

**Hunter College Performance Goals and Targets**  
**2011 – 2012 Academic Year**

Goals	Objectives	2011-2012 University Targets	Representative Indicators
<b>Raise Academic Quality</b>	1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix	<p><b>1.1 Colleges and programs will be recognized as excellent by all external accrediting agencies</b></p> <p><i>A. Submit monitoring report to Middle States</i></p> <p><b>1.2 CUNY and its colleges will draw greater recognition for academic quality and responsiveness to the academic needs of the community</b></p> <p><i>A. Draw external recognition for Hunter faculty and academic programs</i></p> <p><i>B. Invest in external collaborations and outreach in East Harlem</i></p> <p><i>C. Launch new interdisciplinary community health assessment team to identify barriers and potential interventions to promote healthier neighborhoods</i></p> <p><i>D. Hire academic leaders, including new Deans for the School of Arts and Sciences and the CUNY School of Public Health at Hunter College and a new Director for the Macaulay Honors College at Hunter</i></p> <p><i>E. Make progress on key interdisciplinary initiatives, including launching the projects in the “Arts Across the Curriculum” Mellon Foundation planning grant</i></p> <p><b>1.3 Colleges will improve the use of program reviews, analyses of outcomes, enrollment, and financial data to shape academic decisions and resource allocation</b></p> <p><i>A. Implement college-wide strategic plan; launch strategic planning in academic units</i></p> <p><i>B. Use plans for action in Art, Sociology, and Asian American Studies to shape decisions and allocations; implement recommendations</i></p> <p><i>C. Complete Psychology program review; make progress on reviews in Computer Science, History, and Mathematics and Statistics</i></p> <p><i>D. Use Departmental Spending Report data to evaluate and model the distribution of resources</i></p> <p><i>E. Invest resources in flagship and interdisciplinary programs, including those at Roosevelt House, the Artist’s Institute and the new East Harlem complex</i></p> <p><i>F. Revise nursing curriculum to change the point of entry from junior to sophomore year</i></p>	<p>1.1 Documented results of all accreditation reviews</p> <p>1.2 Recognition/validation from various external sources</p> <p>1.3 Evidence of making academic decisions informed by data, including shifting resources to University flagship and college priority programs</p>

		<p><b>1.4 Use of technology to enrich courses and teaching will improve</b></p> <ul style="list-style-type: none"> <li>A. <i>Implement fourth round of successful Faculty Innovations in Teaching with Technology (FITT) program, “Tech Thursdays” faculty presentations and “Tech Monday” faculty training sessions</i></li> <li>B. <i>Develop and implement hybrid courses with funding from CUNY’s Hybrid Initiative</i></li> <li>C. <i>Promote and expand “Informed Registration” initiative and implement new state and federal guidelines regarding advance textbook information</i></li> <li>D. <i>Introduce new distance learning classrooms at the new East Harlem complex</i></li> <li>E. <i>Work with CUNY and consultants to complete the design of a high definition broadcast studio</i></li> <li>F. <i>Upgrade computer lab infrastructure</i></li> </ul>	<p>1.4 Reports of courses with a significant technology component and self-reports by colleges</p>
	<p>2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity</p>	<p><b>2.1 Colleges will continuously upgrade the quality of their full- and part-time faculty, as scholars and as teachers</b></p> <ul style="list-style-type: none"> <li>A. <i>Target resources, including the Presidential Travel Award program and new Presidential Awards for Faculty Advancement, to support faculty research and teaching</i></li> <li>B. <i>Strengthen faculty development initiatives, including faculty seminar series and initiatives to support faculty efforts to seek external funding</i></li> <li>C. <i>Hire outstanding scholars in key areas</i></li> </ul> <p><b>2.2 Increase faculty research/scholarship</b></p> <ul style="list-style-type: none"> <li>A. <i>Achieve high level of participation in CUNY’s online scholarship report system</i></li> <li>B. <i>Implement Digital Measures as a means of documenting faculty scholarship and creating a searchable database of faculty work</i></li> <li>C. <i>Work with CUNY to design and construct new research facilities for key scholars in Psychology, Computer Science and Chemistry</i></li> </ul> <p><b>2.3 Instruction by full-time faculty will increase incrementally</b></p> <ul style="list-style-type: none"> <li>A. <i>Make progress on the implementation of recommendations of the Faculty Workload Committee</i></li> </ul> <p><b>2.4 Colleges will recruit and retain a diverse faculty and staff</b></p> <ul style="list-style-type: none"> <li>A. <i>Actively recruit a diverse faculty and staff</i></li> </ul>	<p>2.1 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</p> <p>2.2 Faculty scholarship and creative work</p> <p>2.3 % of instructional FTEs delivered by full-time faculty, mean hours taught by full-time new and veteran faculty</p> <p>2.4 Faculty and staff diversity and affirmative action report</p>

