

**Hunter College Performance Goals and Targets  
2003-2004 Academic Year**

Goals	Objectives	Indicators	2003-2004 Hunter College Targets
	<p>1. Promote CUNY flagship programs and strengthen premier campus programs while ensuring that every college offers a sound general education program.</p>	<ul style="list-style-type: none"> <li>• Outstanding faculty hired</li> </ul>	<p>Outstanding faculty will be recruited in 2003-2004 to flagship/premier programs in the Schools of Arts and Sciences, Health Professions, and Education.</p> <p><u>School of Arts and Sciences</u></p> <ul style="list-style-type: none"> <li>• Fill two cluster lines in macromolecular assemblies (Chemistry). <i>Frida Kleiman and Yujia Xu were hired at the assistant professor level.</i></li> <li>• Conduct two searches in the Department of Romance Languages for faculty members specializing in Spanish. <i>Virginia Santos-Rivero and Maria Hernandez-Ojeda were hired as assistant professors effective 9/1/04.</i></li> <li>• Request new cluster lines in Arabic, Hebrew, and Art History. <i>Cluster lines were received in Arabic and Hebrew. Searches will begin in Fall 2004. Substitute appointment on Hebrew line. Adjunct appoint to begin Arabic courses while the College curriculum committee reviews the new Arabic program. Art History cluster line search will take place in Fall 2004.</i></li> </ul> <p><u>Schools of the Health Professions</u></p> <ul style="list-style-type: none"> <li>• Continue the search for a nursing scholar with a strong record of publications and research on a cluster line. <i>Joyce Griffen Sobel appointed as associate professor effective 9/1/04.</i></li> <li>• Hire a scholar for the Communication Sciences Program who can contribute to the academic program and provide leadership for the Communication Sciences Program Clinic. <i>Hired Don Vogel as assistant professor in Fall 2003.</i></li> </ul>

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			<ul style="list-style-type: none"> <li>• Request one cluster line in Urban Public Health. <i>Received joint cluster line (with Brookdale Center on Aging) and environmental cluster line for Urban Public Health. Applications have been received and are being reviewed by the search committee.</i></li> </ul> <p><u>School of Education</u></p> <ul style="list-style-type: none"> <li>• Appoint a faculty member with expertise in both English education and English or linguistics on a cluster line to the adolescence education program in English. <i>David Carlson has been hired for this joint cluster line in English and English education.</i></li> <li>• Continue development of a Center on Gifted Education with newly hired faculty as Director and Associate Director. <i>The new director, Associate Professor Dona Matthews, and associate director, Professor Laurance Splitter, started at the Center in September 2003. An advisory board to the center has been named to assist the center in the development of a research agenda, outreach activities and a curriculum for gifted education. The center has developed connections with several public schools as well as the Hunter College Campus Schools.</i></li> <li>• Continue development of a Center on Mathematics Education with a newly hired faculty member as Director. <i>The new director, Professor Robert Gyles, has been in place since September 2003. Professor Gyles previously served as Deputy Superintendent for Curriculum and Professional Development in Community School District 4.</i></li> </ul>
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		<ul style="list-style-type: none"> <li>• Recognition/validation from external sources</li> </ul>	<p>Hunter's most prominent programs will draw greater recognition. Specific programs include:</p> <ul style="list-style-type: none"> <li>• Externally funded science programs and science minority programs will submit competitive renewal applications for support of both the SCORE and RISE programs during 2003-2004. Competitive renewals for the MARC and RCMI programs will be submitted in 2004-2005.  <i>The SCORE and RISE programs were successfully renewed for four years each, starting in March and April of 2004. The SCORE program was funded \$2,250,943 (first year of a four-year renewal). The MARC renewal application has been submitted (decision will be made one year from now). The RCMI application will be submitted in late summer/early fall as per NIH guidelines.</i></li> <li>• Under the aegis of the NSF supported Gender Equity Project, several faculty participants will submit independent research proposals to external funding organizations.  <i>From 6/03 through 4/04, the 16 Hunter faculty participants in the Gender Equity Project's Sponsorship Program submitted 21 grant proposals to external funding agencies.</i></li> <li>• The Schools of the Health Professions will sponsor at least two citywide conferences on public health and other health issues.  <i>SHP sponsored 5 citywide conferences. Examples include the second annual Dorothy Epstein Lecture on Nutrition at the NY Academy of Medicine; the International Society for Urban Health, 2<sup>nd</sup> International Conference on Urban Health; Food and Justice and the Public Good: A NYC Summit on Farms and Food (co-sponsor: Just Food).</i></li> </ul>
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			<ul style="list-style-type: none"> <li>• The Program in Urban Public Health will expand and formalize ongoing relationships with the New York City Department of Health and Mental Hygiene. <i>Bea Krauss has several projects with NYCDOHMH including technical assistance and evaluation services for HIV Prevention Case Management. Susan Klitzman is a member of the NYC Board of Health and the Labor Advisory Panel to the NYCDOHMH World Trade Center Registry and of its Environmental Data Collection Program. Jack Caravanos is a member of the Food Safety Advisory Committee of the NYCDOHMH Office of Food Safety and a special consultant to the Lead Poisoning Prevention Program. Dr. Neal Cohen is designing a Hunter center focused on mental health and public health.</i></li> <li>• The School of Education will submit a proposal for training teachers in bilingual education to a private foundation. <i>Proposals were submitted to three private foundations and one proposal was submitted to the U.S. Department of Education.</i></li> <li>• The School of Social Work will submit a non-competitive renewal in support of the National Center for Research in Permanency Planning. <i>Professor Gary Mallon received a non-competitive \$1 million award to support the Center.</i></li> <li>• Several programs in the School of Education including Administration and Supervision, Mathematics Education, and Science Education will seek national recognition from their respective Specialty Professional Associations. <i>The programs in Administration and Supervision, Mathematics Education, and Science Education have all received national recognition from their respective specialty professional associations.</i></li> </ul>
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			<ul style="list-style-type: none"> <li>• Departmental annual reports will be used to track and recognize faculty awards, scholarship, and other measures of distinction. <i>All departments/programs have prepared annual reports that provide information on major faculty achievements including grants, awards, and publications.</i></li> </ul>
		<ul style="list-style-type: none"> <li>• Research awards and faculty publications</li> </ul>	<p>Faculty research awards/scholarships will increase from 2002-2003 levels.</p> <ul style="list-style-type: none"> <li>• Annual grant funding will exceed our three-year rolling average of approximately \$35,000,000. <i>As of May 31, the three-year rolling average was approximately \$40,000,000.</i></li> </ul> <p><u>School of Arts and Sciences</u></p> <ul style="list-style-type: none"> <li>• Continue to submit major RO1/NIH proposals. <i>RO1 proposals include two in Biology, one in Psychology and three proposals for competitive renewed grants in Chemistry/Biochemistry. One KO2 proposal was submitted by Psychology. NSF CAREER grants were awarded to two Biology faculty. 16 projects funded in the Hunter SCORE program, with 8 SCORE faculty receiving independent funding.</i></li> <li>• Submit proposals to NEH and/or private foundations for grants to support faculty research and academic programs in the social sciences and humanities. <i>In addition to proposals submitted through the Gender Equity Project, faculty awards included one from the Institute of Advanced Studies at Princeton, an ITATTI Fellowship, four Fulbrights, two Woodrow Wilson Career Enhancement Fellowships, and a National Humanities Center in Research Fellowship. In addition, the History department submitted a proposal in partnership with the Board of Education to the U.S. Department of Education for a new enhanced MA program in History for middle school and high school teachers with a focus in U.S. History. The grant establishes collaborations with the Museum of Natural History, the Museum of the City of NY and the NY Public Library.</i></li> </ul>

