

**Hunter College Performance Goals and Targets
2008-2009 Academic Year**

Goals	Objectives	2008-2009 University Targets	Indicators
<p>Raise Academic Quality</p>	<p>1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix</p>	<p>1.1 Resources will be shifted to Univ. flagship and college priority programs to support the Univ.'s commitment to become a research-intensive institution</p> <ul style="list-style-type: none"> A. Continue to make progress toward the acquisition of new space B. Continue planning for the new building for the School of Social Work and related programs C. The library planner will complete the first phase of the library renovation plans D. Make continued progress on implementing the freestanding School of Nursing (SON), the CUNY School of Public Health (SPH) initiative, and joint doctoral programs in the sciences E. Hire Deans for the SON and the CUNY SPH and a science advisor to the President F. Complete extensive renovations of Roosevelt House and hold public opening G. Continue to hire outstanding scholars in key areas and to invest in research infrastructure H. Continue to develop and implement critical programs in flagship areas <p>1.2 CUNY and its colleges will draw greater recognition for academic quality</p> <ul style="list-style-type: none"> A. Hunter will continue to draw recognition for academic quality B. Increase visibility and recognition for Hunter's research centers and institutes, including the Hunter College Autism Center, the Brookdale Center for Healthy Aging and Longevity, and Center for Gifted and Talented Education C. Hunter will continue to invest in external collaborations <p>1.3 Program reviews, with analyses of enrollment and financial data, will demonstrably shape academic decisions and allocations by colleges</p> <ul style="list-style-type: none"> A. Prepare self-study and host evaluation team visit for Hunter's decennial Middle States review B. Prepare for and host evaluation team visit for the School of Education's NCATE re-accreditation C. Prepare for the School of Social Work's re-accreditation review in 2010 D. Use last year's program reviews in English and Dance, with analyses of enrollment and financial data and recommendations of the Mellon Committee on General Education, to shape decisions and allocations; begin implementing recommendations E. Trends in enrollment and external analyses of areas of growth will continue to be incorporated in planning F. Progress will be made on program reviews in Art, Geography, Physics, and Music. New reviews will begin in Political Science and Psychology G. Revise curriculum in selected areas 	<ul style="list-style-type: none"> 1.1 Documented efforts to move flagship and priority programs and research programs to the next level 1.2 Recognition/validation from external sources 1.3 Self-reports by the colleges

	<p>1.4 Colleges will use technology to enrich courses and teaching</p> <ul style="list-style-type: none"> A. <i>Support faculty who are committed to the use of innovative technologies in their courses through the President's Faculty Initiative in Technology (FIT) program and other initiatives to incorporate technology into the curriculum; assess and communicate the outcomes to other Hunter faculty</i> B. <i>Increase the number of technology-enhanced classrooms and provide training in their use to faculty</i> C. <i>Increase the number of students who participate in the School of Education's videotaping program from 25% to 50%; launch the SOE's online technology tutorials, and implement the SOE's technology assessment requirement for graduation</i> E. <i>Define technology competencies for a liberal arts education and begin planning to incorporate these competencies into the curriculum</i> 	<p>1.4 Reports of courses with a significant technology component and self-reports by colleges</p>
<p>2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity</p>	<p>2.1 Colleges will continuously upgrade the quality of their full- and part-time faculty, as scholars and as teachers</p> <ul style="list-style-type: none"> A. <i>Continue to increase investment in faculty development, including a new website for the Provost's Office to serve as a clearinghouse for faculty development efforts and materials, a new science advisor to the President who will provide enhanced grant support for the sciences, enhanced pre-award grant support for all faculty, continued development of Hunter's adjuncts and Graduate Teaching Fellows, and a broad series of workshops and meetings</i> B. <i>Form a committee and charge it with the task of making recommendations for a revitalized Center for Teaching and Learning</i> C. <i>Continue aggressive recruiting and retention through competitive offers</i> D. <i>Revise tenure and reappointment procedures to accommodate the 7 year tenure clock</i> E. <i>Increase efforts to improve assessment, including hiring a Director of Assessment</i> <p>2.2 Faculty research/scholarship will increase from 2006-2007 levels</p> <ul style="list-style-type: none"> A. <i>Faculty research/scholarship/creative works will increase from 2006-2007 levels</i> B. <i>Hunter will continue its high level of participation in CUNY's online scholarship report system</i> C. <i>Hunter will purchase Digital Measures, a software system for recording faculty scholarship, and will pilot its use in the Schools of Education and Social Work</i> <p>2.3 Instruction by full-time faculty will increase incrementally</p> <ul style="list-style-type: none"> A. <i>Hunter will develop a policy that makes the conditions under which course releases are granted for research, administration, and other purposes transparent</i> <p>2.4 The percentage of under-represented faculty and staff will meet or exceed the percentage available</p> <ul style="list-style-type: none"> A. <i>The Dean of Diversity will continue to train search committees using the best practices model developed last year and will prepare a written guide including requirements and best practices, which will be distributed to all search chairs.</i> 	<p>2.1 College self-reports on efforts to build faculty teaching and research quality through hiring and tenure processes and investments in faculty development</p> <p>2.2 Faculty scholarship and creative work report</p> <p>2.3 % of instructional hours and mean hours taught by FT new and veteran faculty; # FT faculty</p> <p>2.4 Faculty & staff diversity and affirmative action reports</p>

