

**Hunter College Performance Goals and Targets
2009-2010 Academic Year**

Goals	Objectives	2009-2010 University Targets	Indicators
Raise Academic Quality	1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix	<p>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</p> <p>A. <i>Continue to renovate and upgrade science and research laboratories and animal facility; apply for Association for Accreditation and Assessment of Laboratory Animal Care (AAALAC) certification; continue to work to secure the JREC site for a new science and health professions building; make progress on the new Hunter College School of Social Work, CUNY School of Public Health and Centro archive building</i></p> <p>B. <i>Continue to make progress toward an accredited CUNY School of Public Health; make faculty hires in select areas; open new Master’s and Doctoral tracks</i></p> <p>C. <i>Continue to work with the library planner on the phased renovation plan for the Hunter College Library; conduct search for a chief librarian</i></p> <p>D. <i>Work with science advisor and science departments to identify funding opportunities and increase external grant activity</i></p> <p>E. <i>Open Roosevelt House Public Policy Institute; hold major academic conference; develop visiting scholars program; admit students into the public policy programs; begin to develop human rights program</i></p> <p>F. <i>Continue to hire outstanding scholars in key areas and to invest in research infrastructure</i></p> <p>G. <i>Continue to develop and implement critical programs in flagship areas, including implementing the MS program in Medical Lab Sciences Management and developing the Doctor of Nursing Practice curriculum</i></p> <p>1.2 CUNY and its colleges will draw greater recognition for academic quality</p> <p>A. <i>Continue to draw recognition for academic quality</i></p> <p>B. <i>Increase visibility and recognition for Hunter’s research centers and institutes</i></p> <p>C. <i>Continue to invest in external collaborations</i></p> <p>1.3 Program reviews, with analyses of enrollment and financial data, will shape academic decisions and allocations by colleges</p> <p>A. <i>Initiate strategic planning process for the entire college</i></p>	<p>1.1 Documented improvement of flagship and priority programs, and research programs</p> <p>1.2 Recognition/validation from external sources</p> <p>1.3 Self-reports by the colleges</p> <p>1.4 Reports of courses with a significant technology component and self-reports by colleges</p>

		<p><i>B. Complete self-studies for accrediting bodies of the Schools of Nursing and Social Work; host evaluation team visit for the School of Nursing in Fall 2009</i></p> <p><i>C. Use last year's program reviews in Dance, Geography, Music, Physics, and Political Science, with analyses of enrollment and financial data and recommendations of the Mellon Committee on General Education, to shape decisions and allocations; begin implementing recommendations</i></p> <p><i>D. Make progress on program reviews in Art and Psychology; Computer Science, Mathematics and Statistics, and Sociology will begin self-studies</i></p> <p><i>E. Use application and enrollment data in academic planning</i></p> <p><i>F. Complete search for Special Assistant to the President for Enrollment Management</i></p> <p><i>G. As part of its overall review of graduation requirements, begin an analysis of language programs in the School of Arts and Sciences</i></p> <p>1.4 Colleges will use technology to enrich courses and teaching</p> <p><i>A. Continue successful faculty development program - FITT (Faculty Innovations in Teaching with Technology)</i></p> <p><i>B. Continue to promote Informed Registration to aid students in making optimal course selections; implement new state and federal guidelines regarding advance textbook information</i></p> <p><i>C. Upgrade existing enhanced classrooms by replacing old technology and adding new</i></p> <p><i>D. Complete the campus-wide wireless network</i></p> <p><i>E. Implement the faculty work computer replacement plan</i></p> <p><i>F. Initiate discussion of technological competencies for Hunter College undergraduates in the Senate</i></p> <p><i>G. Increase the number of students who participate in the School of Education's videotaping program</i></p> <p><i>H. Continue to expand the School of Nursing's simulation program into the undergraduate and graduate curriculum</i></p>	
	<p>2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship</p>	<p>2.1 Colleges will continuously upgrade the quality of their full- and part-time faculty, as scholars and as teachers</p> <p><i>A. Continue to offer new faculty start-up packages to support research</i></p> <p><i>B. Continue faculty development efforts, including FITT and pre-award support services; develop and implement enhanced programs for adjuncts and GTFs</i></p> <p><i>C. Make progress on revitalizing the Center for Teaching and Learning</i></p> <p><i>D. Implement new faculty hiring process</i></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 full-time and part-time faculty</p>

