

New York City College of Technology
The City University of New York
Russell K. Hotzler, President

Goals & Targets 2009-2010 (University Targets Indicators in parentheses)

RAISE ACADEMIC QUALITY

1. Strengthen CUNY Flagship & College Priority Programs; Continuously Update Curricula & Program Mix

1.1 Resources will be shifted to University flagship and college priority programs to support the University's commitment to become a research-intensive institution (Documented improvement of flagship and priority programs, and research programs)

Research: Completion of psychology research lab/computer classroom with faculty initiating research during the 2009-2010 academic year. Increase in externally funded faculty research. College will provide start-up packages for new faculty, and will utilize its VTI endowment as matching funds for full GRTI allocation.

New Programs

Certificates: Proposals will be completed for new certificate in surveying and revised construction management certificate (Construction Management and Civil Engineering Technology), for Enterprise Computing (Computer Systems Technology)

New Tracks: Proposal will be completed for Audio Engineering Track (Electrical and Telecommunications Engineering Technology and Entertainment Technology); CET track in AAS to achieve stronger transition from Associate to Bachelor's program (Computer Engineering Technology).

Degree Programs:

* Complete preliminary assessment for new baccalaureate program in technical communications; explore interdisciplinary bachelor's degree in small business/entrepreneurship with School of Professional Studies programs in business, vision care, restorative dentistry, and Tech and Design Programs

* Develop LOIs for fall 2010 submission: Bachelor's in Entertainment Business, sustainability, medical informatics; Receive CUNY approval for LOIs: BTech in Electrical Engineering Tech, BTech in Civil Engineering Tech, BS in Radiologic Science

* Receive CUNY approval for new programs in Medical Technology (BS), Civil Engineering Technology (BTech); Offer two new BTech programs approved in 2009: Industrial Design, Emerging Media Technologies

New courses/ program expansion and improvement:

Expansion and Improvement: Computer Systems Technology will offer revised curriculum in AAS program and begin design of upper-level curriculum; Environmental Control/ Facilities Management will develop course in alternative energy system design and expand areas of concentration in facilities management; Human Services will implement approved curriculum changes and restructure internship programs; Major curriculum modifications will be approved for Vision Care and Law and Paralegal Studies

New Courses: Advertising Design and Graphic Arts will develop new courses in motion graphics, video and web design to support new track/certificate offerings; ETET will develop new courses in Mechatronics and Remote Sensing; CET will modify/create new courses on key areas of EMT & CET programs; ENT and Physics will

complete development of new Physics course; Additional new courses will be developed in Humanities, and Social Science Departments and peer-led team-learning. Investigate calculus-based physics bridge course; Interdisciplinary course growing out of faculty teaching workshop in Professional Studies - "The Disease Next Door," will be developed as a baccalaureate elective.

1.2 CUNY and its colleges will draw greater recognition for academic quality (Recognition/validation from external sources)

The college will continue to increase record of faculty scholarship and creative work by a) offering discipline specific workshops and research groups, to help faculty select appropriate journals and secure more peer-reviewed publications; b) continuing to negotiate opportunities for collaborative work with faculty from other CUNY campuses; c) supporting travel for conference presentations and research.

1.3 Program reviews, with analyses of enrollment and financial data, will shape academic decisions and allocations by colleges (Self-reports by the colleges)

- * Chemistry will complete external evaluation component of the Chemical Technology AAS program review and begin to implement the strategic plan;
- * Self-studies in African American and Social Science Departments will be completed and departments will implement strategic plans;
- * Implementation of existing strategic plans will continue in the Liberal Arts (2005-06) and Applied Math programs (2007-08);
- * Computer Science will assess the impact of last year's major curriculum changes based on recommendations in their 2003-4 program review;
- * ABET departments will update the Continuous Quality Improvement (CQI) Plan, approve ABET CQI revisions, and submit to Dean's office;
- * In Advertising Design and Graphic Arts, the GA program, which submitted its self-study to ACCGC in May 2009, will host a visit in fall 2009 and receive accreditation in spring 2010; the AD program will complete a self-study report for NASAD;
- * Following successful reaccreditation reviews in 2008-09, the Departments of Nursing, Law and Paralegal Studies, and Human Services will revise activities to clarify student outcome data and meet accreditation recommendations;
- * Hospitality Management, Dental Hygiene, and Restorative Dentistry will prepare for accreditations in 2010;
- * Career and Technical Teacher Education will prepare for 2011 NCATE reaccreditation; Business and Health Services Administration will begin program review process;