		<i>B. The Provost will invite the Dean of Diversity to assist and contribute to searches likely to yield underrepresented faculty or staff to ensure that opportunities are not lost due to procedural problems</i>	
Improve Student Success	3. Ensure that all students receive a solid general education and effective instruction, particularly in the first 60 credits of study	<p>3.1 Colleges will implement approved Coordinated Undergraduate Education plans, make progress on Campaign for Success indicators, and use outcomes to drive improvements in academic support and student learning</p> <p>A. <i>Hunter will implement its approved CUE plans</i></p> <p>B. <i>Continue to make progress on GER reform via the Mellon Project</i></p> <ul style="list-style-type: none"> • <i>Develop and pilot a science for non-majors course</i> • <i>Explore and pilot signature seminars</i> • <i>Develop and pilot test an experimental course merging English 120 and 220</i> • <i>Train undergraduate advisors in the use of Degree Works</i> <p>C. <i>Meet Campaign for Success goals</i></p> <p><u>Percentage of Students passing Gateway courses with a C or better</u></p> <ul style="list-style-type: none"> • <i>Hunter will maintain its high percentage (87.5% in fall 2007) of students passing gateway courses with a C or better</i> <p><u>Percentage of freshmen and transfers taking courses the summer after entry</u></p> <p><u>Average # credits earned in the first 12 months</u></p> <p><u>Ratio of undergrad FTEs to headcount</u></p> <ul style="list-style-type: none"> • <i>To increase the percentage of students taking courses the summer after entry and the average number of credits earned in the first 12 months, Hunter will continue the pilot program it began last year and will offer scholarships during the winter and summer sessions</i> <ul style="list-style-type: none"> - <i>Scholarship dollars will increase to \$30,000 for winter session 2009 (up from \$23,670 for winter 2008) and to \$15,000 for summer session 2009 (up from \$10,000 for summer 2008)</i> • <i>Hunter students will continue to receive one-on-one and group advising that encourages them to take 30 credits per year</i> • <i>Hunter will increase the number of course offerings on Fridays, nights, and weekends to meet demand (see 9.3)</i> • <i>Hunter will implement a summer program for entering freshmen with an enrollment target of 8% of the class of 2013</i> • <i>The School of Arts and Sciences will offer 43 winter session courses, up from 39 courses in 2007-2008; enrollment in the winter session “Seminar in Civic Understanding” will increase to 38 (from 28 in 2007-08)</i> 	3.1 Campaign for Success indicators: % of students passing gateway courses with C or better; % of freshmen and transfers taking course the summer after entry; ratio of undergrad FTEs to headcount. Baccalaureate colleges only: Average # credits earned in first 12 months; % of lower division seats taught by full-time faculty; % of students with major declared by the 70 th credit.