	and creative activity	<p>2.2 Increase faculty research/scholarship</p> <p>A. <i>Continue high level of participation in CUNY's online scholarship report system</i></p> <p>B. <i>Begin implementing Digital Measures as a means of documenting faculty scholarship</i></p> <p>2.3 Instruction by full-time faculty will increase incrementally</p> <p>A. <i>Apply the results of faculty workload analysis to develop and implement a college-wide policy about course releases</i></p> <p>2.4 Colleges will recruit and retain a diverse faculty and staff</p> <p>A. <i>Continue to actively recruit a diverse faculty and staff</i></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 reports</p>
Improve Student Success	3. Ensure that all students receive a quality general education and effective instruction	<p>3.1 Colleges will provide students with a cohesive and coherent general education</p> <p>A. <i>Mellon Committee on General Education Reform will help implement Hunter's new policy on minors and address such GER and graduation requirements as pluralism and diversity and writing requirements and consider the matter of technological competencies</i></p> <p>B. <i>Use CUE funding to support select initiatives by the Mellon Committee</i></p> <p>3.2 Colleges will improve basic skills and ESL outcomes</p> <p>A. <i>Strengthen support for mathematics instruction</i></p> <p>B. <i>Continue to implement ESL task force recommendations</i></p> <p>C. <i>Begin evaluation of key academic support centers</i></p> <p>3.3 Colleges will improve student academic performance, particularly in the first 60 credits of study</p> <p>A. <i>Increase % students passing gateway courses with a C or better: Complete analysis of students passing gateway math courses and develop and implement plan to address last year's drop; maintain or improve Hunter's high pass rate for gateway courses in English</i></p> <p>B. <i>Identify first year students at risk academically and sophomores with undeclared majors for advising intervention and services,</i></p> <p>C. <i>Collaborate with CUNY feeder schools to successfully transition students to Hunter</i></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</p>

		<p>3.4 Show & pass rates on CUNY proficiency exam will increase <i>A. Maintain or improve Hunter's outstanding show and pass rates</i></p> <p>3.5 Colleges will reduce performance gaps among students from underrepresented groups and/or gender <i>A. Continue to analyze student performance data to enhance current programs and implement new initiatives</i></p> <p>3.6 Colleges will show progress on implementing faculty-driven assessment of student learning <i>A. Implement Senate resolutions on including learning goals on syllabi</i> <i>B. Continue development of program-level assessment in the School of Arts and Sciences</i> <i>C. Standardize assessment component of departmental annual reports</i> <i>D. Provide resources to support faculty assessment of student learning</i></p>	<p>pass all basic skills tests)</p> <p>3.3 % of students passing gateway courses with C or better</p> <p>3.4 Show & pass rates on CUNY proficiency exam</p> <p>3.5 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)</p> <p>3.6 Documented evidence that faculty are assessing student learning, using results to make improvements, and documenting the process</p>
	<p>4. Increase retention and graduation rates and ensure students make timely progress toward degree completion</p>	<p>4.1 Colleges will facilitate students' timely progress toward degree completion <i>A. Continue to offer scholarships throughout Winter, Summer and regular semester sessions to support 30 credits a year and increase the number of credits taken the summer before entry</i> <i>B. Promote enrolling for 30 credits per year among upper-level students</i> <i>C. Continue to educate students and faculty about requirements necessary to maintain TAP eligibility</i> <i>D. Continue to provide partial scholarships to students who enroll in the Hunter College Summer Institute for incoming freshmen</i></p> <p>4.2 Retention rates will increase progressively <i>A. Maintain or improve upon Hunter's recent gains in retention rates</i> <i>B. Continue to use scholarships to support cohorts of high achieving students who were not accepted to Macaulay (Community Scholarships) and students recommended by community college presidents (Presidential Scholarships)</i></p>	<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 70th credit; average # credits earned in first 12 months</p> <p>4.2 1-yr. and 2-yr. retention rates 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>4.3 Graduation rates will increase progressively in associate, baccalaureate, and masters programs</p> <p><i>A. Maintain or improve upon Hunter’s recently improved graduation rates in baccalaureate and masters programs</i></p>	
	5. Improve postgraduate outcomes	<p>5.1 Professional preparation programs will improve or maintain high numbers of successful graduates</p> <p><i>A. Teacher Education programs will maintain their high pass rates on NYS certification exams</i></p> <p><i>B. Continue implementing plan in the School of Social Work to raise pass rates on the LMSW and LCSW above national norms</i></p> <p><i>C. PT and Communication Sciences pass rates and Nursing NCLEX scores will be maintained or improved</i></p> <p><i>D. Begin tracking pass rates for students who take voluntary certification exams in advanced practice nursing specialties</i></p> <p>5.2 Job and education rates for graduates will rise</p> <p><i>A. Career Development Services will expand the use of NACELINK job search program</i></p> <p><i>B. Continue to systematically collect GRE, LSAT, MCAT, and GMAT scores</i></p> <p><i>C. Continue to invest in pre-law and pre-business programs</i></p> <p><i>D. Schools of Education and Social Work will use results of graduate surveys to improve services</i></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>
	6. Improve quality of student academic support services	<p>6.1 Colleges will improve the quality of academic support services, academic advising, and use of technology to strengthen instruction</p> <p><i>A. Replace the majority of public access computers (PACs)</i></p> <p><i>B. Continue upgrading Hunter College websites using new Content Management System (CMS)</i></p> <p><i>C. Upgrade software systems (DIG, Transfer Course Equivalency system, Next Gen Scholarship Award system) to improve services; implement Advisor Trac, a new software system to schedule and track student counseling</i></p>	6.1 Student experience survey results and other data and reports on improved quality and satisfaction with academic and technological support services, including academic advising
Enhance Financial	7. Increase or maintain access and	7.1 Colleges will increase or maintain enrollment for degree programs; mean SATs/CAAs of baccalaureate entrants will rise	7.1 Enrollment in degree and adult and continuing education programs;

