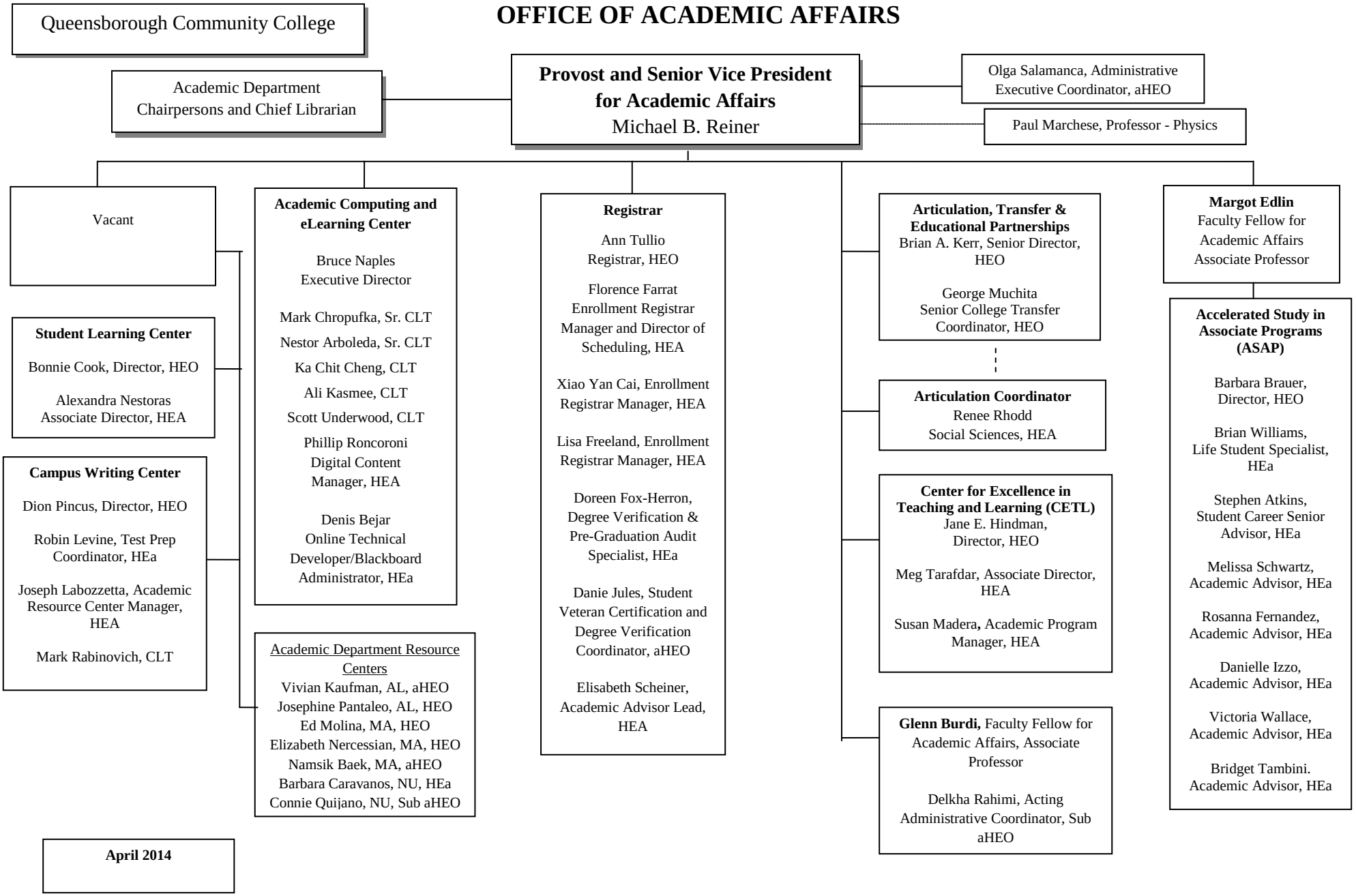
"The Effects of Students Perceived Self-efficacy on Persistence and GPA"

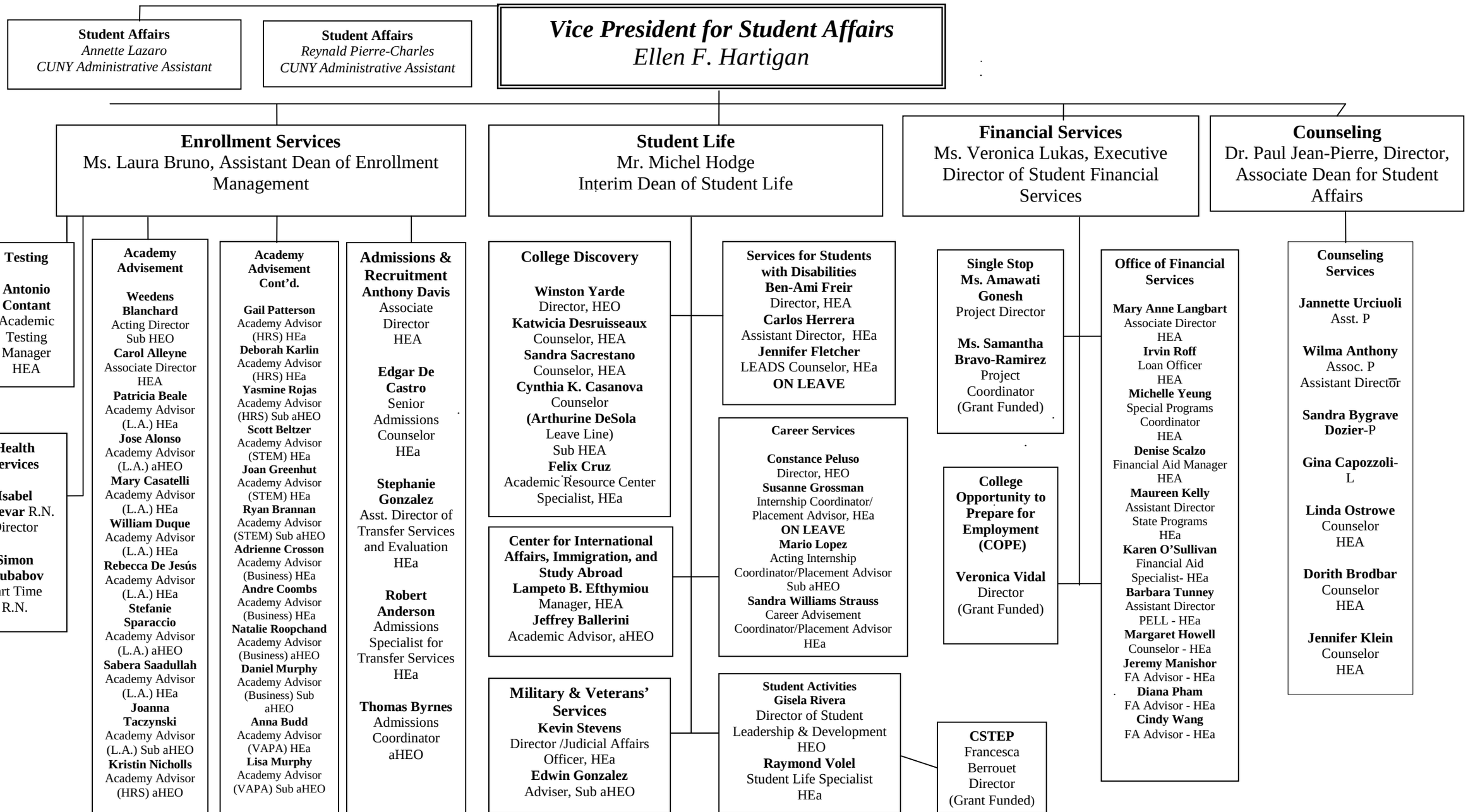
APPENDIX F: ORGANIZATIONAL CHART

Queensborough Community College



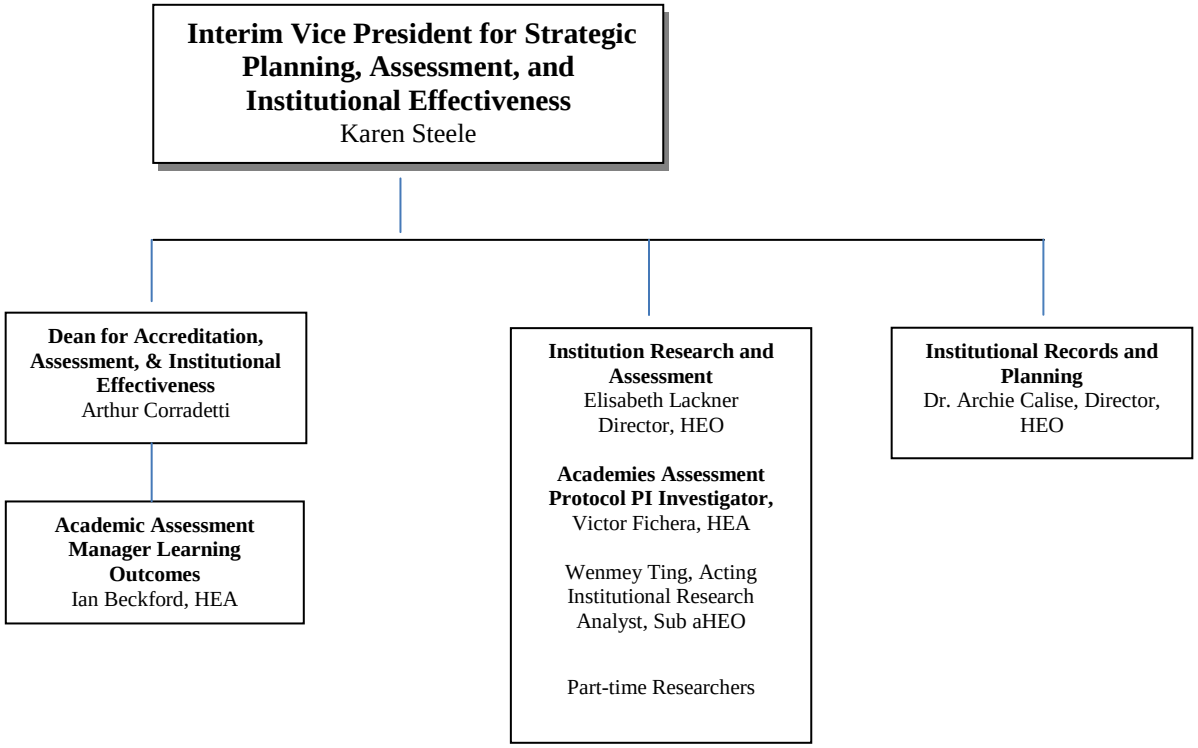
OFFICE OF ACADEMIC AFFAIRS




Student Affairs
Annette Lazaro
CUNY Administrative Assistant
Student Affairs
Reynald Pierre-Charles
CUNY Administrative Assistant
Vice President for Student Affairs
Ellen F. Hartigan
Enrollment Services
Ms. Laura Bruno, Assistant Dean of Enrollment Management
Student Life
Mr. Michel Hodge
Interim Dean of Student Life
Financial Services
Ms. Veronica Lukas, Executive Director of Student Financial Services
Counseling
Dr. Paul Jean-Pierre, Director, Associate Dean for Student Affairs
Testing
Antonio Contant
Academic Testing Manager
HEA
Health Services
Isabel Hocevar R.N.
Director
Simon Ulubabov
Part Time
R.N.
Academy Advisement
Weedens Blanchard
Acting Director
Sub HEO
Carol Alleyne
Associate Director
HEA
Patricia Beale
Academy Advisor
(L.A.) HEa
Jose Alonso
Academy Advisor
(L.A.) aHEO
Mary Casatelli
Academy Advisor
(L.A.) HEa
William Duque
Academy Advisor
(L.A.) HEa
Rebecca De Jesús
Academy Advisor
(L.A.) HEa
Stefanie Sparaccio
Academy Advisor
(L.A.) aHEO
Sabera Saadullah
Academy Advisor
(L.A.) HEa
Joanna Taczynski
Academy Advisor
(L.A.) Sub aHEO
Kristin Nicholls
Academy Advisor
(HRS) aHEO
Academy Advisement Cont'd.
Gail Patterson
Academy Advisor
(HRS) HEa
Deborah Karlin
Academy Advisor
(HRS) HEa
Yasmine Rojas
Academy Advisor
(HRS) Sub aHEO
Scott Beltzer
Academy Advisor
(STEM) HEa
Joan Greenhut
Academy Advisor
(STEM) HEa
Ryan Brannan
Academy Advisor
(STEM) Sub aHEO
Adrienne Crosson
Academy Advisor
(Business) HEa
Andre Coombs
Academy Advisor
(Business) HEa
Natalie Roopchand
Academy Advisor
(Business) aHEO
Daniel Murphy
Academy Advisor
(Business) Sub aHEO
Anna Budd
Academy Advisor
(VAPA) HEa
Lisa Murphy
Academy Advisor
(VAPA) Sub aHEO
Admissions & Recruitment
Anthony Davis
Associate Director
HEA
Edgar De Castro
Senior Admissions Counselor
HEa
Stephanie Gonzalez
Asst. Director of Transfer Services and Evaluation
HEa
Robert Anderson
Admissions Specialist for Transfer Services
HEa
Thomas Byrnes
Admissions Coordinator
aHEO
College Discovery
Winston Yarde
Director, HEO
Katwicia Desruisseaux
Counselor, HEA
Sandra Sacrestano
Counselor, HEA
Cynthia K. Casanova
Counselor
(Arthurine DeSola
Leave Line)
Sub HEA
Felix Cruz
Academic Resource Center Specialist, HEa
Center for International Affairs, Immigration, and Study Abroad
Lampeto B. Efthymiou
Manager, HEA
Jeffrey Ballerini
Academic Advisor, aHEO
Military & Veterans' Services
Kevin Stevens
Director /Judicial Affairs Officer, HEa
Edwin Gonzalez
Adviser, Sub aHEO
Services for Students with Disabilities
Ben-Ami Freir
Director, HEA
Carlos Herrera
Assistant Director, HEa
Jennifer Fletcher
LEADS Counselor, HEa
ON LEAVE
Career Services
Constance Peluso
Director, HEO
Susanne Grossman
Internship Coordinator/ Placement Advisor, HEa
ON LEAVE
Mario Lopez
Acting Internship Coordinator/Placement Advisor
Sub aHEO
Sandra Williams Strauss
Career Advisement Coordinator/Placement Advisor
HEa
Student Activities
Gisela Rivera
Director of Student Leadership & Development
HEO
Raymond Volel
Student Life Specialist
HEa
Single Stop
Ms. Amawati Gonesh
Project Director
Ms. Samantha Bravo-Ramirez
Project Coordinator
(Grant Funded)
College Opportunity to Prepare for Employment (COPE)
Veronica Vidal
Director
(Grant Funded)
CSTEP
Francesca Berrouet
Director
(Grant Funded)
Office of Financial Services
Mary Anne Langbart
Associate Director
HEA
Irvin Roff
Loan Officer
HEA
Michelle Yeung
Special Programs Coordinator
HEA
Denise Scalzo
Financial Aid Manager
HEA
Maureen Kelly
Assistant Director State Programs
HEa
Karen O'Sullivan
Financial Aid Specialist- HEa
Barbara Tunney
Assistant Director PELL - HEa
Margaret Howell
Counselor - HEa
Jeremy Manishor
FA Advisor - HEa
Diana Pham
FA Advisor - HEa
Cindy Wang
FA Advisor - HEa
Counseling Services
Jannette Urciuoli
Asst. P
Wilma Anthony
Assoc. P
Assistant Director
Sandra Bygrave Dozier-P
Gina Capozzoli-L
Linda Ostrowe
Counselor
HEA
Dorith Brodbar
Counselor
HEA
Jennifer Klein
Counselor
HEA

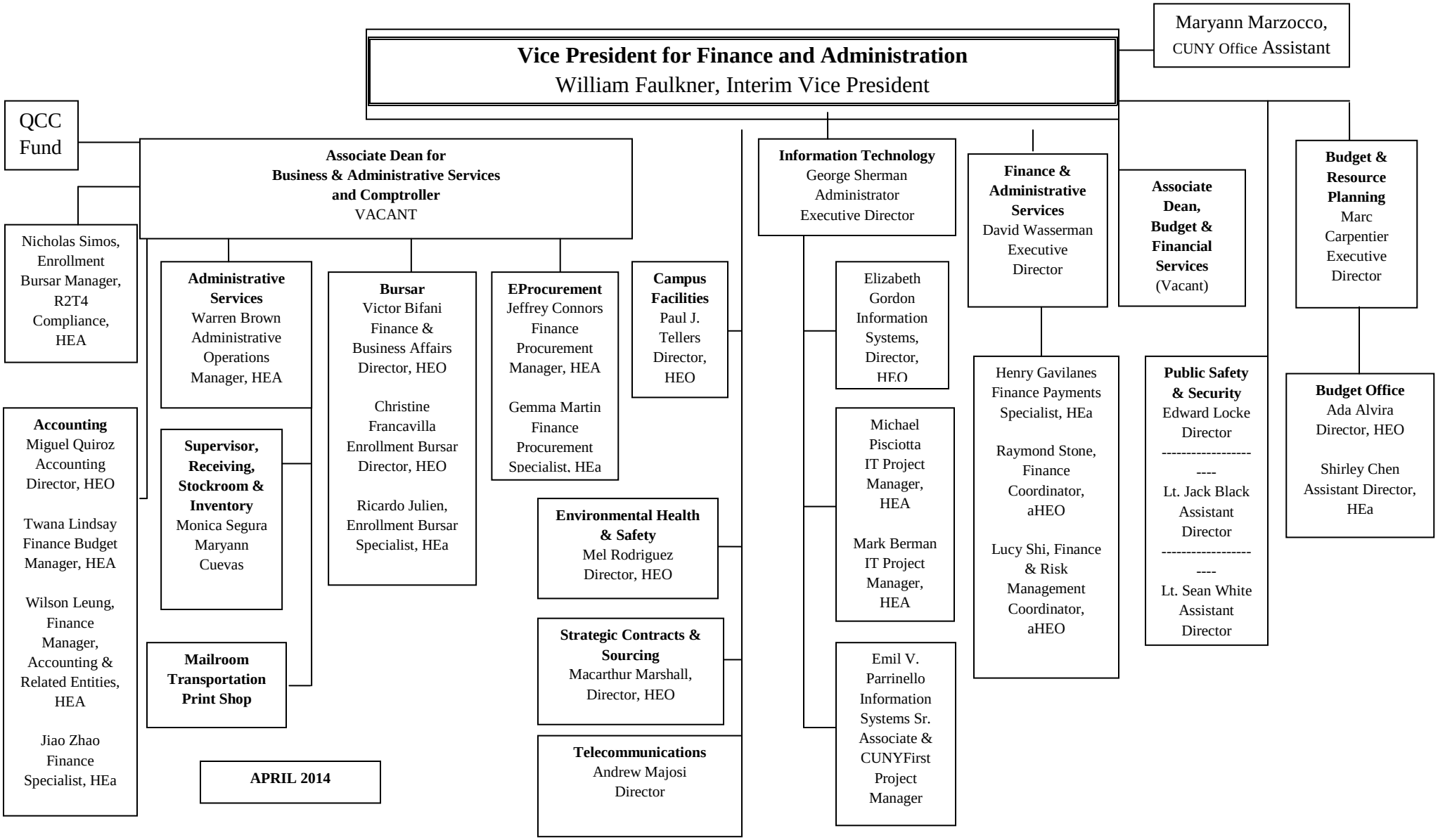
Appendix F-4: Office of Strategic Planning, Assessment, and Institutional Effectiveness

OFFICE OF STRATEGIC PLANNING, ASSESSMENT, AND INSTITUTIONAL EFFECTIVENESS



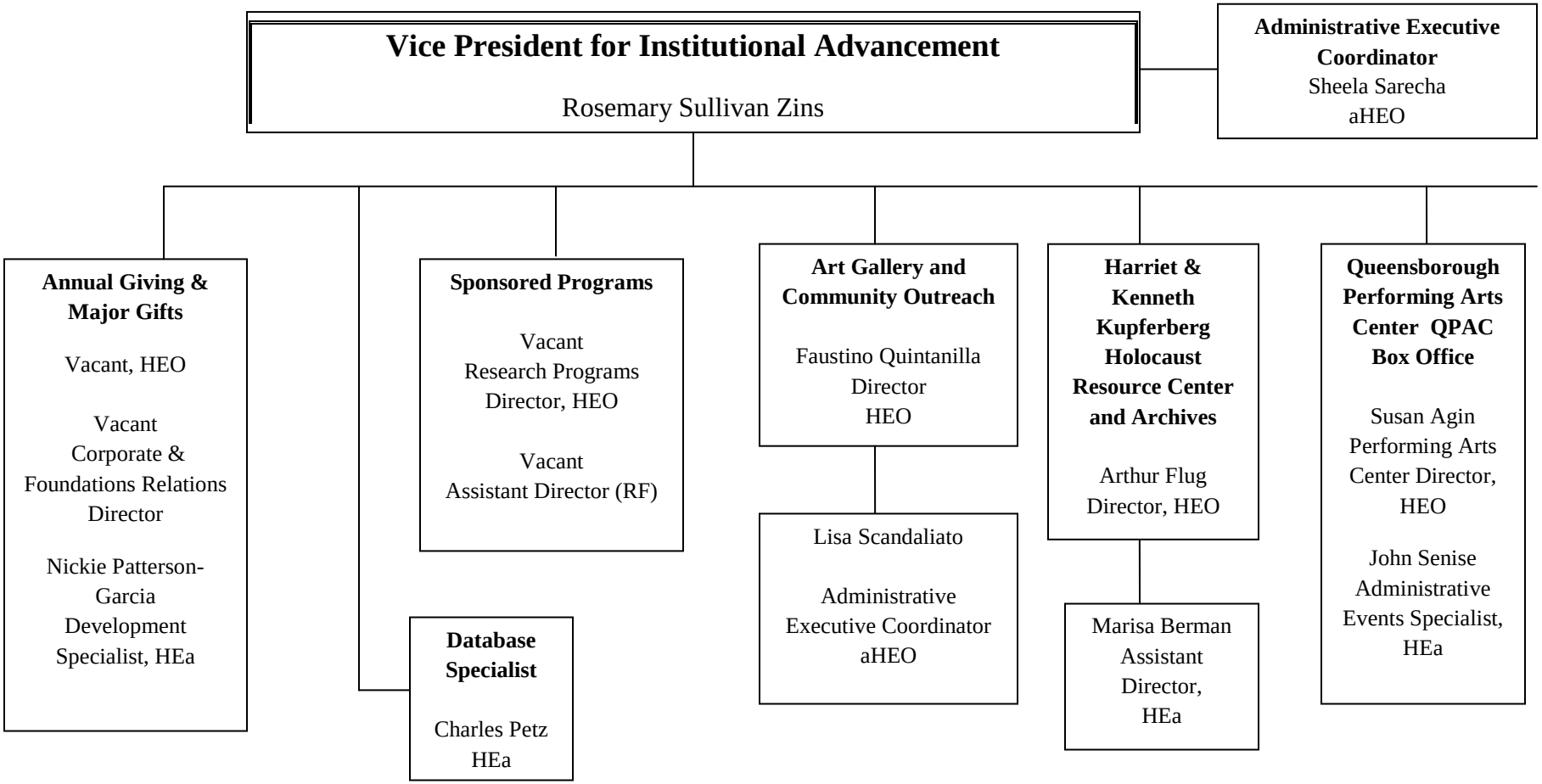
April 2014

OFFICE OF FINANCE & ADMINISTRATION



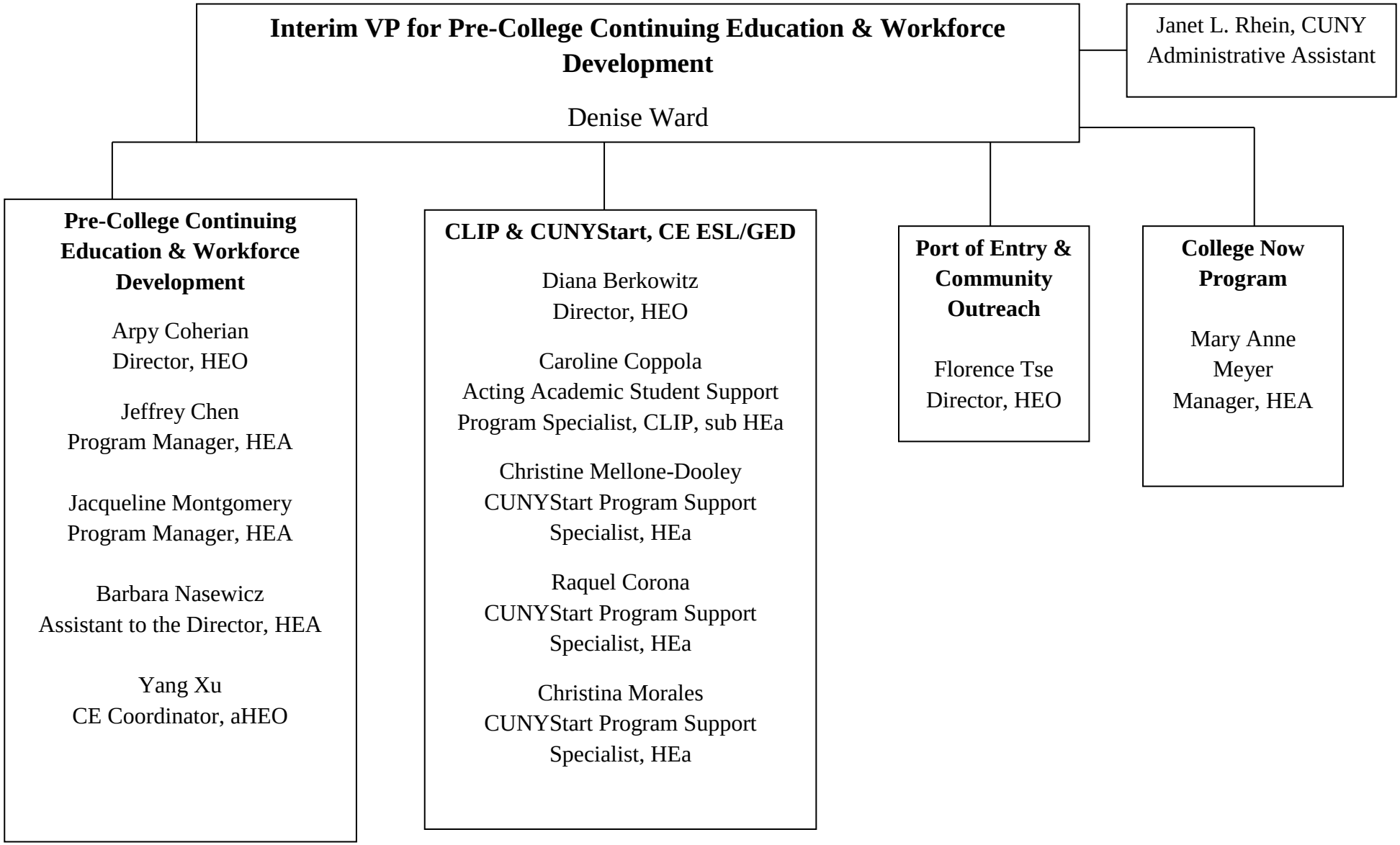
Appendix F-6: Office of Institutional Advancement

OFFICE OF INSTITUTIONAL ADVANCEMENT



APRIL 2014

OFFICE OF PRE-COLLEGE CONTINUING EDUCATION & WORKFORCE DEVELOPMENT



APPENDIX G: ACADEMIES ASSESSMENT PROTOCOLS

Appendix G-1

ACADEMIES ASSESSMENT PROTOCOL

Long-term Institutional Outcomes
• Increased graduation rates
• Increased retention rates
• Increased student satisfaction

NOTE: In addition to the Academies-specific data described below, evaluation of these long-term outcomes will include College-wide data from CUNY PMP reports and student experience surveys such as Noel-Levitz.

First-Semester Student Experience

ACADEMIES STRATEGIC PLAN GOALS

- Create a culture of completion and transfer for students
- Increase the communication levels between Academic Affairs and Student Affairs

Student Learning Outcomes
• Increased knowledge of college
• Increased connectivity to QCC
• Increased connectivity to their academy

Assessment Methodology

- Student survey

Status/Timeline

New protocol has been approved.

Student Support Network
(PI's Margot Edlin and Elisabeth Lackner)

ACADEMIES STRATEGIC PLAN GOALS

- Create a culture of completion and transfer for students
- Increase the communication levels between Academic Affairs and Student Affairs

Student Learning Outcomes
• Increased student performance
• Increased student completion rates
• Decreased number of WUs

Assessment Methodology

- Assessment tools include: student and faculty surveys, IRDB data, Early Alert and Starfish reports, and focus groups
- Using quantitative and qualitative evaluation methods
- Will address the following research questions:
    1. *Is the system effectively directing students with needs to the right resources?*
    2. *Does communication flow clearly between faculty, support personnel, and students and address both needs and follow-up actions?*
    3. *Do interventions help student performance in the course?*
    4. *Do interventions reduce unofficial withdrawal rates?*
    5. *Do interventions improve long term academic success and institutional effectiveness?*
    6. *Should the SSN be modified and can it be expanded effectively?*

Status/Timeline

The assessment of the SSN received IRB approval in April 2013. It is funded through a CUNY-SSRP grant, as well as a grant from the Bill Gates Foundation.

High Impact Practices

ACADEMIES STRATEGIC PLAN GOALS

- High impact practices will become a common or standard practice that many faculty use in the classroom and will be regularly assessed
- Increased levels of communication between Academic Affairs and Student Affairs will ensure increased student participation in HIPs.

NOTE: Learning Outcomes for all HIPs were developed during Fall 2013; these will be refined, early Spring 2014, along with measures for each outcome.

1. Joint High Impact Assessment (PI – Victor Fichera and Elisabeth Lackner)

Student Learning Outcomes
• Increased performance in classes
• Increase engagement with College
• Increased communication and learning skills
• (will vary depending on HI)

Assessment Methodology

- Student survey to target specific High Impact Practices
- Review IRDB database to correlate HIP participation with Institutional Outcomes

Status/Timeline

New protocol has been approved.