<p><b>Improve Student Success</b></p>	<p>3. Ensure that all students receive a quality general education and effective instruction</p>	<p><b>3.1 Colleges will provide students with a cohesive and coherent general education</b></p> <ul style="list-style-type: none"> <li>A. <i>Identify faculty and administrators to represent Hunter on CUNY pathways committees</i></li> <li>B. <i>Prepare plan for implementation of the General Education Framework</i></li> </ul> <p><b>3.2 Colleges will improve basic skills and ESL outcomes</b></p> <ul style="list-style-type: none"> <li>A. <i>Provide support for mathematics and writing instruction in lower division courses</i></li> <li>B. <i>Commence review of Hunter’s learning centers, starting with the Reading and Writing Center and the Socrates and Physical Science Centers, with an eye toward reimagining and reprogramming them in a newly designed facility and transforming writing and science tutoring at Hunter</i></li> </ul> <p><b>3.3 Colleges will improve student academic performance, particularly in the first 60 credits of study</b></p> <ul style="list-style-type: none"> <li>A. <i>Maintain the % of students passing gateway courses with a C or better</i></li> <li>B. <i>Offer and assess “Horizons” courses (courses for freshmen enriched with transition-to-college elements)</i></li> <li>C. <i>Make progress on new “science for non-majors” courses</i></li> <li>D. <i>Implement new honors programming for cohorts of high-achieving incoming freshmen</i></li> </ul> <p><b>3.4 Colleges will reduce performance gaps among students from underrepresented groups and/or gender</b></p> <ul style="list-style-type: none"> <li>A. <i>Monitor gaps in retention and graduation rates and the % credits attempted among various groups</i></li> <li>B. <i>Support NSF-funded I-cubed project and other programs that target underrepresented groups</i></li> <li>C. <i>Provide scholarships, advising, counseling and engagement activities to high-achieving underrepresented minority students in various cohort programs like the Community and Presidential Leadership Scholars programs</i></li> <li>D. <i>Conduct gender analysis to examine characteristics that affect retention rates</i></li> </ul> <p><b>3.5 Colleges will show progress on implementing faculty-driven assessment of student learning</b></p>	<p>3.1 Documented evidence of a cohesive and coherent general education (as implemented by CUE, general education reform, etc.)</p> <p>3.2 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)</p> <p>3.3 % of students passing gateway courses with a C or better</p> <p>3.4 1-yr. retention rates by underrepresented group status and gender; for all students, % of credit hours attempted that are earned by underrepresented group status and gender (Fall semester)</p> <p>3.5 Evidence that faculty are assessing student learning, using results to make improvements, and documenting the process</p>
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	<p>4. Increase retention and graduation rates and ensure students make timely progress toward degree completion</p>	<p><b>4.1 Colleges will facilitate students' timely progress toward degree completion</b></p> <ul style="list-style-type: none"> <li>A. <i>Upgrade Degree Audit software (DIG) to provide the most complete and accurate information to students</i></li> <li>B. <i>Begin to map out and distribute "road maps to graduation" in certain major areas</i></li> <li>C. <i>Implement "network programming" to reach out to students at critical academic junctures and provide advising, support, and referral as needed.</i></li> </ul> <p><b>4.2 Retention rates will increase progressively</b></p> <ul style="list-style-type: none"> <li>A. <i>Maintain or improve upon recent gains in retention rates</i></li> <li>B. <i>Use funding from Presidential Initiatives for Student Engagement to support faculty interactions with students outside the classroom</i></li> <li>C. <i>Serve as pilot for CUNY CRM-Retain to track and support student progress</i></li> <li>D. <i>As part of the CRM-Retain implementation, build predictive model to identify academically at-risk freshmen and transfer students</i></li> </ul> <p><b>4.3 Graduation rates will increase progressively in associate, baccalaureate, and masters programs</b></p> <ul style="list-style-type: none"> <li>A. <i>Maintain or improve upon recent gains in graduation rates in baccalaureate and master's programs</i></li> <li>B. <i>Work with an external consultant to identify strategies to improve graduation rates</i></li> </ul>	<p>4.1 % of freshmen and transfers taking a course the summer after entry; ratio of undergrad FTEs to headcount; % of students with major declared by the 70<sup>th</sup> credit; average # credits earned in first 12 months</p> <p>4.2 1-yr. and 2-yr. retention rates</p> <p>4.3 6-yr. AA/AS/AAS, BA/BS graduation rates; 4-yr. BA/BS graduation rates; 4-yr. MA/MS graduation rates</p>
	<p>5. Improve post-graduate outcomes</p>	<p><b>5.1 Professional preparation programs will improve or maintain the quality of successful graduates</b></p> <ul style="list-style-type: none"> <li>A. <i>Maintain high pass rates on NYS Teacher Education certification exams</i></li> <li>B. <i>Implement plan in the School of Social Work to raise pass rates on the LMSW and LCSW</i></li> <li>C. <i>Maintain or improve PT and Communication Sciences pass rates and Nursing NCLEX scores</i></li> </ul>	<p>5.1 Pass rates and # of students passing licensure/certification exams</p>