<p>And Management Effectiveness</p>	<p>enrollment; facilitate movement of eligible students to and among CUNY campuses</p>	<p>A. <i>Increase or maintain enrollment for degree programs</i> B. <i>Maintain or improve mean SATs/CAAs</i> C. <i>Maintain enrollment in adult and continuing education programs</i></p> <p>7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges A. <i>Maintain or improve Hunter’s high percentage of TIPPS course equivalency evaluations</i> B. <i>Implement process for simultaneous enrollment of selected nursing students in both Queensborough Community College and Hunter College, facilitating the seamless movement of students through the AND and BSN degrees</i> C. <i>Participate in the Accelerated Study in Associate Programs (ASAP) program and provide targeted advising to support the 25-30 students expected to enroll at Hunter</i></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 A. <i>Continue to meet enrollment targets and completion rates</i> B. <i>Implement a process to identify College Now students at risk in order to increase rates of persistence</i></p>	<p>SATs/CAAs</p> <p>7.2 Ex: TIPPS course equivalencies, pipeline programs, transfer credit acceptance, e-permit, joint programs, etc.</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>8.1 Alumni-corporate fundraising will increase or maintain current levels A. <i>Maintain or increase alumni and corporate giving</i> B. <i>Establish baselines for alumni giving for the School of Education; develop plans for more effective alumni programs</i> C. <i>Implement plans for more effective alumni programs in the Schools of Nursing and Social Work</i></p> <p>8.2 Each college will achieve its revenue targets including those for Adult and Continuing Education A. <i>Meet agreed upon revenue and productivity targets for both its academic tuition collection and adult and continuing education programs</i></p> <p>8.3 Each college will lower or hold constant the percentage of its tax-levy budget spent on administrative services</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</p> <p>8.4 Financial health and evidence of a solid financial plan</p> <p>8.5 Contract/grant awards (RF Report + CUNY projects) including for research</p>

		<p>A. <i>Lower or maintain the percentage of its tax-levy budget spent on administrative services</i></p> <p>8.4 Colleges will implement financial plans with balanced budgets A. <i>Implement financial plan and maintain a balanced budgets</i></p> <p>8.5 Contract/grant awards will rise A. <i>Maintain or increase Hunter's excellent level of grant submission and external funding</i></p> <p>8.6 Indirect cost recovery ratios will improve A. <i>Increase indirect cost recovery ratio</i></p>	<p>8.6 Indirect cost recovery as ratio of overall grant/contract activity</p>
	<p>9. Improve administrative services</p>	<p>9.1 Colleges will complete agreed-upon restructuring of their philanthropic foundations to comply with CUNY guidelines and document participation in the CUNY Compact A. <i>Provide philanthropic funding to College initiatives to comply with CUNY guidelines</i> B. <i>Complete the agreed-upon restructuring of Hunter's philanthropic foundation to comply with CUNY guidelines</i></p> <p>9.2 Student satisfaction with administrative services will rise or remain high at all CUNY colleges A. <i>Review and assess student and administrative services; create a plan to improve upon these services and student satisfaction</i> B. <i>Upgrade the OneCard to comply with 2010 changes in the federal rules for online transactions; promote wider OneCard usage on campus</i> C. <i>Survey students using walk-in advising hours to determine student satisfaction and advisor training needs</i></p> <p>9.3 The % of instruction delivered on Fridays, nights, weekends will rise to better serve students and use facilities fully A. <i>Increase % of instruction delivered on Fridays, nights, and weekends</i></p> <p>9.4 Prepare and implement a campus risk management plan that is integrated with the University's risk management program A. <i>Develop an "All Compliance" task management system to track compliance issues</i></p>	<p>9.1 Evidence of foundation restructuring</p> <p>9.2 Surveys of student satisfaction with nonacademic administrative support services</p> <p>9.3 % of instruction delivered on Fridays, nights, weekends</p> <p>9.4 Present to the Risk Management Council the plan and the metrics by which its successful implementation will be measured</p> <p>9.5 Evidence of leadership/communication, deployment of campus supplied trainers, and organizational readiness</p> <p>9.6 Evidence that the committee meets regularly and progress is being</p>

		<p><i>and address compliance with applicable Federal, State and Local environmental and other requirements</i></p> <p><i>B. Develop and implement a campus risk management plan; continue active participation in CUNY's Risk Management Council</i></p> <p><i>C. Continue to inspect and audit laboratories and classrooms on a regular basis and provide training and recommendations to any members of the Hunter community who are identified as "at risk"</i></p> <p>9.5 All colleges will make timely progress in CUNY FIRST implementation</p> <p><i>A. Continue to implement CUNY First at Hunter</i></p> <p>9.6 Each campus should have a functioning campus sustainability council and have a recognized, multi-year campus sustainability plan</p> <p><i>A. Continue regular meetings of the College Sustainability Council and participation in all CUNY-led sustainability activities; work to develop a sustainability plan by 2010</i></p>	<p>made on implementation of the multi-year plan</p>
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