1.4 Colleges will use technology to enrich courses and teaching (Reports of courses with a significant technology component and self-reports by colleges)

At the end of the 2008-09 academic year, more than one quarter of the full-time faculty (113 full-time faculty members), as well as a number of adjuncts, were certified to teach online. In 2008-09 the College offered 3 fully online and 95 partially online sections. In 2009-2010, the number of faculty certified will increase by 5%. For fall 2009 110 sections are scheduled, 7 fully online and 103 partially online. With growth expected for the spring, this will constitute an increase of approximately 12%.

The college will implement a plan to assess student success in online courses and improve the evaluation of these courses.

Blackboard and other web-supported course management tools: Percentage of full-time and part-time faculty using Blackboard or alternate web-supported course management tools will continue to increase, supported by

professional development workshops. In Arts & Sciences participation will increase by 5%. In Professional Studies rate will increase to 50% of full-time faculty.

ePortfolio: New platform will be fully operational by the end of the fall semester, permitting students full access off-campus. Use of ePortfolio will expand to at least one additional department and five additional instructors. It is currently in use by 23 faculty and 623 students per semester.

Other course and teaching enhancements: Expand use of new computer-based speech lab (N 907) for voice and diction students to more sections and courses. Purchase equipment for videotaping of students in speech classes for documentation of learning and assessment; install Atomic Force Microscope and incorporate into the chemistry curriculum.

* Create additional Smart Rooms in chemistry and physics labs. Create a computer classroom for psychology to enable students to conduct virtual research. Upgrade Math Computer classroom. Review impact of new technology such as Smart Boards in English Composition classes.

* Supplement instruction in math and speech, and ESL by providing open access to the Mathematics Dept. computer classroom and the speech labs, along with tutoring in reading, writing and voice and diction extended to include Fridays.

* Across the curriculum in Technology & Design, implement new course materials using embedded systems, wireless, handhelds, robotics and distributed media telecommunications to complement new, jointly developed course modules.

2. Attract & Nurture a Strong Faculty Recognized For Excellent Teaching, Scholarship & Creative Activity

2.1 Colleges will continuously upgrade the quality of their full and part-time faculty, as scholars and as teachers (College self-reports on efforts to build faculty teaching and research quality through hiring, tenure processes, and investments in faculty development for full-time and part-time faculty)

* College will continue hiring full-time tenure track faculty to full extent of financial capacity. A net gain of 15 new faculty appointments is anticipated.

* To strengthen integration of new faculty, the College will provide a semester-long orientation program through the Faculty Commons.

* P&B will adopt revised professional development plan guidelines and professional development workshops for departmental Appointments Committees will be held.

* Professional development opportunities geared to part-time faculty will be restructured to increase participation and additional PD offerings will be made available through the Faculty Commons.

* An additional 40 faculty members will participate in the June Summer Institute to strengthen teaching.

* To encourage CLTs to stay up to date with new technologies and best practices, departments with CLTs will encourage them to participate in professional training.

* The College will send faculty to external professional development programs such as Michigan's ADVANCE program, NSF's SENCER program, Project Kaleidoscope.

2.2 Increase faculty research/scholarship (Faculty scholarship and creative work)

* The number of refereed publications and books will increase by 5%; the number of presentations at regional, national and international conferences will increase by 5%. The number of proposals for both PSC/CUNY grants and non-CUNY grants to faculty will be increased 10% (from 64 to 70 for PSC-CUNY grants) by disseminating information about grant opportunities and continuing to strengthen the faculty support process.

