

**Queens College Performance Goals and Targets
2011-2012 Academic Year**

| Goal 1: Raise Academic Quality | |
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| Object 1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix | |
| University Targets | College Targets |
| <p>1.1 Colleges and programs will be recognized as excellent by all external accrediting agencies</p> <p>1.2 CUNY and its colleges will draw greater recognition for academic quality and responsiveness to the academic needs of the community</p> <p>1.3 Colleges will improve the use of program reviews, analyses of outcomes, enrollment, and financial data to shape academic decisions and resource allocation</p> | <p>1.11 In preparation for the 2012 Middle States periodic review report, the college will draft a report and have it reviewed by the college community for submission. The college will engage in assessment activities to measure learning outcomes.</p> <p>1.12 The college will draft a report for review by the college community for the 2012 NCATE five year review.</p> <p>1.21 Building upon the recognition by the Education Trust Study and the six NSF Early Career Award winners, the college will develop promotional materials to publicize our success with low income students and recruiting world class faculty.</p> <p>1.22 The Asian/American Center (A/AC) will collaborate with faculty from various departments to develop at least 2 elective courses including an Asian American content, offer a new Gen Ed course “Global Queens/Urban Communities” in Fall 2011, and conduct outreach to improve enrollment in the courses of the new Asian American Community Studies (AACS) minor by 5%.</p> <p>1.23 Using the funds from the Kupferberg gift, the college will develop programs in dance, music, and drama for targeted audiences</p> <p>1.24 As part of the Year of Turkey, lectures and seminars will be held for the college and the greater community culminating in a trip to Turkey for faculty, staff, alumni, the community and students.</p> <p>1.25 The Center for Byzantine and Modern Greek Studies, in co-operation with the University of Athens, will be conducting a sociological-psychological study of three generations of Greek Americans in the Queens area. In addition, the center will be engaged in literary and artistic activities in Queens and Manhattan that include poetry reading, musical activities, film festivals, art/photographic exhibits.</p> <p>1.26 The Research Center for Korean Community will work on two book projects, with one book focusing on Korean immigrants’ cultural activities and their effects on New Yorkers, and the other book focusing on the early-year (1948-1989) history of Korean immigrants in New York. While continuing bimonthly lectures/data releases in the Korean community, the research center will use QC website to globally disseminate statistical data and information about the Korean population and the Korean community.</p> <p>1.27 Parking has been an issue at the college for the community, particularly those who wish to attend our cultural events at the Kupferberg Center. The college will begin to acquire the zoning changes needed and raise funds to defer some of the cost of construction.</p> <p>1.31 The college will engage in a full scale review of all of its activities, looking back to see how much of the 2008 strategic plan has been realized and looking ahead to set new goals for 2012 and beyond. In a comprehensive process, strategic thinking groups will be assembled from faculty, staff, students, community members, local schools, legislators, Foundation Board members and alumni. Ideas from these will be brought together, resulting in a fully completed plan with activities, timelines, assessments, and</p> |

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| <p>1.4 Use of technology to enrich courses and teaching will improve</p> | <p>budget review processes by summer 2012. This will coordinate with the all funds budgeting process developed on campus.</p> <p>1.32 Program reviews for the following departments: European Languages and Literatures, Art, Urban Studies and Accounting will be completed. In addition, 4 other programs, including Biology, Hispanic Languages & Literatures, the Center for Jewish Studies, and Economics, are also expected to deliver self-studies. In accordance with the schedule of reviews, the four departments will complete the analysis of their outcomes, use enrollment data to establish trends, use the Databook and the budget reports to analyze financial data and combine these to provide input to decisions in regard to the college's strategic plan.</p> <p>1.33 We will collect syllabi from all courses as an ongoing part of program review.</p> <p>1.41 Train 20-30 faculty to teach online, through 2 hybrid bootcamps (summer 2011, winter 2012), to increase the number of online and hybrid courses to the senior college average. Work with 3 newly-hired student mentors to train 12 faculty to use ePortfolios to assess general education, and with another 10-15 to use ePortfolios for courses in the major. Work with up to 3 departments to develop lecture capturing technologies. Host at least 4 lectures on topics having to do with instructional technology, a continuation of our series "Tech Talks" launched last year.</p> <p>1.42 Use data to improve the effective use of technology in the classroom. Use data from 2 surveys (each with samples of over 1000) to introduce teaching with technology to faculty; measure faculty online teaching readiness (pilot survey now in use with faculty participating in hybrid bootcamps); work with OCT on technology enhanced classrooms (report to Technology Fee committee is forthcoming in September), expand network of collaborators to include the Service Learning Council, Advising, SEEK, and Career Development.</p> |
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Object 2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity

