

The City University of New York
John Jay College Performance Goals & Targets (Revised and Re-submitted 8/31/11)
2011-2012 Academic Year

Goals	Objectives	University Targets	Indicators	John Jay Goals & Targets
Raise Academic Quality	1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix.	<p>1.1 Colleges and programs will be recognized as excellent by all external accrediting agencies.</p> <p>1.2 CUNY and its colleges will draw greater recognition for academic quality and responsiveness to the academic needs of the community.</p> <p>1.3 Colleges will improve the use of program reviews, analyses of outcomes, enrollment, and financial data to shape academic decisions and resource allocation.</p> <p>1.4 Use of technology to enrich courses and teaching will improve</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>1.4 Reports of courses with a significant technology component and self-reports by colleges.</p>	<ul style="list-style-type: none"> • The Forensic Science MS program will obtain FEPAC accreditation. • UGS will complete self studies for the following programs: International Criminal Justice, Police Science, and Computer Information Systems. • At least one UGS program will complete a site visit with outside evaluators and develop an action plan. • OAR will increase the number of strategic partnerships between JJC and international organizations/academic institutions. • UGS will present the College’s new general education model at one major conference on general education reform. • The Hiring Plan will be linked to the Master Plan. Resources will be shifted to revenue producing areas to create a sustainable financial plan. • A College-Wide Assessment Committee will be created to promote data-based assessment in all units. • The B.A. degree in Political Science will revise the curriculum based on their self-study, evaluation report from outside evaluators, and their action plan. • FYE will assess the efficacy of Online Math CAT Prep materials and course structure. • Create Master Plan “Report Card” to gauge progress on implementation. • Graduate courses that utilize a significant technology component will increase by 5%. • FYE will offer a “virtual learning community” with University of Texas El Paso. • 50% of all FYS and LC sections will use collaborative class blogs.

* Please note that all acronyms are defined on the last page of this report.

				<ul style="list-style-type: none"> • 40% of FYS faculty will incorporate electronic portfolios into their classes. • 60% of entering freshmen will participate in John Jay Student Connect (Red Rover) during their first semester. • DoIT will provision an instructional design lab housed in the campus expansion building to allow faculty to further integrate technology in the classroom. The lab will include video editing equipment, TV studio grade video cameras and video conferencing equipment. • DoIT will increase the number of teaching labs from 1 to 5 in ITSS to better meet requests for classes that require computers and multimedia presentation equipment.
	<p>2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity.</p>	<p>2.1 Colleges will continuously upgrade the quality of their full and part time faculty, as scholars and as teachers.</p> <p>2.2 Increase faculty research/scholarship.</p> <p>2.3 Instruction by full-time faculty will increase incrementally.</p>	<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 FT & PT 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>	<ul style="list-style-type: none"> • FYE will offer two technology workshop series for FYS and LC faculty: 1) Incorporating Electronic Portfolios into First-Year Courses, and 2) Digital Narratives: Collaborative Video Projects in First-Year Courses. • FYE will organize faculty inquiry groups: 1) assessment of student learning; 2) promoting student research and creativity. • Academic Affairs and Faculty Senate will co-sponsor a “Faculty Development Day” with teaching workshops offered by faculty • Two FYE faculty will present at national conferences on the scholarship of teaching the first year. • At least two faculty members will present on General Education reform at the AAC&U General Education conference. • OAR will provide workshops and colloquia for junior faculty on publishing and grant activity. • OAR will increase the number of collaborative grants submitted by faculty. • OAR will increase the number of grants submissions for MSI-specific grants or other grants that have traditionally had high success rates. • % of instructional FTEs delivered by full-time faculty will increase incrementally. • Mean hours taught by full-time new and veteran faculty will increase incrementally.