* Participation will continue to increase in fall poster session and spring research conference.

* All departments will have mentoring programs for new faculty. Opportunities for faculty to serve as proposal reviewers for organizations such as NSF will be actively pursued. A workshop to help faculty select appropriate journals and secure more peer-reviewed publications will be held.

2.3 Instruction by full-time faculty will increase incrementally (% of instructional FTEs delivered by full-time faculty, mean hours taught by full-time new and veteran faculty)

Last year the College exceeded the milestone of 50% of instructional FTEs delivered by full-time faculty. The College will endeavor to maintain that level despite projected enrollment growth.

2.4 Colleges will recruit and retain a diverse faculty and staff (Faculty and staff diversity and affirmative action reports)

The College will continue its efforts to build a diversified workforce and advance its Affirmative Action agenda. Through the Office of Compliance and Diversity initiatives will be employed to support the recruitment and hiring of faculty to address areas of underutilization. Strategies developed through an NSF Advance grant will also be employed to help address underutilization. The Office will also conduct and/or arrange for workshops to familiarize all new faculty and staff with compliance issues related to ADA/504, sexual harassment, and workplace violence, among others.

IMPROVE STUDENT SUCCESS

3. Ensure That All Students Receive a Quality General Education & Effective Instruction

3.1 Colleges will provide students with a cohesive and coherent general education (Documented evidence of a cohesive and coherent general education [as implemented by CUE, general education reform, etc.]

City Tech's Strategic Plan outlines a major effort to develop general education that is transparent: faculty-driven, well understood by students, central to all programs, and effectively assessed. In 2009-10 College and School-wide teams will update the College learning goals, with particular attention to updating information and technology literacies, and will complete a revision of the general education requirements for the baccalaureate programs. Departments will review their requirements and begin a thorough review of their courses. Depending upon the extent of the department's offerings, each department will specify in the syllabus of 15-25% of its courses how the course reinforces general education skills and will assess those skills.

3.2 Colleges will improve basic skills and ESL outcomes (Basic skills test performance and related data. (Ex. % enrolled in summer immersion with an increase in score at end of summer, pass rates on exit from remediation. Bacc. colleges: % of SEEK and ESL students who pass skills tests in 2 yrs.; % of instructional FTEs in lower division courses delivered by full-time faculty. Assoc. colleges: % of remedial students at 30 credits who pass all basic skills tests))

The pass rate in ESL, developmental reading, writing, and math will increase 2% through such efforts as:
ESL: Improved placement, new texts, new lab for ESOL 1300, updated course outlines with clear learning outcomes, focused faculty mentoring, uniform exams, improved advisement efforts, an open lab (N 907) with tutors in reading writing and voice and diction.
Developmental Reading and Writing: Pilot implementation of peer-assisted learning in selected sections, evaluation of texts, focused faculty mentoring, targeted preparation for ENG1101 in addition to the placement

exam, learning center tutors. Creation of an experimental developmental communication course emphasizing reading, writing, listening, speaking, viewing and presenting.

Developmental Math – evaluation and implementation of online diagnostic and targeted intervention programs such as ALEKS and MAPLE. The effectiveness of these programs as a course preparatory tool, particularly for students exempt from the Math ACT, will be evaluated.

3.3 Colleges will improve student academic performance, particularly in the first 60 credits of study (% of students passing gateway courses with C or better)

CUNY designated gateway courses (Math 1175, 1275, 1375 and 1180 and ENG 1101 and 1121): CUE funds will be used for bridge/ introductory experiences to link developmental courses to these first credit-bearing courses. Introduction of demonstrated high-impact strategies into course curricula and pedagogy. The College projects that the pass rate in Freshman Composition will increase to 84% in Fall 2009 with a 2-year goal of 85% by Fall 2010 (Fall 2008 at 83.5%). In mathematics the College is projecting a Fall 2009 gateway math goal of 56.5% and a two-year goal of 58% by Fall 2010 (Fall 2008 at 55.2%).

