

**Hunter College Performance Goals and Targets
2002-2003 Academic Year**

Goals	Objectives	Indicators	2002-2003 Hunter College Targets
Raise Academic Quality	1. Promote CUNY flagship programs and strengthen premier campus programs	<ul style="list-style-type: none"> • Outstanding faculty hired 	<p>Hunter will continue to recruit and hire outstanding, published faculty. We will focus in 2002-2003 on the following searches in flagship and premier programs in the Schools of Arts and Sciences, Education, and Health Professions.</p> <p><u>School of Arts and Sciences</u></p> <ul style="list-style-type: none"> • Complete faculty searches in neuroscience (1 cluster hire, 1 mandated by SNRP) and photonics (1 cluster hire). <i>Professor Mitchell Goldfarb was hired with tenure in the Department of Biological Sciences. Professor Goldfarb comes to Hunter from the Mt. Sinai School of Medicine. A second neuroscience offer at the Distinguished Professor level was made to Professor Peter Brophy of the University of Edinburgh under the cluster hiring initiative. A decision is pending.</i> <i>A photonics cluster hire, Professor Gregory Foster, was made in the Department of Physics effective 1/1/03.</i> • Hire a distinguished writer of fiction for the MFA program. <i>Nancy Milford, the acclaimed biographer and Pulitzer Prize nominee, has been hired as Distinguished Lecturer. Peter Carey, winner of two Booker prizes, has been hired to direct the MFA program in Creative Writing.</i> • Create a Center for Geography Education and initiate search for a director. <i>Funds for the Center have been identified for space renovation and planning is underway.</i> <i>An offer for the director position has been made to Dr. Phillip Gersmehl, a prominent geography educator from the University of Minnesota.</i>

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			<p><u>School of Education</u></p> <ul style="list-style-type: none"> • Hire an outstanding mathematics educator to serve as the Executive Director of the proposed new Center for Mathematics Education. <i>Dr. Robert Gyles, a highly regarded mathematics educator, most recently Deputy Superintendent of Community School District 4 and previously District 4 Supervisor for Mathematics, was hired for the position of Director of the Center for Mathematics Education.</i> • Hire an outstanding faculty member in Early Childhood Special Education on a cluster line position in Spring (or Fall) 2003. <i>Dr. Diane Taranto, a highly respected specialist in Early Childhood Special Education, has been hired.</i> <hr/> <p><u>Schools of the Health Professions</u></p> <ul style="list-style-type: none"> • Hire two additional faculty as a result of recommendations from the Chancellor's Task Force on the Nursing Shortage, including one Associate/Full Professor in Nursing with research track record and interest in developing a doctoral program. <i>Nursing has made one cluster hire, an Associate Professor. The search for the Full Professor line will continue, and will be filled by a substitute in 2003-04. Nursing has hired two additional faculty members at the rank of Instructor.</i> • Hire two doctorally prepared scientists with research potential in Medical Laboratory Sciences, consistent with its new strategic directions (genome research, molecular and cell biology), to begin fall 2003. <i>Two hires have been made, both in cell and molecular biology. This area of expertise will allow us to move into the area of genome research.</i> • Hire a published scholar in the program in Urban Public Health. <i>Urban Public Health has filled two positions at the Assistant Professor level. Both new hires have significant publications and the potential to engage in funded research.</i>
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		<ul style="list-style-type: none"> • Recognition/validation from external sources 	<ul style="list-style-type: none"> • Annual grant funding from RCMI, NIH, and other sources will exceed our three-year rolling average of \$30,063,500 by 10%. <i>The grant/contract total is approximately \$40,000,000 (direct and indirect) as of mid-May.</i> • Initiate a plan to track and recognize faculty awards and other measures of distinction. <i>The Provost's Office tracks faculty awards/measures of distinction through periodic consultations with the school deans and has instituted a system of departmental annual reports.</i>
		<ul style="list-style-type: none"> • Research awards and faculty publications 	<p><u>School of Arts and Sciences</u></p> <ul style="list-style-type: none"> • Submit at least two RO1/3 NIH proposals. <i>3 R01 proposals were submitted.</i> • Submit renewal grants for SNRP, MIDARP, NIH/SCORE, NIH/RISE/MBRS, RCMI. <i>A SNRP non-competitive renewal and a competitive renewal for the SCORE Program were submitted in Spring 2003. The remaining renewals will be submitted as per program deadlines.</i> • Develop a program to increase the number of applications for research and institutional support from private foundations. <i>The Dean's Office sends listings of pertinent grants to departmental chairs on a weekly basis, and provides assistance in grant writing and preparation to individual faculty members by appointment.</i> <i>In 2002-03, a two-day conference on grant preparation was presented by the Federation of American Societies for Experimental Biology (FASEB) and supported by Hunter's SCORE program.</i>

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			<p><u>School of Education</u></p> <ul style="list-style-type: none"> • Initiate joint grant initiatives between the School of Arts and Sciences and the School of Education for the training of middle school and high school teachers in content areas. <i>The S of E is collaborating with Professors Pamela Mills and William Sweeney of the School of A&S on their NSF grant to create BA/MA teacher education programs in the sciences.</i> <i>The S of E is also working to enhance its ability to obtain grants by gaining national recognition through the NCATE approval process, which is currently in progress. Plans for joint grant activities have been developed in a series of meetings with the A&S Dean and faculty; plans will be implemented once national recognition has been attained.</i> • The School of Education will submit at least one large external grant proposal in Special Education and/or in Bilingual Education. <i>Special Education submitted two grant proposals in the field of visual impairment. One is a five-year proposal to the U.S. Office of Education for \$376,024; the other is a two-year proposal to a foundation for \$101,710. Notification has recently been received that the U.S. Office of Education five-year proposal has been fully funded.</i> <p><u>Schools of the Health Professions</u></p> <ul style="list-style-type: none"> • Initiate Office of Research and Grants Support (ORGS) at Brookdale. <i>The ORGS Office, which opened in Spring 2003, assists faculty in the development of grant proposals. ORGS conducts grants workshops, publishes a grants newsletter, and works with individual faculty on proposal preparation. A newly hired RF field representative will be assigned to ORGS Brookdale two days per week.</i> • Center/academic program collaboration will increase in the Schools of the Health Professions; at least one research, training, or demonstration grant will be authored and submitted by a Center/Program team. <i>Two Academic Program/Center grants have been submitted to NIH.</i>
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			<p><u>School of Social Work</u></p> <ul style="list-style-type: none"> Grant submissions in the School of Social Work will increase by three. <i>The School of Social Work based its goal on past submissions and prospects for new submission opportunities. However, a change in grant policy at one particular agency resulted in a decrease in applications from the S of SW from 7 last year to one this year. Nevertheless, the total number of submissions is currently 54 compared with 58 for all of last year. New Dean will work with Office of the Provost on research issues and priorities.</i>
		<ul style="list-style-type: none"> Documented efforts to move flagship/premier campus programs to the next level 	<p><u>School of Arts and Sciences</u></p> <p>The School of Arts and Sciences will continue to develop flagship programs and investigate new areas of potential excellence. It will:</p> <ul style="list-style-type: none"> Submit two renovation grant proposals to the National Center for Research Resources. <i>A construction grant proposal for laboratory renovation in Psychology was submitted in February 2003. A second proposal, to provide space for Internet 2 connectivity, was submitted in May 2003. A proposal for upgrading and expanding the animal facilities was submitted in June 2003.</i> Upgrade teaching and research labs and facilities, including bioanthropology and animal lab. <i>Construction on the Bioanthropology lab has begun.</i> Develop foreign language instruction into a premier program building on strengths in Spanish, German, French, Hebrew, Russian, and Classics, and initiate a search in Chinese on a new line. <i>The Senate approved the creation of an area studies concentration in Russian called East Central European Studies. New courses were proposed and accepted by the Senate to enhance offerings in the Romance Languages Department. The faculty search in Chinese has been completed and an offer has been accepted. Hires have been made in French and German.</i>