2. Academic Service Learning
(Program Coordinators - Josephine Pantaleo, Arlene Kemmerer, Sharon Ellerton, Christine DiMeo, and Mary Bandziukas)

Student Learning Outcomes
• Integrate academic-learning in this course with real life experiences in this project
• Identify the community need and generate possible actions to address it
• Demonstrate a realistic understanding of the daily commitment and responsibilities needed to work with others
• Articulate at least two different perspectives on the community issue their project addressed (Note: This is a measure of the first outcome)

Assessment Methodology

- Post only survey
- Some courses assessed for content knowledge
- Assessment is also done under other efforts (Perkins, AACU, CETL grants)

Status/Timeline

Protocol approved by IRB.

3. Writing Intensive (Program Coordinators – Megan Elias, Jean Murley, and Jeff Jankowski)

Student Learning Outcomes
• Recognize and use writing as tool for learning
• Develop the habit of using writing to come to understand a disciplinary concept or practice and refine that understanding over time
• Realize that successful academic writing is a process that requires revision
• Demonstrate substantive revision and objective evaluation of their own writing

Assessment Methodology

- Faculty development plan due by the beginning of the spring 2014 semester (1/27/14)
- Assessment plan will be developed by Spring Break (4/14/14)

Status/Timeline

Faculty development plan (1/27/14)
Assessment plan (4/14/14)

4. Learning Communities (Program Coordinators – Elise Denbo, Zivah Perel, and Susan Madera)

Student Learning Outcomes
• Identify conceptual similarities and differences between the ways each discipline in the LC researches and investigates topics under study
• Evaluate information from the different disciplines in the LC and integrate it into a broader concept
• Communicate knowledge between the different LC disciplines using disciplinary appropriate language
• Develop a strong connection to other students and to their professors within the LC

Assessment Methodology (proposed)

- Faculty development plan due by the beginning of the spring 2014 semester (1/27/14)
- Assessment plan will be developed by Spring Break (4/14/14)

Status/Timeline

Faculty development plan (1/27/14)
Assessment plan (4/14/14)

5. Collaborative Assignments and Projects (SWIG Program Coordinators - Trikartikaningsih Byas and Jean Amaral)

Student Learning Outcomes
• Use available technologies to collaborate asynchronously to complete tasks
• Apply key words and concepts of the primary course discipline while acknowledging the perspective of the collaborating course discipline
• Provide thoughtful, effective, and timely feedback to others and assess others' feedback to them
• Produce meaningful visual and/or textual commentary about the other students' work
• Evaluate the quality of an argument or evidence
• Articulate how they contribute to and learn from the interdisciplinary collaboration

Assessment Methodology

- Faculty development plan due by the beginning of the spring 2014 semester (1/27/14)
- Assessment plan will be developed by Spring Break (4/14/14)

Status/Timeline

Faculty development plan (1/27/14)
Assessment plan (4/14/14)

6. Common Intellectual Experiences (Common Read and Academy Specific Courses)

6a. Common Read (Program Coordinator – Susan Madera)

Student Learning Outcomes
• Integrate ideas from a variety of sources and apply them to the chosen Common Read text
• Participate in events that introduce them to multiple disciplinary perspectives
• Via co-curricular events, critically engage socially and academically in topics beyond their routine course objectives
• Produce meaningful visual and/or textual commentary about the other students' work

6b. Academy-specific courses (Program Coordinator – Susan Madera)

Student Learning Outcomes
• Have an increased opportunity to engage with other students in core courses within their major
• Make connections between a required core general education course and their major
• Have an opportunity to critically engage in topics beyond their typical core course objectives

Assessment Methodology

Plan to be developed

Timeline/Status

Plan to be developed in spring 2014

7. Diversity and Global Learning (Program Coordinator – Meg Tarafdar)

Student Learning Outcomes
• Identify the key elements of a global issue and analyze that issue from multiple perspectives
• Apply varying approaches, values or ethical principles to respond to a global question, dilemma, or problem, and describe alternative outcomes
• Articulate an informed stance on a global issue either verbally or through writing
• Demonstrate an understanding of global interdependence between one or more communities
• Identify how position/grounding shapes one's perception of a complex global issue

Assessment Methodology

- Faculty development plan due by the beginning of the spring 2014 semester (1/27/14)
- Assessment plan will be developed by Spring Break (4/14/14)

Status/Timeline

Faculty development plan (1/27/14)
Assessment plan (4/14/14)

8. **Undergraduate Research (Program Coordinator – Cheryl Bluestone F13, Mercedes Franco S14)**

Student Learning Outcomes
• Follow protocol in order to gather appropriate data, evaluate, and analyze data accurately to provide a solution to a problem and complete a project
• Present the data in an appropriate format to submit an analytical product to support/refute different points of view on a topic. Formatting includes creating and labeling relevant figures, tables, or graphs
• Accurately present his or her product at an appropriate venue such as a class or club meeting, a departmental, QCC, or any

regional or national conference

Assessment Methodology

- Assessment protocol will be developed by faculty focus groups in the Fall semester

Status/Timeline

Faculty development plan (1/27/14)
Assessment plan (4/14/14)

Critical Course & Program Analysis
(PIs Elisabeth Lackner and Victor Fichera)

ACADEMY STRATEGIC PLAN GOAL

- Identify barriers to student success in high-enrollment general education courses.

Assessment Methodology

- The Office of Institutional Research and Assessment will review identify critical courses that hinder student progress and degree completion.
- This information will be used by the Office of Academic Affairs to make decisions about possible interventions, including use of the Student Support Network.

Status/Timeline

- Identify courses and design interventions Spring 2014, with Fall 2014implementation

Appendix G-2

Queensborough Community College: Assessment Protocol for Freshman Academies

Prepared by DVP-PRAXIS LTD

July 2009

Contents

Data Requirements……..2

Purpose of the Assessment……3

Limitations of the Evaluation Design

Analysis of the effectiveness of Freshman Coordinators ……..5

Analysis of the effectiveness of High Impact Strategies……..6

Analysis of the effectiveness of Student Learning Outcomes and Assessment……8

Assessment Design……9

Protocol for Analysis of Administrative Data

Protocol for Analysis of Student and Faculty Survey Data

Protocol for Faculty Development and Assessment of Student Learning Outcomes

Protocol for Freshman Coordinator Self-Reflection and Focus Groups

Appendix A: Student Engagement Survey Instrument

Appendix B: Faculty Engagement Survey Instrument

Appendix C: Freshman Coordinator Focus Group Protocol

Appendix D: Student Learning Outcomes and Assessment Rubric

Data Requirements

- Administrative database will identify High Impact Strategies at the course and section level
- Administrative database will identify Freshman Academy designation at the student level
- Information from Freshman Coordinator Access Database will be integrated with Administrative database at the student level

Data definitions

Population: First-time, full-time students enrolling fall 2009 and each subsequent term

Non-Remedial: Population that is not required to take remedial courses

Remedial: Population that is required to take remedial writing, reading or math

- Coded in administrative database by level of remedial within each subject area

Freshman Academy: Term-specific designation

High Impact Strategies: As determined by faculty with subsequent coding in administrative database

- Learning Communities (LC)
- Writing Intensive (WI)
- E-Portfolio (EP)
- Cornerstone (COR)
- Service Learning (SL)

Purpose of the Assessment

This assessment protocol is intended to help the college determine if Freshman Academies are effective. There are three core aspects of Freshman Academies: 1) Freshman Coordinator support for students; 2) implementation of high impact strategies; and, 3) the use of student learning outcomes and assessment rubrics by faculty.

The expectation is that each of these interventions will be associated with better academic outcomes among first-time, full-time freshmen. In addition, these interventions are expected to be associated with higher levels of engagement by students and faculty. For purposes of analysis, first-time, full-time students will be grouped by academic preparation; that is, remedial and non-remedial status at time of entry into the college. *Thus, the assessment protocol will be implemented so that individual students and faculty cannot be identified.*

Limitations

The assessment of Freshman Academies has several limitations.

First, because the evaluation design is not experimental, causality cannot be definitively measured. However, the design does allow for causal inferences based on between-group comparisons using statistical techniques. In addition, multiple data sources and methods allow for analytic triangulation thus increasing the rigor of the assessment results.

Second, the capacity of the college to link Freshman Coordinator data with administrative records is unknown. The expectation is that data

will be merged at the student-unit record; however, analysis will be done at the aggregate-level to compare academic outcomes between students who had contacts with Freshman Coordinators and students who did not have contacts. Once the CUNY-first data system is implemented, it is expected that student contact(s) with academic and support service centers will also be captured and linked with administrative records.

Third, implementation of the three Freshman Academy interventions may vary considerably. (Ideally, the variability of interventions will decrease over time). This issue is about the fidelity and universality of interventions. For example, implementation of high impact strategies may vary across and within Freshman Academies. In addition, not all first-time, full-time students will have contact(s) with Freshman Coordinators nor will all students enroll in courses where faculty uses student learning outcomes.

Fourth, not all first-time, full-time students will be advised to enroll in specific courses/sections within appropriate Freshman Academies as designed.

Analysis of the effectiveness of Freshman Coordinators

A subset of first-time, full-time students in the Freshman Academies will be contacted and advised by Freshman Coordinators. This group of students represents the intervention (treatment). These students are expected to:

- Be more likely to enroll in summer remediation courses
- Have higher course success rates in each term
- Have higher course completion ratios each term
- Have higher persistence rates (fall-spring; spring-fall; fall-fall)
- Have higher degree attainment rates (after two and three years)

For comparison, baseline measures of the above outcomes for first-time, full-time freshmen will be examined from prior terms. Additionally, for each term, the above outcomes for a comparison group of students who did not have any contact with Freshman Coordinators will be examined.

Analysis of the effectiveness of high impact strategies

A subset of first-time, full-time students in the Freshman Academies will experience one or more high impact strategies. This group of students represents the intervention (treatment). These students are expected to:

- Have higher course success rates in each term
- Have higher course completion ratios each term
- Have higher persistence rates (fall-spring; spring-fall; fall-fall)
- Have higher degree attainment rates (after two and three years)

In addition to these academic outcomes, Freshman Academy students who experience one or more high impact strategies are expected to:

- Be more engaged with the college as measured by responses to the Freshman Student Questionnaire
- Be more engaged with the college as measured by responses to the Community College Survey of Student Engagement[1]

For comparison, baseline measures of the above academic outcomes for first-time, full-time freshmen will be examined from prior terms. Additionally, for each term, the above outcomes for a comparison group of students who did not experience high impact strategies will be examined.

[1] For Spring, 2010, the college will participate in a CCSSE oversample of courses that have high-impact strategies. The survey responses among the oversample will be compared with the primary sample responses as a second means to measure the relationship between high impact strategies and student engagement. However, some students who experienced high impact strategies will likely be included in the primary sample, which decreases the likelihood of finding differences between the oversample and primary sample population.

The use of high impact strategies are also expected to have positive outcomes for faculty who use them. Faculty who use high impact strategies are expected to:

- Be more engaged with the college as measured by responses to the faculty questionnaire

For comparison, faculty survey responses among courses without high-impact strategies will be examined.

Analysis of the effectiveness of student learning outcomes and assessment

---

A subset of first-time, full-time students in the Freshman Academies will enroll in a course where faculty uses student learning outcomes for assessment. These students are expected to:

- Have higher grade distributions for the course
- Have higher course success rates in subsequent terms
- Have higher persistence rates (fall-spring; spring-fall; fall-fall)
- Have higher degree attainment rates (after two and three years)

For comparison, the above outcomes for a group of students who enrolled in the same courses where faculty did not use student learning outcomes for assessment will be examined.

Assessment Design

Outlined below are specific protocols for each of the above assessment activities that will provide necessary information to determine Freshman Academy effectiveness.

The Dean of Assessment will manage the overall assessment of Freshman Academies. The Principal Investigator for the assessment of Freshman Academies will oversee the administrative database, administer the student and faculty surveys, and conduct the analysis of the effectiveness of Freshman Academies on student academic outcomes and student engagement. The Office of Institutional Research will administer the Community College Survey of Student Engagement. The Faculty Learning Outcomes Coordinators will lead the development and use of student learning outcomes and associated assessment rubrics.

At the end of each term, the Dean of Assessment and Principal Investigator will produce Freshman Academy Assessment Report that incorporates the analysis of student academic outcomes, analysis of student and faculty surveys, and analysis of focus group data from Freshman Coordinators.

Protocol for Analysis of Administrative Data

- Create data items for integration into Administrative records that identify the following:
    - Courses that use high impact strategies
        - Learning Communities (LC)
        - Writing Intensive (WI)
        - E-Portfolio (EP)
        - Cornerstone (COR)
        - Service Learning (SL)
    - Student assignment to Freshman Academy
        - Liberal Arts
        - Education
        - STEM
        - Health-related
        - Business
        - VAPA
- Integrate Freshman Coordinator Access Databases with Administrative records at the student level
    - Number of contacts
    - Number of referrals
- Identify Gateway courses in each Freshman Academy
    - Based on high failure rates and/or high enrollment
- Identify group of courses where faculty are using student learning outcomes and comparison group of similar courses without student learning outcomes
- Create baseline student success measures for first-time, full-time population (e.g., average of prior 3 terms)
    - Course success rates (Gateway courses)

- Course completion ratios each term
- Persistence (fall-spring; spring-fall; fall-fall)
- Graduation rates (after two and three years)

- **Analyze differences in academic outcomes between the group of first-time, full-time students who had contact with Freshman Coordinators and a comparison group of first-time, full-time students.**
  - Remedial and non-remedial student groups should be analyzed independently.
- **Analyze differences in academic outcomes between the group of first-time, full-time students who experienced one or more high impact strategies and a comparison group of first-time, full-time students.**
  - Remedial and non-remedial student groups should be analyzed independently.
- **Compare academic outcomes among 1) the group of first-time, full-time students who experienced one or more high impact strategies, and 2) the group of first-time, full-time students who had contact with Freshman Coordinators, and the baseline measures from prior terms.**
  - Remedial and non-remedial student groups should be analyzed independently.
- **Compare academic outcomes between the group of students who experienced student learning outcomes in courses and a comparable group of students who did not experience student learning outcomes in similar courses**
  - Remedial and non-remedial courses should be analyzed independently.

Protocol for Analysis of Student and Faculty Surveys

- Administer Freshman Student Questionnaire (as approved by IRB) in Freshman Academy courses during 3rd week
- **Analyze student responses comparing high-impact strategy courses and other courses**
    - Remedial and non-remedial courses should be analyzed independently.
- Administer Freshman Student Questionnaire in Freshman Academies during final 2 weeks of term
- Administer Faculty Questionnaire online via Survey Monkey during weeks 10-12 of term
- **Analyze student and faculty responses comparing course with high-impact strategies and other courses**
    - Remedial and non-remedial courses should be analyzed independently.
    - Conduct pre-post analysis of student responses
- Integrate analyses of student and faculty responses into Freshman Academy Assessment Report
- Over-sample high impact strategy courses using CCSSE in spring 2010
- **Analyze CCSSE measures by comparing oversample responses with primary sample responses (see footnote 1)**

Protocol for Faculty Development and Assessment of Student Learning Outcomes

- Identify general education learning objectives to be measured across all Freshman Academies
- Develop Academy-specific student learning outcomes aligned with general education objectives
- Develop discrete assessment rubrics to measure student learning outcomes for Freshman Academies
- Identify courses where faculty are using student learning outcomes and assessment rubrics
- **Analyze distribution of student performance using assessment rubric data (within each Academy)**
    - Engage faculty cohorts for this purpose
    - *Report summary student performance to Dean of Assessment for each course*
- **Examine relationship between student learning outcomes and institutional data on student academic outcomes (provided by Dean of Assessment and Principal Investigator)**
    - Engage faculty cohorts for this purpose
- Identify CATs that have been used by faculty across Freshman Academies
- **Examine how use of CATs by faculty informed changes in classroom practice**
    - Engage faculty cohorts for this purpose
- Develop process to assure the fidelity of high impact strategies
    - Develop criteria for faculty assessment of high impact strategies
    - Develop process for faculty review of high impact strategies

- Develop mechanism for expansion of high impact strategies

Protocol for Focus Groups of Freshman Coordinators

- Freshman Coordinators will be completing a formative self-reflection instrument throughout each term to address:
  - interaction with students, faculty, and student support services staff
  - trends and patterns of substantive academic issues raised by students (as recorded in Access Database)
- **At least one time each term, Freshman Coordinators will participate in focus groups to provide aggregate information on their interaction with students, faculty and student support services staff**
  - Focus group data will provide contextual information to explain the analysis of academic outcomes for students who had contact(s) with Freshman Coordinators.

APPENDIX A: Student Engagement Survey Instrument

FRESHMAN ACADEMY SURVEY

You are being asked to participate in a research project on the Freshman Academies conducted at Queensborough Community College.

Your answers to the survey questions that follow will be of enormous help to the college in improving the Freshman Academies for you and for future students, and we welcome your feedback.

The survey is entirely anonymous—please do not put your name on the survey.

Your participation in this research project is completely voluntary. Your decision not to participate in the project will not result in any penalty. If you wish not to participate, please just leave the survey blank.

If you have any concerns or questions about the conduct of this research project, you may call or email:

Dr. Victor Fichera
Principal Investigator
Office of Academic Affairs
Queensborough Community College
222-05 56 Avenue
Bayside, NY 11364
Telephone: 718.631.6344
vfichera@qcc.cuny.edu

FRESHMAN ACADEMY SURVEY

Please provide feedback on your experiences at Queensborough Community College.

Are you registered for any one of the following (please check all that apply):

BE 111 ___ BE 112 ___ BE 121 ___ BE 122 ___ BE 201 ___ BE 203 ___ BE 205 ___ BE 225 ___ BE 226 ___ MA 005 ___ MA 010 ___

Are you in any of these Freshman Academies?

Business ___ **Liberal Arts ___**
Education ___ **Science, Technology, Engineering, Mathematics ___**
Health-Related Sciences ___ **Visual and Performing Arts ___**

To the best of your knowledge, are you enrolled in any of the following types of courses? (please check all that apply)

Learning Community _____
E-Portfolio _____
Service Learning ____
Writing Intensive _____
Cornerstone _____

What is your major (or curriculum of study): _____

For the following questions, please use the letters below to show how much you agree or disagree with each statement:

A = Strongly Agree **B** = Agree **C** = Disagree **D** = Strongly Disagree

		A	**B**	**C**	**D**
1.	The very first time I came to this college I felt welcome	O	O	O	O
2.	It was easy to access the information I needed at the Admissions Office	O	O	O	O
3.	It was easy to access the information I needed at the Registrar's Office	O	O	O	O
4.	It was easy to access the information I needed at the Financial Aid Office	O	O	O	O
5.	It was easy to access the information I needed at the Academic Advisement Office	O	O	O	O
6.	It was easy to get immunization (MMR) clearance by Health Services	O	O	O	O
7.	During the enrollment process, I felt like a person not just a number	O	O	O	O

For the following questions, please use the letters below to indicate your visits:
A = Never **B** = Once **C** = Two to four times **D** = Five or more times

8.	I met with my Freshman Coordinator	O	O	O	O
9.	I went on a field trip or Academy-specific event	O	O	O	O
10.	I met with a faculty member outside class	O	O	O	O
11.	I went to the Campus Writing Center	O	O	O	O
12.	I went to the Campus Learning Center	O	O	O	O
13.	I went to the Mathematics Learning Center	O	O	O	O
14.	I went to the Basic Educational Skills Learning Center	O	O	O	O
15.	I went to the Academic Advisement Center	O	O	O	O
16.	I went to/joined a club	O	O	O	O

For the following questions, please use the letters below to indicate your experience:
A = Not helpful at all **B** = A little helpful **C** = Very helpful **D** = Not applicable

17.	When I met with a Freshman Coordinator, it was	O	O	O	O
18.	When I went on a field trip or Academy-specific event, it was	O	O	O	O
19.	When I met with a faculty member outside class, it was	O	O	O	O
20.	When I went to the Campus Writing Center, it was	O	O	O	O
21.	When I went to the Campus Learning Center, it was	O	O	O	O
22.	When I went to the Mathematics Learning Center, it was	O	O	O	O
23.	When I went to the Basic Educational Skills Learning Center, it was	O	O	O	O
24.	When I went to the Academic Advisement Center, it was	O	O	O	O
25.	When I went to/joined a club, it was	O	O	O	O

Comments:

Thank you for completing the survey.

FRESHMAN ACADEMY SURVEY:

END OF SEMESTER

Please provide feedback on your experiences at Queensborough Community College.

Are you registered for any one of the following (please check all that apply):

BE 111 ___ BE 112 ___ BE 121 ___ BE 122 ___ BE 201 ___ BE 203 ___ BE 205 ___ BE 225 ___ BE 226 ___ MA 005 ___ MA 010 ___

Are you in any of these Freshman Academies?

Business ___ **Liberal Arts ___**
Education ___ **Science, Technology, Engineering, Mathematics ___**
Health-Related Sciences ___ **Visual and Performing Arts ___**

To the best of your knowledge, are you enrolled in any of the following types of courses?

Learning Community _____
E-Portfolio _____
Service Learning ____
Writing Intensive _____
Cornerstone _____

What is your major (or curriculum of study): _____

For the following questions, please use the letters below to indicate your visits:
A = Never **B** = Once **C** = Two to four times **D** = Five or more times

26.	I met with my Freshman Coordinator	O	O	O	O
27.	I went on a field trip or Academy-specific event	O	O	O	O
28.	I met with a faculty member outside class	O	O	O	O
29.	I went to the Campus Writing Center	O	O	O	O
30.	I went to the Campus Learning Center	O	O	O	O
31.	I went to the Mathematics Learning Center	O	O	O	O

32.	I went to the Basic Educational Skills Learning Center	O	O	O	O
33.	I went to the Academic Advisement Center	O	O	O	O
34.	I went to/joined a club	O	O	O	O

For the following questions, please use the letters below to indicate your experience:
A = Not helpful at all **B** = A little helpful **C** = Very helpful **D** = Not applicable

35.	When I met with a Freshman Coordinator, it was	O	O	O	O
36.	When I went on a field trip or Academy-specific event, it was	O	O	O	O
37.	When I met with a faculty member outside class, it was	O	O	O	O
38.	When I went to the Campus Writing Center, it was	O	O	O	O
39.	When I went to the Campus Learning Center, it was	O	O	O	O
40.	When I went to the Mathematics Learning Center, it was	O	O	O	O
41.	When I went to the Basic Educational Skills Learning Center, it was	O	O	O	O
42.	When I went to the Academic Advisement Center, it was	O	O	O	O
43.	When I went to/joined a club, it was	O	O	O	O

Thank you for completing the survey.

APPENDIX B: Faculty Engagement Survey Instrument

Please provide us feedback on your experience teaching this term at QCC.

1. Have you used any of the following high impact strategies this term? (mark all that apply)
    a. Learning Communities (LC)
    b. Writing Intensive (WI)
    c. E-Portfolio (EP)
    d. Cornerstone (COR)
    e. Service Learning (SL)

Using the following scale to express your level of agreement or disagreement with each question

a) Strongly agree
b) Agree
c) Disagree
d) Strongly disagree
e) N/A

2. High Impact strategies are an effective approach to improve teaching and learning in Freshman Academies
3. Freshman Coordinators provide important support and guidance to Freshman Academy students

Use the following scale to respond to each statement below:

a) Never b) oncec) more than 1 but less than 4 times d) 5 or more times

4. This semester, I spoke with Freshman Coordinators
5. This semester, I met with a faculty member from another discipline
6. This semester, students requested to meet with me to discuss their academic performance outside of class
7. This semester, I assessed student learning outcomes in my Freshman Academy course(s)
8. This semester, I participated in a faculty cohort meeting

9. This semester, I referred students to the Campus Writing Center
10. This semester, I referred students to the Campus Learning Center
11. This semester, I referred students to the Mathematics Learning Center
12. This semester, I referred students to the Basic Educational Skills Center
13. This semester, I referred students to their Freshman Coordinators

APPENDIX C: Freshman Coordinator Self-Reflection and Focus Group Protocol

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Please respond to the following questions:

1. In the aggregate, describe your interactions with students during this month. Include your thoughts about 1) the academic issues raised by students; 2) solutions you discussed with students about these academic issues; and, 3) any follow-up you may have done regarding these academic issues and proposed solutions.

2. In the aggregate, describe your interactions with faculty during this month. Include the core concerns that faculty coordinators and other faculty teaching in the Freshman Academies have raised regarding student academic performance, and any support services that faculty have recommended for these students.

3. In the aggregate, describe the student support services that have been utilized by students this month. Include the core concerns that student support services staff has raised regarding student academic performance, and possible solutions that staff proposed.

4. Describe any structural concerns or issues emerging that are affecting your ability to work with students, faculty, and support services staff? Are there tools and/or training that would benefit you and help you better serve students?

APPENDIX D: Student Learning Outcomes and Assessment Rubric

The three cross-cutting general education objectives used to develop assessment rubrics are:

1. Communicate effectively through reading, writing, listening and speaking
2. Use analytical reasoning to identify issues or problems and evaluate evidence to make informed decisions
3. Reason quantitatively and mathematically as required in their fields of interest and everyday life.

As a result of conversation with faculty and senior administration, *we strongly recommend that the college-wide standard for the reading and writing portion of objective 1 be the CUNY Proficiency Exam Rubric*. Students must pass the CPE to earn an Associate's Degree or obtain junior status; thus, all courses with reading and writing components across the college should be using the CPE rubric for purposes of assessing reading and writing competency.

Below we provide three additional rubrics for use in assessing competencies for objectives 2 and 3, and for the listening and speaking aspects of objective 1. These rubrics were developed and revised by faculty who participated in four workshops on student learning outcomes between March, 2009 and June, 2009.

Rubric assessing Analytical Reasoning Skills to identify Issues or Problems and evaluate evidence to make informed decisions

Component	4	3	2	1	0
Competency Goal: Distinguish the problem of question from a proposed solution **Student Performance Based Outcome:** Identifies and summarizes the problem/question at issue	Identifies & summarizes the major problem/issue or question raised by material/presentation	Summarizes the major problem/issues or question **using reference** materials/presentations	Identifies the broad issue & summarizes **briefly**	Identifies the **issue, problem**, topic **with an inadequate summary**	**Does not** Identify the specific topic, **issue or problem**
Competency Goal: Differentiate between facts, assumptions and conclusions in the formulation of a proposed solution or answer compare the way questions, issues or problems are formulated within various fields of study **Student Performance Based Outcome:** Identifies and assesses the quality of supporting data/evidence	**Clearly** differentiates between facts, **opinions**, assumptions and conclusions; **provides** supporting evidence to explain the difference; **relates** evidence gathered from other sources to the argument and **supports or refutes** the main facts, assumption & conclusions	Identifies major stated key facts, assumptions and the majority of conclusions (more than 80%) provided; can discuss structure of argument; can relate evidence gathered from other sources to support or refute the main assumption and conclusion	Identifies less than 60% of stated key facts , assumptions and conclusions; can discuss structure of argument but without much detail; can relate about 50% of the evidence gathered from other sources to support or refute the main assumption	Identifies less than **50%** of stated key facts, assumptions and conclusions provided; can discuss structure of argument but without much detail; cannot relate evidence gathered from other sources to support or refute the main assumption	Identifies less than **20%** of stated key facts, assumptions and conclusions provided; cannot discuss structure of argument
Competency Goal Differentiate between the perspectives of the various fields of study and describe and compare the way questions, issues or problems are formulated	Analyzes the element of: Strength of argument through timeliness of argument, validity of claim as documented by evidence presented & other evidence that may be brought to bear, and relevancy to the field of study. Creates an essay, chart, map, logic	Analyzes the element of: Strength of argument through timeliness of argument, validity of claim as documented by evidence presented as related to the field of study. Creates an essay, chart, map, logic model, etc. as evidence of work	Analyzes the element of: Strength of argument timeliness of argument, validity of claim as documented by 75% of the evidence presented. Includes only 2 of 3 elements in documentation.	Analyzes the element of: Strength of argument timeliness of argument, validity of claim as documented by 60% of the evidence presented. Only one of the elements is present material. Creates	Analyzes the element of: Strength of argument timeliness of argument, validity of claim as documented by 50% of the evidence presented. Does not discriminate among the 3 elements described

Student Performance Based Outcome: Describe and compare the way questions, issues or problems are formulated within various fields of study	model, etc. as evidence of work		Creates an essay, chart, map, etc. as evidence of work	an essay, chart, map, as evidence of work	above. Creates an essay, chart, map, as evidence of work
Competency Goal: Evaluate the quality of evidence **Student Performance Based Outcome:** Demonstrates higher level thinking by interpreting the author's meaning or potential bias	Synthesizes and evaluates all of the evidence, draws conclusions about the material and its implications for application **and provides a well-documented explanation**	Synthesizes and evaluates most (95% or more) of the evidence, draws conclusions about the material and its implications for application	Synthesizes and evaluates a major portion (75% or more) of the evidence, draws conclusions about the material and its implications for application	Synthesizes and evaluates some portion (60% or more) of the evidence, draws some conclusions about the material and its implications for application	Synthesizes and evaluates less than half (50%) of the evidence, draws few conclusions about the material and cannot include implications for application
Competency Goal: Make informed decisions **Student Performance Based Outcome:** Identifies implications, evaluates conclusions and consequences and justifies decisions	Accurately supports decision, position with a well-developed explanation.	Accurately supports decision, position referencing majority of required criteria	Supports decision or position with 50% of required documentation	Provides inaccurate and insufficient information to support decision or position	Does not explain rationale for decision. Does not identify or evaluate consequences or implications of actions

The Learning Stages examples were adopted from: Peirce, W. Designing Rubrics for Assessing Higher Order Thinking, Workshop Presented at AFACCT, Howard Community College, Columbia, MD, 1/13.2006.