		2.4 Colleges will recruit and retain a diverse faculty & staff.	2.4 Faculty and staff diversity and affirmative action reports.	<ul style="list-style-type: none"> • In compliance with CUNY's affirmative action, equal opportunity and compliance and diversity programs, the College will continue to reduce and ultimately eliminate underutilization rates among women and minorities in all job categories and will actively recruit faculty and administrative staff.
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Improve Student Success	3. Ensure that all students receive quality general education and effective instruction.	<p>3.1 Colleges will provide students with a cohesive and coherent general education.</p> <p>3.2 Colleges will improve basic skills and ESL outcomes.</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 years; % 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>	<ul style="list-style-type: none"> • The Gen Ed framework will be completed and all learning outcomes will be scaffolded in line with the CUNY Gen Ed Pathways Initiative. • The number of FYs will increase from 13 to 18. • The number of first-time student who participate in LCs or FYE Seminars will increase from 844 to 900. • % of students who increase their <u>reading</u> basic skill test scores in summer will increase to 97%. • % of students who increase their <u>writing</u> basic skills test scores in the summer will increase from 75% to 77%. • % of entering first-time students who increase their math COMPASS 1 basic skills test scores in the summer will increase from 96.2% to 97%. • % of entering first-time students who increase their math COMPASS 2 basic skills test scores in the summer will increase from 90.2% to 92%. • 75% of SEEK students enrolled in the summer immersion developmental courses will increase their test scores during the summer. • There will be a 5% increase (from 73% to 78%) in the number of SEEK students who are skill certified after their freshman year • There will be a 1% increase (from 70.6% to 71.6%) of ESL BA students (SEEK & Regular) will pass all skills tests within 2 years. • The pass rate for EAP 121 will increase from 81% to 84% in fall 2011. • The pass rate in CAT-R will increase from 66% to 72%.

		<p>3.3 Colleges will improve student academic performance, particularly in the first 60 credits of study.</p> <p>3.4 Colleges will reduce performance gaps among students from underrepresented groups and/or gender.</p> <p>3.5 Colleges will show progress on implementing faculty-driven assessment of student learning.</p>	<p>3.3 % of students passing gateway courses with 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>	<ul style="list-style-type: none"> • Pass rates on exit from remediation will increase: reading by 2 percentage points to 51.4%; math by 2 percentage point to 53.5%; writing by 2 percentage points to 52.3%. • % of students passing <u>freshman composition</u> with C or better will increase by 1% to 84.6%. • % of students passing <u>gateway math</u> courses with C or better will increase two points to 64.9%. • There will be a 50% increase in the number of students participating in FYE Early Start courses during the summer prior to matriculation. • 1-yr retention rates for full-time first-time BA freshmen from URM students will increase 1 percentage point from 76.2% to 77.2%. • 1-yr retention rate for full-time first-time BA male freshmen will increase 1 percentage point from 76.2% to 77.2%. • 1-yr retention rate for full-time first-time BA female freshmen will increase 1 percentage point from 77.1% to 78.1%. • There will be no gap in URM & non-URM retention. • There will be no gap between first-time BA female and male freshmen. • Ten LC and FYS faculty will start to use portfolios to assess the attainment of learning outcomes. • Learning outcomes in WI courses will be assessed and results used to improve curriculum. • The new Gen Ed program will develop a protocol for the assessment of student learning. • All established majors, and 50% of established minors, will assess student learning. • All academic departments will complete written assessment plans. • New College-Wide Assessment Committee will promulgate comprehensive assessment plan and best campus practices.
	4. Increase retention and	4.1 Colleges will facilitate students' timely progress	4.1 % of freshmen and transfers taking a course the summer after entry; ratio of	<ul style="list-style-type: none"> • % of freshmen and transfers who take a summer course after entry will increase to 24% from 22.7%.