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			<p><u>Schools of the Health Professions</u></p> <ul style="list-style-type: none"> <li>• Submit grant proposals authored by a collaborative Center/Academic Program team to external funding sources. <i>Collaborative teams submitted proposals to NIH, NSF and to a pharmaceutical company, Astra Zeneca.</i></li> <li>• Initiate at least one new collaborative project with the Brookdale Center on Aging. <i>BCoA, CADACH and the Center for Occupational and Environmental Health have formed the Brookdale Center directors committee which plans joint projects. Faculty from the School of Nursing, School of Health Sciences and Brookdale Center developed and implemented the Advanced Gerontological Education (AGE) program. A letter of intent for a certificate program has been submitted to CUNY. Division SHP and the Brookdale Center developed a proposal for private funding to support a lecture series.</i></li> </ul> <p><u>School of Education</u></p> <ul style="list-style-type: none"> <li>• Continue to collaborate with the School of Arts &amp; Sciences on the development of teacher education programs in the sciences under an NSF grant. <i>The NSF grant enabled the School to develop the BA/MA program in Chemistry. The BA/MA in biology has passed the HC Senate and will be initiated in fall 2004. The BA/MA in environmental sciences/earth sciences is in preparation. All of these programs are collaborations between the School of Arts and Sciences and the School of Education.</i></li> </ul>
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		<ul style="list-style-type: none"> <li>• Documented efforts to move flagship/premier college programs to the next level</li> </ul>	<p>Hunter will continue to develop and support flagship/premier programs. Initiatives include:</p> <p><u>School of Arts and Sciences</u></p> <ul style="list-style-type: none"> <li>• Continue to develop interdisciplinary programs in bioinformatics, biophysics, and biopsychology. <ul style="list-style-type: none"> <li><i>A group of faculty interested in quantitative biology has been formed; curriculum proposals for this interdisciplinary program will be submitted to the HC Senate in fall 2004. The development of the biophysics program is in progress; a hire in biophysics within Biological Sciences will be made shortly. Enrollment in the biopsychology track within the Psychology MA is growing.</i></li> </ul> </li> <li>• Prize-winning author Peter Carey was hired to direct the MFA Program in Creative Writing beginning in fall 2003. The MFA Program will include a series of readings by prominent writers during the academic year and a Visiting Professor program will be implemented at the beginning of the spring 2004 semester. <ul style="list-style-type: none"> <li><i>The MFA program integrated a number of prominent writers into the coursework of students in the MFA and had them serve as visiting professors. The writers visiting Hunter included Edith Grossman, Ariel Dorfman, Paul Auster, Robert Hughes, Siri Hustvedt, Wallace Shawn, Michael Ondaatje, Anne Carson, Toni Morrison.</i></li> <li><i>In addition to a new set of visiting writers who will give seminars and lectures in 2004-05, Arts &amp; Sciences has invited Andrew Sean Greer as visiting professor in Fall 2004.</i></li> </ul> </li> <li>• Expand the MFA Program in Creative Writing in the Department of English to include non-fiction writing. Noted biographer Nancy Milford has been hired as a Distinguished Lecturer to teach in this program. <ul style="list-style-type: none"> <li><i>Peter Carey began directing the MFA program in Fall 2003 and initiated discussions about building two new tracks in non-fiction writing—one in biography and one in memoirs.</i></li> </ul> </li> </ul>
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			<ul style="list-style-type: none"> <li>• A planning grant proposal has been submitted to NEH in support of continuing development of a new program in Spanish/English/Spanish translation and interpretation. <i>A proposal from Romance Languages to NEH was submitted but not funded. Proposal to be revised and resubmitted.</i></li> <li>• Develop 3/2 BA/BS programs in Physics and Engineering, partnering with neighboring institutions in New York Metropolitan area. <i>The college has developed a sequence of courses for physics majors to prepare them to enter engineering programs. The Department of Physics submitted a grant to NSF to enhance their facilities for this expanded program. Meetings with City College have led to plans for collaboration. Currently reaching out to Princeton and Columbia to explore possibilities for further collaboration.</i></li> <li>• Begin to plan the reorganization of interdisciplinary programs around unifying themes. Initiate search process for a new faculty member to direct interdisciplinary programs. <i>The structure and administration of interdisciplinary programs are under review with the aim of giving them greater thematic coherence and stronger ties to departments. A committee has been formed and has begun meeting. Members will present a proposal to the HC Senate in Fall 2004.</i></li> <li>• Complete the articulation and integration of the Hunter College honors programs. <i>The college has developed a process to ensure a smooth transition from Hunter's CHC to the Thomas Hunter Honors Program (THHP) and department honors tracks. In addition, available seats in THHP courses are offered to CHC students.</i></li> </ul>
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			<p><u>Schools of the Health Professions</u></p> <ul style="list-style-type: none"> <li>• Private funds have been raised to support the upgrade and development of the hospital simulation laboratory within the School of Nursing. <i>Raised private funds for a new ambulatory care lab. The ribbon cutting ceremony took place in Fall 2003. Additional private donor monies supported the upgrading of the hospital simulation lab.</i></li> <li>• Nursing will put its newly approved revised Masters Curriculum into effect. <i>The revised curriculum was implemented in the 2003-04 academic year.</i></li> <li>• Nursing will complete planning for all new programmatic initiatives and develop an implementation schedule. <i>A psychiatric nurse practitioner program has been approved by the NYSED and is ready to admit students for Fall 2004. Proposals for other nursing programs (Education certificate program, joint MS/MPA with Baruch) have been submitted for CUNY approval.</i></li> <li>• Medical Laboratory Sciences will implement strategic directions identified in 2003 and validated by the Departmental Review. <i>Strategic directions implemented with two new hires in 2003-04.</i></li> <li>• Establish the Advanced Gerontological Education (AGE) Certificate Program, a collaborative effort with the Brookdale Center on Aging. <i>The program ran as a CE offering this semester. Task force members from SHP and BCoA are preparing a letter of intent for a certificate program.</i></li> <li>• Continue to develop letters of intent for SHP Doctoral Programs in Nursing (DNS), Audiology (Au.D.), and Physical Therapy (DPT). <i>After meetings of the doctoral task force groups, draft letters of intent are being revised. A timeline for proposal completion has been created for each of the programs.</i></li> </ul>
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			<ul style="list-style-type: none"> <li>• Submit a proposal for a MSN/MPA joint program with Baruch College. <i>A proposal has been submitted to the University. Submission to NYSED expected Fall 2004.</i></li> </ul> <p><u>School of Education</u></p> <ul style="list-style-type: none"> <li>• The School's Teacher Education Council will continue to meet and a Student Advisory Council will be convened to review and provide input on ways to strengthen School of Education programs. <i>The Teacher Education Advisory Council met four times during 2003-04. It helped revise the conceptual framework and institutional report for NCATE. The Student Advisory Council made several recommendations for program improvement (e.g., teaching more explicitly about links between theory and practice, establishing procedures for ensuring various quality standards).</i></li> </ul> <p><u>School of Social Work</u></p> <ul style="list-style-type: none"> <li>• Hire a new Dean of the School of Social Work. Initiate discussion of a new strategic plan to move the School of Social Work to the next level. <i>Hired James A Blackburn, a noted gerontologist, as the new dean effective 1/1/04. Dr. Blackburn formerly served as Dean of the School of Social Work at the University of Wisconsin-Milwaukee. The School of Social Work is currently engaged in a strategic planning process.</i></li> </ul> <p><u>Hunter College Campus Schools</u></p> <ul style="list-style-type: none"> <li>• Collaborate with the proposed Hunter College Center on Gifted Education in the development and evaluation of programs for gifted students. Initial funding has been raised in support of the Center on Gifted Education. <i>The Center has begun this collaboration by interviewing teachers at the elementary school about their research and teaching interests with the goal of initiating collaborative projects. Both the director and associate director continue to participate in Campus School events.</i></li> </ul>
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			<ul style="list-style-type: none"> <li>• Hire a Lower School principal by June 2004. <i>Patricia Manchester, formerly assistant principal of the Middle School at the Trinity School, has been hired and will start 8/1/04.</i></li> <li>• Begin implementation of the recommendations in the Strategic Plan completed in June 2003. <i>A strategic planning steering committee has been meeting throughout the year to implement recommendations in the strategic plan. Among the recommendations implemented were the hiring of a learning specialist, the formation of a new admissions committee to develop proposals concerning diversity, testing and other topics, and staff development in the elementary school including a project in curriculum mapping. A final planning meeting was held in June 2004 to initiate planning for 2004-05.</i></li> </ul> <p><u>Roosevelt House</u></p> <ul style="list-style-type: none"> <li>• Begin planning for renovation with the selected architectural firm. <i>A project manager was hired for the renovation and has begun to coordinate all activities. The design development phase is expected to begin in early July. The Polshek firm has been working on final architectural plans for the renovation. These will be submitted to the appropriate public agencies during the next six months with the goal of beginning construction in late 2005. The State Historic Preservation Office will issue an approval letter shortly.</i></li> <li>• Initiate discussions concerning the programs and role of the Roosevelt House Public Policy Center. <i>A mission statement and program plans have been drafted to provide a basis for further discussion about the three major activities of the center: research, teaching, and public programs. An advisory committee has been formed.</i></li> </ul>
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			<p><u>Brookdale Center on Aging</u></p> <ul style="list-style-type: none"> <li>Initiate preparation of new mission statement under the leadership of Dr. Dennis Kodner who has been appointed Executive Director effective mid-July 2003. Funds have been raised in support of the Brookdale Center on Aging. <i>A draft strategic plan has been completed. The document includes strategies, goals for 2004-06, and a revised mission, vision and values. The plan is being reviewed by the Core Strategic Planning Team (provost, dean of SHP, dean of SW, a member of the Brookdale Board of Overseers, executive director). Approval expected Summer 2004.</i></li> </ul> <p><u>Sylvia and Danny Kaye Playhouse</u></p> <ul style="list-style-type: none"> <li>The college has established a working relationship with Maria Schneider, a noted jazz composer and conductor, on both educational and programming initiatives in the Kaye Playhouse. <i>Maria Schneider and members of her orchestra led three master class sessions (composition, vocal training, instrumental training) during the spring semester. The Maria Schneider Orchestra performed four concerns at the Kaye, followed by a question and answer session hosted by Maria Schneider. All concert rehearsals were open and attended by students, faculty and other members of the HC community.</i></li> </ul>
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		<ul style="list-style-type: none"> <li>Evidence of renewed attention to examining the goals and organization of general education</li> </ul>	<p>The College will continue to examine and make any necessary modifications in the General Education Requirement. In addition to modifications to writing intensive courses and the focused exposure requirements enacted by the Hunter Senate over the past year, continuing consideration of the GER includes the following:</p> <p>A proposal has been submitted to the Office of the Vice Chancellor for Academic Affairs to support a study of student performance in writing intensive courses and other GER courses.</p> <p><i>CUNY funding supported a thorough assessment of Hunter's GER; assessment focused on the relationship between grades in writing-significant courses and performance in major and other advanced courses. The HC Senate approved further modifications to the GER to facilitate students' timely progress toward degree completion.</i></p> <ul style="list-style-type: none"> <li>A proposal for year five of the Writing Across the Curriculum initiative was also submitted to the Office of the Vice Chancellor for Academic Affairs. The proposal requests funds for peer tutoring, writing fellows, and other programs of support for writing instruction.</li> </ul> <p><i>CUNY funding enabled Hunter to provide peer tutors, writing fellows and other types of support for writing instruction.</i></p>
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	<p>2. Use program reviews and assessment outcome efforts to enhance and update programs, pedagogy, and use of instructional technology to improve instruction.</p>	<ul style="list-style-type: none"> <li>• Programs reviewed externally, and jointly agreed upon recommendations implemented</li> </ul>	<p>Improve responsiveness to external reviews by implementing new procedures for preparing and responding to academic program reviews as of Fall 2003. <u>School of Arts and Sciences</u></p> <ul style="list-style-type: none"> <li>• Site visits will take place in Biology, Chemistry, Anthropology, History, and Urban Affairs and Planning. <i>History and Urban Planning site visits took place in spring 2004. Biology, Chemistry and Anthropology will have site visits in fall 2004. Biology and Chemistry self studies have been completed.</i></li> <li>• Begin implementation in Fall 2003 of Action Plans that have been submitted and approved by the Provost for the Departments of Psychology, Geography, Physics, Music, and English. <i>The implementation of all action plans has begun. Minority hires were made in Psychology and Physics; senior faculty were hired in Geography and English. Psychology is offering more courses to fulfill the GER. Geography has completed plans for a Center for Geographic Learning. Physics has increased its participation in College Now. Music has designed streaming audio for Music courses and improved the monitoring of admissions and progress of majors. English has added courses in the MA and MFA programs.</i></li> <li>• Environmental and Occupational Health Sciences will carry out the recommendations of the successful ABET review received in July 2002. <i>Additional courses and a capstone experience have been implemented.</i></li> <li>• Nutrition and Food Sciences will begin to implement the recommendations of the successful ADA review received in May 2003. <i>Specific content was added to courses in both the dietetic internship and the undergraduate program. Plans have been made to integrate new technology made possible by Student Technology Fee funds.</i></li> </ul>
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			<p><u>School of Education</u></p> <ul style="list-style-type: none"> <li>Use feedback from the mock NCATE site visit in Fall 2003 to enhance the School's programs, policies, and procedures. <i>As a result of the mock visit, the School prepared more useful rubrics, made greater use of survey data, and established greater uniformity across programs in all areas related to student teaching (e.g., school site selection, evaluation of student teaching).</i></li> </ul>
		<ul style="list-style-type: none"> <li>Accreditations, licensures, certifications</li> </ul>	<p>The process of accreditation and/or certification of professional programs will continue as per the requirements of the appropriate professional organizations.</p> <ul style="list-style-type: none"> <li>The College will prepare its Periodic Review Report for June 2004 submission to the Middle States Commission on Higher Education. <i>Submitted PRR to Middle States on June 1.</i></li> </ul> <p><u>School of Arts and Sciences</u></p> <ul style="list-style-type: none"> <li>The M.S. program in Urban Planning will complete its preparation for review by the Urban Planning Accreditation Board, to take place in Spring 2004. <i>The site visit took place in spring 2004.</i></li> </ul> <p><u>School of the Health Professions</u></p> <ul style="list-style-type: none"> <li>After receiving final reports from their respective accrediting agencies (American Speech-Language Hearing Association and Council on Education in Public Health), Communication Sciences and Urban Public Health will make any necessary programmatic modifications. <i>Both programs were accredited with the longest possible cycles. The minimal recommendations received are being implemented.</i></li> </ul>