		<p><b>5.2 Job and education rates for graduates will increase</b></p> <ul style="list-style-type: none"> <li>A. <i>Systematically collect GRE, LSAT, MCAT and GMAT score</i></li> <li>B. <i>Collect and analyze data on the number of students who apply for/gain admission to medical and law schools</i></li> <li>C. <i>Career Development Services (CDS) will increase student use of the Job/Internship Data Base and Career Management System (ORION)</i></li> </ul>	<p>5.2 College self-reports and surveys of graduates' job placement rates; % of graduates continuing their education</p>
	<p>6. Improve quality of student and academic support services</p>	<p><b>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</b></p> <ul style="list-style-type: none"> <li>A. <i>Complete phase I of the Wexler library renovations and begin planning for phase II</i></li> <li>B. <i>Launch newly designed Hunter website and online calendar to improve communication at Hunter</i></li> <li>C. <i>Implement "Photo-roster" attendance system allowing faculty to get to know the students in their courses quicker and be better able to assess and advise them</i></li> <li>D. <i>Fully implement the CRM-Retain student portal page (MyHunter) and implement a college-wide student communication plan using the CRM-Retain</i></li> <li>E. <i>Increase online resources (e.g., e-books) available via the libraries</i></li> <li>F. <i>Gather data to identify students with or at risk for mental health-related issues and develop appropriate networks and collaborations with faculty and staff to provide targeted outreach to these students</i></li> <li>G. <i>Survey students about their satisfaction with advising services</i></li> </ul>	<p>6.1 Student experience survey results and other evidence of improved quality and satisfaction with student, academic, and technological support services</p>
<p><b>Enhance Financial And Management Effectiveness</b></p>	<p>7. Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses</p>	<p><b>7.1 Colleges will meet established enrollment targets for degree programs; mean SATs/CAAs of baccalaureate entrants will rise</b></p> <ul style="list-style-type: none"> <li>A. <i>Meet enrollment targets for degree programs and maintain 25% graduate enrollment</i></li> <li>B. <i>Maintain or improve mean SAT/CAA scores</i></li> </ul> <p><b>7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges</b></p> <ul style="list-style-type: none"> <li>A. <i>As the lead institution of the SPH, work closely with CUNY partners to implement structures to support the mission and goals of the SPH</i></li> <li>B. <i>Implement the Hunter- Queensborough Community College pathways program in nursing</i></li> </ul>	<p>7.1 Enrollment in degree and adult and continuing education programs; SATs/CAAs</p> <p>7.2 Pipeline programs, transfer credit acceptance, e-permit, and joint programs, etc.</p>