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| <p>2.1 Colleges will continuously upgrade the quality of their full- and part-time faculty, as scholars and as teachers</p> | <p>2.11 The Center for Teaching and Learning will work with adjuncts via teaching circles, host a symposium and disseminate a report with recommendations on how to support adjunct faculty. Recognizing the increasing importance of adjuncts and in an effort to encourage adjuncts to spend more time with students, the college will create new shared spaces for adjuncts.</p> <p>2.12 The Office of International Education will support the development of five new faculty led abroad programs. As part of the Year of Turkey, at least 10 faculty and staff will develop plans to engage students and alumni in programming, while the programs developed by the faculty and staff of the Year of China will be implemented. Assessments will be administered to refine the Year of [Country] programming.</p> <p>2.13 Building on the unfinished portions of the strategic plan and Boyer's model for teaching, research, and service, the college will implement a faculty life-cycle program to include recruitment, on-boarding materials, mentoring, professional support, career planning.</p> |
| <p>2.2 Increase faculty research/scholarship</p> | <p>2.21 To promote scholarship, the deans will distribute the indirect cost returns according to a formula that supports underfunded promising research and scholarship. It is anticipated that a total of \$150,000-\$200,000 will be allocated and that the percentage of faculty who received this funding and subsequently receive external grant funding will increase by 5%. We will maintain (20) or increase (22-23) the number of bridge grants in the 2011-2012 academic year with an emphasis on untenured faculty. Queens College</p> |

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| <p>2.3 Instruction by full-time faculty will increase incrementally</p> <p>2.4 Colleges will recruit and retain a diverse faculty and staff</p> | <p>will commit to 13 more Cohort 3 (entering 2010) CUNY Doctoral Science candidates for the 2011-2012 academic year.</p> <p>2.22 Faculty scholarship in 2011 will increase another 10% to 2,800 scholarship entries.</p> <p>2.31 The percentage of instructional FTEs by full-time faculty (46.4%) will exceed the senior college average of 48.0% in two years, increasing by 1% in the next academic year. The percentage of instructional FTEs in undergraduate courses by full-time faculty (43.9%) will exceed the senior college average of 45.2% in two years, increasing by 1% in the next academic year. The mean teaching hours of veteran full-time faculty (7.1 hrs) will exceed the senior college average, of 7.6 hrs, in three years covering 1 hrs in the next academic year as Fall is the data period.</p> <p>2.41 The Office of Compliance and Diversity Programs (OCDP) will implement QC undergraduate student teacher diversity initiative: QC Student teachers assigned to Queens high schools with diverse student populations will serve as ambassadors and will supplement other student and job applicant recruitment initiatives. The target schools will have significant student populations which include African-Americans, and Hispanic students of Puerto Rican, Panamanian and Dominican descent.</p> <p>2.42 To diversify and maintain a diverse workforce the college will develop a comprehensive recruitment and retention plan aimed at diversifying the workforce. The college will hold a retreat in the fall to renew its commitment to diversity hires, gathering ideas from the community for the new strategic plan. To attract a larger number of candidates from under-represented groups, the college will create a recruitment video and brochure featuring the diversity of the college work force. As part of the plan, OCDP will conduct diversity exit interviews with female and minority faculty members who voluntarily resign. The information obtained from these interviews will be considered in the development of future recruitment programs and workforce diversity initiatives.</p> <p>2.43 To fund the programs, OCDP will identify grant providers and apply for grants from external sources to fund diversity initiatives and to underwrite on-campus conferences and meetings to discuss and resolve diversity issues.</p> |
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Goal 2: Improve Student Success