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			<p><u>School of Education</u></p> <ul style="list-style-type: none"> <li>• Achieve NCATE accreditation. Site visit scheduled for Spring 2004. <i>The NCATE Board of Examiners (site visit team) reviewed the School of Education facilities, documents, programs, and personnel, and is recommending to the Board of Governors that the School has met all 6 of the NCATE standards at both the initial and advanced program levels. The 6 standards include 1) teacher candidate knowledge, skills and disposition; 2) assessment system; 3) field experiences; 4) diversity; 5) faculty qualifications; 6) unit governance and resources. Official accreditation decision by the Board of Governors is expected 11/04.</i></li> <li>• Submit an application for an Annotation in Severe Disabilities: Autism to the Hunter Senate, CUNY, and New York State. <i>The application was approved by the Board of Trustees and has been sent to the NY State Education Department.</i></li> </ul>
		<ul style="list-style-type: none"> <li>• Evidence of progress on outcomes assessment</li> </ul>	<p>The College will initiate implementation of the Outcomes Assessment Plan developed in 2002-2003.</p> <p><u>School of Arts and Sciences</u></p> <ul style="list-style-type: none"> <li>• Initiate community discussion of the administrative organization of the School of Arts and Sciences in fall 2003. <i>An outside consultant conducted interviews with members of the HC community and submitted a report in fall 2003. A HC Senate committee considered the current and previous structure of the school, reviewed the consultant's report, and held two open hearings. The committee submitted its report for presidential review in May.</i></li> </ul>



