

**FIVE-YEAR STRATEGIC PLAN: 2021-2026**  
**OPERATIONAL PLANNING FOR 2021-2022, WITH GOALS, OUTCOMES, KEY PERFORMANCE INDICATORS, AND PRIORITY ACTIVITIES**

**Campus Culture: Cultivate a Community of Care**

Five-year target:

Faculty and staff climate survey results will demonstrate an increase in overall satisfaction and sense of belonging, respect, affirmation, inclusivity, and transparency

Establish baseline (2021-22); set one-year and five-year targets (2022-23)

Disproportionately impacted population target:

BIPOC faculty

Establish baseline (2021-22); set one-year and five-year targets (2022-23)

Key performance indicators

Increase in retention of faculty and staff

Increase in belonging for faculty

Increase in belonging for staff

Elimination of gaps in underutilization for all titles

Increase in satisfaction with professional development

<b>Goals</b>	<b>Outcomes</b>	<b>Measures</b>	<b>Activities</b>	<b>Targets</b>	<b>Responsible Area(s)</b>
Create a campus climate that is respectful, affirming, and inclusive	Campus community that feels respected, whose work is valued, and that is inclusive	Survey questions on respect, affirmation, inclusivity	Develop and distribute survey	Establish baseline (2021-22); set targets (2022-23)	Amaris Matos
		Focus groups to delve more deeply into sense of respect etc.	Form a Diversity Advisory Committee to inform programming	Report on progress	Amaris Matos
	Recruit and retain a more diverse workforce	Reports on faculty and staff retention	Provide opportunities for employees to share expertise and talents in campus-hosted and co-hosted events	Report on progress and events hosted	Susan Agin Faustino Quintanilla
		Hiring reports	Establish fact-finding focus groups with associations like the Black faculty and staff association to better understand disconnects and gaps for achieving the goal of being a great workplace for underrepresented populations	Identify 3 top areas of concern with 3 leads to address the concerns; establish plan for 2022-23	Kerri-Ann Smith
		Survey questions related to perceptions of underrepresented populations			

Goals	Outcomes	Measures	Activities	Targets	Responsible Area(s)
		Focus groups to delve more deeply into concerns and challenges of underrepresented populations	<p>Cultivate internal hires to fill some positions</p> <p>Develop college-sponsored cultural and entertainment offerings that appeal to a diverse faculty and staff population</p> <p>Develop language and style guide to address bias in job descriptions</p> <p>Through the Equity Institute, explore strategies for diversifying faculty</p> <p>Participate in off-campus job fairs and other venues to promote positions available to increase underrepresented populations</p>	<p>Report on internal hires; report on offerings</p> <p>Publish style guide</p> <p>Identify strategies; establish plan for 2022-23; report on hires</p>	<p>Liza Larios Sangeeta Noel Angela Gmuca Silvia Montesdeoca</p> <p>Susan Agin Faustino Quintanilla Laura Cohen</p> <p>Angela Gmuca Liza Larios Stephen Di Dio</p> <p>Equity Institute participants</p> <p>Liza Larios Angela Gmuca</p>
Promote belonging through the development of communication norms and an infrastructure to support community engagement	Increase sense of belonging of the campus community	Survey questions related to sense of belonging	<p>Establish an infrastructure to organize campus-wide events</p> <p>Develop and implement a communication campaign around a culture of care:</p> <ul style="list-style-type: none"> <li>• Create meaningful gathering places on campus</li> <li>• Host campus-wide community events</li> </ul>	Establish baseline percentage of “sense” of belonging (2021-22); set targets (2022-23)	<p>President Mangino</p> <p>Stephen Di Dio Michael Donohue Tony Gamino</p>
Provide high-quality career advancement opportunities for staff	Enhance the opportunities for ongoing professional development	<p>Survey questions on workshop needs</p> <p>Survey questions on satisfaction/helpfulness of workshops</p> <p>Workshop attendance</p>	<p>Develop and distribute survey to query professional development needs, including need for mentorship program (fall 2021)</p> <p>Host continuing onboarding orientation sessions to review policies, practices, and training needs for various groups and titles</p> <p>Develop professional development program and mentorship program for staff (spring 2022)</p>	<p>Report on needs assessment; workshop scheduled established</p> <p>Establish baseline for professional development attendance and satisfaction/ helpfulness rating of workshop</p>	<p>HR Informational Systems</p> <p>Angela Gmuca Sunny Ahn Silvia Montesdeoca</p> <p>Liza Larios Sangeeta Noel</p>