Rubric assessing Reasoning Quantitatively and Mathematically as Required in their Fields of Interest and Everyday Life

Outcome	4	3	2	1	0
Understand and Identify problems that need a mathematical solution, and use computational methods in the mathematics applicable in everyday life	Creates the appropriate formula/computational methods to solve problem correctly. Can solve a problem in multiple ways and can choose an efficient method and use technology when needed. Can explain the process used to derive the answer with more than 95% accuracy	Chooses the appropriate formula/and or a computational method to solve the problem correctly. Can use technology when needed. Can explain the process used to derive the answer with 85% accuracy	Chooses the appropriate formula/and or a computational method (use of technology when needed) to solve the problem but does not always reach the correct solution. Can explain the process used to solve the problem with 75% accuracy	Chooses a computational method but cannot use technology or can use technology but cannot solve the problem correctly. Cannot explain the process used to answer the question.	Cannot use a computational method to solve the problem. Cannot explain anything done in the process. Cannot use technology.
Use the varied forms of mathematical communication: language, symbolic notation, graphs, charts.	Can choose the appropriate mathematical language, symbolic notation and appropriate charts and graphs. Can represent the same mathematical content in multiple ways- charts, graphs of various types, using symbolic notation.	Uses appropriate mathematical language, symbolic notation and appropriate charts and graphs. Can represent the same mathematical content in multiple ways- charts, graphs of various types, using symbolic notation.	Uses appropriate mathematical language, symbolic notation and appropriate charts and graphs.	Can use mathematical language correctly 65% of the time. Cannot use formal mathematical notation. Can solve the problem without correct use of mathematical language.	Cannot use appropriate mathematical language or notation. Cannot use inductive nor deductive mathematical methods to identify appropriate mathematical patterns and quantitative theories
Use of inductive & deductive methods of mathematics to formulate and justify quantitative ideas & patterns	Can use inductive & deductive mathematical methods to identify and prove mathematical theorems with more than 95% accuracy	Can use inductive & deductive mathematical methods to identify quantitative situations that require proof and prove these mathematical theorems with more than 85% accuracy	Can recognize inductive & deductive mathematical methods and identify patterns that need proof.	Can recognize when a proof is needed but cannot provide an adequate proof.	Cannot recognize the need for proof or provide a proof.
Application of mathematics to appropriate fields of study	Can apply mathematical reasoning (both inductive & deductive), and use appropriate language/notation to other disciplines (i.e. chemistry, etc) with 95% accuracy	Can apply mathematical reasoning (both inductive & deductive), and use appropriate language/notation to other disciplines (i.e. chemistry, etc) with 85% accuracy	Can apply mathematical reasoning (either inductive or deductive), and use appropriate language/notation to other disciplines (i.e. chemistry, etc) with 75% accuracy	Can not apply mathematical reasoning; may use some appropriate language and/or notation to other disciplines (i.e. chemistry, etc) with 60 – 69% accuracy	Cannot apply mathematical reasoning nor use appropriate language and/or notation to other disciplines.
Employ technology to collect, process & present mathematical calculations	Uses graphing calculators and computer technology to collect, process and present mathematical calculations with	Uses graphing calculators and computer technology to collect, process and present mathematical calculations	Uses graphing calculators and computer technology to collect, process and present mathematical calculations	May use either a graphing calculator or computer technology to collect, process and present mathematical	Cannot use either a graphing calculator or computer technology to collect, process and

	95% accuracy	with 85% accuracy	with 75% accuracy	calculations with 60 – 69% accuracy	present mathematical calculations
Probability and Statistics: Describe mathematical, statistical & probabilistic models and methods, and identify how they are used to obtain knowledge	Use appropriate mathematical, statistical & probabilistic models and methods and explain with 95% accuracy how they are used to derive answers in the specific example/problem being presented	Use appropriate mathematical, statistical & probabilistic models and methods and explain with 85% accuracy answer to specific example/problem being presented	Use appropriate mathematical, statistical & probabilistic models and methods and explain with 75% accuracy the answers to specific example/problem being presented	Use appropriate mathematical, statistical & probabilistic models and methods and explain with 60-69% accuracy the answers to specific example/problem being presented	Cannot use appropriate mathematical, statistical & probabilistic models and methods.
7. Organize & interpret data and use the data to draw conclusions	Can create the appropriate tables, charts, etc to display data and can draw conclusions from the data with 95% accuracy	Can create the appropriate tables, charts, etc to display data and can draw conclusions from the data with 85% accuracy	Can create the appropriate tables, charts, etc to display data and can draw conclusions from the data with 75% accuracy	Can create the appropriate tables, charts, etc to display data and can draw conclusions from the data with 60-69% accuracy	Cannot create appropriate tables, charts, etc, to display data and cannot draw conclusions from the data

Rubric assessing Listening and Speaking to complement CPE Rubric

Elements	4	3	2	1	0
Applies principals of critical thinking	Analyzes and evaluates the speaker's use of verbal and nonverbal communication, rhetorical devices, and persuasive and propaganda techniques; selected focus, organizational structure, point of view and vocal modulation are appropriate to the content, purpose, message, and audience; emphasis of salient points, detailed evidence, visual displays and tone support the main concepts and sustain audience interest/attention; Intentionally includes rhetorical devices (i.e., cadence, repetitive pattern, alliteration, parallelism)to enhance intent and effect.	Includes all of the elements below but not to the degree of clarity that is found in **4.** Verbal and non verbal communication, rhetorical devices, and persuasive and propaganda techniques may not be as clear and appropriate; selected focus, organizational structure, point of view and vocal modulation are usually appropriate to the content, purpose, message and audience; most salient points, visual displays and tone support the main concepts and maintain audience interest/attention more than 80% of the time; may include some of the rhetorical devices (i.e. cadence, repetitive pattern: alliteration, parallelism) to enhance intent and effect.	Includes some of the elements below but not to the degree of clarity that is found in **3 or 4.** Verbal and non verbal communication, rhetorical devices, and persuasive and propaganda techniques may either not be present nor are they as clear and appropriate; selected focus, organizational structure, point of view and vocal modulation are occasionally appropriate to the content, purpose, message and audience; some salient points, visual displays and tone support the main concepts and maintain audience interest/attention more than 70% of the time; may include 1 – 2 of the rhetorical devices (i.e. cadence, repetitive pattern: alliteration, parallelism) to enhance intent and effect	May not recognize intent and effect of rhetorical devices or misleading information; may create oral presentations that lack organization or coherence; does not consider audience background and/or interest; does not use explicit examples of rhetorical devices in oral presentations	Does not recognize intent and effect of rhetorical devices or misleading information; does not create oral presentations; does not consider audience background and/or interest.
Use writing and oral communication to connect prior knowledge to disciplinary discourse	Creates and delivers oral presentations with careful interpretation and insight organizing around several clear ideas, and justifying the interpretation through examples and textual evidence	Synthesizes ideas coherently around a main topic; supports ideas presented; selects & synthesizes relevant ideas from multiple sources; coherently supports an argument and determines appropriate rebuttals to counter arguments and alternative positions; organizes information for presentation logically at least	Synthesizes ideas coherently around a main topic; supports ideas presented; selects & synthesizes relevant ideas from multiple sources; coherently supports an argument and determines appropriate rebuttals to counter arguments and alternative positions; organizes information for presentation logically at least	Synthesizes ideas coherently around a main topic; supports ideas presented; selects & synthesizes relevant ideas from multiple sources; coherently supports an argument and determines appropriate rebuttals to counter arguments and alternative positions; organizes information for presentation logically at least	Does not synthesizes ideas coherently around a main topic; does not supports ideas presented; does not select & synthesize relevant ideas from multiple sources; does not coherently support an argument and determine appropriate rebuttals to counter arguments and alternative positions; does not

		80% of the time	70% of the time	60% of the time	organize information for presentation logically
Speak clearly, accurately, and coherently in several modes of delivery	Uses effective rate, volume, pitch and tone, aligns nonverbal elements to sustain audience interest and attention; engages the listener and fosters acceptance of a proposition or proposal. Sentence structure and grammar errors are minor and do not interfere with meaning	Has 3 of the elements of the following elements: • Effective rate, volume, pitch tone • Aligns nonverbal elements to sustain audience interest & attention • Engages the listener & fosters acceptance of a proposition or proposal • Sentence structure and grammar errors are minor & do not interfere with meaning	Has 2 of following elements: • Effective rate, volume, pitch tone • Aligns nonverbal elements to sustain audience interest & attention • Engages the listener & fosters acceptance of a proposition or proposal • Sentence structure and grammar errors are minor & do not interfere with meaning	Has 1 of the following elements: • Effective rate, volume, pitch tone • Aligns nonverbal elements to sustain audience interest & attention • Engages the listener & fosters acceptance of a proposition or proposal • Sentence structure and grammar errors are minor & do not interfere with meaning	Has none of the elements evident or work completed is below standard

APPENDIX H: GENERAL EDUCATION AND PATHWAYS COMMON CORE

Appendix H-1: Pathways

Pathways – Background and Concerns

The links below provide background to the wide variety of concerns about the implementation of Pathways and the consequences to faculty, integrity, and academic freedom.

1) ACADEMIC SENATE and Senate actions: http://www.qcc.cuny.edu/Governance/academicSenate/news/The_QCC_Academic_Senate_and_the_CUNY_PATHWAYS_Initiative.html

2) ACADEMIC FREEDOM and CUNY: Insult to Injury via Pathways http://www.qcc.cuny.edu/SocialSciences/ppecorino/PRESENTATIONS/AAUP-Conf-2013-Pathways-AF.html

3) Response to the Communications of Chancellor Matthew Goldstein on General Education Reforms to the American Association of University Professors" http://www.qcc.cuny.edu/SocialSciences/ppecorino/Articles/Response-Chancellor-AAUP-6-21-13.html

4) UFS Executive Committee Response to Communications from Former Chancellor Matthew Goldstein To the AAUP on Pathways General Education Reforms http://cunyufs.org/A/UFSExecresponse8813.pdf

5) UFS Conveyance Letter of this Response to AAUP http://cunyufs.org/A/TMtoAAUP.pdf

6) Latest on PSC Grievance http://psc-cuny.org/latest-news/contract-rights-upheld-pathways-grievance Arbitrators actual ruling http://psc-cuny.org/sites/default/files/Pathways%20GrievanceOpinonArbitrability.pdf

7) AAUP Statement "Resolution in Support of Faculty Control of the Curriculum at the City University of New York" http://psc-cuny.org/sites/default/files/AAUP%20Annual%20Meeting%20Resolution%20Concerning%20Pathways.pdf

8) LAWSUITS by the UFS-PSC http://www.psc-cuny.org/latest-news/opposition-pathways-intensifies-psc-goes-court-stop-initiative

9) UFS Committee on Academic Freedom (5-7-12) http://cunyufs.org/A/AFC%20Statement%20Opposing%20_Pathways_%205-7-12.pdf

10) UFS Committee on Academic Freedom (10-26-12) http://cunyufs.org/A/The%20Committee%20on%20Academic%20Freedom.pdf

11) Responses to Pathways in CUNY and beyond https://sites.google.com/site/universityfacultysenatecuny/senate-action/resolutions-on-pathways

12) English department http://psc-cuny.org/our-campaigns/pathways-qcc

Appendix H-2

Court Decisions 1 and 2

SUPREME COURT OF THE STATE OF NEW YORK
NEW YORK COUNTY

PRESENT: HON. ANIL C. SINGH SUPREME COURT JUSTICE Justice

PART 61

Index Number : 151021/2012
BOWEN, BARBARA
vs.
CITY UNIVERSITY OF NEW YORK
SEQUENCE NUMBER : 001
OTHER RELIEFS

INDEX NO. _____
MOTION DATE _____
MOTION SEQ. NO. _____

The following papers, numbered 1 to 3, were read on this motion to/for _____

Notice of Motion/Order to Show Cause — Affidavits — Exhibits _____ | No(s). 1
Answering Affidavits — Exhibits _____ | No(s). 2
Replying Affidavits _____ | No(s). 3

Upon the foregoing papers, it is ordered that this motion is decided in accordance with the annexed memorandum opinion.

DECIDED IN ACCORDANCE WITH
ACCOMPANYING DECISION / ORDER

MOTION/CASE IS RESPECTFULLY REFERRED TO JUSTICE
FOR THE FOLLOWING REASON(S):

Dated: Feb 21, 14

HON. ANIL C. SINGH, J.S.C.
SUPREME COURT JUSTICE

1. CHECK ONE: ..... ☒ CASE DISPOSED ☐ NON-FINAL DISPOSITION
2. CHECK AS APPROPRIATE: .....MOTION IS: ☒ GRANTED ☐ DENIED ☐ GRANTED IN PART ☐ OTHER
3. CHECK IF APPROPRIATE: ..... ☐ SETTLE ORDER ☐ SUBMIT ORDER
☐ DO NOT POST ☐ FIDUCIARY APPOINTMENT ☐ REFERENCE

SUPREME COURT OF THE STATE OF NEW YORK
COUNTY OF NEW YORK: PART 61

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PROFESSIONAL STAFF CONGRESS/CUNY, LOCAL 2334, AFT, AFL-CIO, BARBARA BOWEN as President of the Professional Staff Congress/CUNY, SANDI E. COOPER as Chair of the University Faculty Senate, and TERRENCE MARTELL as Vice-Chair of the University Faculty Senate and Chair of the Baruch College Faculty Senate,

Plaintiffs,

-against-

CITY UNIVERSITY OF NEW YORK, and the BOARD OF TRUSTEES of the City University of New York,

Defendants.

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Index No. 151021/2012

Hon. Anil C. Singh:

Defendants, the City University of New York (CUNY) and the Board of Trustees of the City University of New York (Board), move for an order either converting this action to an Article 78 proceeding or dismissing it, pursuant to CPLR 3211 (a) (1), (5), and (7), CPLR 7803, and CPLR 7804 (f).

Background

This is a breach of contract action commenced by plaintiffs, the Professional Staff Congress/CUNY, Local 2334, AFT, AFL-CIO (PSC), the bargaining unit representative for CUNY's faculty and professional staff at over 20 campuses; Barbara Bowen, PSC's president; Sandi E. Cooper (Cooper), the chair of CUNY's Faculty

Senate (Faculty Senate), the faculty governance body in academic matters concerning the entire university system; and Terrence Martell, the Faculty Senate's vice-chair and the chair of Baruch College's own faculty senate, against CUNY and its Board. CUNY is a public university comprising eleven senior and six junior colleges and several graduate schools, and serving more than 240,000 students.

Pursuant to the legislature's intent, CUNY is required to "remain responsive to the needs of its urban setting and maintain its close articulation between senior and community college units." Education Law § 6201 (2). In light of the proximity of the various CUNY entities, each year a large number of its students transfers between those entities. Because each CUNY institution had reserved the right to create its own general education and major requirements, and to evaluate whether courses taken at other CUNY institutions were deemed equivalent, transfer students were often denied credit for courses and had to take additional classes. This situation was further complicated by the fact that the colleges had varying requirements as to the number of necessary general education credits. All this led to increased costs to students, longer times to obtain degrees and enter the workforce, and to students leaving CUNY without obtaining their degrees.

According to CUNY websites, to which defendants' memorandum of law (at n 4, 5) directed this court, these problems were

longstanding, and although recognized for many years, remained unresolved. *See* Board's minutes of June 27, 2011 meeting contained on CUNY's website. In an effort to remedy the situation, the Board proposed a transfer structure, the Pathways to Degree Completion Initiative (Pathways Initiative), which involved the creation of a set number of general education credits which would be required of all CUNY undergraduate colleges and which would be transferable among those entities. While it is not exactly clear when this initiative was commenced, it apparently began at least by October 2010, when meetings, ultimately numbering about 70, were held between CUNY's central administration and the campus community, including the Faculty Senate. *Id.* CUNY created a public Pathways Initiative website and kept the university community updated and informed through it, newsletter articles, and a webinar open to all. *Id.* Also, there were numerous consultations and discussions with members of the CUNY community. *Id.* The foregoing resulted in some modifications of the initial proposal and the drafting of a proposed resolution, which was discussed at a public hearing on June 20, 2011. *See also* Defendants Memorandum of Law, n 3 (which provides the website where the Board's bylaws were set forth) and Board bylaw § 1.9 (b) (which indicates that, at a public hearing held before the Board's regular meeting, persons could speak and submit written statements, summaries of which would be provided

to the Board before its regular meeting).

The Board then held its regular meeting with respect to the proposed resolution on June 27, 2011. Public notice of that meeting and its agenda were required to be given in advance, including to the colleges, any educational organization which requested notice, and to any collective negotiation representative. *Id.*, Bylaw § 1.1 (c). CUNY's website contains a June 8, 2011 notice of that board meeting, which notice attached a copy of the agenda, and indicated that the meeting would be telecast live on-line, on cable television, and on the CUNY channel. The Board passed the resolution at its meeting, after Cooper presented the Faculty Senate's opposition to it. *See* Minutes of June 27, 2011 meeting on CUNY's website. The resolution was characterized by CUNY's Executive Vice Chancellor and Provost, Alexandra Logue (Logue), as "historic" and by the Board's Chairman, Benno Schmidt, as a "momentous resolution," which would create "a coherent unified University in which students c[ould] navigate across campuses." Minutes of June 27, 2011 Meeting. Under the Board's bylaws (§ 1.1 [d]), a summary of any resolution and the board's action at a regular meeting had to be posted on CUNY's website within seven days of the meeting and remain there for at least 10 years.

The resolution's preamble affirmed CUNY's commitment to academic excellence and indicated that the faculty's

responsibility for curriculum and courses was integral to the resolution. The resolution set forth the timeline and means for creating an efficient transfer system, which was to be operational in the Fall 2013. That resolution provided for a general education framework, which included the set number of core general education credits common to all CUNY colleges and of college option general education credits specific to the baccalaureate colleges, which credits would be required of all CUNY students and which would be transferable among the CUNY undergraduate campuses. It was further resolved that CUNY's chancellor, in consultation with various groups, including the Faculty Senate, would create a task force, predominantly of faculty, to recommend, by December 1, 2011, a structure for the common core. The task force was to develop the areas making up the common core as defined by learning outcomes. The task force was also to indicate how many of the set number of credits would be allocated to each area. Additionally, the task force could make more specific recommendations as to technical degree programs, such as in science and math. After the task force made its recommendations, and the chancellor approved the common core's structure, each college was to specify the courses for that core which would meet the specified learning outcomes. Then a CUNY-wide committee, appointed by the chancellor, would review the courses proposed and, if appropriate, approve them. Each college was, by April 1, 2012, to provide the chancellor with its

plan for the general education framework. It was also resolved that, after implementation, all of the policies and processes would be evaluated, at first yearly, starting in 2013, so as to make any needed modifications.

Following the 2011 resolution's passage, the chancellor created the task force, seeking nominations from the Faculty Senate, among others. See Pathways Initiative website, August 25, 2011 "Dear Colleagues" letter from Logue. By letter dated September 6, 2011 to the CUNY Faculty, the task force's chair, Michelle Anderson (Anderson), updated the faculty on the progress of the Pathways Initiative and advised that the task force was working to complete, by November 1, 2011, its draft of its recommendations and that, on that date, the draft would be posted on the Pathways Initiative website to get feedback from any individual or group, so that the task force could make any needed revisions in time to submit the report to the chancellor by the December 1, 2011 deadline. *Id.*, Anderson letter of September 6, 2011. The task force, on November 1, 2011, issued common core guidelines and sought comments from the CUNY college presidents by November 15, 2011. After receiving those comments, the task force, on about December 1, 2011, issued a final set of common core guidelines, which were adopted by the chancellor on December 12, 2011.

On March 20, 2012, the plaintiffs commenced this action,

which alleges two breach of contract causes of action, which seek, as the sole relief, an order vacating the 2011 resolution and permanently enjoining CUNY from implementing it. In essence, the complaint alleges that, in 1997, the defendants, in an unrelated Article 78 proceeding, *Matter of Polishook v City Univ. of New York* (234 AD2d 165 [1st Dept, 1996]), signed a settlement agreement and a resolution. In the 1997 resolution the Board, among other things,

> "in the exercise of its authority to govern and administer the University pursuant to N.Y. Education Law § 6204[1], in connection with the Board's making educational policy, recogniz[ed] and reaffirm[ed] that the faculty, in accordance with CUNY bylaw § 8.6, shall be responsible, subject to guidelines, if any, as established by the board, for the formulation of policy relating to the admission and retention of students including health and scholarship standards therefor, student attendance including leaves of absence, curriculum, awarding of college credit, [and] granting of degrees; that this responsibility is to be exercised through the college faculty senates pursuant to Board Bylaws or college governance plans approved by the Board, or the University Faculty Senate in accordance with CUNY Bylaws §8.13, which states: 'There shall be a university faculty senate, responsible subject to the board, for the formulation of policy relating to the academic status, role, rights, and freedoms of the faculty, university level educational and instructional matters, and research and scholarly activities of university-wide import.... and that such policies will then be considered by the board or its appropriate committees in making policy decisions relating to educational matters.'"

According to the complaint, this resolution and bylaw §§ 8.6 and 8.13[1] did not permit the Board to formulate its own policy

[1] These bylaw sections have subsequently been renumbered as 8.5 and 8.10, but, in this action, the parties are using, for

on educational issues, but, instead, required that educational policies be formulated, in the first instance, by the college and faculty senates for consideration by the Board. Complaint, ¶ 34. The complaint further alleges that the passage of the 2011 resolution constituted a breach of the 1997 settlement agreement and resolution, and was a violation of bylaws §§ 8.6 and 8.13, because the 2011 resolution was not based on policy formulated by the faculty; changed, without properly including the faculty in the process, the course and credit degree requirements and the requirements for transferring credits among CUNY colleges; established a task force to perform the Faculty Senate's duties; gave that task force the faculty's duties; and failed to properly include the faculty in the implementation of the 2011 resolution. Complaint, ¶¶ 45-51. The first cause of action alleges that the Board's passage, approval, and implementation of the 2011 resolution and its approval and implementation of the task force's proposal constituted breaches of the settlement agreement. The second cause of action alleges that, because the settlement agreement amounted to a contractual commitment to comply with bylaw §§ 8.6 and 8.13, and because the 2011 resolution was inconsistent with those bylaw provisions, the "passage" of the 2011 resolution constituted a breach of contract. *Id.*, ¶¶ 59, 63.

The Instant Motion

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these two bylaws, the numbers set forth in the 1997 resolution.

Defendants move for an order dismissing the action for failure to state a cause of action, based on the documentary evidence, and because the action is time-barred, or, alternatively, converting this action to an Article 78 proceeding. They urge that the settlement agreement and 1997 resolution contain no contractual provision requiring them to comply with bylaw §§ 8.6 and 8.13, that the Board simply reaffirmed those bylaws, and that neither of those bylaws, nor the 1997 resolution, requires academic policy to originate with the faculty or Faculty Senate.

Since there was no such contractual provision, defendants urge that the action must be dismissed, and that, because plaintiffs were alleging bylaw violations and a challenge to a university's internal decision, plaintiffs' claims should have been brought as an Article 78 proceeding against the Board, as a state body. Defendants further contend that, because the Board had the authority to independently formulate policy regarding CUNY's governance and establish the Pathways Initiative, plaintiffs' claims fail as a matter of law. Defendants also maintain that, because CUNY's senior colleges are state entities, and the state has, as is applicable here, only waived its sovereign immunity for breach of contract actions principally seeking monetary damages, which actions must be pursued in the Court of Claims, the instant action cannot be maintained as such against CUNY.

Moreover, since the resolution establishing the Pathways Initiative was passed in June 2011, and this action was commenced on March 20, 2012, defendants assert that this action is barred by the four-month statute of limitations applicable to Article 78 proceedings, because plaintiffs, who are alleging that the passage of the 2011 resolution was inconsistent with the bylaws, were aggrieved when that resolution was passed. According to the defendants, that the 2011 resolution required additional steps to implement the Pathways Initiative, did not toll the statute of limitations, since the resolution provided for a definite plan of action.

In response, the plaintiffs, who "do not ask this court to pass on the wisdom of the Pathways [Initiative]" (Plaintiffs' Memorandum of Law, 7), contend that the 1997 settlement agreement and resolution's provision relating to bylaw §§ 8.6 and 8.13, extracted a contractual obligation from the Board that the Faculty Senate would, in the first instance, be responsible "for the formulation of policy relating to curriculum, the awarding of college credit, the granting of degrees, academic status, and university level educational and instructional matters." Plaintiffs Memorandum of Law, 5, 38. Only after the Faculty Senate has formulated any such policy, can the Board consider it in making their own policy decisions. *Id.* While plaintiffs concede that the 2011 resolution gave faculty members a role in developing and implementing the Pathways Initiative, they assert

that the initiative violated the settlement agreement because the Pathways Initiative was not based on policy formulated by the Faculty Senate. *Id.* at 12. Thus, this action's "nub" is whether the settlement agreement permitted the Board, in formulating academic policy, to ignore the Faculty Senate. *Id.* Plaintiffs contend that, because the 1997 settlement agreement and resolution extracted from the Board a contractual promise which it breached, plaintiffs are entitled to maintain this matter in the form of an action rather than through an Article 78 proceeding. Further, plaintiffs assert that the settlement agreement and 1997 resolution would be rendered meaningless unless their interpretation governs. Additionally, plaintiffs apparently take the position that, irrespective of the 1997 settlement agreement and resolution, in adopting bylaw §§ 8.6 and 8.13, the Board ceded its power to initiate academic policy to the Faculty Senate. *Id.*, 37.

Plaintiffs also claim that, were this matter to be converted to an Article 78 proceeding, it would be timely. In this regard, they observe that the first cause of action contains an allegation that the defendants' approval of the task force's guidelines violated the settlement agreement, and assert that, since the chancellor approved that proposal on December 12, 2011, fewer than four months before this action was commenced, all of plaintiffs' claims are timely, because before then, all that the

2011 resolution proposed were goals, rather than a final determination. Therefore, plaintiffs urge that any potential injury to plaintiffs may have been ameliorated before the chancellor approved the task force's proposal. Finally, plaintiffs contend that CUNY has no sovereign immunity because the Court of Claims lacks jurisdiction for cases where monetary damages are not being sought, and because CUNY waived any immunity by entering into the settlement agreement and agreeing that only the Faculty Senate was responsible, in the first instance, for formulating academic policy.

Discussion

On a motion to dismiss a complaint for failure to state a cause of action, "facts pleaded in the complaint must be taken as true and are accorded every favorable inference.... However, allegations consisting of bare legal conclusions as well as factual claims flatly contradicted by documentary evidence are not entitled to any such consideration...." *Maas v Cornell Univ.*, 94 NY2d 87, 91 (1999) (internal quotation marks and citation omitted); *Gertler v Goodgold*, 107 AD2d 481, 485 (1st Dept 1985), *affd* 66 NY2d 946 (1985). "A motion to dismiss based on documentary evidence pursuant to CPLR 3211(a)(1) may be appropriately granted 'only where the documentary evidence utterly refutes plaintiff's factual allegations, conclusively establishing a defense as a matter of law' (*Goshen v. Mutual Life*

Ins. Co. of N.Y., 98 NY2d 314, 326; *see Norment v. Interfaith Ctr. of N.Y.*, 98 AD3d 955, 955-956)." *North Shore Towers Apts. Inc. v Three Towers Assoc.*, _ AD3d _, 2013 NY Slip Op 01812, *2 (2d Dept 2013).

Plaintiffs' position, that bylaw §§ 8.6 and 8.13 and the 1997 settlement agreement and resolution constituted a contractual commitment that only the faculty and the Faculty Senate could initiate academic policy, is devoid of merit. Bylaw §§ 8.6 and 8.13 do not provide that the faculty and Faculty Senate have the exclusive right to formulate academic policy. They simply, respectively, permit faculty to formulate certain academic policy, subject to board guidelines, and the Faculty Senate, subject to the Board, to formulate policy on certain academic matters of university-wide import. That only the faculty, through the Faculty Senate, could have initiated the academic policy at issue here is undercut by Board bylaw § 11.2 which pertains to the chancellor's role. In this regard the chancellor is appointed by, and reports to, the Board and is CUNY's chief executive, and educational and administrative officer as well as the chief educational and administrative officer of the senior and junior colleges. Board bylaw § 11.2. He or she is charged with implementing the board's policies, and with initiating, planning, developing and "implement[ing] institutional strategy and policy on all educational and

administrative issues affecting the university, including to prepare a comprehensive overall academic plan for the university, subject to the board's approval, and to supervise a staff to conduct research, coordinate data, and make analyses and reports on a university-wide basis." *Id.* The chancellor also presents the Board with any of his or her recommendations on important plans, reports, or recommendations submitted by faculty, a college president, or any governance body. *Id.* Thus, while the chancellor can recommend to the Board any important policy formulated by the faculty or the Faculty Senate, the chancellor can also initiate academic policy.

Further, that the Board is permitted to initiate academic policy is evident from Education Law § 6204 (1), which provides that the Board "shall govern and administer the city university. The control of the educational work of the city university shall rest solely in the board of trustees which shall govern and administer all educational units of the city university." *See also* Education Law § 6206 (7) (Board required to "establish and conduct courses and curricula; prescribe conditions of student admission, attendance and discharge"). The Board's power to initiate academic policy is supported by this judicial department's case law. Specifically, in *Matter of Polishook v City Univ. of N.Y.* (1996 WL 34478650 [Sup Ct, NY County 1996]; *mod* 234 AD2d at 167) the petitioners, including the PSC president

and Cooper, urged before the lower court, among other things, that, since three of the Board's long-range resolutions concerning academic matters did not relate to financial exigency, the Board, in adopting those resolutions, could not ignore its own rules and bylaws, which allegedly dictated that such matters first be addressed by the college senates and governance councils. The Board asserted that it acted lawfully in passing the resolutions. The lower court held, among other things, that the board's adoption of these three resolutions was arbitrary and capricious because the respondents were silent as to the connection of these matters to financial considerations and why there was a need to circumvent ordinary governance plans involving this type of decision. The Appellate Division, First Department in *Polishook* (234 AD2d at 167), overturned the lower court's determinations, except as to one of the three long-range resolutions, because the First Department could not perceive the rational basis for Long Term Initiative 27, which reduced the number of credits required for a degree. Significantly, in modifying the lower court's determination and upholding the propriety of the Board's passage of the other two long-range resolutions, the First Department, citing Education Law § 6204 (1), held that the bylaws "d[id] not require the Board ... to consult with the senior college faculties prior to implementing" those resolutions. *Id.* at 166-167.