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			<p><u>Schools of Arts & Sciences (Cont'd)</u></p> <ul style="list-style-type: none"> • Increase the use of the Kaye Playhouse by academic departments. <i>In Fall 2001, the College changed the administrative and programming structure of the Kaye Playhouse to encourage and support its use by academic departments. As a result, academic departments' use of the Kaye increased from 3 in 2000-01 to 24 in 2001-02 to a projected total of 48 in 2002-03.</i> • Psychology will implement an Animal Behavior and Conservation concentration in the MA program. <i>This program has been developed and implemented. It is currently expanding its network of faculty to include a colleague just recently hired in Anthropology who works on primates.</i> • Review proposals for new academic programs: <ul style="list-style-type: none"> • MA/MFA tracks in A&S departments will provide more rigorous training for middle school and high school teachers (Art, Music, Dance, Theatre, History, Geography, Biology, Chemistry, Physics, English, foreign languages)—with BA/MA/MFA option—in collaboration with School of Education. <i>In preparation for NCATE accreditation, A&S has carefully reviewed its programs to train high school and middle school teachers with the goal of increasing the academic content. Where appropriate, we have introduced more courses with content relevant to the N.Y. State mandated curriculum.</i> • Consider BA/MA options between A&S departments and the School of Social Work, School of Education, and Schools of the Health Professions with a focus on community organizing. <i>Following a series of meetings among the deans, a faculty-generated proposal for a program in community organizing is under active consideration by the Provost.</i>
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			<ul style="list-style-type: none"> • Initiate a discussion on an academic program in Human Rights. <i>The Dean has held a series of meetings with directors/chairs of interdisciplinary ethnic studies programs to explore using Human Rights as a unifying theme across the programs. The group has agreed to conduct a search for a scholar whose intellectual work focuses on nationalism and human rights.</i> • Continue progress in curricular development of translation/interpretation concentration in Spanish. <i>The Department of Romance Languages has submitted a "FOCUS" Grant to NEH to support start-up costs for the program.</i> • Begin discussion of inclusion of non-fiction writing in MFA program. <i>The biographer Nancy Milford has been hired as a Distinguished Lecturer to teach and promote non-fiction writing.</i> <hr/> <p><u>School of Education</u></p> <ul style="list-style-type: none"> • A plan for the reorganization of the School of Education is under active consideration. <i>The reorganization plan is being implemented. A HEO (Coordinator of Programs in Childhood Education) has assumed the administrative duties of two faculty members, formerly on reassigned time, who have now resumed full teaching assignments. Recruitment of an assessment specialist is currently under way.</i> • Planning for a master's degree program in Gifted Education will continue as we work toward creation of a Center for Gifted Education under the aegis of the Provost. <i>Private funds have been raised for the Center. The search process is nearing completion and it is expected that an offer will be made to an outstanding scholar in the field of Gifted Education.</i> • The Childhood Special Education Program in Learning Disabilities will accept Teaching Fellows and will introduce more specialized technology into its Learning Lab. <i>29 Fellows admitted in Summer/Fall 2002; 35 new Fellows will be admitted in Summer 2003. The Learning Laboratory is introducing new technology to expand its training of teacher candidates.</i>
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			<p><u>School of Education</u></p> <ul style="list-style-type: none"> • A new faculty mentoring system will be fully developed and implemented. <i>A detailed plan for a faculty mentoring system was designed and implemented in Spring 2003.</i> <i>A School of Education handbook for new faculty and adjuncts has been created.</i> • A professional Development School in District 4 will be established. <i>Supported by a federal grant, Hunter has established PS 112 in District 4 as a Professional Development School, where the College has now placed student teachers.</i> <i>A kick-off retreat was held at the beginning of the year with broad participation of teachers, staff developers, Hunter faculty and others.</i> <i>Three Hunter faculty members are working with the school on bilingual education, special education and early childhood education.</i> <i>An early childhood math assessment tool was developed and pilot-tested, computers have been added to classrooms and a Professional Development Library has been established.</i> <i>A Computer Committee was constituted to handle the technology-related issues at the school; a Teacher Education Committee is being formed to link PDS activities with Hunter's teacher education programs.</i> <i>The school's principal is participating in the NCATE review process.</i> <p><u>Schools of the Health Professions</u></p> <ul style="list-style-type: none"> • Medical Laboratory Sciences will develop a new programmatic focus (consistent with new hires); initiate discussions on revision of curriculum and launch new program efforts. Strategic plan for MLS will be developed. <i>A concept paper concerning future directions for the program was developed and discussed with the external review team in March 2003. A strategic plan has been created. Made two new hires with areas of specialization consistent with the strategic plan's focus on cell and molecular biology.</i>
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			<p><u>Schools of the Health Professions</u></p> <ul style="list-style-type: none"> • Create a fast-track leading to the BSN and MSN degrees for RNs with associate degrees. <i>A proposal for a fast-track RN to MSN program was passed by the School Curriculum Committee in April 2003, and by the Division Curriculum Committee in May 2003. Plan to implement in Fall 2004 semester.</i> • Develop plans for a psychiatric/mental health nurse practitioner program. <i>A Psychiatric Nurse Practitioner Program has passed the School of Nursing Curriculum Committee and the Division in May, and will now be submitted to the Senate Curriculum Committee. Will implement in Fall 2004.</i> • Continue discussions with Baruch's School of Public Affairs to establish a joint MS/MPA program for nurse managers. <i>In April 2003, a proposal for a joint MS/MPA dual degree with Baruch was passed by the Curriculum Committees of the School of Nursing and Baruch's School of Public Administration, and by the Division Curriculum Committee. The proposal will go to Senate committees and corresponding Baruch committees in Fall 2003 for Fall 2004 implementation.</i> • Enroll 20 additional nursing students into the generic nursing program for the fall 2003 semester. <i>20 students were admitted and will enroll for Fall 2003. The School of Nursing has a waiting list, so students who do not enroll will be replaced.</i> • Identify funds and construct and furnish new nursing laboratory. <i>A new Nursing Ambulatory Care Simulation Lab was completed early in Spring 2003 with privately raised funds. The facility includes a nurse training exam room, with 7 clinical exam stations, and a class seminar room with digital projection system, demonstration table and prep sink.</i>
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			<p><u>Schools of the Health Professions</u></p> <ul style="list-style-type: none"> • “Faculty Fellow” program to be revitalized and expanded: at least one new fellow to be appointed to each Center and to become involved in Center activities. <i>A revised Faculty Fellow Program document formalizes the relationship between academic programs and centers. Appointed one new Fellow to each of the two Centers during the Spring 2003 semester.</i> • Continue work on Schools of the Health Professions doctoral programs: Doctorate in Audiology (Aud.D): Continue discussions with Brooklyn College and the Graduate Center on a revised letter of intent for the Doctorate in Audiology. <i>A joint task force is working with the Graduate Center curriculum committee. Expect to implement program by Fall 2005.</i> Doctorate in Nursing Science (DNS): Task force will prepare letter of intent and begin collaboration with Graduate Center. <i>The third letter of intent was completed. The task force, including representatives from Hunter, Lehman, and CSI, met to develop a strategic plan. The task force met with the Nursing Disciplinary Council in February 2003. Expect letter of intent to go to the Graduate Center during the 2003-04 academic year.</i> Doctorate in Physical Therapy (DPT): Create task force of all CUNY PT programs; develop doctoral-level objectives and curriculum; begin preparation for letter of intent. <i>A Hunter/College of Staten Island task force was formed. Completion of the letter of intent is expected during the 2003-04 academic year.</i> <p><u>School of Social Work</u></p> <ul style="list-style-type: none"> • Obtain final authorization to offer the Ph.D. in Social Welfare to replace the DSW. <i>Authorization was granted effective August 2002 by the Graduate Center, the CUNY Board and the NYS Department of Education.</i> • Sponsor at least three public lectures and co-sponsor conferences as appropriate. <i>Three public lectures were given during 2002-2003; speakers were from Cornell, Boston University and Hunter.</i>
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			<p><u>Schools of Social Work</u></p> <ul style="list-style-type: none"> • Strengthen articulation between Lehman BSW program and Hunter's MSW. <i>Through Open House participation and more one-on-one contact with Lehman BSW students, applications for our advanced standing program increased from 11 to 14.</i> • Implement initiatives to improve national ranking of the School of Social Work <i>The School held a successful reception at the Annual Program Meeting of the Council on Social Work Education in Atlanta. The School's catalog, annual newsletter, and National Resource Center on Foster Care and Permanency Planning newsletter were sent to all deans and directors of schools of social work.</i> <p><u>Honors Programs</u></p> <ul style="list-style-type: none"> • An Executive Director of Honors Programs will be named and an Honors Coordinating Committee will establish articulation and transfer criteria among the programs. <i>An Executive Director of Honors Programs was named, and the Honors Coordinating Committee was established. The Thomas Hunter Honors colloquia are now accepted in fulfillment of CUNY Honors College and Hunter Scholars Program requirements.</i> • Student space for the Thomas Hunter Honors Program will be expanded. <i>A seminar room was created and renovated for the THHP.</i> • Space for the CUNY Honors College will be expanded and equipment will be upgraded. <i>The suite for the CUNY Honors College was enlarged by 30% and will now better accommodate the expansion of the program by 80 new students in Fall 2003. The newly renovated space accommodates a student study area and computer room.</i> • Honors courses for the CUNY Honors College and Hunter Honors Scholars Program will be evaluated. <i>The four CUNY Honors College seminars are being proposed for GER fulfillment in arts, social sciences and sciences.</i>
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			<p><u>Campus Schools</u></p> <ul style="list-style-type: none"> • Complete strategic plan for the Campus Schools. <i>The strategic plan was completed, and the President met with more than 100 members of the Campus Schools community at a meeting in June 2003. Implementation of the recommendations in the plan will begin in Fall 2003.</i> • Hire a Lower School principal. <i>The Search committee has been formed. An executive search consultant has been hired and a draft advertisement prepared. The search will commence in Fall 2003. The search was postponed to allow appointment of the Director of the Center for Gifted Education who will participate in the Search.</i> <p><u>Roosevelt House Policy Institute</u></p> <ul style="list-style-type: none"> • Complete the transfer of the ownership of Roosevelt House from the Hunter College Foundation to the College and begin planning for the Roosevelt House Policy Institute. <i>The transfer of ownership has been completed.</i> • Offer at least three major conferences/panels on themes of public policy. <i>Four public policy programs were held in Spring 2003, including a two-lecture series on human rights and an all-day conference on oral history and public policy.</i> • Begin work on restoration of Roosevelt House. <i>Restoration of the façade has been completed. An architecture firm has been selected for the restoration and renovation work on the house and the contract process is proceeding.</i> <p><u>Brookdale Center on Aging</u></p> <ul style="list-style-type: none"> • Initiate discussions on a new mission statement for the Brookdale Center on Aging. <i>A report on options for future framework and directions for the Center has been completed. A new mission statement will be prepared following the selection of a new Center director.</i> • Begin and complete search for a Director of the Brookdale Center. <i>Dr. Dennis Kodner, a recognized expert in the field of aging, has been appointed executive director effective mid-July 2003.</i>
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	<p>2. Use program reviews and assessment outcome efforts to enhance and update programs, pedagogy, and use of instructional technology</p>	<ul style="list-style-type: none"> • Programs reviewed externally and jointly agreed upon recommendations implemented 	<p><u>School of Arts and Sciences</u></p> <ul style="list-style-type: none"> • Site visits will take place as part of the academic review process in Asian American Studies, Computer Science, Mathematics and Statistics, and Sociology. <i>Reviews took place in April and May 2003.</i> • Programmatic self-studies will be completed and submitted by Spring 2003 by Biological Sciences, Chemistry, Anthropology, History, Urban Affairs and Planning, and the Program in Religion. <i>Site visits will be scheduled during the 2003-04 academic year.</i> • In response to an external review, Political Science will restructure its major and initiate searches in International and Urban Politics. <i>Political Science completed its searches, and has hired a Middle East specialist and a specialist in U.S. urban politics. The department will work with these new colleagues to restructure Political Science as a 30-credit major.</i> • Improve procedures for preparing and responding to academic reviews. <i>New guidelines for preparing and responding to academic reviews were developed by the Provost's Office. Instructions to departments concerning self-study preparation were distributed, and the revised format will be used for all program reviews beginning with the Fall 2003 semester.</i> <p><u>Schools of the Health Professions</u></p> <ul style="list-style-type: none"> • Environmental and Occupational Health Sciences will complete accreditation process. <i>ABET (Accreditation Board for Engineering and Technology) accreditation completed. Had the distinction of receiving full five-year accreditation with no outstanding weaknesses on its first accreditation review.</i> • The School of Nursing will study ways of improving the MS Nursing program. <i>The School of Nursing used outcome data from its Evaluation Plan to revise the entire MSN curriculum. Approved by the Division Curriculum Committee and Hunter Senate. Document to be sent to the State this summer; will begin to phase in changes in Fall 2003.</i>
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		<ul style="list-style-type: none"> • Accreditations, licensures, certifications 	<ul style="list-style-type: none"> • Urban Planning will prepare for Planning Accreditation Board review. <i>A planning meeting was held, an outline prepared and a committee established. In preparation for review, the program developed a series of curricular specializations that will better reflect changing professional practices, student needs and the availability of faculty resources.</i> • Teacher Education programs will take advantage of the NCATE program review preparation process to identify areas in need of strengthening and begin to make indicated changes. <i>Several programs had the distinction of achieving national recognition through NCATE on their first submission. These programs are literacy, all special education programs, early childhood education, childhood education (graduate program), and rehabilitation counseling. The language disabilities teacher education program in the School of Health Sciences has also achieved national recognition. The remaining programs have either submitted rejoinders or will do so by June 15. The adolescence education science programs have already received national recognition.</i> • Achieve reaccreditations of: <ul style="list-style-type: none"> • Nutrition and Food Sciences (visit: Fall 2002) <i>In May 2003, both the undergraduate and dietetic internship programs received full ADA (American Dietetic Association) accreditation for 10 years.</i> • Communication Sciences (visit: Spring 2003) <i>Self-study submitted, response received, and rejoinder sent. ASHA (American Speech-Language Hearing Association) visited in early May. Positive exit interview.</i> • Urban Public Health (visit: Spring 2003) <i>Council on Education in Public Health (CEPH) re-accreditation visit took place in May 2003. Positive exit interview.</i>
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			<ul style="list-style-type: none"> To achieve an acceptable faculty/student ratio for Council on Education in Public Health (CEPH) accreditation purposes, Community Health Education will receive and fill one additional faculty line (substitute in Fall 2002). <i>Received an additional cluster line, which was filled by a substitute during the Fall 2002 and Spring 2003 semesters. A new hire, an assistant professor, will begin in Fall 2003.</i> Appropriate enrollment management strategies for Urban Public Health will be implemented to ensure attainment of a faculty/student ratio acceptable to CEPH, prior to site visit in Spring 2003. <i>Fall 2002 admissions to the program reduced the number of graduate students to achieve a more acceptable faculty/student ratio of 1:16. CEPH acknowledged in the exit interview that an acceptable faculty/student ratio had been achieved.</i> Physical Therapy will submit a comprehensive, effective self-study and develop a plan for a site visit in Fall 2003. <i>The Association for Physical Therapy Accreditation has revised its accreditation cycle. Site visit is now scheduled for 2006.</i>
		<ul style="list-style-type: none"> Extent to which outcomes assessment process instituted 	<p>Create Outcomes Assessment Plan for the College.</p> <ul style="list-style-type: none"> Appoint Task Force to develop Assessment Plan and prepare for its implementation. <i>A Task Force was convened in the Fall 2002 semester, and members met throughout the academic year. A draft assessment plan was completed in May 2003. The plan will be distributed to the President and Task Force members for review and possible revision.</i> Complete administrative staffing of the Office of Institutional Research and strengthen its linkage with departments and programs to support outcomes assessment. <i>Director hired in Summer 2002. Associate Director in place from 12/02-6/03; a replacement will be sought. IR is currently working closely with academic units on major program and accreditation assessments such as NCATE.</i>