Goals	Outcomes	Measures	Activities	Targets	Responsible Area(s)
			<p>Work with marketing to advertise various professional development opportunities</p> <p>Develop a FAQ on QCC HR website</p> <p>Develop and implement surveys to assess satisfaction with professional development program and mentorship program</p> <p>Offer diverse staff equal opportunities to excel by offering QCC and or LinkedIn-sponsored seminars on professional branding, including resume/CV development/social media presence/etc.</p> <p>Host presentations of conference and fellowship experiences</p>	<p>(2021-22); set targets (2022-23)</p>	<p>Martha Aspromatis</p> <p>Martha Aspromatis</p> <p>Liza Larios Sangeeta Noel</p> <p>HR IS</p> <p>Jo Pantaleo Liza Larios Angela Gmuca Silvia Montesdeoca</p> <p>Divisional heads</p>
<p>Promote college-wide transparency</p>	<p>Campus community easily accesses documentation of processes and policies</p>	<p>Survey questions on perceptions of transparency</p> <p>Website traffic analysis to identify patterns of usage</p>	<p>Conduct survey and plan to address gaps identified in survey</p> <p>Develop greater community understanding of the search process by</p> <ul style="list-style-type: none"> <li>• providing a <i>refresher</i> on the search process to members of the ECP and the Chairpersons</li> <li>• reviewing the Affirmative Action Plan with ECP, Chairs, and Managers and Supervisors</li> </ul>	<p>Establish baseline on transparency (2021-22); set target (2022-23); report on website traffic</p> <p>Two opportunities to attend a review of the search process and a review of the AAP will be scheduled during fall 2021 semester</p> <p>Two CLTs and 10 HEO Affirmative Action Representatives will be</p>	<p>Amaris Matos Brian Mitra</p> <p>Affirmative Action</p> <p>Affirmative Action</p>

Goals	Outcomes	Measures	Activities	Targets	Responsible Area(s)
			<ul style="list-style-type: none"> <li>• rotating the members of the Affirmative Action Committee</li> </ul> <p>Develop system to collect data on applications for promotion that includes those not approved</p>	<p>identified, approved, and trained in fall 2021</p> <p>Returning Affirmative Action representatives will receive a refresher during spring 2022</p> <p>Report on progress and initial results</p>	<p>Affirmative Action</p> <p>Amaris Matos</p>

**Curriculum and Instruction: Become a Student-ready College**

Five-year target:

Three-year graduation rate will increase from 29.2% (Fall 2017 Cohort) to 40% (Fall 2025 Cohort)

Disproportionately impacted student population baselines:

Black male baseline is 16.3% (Fall 2017 Cohort)

Latinx male baseline is 24.1% (Fall 2017 Cohort)

One-year targets:

Three-year graduation rate will increase to 30.0%

Black male students three-graduation rate will increase to 17.0%

Latinx male students three-year graduation rate will increase to 25.0%

Key performance indicators

Increase in the number of students with paid internships

Increase in the number of online and hybrid courses that meet national standards for quality

Increase in fall-to-fall retention

Increase in three-year graduation

Increase in student belonging

Increase in the number of student transfers for AA/AS

Increase in the number of students with jobs six months after AAS graduation

Increase in experiential learning opportunities (internships)