<p>graduation rates and ensure students make timely progress toward degree completion.</p>	<p>toward degree completion.</p> <p>4.2 Retention rates will increase progressively.</p> <p>4.3 Graduation rates will increase progressively in associate, baccalaureate, and masters programs.</p>	<p>undergrad FTEs to headcount; % of students with major declared by the 70th credit; average # credits earned in first 12 months.</p> <p>4.2 1 year and 2 year retention rates</p> <p>4.3 6 year AA/AS/AAS, BA/BS graduation rates; 4 year BA/BS graduation rates; 4year MA/MS graduation rates.</p>	<ul style="list-style-type: none"> • The ratio of undergrad FTEs to headcount will stay constant at a high level for BA students and remain constant for AA students. • 100% of students will declare a major by the 70th credit. • The average # of credits earned by full-time freshmen in the first 12 months will increase from 23.1 to 23.5. • The average number of credits SEEK students will earn in the first 12 months will increase from 22.7 to 23.1. • First year retention will increase by 1% to 77.7%. • 1 and 2 year retention rates for graduate programs will increase by 1 percentage point. • There will be a 5% increase in retention for 1st and 2nd year SEEK students. • 4-year graduation rates for MA and MS programs will increase by 1 percentage point. • 4- and 6-year graduation rates for baccalaureate students will increase incrementally
<p>5. Improve post-graduate outcomes</p>	<p>5.1 Professional preparation programs will improve or maintain the quality of successful graduates.</p> <p>5.2 Job and education rates for graduates will rise.</p>	<p>5.1 Pass rates and # of students passing licensure/certification exams.</p> <p>5.2 College self reports and surveys of graduates' job placement rates; % of graduates continuing their education.</p>	<ul style="list-style-type: none"> • LSAT average will rise from 141.1 to 143. • CDS will increase the total percentage of students utilizing services by 10%. • Employment level two years after graduation (for class of 2009) will remain high at 84%.
<p>6. Improve quality of student and academic support services.</p>	<p>6.1 Colleges will improve the quality of student support services and academic support services, including academic advising, and use of technology, to augment student learning</p>	<p>6.1 Student experience survey results and other evidence of improved quality and satisfaction with student, academic, and technological support services.</p>	<ul style="list-style-type: none"> • Student satisfaction with student support services will be increased or maintained at a high level as evidenced in JJC 2011 SES. • Student satisfaction with wireless service will remain high or increase as indicated by the number of laptops loaned in ITSS, the Student Satisfaction Survey (DoIT Proposes to conduct a student technology related survey) and an increase in student wireless logins. • HS will expand clinical and health promotion services to provide quality, affordable health care and support for those who experience physical, mental, and emotional

				illnesses. Indicators include patient sign-in and referral logs and a program evaluation, including survey.
Enhance Financial & Mgmt Effctvnss	7. Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses.	<p>7.1 Colleges will meet established enrollment targets for degree programs; mean SATs/CAAs of baccalaureate entrants will rise.</p> <p>7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges.</p> <p>7.3 Colleges will meet 95% of enrollment targets for College Now, achieve successful completion rates, and increase the # of students who participate in more than one college credit course and/or precollege activity.</p>	<p>7.1 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>7.3 # of College Now (CN) participants; College Now course completion and pass rates, # participants re-enrolled.</p>	<ul style="list-style-type: none"> • The mean SAT score will increase to 941 and the CAA will increase to 84. • CJA will re-articulate CJ curriculum to align dual/joint degrees with the new JJC B.S. • CJA will collaborate with University Registrar's office to devise an application-free transfer process that bridges to implementation of CUNY First. • CN will maintain 21 existing partnerships, and set an enrollment goal of 830 participants in a range of activities including college-credit courses, high school credit courses and various workshops. • CN will work to improve the readiness of high school students by meeting 95% of the enrollment target and achieving 75% successful completion rate in all program course offerings. College Now will maintain a re-enrollment rate of 20%.
	8. Increase revenues and decrease expenses.	<p>8.1 Alumni-corporate fundraising will increase 10%.</p> <p>8.2 Each college will achieve its revenue targets including those for Adult and Continuing Education.</p> <p>8.3 Colleges will improve or maintain sound financial management and controls.</p> <p>8.4 Colleges will implement financial plans with balanced budgets that align their</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 no less than 1% - 3% of allocated budget as reserve.</p>	<ul style="list-style-type: none"> • Alumni-corporate fundraising will increase 10%. • The College will exceed the FY 11 revenue target of \$69,012,000. • FBS will establish a new food service contract that will exceed the current year commissions of \$177,500. • The College expects the % of budget spent on administrative services to remain constant despite the decrease in non-administrative spending as a result of faculty participation in the early retirement initiative. • The College will end the fiscal year with 2.5% of allocated budget as reserve.

