

Baruch College PMP Goals and Targets 2011- 2012

Objective 1: Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix

1.1 College and programs will be recognized as excellent by all external accrediting agencies

- Obtain CAHME reaccreditation for MBA Program in Healthcare Management.

1.2 CUNY and its colleges will draw greater recognition for academic quality and responsiveness to the academic needs of the community

- School of Public Affairs will strive to improve its rankings in the next *US News* ranking of public affairs programs.
- Public Affairs will build on committee service in NASPAA, APPAM, and ARNOVA.
- The College will host a series of invitational conferences with the goal of gaining national recognition for scholarly expertise in specific disciplines.
- The College will improve its position in national rankings publications.

1.3 College will improve the use of program reviews, analyses of outcomes, enrollment, and financial data to shape academic decisions and resource allocation.

- External reviews to take place for Psychology and Fine & Performing Arts Departments in the Weissman School.
- External review of Center for Nonprofit Strategy and Management to be completed.
- Budget allocation decisions informed by analyses at the school and department level, of enrollment, cost of instruction and tuition revenue generated.
- An analysis of data on the entering Macaulay and Baruch Scholar classes of 2007-2010 that combines admissions and student performance data will be completed to better understand the determinants of program success.

1.4 Use of technology to enrich courses and teaching will improve.

- The College will provide all faculty and students with access to a collection of online foreign language learning resources to supplement face-to-face instruction, support online courses, extend the range of languages that students may learn, and provide opportunities for independent student learning.
- BCTC will assist faculty with the use of videoconferencing for synchronous online instruction in at least 15 courses.
- BCTC will pilot a project with the undergraduate BioMed Society to demonstrate how to promote and support online study groups.

- The College will extend the use of its Video Oral Communication Tool (VOCAT) into an additional 30 courses, and begin to share the tool with other CUNY colleges.
- Schwartz Communication Institute will focus on faculty development through additional workshops and faculty seminars on communication-intensive instruction, as well as at least 10 professional development workshops and seminars on effective teaching with interactive media and the Internet. Hybrid courses being introduced at both introductory and advanced levels in Weissman School.
- School of Public Affairs will develop and pilot a scalable, online delivery model for its principal undergraduate service course, “Introduction to Public Affairs,” with an eye to delivering all sections of this course on that model by fall 2012.
- The College will collaborate with Ithaka on advancing the national conversation on enhanced online learning, as one of 5 institutions preparing “deep dive” case studies on barriers to expansion of online learning. Support for this work comes from the Gates Foundation, through Ithaka.

Objective 2: Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity

2.1 Colleges will continuously upgrade the quality of their full-time and part-time faculty, as scholars and as teachers

- A newly established Chair in Latin American Studies in the Department of Black & Hispanic Studies will be filled.
- Full-time faculty will also be added in Public Affairs, Accounting, International Business and Marketing, and Management.

2.2 Increase faculty research/scholarship

- Increase faculty research/scholarship count by 5%

2.3 Instruction by full-time faculty will increase incrementally

- Percentage of instructional FTEs delivered by full-time faculty will rise to 55%
- Mean teaching hours of veteran full-time faculty will remain high at over 8
- Mean teaching hours of full-time faculty eligible for contractual release time will remain steady at 5.5

2.4 Colleges will recruit and retain a diverse faculty and staff

- College will fill first named Chair in Black and Hispanic Studies Department
- Ackerman Visiting Chair in School of Public Affairs will this year focus research and public programs on workforce diversity and inclusion

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

3.1 Colleges will provide students with a cohesive and coherent general education

- Integrate Tier 2 and 3 general education requirements into the new Pathways program
- We will assess student learning within two areas of our general education program and respond to any deficiencies with enhanced faculty development, course delivery, and/or curricular changes.
- Integrate the arts into curricular and co-curricular programs in the first two years of study through faculty participation in the “Rubin Fellows Program” with the Rubin Museum; providing students theater education via partnership with the Theater Development Fund; implementing donor supported programs to provide students opportunity to attend live theater performances.