Object 3: Ensure that all students receive a quality general education and effective instruction

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| <p>3.1 Colleges will provide students with a cohesive and coherent general education</p> | <p>3.11 The college will expand the signature first-year communities to reach 1020 students in fall, create second semester freshman seminars in arts and humanities courses on Reading/Writing/Oral (RWO) and AQR (e.g. Math 110). A pilot math 110 course will be implemented using survey research and oral presentations, and student performance will be compared with regular 110 sections.</p> <p>3.12 By 4/1/12, the college will have developed a plan, in concert with the university general education framework, for a 30 credit core and a 12 credit college option.</p> |
| <p>3.2 Colleges will improve basic skills and ESL outcomes.</p> | <p>3.21 85% of the Fall 2009 cohort of ESL students (SEEK and non-SEEK), will certify in basic skills within two years. 100% of the Fall 2010 cohort of ESL SEEK students will certify in basic skills within two years; 100% of non-ESL SEEK students in Reading and Writing will certify in 1 year and two years for Math.</p> |

3.3 Colleges will improve student academic performance, particularly in the first 60 credits of study

3.4 Colleges will reduce performance gaps among students from underrepresented groups and/or gender

3.5 Colleges will show progress on implementing faculty-driven assessment of student learning

3.31 The Department of Mathematics will improve its success rate to 78% in its gateway courses. In addition, the department will assess initiatives put in place as a result of an award by the OAA to Improve Undergraduate Outcomes in Mathematics. This project aims to decrease the number of students who receive grades of C- or lower, and students who drop these courses.

3.32 The Chemistry department will use peer tutoring workshops with the following goals: **1.** To increase exam scores by 5% next year and pass rates in Chem 113 going from 50%, to 75%. **2.** Our additional goal is to increase the passing rate by 5% in the second course Chem 114. The department will use the American Chemical Society's (ACS) standardized exam as the final exam in these courses to provide evidence of improved success against national standards that are not subject to instructor bias. In addition, the department, working with its curriculum committee, will develop a common curriculum with notes on specific concepts to be mastered at the introductory level and posted on the department's web site. This information is aimed to assist not only students, but also those teaching the course for the first time or after a long time.

3.41 MHC at QC will improve the dismissal rate for underrepresented minorities on "Warning" or "Probation" from 58% to 50%.

3.42 Project ExCel (BMI) will develop an "intrusive advising" model mandating advising contacts for at-risk URM students. Students will be connected directly to CUE programs' academic support services and the College Counseling and Resource Center.

3.43 To close the URM-non-URM Gap the College will put in place outreach initiatives to connect students to CUE's academic support programs and services (Academic Support Lab, content area tutoring in the Sciences). The Academic Advising Center and the Academic Support Center will target at-risk students for program participation. The Academic Support Center will initiate a tracking system to improve accuracy in scheduling and gathering statistics. A major group tutoring initiative is being launched where tutors are assigned to targeted gateway courses in Biology and Accounting as well as courses in Economics with which students have most difficulty. All of these collaborations, including the pilot Freshman Seminar in Spring 2011 initiated by the office of General Education to be offered again in Spring 2011, are particular responses created to support student retention and success.

3.51 The Division of Education will work to re-design program assessment plans that meet unit-level outcomes that align with the NCATE and other SPA standards. We will implement an ongoing process for program- and unit-level review of data relevant to each of the NCATE standards for accreditation, requiring programs to submit annual Program Assessment Reviews and Committees to submit annual Committee Reports that serve as summaries of our accomplishments, changes, and recommendations for future action.