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			<p><u>School of Arts and Sciences</u></p> <ul style="list-style-type: none"> • Review administrative organization of School of Arts and Sciences. <i>The College has retained a consultant to lead a review process, which will begin in Fall 2003. Initial fact finding is under way.</i> • Review organization of interdisciplinary programs. <i>The Dean is conducting a search to identify a scholar who will assist with the organization and direction of interdisciplinary programs.</i> • Review all graduate programs in preparation for new graduate catalog. <i>Review completed in Spring 2003.</i> • Begin evaluation of the new General Education Requirement. <i>Evaluation of the new GER is in progress. Revisions concerning the writing requirement and focused exposure have been approved by the Hunter Senate, and will be implemented beginning with the Fall 2003 semester. A proposal to study further modifications of the GER has been submitted to the central administration.</i> <p><u>School of Education</u></p> <ul style="list-style-type: none"> • Specific plans and strategies will be developed for applying program evaluation procedures built into all recently re-registered teacher education programs. <i>The Literacy Program conducted a program evaluation, and made changes in the course sequence and course assignments based on the results. QUEST (the undergraduate Childhood Education program) conducted an end-of-program evaluation, and the graduate Childhood Education program evaluated their student teaching. Special Education has constructed an end-of-program survey that may be used as a model for all programs. A survey soliciting feedback on all S of E programs was sent to all current students, graduates of the class of 1999, current cooperating teachers and school administrators.</i>
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			<p><i>All current students evaluated their courses in relation to the major components of the Conceptual Framework of the School of Education that is central to NCATE approval.</i></p> <p><i>An Educational Information Management System (EdIMS) has been created and used on a pilot basis to conduct a student survey. A plan for expanded use of EdIMS has been developed.</i></p>
		<ul style="list-style-type: none"> • Use of technology in instruction, and student use of technology as measured by student survey 	<p><u>Schools of the Health Professions</u></p> <ul style="list-style-type: none"> • Strengthen standards for admission to upper division generic nursing program through National League for Nursing (NLN) standardized test. <i>Admissions standards for generic nursing program strengthened: NLN pre-admission test was administered to students for the Spring 2003 admission cycle.</i> • Increase enrollment in the undergraduate nursing program. <i>20 additional students were admitted into the program during the Spring 2003 admission cycle for Fall 2003.</i> <ul style="list-style-type: none"> • The library will introduce an electronic component to the new student orientation seminars. This expansion of information library skills training will be used in 98 classes in the fall and will be continued in spring 2003. <i>In Fall 2002, the Libraries offered ORSEM classes a virtual library tour through the web page. Virtual Online Information Literacy Assessment (VOILA!) has a reference tutorial, a call number tutorial, a virtual library tour and a quiz that was taken by approximately 1300 first year students. VOILA! was offered again in Spring 2003, and a grant proposal has been submitted to the Technology Fee Committee to provide funding to expand the course and add new electronic components.</i> • Develop an instrument to assess the success of instructional use of Blackboard; pilot the survey College-wide. <i>Responses to a survey administered to all faculty members who offered a Blackboard course in Fall 2002 indicated a high level of satisfaction.</i>