In light of the foregoing, it is evident that bylaw §§ 8.6 and 8.13 do not limit the initiation of academic policy to the faculty and the Faculty Senate, and that the Board has the power to initiate academic policy. Therefore, by merely recognizing and/or reaffirming bylaw § 8.6, the 1997 resolution did not create a contractual right in that bylaw section nor did it in any way amend that section, or bylaw § 8.13, to limit the Board's power to initiate academic policy. Since the *Polishook* petitioners urged in the lower court that, under the bylaws, only it could initiate such matters, a claim, which was firmly rejected by the First Department, if what those petitioners truly desired was a resolution limiting the Board's powers, the parties, if they were amenable, could easily and clearly have so provided in the 1997 resolution. Petitioners' claim that, without such an interpretation, the resolution would be meaningless, is unavailing, because the only issue remaining on CUNY's appeal was the First Department's finding of a lack of a rational basis for Long Term Initiative 27, and the petitioners, stipulated that there was a rational basis for that determination, in exchange for the Board's resolution to clarify and set forth the circumstances under which CUNY would grant waivers from the requirements of that initiative. *See* 1997 Resolution, 3-4. Because the 1997 resolution created no contractual obligation with respect to the bylaws, and neither

that resolution, nor bylaw §§ 8.6 and 8.13, limited the formulation of academic policy to the faculty through the Faculty Senate, plaintiffs' breach of contract claims and action must be, and hereby are, dismissed. Because plaintiffs have no valid breach of contract claims, it is immaterial whether sovereign immunity bars such claims against defendant CUNY.

Further, in view of the absence of any valid breach of contract claim, the complaint effectively urges nothing more than alleged bylaw violations, and, accordingly, this matter should have been brought, if at all, as an Article 78 proceeding. *See Maas v Cornell Univ.*, 94 NY2d at 93-95; *Wander v St. John's Univ.*, 99 AD3d 891, 893 (2d Dept 2012); *Gertler v Goodgold*, 107 AD2d at 487. However, conversion is inappropriate here because, aside from the fact that respondents did not violate bylaw §§ 8.6 and 8.13, any such Article 78 proceeding would be time-barred (*see* CPLR 217 [1]) ("proceeding against a body or officer must be commenced within four months after the determination to be reviewed becomes final and binding"). *Gertler v Goodgold*, 107 AD2d at 487; *Silverman v New York Univ. School of Law*, 193 AD2d 411 (1st Dept 1993) (conversion of action to Article 78 proceeding not warranted when matter barred by four-month statute of limitations). An administrative determination is final and binding when it is complete and administrative remedies have been exhausted. *Walton v New York State Dept. of Correctional Servs.*,

8 NY3d 186, 194 (2007). "First, the agency must have reached a definitive position on the issue that inflicts actual, concrete injury and second, the injury inflicted may not be ... significantly ameliorated by further administrative action or by steps available to the complaining party." *Id.* at 194 (internal quotation marks and citations omitted).

In the instant case, the four-month statute of limitations began to run, not when the chancellor adopted the task force's guidelines, but, rather, when the Board adopted the 2011 resolution. *Matter of Gach v City of Long Beach*, 218 AD2d 801 (2d Dept 1995); *Matter of Douglaston & Little Neck Coalition v Sexton*, 145 AD2d 480, 480-481 (2d Dept 1988) (statute of limitations runs from the adoption of resolution). This is so because, the complaint alleges that only the faculty and Faculty Senate could formulate policy, and that the plaintiffs were aggrieved when the Board, without the proper input from the faculty and Faculty Senate, formulated policy by crafting and creating the Pathways Initiative, via the 2011 resolution. As for the complaint's allegation that plaintiffs were further aggrieved because the 2011 resolution violated the bylaws by establishing a task force to perform the Faculty Senate's duties, plaintiffs were well aware when the Pathways Initiative was passed that the Board had provided for the establishment of a task force which would also formulate policy. The Pathways

Initiative was not merely an abstract, nonconclusive proposal (*see generally Matter of Edmead v McGuire*, 67 NY2d 714, [1986]) or a proposal for a course of action on a trial basis (*Matter of Seniors for Safety v New York City Dept. of Transp.*, 101 AD3d 1029, [2d Dept 2012]), but was instead one integrated plan which embodied a firm commitment to create, within a precise time frame, an efficient transfer system. It was the sine qua non of all that followed. That some details were left to be resolved is inconsequential, since they would not have affected the Pathways Initiative's alleged infirmity - namely, that, upon the passage of the Pathways Initiative, policy was formulated and firmly set to be formulated by those other than the faculty and the Faculty Senate. In any event, I also note that, evidently after nominations were sought from the Faculty Senate, the task force was established more than four months before this action was commenced. Plaintiffs' amelioration claim, that the task force may have recommended that the development of a student transfer structure be submitted to the Faculty Senate, is without merit, since that was not within the scope of the task force's assigned duties. Similarly, plaintiffs' assertion that the chancellor could have declined to have adopted the task force's recommendations as to the broad disciplinary and interdisciplinary areas comprising the common core, would not have alleviated the problem of someone other than the Faculty

Senate having been charged with initiating academic policy, since presumably, the chancellor could either have made his own decision or directed matters back to the task force for additional input from it. Further, that would not have alleviated the alleged problem of the Board having, in the first place, formulated the Pathways Initiative without properly including the faculty and Faculty Senate in the process. Also, tellingly, the complaint seeks an order vacating the 2011 resolution.

In conclusion, it is

ORDERED that defendants City University of New York and the Board of Trustees of the City University of New York's motion to dismiss the complaint herein is granted, and the complaint is dismissed in its entirety as against said defendants, with costs and disbursements to said defendants as taxed by the Clerk of the Court, upon submission of an appropriate bill of costs; and it is further

ORDERED that the Clerk is directed to enter judgment accordingly.

Dated Feb 21, 14

ENTER:

J.S.C.

HON. ANIL C. SINGH
SUPREME COURT JUSTICE

Appendix H-3 General Education Matrix

Queensborough Community College

General Education Outcomes Mapping to Pathways Common Core Learning Outcomes

General Education Outcomes	Sample Evidence for Learning Outcomes	Pathways Common Core: Common Core Categories and Student Learning Outcomes
1.Communicate effectively through reading, writing, listening and speaking	a. Interpret texts critically b. Use writing to create and clarify meaning c. Write in varied rhetorical modes, poetic forms and voices d. Use writing and oral communication to connect prior knowledge to disciplinary discourse e. Apply principles of critical listening to evaluate information f. Speak clearly, accurately, and coherently in several modes of delivery	**Required Core:** **I.A – English Composition** *1. Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.* *2. Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.* *3. Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.* *4. Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.* *5. Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.* **SEE ALSO:** **Required outcomes for all Flexible Core categories, #3.** Produce well-reasoned written or oral arguments using evidence to support conclusions **II.A.10.** Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

General Education Outcomes	Sample Evidence for Learning Outcomes	Pathways Common Core: Common Core Categories and Student Learning Outcomes
2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions	a. Distinguish the problem or question from a proposed solution or answer b. Differentiate between facts, assumptions, and conclusions in the formulation of a proposed solution or answer c. Evaluate the quality of evidence d. Describe and compare the way questions, issues, or problems are formulated within various fields of study	**Flexible Core: II – requirements for all categories** *1. Gather, interpret, and assess information from a variety of sources and points of view.* *2. Evaluate evidence and arguments critically or analytically.* *3. Produce well-reasoned written or oral arguments using evidence to support conclusions.* **SEE ALSO ITEM #4 IN EACH OF THE FLEXIBLE CORE CATEGORIES:** **II. A. 4.** Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature. **II.B.4**. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature **II.D.4.** Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology **II.C.4** Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater **II.E.4.** Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.

General Education Outcomes	Sample Evidence for Learning Outcomes	Pathways Common Core: Common Core Categories and Student Learning Outcomes
3. Reason quantitatively and mathematically as required in their fields of interest and in everyday life	a. Identify problems that need a mathematical solution, and use computational methods in the mathematics applicable in everyday life b. Use the language, notation, and inductive and deductive methods of mathematics to formulate quantitative ideas and patterns c. Use mathematics appropriate to specific fields of study d. Estimate when doing mathematical calculations e. Employ technology to collect, process, and present mathematical information f. Describe mathematical, statistical and probabilistic models and methods, and identify how they are used to obtain knowledge g. Organize and interpret data and use the data to draw conclusions	**Required Core:** **I.B – Mathematical and Quantitative Reasoning** *1. Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.* *2. Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.* *3. Represent quantitative problems expressed in natural language in a suitable mathematical format.* *4. Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.* *5. Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.* *6. Apply mathematical methods to problems in other fields of study.*

General Education Outcomes	Sample Evidence for Learning Outcomes	Pathways Common Core: Common Core Categories and Student Learning Outcomes
4. Use information management and technology skills effectively for academic research and lifelong learning	a. Determine the extent of information needed for a research question, problem or issue b. Access needed information effectively and efficiently c. Evaluate information and its sources critically and assimilate selected information d. Use information effectively to accomplish a specific purpose e. Demonstrate an understanding of the economic, legal, social, and ethical issues surrounding the use of information and information technology f. Employ technology in research and fields of interest g. Identify the role of technology and its impact on the individual, society and the environment	**Flexible Core: II – requirements for all categories** *1. Gather, interpret, and assess information from a variety of sources and points of view.* *2. Evaluate evidence and arguments critically or analytically.* 3. *Produce well-reasoned written or oral arguments using evidence to support conclusions.* **SEE ALSO**: **I.C.5.** *Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.* **II.D.7.** Articulate ethical uses of data and other information resources to respond to problems and questions. **II.E. 8.** Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions. **II.C. 8.** Use appropriate technologies to conduct research and to communicate. **II.E. 10.** Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.

General Education Outcomes	Sample Evidence for Learning Outcomes	Pathways Common Core: Common Core Categories and Student Learning Outcomes
5. Integrate knowledge and skills in their program of study	a. Create coherent, documented essays, presentations, or solutions to problems based on gathering, analyzing, and comparing evidence from more than one perspective b. Demonstrate critical and creative thought by producing new arguments, art or solutions to complex problems c. Analyze and compare evidence to support/refute different points of view on a particular topic d. Complete sequential courses that use knowledge and skills from a previous course to master the higher level course e. Complete a culminating assignment in a capstone course	**Flexible Core: II – requirements for all categories** *1. Gather, interpret, and assess information from a variety of sources and points of view.* *2. Evaluate evidence and arguments critically or analytically.* *3. Produce well-reasoned written or oral arguments using evidence to support conclusions.* **SEE ALSO ITEM #4 IN EACH OF THE FLEXIBLE CORE CATEGORIES:** **II. A. 4.** Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature. **II.B.4**. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature **II.D.4.** Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology **II.C.4** Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater **II.E.4.** Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.

General Education Outcomes	Sample Evidence for Learning Outcomes	Pathways Common Core: Common Core Categories and Student Learning Outcomes
6. Differentiate and make informed decisions about issues based on multiple value systems	a. Identify the key elements of issues and analyze them from the perspectives of multiple value systems b. Identify values and their origins in culture, religion, philosophy, political, social or economic theory c. Differentiate ethical and non-ethical elements in arguments and/or behavior d. Distinguish facts from values in issues e. Apply varying values or ethical principles and approaches to respond to questions, dilemmas, or problems and describe alternate outcomes	**Flexible Core:** **II.D – Individual and Society** *(1– 3 are in QCC 4 and 5 above)* 4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology. 5. Examine how an individual's place in society affects experiences, values, or choices. 6. Articulate and assess ethical views and their underlying premises. 7. Articulate ethical uses of data and other information resources to respond to problems and questions. 8. Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
7. Work collaboratively in diverse groups directed at accomplishing learning objectives NOTE: COMMON CORE NOT EQUIVALENT TO QCC	a. Work in groups to accomplish learning tasks and reach common goals b. Demonstrate interpersonal skills and accountability in working in diverse groups c. Design and complete a group project d. Write or make a presentation based on group work	**I.C.3.** *Use the tools of a scientific discipline to carry out collaborative laboratory investigations.*

General Education Outcomes	Sample Evidence for Learning Outcomes	Pathways Common Core: Common Core Categories and Student Learning Outcomes
8. Use historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions, or social processes	a. Use historical facts to provide context for understanding information b. Apply discipline-specific methods to retrieve information c. Apply discipline-specific methods to reconstruct the historical past d. Interpret information to analyze historical events e. Use social sciences concepts to analyze human behavior f. Discuss social institutions from a historical or social sciences perspective g. Identify social processes in everyday life	**Flexible Core:** **II.A – World Cultures and Global Issues** *1. (1– 3 are in QCC 4 and 5 above)* 4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature. 5. Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view. 6. Analyze the historical development of one or more non-U.S. societies. 7. Analyze the significance of one or more major movements that have shaped the world's societies. 8. Analyze the significance of one or more major movements that have shaped the world's societies. 9. Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies. 10. Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own. **Flexible Core:** **II.B – U.S. Experience in Its Diversity** *1. (1– 3 are in QCC 4 and 5 above)* 4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature. 5. Analyze and explain one or more major themes of U.S. history from more than one informed perspective. 6. Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States. 7. Explain and evaluate the role of the United States in international relations. 8. Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy. 9. Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation

General Education Outcomes	Sample Evidence for Learning Outcomes	Pathways Common Core: Common Core Categories and Student Learning Outcomes
9. Employ concepts and methods of the natural and physical sciences to make informed judgments	a. Describe fundamental concepts in a field of science b. Explain and demonstrate the process of scientific inquiry c. Discuss the role of science and its impact on the individual, society and the environment	**Required Core:** **I.C – Life and Physical Sciences** *1. Identify and apply the fundamental concepts and methods of a life or physical science.* *2. Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.* *3. Use the tools of a scientific discipline to carry out collaborative laboratory investigations.* *4. Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.* *5. Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.* **Flexible Core:** **II.E – Scientific World** *(1-3 are in QCC 4 and 5 above)* 4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies. 5. Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions. 6. Articulate and evaluate the empirical evidence supporting a scientific or formal theory. 7. Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities. 8. Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

General Education Outcomes	Sample Evidence for Learning Outcomes	Pathways Common Core: Common Core Categories and Student Learning Outcomes
10. Apply aesthetic and intellectual criteria in the evaluation or creation of works in the humanities or the arts	a. Analyze and evaluate literary works b. Analyze and evaluate works of art c. Perform or create artistic works	**Flexible Core:** **II.C – Creative Expression** *(1– 3 are in QCC 4 and 5 above)* 4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater. 5. Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them. 6. Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed. 7. Demonstrate knowledge of the skills involved in the creative process. 8. Use appropriate technologies to conduct research and to communicate.

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Appendix H-4 Pathways Learning Matrix

Queensborough Community College

Pathways Common Core Learning Outcomes Mapping to General Education Outcomes

Pathways Common Core: Common Core Categories and Student Learning Outcomes	General Educational Outcome	Sample Evidence for Learning Outcomes
Required Core: **I.A – English Composition** 1. Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence. 2. Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts. 3. Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources. 4. Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media. 5. Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.	**1.Communicate effectively through reading, writing, listening and speaking**	a. Interpret texts critically b. Use writing to create and clarify meaning c. Write in varied rhetorical modes, poetic forms and voices d. Use writing and oral communication to connect prior knowledge to disciplinary discourse e. Apply principles of critical listening to evaluate information f. Speak clearly, accurately, and coherently in several modes of delivery

Required Core: **I.B – Mathematical and Quantitative Reasoning** 1. Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables. 2. Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems. 3. Represent quantitative problems expressed in natural language in a suitable mathematical format. 4. Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form. 5. Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation. 6. Apply mathematical methods to problems in other fields of study.	**3. Reason quantitatively and mathematically as required in their fields of interest and in everyday life**	a. Identify problems that need a mathematical solution, and use computational methods in the mathematics applicable in everyday life b. Use the language, notation, and inductive and deductive methods of mathematics to formulate quantitative ideas and patterns c. Use mathematics appropriate to specific fields of study d. Estimate when doing mathematical calculations e. Employ technology to collect, process, and present mathematical information f. Describe mathematical, statistical and probabilistic models and methods, and identify how they are used to obtain knowledge g. Organize and interpret data and use the data to draw conclusions
Required Core: **I.C – Life and Physical Sciences** 1. Identify and apply the fundamental concepts and methods of a life or physical science. 2. Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation. 3. Use the tools of a scientific discipline to carry out collaborative laboratory investigations. 4. Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report. 5. Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.	**9. Employ concepts and methods of the natural and physical sciences to make informed judgments**	a. Describe fundamental concepts in a field of science b. Explain and demonstrate the process of scientific inquiry c. Discuss the role of science and its impact on the individual, society and the environment **SEE ALSO QCC Educational Outcome 7. a. and c.** 7**. Work collaboratively in diverse groups directed at accomplishing learning objectives** a. Work in groups to accomplish learning tasks and reach common goals c. Design and complete a group project

Pathways Common Core: FLEXIBLE CORE REQUIRED OUTCOMES	General Educational Outcome	Sample Evidence for Learning Outcomes
1. Gather, interpret, and assess information from a variety of sources and points of view. 2. Evaluate evidence and arguments critically or analytically. 3. Produce well-reasoned written or oral arguments using evidence to support conclusions.	**2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions**	a. Distinguish the problem or question from a proposed solution or answer b. Differentiate between facts, assumptions, and conclusions in the formulation of a proposed solution or answer c. Evaluate the quality of evidence d. Describe and compare the way questions, issues, or problems are formulated within various fields of study
	4. Use information management and technology skills effectively for academic research and lifelong learning	a. Determine the extent of information needed for a research question, problem or issue b. Access needed information effectively and efficiently c. Evaluate information and its sources critically and assimilate selected information d. Use information effectively to accomplish a specific purpose e. Demonstrate an understanding of the economic, legal, social, and ethical issues surrounding the use of information and information technology f. Employ technology in research and fields of interest g. Identify the role of technology and its impact on the individual, society and the environment
	5. Integrate knowledge and skills in their program of study	a. Create coherent, documented essays, presentations, or solutions to problems based on gathering, analyzing, and comparing evidence from more than one perspective b. Demonstrate critical and creative thought by producing new arguments, art or solutions to complex problems c. Analyze and compare evidence to support/refute different points of view on a particular topic d. Complete sequential courses that use knowledge and skills from a previous course to master the higher level course e. Complete a culminating assignment in a capstone course

Pathways Common Core: Common Core Categories and Student Learning Outcomes	General Educational Outcome	Sample Evidence for Learning Outcomes
Flexible Core: **II.A World Cultures and Global Issues** 1. Gather, interpret, and assess information from a variety of sources and points of view. 2. Evaluate evidence and arguments critically or analytically. 3. Produce well-reasoned written or oral arguments using evidence to support conclusions. 4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature. 5. Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view. 6. Analyze the historical development of one or more non-U.S. societies. 7. Analyze the significance of one or more major movements that have shaped the world's societies. 8. Analyze the significance of one or more major movements that have shaped the world's societies. 9. Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies. 10. Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.	**8. Use historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions, or social processes**	a. Use historical facts to provide context for understanding information b. Apply discipline-specific methods to retrieve information c. Apply discipline-specific methods to reconstruct the historical past d. Interpret information to analyze historical events e. Use social sciences concepts to analyze human behavior f. Discuss social institutions from a historical or social sciences perspective g. Identify social processes in everyday life **SEE ALSO QCC Educational Outcome 1.f.** **1.Communicate effectively through reading, writing, listening and speaking** f. Speak clearly, accurately, and coherently in several modes of delivery

Flexible Core: **II.B – U.S. Experience in Its Diversity** 1. Gather, interpret, and assess information from a variety of sources and points of view. 2. Evaluate evidence and arguments critically or analytically. 3. Produce well-reasoned written or oral arguments using evidence to support conclusions. 4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature. 5. Analyze and explain one or more major themes of U.S. history from more than one informed perspective. 6. Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States. 7. Explain and evaluate the role of the United States in international relations. 8. Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy. **9.** Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.	**8. Use historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions, or social processes**	h. Use historical facts to provide context for understanding information i. Apply discipline-specific methods to retrieve information j. Apply discipline-specific methods to reconstruct the historical past k. Interpret information to analyze historical events l. Use social sciences concepts to analyze human behavior m. Discuss social institutions from a historical or social sciences perspective n. Identify social processes in everyday life

Flexible Core: **II.C – Creative Expression** 1. Gather, interpret, and assess information from a variety of sources and points of view. 2. Evaluate evidence and arguments critically or analytically. 3. Produce well-reasoned written or oral arguments using evidence to support conclusions. 4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater. 5. Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them. 6. Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed. 7. Demonstrate knowledge of the skills involved in the creative process. 8. Use appropriate technologies to conduct research and to communicate.	**10. Apply aesthetic and intellectual criteria in the evaluation or creation of works in the humanities or the arts**	a. Analyze and evaluate literary works b. Analyze and evaluate works of art c. Perform or create artistic works **SEE ALSO QCC Educational Outcome 4.f.** **4. Use information management and technology skills effectively for academic research and lifelong learning** f. Employ technology in research and fields of interest

Flexible Core: **II.D – Individual and Society** 1. Gather, interpret, and assess information from a variety of sources and points of view. 2. Evaluate evidence and arguments critically or analytically. 3. Produce well-reasoned written or oral arguments using evidence to support conclusions. 4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology. 5. Examine how an individual's place in society affects experiences, values, or choices. 6. Articulate and assess ethical views and their underlying premises. 7. Articulate ethical uses of data and other information resources to respond to problems and questions. 8. Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.	**6. Differentiate and make informed decisions about issues based on multiple value systems**	a. Identify the key elements of issues and analyze them from the perspectives of multiple value systems b. Identify values and their origins in culture, religion, philosophy, political, social or economic theory c. Differentiate ethical and non-ethical elements in arguments and/or behavior d. Distinguish facts from values in issues e. Apply varying values or ethical principles and approaches to respond to questions, dilemmas, or problems and describe alternate outcomes **SEE ALSO, from QCC Educational Objective 8** **8. Use historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions, or social processes** a. Use social sciences concepts to analyze human behavior b. Discuss social institutions from a historical or social sciences perspective c. Identify social processes in everyday life

Flexible Core: **II.E – Scientific World** 1. Gather, interpret, and assess information from a variety of sources and points of view. 2. Evaluate evidence and arguments critically or analytically. 3. Produce well-reasoned written or oral arguments using evidence to support conclusions. 4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies. 5. Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions. 6. Articulate and evaluate the empirical evidence supporting a scientific or formal theory. 7. Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities. 8. Understand the scientific principles underlying matters of policy or public concern in which science plays a role.	**9. Employ concepts and methods of the natural and physical sciences to make informed judgments**	a. Describe fundamental concepts in a field of science b. Explain and demonstrate the process of scientific inquiry c. Discuss the role of science and its impact on the individual, society and the environment **SEE ALSO QCC Educational Outcome 4, e. and g.** **4. Use information management and technology skills effectively for academic research and lifelong learning** e. Demonstrate an understanding of the economic, legal, social, and ethical issues surrounding the use of information and information technology g. Identify the role of technology and its impact on the individual, society and the environment

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Appendix H-5: Letter from Academic Senate on Academic Freedom

Academic Freedom Committee
Queensborough Community College
The City University of New York
222-05 56th Avenue
Bayside, NY 11364

February 5, 2014

Dear Dr. Corradetti:

I am writing to you in my capacity as Chair of the Academic Freedom Committee at Queensborough Community College, and what I write represents a consensus of the majority of the members of that committee, as listed below. As you are undoubtedly aware, Pathways is a curriculum re-configuration that was initiated by the CUNY Board of Trustees, ostensibly to deal with difficulties in student transfer between CUNY campuses and address the "problem" of the accumulation of excess credits. It revamped general education requirements by imposing a new Core Curriculum which utilized a new, unprecedented system of extra-campus (in other words, not located at any particular campus, and made-up of faculty from across CUNY) committees, whose actions were subject to approval by a subset group of the Chancellery, overseen by Vice Chancellor Alexandra Logue. In short, faculty control of decisions on curriculum at each of the CUNY campuses was expropriated by this new system. The Academic Freedom Committee, as well as many of our faculty colleagues, consider this a violation of academic freedom and shared governance. We ask that you consider the effect the implementation of the Pathways Initiative has had on shared governance at our college.

In particular, we are concerned that the following three Middle States accreditation standards may not have been satisfied:

· Leadership and Governance Standard 4 advocates for shared governance and division of academic responsibilities between faculty, administration, staff, students, and governing board members, as determined by each institution.

· Faculty Standard 10 states that "the institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals." Those "qualified professionals" are identified as the members of the faculty. The standard further states: "faculty participation in institutional planning, curriculum review, and other governance roles can be an appropriate recognition of their professional competence and commitment."

· Integrity Standard 6 relates mostly to the core question of academic freedom in terms of the right to teach and hear opinions unfettered by interference from outside the classroom, but does bear on shared governance when it states: "adherence to principles of academic freedom, within the context of institutional mission."

Queensborough Community College may have violated the aforementioned standard due to the imposition of the Pathways initiative.

The Academic Freedom Committee, as well as many of our faculty colleagues, has concerns about the impact of this initiative on academic freedom and shared governance. In particular, we are concerned that faculty curricular decisions, as determined by each institution through the CUNY Board of Trustee approved governance plans, were compromised. QCC did as well as could be expected in attempting shared governance under the duress of the CUNY Chancellery. Our half century old tradition of shared governance was in good order until the emergence and insertion of various directives from the CUNY Chancellery related to the Pathways Initiative. The restrictions to academic freedom came unilaterally from the City University, not from the Administration of QCC. The College Administration was given the assignment to apply the policies initiated by the Board of Trustees under problematic claims by the CUNY Chancellery. Nonetheless, the restrictions and denials of Academic Freedom do exist and shared governance at QCC has been compromised. Through the QCC shared governance procedures, the faculty voiced opposition both to the substance of the Pathways curriculum, and the curricular implementation process in numerous written and oral statements and resolutions, but to no avail. Faculty adhered to the tradition and the governance plan and were ignored and insulted. (The several actions by the Academic Senate are located here:

http://www.qcc.cuny.edu/Governance/academicSenate/news/The_QCC_Academic_Senate_and_the_CUNY_PATHWAYS_Initiative.html) These objections, in solidarity with other CUNY governance bodies, are now in litigation.

We request that these concerns be included in your final Middle States report with the enclosed references. Evidence for our assertion can be found by consulting the following references:

1) ACADEMIC FREEDOM and CUNY: Insult to Injury via Pathways
http://www.qcc.cuny.edu/SocialSciences/ppecorino/PRESENTATIONS/AAUP-Conf-2013-Pathways-AF.html<https://mail.qcc.cuny.edu/owa/redir.aspx?C=1da8802c474c47a0a54bb2eead0956a6&URL=http%3a%2f%2fwww.qcc.cuny.edu%2fSocialSciences%2fppecorino%2fPRESENTATIONS%2fAAUP-Conf-2013-Pathways-AF.html

2) Response to the Communications of Chancellor Matthew Goldstein on General Education Reforms to the American Association of University Professors"
http://www.qcc.cuny.edu/SocialSciences/ppecorino/Articles/Response-Chancellor-AAUP-6-21-13.html<https://mail.qcc.cuny.edu/owa/redir.aspx?C=1da8802c474c47a0a54bb2eead0956a6&URL=http%3a%2f%2fwww.qcc.cuny.edu%2fSocialSciences%2fppecorino%2fArticles%2fResponse-Chancellor-AAUP-6-21-13.html

3) UFS Executive Committee Response to Communications from Former Chancellor Matthew Goldstein To the AAUP on Pathways General Education Reforms
http://cunyufs.org/A/UFSExecresponse8813.pdf<https://mail.qcc.cuny.edu/owa/redir.aspx?C=1da8802c474c47a0a54bb2eead0956a6&URL=http%3a%2f%2fcunyufs.org%2fA%2fUFSExecresponse8813.pdf

4) UFS Conveyance Letter of this Response to AAUP
http://cunyufs.org/A/TMtoAAUP.pdf<https://mail.qcc.cuny.edu/owa/redir.aspx?C=1da8802c474c47a0a54bb2eead0956a6&URL=http%3a%2f%2fcunyufs.org%2fA%2fTMtoAAUP.pdf

5) Latest on PSC Grievance http://psc-cuny.org/latest-news/contract-rights-upheld-pathways-grievance<https://mail.qcc.cuny.edu/owa/redir.aspx?C=1da8802c474c47a0a54bb2eead0956a6&URL=http%3a%2f%2fpsc-cuny.org%2flatest-news%2fcontract-rights-upheld-pathways-grievance Arbitrators actual ruling http://psc-cuny.org/sites/default/files/Pathways%20GrievanceOpinonArbitrability.pdf

6) AAUP Statement "Resolution in Support of Faculty Control of the Curriculum at the City University of New York" http://psc-cuny.org/sites/default/files/AAUP%20Annual%20Meeting%20Resolution%20Concerning%20Pathways.pdf<https://mail.qcc.cuny.edu/owa/redir.aspx?C=1da8802c474c47a0a54bb2eead0956a6&URL=http%3a%2f%2fpsc-cuny.org%2fsites%2fdefault%2ffiles%2fAAUP%2520Annual%2520Meeting%2520Resolution%2520Concerning%2520Pathways.pdf

7) LAWSUITS by the UFS-PSC http://www.psc-cuny.org/latest-news/opposition-pathways-intensifies-psc-goes-court-stop-initiative<https://mail.qcc.cuny.edu/owa/redir.aspx?C=1da8802c474c47a0a54bb2eead0956a6&URL=http%3a%2f%2fwww.psc-cuny.org%2flatest-news%2fopposition-pathways-intensifies-psc-goes-court-stop-initiative

8) UFS Committee on Academic Freedom (5-7-12) http://cunyufs.org/A/AFC%20Statement%20Opposing%20_Pathways_%205-7-12.pdf<https://mail.qcc.cuny.edu/owa/redir.aspx?C=1da8802c474c47a0a54bb2eead0956a6&URL=http%3a%2f%2fcunyufs.org%2fA%2fAFC%2520Statement%2520Opposing%2520_Pathways_%25205-7-12.pdf

9) UFS Committee on Academic Freedom (10-26-12)
http://cunyufs.org/A/The%20Committee%20on%20Academic%20Freedom.pdf<https://mail.qcc.cuny.edu/owa/redir.aspx?C=1da8802c474c47a0a54bb2eead0956a6&URL=http%3a%2f%2fcunyufs.org%2fA%2fThe%2520Committee%2520on%2520Academic%2520Freedom.pdf

10) Responses to Pathways within CUNY and beyond https://sites.google.com/site/universityfacultysenatecuny/senate-action/resolutions-on-

pathways<https://mail.qcc.cuny.edu/owa/redir.aspx?C=1da8802c474c47a0a54bb2eead0956a6&URL=https%3a%2f%2fsites.google.com%2fsite%2funiversityfacultysenatecuny%2fsenate-action%2fresolutions-on-pathways

Sincerely,

Julian Stark, Chairperson

Committee Members:

Aithne Bialo-Padin
Joan Dupre
Wilma Fletcher-Anthony
Susan Jacobowitz
Alex Tarasko
Joseph Bertorelli
Anthony Kolios
Phil Pecorino

cc: Indra Avens, UFS AF Committee

APPENDIX I PROGRAM REVIEW

Appendix I-1

Queensborough Community College
of the City University of New York

ACADEMIC PROGRAM REVIEW:
Guidelines and Templates

Overview

The purpose of an academic program review or self-study is to encourage analysis, evaluation, and improvement of the degree or certificate program. Following a degree program's self study, a panel of external reviewers (representative of the disciplines constituting the degree program) will visit the campus to meet with faculty members, administrators, and students; the panel prepares a site visit report. In response to this report, an action plan is developed, followed by an administrative response that confirms and/or clarifies the action plan and sets the strategic direction of the program for the next five years.