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			<ul style="list-style-type: none"> <li>• Selected departments will pilot assessment projects as described in the college's outcomes assessment plan developed in 2002-2003. <i>Assessment studies of the GER, the pilot freshman Orientation Seminar and the freshman block program were conducted during 2003-04. In addition, Hunter developed a new academic program planning process including annual departmental reports and academic program reviews which require the inclusion of assessment plans and results.</i></li> <li>• Evaluate the progress of the new MFA program in Digital Media. <i>A team of outside consultants will come to the campus in fall 2004. During the Spring 2004 semester, the dean has been meeting with the <b>chair</b> of Film and Media to draw up an appropriate list of outside reviews and to determine the scope of this interim review.</i></li> <li>• Revise all undergraduate program descriptions to incorporate recent changes in program requirements and academic regulations in preparation of a new undergraduate catalog. A searchable version of the new catalog will be mounted on the web and regularly updated. <i>All undergraduate program descriptions, course information, and admissions, academic and administrative policies have been updated. Information about college requirements has been expanded, the presentation of all material has been more logically ordered, and the overall design of the catalogue has been enhanced. Publication of the catalog is scheduled for early fall 2004 and will be posted on the web at that time.</i></li> </ul>
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			<ul style="list-style-type: none"> <li>• Evaluate pilot programs for First-Year Experience instituted in Fall 2003 and implement appropriate changes.  <i>Participants in the new freshman Orientation Seminar completed Educational Benchmark's first year experience survey. Results indicate the ORSEM is best coupled to the main theme course in the block and the number of orientation seminars that are linked to the blocks will be increased in Fall 2004. Focus groups with students, faculty and Student Services counselors led to recommendations for program improvements.</i> </li> </ul> <p><u>Schools of the Health Professions</u></p> <ul style="list-style-type: none"> <li>• Each SHP program will develop an operating assessment plan.  <i>All programs have plans in operation. Protocols will be centralized under the Division.</i> </li> </ul> <p><u>School of Education</u></p> <ul style="list-style-type: none"> <li>• Evaluation data collected through a survey of teacher candidates, graduates, and field supervisors will be used to identify desirable program modifications.  <i>The survey was administered and the data analyzed. Areas in need of further review or improvement were identified.</i> </li> <li>• As part of the NCATE evaluation process, outcomes assessment surveys will be sent to all recent graduates.  <i>Surveys were sent to all 2002-03 graduates. Data were analyzed for programmatic implications and potential program modifications were identified.</i> </li> </ul>
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		<ul style="list-style-type: none"> <li>• Student survey on use of computers/internet in instruction and access to computers on campus</li> </ul>	<p>Hunter College will continue to expand the use of technology to enhance instruction and student access to computers.</p> <p><i>Responses to the CUNY Student Experience Survey show that Hunter students reported increased use of computer technology (on a four point scale from “never” to “very often,” the average student response rose from 1.97 in 2002 to 2.17 in 2004). On a four point scale, students rated their satisfaction with access to computer technology at 2.82 in 2004, up from 2.80 in 2002.</i></p> <ul style="list-style-type: none"> <li>• Upgrade technology and enhance lecture halls to improve the environment for teaching and learning. <i>Hunter has installed 100 more new computers for student use, replaced 200 older computers in labs, and provided wireless access in more locations on three campuses. Upgrades of three lecture halls are slated for 6/30/04 completion (the School of Social Work auditorium, the Brookdale auditorium, a lecture hall at the 68<sup>th</sup> Street campus).</i></li> <li>• Continue to assess the success of the instructional use of Blackboard by continuing the survey college-wide. <i>In progress: a survey of all Blackboard users will be conducted following the spring 2004 semester.</i></li> <li>• Maintain the number of courses on Blackboard. <i>The college offered 920 course sections on Blackboard in 2003-04, compared with 344 sections in 2002-03.</i></li> <li>• Increase the number of instructors trained in the use of Blackboard. <i>The number of instructors trained on Blackboard increased by 2% in 2003-04.</i></li> <li>• Continue to fund faculty development in the use of technology. <i>Hunter allocated \$200,000 for faculty development, twice the amount allocated last year.</i></li> </ul>
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			<ul style="list-style-type: none"> <li>• Implement Internet 2. <i>Hunter will join an elite set of approximately 200 colleges/universities with Internet 2 access. Internet 2 will revolutionize research and teaching at the college by enabling users to access more information at greater speed than is currently possible. Internet 2 is about 1000 times more powerful than Hunter's current capability. Internet 2 will also enable faculty to bring experts around the country into Hunter classrooms through Internet 2's state-of-the-art videoconferencing capabilities. The Internet 2 project at Hunter has two components: 1) installing the fiber optic cable and network electronics to connect to the Internet 2 backbone; 2) joining and participating in the Internet 2 consortium. The first component of the project has been completed.</i></li> <li>• Increase the number of smart classrooms by three. <i>Four smart classrooms have been implemented, three on the 68<sup>th</sup> Street campus and one at Brookdale.</i></li> <li>• Increase Web registration. <i>Web registration increased from 53.1% in spring 2003 to 66.7% in spring 2004, an increase of 13.6%. During this academic year, the college discontinued the use of one of its two IVR systems as the increasing use of web registration reduced the demand for IVR registration.</i></li> <li>• Complete the transition to Web-grading (use by 100% of the faculty). <i>Since fall 2003, all faculty are required to use Web-grading.</i></li> <li>• Upgrade technology skills of faculty and departmental office assistants. <i>The college has purchased 300 e-training licenses for basic, intermediate and advanced training. The Technology Resource Center continues to provide individual and group training sessions.</i></li> </ul>
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**Hunter College Performance Goals and Targets  
2003-2004 Academic Year**

			<ul style="list-style-type: none"> <li>• Provide linking software in the Library to help students and faculty find full-text articles in electronic resources. <i>SFX software has been purchased by the Office of Library Services for all CUNY libraries.</i></li> <li>• Implement electronic library reference using Question Point software. <i>Question Point has been implemented and is prominently displayed on the Libraries' web page.</i></li> </ul>
		<ul style="list-style-type: none"> <li>• Show &amp; pass rates on CUNY proficiency exam</li> </ul>	<p>Show and pass rates on CUNY proficiency exam will increase.</p> <ul style="list-style-type: none"> <li>• The continued use of registration stops will increase the show rate on the CPE. <i>The percentage of required invitees taking the CPE dropped from 59.6% in 2002-03 to 55.4% in 2003-04.</i> <i>The use of registration stops was expanded in Spring 2004 to include all required invitees.</i></li> <li>• Increased registration in workshops and on-line tutorials will maintain or increase the pass rate from its current level. <i>The percentage of required test-takers passing the CPE rose from 81.5% in 2002-03 to 85.7% in 2003-04.</i></li> </ul>
3. Increase instruction by full-time faculty		<ul style="list-style-type: none"> <li>• % instructional hours taught by FT faculty</li> </ul>	<p>Instruction by full-time faculty will increase incrementally.</p> <ul style="list-style-type: none"> <li>• Hunter will maintain the percent of instructional hours taught by full-time faculty at or above 52% at the undergraduate level. <i>The percentage of instruction taught by full-time faculty <b>decreased slightly</b> from 51.2% in Fall 2002 to 50.7% in Fall 2003. In order to increase course availability so that students can complete college requirements more easily, the college supplemented the adjunct budget to provide additional sections of required courses.</i></li> </ul>

**Hunter College Performance Goals and Targets  
2003-2004 Academic Year**

			<p><u>School of Education</u></p> <ul style="list-style-type: none"> <li>• Every School of Education program will meet the state requirement that at least 50% of courses be taught by full-time faculty. <i>All teacher education programs in the School of Education except for Early Childhood Education met this standard. Several programs had percentages above 70% for full-time faculty. An additional Early Childhood faculty member will be hired on a substitute line for 2004-05 to ensure that the percentage of full-time faculty (currently 48%) exceeds 50%.</i></li> </ul> <p>Efforts to recruit under-represented groups to the profession will be made.</p> <ul style="list-style-type: none"> <li>• Under the leadership of the Dean for Diversity and Compliance, the College will continue its efforts to recruit under-represented groups to the faculty, staff, and student body. <i>Steps to recruit and retain faculty from underrepresented group included funding attendance at diversity recruiting events, providing incentives to departments to increase outreach, helping junior faculty from under-represented groups to develop their research, and monitoring the service responsibilities of junior faculty. Similar efforts are made with respect to staff, and all senior administrators are regularly advised by the president and dean for diversity of the importance of diversity issues in hiring.</i></li> </ul>
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**Hunter College Performance Goals and Targets  
2003-2004 Academic Year**

			<p><i>Continuing efforts to recruit a diverse student population to Hunter's HC were successful: approximately 41% of admitted students (and 36.4% of students who accepted offers of admission) were from under-represented groups. New outreach efforts targeted religious and community organizations and were aimed at parents and community leaders as well as students. Student ambassadors from underrepresented groups returned to their high schools to act as recruiters. The college has also done more to publicize its government funded programs in the sciences and humanities that provide scholarship and mentoring opportunities for students from under-represented groups, and is working to develop additional privately funded scholarships.</i></p>
Improve Student Success	4. Increase retention and graduation rates	<ul style="list-style-type: none"> <li>• Fall-to-fall retention rates</li> <li>• Six-year AA, AS, BA, BS graduation rates; four-year MA, MS &amp; certificate grad rates</li> </ul>	<p>The College will work to increase retention and graduation rates by 2%.  <i>One-year retention improved from 80.8% for the entering cohort of Fall 2001 to 81.5% for the Fall 2002 cohort.          Transfer retention improved by nearly 5 percentage points: from 73.1% for the Fall 2001 cohort to 77.9% for the Fall 2002 cohort.          The one-year sophomore retention rate rose by 2.2 percentage points and the rate for juniors by 1.7percentage points.          The six-year graduation rate for new freshmen improved by three percentage points: from 35.9% (Fall 1996 entrants) to 38.9% (Fall 1997 entrants).          The six-year graduation rate for transfer students declined by 2.4 percentage points. Improvement is expected as a result of higher transfer admission criteria established in 2003.          Four-year graduation rates for master's program students increased by 1.7 percentage points from 64.7% to 66.4%.</i></p>