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			<ul style="list-style-type: none"> • Funding for faculty development in the use of technology will increase by \$100,000. <i>The President's Advisory Committee on the Use of the Technology Fee allocated \$100,000 to support faculty development in the use of instructional technology. These funds were used for: 1) the purchase of a portable wireless cart containing 16 laptop computers that can be brought to departments to train faculty in the use of various software; 2) intensive training in software for faculty for a full week before the start of classes each semester; 3) student interns to help faculty with their individual technology projects.</i> • Increase the number of computers available to students by 100, bringing the ratio of computers to students from 1:41 down to 1:34. <i>100 new computers were installed at the 68th Street campus, the MFA building, the School of Social Work and the Brookdale campus, bringing the ratio of computers to students to 1:34.</i> • Set up a technical helpdesk for students. <i>An SNet Help Desk has been established, and is now open from 9am-5pm Monday-Friday, 10am-5pm on Saturdays and 12pm-5pm on Sundays.</i> • Provide a Web-based grading system. <i>The Web-based grading system was successfully implemented. 90% of course sections used the system in the Spring 2003 term. All courses are required to use Web-based grading for the Fall 2003 semester.</i> • Continue to develop and implement a course transfer database from non-CUNY schools for transfer evaluation. <i>The Transfer Course Equivalency System (XCES) has been developed and implemented; updates are ongoing. The XCES will speed up transcript evaluation and eliminate evaluation errors.</i>
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			<ul style="list-style-type: none"> • Develop a system to enable students to obtain skills test information online. <i>WebSkills, now available through the Admissions web site, enables students to access test schedules, sample tests, and their scores on the CUNY Skills Assessment tests, Supplemental Hunter Math Placement test, and CPE. CUNY will use Hunter's CPE Web-registration system as a model and adapt it for other CUNY schools beginning in Fall 2003.</i> • Improve electronic communications between students and the College. <i>A student e-mail system was designed and implemented to allow students to check their e-mails through the web or any e-mail client (e.g., Eudora, Outlook). Students may have their Hunter e-mails forwarded to their preferred e-mail addresses.</i> • Implement 2001-2002 Technology Audit finding. <i>The College is implementing the recommendations of the Technology Audit which concern the licensing of software and computer access for departing employees.</i> • Monitor the use of the Technology Fee resources. <i>Projects are being completed as per the 2002-03 Student Technology Fee Plan. Projects include the installation of 100 public access computers, the licensing of standard software in open labs, lab computer replacement, faculty development initiatives, smart classrooms, and the student e-mail system.</i> • Increase use of the Distance Learning Facility. <i>A marketing plan is being created for the 68th Street distance learning facility. A meeting will be held with CUNY to explore the possibility of using the Distance Learning Center in the Honors College for CUNY Honors College students across the seven CHC campuses.</i>
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**Hunter College Performance Goals and Targets
2002-2003 Academic Year**