College designated gateway or Critical Courses: The College’s major effort “Assessment for Learning” will build upon previous identification of gateway and critical courses. “Gateway courses” are gen ed courses, e.g. Anatomy and Physiology or Physics, which are essential pre-requisites for entry into majors. “Critical courses” are courses in the major, usually the first course or a key course at the baccalaureate level, deemed critical because the concepts and skills are foundational for subsequent courses in the major. Departmental and cross-disciplinary teams will focus on these courses, identifying essential learning outcomes, developing rubrics, creating new pedagogical strategies, and designing assessment strategies that will include performance in subsequent courses. Gateway and critical courses will receive added support, including adjunct professional development, scheduling in learning communities, expanded peer-assisted learning, special open labs, additional learning modules (e.g., measurement for Hospitality Management, incorporation of math and physics modules developed through the MSEIP grant into engineering technologies).

3.4 Show & pass rates on CUNY proficiency exam will increase (Show & pass rates on CUNY proficiency exam)

The departments, Learning Center, CPE Liaison, and Testing Office will collaborate in an effort to increase CPE show rates by 5%. Supported by college-wide publicity and direct student contact, departments will address their performance, and those below college average will improve. While improving the show rate, the College will improve the CPE pass rate by 2% through an analysis and alignment of the curriculum and a graduated series of information/ test prep workshops and activities tailored to a range of student needs. CPE coordinators will meet to share success strategies.

3.5 Colleges will reduce performance gaps among students from underrepresented groups and/or gender (1-yr. retention rates by underrepresented group status and gender; for all students, % of credits attempted that are earned by underrepresented group status and gender (Fall semester))

* College focus on Student Experience (Strategic Plan) will include differential versions of that experience. In addition to providing a more supportive and engaging college experience for all students at City Tech, as described in the Strategic Plan, the College will give specific attention to the needs of those underrepresented groups such as Hispanic students who show the most substantial gaps in performance. By program and school the College will determine targets, establish strategies, and measure results, to be included as part of annual planning and goal-setting.

* Build on City Tech's successful BMI program to provide faculty and peer mentoring, create additional opportunities, and build a supportive community. Expand City Tech's successful STEM-focused BMI program to provide services for an additional 50 students (Current participation is 300).

3.6 Colleges will show progress on implementing faculty-driven assessment of student learning (Documented evidence that faculty are assessing student learning, using results to make improvements, and documenting the process)

As part of "Assessment for Learning" outlined in the Strategic Plan, programs will evaluate their learning outcomes (available in the catalog and syllabi) and continue to develop assessment plans that include formative and summative assessment of student learning. Evidence of improvement in the curriculum to enhance student learning will be documented by all departments. All course outlines and syllabi will be reviewed for completeness – departments will collect copies of all syllabi at the beginning of each semester. All departments will collect and evaluate samples of student work that demonstrate achievement of designated outcomes.

4. Increase Retention & Graduation Rates; Ensure Students Make Timely Progress toward Degree Completion

4.1 Colleges will facilitate students' timely progress toward degree completion (% of freshmen and transfers taking a course the summer after entry; ratio of undergrad FTEs to headcount; % of students with major declared by the 70th credit; average # credits earned in first 12 months)

Continue to identify obstacles and implement high-impact strategies for increasing student success:

Pre-enrollment/college access: Support college readiness, increase knowledge of programs, and meet prerequisites through Collaborative Programs (College Now, STEP, Career Pathways), new early college high school (City Poly).

Pre-freshman programs: Address developmental needs and support transition to college (CUE, NSF-funded STEM Metropolitan Mentors Network)

First Year Program: College orientation, departmental orientations will be added to include all departments in the schools of Technology and Design and Professional Studies, and those in Learning Communities

Advisement: Given the connection between course availability and degree completion, continue to increase number of students who participate in Early Advisement and Registration (pre-commencement) by 3%, from 5,886 in spring 2009; provide faculty training to strengthen advisement

Assessment: Identify barriers and effective supports, analyze persistence in non-selective majors based on performance in gateway and critical courses

Financial support: Award S-STEM scholarships to full-time students in good standing in Chem Tech, Computer Science and Applied Math programs, as well as Technology programs

Other ongoing strategies: College will increase partnerships with CBOs to provide additional resources for students (YDI-Cypress Hills project) and, through counselor connected with the program, maintain connection with students in good standing who stop out; create momentum for on-time degree completion by scheduling for summer and winter. Continue active student clubs, career information, outreach to families and mentoring by faculty.