**Hunter College Performance Goals and Targets  
2003-2004 Academic Year**

			<p>We will undertake the following initiatives:</p> <ul style="list-style-type: none"> <li>• Continue to use the study of closed course registrations to assist in course scheduling during the academic year and summer sessions. <i>The new closed course tracking system enables deans and chairs to adjust the scheduling of courses in response to demand. The system also lists students who are closed out of required courses in a given semester; listed students are given early opportunities to register for those courses in the next semester.</i></li> <li>• Redesign the freshmen blocks in response to a detailed study of student performance. <i>The college continues to monitor performance in block courses and to make improvements in block structure and scheduling as needed. In response to Hunter IR analyses, course offerings have been expanded to include additional subjects (e.g., microeconomics, Asian-American Studies).</i></li> <li>• Design and implement a pilot Alumni Mentoring Program for students. <i>A pilot program was implemented in Spring 2004. The program will be expanded in Fall 2004 based on positive feedback from mentors and students.</i></li> <li>• Streamline the scholarship award process. <i>In order to improve retention rates and promote student success, Hunter conceived, designed and implemented a sophisticated electronic scholarship data management system (STARS: Scholarship Tracking and Reporting System). The system, which combines data from multiple sources, enables the college to match students in need with available scholarships and provides for the longitudinal management of scholarship funds. A Coordinator of Scholarship Opportunities has been designated to centralize the selection and monitoring of scholarship awards. Additionally, an online generic scholarship application for Hunter-based scholarships is now available.</i></li> </ul>
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**Hunter College Performance Goals and Targets  
2003-2004 Academic Year**

			<p><u>School of Arts and Sciences</u></p> <ul style="list-style-type: none"> <li>Review departments' advising processes in an effort to improve retention. <i>The Advising Task Force conducted a survey on faculty advising in the departments and will develop new policies in response to the survey results. E-Advising (an electronic advising student handbook) has been prepared and will go on-line shortly.</i></li> </ul> <p><u>Schools of the Health Professions</u></p> <ul style="list-style-type: none"> <li>Continue to operate and evaluate the Learning Enhancement Opportunity (LEO) project to increase the retention and graduation of generic nursing students. <i>The SHP Media Center continues to develop interactive learning technologies. An endowment trust controlled by the NY Community Trust supports a Nursing faculty member to direct the LEO Project.</i></li> </ul> <p><u>School of Education</u></p> <ul style="list-style-type: none"> <li>Increase graduate offerings in summer session to enable students in programs requiring more than 40 credits to graduate within four years. <i>The School has greatly expanded the number of summer course offerings. For the first time, two summer sessions were held. In summer 2004, 114 courses will be offered by the School of Education, compared with 94 in summer 2003.</i></li> <li>Study the feasibility of offering full-time day schedules to students in large graduate programs in order to raise graduation rates. <i>In fall 2003, one cohort of graduate Child Education students was offered a full-time day schedule and 3 daytime courses were offered for graduate students in Special Education, TESOL, and Bilingual Education. In spring 2004, a new Childhood Education cohort was offered a full schedule during the day while the fall cohort was continued, and 3 daytime courses were <b>again offered for</b> students in Special Education, TESOL, and Bilingual Education.</i></li> </ul>
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**Hunter College Performance Goals and Targets  
2003-2004 Academic Year**

<p>5. Improve post-graduate outcomes</p>	<ul style="list-style-type: none"> <li>• Pass rates on licensure/certification exams</li> </ul>	<p>All teacher education, nursing and accounting programs will improve performance on certification/licensing exams.</p> <p><u>School of Arts and Sciences</u></p> <ul style="list-style-type: none"> <li>• Improve performance of students taking the accounting accreditation exam. Will use analysis data from previous administrations examinations to inform our particular course of action. <ul style="list-style-type: none"> <li><i>The percentage of first-time test-takers without an advanced degree passing all segments of the CPA exam that they attempted rose from 4.7% in 2001 to 10.4% in 2002.</i></li> </ul> </li> </ul> <p><u>Schools of the Health Professions</u></p> <ul style="list-style-type: none"> <li>• Continue to increase the NCLEX pass rate of first time test takers through the Learning Enhancement Opportunity (LEO) project, the test authoring project, and the exam preparation course. <ul style="list-style-type: none"> <li><i>The NCLEX pass rate declined marginally from 89.4% in 2001-02 to 87.5% in 2002-03. The current pass rate substantially exceeds the state average of 79%. A faculty committee continues to recommend curriculum modifications and adjustments to the LEO program on an ongoing basis.</i></li> </ul> </li> <li>• Establish a baseline pass rate for first time test takers in Communication Sciences and Physical Therapy. <ul style="list-style-type: none"> <li><i>In 2003, the pass rate for first-time test takers in Communication Science was 100%. The pass rate in Physical Therapy was 80%, compared with a national average of 75%-80%.</i></li> </ul> </li> </ul> <p><u>School of Education</u></p> <ul style="list-style-type: none"> <li>• Maintain LAST and ATS-W pass rates at or above 95%. <ul style="list-style-type: none"> <li><i>The LAST pass rate for School of Education graduates improved from 96% to 98%. The ATS-W pass rate rose from 98% to 99%.</i></li> </ul> </li> </ul>
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**Hunter College Performance Goals and Targets  
2003-2004 Academic Year**

	<p>6. Improve college readiness</p>	<ul style="list-style-type: none"> <li>• % of immersion students who pass skills tests or enter Prelude program; % of SEEK students who pass skills test in one year; % of ESL students who pass skills tests in two years.</li> </ul>	<p>Hunter College will improve the percentage of immersion students who pass basic skills tests or enter the Prelude program, and improve the percentage of SEEK/ESL students who pass skills tests in the allowed time.</p> <ul style="list-style-type: none"> <li>• Offer an academic skills enrichment workshop for all Summer USIP students to increase the percentage of those who pass the skills tests or enter the Prelude program. <i>An academic skills enrichment workshop was offered to all Summer USIP students. Topics included time management, note-taking skills, anxiety education, test-taking skills.</i></li> <li>• Conduct an assessment survey of all USIP reading/writing faculty to review the curricula of USIP reading/writing courses and the number of instructional hours to identify any needed program modifications. <i>Assessment survey was conducted; recommendations are under review.</i></li> <li>• Examine the level of preparation of USIP students over the past three years (% of ESL students, % who failed two tests, actual test scores) to identify possible causes of decline in the pass rate and determine whether the cutoff scores for program participation are appropriate.</li> <li>• Increase (to 65%) the percentage of USIP participants who pass all required skills assessment tests at the end of the program or enroll in Prelude to Success. <i>The percentage of USIP students who passed all basic skills tests or enrolled in Prelude improved by 4.7%—from 63.3% in summer 2002 to 68% in summer 2003. Enrollment in the college’s immersion has decreased steadily over the past three years. The number of new (non-SEEK) freshman in immersion was 58 in summer 2003 down from 78 in summer 2002, representing a 38.5% drop.</i></li> </ul>
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**Hunter College Performance Goals and Targets  
2003-2004 Academic Year**

			<ul style="list-style-type: none"> <li>• Maintain (at over 90%) the percentage of non-ESL SEEK students who pass all the basic skills tests within one year. <i>88.6% of Fall 2001 non-ESL SEEK students passed all basic skills tests within one year; 87.2% of Fall 2002 entrants did. 93% of summer 2003 (non-ESL) students admitted to SEEK had achieved proficiency on the basic skills test as of April 2004.</i></li> <li>• Analyze the success rates by initial skills test scores of students who required ESL reading, ESL writing and both ESL courses to identify any needed changes in course placement rules or in course content or pedagogy.</li> <li>• Increase (by two percentage points) the percent of ESL students who pass all basic skills tests within two years. <i>The percentage of ESL students who passed all skills tests within two years declined from 80% (Fall 2000 entrants) to 75.3% (Fall 2001 entrants). To increase the achievement of ESL students, computers and internet technology have been integrated into the ESL curriculum. In addition, the new “English/TESOL Connection,” a new collaboration between the English Department and the Department of Curriculum and Teaching, enables graduate students to provide language enrichment support for ESL students. Data for the entering class of Fall 2002 are not yet available.</i></li> </ul>
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**Hunter College Performance Goals and Targets  
2003-2004 Academic Year**