			<p><u>School of Arts and Sciences</u></p> <ul style="list-style-type: none"> • Increase number of courses on Blackboard. <i>There are 550 hybrid (in-class and on-line) courses that used Blackboard this fiscal year, an increase from 480 courses that used Blackboard last fiscal year.</i> • Increase number of instructors trained to use Blackboard. <i>During one week in January 2003, ICIT offered computer software training and assistance to Hunter faculty. 8 workshops were held, with 86 people attending, and 60 Blackboard courses were created.</i> • Increase number of smart classrooms by three. <i>Four classrooms were upgraded to smart classrooms in Spring 2003.</i> • Upgrade technology skills of faculty and departmental office assistants. <i>In addition to the January workshops, ICIT is offering several new training sessions for faculty and staff and has purchased on-line training software.</i> <hr/> <p><u>School of Education</u></p> <ul style="list-style-type: none"> • The number of graduate teacher education courses with Blackboard components will increase by 10%. <i>The number of graduate teacher education courses with Blackboard components doubled from 39 in 2001-02 to 78 in 2002-03.</i> • The number of course sessions and other meetings taking place in the Education smart classroom will increase by 25%. <i>In 2001-02, 154 sessions were held in the smart classroom (plus 30 in the summer). In 2002-03 to date, 279 sessions have been held.</i> • Approximately 20-25 additional faculty members in the School of Education will receive technology training through the third year of the PT3 faculty training grant project. <i>40 faculty members are currently participating in PT3 training. PT3 provided several workshops in Fall 2002, offering an average of 3 workshops a week. Workshops focus on hardware training (e.g., using the Smart Classroom, digital camera, scanners), software training and technology-assisted pedagogy or learning (e.g., on-line editing). Individual tutorials are also provided.</i>
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**Hunter College Performance Goals and Targets
2002-2003 Academic Year**

		<ul style="list-style-type: none"> • Show and pass rates on CUNY proficiency exam 	<ul style="list-style-type: none"> • Develop strategies for increasing the show rate of students required to take the CPE. <i>Web-based course registration was completed for the October 2002 test administration.</i> <i>Coordination of CPE and course registration implemented in Spring 2003 for the October 2003 exam.</i> • Increase show rate through web-based test registration in Fall 2002 and coordination of CPE and course registration in Spring 2003. <i>Show rate of students required to take the exam increased from 52.7% in 2001-02 to 59.6% in 2002-03.</i> • Maintain percentage of students passing the CPE at or above 90%. <i>With increase in show rate, pass rate declined from 91.3% in 2001-02 to 81.5% in 2002-03.</i>
	<p>3. Increase instruction by full-time faculty</p>	<ul style="list-style-type: none"> • % Instructional hours taught by FT faculty 	<ul style="list-style-type: none"> • In appropriate programs, instructional hours taught by full-time faculty will increase to 54%. <i>The percentage of instruction taught by full-time faculty has varied from 50.0% in Fall 2000 to 53.2% in Fall 2001 to 51.2% in Fall 2002.</i> • Increase number of full-time faculty members in the School of Education by six. <i>The number of full-time faculty members in School of Education teacher education programs increased from 52 in Fall 2001 to 62 in Fall 2002, and from 54 in Spring 2002 to 61 in Spring 2003.</i> <i>The total number of School of Education faculty members (including SEEK) increased from 59 in Fall 2001 to 69 in Fall 2002, and from 61 in Spring 2002 to 68 in Spring 2003.</i> • Some coordination responsibilities formerly assigned to full-time faculty in Education will be assigned to Higher Education Officers trained in teacher education. <i>A Higher Education Officer has taken over responsibilities for program coordination formerly assigned to two faculty members.</i>

**Hunter College Performance Goals and Targets
2002-2003 Academic Year**

<p>Improve Student Success</p>	<p>4. Increase retention and graduation rates</p>	<ul style="list-style-type: none"> • Fall-to-fall retention rates; BA/BS graduation rates 	<ul style="list-style-type: none"> • Increase retention and graduation rates by 2%. <i>One-year retention rates of first-time full-time freshmen remained stable: 80.8% for Fall 2001 entrants compared with 80.7% for Fall 2000 entrants.</i> <i>One-year retention rates for transfer students declined from 75.5% for Fall 2000 entrants to 73.1% for Fall 2001 entrants.</i> <i>Six-year graduation rates for first-time freshmen remained stable: 35.9% for Fall 1996 entrants, compared with 35.7% for Fall 1995 entrants.</i> <i>Six-year transfer student graduation rates declined from 52.0% for Fall 1995 entrants to 49.8% for Fall 1996 entrants.</i> <i>The Center for Student Achievement (formerly the Study Skills Center) has implemented programs for students at risk, including invitations to individual advisement sessions as well as a network of study skills workshops and personal counseling.</i> <i>New initiatives to improve retention of second-semester freshmen and transfer students were piloted in Spring 2003 (e.g., workshops on general academic requirements, process for declaring majors, information to connect students with a network of services).</i> <i>A College-wide Task Force on Advising comprising faculty and Student Services staff was formed in Spring 2003. Their recommendations will be implemented accordingly.</i> <i>Extended counseling hours later in the day as well as on weekends.</i> <i>Increased communication to students through mailings and e-mail.</i>
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**Hunter College Performance Goals and Targets
2002-2003 Academic Year**

			<ul style="list-style-type: none"> • Implement the changes recommended by the Presidential Committee on Student Services. <i>Changes were implemented as follows: Eija Ayravainen was appointed as Acting VP & Dean in Summer 2002. Administrative offices (Financial Aid, Registrar, Admissions, Pre-Admissions) were reassigned to OSS. Prepared mission statements for each major unit of OSS. Held conference on academic advising and post-conference workshop in January-February. Formed an Advising Task Force in Spring 2003. Assigned OSS counselors as liaisons to academic departments for greater articulation between pre-major and major advising. Reorganized OSS Advising and Counseling staff, named directors of retention and of freshman and transfer advising, and implemented new management tools. Adjusted counselor/advisor schedules to increase time spent advising students. Sponsored on-campus visit by outside expert on first-year experience. OSS staff and faculty collaborated on the design of a new first-year seminar to be piloted in Fall 2003. Designed and piloted new programs for transfer and at-risk students in Spring 2003.</i> • Maintain high retention rates in CUNY Honors College (CHC) and Hunter Honors Scholars Program (HHSP) by improving advising and establishing articulation with upper division honors programs. <i>In Fall 2001, 40 students enrolled in the CHC, and all 40 were retained in the first year. Of the second class of 65 students, admitted in Fall 2002, all but two students remained through the first year. Of Fall 2001 new HHSP freshmen, all but one finished the first year; the same was true of the Fall 2002 freshman entrants.</i>
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**Hunter College Performance Goals and Targets
2002-2003 Academic Year**

			<ul style="list-style-type: none"> • Conduct detailed study of performance in all Freshman Block courses to identify areas in which special academic support is needed. <i>Conducted analyses of freshman performance in all block courses, and examined structure and content of all blocks. Based on results, made significant improvements in blocks to be offered in Fall 2003 (greater thematic coherence among courses in each block, replacement of high-failure courses with courses better matched to the level of preparation of new freshmen, and better schedules for students in each block).</i> • Initiate a study of closed course registrations in collaboration with ICIT and the Registrar. <i>A closed-course tracking system was initiated in Fall 2002. Results were used to increase the number of summer school sections in high-demand courses.</i> • Establish the Learning Enhancement Opportunity (LEO) project to increase retention and graduation rates of generic nursing students. <i>The LEO program in nursing, funded with money from New York Community Trust endowment, has been put in place.</i> • Review policies and procedures for increasing, managing, and strategically planning scholarships for students. <i>Implemented new policies/strategies for Fall 2003 to ensure broader and more equitable awarding of scholarship funds. Implemented new system to improve stewardship of funds and monitoring of students' progress. Increased number of scholarship applications for continuing students from 90 to 500 through use of e-mail and other mailings.</i>
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**Hunter College Performance Goals and Targets
2002-2003 Academic Year**