The self-study report itself is prepared and written by a review committee, which is constituted at the end of the previous academic year in which the program review will take place. If the academic program is sponsored by one department, the corresponding academic chair constitutes a review committee consisting of faculty from that department. If the program has two or more sponsoring departments, the corresponding department chairs select one or two faculty members to serve on the review committee.

Once the review committee is constituted, an initial orientation and planning meeting will be convened by the associate dean of accreditation, assessment, and institutional effectiveness to discuss the guidelines for the review process, the timeline of the project, and the format of the report. At this initial meeting, a standardized data set for the program under review, prepared by the Office of Institutional Research, will be distributed. The standardized data set will form the basis for subsequent discussions of the review committee and associate dean about the direction and focus of the program review.

In addition to the guidelines in this document, review committee members are encouraged to use the resource materials on the Assessment Web site (www.qcc.cuny.edu/assessment), which includes the Assessment Handbook.

Process and timeline

The program review process takes about nine months to complete. It consists of a number of phases, including a site visit by an external review team. Attending regular meetings, collaborating with colleagues across disciplines, and meeting deadlines are essential to completing a successful report.

Below is a table with the phases and deadlines of the program review process.

Activity	*Deadline or occurrence*
Inaugural review committee meeting (review committee will identify report writers and editors[s])	May of previous academic year
Review committee will meet about every two weeks with associate dean during the fall semester; begin review of standardized data sets, learning outcomes assessment reports, and other program-related documents and decisions about topics for review focus	September
Requests for additional data from IR and from other departments and offices as needed	September and October
Draft of initial responses to evidence accumulated for focus topics and final decisions about topic(s) that will form focus of program review	October
Preparation of initial draft of the report, followed by meetings to discuss and revise	November and December
Nominations for site visit team submitted to associate dean	December
Submission of full draft report to the associate dean	December 15
Outreach to prospective site team members and confirmation of participation, with details to follow	December and January
Edited version, by associate dean, returned to review committee for additional editing and proofreading; comments and suggestions returned to associate dean within two weeks	January
Final document distributed for review to cabinet and applicable academic chairs	Early February
Final proofreading and printing of report	February
Report distributed to site visit team for review	Late February
Site team visit, including team report, which includes team's recommendations	Late March/early April
Action plan submitted to Academic Affairs	Late April
Meeting of president, vice president, associate dean, review committee, and applicable academic chairs to discuss the action plan	Early May
Administrative response to the action plan, which confirms the strategic direction of the program for the next year and beyond, is sent by the vice president to the applicable chairs and review committee.	Late May

Report format

The organizational structure of the self-study report should follow the organizational structure presented below. One font should be maintained throughout the document. Margins should be one inch on all sides. A hard copy and electronic version of the document and all appendices, including curricula vitae and course syllabuses, should be submitted to the Assessment Office.

I. PROGRAM MISSION

Describe how the program supports the College's mission and how the participating departments collaborate to achieve the mission of the program.

II. PROGRAM REVIEW TOPIC(S)

Explain the topic(s) of concern that will be explored and discussed according to the institutional data and student learning outcomes presented. The report should present solutions to problems and recommendations for program improvement and include responses to the follow-up from the previous program review's recommendations and action plan. Section IV will present key outcomes and analysis of findings. Section V will present findings about resources that affect the appropriate delivery of instruction in the program and the viability of facilities and equipment to ensure appropriate delivery of instruction. Section VI will make recommendations for program and course improvement and the institutional support that will be necessary.

III. FACULTY

A. Current full-time faculty and staff

Provide a summary description of the current full-time faculty and other relevant instructional staff; their number, academic preparation, professional experience, and maintenance of current knowledge; teaching and research specializations; publications and creative experiences; extra-departmental teaching (at the Graduate Center or in Continuing Education, for example); other student instruction/advisement; participation in departmental and College committees; and participation in College governance.

Appendix items:
Provide electronically resumes or curricula vitae for all current full-time faculty members and relevant instructional staff members. Since this is a laborious process, efforts to pull this information together should begin very early.

B. Faculty and staff development

Describe relevant faculty and staff development activities, in teaching and research, over the past five years.

Appendix items:
Attach relevant faculty development activities reported in departmental planning reports, QCC faculty development brochures, etc.

C. Assessment of adjunct faculty, numbers, and qualifications

Describe and assess the numbers and qualifications of adjuncts teaching in the curriculum.

Appendix items:
Provide electronically resumes or curriculum vitae for all current adjuncts who teach key courses in the curriculum and/or who have taught at the College for three years or more.

IV. CURRICULAR OBJECTIVES AND PROGRAM OUTCOMES

This section will form the basis for discussion about the curriculum and the assessment of student learning in the program. Complete data sets will be provided by Institutional Research to allow a full examination of student enrollment, retention, and graduation trends, among other indicators that will help faculty to identify issues and to articulate their findings.

In the sections below are templates to help record curricular objectives and developments that have occurred in the program over the past five years.

A. Curricular objectives and program description

The curricular objectives of the degree program should be entered in the table below and, where applicable, revised objectives. These form the basis for all learning outcomes assessment conducted for the program.

Curricular objectives	**Revised curricular objectives (if applicable)**

Appendix items:
Provide electronically all program requirements, course descriptions from the college catalog, and articulation agreements.

B. Curricular and general education learning outcomes assessment

This section should present evidence from course assessment, both from major courses and key supporting courses, and any other assessment measurement tools for curricular learning outcomes and general education learning outcomes from the past five years, if available, as they apply to the curricular objectives listed above and to the general education objectives required of all students. Discussion should include information about pedagogical methods, use of presentation technology, and specific faculty development efforts pertinent to addressing concerns about student learning outcomes. The matrices below should be filled in to map courses to curricular objectives and to general education objectives.

Course-to-Curriculum Map

Course	Curricular Objective

Course to General Education Map

Course	General Education Objective

Resources in support of this section, all available on the Assessment Web site and in the Assessment Handbook, include:

- Six-step Assessment Plan for Program Review
- Course Assessment Form

Appendix items:
Provide an assessment plan for major courses and a proposed assessment plan for courses in support of the academic program.

C. Recent and planned curricular changes

For this section, use the planning portion of the Year-end Reports from the applicable teaching department(s) and the college's Academic Program Planning report. If the program is accredited by an outside agency, describe the assessment process to meet agency standards.

1. Program reviews and/or self-studies by major contributing departments during the last five years

In this section, include descriptions or explanations of the following:

- Date of self-study
- External agency, if applicable
- Major conclusions of the departmental or program self-study
- Major conclusions of the external reviewers
- Resulting actions taken

2. Program changes completed over last five years or planned for coming year

Description of change(s)	Date	Reasons for changes	Outcomes/results of changes

3. Course changes completed over five years or planned for coming year

	Course number and title	Date	Reasons for changes	Outcomes/results of changes
New courses				
Revised courses				
Deleted courses				

4. Results of certification examinations and employer and alumni surveys, as applicable

	Results/Recommendations	**Actions taken, including dates**	**Outcomes/results of changes**
Certification exams			
Employer surveys			
Alumni surveys	*(include graduation and placement survey results)*		
Advisory Board recommendations			

D. Academic and student support services and facilities in support of teaching and learning

Explain and discuss such services or areas below that play a particularly important role in supporting the program and its students:

- Freshman Academy
- Student orientation
- Academic advisement
- Counseling
- Basic Skills Learning Center
- Campus Writing Center
- Mathematics Learning Center
- Student Learning Center
- Services for Students with Disabilities
- Department-specific services
- Library
- Academic Computing Center
- Center for Excellence in Teaching and Learning (CETL)
- Sponsored Programs

E. Major findings

Using the data sets provided by Institutional Research and the analysis from the subsections above, particularly course assessment, draw conclusions and major findings about program outcomes and student learning in this program. These findings will form the basis for the recommendations you make in the final section, “Priorities for the Future.”

V. RESOURCES: CURRENT AND FUTURE PROSPECTS

Describe the current human, physical, and fiscal resources available to carry out the program's goals and objectives, and evaluate the prospects for the future.

A. Personnel

Summarize from sections III.A and B and describe any additional personnel and provide an analysis of the adequacy of current staffing and evaluation of future prospects.

B. Physical resources (facilities and equipment)

Fill in the table below.

Physical resources	
Laboratories or specialized rooms: purpose and status	**Equipment and/or instructional technology: status**

Provide an analysis of the program's physical resources and evaluate future prospects.

C. Fiscal Resources

Describe the fiscal resources currently available to carry out program goals and objectives, including tax-levy and non-tax-levy support and grants awarded to individual faculty members and in support of program offerings, and provide an analysis of the program's sources of funding and evaluation of future prospects. The Assessment Office will coordinate with the Office of Finance and Administration to help complete this section.

VI. PRIORITIES FOR THE FUTURE: NEXT FIVE YEARS

This section is intended to address the topic(s) posed in section II in the context of the findings from sections III and IV and should be organized as follows: 1) program strengths, 2) program weaknesses, 3) suggestions for improvement, and 4) recommendations for improvement. Your discussion here should demonstrate that the findings and recommendations are derived from program and student data and student learning outcomes. In addition, this section should articulate some central questions for the consideration of the external reviewers in its review of the report and during the site visit.

Updates:
June 2007
July 2010
September 2012

Appendices

Appendix A: Sample Cover Page

Academic Program Review

[Full Name of Academic Program]

[List of Faculty Who Prepared the Report]

[List of Applicable Academic Chairs]

[Date Report Submitted]

Appendix B: Report Contents

- Table of contents
- Program mission
- Program review topic(s)
- Faculty
    - Current full-time faculty and staff
    - Faculty and staff development
    - Assessment of adjunct faculty, numbers, and qualifications
- Curricular objectives and program outcomes
    - Curricular objectives and program description
    - Course assessment
    - Recent and planned curricular changes
    - Academic and student support services and facilities
    - Major findings
- Resources
    - Personnel
    - Physical resources
    - Fiscal resources
- Priorities for the future
- Appendices
    - Standardized data set (provided by Institutional Research)
    - Program requirements (from college catalogue)
    - Course syllabuses (major courses and key support courses)
    - Curricula vitae (all full-time faculty and key adjunct faculty)
    - Faculty development activities report
    - Articulation Agreements

Appendix C: Standardized Data Set

[Provided by Institutional Research]

A. Enrollment and Student Profile

Student Profile & Headcount

Headcount by time status (full- and part-time) and FTE
Gender and age
Ethnicity
Percent of students who speak a language other than English at home
Student admit type (e.g. first-time freshman, advanced transfer)
Freshman and sophomore class

Student Preparedness

College Discovery
CAA (College Admissions Average)
SAT scores
Placement test results

B. Institutional Effectiveness

Remedial vs. Non-remedial

Remedial vs. non-remedial
Non-remedial grades
Remedial grades
BE courses: # of students (pass & fail)
BE course grades: % passed
MA remedial courses: # of students (pass & fail)
MA remedial courses: % passed
Remedial courses: % of students exiting all remediation by 30 credits
% of students enrolling in summer courses

Graduation and Retention Rates

One-year retention rate
Three-year graduation and retention rates
Six-year graduation and retention rates
Degrees awarded
Transfer rates and college destinations
Comparison of program students to all students

Student Experience Survey Results

Program-specific Students
QCC-wide
QCC-wide vs. program-specific students

Post Graduation Experience Survey Results

QCC-wide vs. program-specific students

C. Courses and Curriculum

Program-specific Courses by Supporting Departments: Historical Trends 2006-2011:

For each course:

Fall and spring
Fall average grades
Spring average grades

Gateway courses (English, Math, and key introductory courses)
Capstone courses

Grade Point Average

First-year GPA
Graduation GPA

D. Faculty and Staff

Staff categories and faculty profile, by sponsoring department (appointment status, gender, ethnicity and highest degree earned)

ACADEMIC PROGRAM REVIEW
AND SUPPORTING COURSE ASSESSMENT SCHEDULE: 2011-2017

Year	Program(s)	Sponsoring Department(s)	Prior review	Course Assessment in Support of Program Review – External to *Sponsoring* Department(s)
2011-2012	Nursing (A.A.S.)	Nursing	2004	BI 301, BI 302, BI 311 EN 101, EN 102 MA 120, MA 336 SP 007 SS 310, SS 510, SS 520
2012-2013	• Computer Engineering Technology (A.A.S.) • Electronic Engineering Technology (A.A.S.)	Electrical & Computer Engineering Technology	2006	EN 101, EN 102 MA 114, MA 128
	Laser & Fiber Optics Technology (A.A.S.)	Physics		
	Mechanical Engineering Technology (A.A.S.)	Mechanical Engineering Technology & Design Drafting		
	• Liberal Arts & Sciences (A.A.) • Weekend-only (A.A.)	• Basic Educational Skills • English • Foreign Languages & Literatures • History • Social Sciences	2006	AR 310 BI 140 CH 120, CH 121, CH 127 CS 100 HE 101, HE 102 MA 120 PE 711 PH 110 SP 211

Year	Program(s)	Sponsoring Department(s)	Prior review	Course Assessment in Support of Program Review – External to *Sponsoring* Department(s)
	• Telecommunication Technology (A.A.S.) • Telecommunications Technology: Verizon (A.A.S.)	Electrical & Computer Engineering Technology	2006	EN 101, EN 102 MA 114, MA 128 PH 201, PH 202
	Computerized Architectural and Industrial Design (A.A.S.)	Mechanical Engineering Technology & Design Drafting	2006	EN 101, EN 102 MA 114 PH 101
2013-2014	Visual and Performing Arts (A.S.)	• Art & Design • Health, Physical Education & Dance • Music • Speech Communication & Theatre Arts	2007	BE 111, BE 112, BE 121, BE 122, BE 205 BI 140 EN 101, EN 102 HE 102 HI 110 LS 111, LS 112 MA 005, MA 010, MA 120, MA 321 PH 110 SS 310, SS 510, SS 610
	• Digital Art & Design (A.A.S.) • Photography (certificate)	Art & Design	2007	CH 103, CH 104 EN 102, EN 103 MA 321 SS and/or HI
	Gallery and Museum Studies	Art & Design	NA	BU 201 CH 103, CH 104 EN 101, EN 102 HI 110, HI 111, HI 112 MA 120, MA 301 SP 211

Year	Program(s)	Sponsoring Department(s)	Prior review	Course Assessment in Support of Program Review – External to *Sponsoring* Department(s)
2014-2015	Music Production	• Music • Electrical & Computer Engineering Technology	2007	CS 100 EN 101, EN 102, EN 103 MA 321 PH 140
	New Media Technology (A.A.S. & certificate)	Electrical and Computer Engineering Technology	2007	AR 121, AR 473 EN 102, EN 103 MA 301
	Science for Forensics (A.S.)	• Chemistry (lead) • Biological Sciences and Geology • Mathematics & Computer Science • Physics	NA	EN 101, 102 SS 110, 211, 212, 310, 410, 510 SP 211
	Criminal Justice (Dual/joint A.A.)	Social Sciences	NA	CH 120, CH 121, CH 127 EN 101, EN 102 HI 110, HI 111, *or* HI 112 MA 120, MA 440 SP 211

Year	Program(s)	Sponsoring Department(s)	Prior review	Course Assessment in Support of Program Review – External to *Sponsoring* Department(s)
2015-2016	Liberal Arts & Sciences & Childhood Education (A.A.)	Social Sciences	2010	AR 310 BI 140 CH 120, CH 121 EN 101, EN 102 GE 101 HI 127, HI 128 MA 303, M 336 MU 261 PE 711 PH 101 SS 110, SS 310, SS 610 TH 120
	Massage Therapy	Health, Physical Education & Dance	2010	BI 301, BI 302, BI 330, BI 331, BI 325 EN 101, EN 102 MA 321 SS 510
2016-2017	• Business Administration (A.S.) • Accounting (A.A.S.) • Computer Information Systems (A.A.S. & certificate.) • Management (A.A.S.) • Office Administration & Technology (A.A.S.) • Health Care Office Administration (certificate) • School Secretary (certificate) • Microsoft Office Applications Proficiency Preparation (certificate)	Business	2007	BE 112, BE 205, BE 122, BE 226 EN 101, EN 102 MA 128, MA 260, MA 321, MA440 SS 211, SS 212

Year	Program(s)	Sponsoring Department(s)	Prior review	Course Assessment in Support of Program Review – External to *Sponsoring* Department(s)
	• Medical Office Assistant (certificate) • Medical Office Assistant (A.A.S.)	• Business • Biological Sciences and Geology	2007	CH 120 EN 101, 102 HI 110, HI 111, *or* HI 112 MA 301 SS 310, SS 640
	Liberal Arts & Sciences (Math. & Sciences) (A.S.)	• Mathematics & Computer Science • Biological Sciences & Geology • Chemistry • Physics	2005	EN 101, EN 102 HE 101, HE 102 HI 110, HI 111, HI 112 LX 111 SP 211 SS 310, SS 510
	• Environmental Health (A.S.) • Health Sciences (A.S.)	Biological Sciences & Geology	2005	CH 127, CH 151, CH 152 EN 101 HI 110, HI 111, HI 112 LX 111 MA 336, MA 440, MA 441 PH 301, PH 302 SS 510
	Engineering Science (A.S.)	• Electrical & Computer Engineering Technology • Mechanical Engineering Technology & Design Drafting • Physics • Mathematics & Computer Science • Chemistry	2005	EN 101, EN 102 HE 102 HI 110, HI 111, *or* HI 112 SS 110, SS 310, SS 410, SS 510

APPENDIX J: CURRICULUM MAPPING

Appendix J-1 General Education Outcomes

	A	B	C	D
1	Course	Communicate effectively through reading, writing, listening and speaking (**1**)	Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions (**2**)	Reason quantitatively and mathematically as required in their fields of interest and in everyday life (**3**)
2	BE-226 (Spring 2011)	**X**		
3	BE-225 (Fall 2008)	**X**		
4	BE-205 (Spring 2011)		**X**	
5	BE-121 (Fall 2011)	**X**		
6	BE-112 (Spring 2010)	**X**	**X**	
7	BE 203 (Spring 2013)	**X**	**X**	
8	AR 121 (Spring 2011)			
9	AR 122 (Spring 2010)			
10	AR 251 (Spring 2013)			
11	AR 280 (Fall 2012)			
12	AR 253 (Rubric)		**X**	
13	AR 230 (Fall 2012)			
14	AR 310 (Fall 2011)	**X**	**X**	
15	AR 310 (Fall 2013)	**X**	**X**	
16	AR 310 (Spring 2012)	**X**	**X**	
17	AR 312 (Fall 2012)	**X**	**X**	
18	AR 312 (2012-2011-2010)	**X**	**X**	
19	AR 316 (2011-2010)	**X**	**X**	
20	AR 317 (Fall 2011)	**X**	**X**	
21	BI 140 (Spring 2013)	**X**	**X**	**X**
22	BI 201 (Spring 2008)	**X**	**X**	**X**
23	BI 202 (Spring 2013)	**X**	**X**	
24	BI 202 (Spring 2008)	**X**	**X**	**X**
25	BI 301 (Spring 2013)	**X**	**X**	
26	BI 311 (Spring 2013)	**X**	**X**	
27	BU-101 (Fall 2012)	**X**	**X**	**X**

Appendix J-1 General Education Outcomes

	A	B	C	D
1	Course	Communicate effectively through reading, writing, listening and speaking (**1**)	Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions (**2**)	Reason quantitatively and mathematically as required in their fields of interest and in everyday life (**3**)
28	BU-102 (Fall 2012)	**X**	**X**	**X**
29	BU-103 (Spring 2012)	**X**	**X**	**X**
30	BU-104 (Spring 2012)		**X**	**X**
31	BU-804 (Fall 2012)	**X**		
32	BU-920 (Fall 2012)	**X**		
33	CH 103 (Fall 2012)		**X**	**X**
34	CH 103 (Spring 2013)		**X**	**X**
35	CH 120 & 121 (Fall 2009)			**X**
36	CH-120-121 (Spring 2010-Fall 2009)	**X**	**X**	**X**
37	CH-127 (Spring 2012)	**X**	**X**	**X**
38	CH-127 (Fall 2012)	**X**	**X**	**X**
39	CH-128 (Spring 2013)	**X**	**X**	
40	CH-151 (Spring 2012)		**X**	**X**
41	CH-151 (Fall 2002-Spring 2003)		**X**	**X**
42	CH-152 (Fall 2012)		**X**	**X**
43	CH-251 (Fall 2012)	**X**	**X**	
44	EN-101 2012	**X**		
45	EN-102 2012	**X**	**X**	
46	EN-102 Spring 2013	**X**	**X**	
47	LC-111 (Spring 2010)	**X**	**X**	
48	LC-112 (Spring 2011)	**X**	**X**	
49	LC- 122 (Spring 2013)	**X**		
50	LF-111 (Spring 2010)	**X**	**X**	
51	LF-112 (Spring 2011)	**X**	**X**	
52	LF-213 (Spring 2012)	**X**	**X**	

Appendix J-1 General Education Outcomes

	A	B	C	D
1	Course	Communicate effectively through reading, writing, listening and speaking (**1**)	Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions (**2**)	Reason quantitatively and mathematically as required in their fields of interest and in everyday life (**3**)
53	LG-111 (Spring 2010)	**X**	**X**	
54	LG-112 (Spring 2011)	**X**	**X**	
55	LH-111 (Spring 2010)	**X**	**X**	
56	LI-111 (Spring 2010)	**X**	**X**	
57	LI-112 (Spring 2011)	**X**	**X**	
58	LI-213 (Spring 2012)	**X**	**X**	
59	LS-111 (Spring 2010)	**X**	**X**	
60	LS-112 (Spring 2011)	**X**	**X**	
61	LS-213 (Spring 2012)	**X**	**X**	
62	LS-221 (Spring 2013)	**X**	**X**	
63	LS-222 (Spring 2013)	**X**	**X**	
64	LS-223 (Spring 2013)	**X**	**X**	
65	LS-402 (Spring 2012)	**X**	**X**	
66	HI-110 (Spring 2013)		**X**	
67	HI-111 (Fall 2010)	**X**	**X**	
68	HI 112-HI 127 (Spring 2010)	**X**	**X**	
69	DAN-220 (Fall 2012)	**X**		
70	HA-101 (Spring 2013)	**X**		
71	HA-202 (Fall 2012)	**X**	**X**	
72	HA-205 (AY 2013)	**X**	**X**	
73	HA-220 (Fall 2012)	**X**	**X**	
74	HE 102 Fall 2011-Spring 2012	**X**	**X**	
75	HE 102 (Spring 2013)	**X**	**X**	
76	PE-520 (Spring 2013)			
77	MA- 010-013-120-440 (Fall 2009)		**X**	**X**

Appendix J-1 General Education Outcomes

	A	B	C	D
1	Course	Communicate effectively through reading, writing, listening and speaking (**1**)	Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions (**2**)	Reason quantitatively and mathematically as required in their fields of interest and in everyday life (**3**)
78	MA- 336 (Spring 2013)		**X**	**X**
79	MU-110 (Fall 2012)			
80	MU-120 (Spring 2010)	**X**	**X**	
81	MU-140 (Fall 2012)	**X**	**X**	
82	MU-141 (Fall 2012)	**X**	**X**	
83	MU-180 (Fall 2012)	**X**	**X**	
84	MU-280 (Fall 2012)	**X**	**X**	**X**
85	MU-211 (Fall 2012)	**X**		**X**
86	MU-212 (Fall 2012)	**X**	**X**	**X**
87	MU-241 (Fall 2012)	**X**	**X**	
88	MU-242 (Spring 2013)	**X**	**X**	**X**
89	MU-261 (Fall 2012)	**X**	**X**	
90	MU-313&314 (Fall 2012)		**X**	**X**
91	MU-413 (Fall 2012)	**X**	**X**	**X**
92	MU-423 (Fall 2012)	**X**	**X**	**X**
93	MU-453 (Fall 2012)	**X**		
94	MU-471 (Fall 2012)	**X**		
95	MP-101 (Fall 2012)	**X**		
96	MP-103 (Fall 2012)	**X**	**X**	
97	MP-205 (Fall 2012)	**X**	**X**	
98	MP-206 (Fall 2012)	**X**	**X**	
99	MP-208 (Fall 2012)	**X**	**X**	
100	PH-110 (Spring 2010)	**X**	**X**	**X**
101	PH-140 (Spring 2010)	**X**	**X**	**X**
102	PH-201 (Spring 2010)	**X**	**X**	**X**
103	PH-202 (Spring 2010)	**X**	**X**	**X**

Appendix J-1 General Education Outcomes

	A	B	C	D
1	Course	Communicate effectively through reading, writing, listening and speaking (**1**)	Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions (**2**)	Reason quantitatively and mathematically as required in their fields of interest and in everyday life (**3**)
104	PH-301 (Spring 2011)	**X**	**X**	**X**
105	PH-301 (Spring 2010)	**X**	**X**	**X**
106	PH-302 (Spring 2011)	**X**	**X**	**X**
107	PH-302	**X**	**X**	**X**
108	CRIM 101 (Spring 2013)	**X**	**X**	
109	SS-211-2008-2011	**X**	**X**	
110	SS-211 (May 2011)	**X**	**X**	
111	ECON-150 (Spring 2013)	**X**	**X**	
112	EDUC-110 (Spring 2008)		**X**	
113	EDUC-110 (SPRING 2011)	**X**		
114	SS-310-2008-2010-2011		**X**	
115	SS-310 (Spring 2011)		**X**	
116	SOCY- 275 (Spring 2013)		**X**	
117	SS-510-2008-2011		**X**	
118	SS-510 (Spring 2011)		**X**	
119	SS-520 (Spring 2008)		**X**	
120	PSYC- 215 (Spring 2013)		**X**	
121	PSYC- 290 (Spring 2013)			
122	SS-610 (Spring 2011)		**X**	
123	SP-211 (Fall 2012)	**X**	**X**	
124	SP-211 (Spring 2013)	**X**	**X**	

Appendix J-1 General Education Outcomes

	E	F	G	H
1	Course	Use information management and technology skills effectively for academic research and lifelong learning (**4**)	Integrate knowledge and skills in their program of study (**5**)	Differentiate and make informed decisions about issues based on multiple value systems (**6**)
2	BE-226 (Spring 2011)			
3	BE-225 (Fall 2008)			
4	BE-205 (Spring 2011)			
5	BE-121 (Fall 2011)			
6	BE-112 (Spring 2010)			
7	BE 203 (Spring 2013)			
8	AR 121 (Spring 2011)		**X**	
9	AR 122 (Spring 2010)		**X**	
10	AR 251 (Spring 2013)		**X**	
11	AR 280 (Fall 2012)		**X**	
12	AR 253 (Rubric)		**X**	**X**
13	AR 230 (Fall 2012)		**X**	
14	AR 310 (Fall 2011)			
15	AR 310 (Fall 2013)			
16	AR 310 (Spring 2012)			
17	AR 312 (Fall 2012)			
18	AR 312 (2012-2011-2010)	**X**	**X**	**X**
19	AR 316 (2011-2010)	**X**	**X**	**X**
20	AR 317 (Fall 2011)			
21	BI 140 (Spring 2013)			
22	BI 201 (Spring 2008)			
23	BI 202 (Spring 2013)	**X**		**X**
24	BI 202 (Spring 2008)			
25	BI 301 (Spring 2013)	**X**		
26	BI 311 (Spring 2013)	**X**		
27	BU-101 (Fall 2012)		**X**	

	E	F	G	H
1	Course	Use information management and technology skills effectively for academic research and lifelong learning (**4**)	Integrate knowledge and skills in their program of study (**5**)	Differentiate and make informed decisions about issues based on multiple value systems (**6**)
28	BU-102 (Fall 2012)		**X**	
29	BU-103 (Spring 2012)		**X**	
30	BU-104 (Spring 2012)		**X**	
31	BU-804 (Fall 2012)	**X**		
32	BU-920 (Fall 2012)	**X**	**X**	
33	CH 103 (Fall 2012)			
34	CH 103 (Spring 2013)			
35	CH 120 & 121 (Fall 2009)			
36	CH-120-121 (Spring 2010-Fall 2009)			
37	CH-127 (Spring 2012)		**X**	
38	CH-127 (Fall 2012)		**X**	
39	CH-128 (Spring 2013)		**X**	
40	CH-151 (Spring 2012)			
41	CH-151 (Fall 2002-Spring 2003)			
42	CH-152 (Fall 2012)			
43	CH-251 (Fall 2012)		**X**	
44	EN-101 2012	**X**		**X**
45	EN-102 2012			**X**
46	EN-102 Spring 2013		**X**	**X**
47	LC-111 (Spring 2010)			
48	LC-112 (Spring 2011)			
49	LC- 122 (Spring 2013)			
50	LF-111 (Spring 2010)			
51	LF-112 (Spring 2011)			
52	LF-213 (Spring 2012)			