		<ul style="list-style-type: none"> <li># of College Now course/workshop participants; course completion and pass rates</li> </ul>	<p>Hunter College will work toward meeting CUNY’s College Now enrollment targets and improve the readiness of high school students for college level work.  <b>[Note: We will have some additional College Now data from CUNY early tomorrow morning which may change some of our CN responses]</b></p> <ul style="list-style-type: none"> <li>Meet expectations of enrollment and performance commensurate with funding levels as described in Hunter’s College Now proposal.</li> <li>Meet the registration target in College Now programs.  <i>Substantially met overall enrollment targets and targets in specific College Now programs commensurate with reduced funding. Overall, generated 3,040 total registration, or 89% of goal of 3,429. Strong registrations in college level courses were offset by low registrations in high school courses. In specific programs, registration rates in college-credit cohort courses, college-credit waivers and activities lasting fewer than twenty hours were 93%, 94% and 98.4% respectively. A registration rate of 38.1% in high school courses drove down our overall performance. For 2004-05 the college is redesigning its high school programs to generate more registration.</i></li> <li>At least 70% of College Now participants will successfully complete their programs.  <i>Exceeded goal. Completion rate of College Now participants was 96.48%</i></li> <li>Achieve College Now course registrations in Hunter credit bearing courses.  <i>Substantially met targets. Generated 466 total registrations in credit bearing courses or 93.2% of our goal of 500. “Cohort courses” (sections exclusively for College Now students) generated 372 registration or 93% of our goal of 400. “Waivers” (individual College Now students registered in Hunter courses) generated 94 registration or 84% of our goal of 100.</i></li> <li>Achieve pass rates of 72% for College Now students in Hunter courses.  <i>Exceeded goal. The overall pass rate was 77%.</i></li> </ul>
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**Hunter College Performance Goals and Targets  
2003-2004 Academic Year**

			<ul style="list-style-type: none"> <li>Expand the “Nursing Profession Club” high school recruitment project. <i>This project was expanded in two high schools; a recruiting video and other recruiting materials were produced. The dean and faculty of the School of Nursing participate extensively.</i></li> </ul>
		<ul style="list-style-type: none"> <li>Manhattan/Hunter High School for the Sciences</li> </ul>	<ul style="list-style-type: none"> <li>Admit ninth grade class in Fall 2003 and make plans for the addition of a tenth grade class to begin in Fall 2004.</li> <li>Continue to seek funding to support the school and its mission. <i>89 students completed ninth grade in June 2004. 469 applications were received for 125 places in the Fall 2004 entering ninth grade class. Curriculum for both the ninth and tenth grade classes is being designed in collaboration with Arts &amp; Sciences faculty. Health Sciences and School of Education faculty and students are actively involved in the high school. This work is supported by a Gates grant.</i></li> </ul>
7. Improve quality of student support services		<ul style="list-style-type: none"> <li>Student survey results on satisfaction with academic and student support services</li> </ul>	<p>The College will increase student satisfaction by improving academic support and student services as recommended by the President’s Advisory Committee on Student Services.</p> <p><i>The average rating of student satisfaction with academic support services increased from 2.77 in 2002 to 2.84 in 2004. Satisfaction with student services rose from 2.53 to 2.62 over the period.</i></p> <p>Initiatives to improving academic support and student services include:</p> <ul style="list-style-type: none"> <li>Design and pilot a student academic advising system. <i>Implemented new two-day Freshman Orientation and advising sessions (Fall 2003). Piloted Blackboard for ORSEM (Fall 2003). Implemented new advising system for student athletes (Fall 2003). Implemented small-group transfer advising (Fall 2003). Articulation meetings with CUNY community college transfer advisors were held in Spring 2004.</i></li> </ul>

**Hunter College Performance Goals and Targets  
2003-2004 Academic Year**

			<ul style="list-style-type: none"> <li>• Design and pilot an orientation program for first-year students. <i>Two-day orientation program designed and implemented (Fall 2003).</i></li> <li>• Collaborate with faculty on the re-design and pilot of a credit-bearing first-year seminar course to be taught jointly by faculty and Student Services staff. <i>Two versions of a credit-bearing (1 credit) first-year seminar course, taught by faculty in collaboration with Student Services advisors, were piloted in Fall 2003. The seminar course was evaluated and will be expanded in fall 2004. Arts &amp; Sciences faculty and Student Services staff hold ongoing meetings for seminar coordination, evaluation and modification.</i></li> <li>• Increase staff development and training activities. <i>Customer Service workshop held for all front line staff in all Student Services areas. Weekly staff meetings include staff development component. Student Services support staff attended technology training workshops. Further staff development plans are under development in Student Services and administrative units.</i></li> <li>• Expand the use of technology to advise and communicate with students. <i>First-year and transfer students now receive targeted e-mails regarding advising and orientation. E-Advising (electronic advising handbook) was launched BlackBoard introduced to first-year seminars in Fall 2003. in Spring 2004. Redesign of OSS website substantially complete. Main pages and advising web pages online as of Spring 2004, including interactive requirements checklists, FAQs, external links and PDF files. Announcements about important college events, dates, new and modified policies e-mailed to students.</i></li> </ul>
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**Hunter College Performance Goals and Targets  
2003-2004 Academic Year**

			<p><i>Public access computers installed in Student Services reception area.</i>  <i>E-Bulletin with administrative, scholarship and program announcements e-mailed to all students weekly.</i>  <i>Student Services program announcements posted on student network (SNet) home page.</i>  <i>E-mail notification of end-of-semester grades by Registrar's Office initiated in Fall 2003 replacing mailing of transcripts.</i>  <i>Work on implementing new degree audit system currently in progress.</i></p> <ul style="list-style-type: none"> <li>• Streamline Admissions Office processes for course evaluations, residency determinations, graduate applications and readmissions.  <i>Transfer course equivalency determinations centralized in Admissions Office.</i>  <i>Readmission centralized in Admissions Office with referrals to Student Services where appropriate.</i>  <i>Residency determinations centralized in Registrar's Office.</i>  <i>Conversion of graduate application to self-managed format is in final stage.</i></li> <li>• Assess and improve services and accommodations for students with disabilities.  <i>Expanded outreach and communication about services through presentations to the FP&amp;B and academic departments, a "Get Acquainted Breakfast," and the E-Bulletin.</i>  <i>Increased number and quality of ASL interpreters for the deaf.</i>  <i>Upgraded hardware and software in the Access Center.</i></li> <li>• Develop and implement a system by which veterans are certified and offered appropriate services.  <i>Veterans Services moved from Student Services to Registrar's Office; staff person designated to assist with paperwork for Veterans Administration and military services and facilitate administrative tasks at the college.</i></li> </ul>
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**Hunter College Performance Goals and Targets  
2003-2004 Academic Year**

		<ul style="list-style-type: none"> <li>• Greater awareness of and adherence to principles of academic integrity.</li> </ul>	<ul style="list-style-type: none"> <li>• Disseminate more information and provide more guidance on academic integrity to students through the First-Year Seminar, course syllabi, and college-wide electronic communications. <i>E-Bulletin contains an informational item to all students on academic integrity, including examples of plagiarism and other forms of academic dishonesty. In Fall 2003 the college purchased a site license for Turnitin.com, an online resource that helps to promote academic integrity. Turnitin.com detects plagiarism by comparing submitted papers to text located on the internet, published works and other student papers. E-mail notification regarding Turnitin.com was sent to all students and faculty.</i></li> <li>• Increase faculty knowledge about campus policies and procedures with respect to academic integrity. <i>All academic departments were contacted concerning policies and procedures regarding violations of academic integrity, which resulted in an increased number of cases over the past year.</i></li> </ul>
Enhance Financial And Management	8. Meet enrollment goals	<ul style="list-style-type: none"> <li>• Enrollment/SAT/CAAs</li> </ul>	<p>Hunter College will maintain enrollment while increasing mean SAT scores by 10 points and CAA's by one-half point. <i>The mean SAT scores of new regularly-admitted freshmen increased from 1081 in Fall 2002 to 1106 in Fall 2003. The mean CAA rose from 84.9 in Fall 2002 to 85.9 in Fall 2003.</i></p>

**Hunter College Performance Goals and Targets  
2003-2004 Academic Year**

Effectiveness			<ul style="list-style-type: none"> <li>• The Enrollment Management Committee will continue to monitor, guide, and coordinate admissions criteria, retention and course availability at the graduate and undergraduate levels. <i>The committee, which includes three vice presidents and directors of key college units, meets weekly to consider admissions, scheduling and registration issues; coordination and improvements in the delivery of services to students; and clear and consistent communication of college policies and procedures.</i></li> <li>• Maintain total enrollment at current levels. <i>Total enrollment has remained steady: the change from Fall 2002 to Fall 2003 was less than 1%.</i></li> <li>• Revise and implement a plan for targeted recruitment activities, including “yield” events. <i>A “yield” event (“At Home at Hunter”) was held in March for accepted freshmen with SAT scores higher than 1050. Open houses held in the fall and spring. Recruiters are visiting high schools with at least five students accepted to Hunter. Recruiters assigned to clusters of schools to build relationships with advisors and to focus recruitment/conversion efforts, meeting with seniors (fall), juniors (spring) and admitted students (winter). NYC and Westchester schools were selected based on recruitment and diversity goals.</i></li> </ul>
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**Hunter College Performance Goals and Targets  
2003-2004 Academic Year**