Goals	Outcomes	Measures	Activities	Targets	Responsible Area(s)
<p>Close equity gaps in retention and graduation rates</p>	<p>Graduation and retention rates are not significantly different across gender and racial groups</p>	<p>Monitor performance rates to identify equity gaps in persistence rates, retention rates, and dismissal rates</p>	<p>See activities below</p>	<p>Increase persistence rate; decrease dismissal rate: FTFT students Black male students Latinx male students</p>	<p>Arthur Adair Amaris Matos</p>
			<p>Explore curricular changes to require first year students to take two HIPs (1<sup>st</sup> year for planning, 2<sup>nd</sup> year for possible implementation); host faculty group discussions</p>	<p>Report on meetings and plan for implementation</p>	<p>Meg Tarafdar</p>
			<p>Implement SI in select obstacle courses (spring 2022); expansion next year</p>	<p>Report on grade comparisons (with demographic breakdown)</p>	<p>Michael Pullin</p>
			<p>Develop a mentorship program in Information Technology for incoming Black males</p>	<p>3 mentors (double with each semester)</p>	<p>Academic Affairs</p>
			<p>Develop partnership with Tech Fee program, priority access to positions for Black males</p>	<p>Initial cohort for fall 2021, 3 students; double cohort each additional semester for next 4 semesters</p>	<p>Lou Bryan Farr Katrina George</p>
			<p>Raise funds for students in need of technology; screen students and provide needed equipment</p>	<p>Report on funds raised</p>	<p>Stephen Di Dio</p>
			<p>Address digital divide: Screen incoming students and expand access to technology (hardware, mobile-friendly software, necessary training)</p>	<p>Report on access and training</p>	<p>Stephen Di Dio</p>
			<p>Explore partnership with Persistence Plus</p>	<p>Report on progress</p>	<p>Stephen Di Dio</p>
			<p>Increase BIPOC employee participation in operational planning</p>	<p>Report on progress</p>	<p>Kerri-Ann Smith</p>
			<p>Launch equity dashboard and support faculty and staff in how to read and apply the data</p>	<p>Report on progress</p>	<p>Elizabeth Lackner, Amaris Matos</p>

Goals	Outcomes	Measures	Activities	Targets	Responsible Area(s)
Leverage instructional and other technologies to facilitate effective teaching, learning, and academic support services and to increase access to these opportunities	Increase the number of online and hybrid courses that meet a national standard for quality	Quality Matters to assess effectiveness of online modality  Numbers of courses submitted for the Internal QM course review  Starfish analytics and Persistence Plus/Hobsons to monitor usage	Develop and implement an Internal Quality Matters review process	Establish baseline on number of online courses that meet standard (2021-22); set target (2022-23)	Denis Bejar       Michael Pullin
Engage students through the use of culturally responsive pedagogy and curriculum, including High Impact Practices (HIPs)	CETL provides faculty development opportunities that support the College's academic initiatives (e.g., evidence-based, effective teaching practices and scholarship that engages CRP) and respond to faculty and student needs	Survey questions related to faculty perceptions of importance  Scholarship numbers  OER usage	Continue to offer inclusive excellence workshops  Continue to offer ACUE workshops on effective teaching practices  Offer SoTL workshops on CRP and opportunities for scholarship  Continue to offer HIP workshops  Expand OER training  Implement new teaching observation (fall 2021)  Implement teaching portfolio (training in fall 2021, launch in fall 2022)  Continue syllabus review task force work  Offer CEWD workshops on CRP	Report on: <ul style="list-style-type: none"> <li>• Faculty participation</li> <li>• Baseline: Perception of importance (survey results)</li> <li>• Scholarship numbers</li> <li>• OER usage</li> </ul>	Meg Tarafdar Michael Pullin Kerri-Ann Smith Arthur Corradetti Hui-Yin Hsu
Strengthen transfer and career pathways	Students achieve milestones along their chosen pathway, ensuring completion of degree  Increase numbers of students participating in internships, apprenticeships, or other experiential learning	Increase in transfer applications, with attention to equity gaps  Articulation website analysis to identify patterns of usage  Increase number of students accessing services at Transfer Resource Center	Optimize program offerings: <ul style="list-style-type: none"> <li>• Convene standing committee to review curriculum periodically and to recommend new program development</li> <li>• Establish strong relationships with four-year institutions to extend options students have for transferring</li> </ul> Connect students to programs and careers:	Report on: <ul style="list-style-type: none"> <li>• Transfer numbers (with equity (gaps))</li> <li>• Website traffic</li> <li>• Transfer Resource Center traffic</li> <li>• Experiential learning opportunities (PMP baseline)</li> </ul>	Michael Pullin Arthur Corradetti

Goals	Outcomes	Measures	Activities	Targets	Responsible Area(s)
		<p>Increase in number of on-campus internships and experiential learning opportunities</p>	<ul style="list-style-type: none"> <li>• Work with interested departments/programs and faculty to expand faculty mentorship</li> <li>• Redesign IIT program for apprenticeship program with NYC CEO Jobs Council (2021-22)</li> <li>• Develop a long-term plan (2021-22) for career program review and redesign for apprenticeships (launch in 2022-23)</li> <li>• Develop a strategic plan for Career Services (launch in 2022-23)</li> <li>• Develop an internship database accessible to career services and faculty reps from each department (research committee reps) and research program directors</li> <li>• Continue to develop CTE agreements</li> </ul> <p>Communicate outcomes and impact</p> <ul style="list-style-type: none"> <li>• Program dashboards</li> </ul>	<p>Report on dashboards posted (with website traffic)</p>	<p>Arthur Corradetti</p>