4.2 Retention rates will increase progressively (1-yr. and 2-yr. retention rates)

Overall retention rates will continue to increase. One-year and two-year retention rates of first-time full-time freshmen in baccalaureate programs will increase by at least 1%. One-year and two-year retention of transfers into baccalaureate programs will increase by 1%. The one-year retention rate for first-time full-time freshmen in associate degree programs will increase by 1%.

4.3 Graduation rates will increase progressively in associate, baccalaureate, and masters programs (6-yr. AA/AS/AAS, BA/BS graduation rates; 4-yr. BA/BS graduation rates; 4-yr. MA/MS graduation rates)

The six-year graduation rate for first-time full-time freshmen in baccalaureate programs has doubled in the last three years. As the number of students in the category increases, the graduation rate will increase incrementally, reaching 20% for the class that began in fall 2003. The six-year graduation rate from associate degree programs has remained virtually unchanged for the last three years. The set of retention efforts initiated over the past several years should result in a 1% increase for the class that entered in fall of 2003.

5. IMPROVE POSTGRADUATE OUTCOMES

5.1 Professional preparation programs will improve or maintain high numbers of successful graduates (Pass rates and # of students passing licensure/certification exams)

- * Programs leading to licensure or certification will implement continuous improvement cycles to maintain or increase pass rates.
- * Departments will work with OAIR to improve follow-up with alumni to assess outcomes more accurately.
- * Number of students continuing to baccalaureate and graduate/professional school will increase.
- * Architecture and Advertising Design/ Graphic Arts will offer workshops on preparing portfolios for graduate school, specialized training, or professional work.
- * Liberal Arts will expand advisement and information available about baccalaureate opportunities.

5.2 Job and education rates for graduates will rise (College self-reports and surveys of graduates' job placement rates; % of graduates continuing their education)

- * Placement Office will host new software that allows the office to expand on available functionality by downloading and storing student's e-portfolios and displaying them to potential employers.
- * Last year's new program recruiting and training alumnae to provide career mentoring and networking to women approaching graduation in areas where women are traditionally underrepresented will be doubled from 25 to 50, and will include both men and women, as both mentors and mentees.
- * During the year, the Alumni Affairs office will organize at least two networking socials to allow recent graduates to make career connections.

6. IMPROVE QUALITY OF STUDENT ACADEMIC SUPPORT SERVICES

6.1 Colleges will improve the quality of academic support services, academic advising, and use of technology to strengthen instruction (Student experience survey results and other data and reports on improved quality and satisfaction with academic and technological support services, including academic advising)

ADVISEMENT:

Academic advisement will be enhanced, under a two-year plan. Existing Advisement Center, which currently serves just New Freshmen and Transfer Students, will be expanded to form a more comprehensive Advisement Center that will broaden advisement services to ensure a continuum of advisement between a student's admission to the College and advisement by faculty in their chosen major.

Additional Staff will be added to: a) Coordinate advisement for all students, from enrollment until transfer of advisement to major departments, b) Train staff, faculty and peer advisors, c) Create a comprehensive advisement

map to make the process clear to students/help them better navigate the institution, its programs and academic requirements.

Under the direction of the Vice President for Enrollment Management and Student Services an Advisement Coordinating Committee will be established to help develop a comprehensive advisement plan.

Simultaneously, the following activities will occur at the departmental level:

Increase participation: a) Conduct new student orientations in all degree programs. b) Create and publicize a full schedule of early advisement opportunities, including in-person, phone, and email advisement to increase the percentage of eligible students in each School and department who register during Early Advisement and Registration. c) Provide informed faculty participation for transfer student and late registration.