		<p>Percentage of students with major declared by 70th credit</p> <ul style="list-style-type: none"> • <i>Department chairs will accept as declared majors those students who have earned 60 credits but who have not satisfied all pre-requisites with the understanding that the new majors will have two semesters to fulfill all criteria</i> • <i>Undeclared students will be tracked and coordinated outreach (academic departments, Student Services) to the undeclared students will continue until the students formally declare majors</i> <p>3.2 Colleges will draw upon degree and adult and continuing education resources to improve basic skills and ESL outcomes University-wide</p> <p>A. <i>Conclude leadership search for SEEK</i></p> <p>B. <i>To increase the % of SEEK and ESL students who pass skills tests in 2 years, the English Department will implement placement tests and new methods of working with ESL reading and writing skills</i></p> <p>C. <i>Recommendations from the ESL Task Force Report will be implemented</i></p> <p>3.3 Show & pass rates on the proficiency exam will rise</p> <p>A. <i>Hunter's high show and pass rates on the CPE will be maintained</i></p>	<p>3.2 All colleges: % of all admitted freshmen who pass a remedial course at a given campus during the pre-entry summer. Baccalaureate colleges: % of SEEK and ESL students who pass skills tests in 2 yrs. Associate colleges: % of remedial students at 30 credits who pass all basic skills tests</p> <p>3.3 Show & pass rates on CUNY proficiency exam</p>
4. Increase retention and graduation rates		<p>4.1 Retention rates will progressively increase</p> <p>A. <i>The recent improvements in one year retention rates for transfers (74.6% for the class entering fall 2006, up from 70.6% for the class entering fall 2005) and freshmen (81.7% for the class entering fall 06, up from 80.2% for the class entering in fall 2005) will be maintained.</i></p> <p>B. <i>Continue enhanced advising for incoming freshmen to ensure sustained engagement; Hobsons CRM tool will be implemented to increase and manage communications to students</i></p> <p>C. <i>Continue Presidential Initiatives to increase student engagement, which distributed over \$45,000 in 2007-08 to support student-faculty co-curricular activities, student presentations at national and international conferences, and student-faculty research opportunities. In 2007-08, more than 400 students benefited from over 50 different activities; the goal for 2008-09 is a 25% increase in the number of activities and participants.</i></p> <p>D. <i>Create opportunities for academic departments to engage new and undeclared students, particularly new transfers</i></p> <p>4.2 Graduation rates will progressively increase, in baccalaureate/masters programs and in associate programs</p> <p>A. <i>Through advisement and financial aid, encourage students to increase the number of credits taken per year</i></p>	<p>4.1 One-year and two-year retention rates</p> <p>4.2 Six-year AA/AS/AAS, BA/BS graduation rates; four-year BA/BS graduation rates; four-year MA/MS graduation rates</p>