Object 4: Increase retention and graduation rates and ensure students make timely progress toward degree completion

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| <p>4.1 Colleges will facilitate students' timely progress toward degree completion</p> | <p>4.11 The college will schedule classes in accordance with the Senate approved matrix and with the primary concern being student timely completion of their degrees.</p> <p>4.12 Working with the Cambridge Academic Group, the division of Enrollment Management & Student Affairs will develop a comprehensive enrollment management strategic plan. This plan will include an analysis of current recruitment and retention strategies, data and goals. In addition, the division will engage the Gardner Group in the implementation of both the Foundation of Excellence Program (First Years) and the Transfer Analysis Program.</p> <p>4.13 The CLIQ program, developed 20 years ago to require students to participate in a certain number of campus activities, will be reviewed and a new electronic mechanism to track CLIQ participation will be implemented. As such, Student Life will better track and support students involved in extracurricular activities to ensure their success and help them remain on target for graduation and beyond.</p> <p>4.14 The newly formed Experiential Education (Exp Ed) councils will introduce 5 new integrated projects across service learning, internships, international study, and undergraduate research. These collaborations will impact 200 students. A special faculty led focus to sustain Experiential Education into the curriculum will be underway to propose at a minimum 5 new courses blending experiential education into existing or new course curricula. Lumina Foundation application to support experiential education at the college will be submitted.</p> |
| <p>4.2 Retention rates will increase progressively</p> | <p>4.21 The college will perform above the senior college average in retention rates and increase these incrementally by 2% a year to reach by 2016 a 60% graduation rate through participation in the Foundations of Excellence program starting in fall 2011. On-time graduation rates will also improve incrementally.</p> |
| <p>4.3 Graduation rates will increase progressively in associate, baccalaureate, and master programs</p> | <p>4.31 The college will maintain or improve in graduation rates in baccalaureate and master programs.</p> |

Object 5: Improve post-graduate outcomes

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| <p>5.1 Professional preparation programs will improve or maintain high numbers of successful graduates</p> | <p>5.11 Given the market-driven nature of the field of education, it is not likely that the number of test-takers will increase, except in high needs areas such as Special Education. High performance pass rate on LAST and ATS-W will be maintained.</p> <p>5.12 Percentage of first-time test-takers without an advanced degree passing at least one segment of the Uniform CPA exam will increase to 38%</p> <p>5.13 Percentage of first-time test-takers with an advanced degree passing at least one segment of the Uniform CPA exam will remain high at 80%.</p> <p>5.14 The LSAT, GRE, GMAT, and MCAT college averages are expected to improve to come closer to the National Average over the next five years. We expect General Education and Pathways to Completion to improve our students ability to achieve higher scores.</p> |
| <p>5.2 Job and education rates for graduate will</p> | <p>5.21 Career and Internship Services will increase the number of paid and unpaid internships available to</p> |

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| rise | students, as well as explore credit bearing internships. We will increase job placement opportunities and connections with potential employers by 10%. On line resources, such as FOCUS software will be further utilized to create e-portfolios for students and increase job preparedness and placement. To determine the college's placement record, we have administered an alumni survey that has been sent to recent graduates as well as those out for other milestone years. The findings will be used to assess our effectiveness in job and graduate and professional school placement. |
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Object 6: Improve quality of student and academic support services