		<ul style="list-style-type: none"> • Student Scholarships 	<ul style="list-style-type: none"> • Devote \$50,000 in scholarships for continuing (graduate/undergraduate) students. • Obtain funds to increase the number of scholarships given to new students. <i>Scholarship funds raised by Hunter College have increased significantly. Much more than \$50,000 has been allocated to new and continuing students.</i> • Institute the reorganization of scholarships and create a database to enhance strategic use of scholarship funds. <i>A scholarship system to enhance and streamline Hunter's scholarship accounting and management process has been designed. Currently in the development phase, the system will take into account existing processes and systems from Institutional Advancement, Financial Aid and other offices, provide a central information repository, and manage existing accounts and future liabilities.</i>
		<ul style="list-style-type: none"> • # of recruitment events for new students: activities for 11th and 12th graders 	<ul style="list-style-type: none"> • Increase targeted recruiting activities for students. • Conduct two open houses for 500-1,000 students each. <i>Held two open houses attended by over 700 students in Fall 2002; 250 students participated in Spring 2003 open house. Special mini-Open House for parochial high school students was held in Fall 2002.</i> • Conduct 30-40 information sessions and tours for a total of 800-1,000 students. <i>25 information sessions and tours held in Fall 2002, attracting approximately 525 students; 35 information sessions and tours were held in Spring 2003 for a total of approximately 950 students.</i> • Continue targeted outreach to New York City public and parochial school principals and guidance counselors. <i>Pre-Admission counselors made special visits to 40 targeted public and parochial high schools, and kept in touch with college advisors and prospective students at the targeted schools throughout the admission process.</i>

**Hunter College Performance Goals and Targets
2002-2003 Academic Year**

		<ul style="list-style-type: none"> • Four-year MA, MS, and certificate graduation rates 	<ul style="list-style-type: none"> • Increase overall graduation rates by 2%. <i>Four-year MA/MS graduation rates increased from 61.5% for the entering class of Fall 1997 to 64.7% for the entering class of Fall 1998.</i> • Review MA/MS graduation rates by program to determine those in which graduate students are not making satisfactory progress toward degree completion. <i>IR has analyzed MA/MS graduation rates by program. Some graduate programs with high credit requirements, including several in the School of Education, had relatively low graduation rates. Our initial response was to initiate an expanded summer session to enable students in programs with 42 or more credits to earn their master's degrees within 4 years. The School of Education will also pilot test a full-time day cohort graduate program in childhood education for Fall 2003.</i>
	<p>5. Improve post-graduate outcomes</p>	<ul style="list-style-type: none"> • Pass rates on licensure/certification exams 	<p>Baseline data will be scrutinized by program to determine appropriate pass rates and barriers to passing examinations. Develop a plan to increase the pass rate of first-time test takers.</p> <ul style="list-style-type: none"> • Teacher Education programs will maintain their pass rates on certification examinations and overall performance on the LAST exam will remain at or above 96%. <i>LAST exam pass rates rose from 93% in 1999-2000 to 96% in 2000-2001, and in 2001-02, the LAST and ATS-W pass rates of 96% and 98% respectively exceeded the statewide mean.</i> • 85% of nursing graduates will pass the NCLEX examination on the first attempt. <i>89.4% of students passed the NCLEX exam in 2002-03 on the first attempt.</i> • The percent of students who pass the CPA exam will meet or exceed the national average of 10% for first-time test takers. <i>The CPA exam pass rate declined from 10.0% in 2000 to 4.7% in 2001. Results in 2002 will be available in August. We are investigating the reason for the decline which may include the fact that the CPA Examination is a four-part examination and relatively few students take all four parts at the same session.</i>

**Hunter College Performance Goals and Targets
2002-2003 Academic Year**

		<ul style="list-style-type: none"> • Job placement 	<ul style="list-style-type: none"> • Enhance Career Services by strengthening outreach to students, increasing the number of recruiters on campus to interview graduating seniors, and increase the number of on-campus recruiters providing career information to undergraduates at all levels. <i>The number of on-campus recruiters who interviewed graduating seniors increased from 12 last year to 20 this year. The number of on-campus recruiters providing career information to all undergraduates increased from 16 last year to 22 this year.</i> • Implement an exit interview process in the School of Education to monitor job placement. <i>An exit survey was created and sent to Spring 2003 graduates--the first group of students in the re-registered programs.</i>
	<p>6. Improve college readiness</p>	<ul style="list-style-type: none"> • % 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 	<ul style="list-style-type: none"> • Increase to 72% the number of University Skills Immersion Program (USIP) students who pass all of the basic skills tests or enroll in Prelude to Success. <i>The percent of conditionally admitted freshman USIP students who passed all basic skills tests or enrolled in Prelude to Success declined from 69.0% in Summer 2001 to 63.3% in Summer 2002.</i> <i>The pass rates of SEEK students increased from 51.0% in Summer 2001 to 59.0% in Summer 2002.</i> <i>For Summer 2003 Immersion, our Center for Student Achievement has designed an enrichment component, which will be available to all Immersion students.</i> • Conduct an evaluation of all English Immersion programs and revamp programs to increase pass rates by 5% in Reading and Writing. <i>The combined pass rate in Reading and Writing rose from 54.4% in Summer 2001/January 2002 to 56.7% in Summer 2002/January 2003.</i> <i>Summer 2002 English Immersion was given in one 23-day session instead of the two 11-day sessions offered in Summer 2001.</i>

**Hunter College Performance Goals and Targets
2002-2003 Academic Year**

		<ul style="list-style-type: none"> • Provide a small group tutoring program and workshops for SEEK students needing skills work. <i>The Dolciani Math Center now provides a program for SEEK CMAT students, including self-paced multimedia workshops and on-call tutors. The Reading/Writing Center provides all SEEK students requesting services with individualized weekly tutorial sessions for the full academic semester.</i> • Maintain high level of SEEK students passing skills tests in one year (over 90%). <i>91% of non-ESL SEEK students who entered in Fall 2001 passed all the basic skills tests within one year.</i> • Maintain high level of ESL students passing skills tests in two years (over 90%). <i>66.2% of ESL students who entered in Fall 2000 passed all basic skills tests within two years. Two-year skills test data on ESL students who entered in Fall 2001 are not yet available.</i> • Improve Prelude writing students' pass rates by 5%. <i>The pass rate of Prelude writing students rose from 76% in 2001-02 to 79% in 2002-2003.</i> 	
		<ul style="list-style-type: none"> • # of College Now course/workshop participants; course completion and pass rates 	<ul style="list-style-type: none"> • Offer College Now programs to 2,700 New York City high school students. <i>Course registrations in College Now courses and workshops reached 2,178 in 2002-03. Efforts underway to increase the number of course registrations for 2003-04.</i> • At least 70% of College Now participants will successfully complete their programs. <i>The completion rate for Fall 2002 College Now activities averaged 92%.</i> • Maintain College Now course registration at 200 registered in Hunter credit-bearing courses per year. <i>Achieved a total of 607 registrations in Hunter credit-bearing courses: 158 through tuition waivers, and 449 in "college cohort" courses (sections created especially for high school students).</i>

**Hunter College Performance Goals and Targets
2002-2003 Academic Year**

		<ul style="list-style-type: none"> • Increase pass rate of College Now students in Hunter courses to 82%. <i>In 2002-03, 70% of College Now students earned a passing grade (C or better). Steps being taken to increase the 2003-04 pass rate include: changing the sequence of courses, placing students in cohort classes before permitting them to take individual classes by themselves, giving students more preparation about what to expect in college classes before they start the program, and raising the minimum SAT requirement from 480 to 500.</i> • Provide faculty development workshops in science and math to high school teachers. <i>The College Now Pilot Program sponsored 40 workshops in English language arts and mathematics, all taught by faculty from the School of Education and the School of Arts and Sciences.</i> • Continue with 9th and 10th grade pilot program. Include literacy partners in this program. <i>Hunter participated in the third and final year of the College Now Pilot Program, providing supplementary instruction and other activities to strengthen students' math and English skills.</i> • Evaluate results of Summer Institute in the Sciences piloted in Summer 2002; expand program and revise curricula, as appropriate, to improve student performance. <i>93% of students in our credit-bearing courses earned a C or better, and none failed. Summer Institute will continue with added courses in Summer 2003.</i> 	
		<ul style="list-style-type: none"> • Hunter/"feeder" science high school 	<ul style="list-style-type: none"> • Begin planning with NYC Department of Education to establish a new Hunter-supervised science high school. <i>Plans for the creation of the Manhattan/Hunter High School for the Sciences have been finalized and a principal has been hired. The School will open in September 2003 with a ninth grade class.</i> • Obtain funding to support high school development. <i>Obtained a Gates Foundation grant in the amount of \$400,000.</i>