3.2 Colleges will improve basic skills and ESL outcomes

- Percentage of non-ESL SEEK students who pass all basic skills tests within one year will increase to 99%
- Percentage of ESL students (SEEK and regular) who pass all basic skills tests within two years will increase to 100%, and 95% will register for 12+ credits the following term.
- Percentage of entering first-time freshmen who increased their writing (essay) basic skills test score over the summer will increase to 100%, and 95% will pass their first English course.
- Percentage of instructional FTEs in lower division courses delivered by full-time faculty will remain high, above 55%

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

- Percentage of students passing freshman composition with a C or better will rise from 94.2 to 95%
- Percentage of students passing gateway mathematics courses with C or better will rise from 54.9 to 60%

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

- Increase already high 1-year retention rate for African-American students to 90%
- Increase already high 1-year retention rate for Hispanic students to 91%
- Increase high six-year graduation rates for African-American students to 57%
- Increase six-year graduation rate for Hispanic students to 46%
- Reduce male-female performance gap to -2.6

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

- We will finalize and distribute to departments guidelines for incorporating programmatic assessment as part of regular external reviews.
- All learning assessment efforts for undergraduate and graduate programs, majors and minors, and the resultant curricular adjustments will be documented on the College's assessment website.

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

4.1 Colleges will facilitate students' timely progress toward degree completion

- Percentage of freshman and transfers taking one or more courses the summer after entry will increase to 42%
- Percentage of baccalaureate students who have declared a major by the 70th credit will increase to 90%
- Average number of credits earned by full-time first-time freshmen in baccalaureate programs in the first 12 months will remain high at above 28
- Ratio of FTEs to headcount in baccalaureate programs will remain high at 0.84
- Our Writing Center and Student Academic Consulting Center will respond to student feedback by creating workshops to meet stated needs, especially in English and Math.

4.2 Retention rates will increase progressively

- Percentage of full-time first-time freshmen in baccalaureate programs still enrolled in the college of entry one year later will increase to 91.5%
- Percentage of full-time first-time freshmen in baccalaureate programs still enrolled in the college of entry two years later will increase to 79.5%
- Percentage of full-time transfers into baccalaureate programs still enrolled in the college of transfer entry one year later (or degree earned) increase to 89.5%
- Percentage of full-time transfers into baccalaureate programs still enrolled in the college of transfer entry two years later (or degree earned) will increase to 82.5%

4.3 Graduation rates will increase progressively in associate, baccalaureate, and masters programs

- Percentage of full-time first-time freshmen in baccalaureate programs who graduated from the college of entry within four years will rise to 35%
- Percentage of full-time first-time freshmen in baccalaureate programs who graduated from the college of entry within six years will increase to 61%
- Percentage of full-time transfers into baccalaureate programs who graduated from the college of transfer entry within four years will increase to 68%
- Percentage of full-time transfers into baccalaureate programs who graduated from the college of entry within six years will increase to 74%

- Percentage of master's students who graduated within four years of entry into master's program will increase to 80%

Objective 5: Improve post-graduate outcomes

5.1 Professional preparation programs will improve or maintain the quality of successful graduates

- Percentage of first-time test-takers passing at least one segment of the Uniform CPA exam will rise to 80%

5.2 Job and education rates for graduates will increase

- Increase usage of Starr Career Development Center from 64 to 66%
- Increase the number of students applying to Tier 1 law schools
- Establish baseline data on average LSAT, GRE and GMAT scores for graduating students against which to measure improving scores next year.
- Increase the percentage of the graduating class reporting post graduate plans from 49 to 55%
- Develop new survey to establish baseline employment or attendance rates in graduate school two years after graduation; initial rate to exceed 80%.

Objective 6: Improve quality of student and academic support services

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

- Further upgrade the Student Intake System to allow academic advisors to email a student a copy of their worksheet (no longer requiring students to be on campus to obtain a copy of their worksheet)
- Upgrade student Intake Swipe System to generate automatic referrals via email to various offices on campus. The goal of automatic referrals are (1) to create a more accessible one-stop-shopping experience for the student; and (2) to better inform the College staff of the nature of the student's dilemma.
- The Office of the Registrar will implement a new course block schedule to make more complete use of the available times within each week. Due to classroom constraints, new priority guidelines are being developed for the use of classrooms at busy times of the week. These measures will assist in the overall office mission to improve student retention and time to degree.
- Graduate academic excellence fees being invested to support career services, mentoring, and departmental support for students.