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| <p>6.1 Colleges will improve the quality of student support services and academic support services, including academic advising, and use of technology, to augment student learning</p> | <p>6.11 The Academic Advising Center (AAC) will ensure eligibility for and maintenance of funding for students eligible for financial aid, by monitoring the academic criteria affecting financial aid and utilizing the Financial Aid TAP audit to remedy 80% of the issues affecting students' aid; emphasize the College's goal of 15-credit semesters for new freshmen; 65% of the incoming freshman class (not affiliated with special programs) will have 15-credit first-semester schedules.</p> <p>6.12 The AAC will engage in the redesign of advising materials iterating General Education and the examination of General Education articulation on QC and CUNY websites and printed materials; 100% of advising materials will be reviewed and redesigned.</p> <p>6.13 The AAC will in collaboration with departments and programs to review and correct course pre-requisites, redesign the academic legislation process of timing, notification and implementation, and examine the curricular design of all majors to ensure accuracy, and uniformity in/on bulletins, handouts, websites, and DegreeWorks.</p> <p>6.14 Using the Employer Advisory Committee, the college will promote internships and employ the use of alumni living and working the metro area as internship providers. To increase participation by academic departments, information about internships via targeted e-mailing and news flashes will be provided. The college will increase the number of credit-bearing internships by 20% and paid internships to 50 annually.</p> <p>6.15 A further way in which we will encourage student engagement is expanding online (web-based) resources for students in Student Affairs and Student Services. These will include the creation and use of blogs, social networking sites and virtual office hours/services (web chat usage). To better support students, we will update and restructure the existing judicial system, and purchase judicial affairs tracking software.</p> <p>6.16 Through the creation of New Health and Wellness Center, the Counseling and Resource Center will implement the recommendations of 2009 External Review to become a support mechanism for students in crisis. The Peer Program will also expand to include experiential education opportunities outside the CRC. Special Services for Students with Disabilities will expand its efforts to provide academic related support to students with learning disabilities as well as explore multiple alternatives to assisting hearing impaired students in meeting their academic goals. In addition, a new testing center and assistant technology lab for disabled students will be created.</p> <p>6.17 Health Services will expand wellness program and educational outreach to the campus community by increasing the number of joint programs with community based health and wellness agencies.</p> <p>6.18 The Office of Student Life will expand the current Leadership Development (LIFE) series and emerging leaders programs, expand the Fine Arts series, expand weekend programming efforts and will enhance Commencement activities (i.e. senior week).</p> |
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| | <p>6.19 Veterans support services will be expanded to include the recruitment and retention of veterans, specialized support services and targeted program initiatives.</p> <p>6.20 Enrollment Management will create both a one-stop-shop for recruitment, retention and student services as well as a call center to address student needs more efficiently and effectively.</p> <p>6.21 Both student life programming and retention rates have improved as a result of our first residence hall. We now have a waiting list. The following steps will be taken to build a second, freshmen residence hall: need study to be completed by the end of October, discussions with student leaders concerning their support for a new residence hall and recreation facilities, negotiations for expanded food service and greater subsidies to QC from the food vender.</p> <p>6.22 The college will follow up on a review of the athletics program to develop a comprehensive recruitment, retention, and student-athlete life cycle program designed to improve academic performance, retention, engagement in the college community, and athletic performance. Standards for performance will be developed for coaches and athletic staff to improve the program.</p> |
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Goal 3: Enhance Financial And Management Effectiveness

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

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| <p>7.1 Colleges will meet established enrollment targets for degree programs; mean SATs/CAAs of baccalaureate entrants will rise</p> | <p>7.11 Working with the Cambridge Academic Group, the division will develop a comprehensive enrollment management strategic plan. This plan will include an analysis of current recruitment and retention strategies, data and goals. In addition, the division will engage the Gardner Group in the implementation of both the Foundation of Excellence Program (First Years) and the Transfer Analysis Program.</p> <p>7.12 The college will recruit international students through a variety of means, engaging the ESL program on campus and other partners. We will improve our yield rate in admissions by 10% as well as increasing the number of applicants. In addition, we will expand our catchment area to include areas of NY state and the country where we have not been recruiting.</p> <p>7.13 The college will streamline the graduate admissions process and increase the undergrad and transfer admissions processes and services.</p> |
| <p>7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges</p> | <p>7.21 Percentage of course evaluations completed in TIPPS will increase to 94%</p> |
| <p>7.3 Colleges will meet 95% of enrollment targets for College Now, achieve successful completion rates, and increase the # of students who participate in more than one college credit course and/or precollege activity.</p> | <p>7.31 College Now will meet 95% of its enrollment targets, achieve 80% successful course completion rates, and maintain (30%) or increase the number of students who participate in more than one college credit course or pre-college course/activity.</p> |