Improve quality: a) Ensure that all materials, website information, and registration sites have consistent and updated information about courses and programs. Include updated information on transfer programs. b) Continue to improve coordination between new student advisement and departmental advisement of majors. c) Use updated faculty advisement manuals and advisement clinics, as well as routine audits, to ensure that faculty employ best practices in advisement and maintain a consistent standard of accuracy.

INSTRUCTIONAL TECHNOLOGY

a) Instructional Technology and Media Services will implement assessment of online and partially online courses with Office of Assessment and Institutional Research. Student evaluation of online courses as approved by College Council will provide documented evidence that online and partially online courses are assessed with results to make improvements.

b) Students will learn to use technology to drive their learning. Provide open student workshops on interactive tools, such as Blackboard and Private Journals, used within the college.

THE LIBRARY WILL:

Offer enhanced one-to-one reference instruction with students: Add extended research consultations to services for students. Plan assessment activities. Provide extended consultations wherever necessary. Develop & implement observation peer reports on reference work by library faculty. Develop strategies for assessing impact of reference services on students

Increase access to book (monograph) & serial holdings for students: Redesign ILL & CLICs operations to increase support for student research. Create planning document, begin implementation. Achieve 100 loans from other libraries. Provide circ data, field by field (see #8, below). Develop planning paper on e-reserves.

Provide facilities conducive to use of resources and student learning. Outline steps to further upgrade all library facilities—offices, public spaces, lighting, signage, décor, etc. Extend library hours Develop/ share overall library facilities planning paper, with priorities, begin implementation. Extend library hours last two weeks of regular semesters

Enhance and expand effective outreach to students and faculty: Through a series of enhancements (continued upgrades to website, new server, plasma screens, use of digital video camera, news alerts) improve access and information provided to students.

LEARNING CENTER: The Learning Center will do the following:

- * Support students' acquisition of technology literacy by upgrading the self-paced software program;
- * Implement newly designed instructional support for ESL and developmental reading and writing students, utilizing the FIPSE-developed Adjunct Academy model in collaboration with the English Department (Target: students who participate will pass ESL/ Developmental course at rate 5% higher than students who do not);

* Develop assessment measures that will support setting of priorities and improvement of services.

ENRICHMENT –Increase involvement and recognition for student scholars

Undergraduate research: With College support, undergraduate research will continue to increase by 10%, from a baseline of 250 undergraduate researchers, and students will present their research both at the annual City Tech poster sessions and spring research conference and at conferences and through publication. The number of students participating in off-campus and summer research opportunities will increase. The College will continue to build a centralized undergraduate research information center, web site and bulletin board to match students and faculty, and increase summer research experiences.

Profession-related activities: All career departments will identify competitions that contribute to students' development of a professional attitude and set of experiences.

National and international travel: Continue existing opportunities for student and faculty travel and expand into additional majors and areas.

Co-curricular and extra-curricular academic and cultural experiences: College will expand cultural and academic enrichment opportunities by adding at least two new cultural events and two new extracurricular academic events, including a series of lectures by and about Caribbean women writers. This adds to a robust and growing list that includes: Literary Arts Festival, roundtable discussions, Math-Physics Colloquia, Social Science Seminars Series, EMERGE Lecture series in Technology and Design, MSEIP dissemination conference, poetry slams, Women's History Month, and Asian, Black History and Hispanic Heritage Month events, among many others. The NSF ADVANCE IT Catalyst grant will sponsor a series of events on women in STEM.

ENHANCE FINANCIAL AND MANAGEMENT EFFECTIVENESS

7. Increase/Maintain Access & Enrollment; Facilitate Movement of Eligible Students to/among CUNY Campuses

7.1 Colleges will increase or maintain enrollment for degree programs; mean SATs/CAAs of baccalaureate entrants will rise (Enrollment in degree and adult and continuing education programs; SATs/CAAs)

Fall 2009 enrollment will surpass the fall 2008 total (14,282) by 4-5%. Retention of continuing students will continue incremental improvement, influenced by the initiatives described in this document.