Appendix J-1 General Education Outcomes

	E	F	G	H
1	Course	Use information management and technology skills effectively for academic research and lifelong learning (**4**)	Integrate knowledge and skills in their program of study (**5**)	Differentiate and make informed decisions about issues based on multiple value systems (**6**)
53	LG-111 (Spring 2010)			
54	LG-112 (Spring 2011)			
55	LH-111 (Spring 2010)			
56	LI-111 (Spring 2010)			
57	LI-112 (Spring 2011)			
58	LI-213 (Spring 2012)			
59	LS-111 (Spring 2010)			
60	LS-112 (Spring 2011)			
61	LS-213 (Spring 2012)			
62	LS-221 (Spring 2013)	**X**	**X**	**X**
63	LS-222 (Spring 2013)	**X**	**X**	**X**
64	LS-223 (Spring 2013)	**X**	**X**	**X**
65	LS-402 (Spring 2012)	**X**	**X**	
66	HI-110 (Spring 2013)		**X**	
67	HI-111 (Fall 2010)			
68	HI 112-HI 127 (Spring 2010)			
69	DAN-220 (Fall 2012)		**X**	
70	HA-101 (Spring 2013)		**X**	
71	HA-202 (Fall 2012)		**X**	
72	HA-205 (AY 2013)		**X**	
73	HA-220 (Fall 2012)		**X**	
74	HE 102 Fall 2011-Spring 2012	**X**	**X**	
75	HE 102 (Spring 2013)			
76	PE-520 (Spring 2013)		**X**	
77	MA- 010-013-120-440 (Fall 2009)			

	E	F	G	H
1	Course	Use information management and technology skills effectively for academic research and lifelong learning (**4**)	Integrate knowledge and skills in their program of study (**5**)	Differentiate and make informed decisions about issues based on multiple value systems (**6**)
78	MA- 336 (Spring 2013)			
79	MU-110 (Fall 2012)	**X**	**X**	**X**
80	MU-120 (Spring 2010)		**X**	
81	MU-140 (Fall 2012)		**X**	**X**
82	MU-141 (Fall 2012)		**X**	
83	MU-180 (Fall 2012)	**X**		
84	MU-280 (Fall 2012)		**X**	
85	MU-211 (Fall 2012)		**X**	
86	MU-212 (Fall 2012)		**X**	
87	MU-241 (Fall 2012)		**X**	
88	MU-242 (Spring 2013)		**X**	
89	MU-261 (Fall 2012)		**X**	
90	MU-313&314 (Fall 2012)			
91	MU-413 (Fall 2012)		**X**	**X**
92	MU-423 (Fall 2012)		**X**	**X**
93	MU-453 (Fall 2012)		**X**	
94	MU-471 (Fall 2012)		**X**	
95	MP-101 (Fall 2012)	**X**	**X**	
96	MP-103 (Fall 2012)		**X**	
97	MP-205 (Fall 2012)		**X**	
98	MP-206 (Fall 2012)		**X**	
99	MP-208 (Fall 2012)		**X**	
100	PH-110 (Spring 2010)	**X**	**X**	**X**
101	PH-140 (Spring 2010)		**X**	
102	PH-201 (Spring 2010)	**X**	**X**	
103	PH-202 (Spring 2010)	**X**	**X**	

	E	F	G	H
1	Course	Use information management and technology skills effectively for academic research and lifelong learning (**4**)	Integrate knowledge and skills in their program of study (**5**)	Differentiate and make informed decisions about issues based on multiple value systems (**6**)
104	PH-301 (Spring 2011)		**X**	
105	PH-301 (Spring 2010)			
106	PH-302 (Spring 2011)			
107	PH-302			
108	CRIM 101 (Spring 2013)		**X**	
109	SS-211-2008-2011	**X**		
110	SS-211 (May 2011)	**X**		
111	ECON-150 (Spring 2013)			**X**
112	EDUC-110 (Spring 2008)			
113	EDUC-110 (SPRING 2011)	**X**		
114	SS-310-2008-2010-2011			**X**
115	SS-310 (Spring 2011)			**X**
116	SOCY- 275 (Spring 2013)			**X**
117	SS-510-2008-2011		**X**	
118	SS-510 (Spring 2011)		**X**	
119	SS-520 (Spring 2008)		**X**	
120	PSYC- 215 (Spring 2013)		**X**	
121	PSYC- 290 (Spring 2013)			
122	SS-610 (Spring 2011)		**X**	
123	SP-211 (Fall 2012)	**X**	**X**	
124	SP-211 (Spring 2013)	**X**	**X**	

Appendix J-1 General Education Outcomes

	I	J	K
1	Course	Work collaboratively in diverse groups directed at accomplishing learning objectives (**7**)	Use historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions, or social processes (**8**)
2	BE-226 (Spring 2011)	**X**	
3	BE-225 (Fall 2008)	**X**	
4	BE-205 (Spring 2011)	**X**	
5	BE-121 (Fall 2011)	**X**	
6	BE-112 (Spring 2010)	**X**	
7	BE 203 (Spring 2013)	**X**	
8	AR 121 (Spring 2011)		
9	AR 122 (Spring 2010)		
10	AR 251 (Spring 2013)		
11	AR 280 (Fall 2012)		**X**
12	AR 253 (Rubric)		
13	AR 230 (Fall 2012)		
14	AR 310 (Fall 2011)		**X**
15	AR 310 (Fall 2013)		**X**
16	AR 310 (Spring 2012)		**X**
17	AR 312 (Fall 2012)		**X**
18	AR 312 (2012-2011-2010)		**X**
19	AR 316 (2011-2010)		**X**
20	AR 317 (Fall 2011)		
21	BI 140 (Spring 2013)	**X**	
22	BI 201 (Spring 2008)	**X**	
23	BI 202 (Spring 2013)	**X**	
24	BI 202 (Spring 2008)	**X**	
25	BI 301 (Spring 2013)		
26	BI 311 (Spring 2013)		
27	BU-101 (Fall 2012)		

Appendix J-1 General Education Outcomes

	I	J	K
1	Course	Work collaboratively in diverse groups directed at accomplishing learning objectives (**7**)	Use historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions, or social processes (**8**)
28	BU-102 (Fall 2012)		
29	BU-103 (Spring 2012)		
30	BU-104 (Spring 2012)		
31	BU-804 (Fall 2012)		
32	BU-920 (Fall 2012)		
33	CH 103 (Fall 2012)		
34	CH 103 (Spring 2013)		
35	CH 120 & 121 (Fall 2009)		
36	CH-120-121 (Spring 2010-Fall 2009)		
37	CH-127 (Spring 2012)	**X**	
38	CH-127 (Fall 2012)	**X**	
39	CH-128 (Spring 2013)	**X**	
40	CH-151 (Spring 2012)		
41	CH-151 (Fall 2002-Spring 2003)	**X**	
42	CH-152 (Fall 2012)		
43	CH-251 (Fall 2012)	**X**	
44	EN-101 2012		
45	EN-102 2012		
46	EN-102 Spring 2013		
47	LC-111 (Spring 2010)		
48	LC-112 (Spring 2011)		
49	LC- 122 (Spring 2013)		
50	LF-111 (Spring 2010)		
51	LF-112 (Spring 2011)		
52	LF-213 (Spring 2012)		

Appendix J-1 General Education Outcomes

	I	J	K
1	Course	Work collaboratively in diverse groups directed at accomplishing learning objectives (**7**)	Use historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions, or social processes (**8**)
53	LG-111 (Spring 2010)		
54	LG-112 (Spring 2011)		
55	LH-111 (Spring 2010)		
56	LI-111 (Spring 2010)		
57	LI-112 (Spring 2011)		
58	LI-213 (Spring 2012)		
59	LS-111 (Spring 2010)		
60	LS-112 (Spring 2011)		
61	LS-213 (Spring 2012)		
62	LS-221 (Spring 2013)	**X**	
63	LS-222 (Spring 2013)	**X**	
64	LS-223 (Spring 2013)	**X**	
65	LS-402 (Spring 2012)		
66	HI-110 (Spring 2013)		**X**
67	HI-111 (Fall 2010)		**X**
68	HI 112-HI 127 (Spring 2010)		**X**
69	DAN-220 (Fall 2012)	**X**	
70	HA-101 (Spring 2013)	**X**	
71	HA-202 (Fall 2012)		
72	HA-205 (AY 2013)		
73	HA-220 (Fall 2012)		
74	HE 102 Fall 2011-Spring 2012		
75	HE 102 (Spring 2013)		
76	PE-520 (Spring 2013)	**X**	
77	MA- 010-013-120-440 (Fall 2009)		

Appendix J-1 General Education Outcomes

	I	J	K
1	Course	Work collaboratively in diverse groups directed at accomplishing learning objectives (**7**)	Use historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions, or social processes (**8**)
78	MA- 336 (Spring 2013)		
79	MU-110 (Fall 2012)		
80	MU-120 (Spring 2010)		
81	MU-140 (Fall 2012)	**X**	**X**
82	MU-141 (Fall 2012)		
83	MU-180 (Fall 2012)	**X**	**X**
84	MU-280 (Fall 2012)	**X**	
85	MU-211 (Fall 2012)		
86	MU-212 (Fall 2012)	**X**	
87	MU-241 (Fall 2012)		
88	MU-242 (Spring 2013)	**X**	
89	MU-261 (Fall 2012)		
90	MU-313&314 (Fall 2012)		
91	MU-413 (Fall 2012)	**X**	**X**
92	MU-423 (Fall 2012)	**X**	**X**
93	MU-453 (Fall 2012)		**X**
94	MU-471 (Fall 2012)	**X**	
95	MP-101 (Fall 2012)		
96	MP-103 (Fall 2012)	**X**	
97	MP-205 (Fall 2012)	**X**	
98	MP-206 (Fall 2012)	**X**	
99	MP-208 (Fall 2012)	**X**	
100	PH-110 (Spring 2010)	**X**	**X**
101	PH-140 (Spring 2010)		
102	PH-201 (Spring 2010)		
103	PH-202 (Spring 2010)	**X**	

Appendix J-1 General Education Outcomes

	I	J	K
1	Course	Work collaboratively in diverse groups directed at accomplishing learning objectives (**7**)	Use historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions, or social processes (**8**)
104	PH-301 (Spring 2011)		
105	PH-301 (Spring 2010)		
106	PH-302 (Spring 2011)		
107	PH-302	**X**	
108	CRIM 101 (Spring 2013)		**X**
109	SS-211-2008-2011		
110	SS-211 (May 2011)		
111	ECON-150 (Spring 2013)		
112	EDUC-110 (Spring 2008)		
113	EDUC-110 (SPRING 2011)	**X**	**X**
114	SS-310-2008-2010-2011		**X**
115	SS-310 (Spring 2011)		**X**
116	SOCY- 275 (Spring 2013)		**X**
117	SS-510-2008-2011		**X**
118	SS-510 (Spring 2011)		**X**
119	SS-520 (Spring 2008)		**X**
120	PSYC- 215 (Spring 2013)		**X**
121	PSYC- 290 (Spring 2013)		**X**
122	SS-610 (Spring 2011)		
123	SP-211 (Fall 2012)		
124	SP-211 (Spring 2013)		

	L	M
1	Course	Apply aesthetic and intellectual criteria in the evaluation or creation of works in the humanities or the arts (**10**)
2	BE-226 (Spring 2011)	
3	BE-225 (Fall 2008)	
4	BE-205 (Spring 2011)	
5	BE-121 (Fall 2011)	
6	BE-112 (Spring 2010)	
7	BE 203 (Spring 2013)	
8	AR 121 (Spring 2011)	**X**
9	AR 122 (Spring 2010)	**X**
10	AR 251 (Spring 2013)	**X**
11	AR 280 (Fall 2012)	
12	AR 253 (Rubric)	**X**
13	AR 230 (Fall 2012)	**X**
14	AR 310 (Fall 2011)	**X**
15	AR 310 (Fall 2013)	**X**
16	AR 310 (Spring 2012)	**X**
17	AR 312 (Fall 2012)	**X**
18	AR 312 (2012-2011-2010)	**X**
19	AR 316 (2011-2010)	**X**
20	AR 317 (Fall 2011)	
21	BI 140 (Spring 2013)	
22	BI 201 (Spring 2008)	
23	BI 202 (Spring 2013)	
24	BI 202 (Spring 2008)	
25	BI 301 (Spring 2013)	
26	BI 311 (Spring 2013)	
27	BU-101 (Fall 2012)	

	L	M
1	Course	Apply aesthetic and intellectual criteria in the evaluation or creation of works in the humanities or the arts (**10**)
28	BU-102 (Fall 2012)	
29	BU-103 (Spring 2012)	
30	BU-104 (Spring 2012)	
31	BU-804 (Fall 2012)	
32	BU-920 (Fall 2012)	
33	CH 103 (Fall 2012)	
34	CH 103 (Spring 2013)	
35	CH 120 & 121 (Fall 2009)	
36	CH-120-121 (Spring 2010-Fall 2009)	
37	CH-127 (Spring 2012)	
38	CH-127 (Fall 2012)	
39	CH-128 (Spring 2013)	
40	CH-151 (Spring 2012)	
41	CH-151 (Fall 2002-Spring 2003)	
42	CH-152 (Fall 2012)	
43	CH-251 (Fall 2012)	
44	EN-101 2012	
45	EN-102 2012	**X**
46	EN-102 Spring 2013	
47	LC-111 (Spring 2010)	
48	LC-112 (Spring 2011)	
49	LC- 122 (Spring 2013)	
50	LF-111 (Spring 2010)	
51	LF-112 (Spring 2011)	
52	LF-213 (Spring 2012)	

	L	M
1	Course	Apply aesthetic and intellectual criteria in the evaluation or creation of works in the humanities or the arts (**10**)
53	LG-111 (Spring 2010)	
54	LG-112 (Spring 2011)	
55	LH-111 (Spring 2010)	
56	LI-111 (Spring 2010)	
57	LI-112 (Spring 2011)	
58	LI-213 (Spring 2012)	
59	LS-111 (Spring 2010)	
60	LS-112 (Spring 2011)	
61	LS-213 (Spring 2012)	
62	LS-221 (Spring 2013)	
63	LS-222 (Spring 2013)	
64	LS-223 (Spring 2013)	
65	LS-402 (Spring 2012)	**X**
66	HI-110 (Spring 2013)	
67	HI-111 (Fall 2010)	
68	HI 112-HI 127 (Spring 2010)	
69	DAN-220 (Fall 2012)	**X**
70	HA-101 (Spring 2013)	
71	HA-202 (Fall 2012)	
72	HA-205 (AY 2013)	
73	HA-220 (Fall 2012)	
74	HE 102 Fall 2011-Spring 2012	
75	HE 102 (Spring 2013)	
76	PE-520 (Spring 2013)	
77	MA- 010-013-120-440 (Fall 2009)	

	L	M
1	Course	Apply aesthetic and intellectual criteria in the evaluation or creation of works in the humanities or the arts (**10**)
78	MA- 336 (Spring 2013)	
79	MU-110 (Fall 2012)	**X**
80	MU-120 (Spring 2010)	**X**
81	MU-140 (Fall 2012)	**X**
82	MU-141 (Fall 2012)	**X**
83	MU-180 (Fall 2012)	**X**
84	MU-280 (Fall 2012)	**X**
85	MU-211 (Fall 2012)	
86	MU-212 (Fall 2012)	**X**
87	MU-241 (Fall 2012)	**X**
88	MU-242 (Spring 2013)	**X**
89	MU-261 (Fall 2012)	**X**
90	MU-313&314 (Fall 2012)	
91	MU-413 (Fall 2012)	**X**
92	MU-423 (Fall 2012)	**X**
93	MU-453 (Fall 2012)	**X**
94	MU-471 (Fall 2012)	**X**
95	MP-101 (Fall 2012)	**X**
96	MP-103 (Fall 2012)	
97	MP-205 (Fall 2012)	
98	MP-206 (Fall 2012)	**X**
99	MP-208 (Fall 2012)	**X**
100	PH-110 (Spring 2010)	
101	PH-140 (Spring 2010)	
102	PH-201 (Spring 2010)	
103	PH-202 (Spring 2010)	

	L	M
1	Course	Apply aesthetic and intellectual criteria in the evaluation or creation of works in the humanities or the arts (**10**)
104	PH-301 (Spring 2011)	
105	PH-301 (Spring 2010)	
106	PH-302 (Spring 2011)	
107	PH-302	
108	CRIM 101 (Spring 2013)	
109	SS-211-2008-2011	
110	SS-211 (May 2011)	
111	ECON-150 (Spring 2013)	
112	EDUC-110 (Spring 2008)	
113	EDUC-110 (SPRING 2011)	
114	SS-310-2008-2010-2011	
115	SS-310 (Spring 2011)	
116	SOCY- 275 (Spring 2013)	
117	SS-510-2008-2011	
118	SS-510 (Spring 2011)	
119	SS-520 (Spring 2008)	
120	PSYC- 215 (Spring 2013)	
121	PSYC- 290 (Spring 2013)	
122	SS-610 (Spring 2011)	
123	SP-211 (Fall 2012)	
124	SP-211 (Spring 2013)	

Appendix J-2 Program Outcomes

DIGITAL ART AND DESIGN – PROGRAM OUTCOMES AND MAJOR COURSES MATRIX

Program Outcomes	AR 121	AR 122	AR 251	AR 310	AR 325	AR 473	AR 541	AR 543	AR 544	AR 642
1. In praxis, students will demonstrate progressive development and competency in the technical skills requisite for artistic self-expression.	X	X	X			X	X	X	X	X
2. Students will demonstrate a progressive understanding of the various elements and basic interrelated processes of creation, interpretation, and execution within their discipline.									X	X
3. In written work, discussion and creation of art, students will appropriately utilize the vocabulary of their respective discipline.				X	X					
4. Students will integrate theoretical knowledge and design skills in the creation of individual projects.			X			X	X	X		
5. In discussion, students will observe, analyze and critique projects utilizing appropriate jargon.				X	X					
6. Students will integrate personal observation and objective criticism in the evolution of their artistic work.									X	X
7. Students will form and defend fundamental value judgments about works of art within their major area of concentration.				X	X					
8. Employing creative abstraction, metaphor and imagination, students will create art that clearly articulates their evolving artistic vision, and satisfies their drive towards expression.	X	X	X			X		X	X	X
Specific Disciplinary Objectives:										
9. Proficiently operate industry standard digital art and design programs.							X	X	X	X
10. Demonstrate understanding of the methods of mass production of artwork using design programs								X		X
11. Resolve technical problems associated with creating artwork on a computer								X		X
12. Use aesthetic judgment to make design decisions by balancing the historical, theoretical and practical concerns to create works that reveal visual literacy.			X					X		X
13. Prepare images and animations for the internet.									X	X

TELECOMMUNICATIONS TECHNOLOGY PROGRAM OUTCOMES AND MAJOR COURSE MATRIX

Program Outcomes	ET 110	ET 140	ET 210	ET 230	ET 501	ET 502	ET 509	ET 560	ET 704
a. An ability to apply the knowledge, techniques, skills, and modern tools of the discipline to narrowly defined engineering technology activities;	X	X	X				X	X	
b. An ability to apply a knowledge of mathematics, science, engineering, and technology to engineering technology problems that require limited application of principles but extensive practical knowledge;		X	X				X	X	X
c. An ability to conduct standard tests and measurements, and to conduct, analyze, and interpret experiments;	X	X	X	X					
d. An ability to function effectively as a member of a technical team;				X					X
e. An ability to identify, analyze and solve narrowly defined engineering technology problems;	X	X	X			X	X		
f. An ability to apply written, oral and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature;	X		X	X	X	X	X	X	
g. An understanding of the need for and an ability to engage in self-directed continuing professional development;					X		X		
h. An understanding of and a commitment to address professional and ethical responsibilities, including a respect for diversity; and					X				
i. A commitment to quality, timeliness, and continuous improvement.	X	X							

APPENDIX K: COURSE ASSESSMENT TEMPLATE

QCC COURSE ASSESSMENT FORM (SHORT)

QCC COURSE ASSESSMENT FORM

Fall 2004, Rev. 6/15/07

Date:
Department:
Course:
Curriculum or Curricula:

PART I. STUDENT LEARNING OBJECTIVES

For Part I, attach the summary report (Tables 1-4) from the QCC Course Objectives Form.

TABLE 1. EDUCATIONAL CONTEXT

TABLE 2. CURRICULAR OBJECTIVES

Note: Include in this table curriculum-specific objectives that meet Educational Goals 1 and 2:

Curricular objectives addressed by this course:
1.
2.
3.
4.

TABLE 3. GENERAL EDUCATION OBJECTIVES

Gen Ed objective's ID number from list (1-10)	**General educational objectives addressed by this course: Select from preceding list.**
	(1.)
	(2.)
	(3.)
	(4.)

TABLE 4: COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

Course objectives	**Learning outcomes**
1.	a. b.
2.	a. b.
3.	a. b.
4.	a. b.
5.	a. b.
6.	a. b.
7.	a. b.
8.	a. b.
9	a. b.
10.	a. b.

PART II. ASSIGNMENT DESIGN: ALIGNING OUTCOMES, ACTIVITIES, AND ASSESSMENT TOOLS

For the assessment project, you will be designing **one course assignment**, which will address at least one general educational objective, one curricular objective (if applicable), and one or more of the course objectives. Please identify these in the following table:

TABLE 5: OBJECTIVES ADDRESSED IN ASSESSMENT ASSIGNMENT

Course Objective(s) selected for assessment: (select from Table 4)
Curricular Objective(s) selected for assessment: (select from Table 2)
General Education Objective(s) addressed in this assessment: (select from Table 3)

In the first row of Table 6 that follows, describe the assignment that has been selected/designed for this project. **In writing the description, keep** in mind the *course objective(s), curricular objective(s)* and the *general education objective(s)* identified above,

The assignment should be conceived as an *instructional unit* to be completed in one class session (such as a lab) or over several class sessions. Since any one assignment is actually a complex activity, it is likely to require that students demonstrate several types of knowledge and/or thinking processes.

Also in Table 6, please

a) identify the **three to four** most important student learning outcomes (1-4) you expect from this assignment
b) describe the types of activities (a – d) students will be involved with for the assignment, and
c) list the type(s) of assessment tool(s) (A-D) you plan to use to evaluate each of the student outcomes. (Classroom assessment tools may include paper and pencil tests, performance assessments, oral questions, portfolios, and other options.)

Note: Copies of the actual assignments (written as they will be presented to the students) should be gathered in an Assessment Portfolio for this course.

TABLE 6: ASSIGNMENT, OUTCOMES, ACTIVITIES, AND ASSESSMENT TOOLS

Briefly describe the <u>assignment</u> that will be assessed:		
<u>Desired student learning outcomes</u> for the assignment (Students will…) *List in parentheses the Curricular Objective(s) and/or General Education Objective(s) (1-10) associated with these desired learning outcomes for the assignment.*	**Briefly describe the <u>range of activities</u> student will engage in for this assignment.**	**What <u>assessment tools</u> will be used to measure how well students have met each learning outcome?** *(Note: a single assessment tool may be used to measure multiple learning outcomes; some learning outcomes may be measured using multiple assessment tools.)*
1. 2. 3. (4.)	a. b. c. (d.)	A. B. C. (D.)

PART III. ASSESSMENT STANDARDS (RUBRICS)

Before the assignment is given, prepare a description of the standards by which students' performance will be measured. This could be a checklist, a descriptive holistic scale, or another form. The rubric (or a version of it) may be given to the students with the assignment so they will know what the instructor's expectations are for this assignment.

Please note that while individual student performance is being measured, the assessment project is collecting performance data ONLY for the student groups as a whole.

TABLE 7: ASSESSMENT STANDARDS (RUBRICS)

Brief description of assignment: (C*opy from Table 6 above*)		
Desired student learning outcomes from the assignment: (*Copy from Column 1, Table 6 above; include Curricular and /or General Education Objectives addressed)*	**Assessment measures for each learning outcome:** *(Copy from Column 3,Table 6 above)*	**Standards for student performance:** • Describe the standards or rubrics for measuring student achievement of each outcome in the assignment. • Give the percentage of the class that is expected to meet these outcomes • If needed, attach copy(s) of rubrics.
1. 2. 3. (4.)		

PART IV. ASSESSMENT RESULTS

TABLE 8: SUMMARY OF ASSESSMENT RESULTS

Use the following table to report the student results on the assessment. If you prefer, you may report outcomes using the rubric(s), or other graphical representation. Include a comparison of the outcomes you expected (from Table 7, Column 3) with the actual results. NOTE: A number of the pilot assessments did not include expected success rates so there is no comparison of expected and actual outcomes in some of the examples below. However, projecting outcomes is an important part of the assessment process; comparison between expected and actual outcomes helps set benchmarks for student performance.

TABLE 8: SUMMARY OF ASSESSMENT RESULTS

Desired student learning outcomes: *(Copy from, Column 1,Table 6 above; include Curricular and/or General Education Objectives addressed)*	**Student achievement:** Describe the group achievement of each desired outcome and the knowledge and cognitive processes demonstrated.
1. 2. 3. (4.)	

TABLE 9. EVALUATION AND RESULTING ACTION PLAN

In the table below, or in a separate attachment, interpret and evaluate the assessment results, and describe the actions to be taken as a result of the assessment. In the evaluation of achievement, take into account student success in demonstrating the types of knowledge and the cognitive processes identified in the Course Objectives.

A. Analysis and interpretation of assessment results:
What does this show about what and how the students learned?

B. Evaluation of the assessment process:

What do the results suggest about how well the assignment and the assessment process worked both to help students learn and to show what they have learned?

C. Resulting action plan:
Based on A and B, what changes, if any, do you anticipate making?

QCC 12/3/04

APPENDIX L: COURSE ASSESSMENT REPORTS

Adam Luedtke (Social Sciences) - Assessment Institute - Fall 2013

Assessment Report - PLSC 101 (American Gov. & Politics) – December 20, 2013

Student Learning Outcomes & Related Gen. Ed. Objectives

Student Learning Outcomes ("SLO"s):

- SLO A: By the mid-term point, and again at the end of the course, students will be able to explain how & why two (2) foundational political science concepts affect contemporary US government & politics.

- SLO B: By the mid-term point, and again at the end of the course, students will be able to identify an example of the impact of constitutional design (versus extra-constitutional forces) on American politics.

- SLO C: By the mid-term point, and again at the semester's end, students will be able to demonstrate how one contemporary political issue/controversy is affected by the concept of separation of powers.

Gen Ed Objectives

- 1 ("Communicate effectively through reading, writing, listening and speaking")
  - *SLOs A and C*

- 2 ("Use analytical reasoning to identify issues or problems & evaluate evidence in order to make informed decisions")
  - *A, B and C*

- 5 ("Integrate knowledge and skills in their program of study")
  - *A, B and C*

- 6 ("Differentiate & make informed decisions about issues based on multiple value systems")
  - *A only*

- 8 ("Use historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions or social processes")
  - *A, B and C*

Discussion of Assignments Students Completed

SLO A: See Appendix A for the relevant W.I. materials (**SLO A** is primarily assessed in Section E4, my W.I. section, and the data are their papers, with the rough and final drafts serving as pre- and post-test). I have also added a measure of SLO A as an essay question to the Mid-Term and Final Exams for Section E5 (standard 35 student course). Both exams were blue-book essay exams, and here was the question I used for *SLO A* (one of three questions on the exam, each hitting one of my SLOs):

> ***Mid-Term and Final Exams – PLSC 101 – Section E5 (35 students) –*** (one of 3 essay questions): "Give a detailed example of how liberty and equality conflict with each other in the American system. You must use at least one real-world issue to help you contrast these values (and their role in US politics), in explaining how equality and liberty differ."

SLO B: One essay question on constitutional design in Section E5 (standard section), to be graded using the same rubric I'm using for Section E4's papers (see Appendix A). On the exams in section E5, this question was:

> ***Mid-Term and Final Exams – PLSC 101 – Section E5 (35 students) –*** (one of 3 essay questions: "Explain how our Constitution's **design** (its written clauses and their interpretation) affected the recent government shutdown. You can argue that the crisis was caused by our Constitution's blueprint for government and/or you can explain some specific ways the crisis was affected by constitutional factors. You are welcome to discuss non-constitutional causes too, but you should focus mainly on the constitutional issues."

SLO C: This student learning outcome is assessed in both Section E5, as a question on the Mid-Term and Final Essay exams (like the questions for SLO A and B, above), as well as being assessed in section H2, my large class of 90 students. In section E5, the question (again, one of three on the Mid-Term and Final) was:

> ***Mid-Term and Final Exams – PLSC 101 – Section E5 (35 students) –*** (one of 3 essay questions): "Explain how (as specifically as possible) the separation of powers in our political system has affected one or more current political issues or controversies."

In section H2, I assessed SLO C in two different ways. First, the same question as the one above (for section E5) was asked as an extra-credit essay question on the Mid-Term and Final Exams (which were otherwise multiple choice). Also, I assessed SLO C through 4 groups of multiple choice questions on both the Mid-Term and Final.

Group A - **Foundation** (philosophical comprehension – ONE QUESTION):

3. When the founders established _____ in the new government, they drew upon the ideas of Baron de Montesquieu, who had argued that when legislative, executive, and judicial power are not exercised by the same institution, power cannot be so easily abused.
   a. federalism
   b. enumerated powers
   c. checks and balances
   d. separation of powers

Group B – **Application** (Separation of Powers applied to real issues – SEVEN QUESTIONS):

5. If Arizona passes an immigration law in conflicts with federal law, the federal law overrides any conflicting provisions due to:
   a. the privileges and immunities clause.
   b. the supremacy clause.
   c. the doctrine of preemption.
   d. concurrent powers.

9. Who makes the determination that a particular action or law is in violation of the free exercise clause of the 1st Amendment?
   a. state legislatures
   b. Congress
   c. the president
   d. the U.S. Supreme Court

31. Which of these is NOT a federal power in the Constitution?
   a. To lay and collect taxes
   b. To raise and support armies and navies
   c. To declare war
   d. To coin money
   e. To provide for the health, safety, and welfare of citizens

32. The power to establish bankruptcy laws is an example of:
   a. An enumerated power.
   b. A reserved power.
   c. A concurrent power.
   d. A dictated power.

33. The power to conduct elections is an example of:
a. An enumerated power.
b. A reserved power.
c. A concurrent power.
d. A dictated power.
e. A revealed power.

34. The power to coin money is an example of a(n)
a. enumerated power.
b. reserved power.
c. concurrent power.
d. dictated power.
e. revealed power.

35. Powers explicitly delegated to Congress under Article I of the U.S. Constitution are referred to as
a. enumerated powers.
b. reserved powers.
c. concurrent powers.
d. federal powers.
e. constituent powers.

