## The City University of New York Performance Goals and Targets
### 2012-13 Academic Year

### Objectives 2012-13 University Targets

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<td><strong>Goal 1: Raise Academic Quality</strong></td>
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| 1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix | 1.1 Colleges and programs will be recognized as excellent by all external accrediting agencies  
1.2 CUNY and its colleges will draw greater recognition for academic quality and responsiveness to the academic needs of the community  
1.3 Colleges will improve the use of program reviews, analyses of outcomes, enrollment, and financial data to shape academic decisions and resource allocation  
1.4 Colleges will use technology to enrich courses and improve teaching | 1.1 Documented results of all accreditation reviews  
1.2 Recognition/validation from various external sources  
1.3 Evidence of making academic decisions informed by data, including shifting resources to University flagship and college priority programs  
1.4 Reports of courses with a significant technology component and self-reports by colleges |
| 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- and part-time faculty, as scholars and as teachers  
2.2 Increase faculty research/scholarship  
2.3 Instruction by full-time faculty will increase incrementally  
2.4 Colleges will recruit and retain a diverse faculty and staff | 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  
2.2 Faculty scholarship and creative work  
2.3 % of instructional FTEs delivered by full-time faculty, mean hours taught by full-time new and veteran faculty  
2.4 Faculty and staff diversity and affirmative action reports |
| **Goal 2: Improve Student Success** | | |
| 3. Ensure that all students receive a quality general education and effective instruction | 3.1 Colleges will provide students with a high quality general education and major experience within the framework of the Pathways Initiative  
3.2 Colleges will improve basic skills and ESL instruction to prepare students for success in remedial and credit-bearing courses  
3.3 Colleges will improve student academic performance, particularly in the first 60 credits of study  
3.4 Colleges will reduce performance gaps among students from underrepresented groups  
3.5 Colleges will show progress on implementing faculty-driven assessment of student learning | 3.1 Colleges will present evidence of curricular development and revision, and alignment of courses leading into the large transfer majors  
3.2 Basic skills test performance and pass rates on exit from remediation; bacc: % credits passed of those attempted for SEEK & ESL students; assoc: % of remedial students at 30 credits who have passed all basic skills tests  
3.3 % of students passing freshman composition and gateway math courses with a C or better; % of CLA target sample who were administered the CLA test  
3.4 1-yr retention rates by group status  
3.5 Evidence that faculty are assessing student learning, using results to make improvements, and documenting the process |
| 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  
4.2 Retention rates will increase progressively  
4.3 Graduation rates will increase progressively in associate, baccalaureate, and master’s programs | 4.1 % of freshmen and transfers taking a course the summer after entry; ratio of undergrad FTEs to headcount; bacc: % of students with major declared by the 70th credit; average # credits earned in first 12 months ; assoc: % of freshmen who complete freshman composition/credit-bearing math within 2 years of entry  
4.2 1-yr retention rates and difference between actual and predicted 1-yr retention rates  
4.3 assoc: 4-yr grad rates, difference between actual and predicted 4-yr grad rates; bacc: 4-yr grad rates, difference between actual and predicted 4-yr grad rates; master’s: 4-yr grad rates |
| 5. Improve post-graduate outcomes | 5.1 Professional preparation programs will improve or maintain the quality of successful graduates  
5.2 Job and education rates for graduates will increase | 5.1 Pass rates and # of students passing licensure/certification exams  
5.2 College self-reports and surveys of graduates’ job placement rates; colleges report mean prof/grad school test scores of their bacc graduates to OIRA; % of assoc graduates working or continuing their education |
| --- | --- | --- |
| 6. Improve the quality of campus life and student and academic support services | 6.1 Colleges will improve the quality of student life and campus climate.  
6.2 Colleges will improve the quality of student and academic support services, including academic advising and use of technology. | 6.1 Colleges will present evidence of improved quality of life and campus climate; baseline satisfaction ratings of relevant Noel-Levitz scales will be established  
6.2 Colleges will present evidence of improved quality and satisfaction with student, academic, and technological support services; baseline satisfaction ratings of relevant Noel-Levitz scales will be established |
| 7. Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses | 7.1 Colleges will meet and not exceed established enrollment caps for degree programs; mean SATs/CAAs of baccalaureate entrants will rise  
7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges  
7.3 Colleges will meet 95% of enrollment targets for College Now and will enroll adult and continuing education students so as to promote the college’s mission | 7.1 Enrollment in degree programs; mean SATs/CAAs; % difference between target and actual FTE enrollment  
7.2 Colleges will document efforts to communicate Pathways gen ed and major curricular requirements to students, faculty, and staff; change infrastructure in support of Pathways (e.g., DegreeWorks); and create dual admission/degree programs or other effective means of facilitating transfer  
7.3 % of College Now enrollment target achieved; registrations in adult and continuing education programs |
| 8. Increase revenues and decrease expenses | 8.1 Alumni-corporate fundraising will increase 10%  
8.2 Colleges will make progress within a declared capital campaign  
8.3 Each college will achieve its revenue targets and improve or maintain high collection rates  
8.4 Colleges improve or maintain sound financial management and controls  
8.5 Colleges will end the fiscal year in strong financial condition with 1-3% of allocated budget in reserve  
8.6 Contract/grant awards will increase  
8.7 Indirect cost recovery ratios will improve | 8.1 Alumni/corporate fundraising (CAE-VSE report) 3-year rolling average; colleges will provide evidence of increased alumni outreach  
8.2 Evidence of declared capital campaign with fundraising goal (through FY15), campaign chairperson, vision/case statement, and detailed plan  
8.3 Revenue as a percentage of target; collection rate  
8.4 % of budget spent on general administration; number of material weaknesses or significant deficiencies in annual internal control reviews  
8.5 % of allocated budget retained as reserve  
8.6 Contract/grant awards including specifically for research  
8.7 Indirect cost recovery as ratio of overall grant/contract activity |
| 9. Improve administrative services | 9.1 Student satisfaction with administrative services will rise or remain high at all CUNY colleges  
9.2 Colleges will improve space utilization with space prioritized for degree and degree-related programs  
9.3 All colleges will improve compliance with Board policies, Risk Management, collective bargaining agreements, and applicable laws, and develop business continuity plans  
9.4 All colleges will make progress on CUNYfirst implementation  
9.5 All colleges will make progress on the goals and initiatives identified in their multi-year sustainability plan. | 9.1 Colleges will present evidence of improved student satisfaction with nonacademic administrative support services; baseline satisfaction ratings of relevant Noel-Levitz scales will be established  
9.2 % of instruction delivered on Fridays, nights, weekends; evidence of space prioritization for degree and degree-related programs  
9.3 Evidence of compliance in target areas; evidence of a business continuity plan  
9.4 Evidence of participation in CUNYfirst training activities, effective communication, and change/change readiness activities  
9.5 Evidence of annual progress implementing goals and initiatives from each of the seven areas of a college’s multi-year sustainability plan (e.g., energy) |