7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges (Ex: TIPPS course equivalencies, pipeline programs, transfer credit acceptance, e-permit, joint programs, etc.)

Articulation: Three or more additional articulation agreements will be developed in Professional Studies and Technology and Design and at least two in Arts and Sciences.

TIPPS: Maintain regular schedule for completing TIPPS evaluations and for reviewing accuracy of TIPPS and initiate corrections. Number of evaluations completed will increase by 5%.

Maintain updated advisement materials for students with easy to follow transfer information.

Maintain monthly schedule of updates for online catalog.

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 (# of College Now participants; College Now course completion and pass rates, # participants re-enrolled)

College Now will meet 95% of its enrollment targets for both college courses and pre-college activities (College-proposed targets, respectively, 728 and 212). Percentage of students successfully completing college credit courses will increase to at least the norm for comprehensive colleges (83% in fall 2008). Space permitting, CARPE DIEM, a Perkins-funded project working with three CTE high schools, will be used to develop new approaches to pre-college mentoring and skills development.

8. INCREASE REVENUES & DECREASE EXPENSES

8.1 Alumni-corporate fundraising will increase or maintain current levels (Alumni/corporate fundraising (CAE-VSE report)

After a rebuilding year, alumni and corporate fundraising will rebound and increase at least 15%, to \$920,000. The Foundation will benefit from electronic solicitations, a new capability for online giving and new initiatives in building net community. Before expected construction on the new academic building begins, expected in November, planning will be completed for a major gifts campaign, goal to be determined.

8.2 Each college will achieve its revenue targets including those for Adult and Continuing Education (Revenue)

The college will continue to increase enrollments & collections to achieve greater revenues.

Continuing Education will: a) Increase divisional revenues for grants & contracts by 2% (target \$4,746,410); b) Increase CSC tuition/voucher income by 2% (target \$1,059,880); c) Develop at least two new contracts in Division (CSC, BITC, Workforce Development); d) Increase presence in construction sector through Academy for Construction Education & Safety programs, including development of an e-newsletter.

8.3 Each college will lower or hold constant the percentage of its tax-levy budget spent on administrative services (% of budget spent on administrative services)

The college will continue to monitor expenses and relocate resources to academic and student service priorities.

8.4 Colleges will implement financial plans with balanced budgets (Financial health and evidence of a solid financial plan)

The college will prepare a timely financial plan and monitor its implementation to achieve and maintain a balanced budget.

8.5 Contract/grant awards will rise (Contract/grant awards - RF Report + CUNY projects - including for research)

The range of new initiatives described above for Continuing Education will allow the College to register an increase in contract awards. A substantial increase in grant applications, coupled with Grants Office workshops to publicize grant opportunities, especially to departments where grant participation has traditionally been low, will result in an increase of grant awards. Number of NSF, DOE, DoD, ED, and NEH research proposal submissions will increase from 24 to 26, with a 33% rate of success. The College projects an increase of 2% to 5% for FY10.

8.6 Indirect cost recovery ratios will improve (as ratio of overall grant/contract activity)

A new emphasis on grants that allow indirect cost recovery will allow incremental increase in this ratio. The increase in federal grants targeted above will aid this increase.

9. Improve administrative services

9.1 Colleges will complete agreed-upon restructuring of their philanthropic foundations to comply with CUNY guidelines and document participation in the CUNY Compact (Evidence of foundation restructuring)

The City Tech Foundation is in full compliance with CUNY guidelines. Foundation participation in Compact-related activities will be documented. In addition, the College will continue its rejuvenation of its Foundation Board, adding at least two new members.