		<p>expenditures with their academic priorities.</p> <p>8.5 Contract/grant awards will increase.</p> <p>8.6 Indirect cost recovery ratios will improve.</p>	<p>8.5 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>	<ul style="list-style-type: none"> • OAR will increase contracts/grant awards by 5%. • Professional Studies' contracts and grant awards will increase 5%. • The percent of indirect cost recovery as a ratio of overall grant/contract activity will increase.
	9. Improve administrative services.	<p>9.1 Colleges will make progress within a declared capital campaign.</p> <p>9.2 Student satisfaction with administrative services will rise or remain high at all CUNY colleges.</p> <p>9.3 Colleges will improve space utilization.</p> <p>9.4 All colleges will improve compliance with Board policies, Risk Management, collective bargaining agreements, and applicable laws.</p> <p>9.5 All colleges will make timely progress in on CUNY FIRST implementation.</p> <p>9.6 Each campus should have a</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</p>	<ul style="list-style-type: none"> • The College will implement and secure first pledges for its capital campaign. • Student satisfaction will increase 7% as a result of occupying the new facility. • John Jay and CUN Y Student Experience Surveys will show student satisfaction with administrative services at the current high level or greater • The % of graduate instruction delivered on Fridays and weekends will increase 5%. • The % of instruction delivered on Fridays, nights, weekends will increase incrementally from 40.5 in fall 2010. • DPS will monitor key performance indicators to identify trends relating to risk management, specifically regarding Clery crimes and incidents of workplace violence. • The RAC will also review the new expansion project and identify any risk factors by June 30, 2012. • HR will adhere to CUNY implementation schedule for CUNYfirst, and ensure organizational readiness prior to implementation. • FM will extend its comprehensive recycling program into

		functioning campus sustainability council with broad representation from the campus community, and have a recognized, multi-year sustainability plan.	multi-year sustainability plan measures.	the new expansion building. The college will purchase and install two new containerized compactors for trash and paper recycling. Key Performance Indicators will be updated to reflect and monitor the waste stream to minimize our new carbon footprint.
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JJC 2011-2012 Goals & Targets PMP Report

Acronyms Legend

<i>AAC = Academic Advisement Center</i>	<i>HR = Human Resources</i>
<i>ACE = Adult and Continuing Education</i>	<i>ICJ = International Crime and Justice</i>
<i>ACJS = American Criminal Justice Society</i>	<i>LC = Learning Community</i>
<i>C1 = CUNY First; JJ First refers to the CUNY First team at JJC</i>	<i>MPA = Masters of Public Administration</i>
<i>CAPPR = Committee on Academic Policy, Program, and Research</i>	<i>MSI = Minority Serving Institution</i>
<i>CAT = Center for the Advancement of Teaching</i>	<i>MSRC = Math and Science Resource Center</i>
<i>CDS = Career Development Services</i>	<i>OAR = Office for the Advancement of research</i>
<i>CJA = CUNY Justice Academy</i>	<i>OAS = Office of Accessibility Services</i>
<i>CN = College Now</i>	<i>OCPS = Office for Continuing and Professional Studies</i>
<i>COSL = Community Outreach and Service Learning</i>	<i>OGPS = Office for Graduate and Professional Studies</i>
<i>CRJ = Criminal Justice</i>	<i>OIR = Office of Institutional Research</i>
<i>CS = Counseling Services</i>	<i>OOA = Office of Outcomes Assessment</i>
<i>CUE = Coordinated Undergraduate Education</i>	<i>OUR = Office of Undergraduate Research</i>
<i>CUMC = Council of Undergraduate Major/ Program Coordinators</i>	<i>PLI = Pre-Law Institute</i>
<i>DoIT = Department of Information Technology</i>	<i>PPP = Principles, Policies and Procedures Committee</i>
<i>DPS = Department of Public Safety</i>	<i>RAC = Risk Assessment Committee</i>
<i>DSD = Division of Student Development</i>	<i>SCC = Student Contact Center</i>
<i>EHS = Environmental Health and Safety</i>	<i>SES = Student Experience Survey</i>
<i>EM = Enrollment Management</i>	<i>TAM = Talent Acquisition Management</i>
<i>ERI = Early Retirement Incentive</i>	<i>TIPPS = Transfer Information & Program Planning System</i>
<i>FBS = Finance and Business Services</i>	<i>TRST = Taskforce on the Recognition of Scholarly Teaching</i>
<i>FM = Facilities Management</i>	<i>UCASC = Undergraduate Curriculum and Standards Committee</i>
<i>FMHC =Forensic Mental Health Certificate</i>	<i>UMI = Urban Male Initiative</i>
<i>FOE = Foundations of Excellence</i>	<i>URM = Under Represented Minorities</i>
<i>FOS = Forensic Science</i>	<i>WAC = Writing Across the Curriculum</i>
<i>FPC = Faculty Personnel Committee</i>	<i>WC = Women's Center</i>
<i>FYE = First Year Experience</i>	
<i>FYS = First Year Seminar</i>	
<i>Gen Ed = General Education</i>	
<i>HASO = Honors and Special Opportunities</i>	
<i>HS = Health Services</i>	
<i>HP = Honors Program</i>	