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

7.1 Colleges will meet established enrollment targets for degree programs; mean SATs/CAAs of baccalaureate entrants will rise

- The College will meet its agreed upon enrollment targets for the year
- Mean SAT scores of Fall 2011 regularly admitted first-time freshmen will remain high at above 1210.
- Mean College Admission Average (CAA) of regularly admitted first-time freshmen will remain high at 86.7

7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges

- Report to each CUNY community college on success rates of their transfer students
- Establish joint AA/BS degree program in Public Affairs with two partner community colleges (BMCC and Hostos)

7.3 Colleges will meet 95% of enrollment targets for College Now, achieve successful completion rates, and increase the number of students who participate in more than one college credit course and/or precollege activity

- Percentage of College Now Participants who earn an A,B, or C in College Now high school and college credit courses will remain above 95%
- Number of College Now participants re-enrolled in progressively challenging pre-college and general education courses will increase from 47 to 50%
- Enrollment of students from underrepresented minority groups in college credit courses will increase from 41 to 45%

Objective 8: Increase revenues and decrease expenses

8.1 Alumni-corporate fundraising will increase 10%

- Alumni/corporate fundraising as reported in CAE-VSE will rise 10%

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

- The College will balance enrollments to achieve tuition revenue targets
- The College will implement new revenue streams and increase entrepreneurial activity
- CAPS revenue will hold steady at \$4.5 million

8.3 Colleges improve or maintain sound financial management and controls

- Institutional Support Services as a percentage of total tax levy budget will remain low at 23.8%
- College will implement a whistle blower policy
- College will formalize role of internal auditor
- College will take steps to address A133 audit comments

8.4 Colleges will implement financial plans with balanced budgets that align their expenditures with their academic priorities

- CUTRA target of 1% will be achieved
- Use of CUTRA balance in FY12 will not create unsustainable spending into FY13

8.5 Contract/grant awards will increase

- Contract/grant awards will rise 5%

8.6 Indirect cost recovery ratios will improve

- Indirect cost recovery ratios will improve 1%

Objective 9: Improve administrative services

9.1 Colleges will make progress within a declared capital campaign

- College will book \$135M towards a capital campaign goal of \$150 million

9.2 Student satisfaction with administrative services will rise or remain high at all CUNY colleges

- College will effect an internal reorganization to better support student financial processing

9.3 Colleges will improve space utilization

- Percentage of FTEs offered on Fridays, evenings or weekends will remain high at over 48%

9.4 All colleges will improve compliance with Board policies, Risk Management, collective bargaining agreements, and applicable laws

- Reorganization of staff will facilitate pool environment, reducing overtime
- Secure roof access a priority per campus risk management plan
- Double number of emergency management table top exercises
- Construct safety platform for chillers

- Install 25th Street lighting
- Baruch's Research Integrity Officer (RIO) will hold at least six workshops for undergraduate researchers as part of our Responsible Conduct of Research (RCR) training plan.
- We will create a human subjects' research educational program to ensure faculty and campus-wide compliance with CUNY policies and Federal regulations. Planned in conjunction with the planned reorganization of CUNY IRBs, this initiative would include workshops, one-on-one instruction, and campus-wide educational efforts.
- We will initiate the IRB reorganization plan so that it does not affect campus research negatively and it does not extend the review process.
- We will train faculty, staff, and students to use the new IRB on-line submission system, IRBnet, once the new system is on-line.
- We will increase campus-wide communication about CUNY policies regarding human subjects' research to prevent unintentional non-compliance.

9.5 All campuses will make progress on CUNY First implementation

- Implement MSS to division level
- Implement ESS
- Execute data cleanup in preparation for Campus Solutions

9.6 Each campus should have a functioning sustainability council with broad representation from the campus community, and have a recognized, multi-year sustainability plan

- Continue to make progress on implementing sustainability plan