9.2 Student satisfaction with administrative services will rise or remain high at all CUNY colleges (Surveys of student satisfaction with nonacademic administrative support services)

The following steps should all contribute to student satisfaction with administrative services:

- * Implement improvements on the helpdesk for their computer needs;
- * Improve the level of cleanliness in the facility;
- * Expedite the Bursar procedures;
- * Continue to work on the bathroom renovations;
- * Complete design and start work on elevator replacements;
- * Construction of the Welcome Center/Information Center;
- * Complete renovation of the Testing Center, Student Cafeterias and the Hospitality Management culinary lab;
- * Implement the new Debit Card for Financial Aid.
- * Implement CUNY's Student Financial Aid Initiatives

9.3 The % of instruction delivered on Fridays, nights, weekends will rise to better serve students and use facilities fully (% of instruction delivered on Fridays, nights, weekends)

Scheduling: The percentage of instruction delivered on Fridays, nights, and weekends will rise strategically in developing the Master Course File to accommodate more students and respond to both students' availability and needs, and limitations on facilities.

Credit Accumulation: College will continue to design summer schedules to support acceleration of credit accumulation and shorten time to degree, and advise students accordingly.

Effective Use of Space: By evaluating enrollment trends and encouraging timely registration, departments with a high number/ percentage of cancelled sections will reduce that number, thereby optimizing space utilization. College will increase instructional hours offered during all under-utilized SRUs, including early mornings, to optimize efficiency in use of facilities.

9.4 Prepare and implement a campus risk management plan that is integrated with the University's risk management program (Present to the Risk Management Council the plan and the metrics by which its successful implementation will be measured)

The Risk Management Committee will complete its risk survey, and will develop and implement a plan following CUNY guidelines. The Office of Safety and Health will continue to deploy its OSHA Program and will conduct refresher and new employee training on Blood Borne Pathogens, Respiratory Protection, Spill Prevention and control, Laboratory Safety and Hazardous Waste Awareness.

9.5 All colleges will make timely progress in CUNY FIRST implementation (Evidence of leadership/communication, deployment of campus supplied trainers, and organizational readiness)

The College will continue its progress on CUNYfirst implementation, including:

- * Manage module communications introducing and maintaining updates on CUNYfirst;
- * Prepare HCM validation of data and continue loading data into the CUNYfirst environment;
- * Work with Help Desk staff to ensure they are ready to handle CUNYfirst inquiries after go-live;
- * Continue to participate in Customer Service Excellence Training;
- * HCM and related departments will continue to receive training for General Use Queries;
- * Validate roles for end users of Planning and Budgeting module;
- * Complete training of campus Security Liaisons to execute changes of planning and Budget module for new and existing end users.
- * Train all end users for CUNYfirst Planning and Budgeting.

9.6 Each campus should have a functioning campus sustainability council and have a recognized, multi-year campus sustainability plan (Evidence that the committee meets regularly and progress is being made on implementation of the multi-year plan).

A Sustainability Committee has been formed and it has prepared and implemented the portions of the plan for which the college could supply funding. A number of other projects will be carried out as funds become available.

Other Goals and Targets:

- * Continue to work on plans for the new academic building – project beginning fall 2009.
- * Initiate the upgrade of the Voorhees Fire Alarm System.
- * Complete the renovations of the first floor of the Pearl Building and the Adams Street Façade.
- * Hold workshops for new academic chairs and department appointment committees.
- * Redesign office processes at HR and ISR to accommodate migration to CUNYfirst.
- * Install electronic turnstiles at three main college entrances.
- * Implement training programs for response to emergency scenarios and emergency medical procedures for Public Safety officers.
- * Adherence to health and safety standards will be enhanced by:

Continuing clean-up and correction of known violations;
Utilizing the new Chemical Inventory System to prevent ordering chemicals in the current inventory.
Conducting safety training for instructional staff each fall, in collaboration with the Environmental Health and Safety Officer.
Promoting online safety training.
Increasing the number of NYC Fire Department C-14 Certificate of Fitness holders to 100% of science instructional staff.
Continuing established once-a-semester safety inspection of class and research labs with follow-up on recommendations in biology and chemistry.
Continuing to improve documentation on inspection of eyewashes, fire extinguishers, etc.