			<p><i>New recruiting initiative focused on religious and community organizations: 600+ information packets mailed in fall 2003; recruiters are “adopting” organizations for follow-up.</i></p> <ul style="list-style-type: none"> <li>In collaboration with Pre-Admissions, the Office of the Provost will develop a college-wide plan to strengthen and coordinate recruitment for graduate programs including the sponsorship of graduate recruitment events. <i>A consultant was hired in spring 2004 to design and implement a graduate program recruitment plan. Recruitment events included departmental open houses and participation in a CUNY Graduate Fair. Hunter will host the CUNY Graduate Fair in Fall 2004.</i></li> <li>Continue efforts to recruit more students to small graduate programs in the School of Education that have the capacity to serve more students. <i>The School of Education is continuing these efforts. The Bilingual Education program has prepared a proposal and state application for an advanced certification Bilingual Education extension to increase its enrollments. All necessary approvals are expected by end of 2004.</i></li> </ul>
		<ul style="list-style-type: none"> <li>Demonstrated actions to better coordinate student transfers from CUNY associate to baccalaureate institutions</li> </ul>	<p>Hunter will take actions to better coordinate and facilitate movement from the associate to baccalaureate level.</p> <ul style="list-style-type: none"> <li>Develop and pilot an orientation program for transfer students. <i>A new orientation session for transfer students was developed and piloted in fall 2003.</i></li> </ul>

**Hunter College Performance Goals and Targets  
2003-2004 Academic Year**

			<ul style="list-style-type: none"> <li>• Develop and implement advising and other programs and activities specifically targeting CUNY transfer students. <i>Special advising sessions for CUNY transfer students were conducted during orientation.</i> <i>Initiatives for all transfer students:</i> <i>Admissions Office implemented new procedure to ensure transfer course evaluation prior to orientation/advisement.</i> <i>Initiated Transfer Student Week during transfer students' first semester.</i></li> <li>• Conduct two workshops with 2-year CUNY college advisors to discuss articulation issues. <i>Three meetings with transfer counselors from CUNY community colleges were held in spring 2004; topics included Hunter requirements and programs, transfer procedures, and articulation agreements.</i></li> <li>• Visit three major 2-year CUNY feeder schools to discuss transfer procedures with students and advisors. <i>Student Services and Hunter's recruitment staff met with three CUNY feeder schools (BMCC, Queensborough, Kingsborough) in spring 2004 to discuss articulation and transfer issues.</i></li> <li>• Implement a system of faculty review of all current articulation agreements with CUNY 2-year colleges. <i>Updated articulation on numerous courses on a course-by-course basis.</i> <i>Exploring ways to implement a full review of all course equivalencies.</i></li> </ul>
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**Hunter College Performance Goals and Targets  
2003-2004 Academic Year**

	<p>9. Increase revenues from external sources</p>	<ul style="list-style-type: none"> <li>• Alumni/corporate fundraising (CAE-VSE report)</li> </ul>	<ul style="list-style-type: none"> <li>• Alumni-corporate fundraising will increase 15% CUNY-wide. The total for FY2003 was \$11,349,386.</li> <li>• Hire a major gifts director. <ul style="list-style-type: none"> <li><i>Searches are underway for five positions, including a Director of Major Gifts and a Major Gifts Office Officer. Overhauled Institutional Advancement area and redefined roles and responsibilities with major focus on the area of major and planned giving.</i></li> <li>▪ Begin to establish and conduct a strategic cultivation and solicitation program for major gift prospects and donors. <ul style="list-style-type: none"> <li><i>Held numerous cultivation events including dinners, gallery tours, lectures, roundtables and collaborative events featuring faculty and students. Developed list of top donors and prospects; in process of developing and implementing tailored strategies.</i></li> </ul> </li> <li>▪ Develop the ability to conduct electronic screening of alumni and donors to identify major gift prospects. <ul style="list-style-type: none"> <li><i>A new identification and strategic tracking system for top prospects and donors is under development. We are in the process of evaluating electronic screening options.</i></li> </ul> </li> </ul> </li> <li>• Expand the number of board members on the Hunter College Foundation. <ul style="list-style-type: none"> <li><i>Four board members were added. Two of the four come from the investment banking industry and will join our finance committee. They are the first non-alumni trustees. Three additional candidates are being considered for nomination.</i></li> </ul> </li> </ul>
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**Hunter College Performance Goals and Targets  
2003-2004 Academic Year**

			<ul style="list-style-type: none"> <li>• Hire a new Director of Alumni Relations. <ul style="list-style-type: none"> <li>▪ Begin to revamp the alumni program to increase the number of involved alums. <i>A director was hired but was unable to remain in the position. Searches are underway for a Director and Assistant Director of Alumni and Annual Giving. Developed a comprehensive online, web-based data collection and communication system interface in order to improve the timeliness and effectiveness of alumni communications. System to be operational in July. A pilot alumni mentoring program was launched as a means of engaging more alumni. A plan is underway to expand the program to more mentoring pairs and to reach out to alumni in specific industries.</i></li> </ul> </li> <li>• Evaluate the effectiveness of the annual fund program to maximize results and target a 5% increase in proceeds. <i>Annual giving, including trustee giving, is projected to increase by at least 5%. The annual fund program was evaluated. Responsibilities will be reassigned to the newly created position of Director of Alumni and Annual Giving. The Foundation Board formed a Development Committee; members have agreed to help increase annual giving through telephone solicitations.</i></li> <li>• Initiate a comprehensive planned giving program and target a 5% increase in these proceeds. <i>The Foundation's Development Committee has formed a Planned Giving sub-committee. An initial workshop, entitled "On Your Own: Estate Planning 101" was held. A Declaration of Intent was sent to the 60+ attendees. Follow-up sessions are planned.</i></li> </ul>
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**Hunter College Performance Goals and Targets  
2003-2004 Academic Year**

		<ul style="list-style-type: none"> <li>• Contract and grant awards (RF report)</li> </ul>	<ul style="list-style-type: none"> <li>• Annual grant funding will exceed our three-year rolling average of approximately \$35,000,000. <i>As of May 31, the three-year rolling average was approximately \$40,000,000.</i></li> <li>• Increase revenue through existing contracts and relationships and investigate new ones to establish additional revenue sources <i>In addition to continuing the physical therapy and dental contracts with NYU, in the past year the college has initiated contracts with local hospitals to provide training in ESL and medical interpretation.</i></li> </ul>
		<ul style="list-style-type: none"> <li>• Government Support</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain local government support. <i>Received \$1.6 million from New York City Council (\$1 million for the restoration of Roosevelt House, \$500,000 for SportsPlex upgrades and \$1,00,000 for the language lab at the Campus Schools).</i></li> <li>• Establish a Neighborhood Advisory Board. <i>A Neighborhood Advisory Board was created and met in September 2003. Plans are to meet annually to discuss issues of mutual concern. The Board is comprised of co-op board presidents, heads of institutions and clubs, and members of local advocacy groups within the Hunter community as well as the Community Board #8 Chair and District Manager.</i></li> <li>• Raise awareness among government officials of Hunter College as a resource for providing expertise in support of legislative initiatives. <i>Hunter faculty and staff testified at various hearings and met with legislators and their staff on issues of higher education at the local, state and federal levels. Staff attended several weekend conferences in Albany to disseminate information about Hunter to legislators.</i></li> </ul>
		<ul style="list-style-type: none"> <li>• Indirect cost recovery as ratio of overall grant/contract activity</li> </ul>	<ul style="list-style-type: none"> <li>• Hunter will continue to seek to receive a substantial proportion of grants that provide full indirect costs. <i>Efforts have continued to seek grants that provide full indirect costs. Gross indirect cost billings are approximately 8% more than last year at this time.</i></li> </ul>