**Student Engagement: Reimagine the Queensborough Academies**

Five-year target:

First-time, full-time student fall-to-fall retention rate will increase from 61.5% (Fall 2019 Cohort) to 75% (Fall 2025 Cohort)

Disproportionately impacted student population targets

Black male baseline is 48.7% (Fall 2019 Cohort)

Latinx male baseline is 53.5% (Fall 2019 Cohort)

One-year targets for the fall 2021 cohort:

FTFT fall-to-fall retention rate will increase to 62.0%

Black male students FTFT fall-to-fall retention rate will increase to 50.0%

Latinx male students FTFT fall-to-fall retention rate will increase to 55.0%

Key performance indicators

Increase in the fall-to-spring retention rates

Decrease in the number of students who earn a zero GPA in their first semester

Decrease in the number of students who graduate with excess credits

Increase in the number of students with a GPA above 2.0 (all students)

Increase in the number of students who earn 20 credits in the first year

Increase in the number of students who earn 30 credits in the first year

Increase in Gateway English course completion

Increase in Gateway Math course completion

Decrease in change of majors after 24 credits

Goals	Outcomes	Measures	Activities	Targets	Responsible Area(s)
Create belonging and community through welcoming and inclusive practices	Increase sense of belonging and community across all sectors	Survey questions on sense of belonging, level of welcoming and inclusive practices	Conduct student engagement survey; share findings  Develop and implement a strategy more intentionally to celebrate different cultures; create a calendar of activities to provide a “program” celebrating a myriad of cultural, academic and special interest themes	Establish baseline (2021-22); set targets (2022-23)  Plan developed (2021-22); plan implemented (2022-23)  Report on progress (plan in 2021-22,	Victor Fichera  Amaris Matos Jo Pantaleo Kerri-Ann Smith  Gisela Rivera



Goals	Outcomes	Measures	Activities	Targets	Responsible Area(s)
			<p>Strengthen student club experiences: explore changing club hours to twice a week; reduce numbers of classes meeting during club hours (plan in 1<sup>st</sup> year; implementation in 2<sup>nd</sup> year)</p> <p>Develop style guide that serves as a user manual for engaging the community through written and visual language that is inclusive and free from bias</p> <p>Develop an anonymous feedback method for the campus community to address concerns and needs</p> <p>Offer cross-functional training and onboarding for staff</p> <p>Institute Student Government Awards for faculty and staff</p> <p>Engage alumni and graduates to help foster a sense of community with incoming students</p> <p>Develop a fund and protocol for colleagues to invite guest speakers on topics of interest to the community</p> <p>Implement “5 on 5,” inviting colleagues to a social hour on the 5<sup>th</sup> floor balcony to change the feel of the “5<sup>th</sup> floor”</p> <p>Provide professional development to front line employees on strategies that enhance a welcoming atmosphere</p> <p>Provide opportunities for review of the CUNY Policies and Procedures for maintaining a respectful learning environment</p>	<p>implementation in 2022-23)</p> <p>Publish style guide</p> <p>Report on findings</p> <p>Workshop attendance; helpfulness survey administered, with results</p> <p>Report on feedback received</p> <p>Protocol established and published</p> <p>Report on event</p> <p>2 professional development sessions focused on creating a welcoming atmosphere offered each semester</p> <p>Report on meetings with SGA to review CUNY policies and procedures for maintaining a respectful learning environment</p>	<p>Marketing and Communications</p> <p>Marketing and Communications</p> <p>Liza Larios</p> <p>Gisela Rivera</p> <p>Institutional Advancement</p> <p>Institutional Advancement</p> <p>President’s Office</p> <p>Affirmative Action</p> <p>Affirmative Action</p>