		<p><i>C. Implement new pathway to a major in Urban Affairs and Planning between Hunter and the new CUNY community college</i></p> <p><b>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</b></p> <p><i>A. Hunter's College Now (CN) program will achieve an enrollment rate of 95%</i>  <i>B. 85% of CN students will complete College Now courses with a C or better</i>  <i>C. Increase accessibility and application rates through online application process and provide resources to help CN students succeed</i></p>	<p>7.3 # of College Now participants; College Now course completion and pass rates, # participants re-enrolled</p>
	<p>8. Increase revenues and decrease expenses</p>	<p><b>8.1 Alumni-corporate fundraising will increase 10%</b></p> <p><i>A. Maintain or increase alumni and corporate giving</i>  <i>B. Expand giving circles program for new donors and upgrades to include direct mail marketing, recognition events and listings in our e-newsletter</i>  <i>C. Hold two major fundraising galas</i></p> <p><b>8.2 Each college will achieve its revenue targets including those for Adult and Continuing Education</b></p> <p><i>A. Meet CUNY's agreed upon tuition and fee revenue targets</i>  <i>B. Meet the College's agreed upon revenue targets for adult and continuing education</i></p> <p><b>8.3 Colleges improve or maintain sound financial management and controls</b></p> <p><i>A. Maintain or reduce the percent of total budget spent on administrative services</i></p> <p><b>8.4 Colleges will implement financial plans with balanced budgets that align their expenditures with their academic priorities</b></p> <p><i>A. Implement a balanced financial plan, aligning expenditures with academic priorities</i></p> <p><b>8.5 Contract/grant awards will increase</b></p> <p><i>A. Maintain or increase Hunter's levels of grant submissions and external funding</i></p> <p><b>8.6 Indirect cost recovery ratios will improve</b></p> <p><i>A. Indirect cost recovery ratios will be maintained or improved</i></p>	<p>8.1 Alumni/corporate fundraising (CAE-VSE report)</p> <p>8.2 Revenue</p> <p>8.3 % of budget spent on administrative services; responsiveness to accounting and external/internal audit findings</p> <p>8.4 Financial health and evidence of a solid financial plan; end fiscal year with 1%-3% of allocated budget as reserve</p> <p>8.5 Contract/grant awards (RF Report + CUNY projects) including for research</p> <p>8.6 Indirect cost recovery as ratio of overall grant/contract activity</p>

<p>9. Improve administrative services</p>	<p><b>9.1 Colleges will make progress within a declared capital campaign</b></p> <ul style="list-style-type: none"> <li>A. <i>Complete the quiet phase of our campaign for the Wexler Library and announce the public phase with a campaign case statement and donor material</i></li> <li>B. <i>Begin fundraising for the new CUNY School of Public Health with a gala this fall</i></li> </ul> <p><b>9.2 Student satisfaction with administrative services will rise or remain high at all CUNY colleges</b></p> <ul style="list-style-type: none"> <li>A. <i>Expand efforts to assess administrative services</i></li> <li>B. <i>Create and implement a process to improve online graduate application system to accommodate commitment fees</i></li> </ul> <p><b>9.3 Colleges will improve space utilization</b></p> <ul style="list-style-type: none"> <li>A. <i>Begin reprogramming and renovating space in the Wexler library; redesign space previously occupied by the Centro archives into student reading and work space</i></li> <li>B. <i>Move all relevant units into the East Harlem complex and integrate the new building into the new EBMS centralized event management booking system</i></li> <li>C. <i>Continue space planning at the Parliamo Italiano house</i></li> <li>D. <i>Make progress on space issues in the sciences and studio art</i></li> <li>E. <i>Explore opportunities to offer more classes at the Brookdale campus</i></li> <li>F. <i>Finish the renovations of Thomas Hunter Hall</i></li> <li>G. <i>Make progress on efforts to obtain the building on East 67<sup>th</sup> Street that houses the Kennedy Child Center</i></li> <li>H. <i>Increase instruction offered on Fridays, weekends and at night and 7am</i></li> </ul> <p><b>9.4 All colleges will improve compliance with Board policies, Risk Management, collective bargaining agreements, and applicable laws</b></p> <ul style="list-style-type: none"> <li>A. <i>Participate on the CUNY Risk Management Council and update procedures as requested by CUNY</i></li> </ul> <p><b>9.5 All colleges will make progress on CUNYfirst implementation</b></p> <ul style="list-style-type: none"> <li>A. <i>Implement CUNYfirst in accordance with CUNY's and guidelines</i></li> <li>B. <i>Participate in user acceptance testing, training and other projects as needed</i></li> </ul> <p><b>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</b></p>	<p>9.1 Evidence of declared capital campaign with fund-raising goal (through FY15), campaign chairperson, vision/case statement, and detailed plan by FY11</p> <p>9.2 Surveys of student satisfaction with nonacademic administrative support services</p> <p>9.3 % of instruction delivered on Fridays, nights, weekends; space prioritized for degree and degree-related programs</p> <p>9.4 Evidence of compliance, including, but not limited to, affirmative action, re/appointments, academic integrity, IRB, conflicts of interest, environmental health and safety, and campus Risk Management plans</p> <p>9.5 Evidence of timely progress organizing a CUNYfirst team, training employees, communicating effectively, and implementing CUNYfirst</p> <p>9.6 Evidence of progress implementing multi-year sustainability plan measures</p>
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