Object 8: Increase revenues and decrease expenses

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| <p>8.1 Alumni-corporate fundraising will increase 10%</p> | <p>8.11 The college will raise \$27 million by June, 2012. We will increase the number of donors by 10% to 6,100 donors, increase the number of Annual Fund donors in the Presidents Council, Provosts Circle and Dean’s circle to 32 members, up from 27.</p> |
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| <p>8.2 Each college will achieve its revenue targets including those for Adult and Continuing Education</p> <p>8.3 Colleges improve or maintain sound financial management and controls</p> <p>8.4 Colleges will implement financial plans with balanced budgets that align their expenditures with their academic priorities</p> <p>8.5 Contract/grant awards will increase</p> <p>8.6 Indirect cost recovery ratios will improve</p> | <p>8.12 The college will develop a plan to overhaul the Gala to yield \$500,000 in net revenue, institute a silent and live auction for the Golf and Tennis outing to raise more money for student’s athletic scholarships. We will prepare scholarship reports for donors and institute NYPMIFA for the college’s endowment.</p> <p>8.21 The college will meet or exceed our tuition revenue target</p> <p>8.22 Through expanding international initiatives and programming including the English Language Institute, as well as increasing its professional development offerings, Adult and Continuing Education will increase revenue by 5% over FY11 levels and its profit by 15%.</p> <p>8.31 We will maintain the same low percent of our budget spent on administrative services.</p> <p>8.41 We will implement a financial plan with a balanced budget that is aligned with our academic priorities as defined by our strategic plan.</p> <p>8.51 The College will target a 5% increase in grant applications and funding by faculty and departments for 2012.</p> <p>8.52 Adult and Continuing Education will actively pursue additional professional and workforce development contracts within the business sector thus increasing its contract training revenue by 7.5% over FY11 levels.</p> <p>8.61 The College expects to improve our recovery rate to 15% for 2012.</p> |
| <p>Object 9: Improve administrative services</p> | |
| <p>9.1 Colleges will make progress within a declared capital campaign</p> <p>9.2 Student satisfaction with administrative services will rise or remain high at all CUNY colleges</p> <p>9.3 Colleges will improve space utilization</p> | <p>9.11 The college will increase the college’s endowment to \$45 million (up from \$38 million). By June, 2012, we will raise \$95 million (cumulative) towards goal of \$150 million. Raise \$100 million by January 2013.</p> <p>9.12 The college will obtain increased participation from the board regarding the capital campaign, and engage the Science Advisory and Business Advisory boards on the capital campaign needs including building the endowment and raising money for student and faculty support.</p> <p>9.21 The college will conduct a student satisfaction survey for all students as well as use the results from NSSE and GSS to improve administrative services. Through external reviews and the utilization of CAS Standards, services will improve in the Office of the Admissions, Financial Aid and the Registrar.</p> <p>9.31 The college will bring the various entities that assign rooms and allocate space into one office with the goal of using space for efficiently and increasing revenue from space rental.</p> <p>9.32 The college will finalize its plans for space utilization in the law school facility and begin the move to</p> |

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| <p>9.4 All colleges will improve compliance with Board policies, Risk Management, collective bargaining agreements, and applicable laws</p> <p>9.5 All colleges will make timely progress on CUNY FIRST implementation</p> <p>9.6 Each campus should have a functioning sustainability council with broad representation from the campus community, and have a recognized, multi-year campus sustainability plan</p> | <p>the newly available facility in the summer of 2012.</p> <p>9.41 We updated our Risk Management Plan and will implement proposed internal controls.</p> <p>9.42 The college will create and implement programs designed to meet the needs & development opportunities of faculty, staff, and administrators throughout their life cycle from recruitment to retirement & separation.</p> <p>9.51 Our HCM and Financial pillars will work collaboratively to implement budget commitment module.</p> <p>9.52 Business processes will be examined and changed where necessary to adapt to CUNYfirst functionality.</p> <p>9.61 We have achieved many of our short-term goals in our plan and will work on the intermediate goals adapting and updating where necessary. Our plan currently appears on the college sustainability web page.</p> |
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