Goals	Outcomes	Measures	Activities	Targets	Responsible Area(s)
Provide students with a seamless pathway to graduation	Students will have clear achievable indicators throughout their academic journey at QCC	Increase credit accumulation  Decrease percentages of Ws and WUs  Increase FTFT persistence and retention rates	See activities below  Develop a roadmap of student milestones and a corresponding communication plan  To improve transfer in and transfer out: <ul style="list-style-type: none"> <li>• Review and promote articulation agreements through website and admissions (2+2)</li> <li>• Create short intro videos for each academy</li> <li>• Develop a rubric for evaluation of transfer credit documented in portfolio of prior learning</li> <li>• Expand departmental examination for credit</li> <li>• Host faculty forums on portfolio evaluation</li> </ul>	Credit accumulation, W/WU rates, persistence and retention rates: FTFT students Black male students Latinx male students  Road map created  Review of articulation agreements; videos posted; rubric developed; report on examination for credit; faculty forums hosted	Elisabeth Lackner  Student Affairs Arthur Adair  Hui-Yin Hsu Michael Pullin
Increase effectiveness of campus-wide student support through collaboration	Students feel supported and well informed about degree requirements  Advisers, academic departments, and support areas share information and meet regularly	Survey questions on student satisfaction with support services  Change-of-major requests  Focus groups with students to identify problem areas with support services  Focus groups with representative faculty and staff to delve into collaboration efforts	Conduct satisfaction survey; conduct focus groups  Review, develop, and promote grant opportunities for collaborative efforts  Host “professional development” series geared to introduce academic and student support areas to the broader campus community	Report on satisfaction survey results  Report on number of change-of-major requests  Opportunities promoted (2021-22)  Series events promoted; participant satisfaction	Victor Fichera Ian Beckford  Christine Spicknell  Academic Affairs Student Affairs
Provide a meaningful and comprehensive model that provides students with a first-year	New students feel well supported and in the know of our resources to be successful	Freshman Experience Survey questions related to	Conduct surveys and report findings	Establish baseline (2021-22); set targets (2022-23)	Victor Fichera

Goals	Outcomes	Measures	Activities	Targets	Responsible Area(s)
<p>experience and beyond that links curricula and co-curricular programming with career and/or transfer goals</p>	<p>Students achieve milestones along their chosen pathway, ensuring completion of degree</p>	<p>perceptions of support and knowledge of resources</p> <p>TBD (from task force work)</p>	<p>Establish an interdivisional task force to define and clarify each of three components of the Academies, including the development and implementation of a first-year program:</p> <ol style="list-style-type: none"> <li>1. First-year experience</li> <li>2. Experiential learning (e.g., mentorships, internships, undergraduate research) in support of the curriculum</li> <li>3. Preparation for post-graduation</li> </ol> <p>Activities that support first-year students (part 1):</p> <ul style="list-style-type: none"> <li>• Develop “Student Survival Guide” that addresses the diverse needs of entering students</li> <li>• Develop a student communication plan and user manual on how to engage new students through technology, as well as written/visual language attuned to diverse needs</li> <li>• Ice-breaking activities for small groups of 20 students (managed by New Student Engagement) to be offered weekly for all first-year students</li> <li>• Monitor incoming freshman students email activations and reach out to students that did not activate the account</li> <li>• Conduct survey on first-year experience</li> </ul> <p>Activities that support experiential learning (part 2):</p> <ul style="list-style-type: none"> <li>• Match students with peer mentors early on enrollment process</li> </ul> <p>Activities that support post-graduation (part 3):</p> <ul style="list-style-type: none"> <li>• Revisit/streamline career fairs and transfer week</li> </ul> <p>Other activities to support outcome:</p>	<p>Redefinition of Academies; four-year plan for implementation</p> <p>Completed survival guide “How to page” on website</p> <p>Report on activities</p> <p>100% activation for students registered after Add/Drop deadline</p> <p>Report on mentorships; report on sessions hosted</p> <p>Report on progress</p>	<p>Tim Lynch Brian Mitra Karen Alleyn Arthur Adair Wilma Fletcher- Anthony Ronnie Lukas Connie Peluso Renee Rhodd</p> <p>Karen Alleyn</p> <p>Rey Pierre-Charles Angelica May</p> <p>Karen Alleyn</p> <p>Ralph Romanelli Tony Hong</p> <p>Victor Fichera</p> <p>Karen Alleyne</p> <p>Brian Mitra</p> <p>Michael Verdino Dean of Faculty</p>

Goals	Outcomes	Measures	Activities	Targets	Responsible Area(s)
			<ul style="list-style-type: none"> <li>Review course offerings to improve access for part-time and evening and weekend-only students</li> </ul>	Report on modalities; compare with survey results	Emi Sanchez