**Hunter College Performance Goals and Targets
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	<p>7. Improve quality of student support services</p>	<ul style="list-style-type: none"> • Student satisfaction survey results 	<p>Implementation of the reorganization of the Office of Student Services following the recommendations of the Presidential Committee on Student Services.</p> <ul style="list-style-type: none"> • Implement staff training in Mediation and Problem Solving Techniques. <i>OSS and trainer are in the process of planning appropriate sessions; planning will be complete by June 2003 and sessions will begin in late August/early September.</i> • Increase access to student advisors and counselors. <i>Student Center now open on Saturdays, 9am-1pm for advising/program planning; plan to advertise this service more widely.</i> <i>Counselors' schedules adjusted to increase hours for advising.</i> • Increase and upgrade technology for counselors and students. <i>Purchased 24 new computers and 16 new printers for counselors and support staff to replace obsolete equipment.</i> <i>Implementing Corporate Time for counselor appointments.</i> <i>Plan to install computer stations (PACs) in OSS Reception area.</i> <i>Moving from paper/pencil survey to on-line instrument to assess advising services.</i> • Increase the use of Web and e-mail in advising. <i>Added e-mail addresses of advisors/counselors to OSS website.</i> <i>Added direct link to Registrar's site for access to e-SIMS.</i> <i>Following Senate approval of GER modifications, an interactive downloadable GER checklist for students will be available in Summer 2003.</i> <i>E-advising web page with FAQs and links to counselor e-mail addresses will be available in Summer 2003.</i> <i>Redesign of the OSS home page for easier access to internal documents in progress for Summer 2003 completion.</i> <i>Plan to advertise OSS website in Envoy, display cases, T-stands.</i> • Evaluate online registration. <i>Web registration implemented; approximately 40% of students used Web to register for Spring 2003.</i>
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**Hunter College Performance Goals and Targets
2002-2003 Academic Year**

			<ul style="list-style-type: none"> • Implement a computerized database for evaluating and improving Teacher Education programs, including student advisement and support. <i>EdIMS, the new computerized database, will enable School of Education staff and faculty to monitor the work experience (e.g., fieldwork, clinical teaching) that New York State requires. The pilot test of this function is nearing completion. EdIMS also enables the School to conduct on-line surveys of faculty, graduates, employers and others for ongoing program improvement. The pilot-test of this function has been completed.</i> • Assess and improve services/accommodations for students with disabilities. <i>Changed department name from "Office for Students with Disabilities" to "Office of Access and Accommodations" to attract more students who are in need of services and remove stigma of "disabilities" label. Revised/clarified criteria required to document a disability. Initiated/modified activities to connect students to the services and staff of the office (Get Acquainted Breakfast; ADA Accommodations Event). Introduced new initiatives to help disabled students obtain internships and employment after graduation; developed strong links with Career Development Services at Hunter; participating in CUNY-wide grant-funded "Getting Started Project," which helps students secure internships and jobs. Initiating opportunities to educate faculty about ADA/504 and working with disabled students. Updating technology: New equipment purchased for Access and Technology Center; updating Web site; staff using new DIS screen added to SIMS. Hired one additional staff interpreter for the deaf. Prepared information sheet for parents of incoming students. Ongoing assessment of Office's programs and services; developed and implemented new assessment instrument to evaluate disabled students' involvement in college life at Hunter.</i>
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**Hunter College Performance Goals and Targets
2002-2003 Academic Year**

			<ul style="list-style-type: none"> • Design new components for freshman and transfer student orientation programs, especially those focusing on diversity issues. <i>Appointed new Director of Freshman Orientation and Orientation Seminar Programs.</i> <i>Formed Orientation Committee.</i> <i>Developed new 2-day freshman orientation program to be piloted in Fall 2003.</i> <i>Appointed new Director of Transfer and Returning Students.</i> <i>Videotape for transfer students to be completed by Summer 2003 for viewing by small groups of students in Orientation sessions .</i> <i>Transfer orientation program revamped from large lecture-based format to small group process.</i> <i>New transfer orientation materials developed.</i> • Develop additional training for student services personnel on issues of diversity and multiculturalism. <i>Workshop on community-building and diversity conducted in January 2002 for Athletics Department coaches, staff and student-athletes (funded by NCAA grant).</i>
Enhance Financial And Management Effectiveness	8. Meet enrollment goals	<ul style="list-style-type: none"> • Enrollment targets in Master Plan 	<ul style="list-style-type: none"> • 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 (VP for Administration, VP for Student Services, Registrar, representatives from the Provost's Office, Financial Aid, Pre-Admissions) meets weekly to identify and resolve enrollment management issues.</i> • Maintain total college enrollment at 20,500 students; continue to increase percent of graduate enrollment towards the goal of 25% of total enrollment. <i>Total enrollment in Fall 2001 was 20,522 with graduate students representing 22.8%. In Fall 2002, total enrollment was 20,607 with graduate students representing 24.8%.</i>

**Hunter College Performance Goals and Targets
2002-2003 Academic Year**

		<ul style="list-style-type: none"> • Show rates of accepted students; demonstrated actions to improve show rates. 	<ul style="list-style-type: none"> • Develop strategies to increase overall undergraduate show rates. • Develop focus on post-admission recruitment programs for undergraduates. <i>In Spring 2003, a special event was held for accepted freshmen to meet Hunter students, faculty and staff, learn more about the College, and tour the campus. A phonathon for accepted freshmen was also conducted.</i> • Develop recruitment initiatives for admitted students in graduate programs. <i>Urban Public Health in the Schools of the Health Professions and the MFA programs in Arts and Sciences have instituted a process of post-admission contacts that will be adopted by other programs in their respective schools.</i>
		<ul style="list-style-type: none"> • CAA/SAT targets 	<ul style="list-style-type: none"> • Continue to admit academically better-prepared students by raising minimum SAT and CAA requirements: <ul style="list-style-type: none"> • SAT scores of first-year students unconditionally admitted will rise by 10 points. <i>The mean SAT score of unconditionally admitted freshmen rose from 1039 in Fall 2001 to 1081 in Fall 2002.</i> • CAA of unconditionally admitted students will rise by 0.50. <i>The mean CAA of unconditionally admitted freshmen rose from 83.5 in Fall 2001 to 84.9 in Fall 2002.</i>
		<ul style="list-style-type: none"> • Demonstrated actions to better coordinate student transfers from CUNY associate to baccalaureate institutions 	<ul style="list-style-type: none"> • Strengthen articulation between community colleges and Hunter through earlier and better advising. <i>Provost's Office working with Admissions on updated database of course articulation among CUNY colleges.</i> • Revamp advising of all CUNY and non-CUNY transfer students. <i>Initiated a Transfer Student Advising Week, held in March, devoted to joint advising by faculty advisors and Student Services counselors, including program planning and transfer credit evaluation information, and small group follow-up orientation sessions.</i> <i>In Fall 2002, OSS conducted Major Day Workshops geared to the special needs of transfer students; the Office of Career Development Services, Pre-Professional Office and Study Abroad participated.</i>