Group C: **National** (Separation of Powers in the elected federal branches – FOUR QUESTIONS):

13. When a judge, president, or executive official is impeached, that person is
a. charged with an offense.
b. assigned to a lower position.
c. removed from office.
d. sent to federal prison.

15. According to the Constitution, while the vice president is first in line to succeed the president in the event of death or incapacitation, if the vice president is unable to serve then succession falls to
a. the Speaker of the House.
b. a cabinet-level official.
c. the minority whip.
d. Congress.

16. Which of the following is NOT one of the constitutionally expressed powers of the president?
a. power to grant reprieves or pardons
b. commander in chief of the armed forces
c. power to make certain appointments
d. power to approve treaties

48. In the U.S. House of Representatives, membership from each state is based upon
a. political party strength.
b. appointment by the governor.
c. equal representation from each state.
d. population of the state.
e. amount of funding allotted by the previous Congress.

Group D: **Federal** (Separation of Powers between states and federal government – FOUR QUESTIONS):

4. The Constitution spelled out the powers of the new federal government in detail, and it was assumed that the government's authority did not extend beyond those powers known as the _____ of the federal government.
a. loose construction
b. separation of powers
c. checks and balances
d. enumerated powers

6. When the U.S. Supreme Court makes a ruling concerning the interpretation of the Constitution:
a. the supremacy clause does not apply to that ruling
b. any state legislature or state court must also abide by the interpretation of the Constitution made in the ruling
c. that ruling may be overridden by a state's supreme court.
d. that ruling has no bearing on state governments.

8. The _____ Amendment applied the Bill of Rights to the states when it declared that no state could "deprive any person of life, liberty or property without due process of law."
a. Eleventh
b. Fourteenth
c. Sixteenth
d. Twentieth

30. Powers shared by federal & state governments are called:
a. enumerated powers.
b. reserved powers.
c. concurrent powers.
d. Moderate powers.

Evidence of How Well Students Achieved Outcomes (Tools Used, etc.)

I created these SLOs to achieve maximum possible variation on several key dimensions. This was facilitated by the fact that I taught 3 sections of PLSC 101 (American Government and Politics) this semester, each quite distinct:

- **Section E4** was my writing-intensive class (25 students), so in addition to the standard 101 curriculum, they learned how to write, and worked on their original essays throughout the semester.
- **Section E5** was a section of 35. For (in-class) mid-term and final exams, they answered 3 essay questions.
- **Section H2** was an "amphitheater" section of 90, so other than the extra-credit essay question that was assessing SLO C, their exams were multiple-choice.

As explained above, I primarily assessed **SLO A** in my W.I. section, while my section of 90 students assessed **SLO C** in two different ways (essay and multiple-choice). **SLO B** was only assessed in section E5, which was my normal section of 35 students. This section assessed **SLO A and C** as well, so I was quite happy that the students in Section E5 could help me assess all three learning outcomes, since both exams featured three essay questions).

By using such varied measures across varied sections, I think that I got good variation on which educational objectives matched which SLOs, as well as getting good variation on the likely compatibility of my SLOs with other sections/instructors (or even other fields in social science if we wanted to use these on a department level). In fact, during the semester I joined my department's assessment committee, and I helped push a task-based assessment tool that was in part based on the instruments and data gathered here. In future semesters, I'd like to not only get good data for the purposes of assessment, but also use the gathered assessment numbers for further analysis on the learning effectiveness of W.I. courses relative to standard courses (as well as any effects from class size). I was able to get some preliminary data on the results of SLO A when compared between E4 (writing-intensive) and E5 (non-writing intensive). Although the validity of the comparison is in question, since the W.I. class was doing take-home essays while the standard class was doing in-class essays, I think that the results are interesting (see next section). Despite this comparison, though, I mostly stuck with the working assumption that all three SLOs can be assessed with equal accuracy by essay and non-essay instruments, which was ultimately a factor in me helping my department decide upon multiple-choice instruments in our task-based assessment. In summary, I am excited about the range of variables and concepts measured (at least preliminarily) in my *3 SLO/3 Section* design, including:

- essays vs. multiple-choice (with possibilities for other instruments)
- class sizes ranging from 25 to 90
- High-Impact versus non-W.I. courses
- five different Gen. Ed. objectives
- pre- and post-test comparability
- Flexible instruments that can be used by other sections, courses, instructors, and even other fields.

Analysis and Summary of Assessment Results Obtained

SLO A:

- W.I. (section E4) - On the first two rows of the rubric in Appendix A, the average total score on the rough drafts was 17.8, while on the Final Papers it went up to 18.2
- Non-W.I. (Section E5) - On the Mid-Term Exam, the average score on the essay question dealing with SLO A was 14.7, and this did not substantially improve on the Final Exam (the average score was 15.0).

This offers some preliminary evidence that Writing-Intensive classes (and perhaps high-impact classes in general) do in fact produce better learning (since the papers showed about an 18 average score while the essay exams showed about a 15). However, the small "bounce" between "pre" and "post" tests (rough/final drafts in the W.I. class versus Mid-Term/Final exams in Section E5) was rather disappointing from a pedagogical point of view, though this could have been due to me having higher grading standards the second time around!

SLO B:

- Non-W.I. (Section E5) - On the Mid-Term Exam, the average score on the essay question dealing with SLO B was 13.4, and this went up to 14.8 on the Final Exam.

SLO C:

- Section E5 - On the Mid-Term Exam, the average score on the essay question dealing with SLO C was 12.6, and this went up to 14.5 on the Final Exam.
- Section H2 - SLO C was the only learning outcome being assessed in my large section of 90 (H2), but it was being assessed in two different ways: through an extra credit essay question, as well as through the 16 multiple choice questions listed above. Here were the results.
    - Extra credit Essay Questions (10 possible points)
        - Mid-Term - out of 81 students who took the Exam, only 34 attempted the extra credit essay question (assessing SLO C). Of those 34 students, scores ranged from 1 extra credit point to 8 points. The average score was 3.7.
        - Final - out of 79 students who took the Exam, only 38 attempted the extra credit essay question (assessing SLO C). Of those 38, scores ranged from 1 extra credit point to 10 points. The average score was 4.9.

    - Multiple Choice Questions

        - **Mid-Term Exam**
            - Group A - **Foundation** (philosophical comprehension – 1 question):

#3: 64% of students answered correctly.

            - Group B – **Application** (Separation of Powers applied to real issues – 7 questions):

#5. 69% of students answered correctly.
#9. 75% answered correctly.
#31. 62% correct.
#32. 29% correct.
#33. 52% correct.
#34. 49% correct.
#35. 54% correct.

            - Group C - **National** (Separation of Powers in elected federal branches – 4 questions):

#13. 61% of students answered correctly.
#15. 27% answered correctly.
#16. 73% correct.
#48. 67% correct.

            - Group D – **Federal** (Separation of Powers between states & feds – 4 questions):

#4. 71% of students answered correctly.
#6. 83% answered correctly.
#8. 83% correct.
#30. 78% correct

        - **Final Exam**
            - Group A - **Foundation** (philosophical comprehension – 1 question):

#3. 76% (only 64% correct on Mid-Term).

            - Group B – **Application** (Separation of Powers applied to real issues – 7 questions):

#5. 76% (only 69% correct on Mid-Term).
#9. 83% (only 75% correct on Mid-Term).
#31. 63% (62% correct on Mid-Term).
#32. 43% (29% correct on Mid-Term).
#33. 52% correct (52% also on Mid-Term).
#34. 50% correct (49% on Mid-Term).
#35. 64% correct (54% on Mid-Term).

            - Group C - **National** (Separation of Powers in elected federal branches – 4 questions):

#13. 100% of students answered correctly (only 61% correct on Mid-Term).
#15. 93% answered correctly (only 27% gave correct answers on Mid-Term).
#16. 74% correct (73% on Mid-Term).
#48. 69% correct (67% on Mid-Term).

            - Group D – **Federal** (Separation of Powers between states & feds – 4 questions):

#4. 79% (only 71% correct on Mid-Term).
#6. 86% (83% correct on Mid-Term).
#8. 86% (83% correct on Mid-Term).
#30. 79% (78% correct on Mid-Term).

A description of how assessment results affected student learning outcomes
(including plans to address improvement)

- SLO A: By the mid-term point, and again at the end of the course, students will be able to explain how & why two (2) foundational political science concepts affect contemporary US government & politics.

My two assessments of this SLO both involved essays, with my W.I. class (E4) doing rough and final drafts, and my standard class (E5) doing an essay question that tackled the same topic (the relationship between liberty and equality in American politics) on both rough and final drafts. Thus, both assessments were scored on the two relevant 10-point rubric scales, leading to a combined possible maximum score of 20. I was quite pleased that the W.I. class scored higher (18.2 average on Final Draft, 17.8 average on Rough Draft) than the standard class did (15.0 on Final, 14.7 on Mid-Term). While it's possible that the disparity between the two sections was due to the fact that W.I. students had all term to write an essay at home, I believe that this disparity was corrected for in my grading, as mentioned above. Thus, these results are encouraging to me. Not only did W.I. students score higher, but they also improved more in the final assessment (a gain of .4 points, versus a gain of .3). All in all, I would say that improvement could be most shown in the standard section, by helping these students reach the same level of essay expression on this important student learning outcome, whether it's an in-class or take-home assignment!

- SLO B: By the mid-term point, and again at the end of the course, students will be able to identify an example of the impact of constitutional design (versus extra-constitutional forces) on American politics.

In my non-W.I. section (E5), the average score on the Mid-Term essay question dealing with this learning outcome was 13.4, and this went up to 14.8 on the Final Exam. Like the 15.0 on the question assessing SLO A, my standard section of 35 disappointed me with their low (15/20) score on the combined rubric instrument. This seems to be where I need to push the most improvement, is in a standard section using blue-book essay questions.

- SLO C: By the mid-term point, and again at the semester's end, students will be able to demonstrate how one contemporary political issue/controversy is affected by the concept of separation of powers.

This was one area where my standard section (E5) showed positive results on their blue-book essay exams in class, though not necessarily in the (still too low) Final Exam average score of 14.5, which was actually the lowest of the three essay questions. Instead, here is where they showed the most improvement between pre- and post-test (from 12.6 to 14.5), meaning that I apparently did the best job teaching the skills necessary to attain this learning outcome, despite the lower Final Exam results. This was a piece of good news. And finally, I'll close with the multiple choice results from H2 (my section of 90), since I'm not sure how valid the extra credit essay results were in this section. On multiple choice, in some ways, I got my most useful and informative results, since there was such a wide range of scoring, and especially a wide range of improvement shown on some questions that tap Learning Outcome C. Some aspects or questions showed low scores that didn't rise from Mid-Term to Final. Others showed low scores that improved considerably. Some were high and stayed high, while others were high and improved even more! This gives me a lot to think about for future semesters in terms of what and how to teach. Specifically, I need to understand why questions 32, 33 and 34 were hardly answered correctly by half the class, even during the second time around! (Final Exam). Clearly, there is something I'm doing wrong here. By the same token, questions 31, 35 and 48 give cause for concern, with little improvement on already bad results!

Appendix L-2 Art History Assessment Report

Art and Design—Art History Course Assessment Report—December 2013
Submitted by Kathleen Wentrack, Ph.D., Assistant Professor, Art and Design

Introduction

Over the past several years, the Department of Art and Design has regularly performed an assessment of Art History courses by focusing on AR310 Introductory Survey of Art which has at least 12 sections each semester. While this is not the entire breadth of Art History courses offered at Queensborough, it does include the largest number of students. In light of the regular assessment of AR310, the Art and Design Department focused on the non-AR310 Art History courses in the Fall 2013 semester as they represent the depth of Art History courses offered to students both in the Fine and Performing Arts Academy and other Academies. These courses included the following:

AR311 History of Art I
AR315 History of Modern Art
AR316 History of American Art
AR317 History of Photography
AR325 History of Graphic Design
AR326 Asian Art

Student Learning Outcomes and General Education Objectives

The following Student Learning Outcomes were the focus of the current assessment:

- Students will be able to conduct and write a formal analysis and evaluation of stylistic and historical contexts of works of art using art historical terminology
- Students will demonstrate a critical use of sources by evaluating and synthesizing research to support their thesis and analysis
- Students will demonstrate analytical thinking through the written expression of historical facts and art historical concepts in order to derive meaning in works of art
- Students will demonstrate proper use of grammar, syntax, and spelling; logical compositional structure (intro body conclusion); and proper use of citations and bibliographic reference

Each of these Student Learning Outcomes have been subdivided into specific, observable elements not only for faculty to evaluate student work, but also for students to understand what is expected of them. These are given below and delineated in Appendix A.

- Students will be able to conduct and write a formal analysis and evaluation of stylistic and historical contexts of works of art using art historical terminology
    - Conducts a descriptive formal analysis of the visual aspects of an art object
    - Proper use of art historical terminology
    - Describes the stylistic elements of works of art
    - Describes the historical and cultural contexts of works of art

- Students will demonstrate a critical use of sources by evaluating and synthesizing research to support their thesis and analysis
    - Student has identified scholarly resources
    - Student critically evaluated and synthesized the research information into the text
    - Research supports thesis and analysis

- Students will demonstrate analytical thinking through the written expression of historical facts and art historical concepts in order to derive meaning in works of art
    - Historical facts and art history concepts are used to present meaning in works of art
    - Analytical thinking is identifiable in the presentation of art historical facts and concepts

- Students will demonstrate proper use of grammar, syntax, and spelling; logical compositional structure (intro body conclusion); and proper use of citations and bibliographic reference
    - Logical compositional structure (intro, body, conclusion, etc.)
    - Proper use of grammar, syntax, and spelling
    - Proper citation and bibliographic reference
    - Proper formatting and use of illustrations

These Student Learning Outcomes have been aligned with the following General Education Objectives of the College:

- Communicate effectively through reading, writing, listening, and speaking
- Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions
- Use information management and technology skills effectively for academic research and lifelong learning
- Use historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions, or social processes
- Apply aesthetic and intellectual criteria in the evaluation or creation of works in the humanities or the arts

Please see Appendix B for a specific alignment of General Education objectives with the Curricular and Course Objectives as specifically connected with the Student Learning Outcomes.

Evidence of Student Achievement

Over several years, faculty in the Department of Art and Design have developed and fine tuned rubrics to assess student learning both on examinations and research papers. Specifically, this Course Assessment focused on the research paper, a common denominator across all Art History courses independent of the course content, as the student evidence to be assessed. Thus, the detailed rubric of Student Learning Outcomes and assessment elements discussed above were used.

Student Assignment

The Student Assignment that was assessed across courses is the Art History research paper which demands a rigorous visual analysis of art objects in conjunction with scholarly research and writing. The most important elements of writing such a paper are included in the assessment rubric which align with the Student Learning Outcomes for the Art History courses (see Appendix A). Six different courses were assessed in the Fall 2013 semester that include AR311 History of Art I, AR315 History of Modern Art, AR316 History of American Art, AR317 History of Photography, AR325 History of Graphic Design, and AR326 Asian Art. The faculty members teaching these six courses developed research papers to meet the needs of the individual course content. However, all research papers require a formal visual analysis, a critical use of research, and a demonstration of analytical thinking when deriving meaning in works of art.

For the History of Art I, students chose two works of art or architecture from different time periods to compare and contrast formally, conceptually, and contextually. The History of Modern Art course paper is also a compare and contrast paper of objects from different time/style periods periods but based on a visit to the collection of the Metropolitan Museum of Art in Manhattan where the students viewed the works in person. The History of American Art research paper focuses on one work of art or architecture by an American artist placing it within political, socio-economic, and ethnic contexts. In the History of Photography students visited a special photography exhibition in New York City and wrote a research paper from the perspective of an exhibition review that included a close formal analysis of several objects. In the History of Graphic Design, the Digital Art and Design students selected a graphic designer to research and study in detail, and then prepared a PowerPoint presentation to "teach" their colleagues about their designer. They also submited a summary paper that included their research. Finally, the students in Asian Art visited the Metropolitan Museum of Art and selected a work of Chinese, Japanese, or Korean art to visually analyze and research in a paper. To facilitate proper research and citation skills, the students in all of these Art History courses attended an Information Literacy course taught by library faculty. All assignments have been included in Appendix C.

Evidence

The student papers in each Art History course are the pieces of evidence collected and evaluated using the Student Learning Outcome rubric in Appendix A developed in the Assessment Institute in Fall 2013. This rubric was the assessment instrument used to determine how well the students were achieving the developed outcomes. Sample student artifacts are in Appendix D.

Analysis and Summary

The scoring of each of the art history course papers has been tallied in the rubric in Appendix E and can be viewed below.

Appendix E — Assessment of Art History Courses: AR311, AR315, AR316, AR317, AR325, AR326 – QCC – Fall 2013 Student Learning Outcomes Rubric – Formal Writing Assignment				
Learning Outcomes	**Excellent**	**Good**	**Fair**	**Poor**
Students will be able to conduct and write a formal analysis and evaluation of stylistic and historical contexts of works of art using art historical terminology				
• Conducts a descriptive formal analysis of the visual aspects of an art object	60	58	21	1
• Proper use of art historical terminology	62	58	14	2
• Describes the stylistic elements of works of art	64	55	19	2
• Describes the historical and cultural contexts of works of art	68	60	11	2
Students will demonstrate a critical use of sources by evaluating and synthesizing research to support their thesis and analysis				
• Student has identified scholarly resources	51	41	31	16
• Student critically evaluated and synthesized the research information into the text	43	55	31	11
• Research supports thesis and analysis	34	52	31	13

The first Student Learning Outcome: "Students will be able to conduct and write a formal analysis and evaluation of stylistic and historical contexts of works of art using art historical terminology" was subdivided into four distinct categories: conducts a descriptive formal analysis of the visual aspects of an art object, proper use of art historical terminology, describes the stylistic elements of works of art, and describes the historical and cultural contexts of works of art. Under all of these subcategories, most students scored in the Excellent and Good categories illustrating that most students learned to complete a formal visual analysis while using proper art historical terminology and could define stylistic elements as well as the historical and cultural contexts of works of art. Future improvements could focus on guiding students to describe the stylistic elements of works of art. Under the second Student Learning Outcome: "Students will demonstrate a critical use of sources by evaluating and synthesizing research to support their thesis and analysis," students performed less well in each of the three subcategories: student has identified scholarly resources, student critically evaluated and synthesized the research information into the text, and research supports thesis and analysis. Despite regular training on matters of research in these Art History courses, students still struggle in this area.

Students will demonstrate analytical thinking through the written expression of historical facts and art historical concepts in order to derive meaning in works of art				
• Historical facts and art history concepts are used to present meaning in works of art	64	57	17	2
• Analytical thinking is identifiable in the presentation of art historical facts and concepts	54	70	13	3
Students will demonstrate proper use of grammar, syntax, and spelling; logical compositional structure (intro body conclusion); and proper use of citations and bibliographic reference				
• Logical compositional structure (intro, body, conclusion, etc.)	86	37	14	3
• Proper use of grammar, syntax, and spelling	71	45	24	1
• Proper citation and bibliographic reference	43	48	34	15
• Proper formatting and use of illustrations	53			1 and 42 n/a

Students in all sections of these art history courses performed reasonably well on the next Student Learning Outcome: "Students will demonstrate analytical thinking through the written expression of historical facts and art historical concepts in order to derive meaning in works of art" which was divided into the categories: historical facts and art history concepts are used to present meaning in works of art, and analytical thinking is identifiable in the presentation of art historical facts and concepts. In demonstrating a command of factual knowledge, students at Queensborough have generally needed support in this area. In the final Outcome: "Students will demonstrate proper use of grammar, syntax, and spelling; logical compositional structure (intro body conclusion); and proper use of citations and bibliographic reference" students show a weakness in the area of proper citation and bibliographic reference while doing well in the two other areas of logical compositional structure and proper use of grammar, syntax, and spelling. The use of illustrations in research papers was not required across all courses.

Assessment Results

In regards to student performance in the selected subcategories of the Student Learning Outcomes, students need extra support in the areas of research in general. These specifically include identifying scholarly sources, critically evaluating and synthesizing information, and using the research to support a thesis. Students at Queensborough are of the Internet age where all information is literally available at their fingertips, and therefore students need more direction in understanding the importance of proper academic research, citation, and bibliographic

reference. Faculty teaching Art History courses in the Department of Art and Design will be meeting in January to discuss these results further and to devise a plan to help students improve in these areas. For example, faculty could scaffold an additional research and citation assignment before the main research paper, or include examples of proper citation format specific to art historical sources as part of course assignments (students do receive a guide on citations from the library). Art History faculty will also be discussing the effectiveness of the new Student Learning Outcome rubric in efforts to further refine our assessment instrument.

Respectfully submitted,
Kathleen Wentrack

APPENDIX M: ACADEMIC SENATE ASSESSMENT COMMITTEE

QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York

ACADEMIC SENATE

COMMITTEE ON ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS

TO: Emily Tai, Academic Senate Steering Committee

FROM: Shele Bannon, Chair, Committee on Assessment and Institutional Effectiveness

SUBJECT: **Annual Report – Committee on Assessment and Institutional Effectiveness, 2012/2013**

DATE: May 1, 2013

Committee members: Shele Bannon, Chairperson; Tirandai Hemraj-Benny, Secretary; Dean Arthur Corradetti, Dr. Ian Beckford; Dimitrios Kokkinos; Sheila Beck; Regina Sullivan; Susan McLaughlin; Barbara Lynch, Danny Mangra, Barbara Rome

Committee meetings

The committee met on the following dates during the 2012-2013 academic year:

September 19, 2012
October 3, 2012
October 26, 2012
November 30, 2012
February 4, 2013
March 15, 2013
April 26, 2013
May 22, 2013

Faculty workshop led by Ian Beckford was held on November 28, 2012, at 1pm.

Summary of Committee Work

The work of the committee for the 2012-2013 academic year was focused on its charge from the Academic Senate as follows:

1. Reviewed charge of the committee
2. Dr. Ian Beckford guided the committee to develop rubrics (see attached) to assess the:
   Teaching Department Year End Reports
   Non-Teaching Department Year End Reports
3. Receive and review teaching department year end reports and non-teaching department year end reports as to assessment procedures and results,

4. Summarize findings by individual teaching and non-teaching departments based on assessment objectives (See attached rubrics),
5. Summarize all teaching and non-teaching findings in one report,
6. Make recommendations concerning assessment procedures and initiatives to the Academic Senate,
7. Posted to governance website, agenda, minutes, and annual report of committee
8. Plan and hold workshops in cooperation with the Center for Excellence in Teaching and Learning and Dr. Ian Beckford, Learning Outcomes Assessment Manager, and
9. Foster a climate of assessment throughout the college.

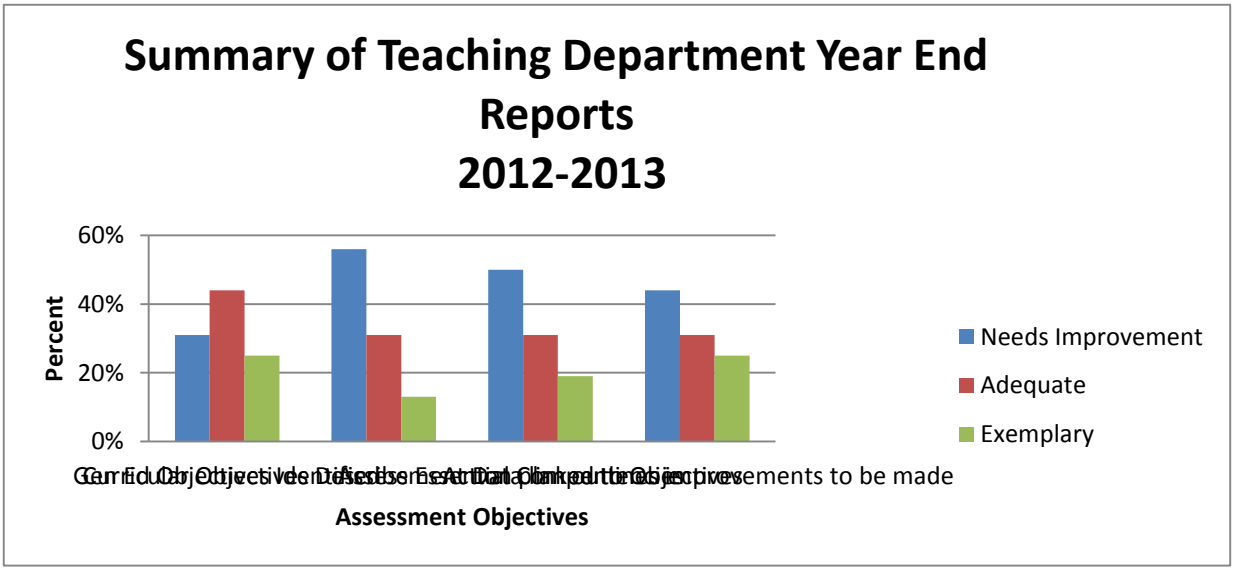
TEACHING DEPARTMENT YEAR END REPORTS

The members of the committee received and reviewed 15 teaching department year end reports for 2011-2102. Of the 15 department reviewed we found 66 course assessments. The following table and graph reflects the results of our reviews linked to the four objectives:

1) General Education Objectives are identified and linked to course or department goals.
2) The curricular objectives comprehensively describe the essential competencies at the course level.
3) Assessment data are clearly described and linked to the curricular and general education objectives.
4) The action plan clearly outlines how the assessment findings will promote continuous improvement.

SUMMARY OF TEACHING DEPARTMENT YEAR END REPORTS

Assessment Objective	Needs Improvement	Adequate	Exemplary
Gen Ed Objectives Identified	31%	44%	25%
Curricular Objectives Describe Essential Compentencies	56%	31%	13%
Assessment Data linked to Objectives	50%	31%	19%
Action plan outlines improvements to be made	44%	31%	25%



The majority of reports identified their general education objectives. However, several reports need to more specifically clarify curricular objectives, link those objectives to the assessment data, and then identify their specific actions plans. Exemplary reports specifically and clearly indicated assessment results and the related action plans were unmistakably identified and plainly related to the assessment data. Departments with notable assessment reports included detailed assessment data and explicitly identified action plans. Essentially, the assessment "loop was closed."

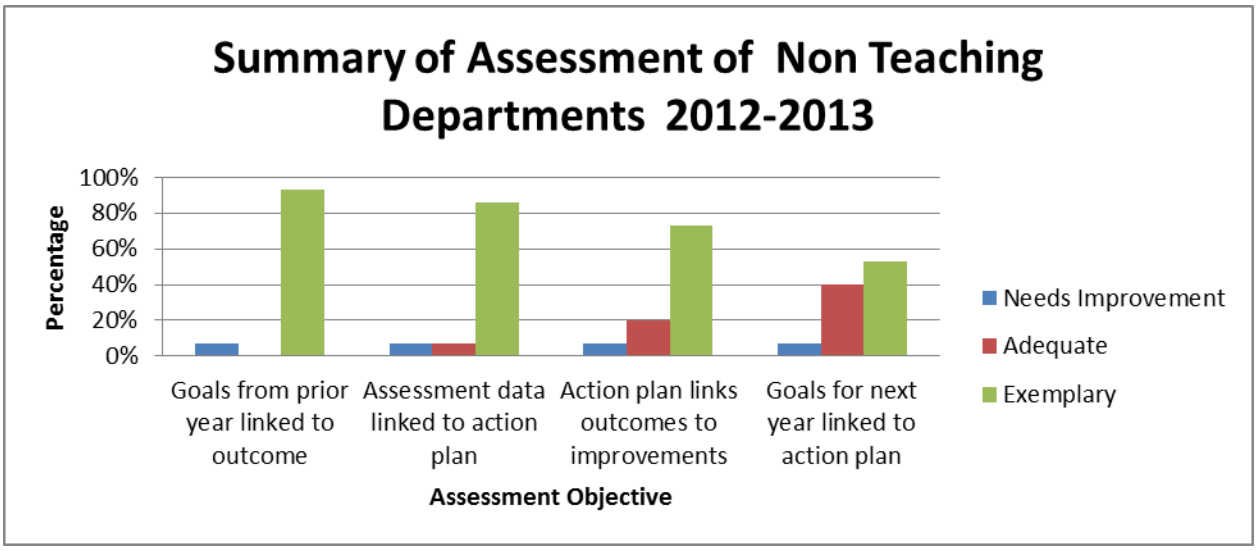
NON-TEACHING DEPARTMENT YEAR END REPORTS

The committee members reviewed 15 non-teaching department year end reports available on the college assessment webpage. The following table reflects the results of our reviews linked to the four objectives:

1) Goals from prior year are identified and linked to outcomes.
2) Outcomes of assessment data are clearly described and linked to action plan.
3) New action plan clearly outlines how outcomes will promote continuous improvement.
4) Goals for next year are identified and linked to action plan.

SUMMARY OF NON-TEACHING DEPARTMENT YEAR END REPORTS

	Needs Improvement	Adequate	Exemplary
Goals from prior year linked to outcome	**7%**	**0%**	**93%**
Assessment data linked to action plan	**7%**	**7%**	**86%**
Action plan links outcomes to improvements	**7%**	**20%**	**73%**
Goals for next year linked to action plan	**7%**	**40%**	**53%**



The majority of reports identified and linked their assessment data to action plans from prior year and to goals for next year. Exemplary reports specifically and clearly indicated assessment results and the related action plans were unmistakably identified and plainly related to the assessment data.

FOSTER A CLIMATE OF ASSESSMENT

The committee met with Dr. Beckford prior to the well-attended workshop to offer topics. An important suggestion was to provide faculty and others performing assessment an assessment tool kit. The tool kit would include details of various assessment mechanisms. Dr. Beckford incorporated this suggestion into the November 28th workshop; future workshops will expand on this idea.

The committee is thankful for our member, Sheila Beck, who created the idea of an Assessment Institute for faculty. This institute was further developed by Dean Arthur Corradetti and Dr. Ian Beckford. The first institute was held on March 1, 8, 15, and 22, with 26 faculty

participating. Each semester, approximately 30 faculty will attend the institute, rapidly expanding the knowledge and culture of assessment across the Queensborough campus.