**Hunter College Performance Goals and Targets  
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<p>10. Make administrative services more efficient, increase entrepreneurial efforts, and apply savings/new revenues to student instruction-related activities</p>	<ul style="list-style-type: none"> <li>• Productivity targets</li> </ul>	<ul style="list-style-type: none"> <li>• The College will meet CUNY’s productivity targets. <i>The College will achieve 100% of its target by the end of its fiscal year, and will redirect savings to the academic enterprise.</i></li> </ul>
	<ul style="list-style-type: none"> <li>• Survey of student satisfaction with administrative services</li> </ul>	<p>Student satisfaction with administrative services will rise at Hunter. <i>Student satisfaction with administrative services remained steady (2.70 in 2002, 2.71 in 2004). Satisfaction with facilities increased from 2.68 in 2002 to 2.86 in 2004.</i></p> <ul style="list-style-type: none"> <li>• Improve communication among all Hunter constituencies by upgrading and redesigning the Hunter College website and using e-mail more effectively. <i>A college Web committee was set up to review and redesign the college Web site. Focus groups and surveys were conducted with staff, faculty and students to determine the optimum navigational structure. Based on the results, the committee is making much needed improvements to the site. Redesigned News and Events Web site was launched that for the first time lists college-wide events and regularly reports on news and events throughout the college. In addition, a “Faculty in the News” e-mail is being sent out to the community twice a semester to promote faculty accomplishments. Student Services sends out a weekly E-Bulletin to all students with important administrative notices and program announcements. Beginning in fall 2003, Student Services launched a special Web site and e-mail to communicate with incoming freshmen regarding orientation/advising sessions. GER checklist was made accessible to all students via the Web. It helps students ensure they are meeting the General Education Requirements. Student Services Web site is currently being redesigned to improve the availability of information online that will promote greater student responsibility and success at Hunter.</i></li> </ul>



**Hunter College Performance Goals and Targets  
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			<ul style="list-style-type: none"> <li>• Review contracts to increase efficiency and service to faculty and students. <i>The Business Office has adopted a policy of more proactive contract management to ensure that faculty, students and staff are receiving the highest value. Renegotiations include changes to the Bookstore contract, such as enhanced customer service and increased commissions. The new Food Service vendor is making capital improvements to dining services. A new ATM vendor was selected, yielding more machines and additional revenues.</i></li> <li>• Inventory and assess the use of rooms for instructional purposes. <i>A comprehensive database, combining room information from all sources, was created. This enabled the college to identify additional rooms that can be used for classes.</i></li> </ul>
		<ul style="list-style-type: none"> <li>• Percent of budget spent on administrative services</li> </ul>	<p>Hunter College will lower the percentage of its tax-levy budget spent on administrative services.</p> <ul style="list-style-type: none"> <li>• Continue to inventory and assess the functionality of all current fiscal systems and processes to streamline, consolidate and improve fiscal and business reporting and increase productivity. <i>Developed an electronic scholarship management system, the Scholarship Tracking and Reporting System (STARS ) in spring 2004. Also in spring 2004, designed an online generic scholarship application for Hunter-based scholarships. Designated a coordinator of scholarship opportunities to centralize the selection and monitoring of scholarship awards.</i></li> </ul>

**Hunter College Performance Goals and Targets  
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			<ul style="list-style-type: none"> <li>• Study the feasibility of centralizing the purchase of certain commodities to achieve efficiencies and savings. <i>The Business Office has been investigating options to streamline its internal processing and ordering procedures for the procuring departments. These options include “centralized purchasing,” which would consolidate orders for low value, frequently used items to achieve volume discounts and reduce paper work. Key to this initiative is the launch of a new purchasing system that is presently being developed. Hunter is also investigating a “virtual stockroom” concept that has been implemented at another CUNY college.</i></li> <li>• Review and assess the functions of “Office Services” to provide more effective and efficient mail and duplicating services. <i>New technology enables the college to take advantage of bulk mail rates, and approval has been obtained from the U.S. Postal Service to use our not-for-profit status on outgoing mail. Additionally, the mail and duplicating services at the Brookdale campus have become more effective as hours of operation have been more closely aligned with demand, staff has been cross-trained, leading to reductions in hourly staff, and an e-mail connection is now available for communication to the main campus.</i></li> </ul>
		<ul style="list-style-type: none"> <li>• Percentage of instruction delivered at night, on Fridays or weekends</li> </ul>	<ul style="list-style-type: none"> <li>• Hunter College will maintain current high levels of teaching in the evening and expand course offerings on Fridays and on weekends. <i>In comparison with the 2002-03 academic year, the number of course sections offered in the evening increased by 2.9%, Friday sections increased by 4.3%, and course offerings on Saturday/Sunday increased by 27.8%.</i></li> </ul>

**Hunter College Performance Goals and Targets  
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11. Compliance with EPA Pre-audit & Environmental Issues	<ul style="list-style-type: none"> <li>• Compliance with Management of Chemicals and Training</li> </ul>	<ul style="list-style-type: none"> <li>• <i>(1) Chemical inventories from most laboratories, stock and lab prep rooms and from all Facilities shops are complete. All inventories were stored in an emergency response database and a report sent to DEP to comply with the NYC Right-to-Know and SARA Title III laws. We anticipate nearly 100% chemical inventory compliance by July 2004. (2) The college continues to correct previous EPA violations reported by OBG, an outside consultant, and to comply with mandates to manifest, track and report all hazardous waste disposal activities.</i></li> <li>• <i>All trades personnel received Laboratory Safety, Right-to-Know, and universal waste training and some shops received LOTO and Confined Space training. New lab employees received EPA mandated training including Regulated Waste Awareness (chemical, radioactive and medical waste management) and One-on-One Laboratory Training.</i></li> <li>• <i>EHS web page has been completed and information given to all lab users on how to access the web site. The web page includes many safety plans mandated by OSHA and EPA including Hunter College's Chemical Hygiene Plan, Bloodborne Pathogen Program, and emergency response guidelines and emergency telephone numbers.</i></li> </ul>
	<ul style="list-style-type: none"> <li>• Compliance with Regulated Waste Management</li> </ul>	<ul style="list-style-type: none"> <li>• <i>(1) EPA mandated Hazardous Waste Accumulation Areas (HWAA) were installed in all chemical laboratories and the college continues training lab employees on how to store, manage and label regulated waste and stock chemicals. Safety supplies, HWAA decals and tags for hazardous waste are continuously distributed to all laboratories. (2) EHS is developing a waste profile for each research laboratory. (3) EHS continues to remove from laboratories unstable, old and abandoned chemicals.</i></li> </ul>

**Hunter College Performance Goals and Targets  
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			<ul style="list-style-type: none"> <li>• (1) EHS has distributed a booklet -- Lab Compliance Guideline Book -- to all laboratories. (2) A logbook of weekly inspections of EPA Hazardous Waste and Universal Waste storage rooms is maintained in the EHS office. (3) Hunter College has submitted to CUNY and DASNY a request for a new regulated waste complex in the North Building. In Spring 2004, all Facilities employees in charge of fuels were trained and instructed on how to implement the EPA/Hunter College Spill Control and Countermeasures plan.</li> <li>• Distribution of regulated medical waste (RMW) supplies continues, and RMW collections have been scheduled at all campuses</li> </ul>
		<ul style="list-style-type: none"> <li>• Compliance with Waste Water</li> </ul>	<ul style="list-style-type: none"> <li>• (1) Silver recovery units are in place in all operational photo labs and dark rooms at Hunter Campuses. A semiannual collection of the waste occurs at the end of each semester. (2) Water effluents are monitored to ensure compliance with EPA's CWA.</li> </ul>
		<ul style="list-style-type: none"> <li>• Compliance with Petroleum Bulk Storage</li> </ul>	<ul style="list-style-type: none"> <li>• Employees who manage bulk storage fuels have been trained in EPA's SPCC program. Monthly inspections of storage tanks using EPA guidelines are conducted.</li> <li>• As required by DEC, the college registered all its fuel storage tanks.</li> </ul>
		<ul style="list-style-type: none"> <li>• Compliance with Air Emissions</li> </ul>	<ul style="list-style-type: none"> <li>• NY State facility permit for HN boiler operation has been approved. Successfully completed opacity testing to comply with EPA's Clean Air Act.</li> <li>• DEC Operating permits for boilers have been obtained.</li> </ul>

**Hunter College Performance Goals and Targets  
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	<p>12. Improve physical planning for the College.</p>	<ul style="list-style-type: none"> <li>• Update Master Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Begin design phase of restoration of Roosevelt House.  <i>A project manager was hired for the renovation and has begun to coordinate all activities. The design development phase is expected to begin in early July. The Polshek firm has been working on final architectural plans for the renovation. These will be submitted to the appropriate public agencies during the next six months with the goal of beginning construction in late 2005. The State Historic Preservation Office will issue an approval letter shortly.</i>   <i>Advisor and attorney retained to explore options for expansion, including locations for new science and arts facilities.</i></li> </ul>
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