**Hunter College Performance Goals and Targets
2002-2003 Academic Year**

			<ul style="list-style-type: none"> • Increase collaboration between Office of Student Services and faculty. <i>Vice President for Student Services met with academic departments to identify and address advising issues.</i> <i>OSS held a conference on academic advising for faculty advisors, Student Services counselors and administrative staff in January 2003.</i> • Create advising opportunities by Hunter staff for CUNY community college students while in the two-year school. <i>An admissions counselor was designated as Hunter's community college liaison with responsibility for arranging special visits to community colleges to counsel prospective students, and discussing articulation agreements, admission requirements, upper-division programs, application procedures and other topics.</i> <i>In Spring 2003, the liaison made visits to BMCC, LaGuardia and Hostos.</i> • Host events at Hunter for potential transfer students. <i>A Transfer Information Fair was held in May 2003 for students to speak with faculty about transfer credit issues and major/minor options; over 160 students attended.</i>
	<p>9. Increase revenues from external sources</p>	<ul style="list-style-type: none"> • Alumni/corporate fundraising [Council for Aid to Education-Voluntary Support of Education (CAE-VSE) report] 	<ul style="list-style-type: none"> • Increase revenue from corporate, foundation, and alumni sources: <ul style="list-style-type: none"> • Hire new Vice President for Institutional Advancement. <i>A national search culminated in the hiring of a new Vice President who began in February 2003.</i> • Develop comprehensive plan for fundraising. • Improve effectiveness of Office of Institutional Advancement. <i>Pursuant to the comprehensive strategic plan, the organization of the Office of Institutional Advancement has been restructured to reflect a greater emphasis on major gifts and the solicitation of high-end annual donors. Searches are being conducted for a Director of Major and Planned Gifts and a Director of Alumni Relations.</i> • Add members to Foundation Board.

**Hunter College Performance Goals and Targets
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			<p><i>Pursuant to the comprehensive strategic plan, we have added three new members, and identified three additional nominees.</i></p> <p><i>[Figures on alumni/corporate fundraising for FY 2003 to be reported to CUNY by 7/10/03.]</i></p> <ul style="list-style-type: none"> • <i>Begin to implement recommendations from Development Audit.</i> <i>In December 2001, Hunter engaged a fund-raising consulting firm to conduct a development audit of the Office of Institutional Advancement. Many of the recommendations for improving fundraising efforts, which were presented in February 2002, have been implemented over the past year, including the following:</i> <i>Case statement was prepared describing the current fundraising needs and priorities of the College, as articulated by the President.</i> <i>A major fundraising special event for Roosevelt House was held in June 2003 at the Plaza Hotel.</i> <i>Foundation Trustees have taken on a greater involvement in fund-raising.</i>
		<ul style="list-style-type: none"> • Government Support 	<ul style="list-style-type: none"> • Meet or exceed last year's level of \$500,000 in government support. • Increase revenue from government sources by increasing outreach to elected officials and NYC agencies. <i>Received \$1,009,000 in government support.</i> • Receive at least one grant from a city or state elected official. <i>A total of six college and campus school projects were funded by government officials at the local level.</i> • Continue to develop external/community affairs strategy. <i>To foster partnerships with neighbors in the local community, held meetings with several residential co-op boards and residents, and met with managers of local institutions.</i>

**Hunter College Performance Goals and Targets
2002-2003 Academic Year**

		<ul style="list-style-type: none"> • Contract and grant awards (RF report) 	<ul style="list-style-type: none"> • Contracts and grants will exceed our three-year rolling average of \$30,063,500 by 10%. <i>The grant/contract total is approximately \$40,000,000 as of mid-May (direct and indirect).</i> • Continue existing contracts (NYU Dental School and PT rentals) and investigate new contracts (Baruch wellness center supervision) to establish additional revenue sources for schools. <i>Existing license agreements have been renewed or extended where appropriate. The PT Department has identified a new rental opportunity, and a Passport Office is presently in operation.</i>
	<p>10. Make administrative services more efficient and increase entrepreneurial efforts, and apply revenues to student instruction-related activities</p>	<ul style="list-style-type: none"> • Student satisfaction survey results 	<ul style="list-style-type: none"> • Begin to implement the recommendations of the Student Services report. <i>Completed as noted in Objective 4.</i> • Increase level of student satisfaction with administrative services in the School of Education. <i>Launched several initiatives to improve student satisfaction (e.g., redeployment of personnel). Developed questionnaire to measure student satisfaction with all aspects of administrative services. Questionnaire results will be analyzed to identify areas in need of improvement, and specific procedures will be put in place to make the necessary improvements.</i>
		<ul style="list-style-type: none"> • Productivity targets and administrative efficiency 	<ul style="list-style-type: none"> • CUNY Productivity Targets for Hunter College will be met. <i>The College expects to meet its productivity target. An interim report indicates that the College has achieved approximately 90% of its target as of June.</i> • Reviews will be conducted for various contracts to increase efficiency and service to faculty and students. <i>A Food Service Request for Proposal (RFP) was released to the public in June, and an RFP for the Bookstore will follow during the summer. The new contracts contain stronger contract management and service terms.</i>

**Hunter College Performance Goals and Targets
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			<ul style="list-style-type: none"> • Increase use of technology to enhance services to students. <i>Completed technology projects to enhance services to students include Web registration, credit card payment, on-line applications for direct federal loans and e-advicing.</i>
		<ul style="list-style-type: none"> • Develop and implement comprehensive financial information system encompassing funds from internal and external sources. 	<ul style="list-style-type: none"> • Appoint working committee (including ICIT, Business Office, Budget Office, and VP's Office) to inventory and assess the functionality of all current fiscal systems and processes in order to streamline, consolidate, and improve fiscal and business reporting and enhance productivity. <i>Development in place for an OTPS tracking and budget management system. Budget modification system has been created.</i> • Formulate a strategy to merge capital and expense budget planning and administration. This will include a four-year capital and expense budget to prioritize goals and establish a process to monitor and control fiscal activities. <i>Capital planning and project coordination was transferred to the Budget Office. The Office of Facilities Management and Planning will continue to concentrate on execution and monitoring of all projects. The Budget Office has started planning and prioritizing projects according to needs in the areas of academics, infrastructure and technology.</i> • Identify, assess, price, and market on-campus rental opportunities. <i>The College has retained a consultant to review current rental space, rates and agreements, propose new/alternate opportunities based on current competitive market rates, and explore marketing strategies. Several rental contracts have been revised to incorporate more favorable terms. The College transferred its Central Reservations function to the VP for Administration to focus on rental opportunities.</i>

**Hunter College Performance Goals and Targets
2002-2003 Academic Year**

		<ul style="list-style-type: none"> • Improve opportunities for generating revenue. 	<p>Continuing Education/IELI</p> <ul style="list-style-type: none"> • Hire consultant to review and report on financial and programmatic aspects of Continuing Education/IELI for effectiveness and efficiency. <i>A consultant was retained and has reported results to the College. The administration is evaluating and implementing the consultant's findings and determining an appropriate direction for the program.</i>
	<p>11. Improve physical planning for the College.</p>	<ul style="list-style-type: none"> • Update Master Plan. 	<ul style="list-style-type: none"> • Begin revision of Master Plan. <i>Funding in the CUNY capital budget has been secured for the design and construction of two new Hunter facilities: a science building and a visual and performing arts building. The planning process, involving the architectural firm, CUNY, and Hunter, is underway. \$100,000 for the façade of Roosevelt House was raised by the College and façade renovation was completed in Spring 2003. \$15,000,000 is in place for the renovation of Roosevelt House. An architect has been retained, and the design will begin in Fall 2003.</i>