PRIOR YEAR RECOMMENDATIONS

1) The committee suggested a standardization of the assessment process to the extent that this is possible. For example, the non-teaching departments use a standard form for their reports that could be adopted for the teaching departments as well. Accessibility of reports posted on the college assessment webpage could also be improved.
   ACTION: Dean Arthur Corradetti supplied department year-end reports to committee members for their review. He is in the process of making these reports accessible on the college website.
2) To ensure that a climate of assessment continues at the college, the committee will plan additional workshops in cooperation with CETL and Dr. Beckford.
   ACTION: Dr. Beckford held an Assessment Workshop on November 28, 2012 with twenty-two faculty in attendance. Dean Corradetti and Dr. Beckford developed and taught the first Assessment Institute in Spring 2013. The institute, which runs for four weeks, provides background, context, and tools for carrying out different kinds of assessment. Faculty members, who are compensated for their participation, are expected to produce a course assessment plan followed by a completed course assessment report.

CURRENT YEAR RECOMMENDATIONS

1) For purposes of institutional assessment and compliance with Middle States we recommend teaching department year end reports clearly identify the following:
   a. General Education Objectives are identified and linked to course or department goals.
   b. The curricular objectives comprehensively describe the essential competencies at the course level.
   c. Assessment data are clearly described and linked to the curricular and general education objectives.
   d. The action plan clearly outlines how the assessment findings will promote continuous improvement.
2) Continue Assessment Institute for faculty to be part of the assessment culture on campus.
3) Representative from the Senate Committee on Assessment participates in discussion with Assessment Institute faculty in an effort to explain the whole assessment process.
4) In a joint effort with Dr. Beckford, CETL, and our committee – continue to offer workshops on assessment to the general faculty.
5) The Senate Committee on Assessment will work closely with the Periodic Review Committee, co-chaired by Dean Corradetti and Professor Burdi. The Periodic Review Committee provides the periodic review due to Middle States on June 1, 2014.

Current Committee Members

Four of the committee members remain in place for the Fall 2013 semester. Three new members will be joining the committee for a meeting on May 17, 2012 and Fall 2013.

New Chairperson and Secretary

Shele Bannon was elected Chair and Susan McLaughlin was elected Secretary for 2013-2014 on May 17, 2013.

Acknowledgements

The committee is extremely grateful to Dean Arthur Corradetti for support, valuable suggestions and the kind use of his office for meetings. The committee also thanks Dr. Beckford for his expertise and valuable time. Dr. Beckford planned a beneficial workshop and in the process met with and communicated with the committee on numerous occasions.

Shele Bannon gratefully acknowledges the outstanding hard work and dedication of every member of the committee. Tirandai Hemraj-Benny was an exceptional secretary, and I am very grateful. I would also like to give a special thank you to Sheila Beck for her valuable suggestion of the Assessment Institute.

Respectfully submitted,

Shele Bannon
2012-2013 Chair

QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York

ACADEMIC SENATE

COMMITTEE ON ASSESSMENT

TO: Emily Tai, Academic Senate Steering Committee

FROM: Regina Sullivan, Chair, Committee on Assessment

SUBJECT: **Annual Report for Committee on Assessment for 2011/2012**

DATE: 8/15/12

Committee members; Regina Sullivan, Chairperson, Patricia Burke, Secretary, Dean Arthur Corradetti, President's Designee, Dimitrios Kokkinos, Shelia Beck, Tirandai Hemraj-Benny, Regina Rochford, Shele Bannon, Susan McLaughlin, Oluwadamisi Atanda, Student Representative

Date and Times of 2011-2012 committee meetings:
October 6, 2011 at 4pm
November 17, 2011 at 4pm
December 15, 2011 at 4:15pm
March 30, 2012 at 9:00am
May 16, 2012 at 10am
In addition a faculty workshop led by Ian Beckford was held on March 14, 2012 at 1pm.

Summary of Committee Work

The work of the committee for the 2011-2012 academic year was focused on the following main points: 1) to review college assessment reports 2) offer suggestions to teaching and non teaching departments that would facilitate the assessment process 3) to plan and hold workshops in cooperation with the Center for Excellence in Teaching and Learning and Dr. Ian Beckford, Learning Outcomes Assessment Manager 4) to foster a climate of assessment throughout the college

The members of the committee reviewed every assessment report available on the college assessment webpage. The strongest reports were specific in the types of assessment that were used. Those reports clearly indicated assessment results and action taken based on those results. Essentially the assessment " loop was closed." Some departments with notable assessment reports include Foreign Language and Literature and Chemistry. The committee reported that the use of surveys in the assessment process is limited offering little in useable data i.e. quantitative data. If surveys are used other assessment tools including rubrics should be included to maximize the outcome of the assessment process. The committee met with Dr. Beckford prior to the well-attended workshop to offer topics. An important suggestion was to provide faculty

and others performing assessment an assessment tool kit. The tool kit would include details of various assessment mechanisms. Dr. Beckford incorporated this suggestion into the March 14th workshop and will be expanded on in future workshops.

Committee Suggestions:

The committee suggested a standardization of the assessment process to the extent that is possible. The non-teaching departments use a standard form for their reports perhaps a version of the form could be adopted for the teaching departments as well. Accessibility of reports posted on the college assessment webpage could also be improved.

To ensure that a climate of assessment continues at the college, the committee will plan additional workshops in cooperation with CETL and Dr. Beckford.

Our student member requested that the course evaluation process become more effective. He suggested an online evaluation process that would provide students with useful information about the courses.

Current Committee Members:

The committee members remain in place for the Fall 2012 semester.

New Chairperson and Secretary:

The former chair, Regina Sullivan will call a meeting prior to September 23, 2012 so that a new chair and secretary can be elected.

Acknowledgements:

The committee is extremely grateful to Dean Arthur Corradetti for support, valuable suggestions and the kind use of his office for meetings. The committee also thanks Dr. Beckford for his expertise and valuable time. Dr. Beckford planned a beneficial workshop and in the process met with and communicated with the committee on numerous occasions.

Regina Sullivan gratefully acknowledges the outstanding hard work and dedication of the every member of the committee. Patricia Burke was an exceptional secretary and I am very grateful.

Respectfully Submitted,

Regina Sullivan, 2011-2012 Chair

QUEENSBOROUGH COMMUNITY COLLEGE
Academic Senate
Committee on Assessment and Institutional Effectiveness

DATE: May, 2011
FROM: The Committee on Assessment and Institutional Effectiveness, Philip Pecorino, Chairperson, 2010-2011
TO: Academic Senate, Steering Committee Chairperson, Dr. Emily Tai
SUBJECT: Annual Report, 2010-2011

The Committee was created in late Spring of 2010. In its first year the committee established its basic method of proceeding to fulfill its charge and a schedule for the Senate's reception of assessments of all areas of the College and of their review by Senate Committees and the Committee on Assessment and Institutional Effectiveness.

Here is the Committee Charge:

a. Receive and review summary reports describing initiatives to assess student learning from academic departments, academies, and academic programs of the college;

b. Receive and review documents relating to assessments of institutional effectiveness from all non-academic units of the college;

c. Make annual reports of progress in assessment of data collection, including:
1. The receipt of assessment reports from each department/unit of the college;
2. Courses/college units assessed from each department;
3. Summary of Assessment data gathered from assessments;
4. Any departmental conclusions drawn and/or actions taken as a result.

d. Review assessment procedures the College undertakes and make recommendations concerning these assessment initiatives to the Academic Senate, in support of principles of shared governance, academic freedom and transparency.

This report will be organized on the order of its charge.

a. Receive and review summary reports describing initiatives to assess student learning from academic departments, academies, and academic programs of the college;

The Committee has determined that it is the Academic Senate Committee on Curriculum that shall request from the Office of Academic Affairs its assessment of how well the Degree Program Review Process is operating and, within it, the program of Course Assessment conducted by Academic Departments. The Committee itself is not only not going to request to examine such degree program and course assessment reports but sees no need to examine them at the level of this Committee. The Committee takes its charge to conduct meta-assessment. The Committee on Curriculum should ascertain to what degree the Office of Academic Affairs has been receiving and reviewing summary reports describing initiatives to assess student learning from academic departments, academies, and academic programs of the college and send those reports on to this Committee on Assessment and Institutional Effectiveness. The Committee on Curriculum has been so advised by this Committee.

b. Receive and review documents relating to assessments of institutional effectiveness from all non-academic units of the college;

The Committee has established a schedule (minimum five year cycle) whereby all areas of the college will be assessed and those assessments received by various committees o f the Academic Senate as well as by the Committee on Assessment and Institutional Effectiveness. The Committee has sent out memos requesting assessments from many offices of the College and sent memos to various Senate Committees requesting that they themselves requests assessments from areas of the College related to their areas. Here is that schedule:

What is assessed	Request sent to:	Senate Committee making the request
• Human Resources and Labor Relations	Dean of HR and LR	Committee on Assessment and Institutional Effectiveness

• President's Cabinet	Office of the President	Committee on Assessment and Institutional Effectiveness
• Academic Initiatives • Academy operations - OAA • Coordinated Undergraduate Education (CUE) • Adjunct Services • ASAP • Basic Skills Learning Center • Campus Writing Center • CETL • College Discovery • College Now • CSTEP • Institutional Research • Mathematics Learning Center • Registrar • Student Learning Center • Tech-Prep	Office of Academic Affairs	Committee on Assessment and Institutional Effectiveness
• Academic Senate	Senate Steering Committee	Committee on Assessment and Institutional Effectiveness
• College Advisory Planning Committee • Strategic Planning Process • Office of Academic Advisement and Institutional Effectiveness	Office of Accreditation, Assessment and Institutional Effectiveness	Committee on Assessment and Institutional Effectiveness
• Accounting & Related Entities • Accounts Payable • Budget Office • Financial Services • Financial Services & Related Entities • Payroll • Personnel • Purchasing	Office of Budget and Finance and Administration	Committee on Assessment and Institutional Effectiveness
• Annual Giving/Major Gifts • Sponsored Programs	Office of Institutional Advancement	Committee on Assessment and Institutional Effectiveness
• Academic Advisement	Office of Student Affairs	Committee on Assessment and Institutional Effectiveness
• Career Services • Counseling Services • Four-year College Transfer • Health Services • International Students • Judicial Affairs • New Student Enrollment Planning	Office of Student Affairs	Committee on Student Activities

• Services for Students with Disabilities • Student Activities • Student Services: Assessment of student experiences—clubs and otherwise—available from year-end reporting • Testing		
Vendor Services	Office of Budget and Finance and Administration	Committee on Vendor Services
Publications	Office of Institutional Advancement	Committee on Publications
• Art Gallery • Holocaust Resource Center	Office of Institutional Advancement	Committee on CULTURAL RESOURCES and ARCHIVES
• eLearning Program • Academic Computing Center	Office of Academic Affairs	Committee on eLearning
• Administrative Services • Print shop • Mailroom • Transportation • Buildings & Grounds • Campus Facilities • Central Receiving • Environmental Health & Safety • Safety & Security	Office of Budget and Finance and Administration	Committee on Environment Quality of Life and Disability Issues
Affirmative Action, Pluralism, and Diversity Compliance	Office of the President	Committee on Environment Quality of Life and Disability Issues
Marketing and Communications	Office of Institutional Advancement	Committee on Environment Quality of Life and Disability Issues
Library	Office of Academic Affairs	Committee on Library
• Assessment of the Academic Program Review process from the Office of Academic Affairs • Report on all department course assessment from the Assessment Office	Office of Academic Affairs	Committee on Curriculum
WI Initiative and Program	Office of Academic Affairs	Committee on WID WAC
Admissions & Recruitment	Office of Student Affairs	Committee on Admissions

Continuing Education and Workforce Development	Office of Academic Affairs	Committee on Continuing Education
Information Technology	Office of Budget and Finance and Administration	Committee on Computer Resources

c. Make annual reports of progress in assessment of data collection, including:

1. The receipt of assessment reports from each department/unit of the college;
2. Courses/college units assessed from each department;
3. Summary of Assessment data gathered from assessments;
4. Any departmental conclusions drawn and/or actions taken as a result.

The Committee notes that the Office of Accreditation, Assessment and Institutional Effectiveness has been receiving assessment reports (annual reports) from many areas of the college and has been placing them on the college website.The committee has seen the website. It has been receiving the Degree Program Reviews for all degree programs and they include the assessments of courses.

d. Review assessment procedures the College undertakes and make recommendations concerning these assessment initiatives to the Academic Senate, in support of principles of shared governance, academic freedom and transparency.

In the first year of operation, the Committee developed a plan for the reception of assessment reports by the Committee itself and through the committees of the Academic Senate. In its next year of operation, the Committee can move towards examining the reports themselves and the assessment processes. In its first year the Committee did detect areas of the College that were not scheduled to be assessed and responded by making requests of various units and offices for assessments of those areas. When the Committee reviews the responses to the requests of the Committees and the assessment reports, it will be better informed to carry out its analysis and make recommendation to the units of the College and to the Senate if needed.

Recommendations:

The Academic Senate Committee structure should be examined and altered so that the committees that exist will have their areas of charge covering all areas of the college. They would then be able to receive the relevant assessment reports on a regular cycle and offer their responses and the accumulation of such efforts would serve as the preparation of reports for the accreditation process by the Middle States Association. The coverage would insure a process of review of assessments that is comprehensive while insuring that shared governance operates with a structure that is comprehensive.

In particular, the Committee recommends that the Special Budget Advisory Committee be made a Standing Committee so that it, rather than this committee, would request and receive reports from many areas of the college under the Office of Finance and Administration and the Office of the Budget that are now being requested by this committee itself.

Acknowledgments:

The Committee acknowledges Dean Arthur Corradetti for his support.

COMMITEE MEMBERS 2010-2011	**COMMITEE MEMBERS 2011-2012:**
Tirandai Hemraj-Benny Dimitrios Kokkinos Georgia McGill Devin McKay Philip Pecorino, Chairperson 2010-2011 Mary Ann Rosa Regina Sullivan, Secretary 2010-2011 Students: Stephanie Gaviria (student) Shamin Gooding (student) Designees: William Marsh - Steering Committee Designee Arthur Corradetti - President's Designee	Salvitti-McGill, Georgia Beck, Sheila Burke, Patricia Sullivan, Regina Hemraj-Benny, Tirandai McLaughlin, Susan Rochford, Regina

Queensborough Community College

222-05 56th Avenue, Bayside, New York 11364

Faculty Diversity Strategic Plan

Progress Report

August 1, 2013 to May 15, 2014

The recruitment, hiring, and retention of diverse faculty remain to present opportunities for improvement. Efforts to impact these areas continue through the Faculty Diversity Strategic Plan (FDSP) developed in Spring 2013. The objectives of the plan include: strengthening outreach to diverse candidates, retaining faculty, maximizing the likelihood of tenure and promotion, and fostering a welcoming and inclusive environment.

In 2012 – 2013 there were a total of 28 new full-time faculty hires; 12 were minority and 11 were female. This was an increase from the previous year (2011 – 2012 23 new hires; 9 minority and 11 female).

On July 1, 2013 Minorities represented 27.4 % of all the faculty (full and part-time); Women represented 48.7 %. Minorities represented 28.3 % of the full-time faculty; Women represented 52.2 %.

Efforts to strengthen the establishment of diversity as a core value at Queensborough Community College and to move towards achieving the objectives which have been set include:

Objective 1: Increase the diversity of the faculty to better reflect the diversity of the student population.

> **Strategy**: Expand diversity recruitment efforts and outreach to increase awareness of available teaching opportunities to as many people as possible from diverse backgrounds.

Action Items:

In collaboration with Human Resources and the Academic Departments, the Diversity Office will identify and duplicate where possible successful efforts made to increase the pools of diverse candidates for teaching opportunities. These diverse sources will be used for permanent and sub hiring.

During charge meetings search chairs and committee members will receive search best practice information and available resources on how to identify and manage possible hidden biases that may impact search selection decisions.

Human Resources and the Diversity Office will identify, establish and expand partnerships with potential sourcing pipelines for recruitment.

Outcomes:

The intended outcomes from these efforts will include an increased use of best practices in the search process, the identification of sources for diversity recruitment and an increased representation of diverse groups in the applicant pools and hires.

Progress Towards Outcomes:

The comparison of the campus workforce with the availability of the individuals in the areas recruited from who have the required skills to effectively provide instruction at the college is reviewed to provide an understanding of current underutilization of women and minorities. In addition to this information being shared with the search committee, the outreach done for the position is also provided, including recommendations for advertising in discipline specific journals.

The search charge process includes committee members being advised of the equal employment nondiscrimination policy, the search process and their role and responsibilities as search committee members. In addition to the use of diverse recruitment sources, the criteria for evaluating applications are established in advance of search committee members receiving resumes, and the complete application for each candidate is given the same amount of review and attention.

Search committee members are also advised of the existence and importance of managing unconscious bias and the benefits and challenges of diversity in the academic setting. They are provided with research material developed to understand the benefits and challenges, as well as how to manage bias and assumptions in the application review process (W I S E L I - *Women in Science & Engineering Leaders – Benefits and Challenges of Diversity and Reviewing Applicants Research on Bias and Assumptions* brochures - http://wiseli.engr.wisc.edu/docs/Benefits_Challenges.pdf and http://wiseli.engr.wisc.edu/docs/BiasBrochure_3rdEd.pdf).

From July 1, 2013 to May 15, 2014 there were twenty-two (22) searches for faculty in fourteen (14) departments. The academic departments included Biological Sciences & Geology, Business, Chemistry, Engineering Technology, English, Health/Physical Education & Dance, History, Library, Mathematics & Computer Sciences, Music, Nursing, Physics, Social Sciences, and Speech Communications & Theatre Arts.

Seven of the academic departments which conducted searches had underutilization of women or minorities. The hiring from the search for the English department addressed the underutilization of women. Additional faculty searches are anticipated in the fall semester for additional full time faculty lines.

Four of the searches failed, two after offers were declined. Eight of the searches were successful in hiring full-time faculty and the others are still underway.

On July 1, 2013 Minorities represented 27.4 % of all the faculty (full and part-time); Women represented 48.7 %. Minorities represented 28.3 % of the full-time faculty; Women represented 52.2 %.

As of May 1, 2014 Minorities represented 28.5 % of all the faculty (full and part-time); Women represented 49.5 %. Minorities also represented 28.5 % of the full-time faculty; Women represented 51.8 %.

Objective 2: Create an inclusive working environment and campus culture to assist with increasing the retention of individuals hired to teach at the college.

Strategy: Create a supportive environment for faculty development.

Action Items

In collaboration with the Office of Academic Affairs, Department Chairs and the Center for Excellence in Teaching and Learning, the Diversity Office will work to establish and sustain opportunities to facilitate dialogue and engagement among faculty. Faculty members who are interested in developing interest/support groups for themselves and their colleagues will be engaged and supported by Department Chairs, Academic Affairs and Human Resources.

The Diversity Office will also work with Academic Affairs, Student Affairs Disability and Human Resources to develop initiatives that expand and support collaboration on diversity issues, such as everyone's role and responsibility in maintaining a respectful work and learning environment.

Faculty members will be encouraged to develop diversity initiatives and programs designed to improve the campus climate to increase opportunities for them to share their expertise and best practices across the campus.

Efforts by the Diversity Office to increase diversity awareness and knowledge of the campus community will include connecting with CUNY Resources, including the Center for Lesbian and Gay Studies, the Asian American/Asian Research Institute, the John Calandra Italian American Institute, the Dominican Studies Institute, the Women's Center, and the CUNY Office of Veterans Affairs to learn about and address issues impacting the diverse groups.

Progress Towards Outcomes:

The Office of Academic Affairs provides financial support (up to $1000) to faculty members presenting at conferences. The total dollars for support of faculty presentations of research is almost $200,000 a year.

The New Faculty Institute is a four day, voluntary experience intended to familiarize new faculty with essential support resources and pedagogical innovations offered at Queensborough Community College to ensure successful academic careers. In January 2014 27 faculty participated. Presentations and hands-on activities were offered by each of the following campus offices:

- Academic Computing Center Services
  - Classroom technology
  - Blackboard
  - Emerging Technologies and the Library
- Center for Excellence in Teaching and Learning
  - High Impact Practices
  - Scholarship of Teaching and Learning
- Faculty Governance

- Strategic Planning, Assessment and Institutional Effectiveness

Diversity initiatives and programs designed to improve the campus climate to increase opportunities for faculty to share their expertise and best practices across the campus included the Common Read Common Intellectual Experience in which 38 faculty member in 7 disciplines engaged more than 1300 students in 53 courses, in addition to participation by the campus community at large. All were engaged in large scale discussions about the issues challenging community colleges in general and Queensborough in particular led by the reading of *The Road of Lost Innocence* by Somaly Mam.

The Common Read is a Common Intellectual Experience that promotes integrative learning across the curriculum. Faculty volunteer to participate by introducing the text to their students and support the reading with co-curricular events. These events provide an opportunity for increased social and academic engagement while enhancing student learning outside of the classroom.

The mission of the Harriet and Kenneth Kupferberg Holocaust Resource Center & Archives is to use the lessons of the Holocaust to educate current and future generations about the ramifications of unbridled prejudice, racism and stereotyping. More than 1400 college and community members participated in events which included films, lectures, internships and survivor group "bagels and talk" sessions.

Full and part-time faculty may apply for the intensive training under a peer faculty mentor and online instructional design staff in the QCC eLearning Institute: Online Course Development Initiative. The training emphasizes partly online (blended) courses but is also available to those wish to develop fully online (asynchronous) courses.

The Agenda for 2013-2014 for the eLearning institute is to provide input:
• on technological and pedagogical support for faculty developing online classes;
• on the college's adopted standards for effective eLearning programs;
• on the curriculum of the e-Learning Institute;
• on the Student e-Learning Readiness Program (eLRP), including developing outlines for student videos highlighting the curriculum of this program;
• regarding learning outcomes assessment for eLearning Courses;

Participants in the eLearning Institute will also monitor issues of Blackboard course management system and other programs related to eLearning, such as Epsilen and ePortfolio, and advise the college community when needed. They will also work to develop protocols of departmental evaluation such as peer observations for online classes.

The W I S E L I - *Women in Science & Engineering Leaders*- Enhancing Department Climate brochure was shared with some department chairs. It provides a guide and defines how the **Campus Climate,** behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect.

Communications received from CUNY Resources including the John Calandra Italian American Institute was distributed to the college community.

Strategy: Further develop Faculty towards their maximum potential.

Action Items:

Academic Affair in collaboration with the department chairs will establish/expand upon and promote mentoring opportunities for new diverse faculty through the Center for Excellence in Teaching and Learning (CETL). CETL will continue to provide support and communicate opportunities for faculty development including high impact strategies for engaging our diverse students.

Research and service projects of historically underrepresented faculty that develop their expertise, teaching skills and academic leadership will all be supported. Faculty will be encouraged to participate in University programs designed to support professional development, e.g. Diversity Project Development Fund and Faculty Fellowship Publication Program.

Progress Towards Outcomes:

The mission of the Center for Excellence in Teaching and Learning (CETL) is to develop and enhance the innovation and effectiveness of faculty. By promoting teaching grounded in evidence-based best practices and publication grounded in the Scholarship of Teaching and Learning, CETL facilitates both faculty excellence and student success. A collaborative approach, building on faculty strengths, focusing on the tasks of instruction and learning, and bringing faculty in contact with excellent instructional practices and technology, enables CETL to support a campus culture that recognizes and values faculty.

Through a variety of activities and services, CETL provides environments for faculty to come together to share teaching experiences and expertise. CETL supports faculty and staff who utilize both proven traditional and progressive student-centered learning approaches, and encourages the effective collaborative, problem solving approach to the art and science of teaching.

The Center for Excellence in Teaching and Learning continued to provide support and to communicate opportunities for faculty development. One collaboration with the Academic Development Committee provided a workshop which bought together 12 faculty from across the disciplines (English, Art, Biology, Health, Physical Education and Dance, Nursing, Chemistry, Speech, Foreign Language) to share their curricular innovations and pedagogical practices that address the opportunities for Global & Diversity Learning in exploring multiple perspectives on viewing the interdependent world. 80 faculty participated in the professional development initiative on course design and reflection activities for High Impact Practices. Another focused on the presentation and publishing of the scholarship of teaching and learning (SoTL) which could be some of the most important outcomes of faculty teaching and students' learning.

Faculty were informed of the opportunity to submit proposals for the Pedagogical Research Challenge Awards, a program to support research projects on community college pedagogy; to participate in a Library Workshop to assist them in turning their conference presentation, research or teaching project into a published article; A campus-wide conversation series to encourage cross-disciplinary questions, pedagogical research and scholarly publications.

Additional faculty participation in CETL activities CETL include:

Date	Event	Number of Participants
Oct 2, 2013	Publishing your project on community college pedagogy	29
Oct 23, 2013	Campus-based partnerships in pedagogical research	24
Nov 20, 2013	CUNY-based partnerships in pedagogical research	31
Dec 11, 2013	Exploring Global Diversity	30
April 2, 2014	Faculty presentations of pedagogical research projects	32

The Vice Chancellor for Human Resources Management established the Diversity Projects Development Fund to support scholarly research projects and other educational activities about populations that are traditionally under-represented within higher education. The purpose of the Fund is to assist in the development of educational projects, scholarly research, creative endeavors, and professional activities which promote diversity, multiculturalism, affirmative action, and non-discrimination on the basis of the following categories: race, color, national or ethnic origin, religion, age, sex, sexual orientation, gender status, disability, genetic predisposition or carrier status, alienage or citizenship, veteran or marital status. Projects that are sustainable, replicable, or with potential for University-wide impact are particularly encouraged.

The recipients of the Diversity Projects Development Fund from Queensborough Community College for 2012-2013 were:

> Dr. Amy Traver, Assistant Professor, with collaboration from: Mavis Hall, Chief Diversity Officer, Office of Compliance and Diversity; and Ben Freier, Director, Services for Students with Disabilities Office, on the Project: “"Engaging Faculty and Tutors in the Success of Community-College Students with Disabilities: A Series of Workshop and Campus Presentations";
>
> John Buoncora, Instructor, Stuart Asser, Professor, Hamid Namdar, Associate Professor, Belle Birchfield, Associate Professor, Vincent Stigliano, Assistant Professor, Marvin Gayle, Associate Professor, Danny Mangra, Assistant Professor, Jeffrey L. Schwartz, Instructor, on the Project: "Robotics as a Motivational Tool to Encourage Underrepresented Groups of Students to Enter the CSTEM Fields.

The Faculty Fellowship Publication Program (FFPP), sponsored by the Office of the Dean for Recruitment and Diversity, focuses on advancing CUNY’s institutional goal of a diverse professoriate. The University-wide initiative assists full-time untenured faculty in the design and execution of writing projects essential to progress toward tenure. Discipline-based writing groups of peers from across the University, facilitated by senior faculty members, provide fellows with feedback on their work, which may include scholarly articles for juried journals, books for academic presses, or, in some instances, creative writing.

The following Queensborough faculty who participated in the Faculty Fellowship Publication Program in 2012-2013 included:

> Larisa Honey, Assistant Professor, Department of Social Sciences, on “Transforming Selves and Society: Women and Spiritual Health in Post-Soviet Moscow; and

Diana Rickard, Assistant Professor, Department of Social Sciences, on "Managing Stigmatized Identity: Severed Social Bonds and the Narratives of Sex Offenders"; "Constructing & Deconstructing the Child Molester: Problems in Theory and Practice".

The Faculty Fellowship Publication Program participant for 2013-2014 is Kathleen Wentrack, Assistant Professor, Department of Art & Design, on the topic of Collaboration, Empowerment, and Change: Women's Art Collectives.

Strategy: Assess current environment to identify areas to strengthen

Action Items:

In collaboration with Academic Affairs and the Diversity Office, Human Resources will:

Conduct exit interviews to identify issues contributing to attrition

Conduct culture survey to gauge climate and potential diversity issues

Conduct focus groups to facilitate discussions about current campus climate

Progress Towards Outcomes:

Some exit interviews have been conducted at the time of employee separations from the college. The process has been reviewed and will be revamped to be more consistent in its application. It will be used to identify the underlying factors behind an employee's decision to leave. There were 22 faculty separations from July 1, 2012 to June 30, 2013. No data has been compiled from the survey given out by the Office of Faculty and Staff Relations.

The exit interview process will be audited to review the questions asked to determine quantitative or qualitative revisions, culture and distribution methods.

Queensborough's *Community Dialogue* provides an open email forum for campus members to express their viewpoints on topics of all types. A recent conversation focused on the creation of a bullying policy and led to the request by the President that campus leadership support the reframing of the focus. The requested redirection is on "building community to place the emphasis on ways each member of our campus community could contribute to creating and sustaining a positive and respectful environment. This offers opportunities for our colleagues to share small or significant strategies of support and would reduce defensiveness provoked by the word "bullying" by individuals who, rightly or incorrectly, have been identified as interacting with such behavior.

The planning of the "Building Community" initiative will include representation from each of the stakeholders groups on campus and will welcome all faculty and staff through emphasizing the 'positive' to encourage the sharing of ideas and set an example for positive behavior. Individuals will be identified this month (May 2014) to begin the discussions and planning of events.

Strategy: Incorporate and strengthen diversity awareness of campus community.

Action Items:

In collaboration with Academic Affairs and Human Resources, the Diversity Office will:

Plan and execute diversity awareness events/activities to provide forums for diversity discussions.

Increase awareness of diversity achievements by communicating major milestones achieved by diversity initiatives.

Progress Towards Outcomes:

Campus community members participated in the diversity events which included:

Date	Event	Number of Participants
Sept 8, 2013	Community Project Lecture – Henry Ford & The Jews	150
Oct 23, 2013	Introduction to the Comfort Women	23
Oct 29, 2013	Introduction to the Holocaust	54
Nov 18, 2013	Comfort Women Exhibit	150
Feb 19, 2014	Being Other in America Today	75
Mar 16, 2014	The Soap Myth	50
April 2, 2014	Mentally Ill as Unfit for Society	75
April 6, 2014	Annual Holocaust Freedom Seder	200
April 23, 2014	Developing Cultural Sensitivity and Awareness	25

Diversity events hosted on campus included a discussion of the historical intersections of legal, medical and racial discourses in the U.S. The forum on "Being Other" in America Today included a discussion of the prison population and the challenges facing the LGBT community. A workshop was also held on "Bullying in the Workplace"; and the Annual Holocaust Freedom Seder recreation was held to honor the Holocaust survivors of our community.

The "Building Community" initiate is expected to provide a series of speakers and events to facilitate discussions about, and address the current campus climate.