<p>5. Improve post-graduate outcomes</p>	<p>5.1 Professional preparation programs will improve or maintain high numbers of successful graduates</p> <p><i>A. Teacher Education programs will maintain their high pass rates on NYS certification exams(between 2003-04 and 2006-07, LAST pass rates = 98% - 100% and ATS-W pass rates = 99% -100%)</i></p> <p><i>B. The School of Social Work will implement its plan to raise pass rates on the LMSW (baseline = 69% for students who took the exam for the first time in 2006, national average = 74%); pass rates on the LCSW (baseline = 77% for Hunter graduates who took the test for the first time in 2006; national pass rate = 74%) will be maintained or improved</i></p> <p><i>C. PT and communication pass rates and School of Nursing NCLEX scores will be maintained or improved (between 2005 and 2007, Hunter’s NCLEX pass rate increased from 84.9% in 2005 to 88.2%; the PT pass rate increased from 76% to 91%, and the Communication Sciences pass rate increased from 97% to 100%)</i></p> <p>5.2 Job and education rates for graduates will rise</p> <p><i>A. Graduates of the School of Social Work will improve their positions and income after graduation</i></p> <p><i>B. Career Development Services will make strategic improvements, including the use of the newly implemented NACELINK Simplicity jobsearch program; 2008-09 NACELINK data will provide baselines</i></p> <p><i>C. Hunter will continue to systematically collect GRE, LSAT, MCAT, and GMAT scores (baselines reported in 2007-2008 PMP report)</i></p> <p><i>D. Hunter’s Schools of Education and Social Work will continue to survey graduates (baselines reported in 2007-2008 PMP report)</i></p>	<p>5.1 Pass rates and numbers of students passing licensure/certification exams</p> <p>5.2 Surveys of graduates</p>
<p>6.Improve quality of student academic support services</p>	<p>6.1 Student satisfaction with and quality of academic support services, academic advising, and use of technology to strengthen instruction will rise</p> <p><i>A. Hunter will increase and improve access to public computing by expanding the laptop loan program, improving public labs, redistributing public access computers (pacs) and studying other options for expanding and enhancing the pacs</i></p> <p><i>B. Student administrative services will be supported through upgrades to Hunter’s web site content through the new content management system (CMS) and the implementation of the Hobsons CRM tool</i></p> <p><i>C. Outreach will be expanded to increase students’ use of advising services</i></p> <p><i>D. The School of Social Work will establish a baseline of student satisfaction with academic advising, support services, and use of technology</i></p>	<p>6.1 Student experience survey results and other data and reports on satisfaction with academic and technological support services, including academic advising</p>

<p>Enhance Financial and Management Effectiveness</p>	<p>7. Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses</p>	<p>7.1 Colleges will increase or maintain enrollment for degree programs; mean SATs/CAAs of baccalaureate entrants will rise <i>A. Hunter’s enrollment will be maintained at 20,7000; continuing and adult education enrollment will be maintained</i> <i>B. Hunter’s mean SATs/ CAAs will be maintained or improved</i></p> <p>7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges <i>A. Hunter’s high percentage of TIPPS course equivalency evaluations will be maintained or improved</i></p> <p>7.3 Enrollment of underrepresented groups will increase <i>A. Strategic partnerships with high schools and CUNY community colleges and the continued and expanded use of Presidential Scholarships will be used to recruit top students from underrepresented groups</i> <i>B. Focus recruiting efforts in high schools with large underrepresented populations, including our own Manhattan Hunter Science High School</i> <i>C. College Now will continue to offer opportunities to attract and increase participation of underrepresented students</i></p> <p>7.4 Colleges will meet 95% of enrollments targets for College Now, achieve successful completion rates, and increase the students who participate in more than one college credit course and/or pre-college activity <i>A. Hunter will continue to meet enrollment targets and completion rates</i> <i>B. Hunter will continue to implement its strategic plan to increase the number of students who participate in more than one college credit course or pre-college activity</i></p>	<p>7.1 Enrollment in degree and adult and continuing education programs; SATs/CAAs 7.2 Exs: TIPPS course equivalencies, pipeline programs, transfer credit acceptance, e-permit, joint programs, etc. 7.3 Enrollment of underrepresented groups 7.4 # of College Now participants, course completion and pass rates; # participants re-enrolled in progressively challenging precollege and general education courses</p>
	<p>8. Increase revenues and decrease expenses</p>	<p>8.1 Alumni-corporate fundraising will increase 10% <i>A. Hunter will increase alumni and corporate giving</i> <i>B. Hunter will hold its first major fundraising gala</i> <i>C. The Schools of Education, Social Work, and Nursing will establish baselines for alumni giving and develop plans for a more effective alumni programs</i></p> <p>8.2 Each college will achieve its productivity savings and revenue targets as set by the University Budget Office <i>A. Hunter will achieve its productivity target and redirect savings to student instruction-related activities</i></p>	<p>8.1 Alumni/corporate fundraising (CAE-VSE report) 8.2 Productivity and revenue targets</p>

		<p>8.3 Every college will lower or hold constant the percentage of its tax-levy budget spent on administrative services <i>A. Hunter will lower or maintain the percentage of its tax-levy budget spent on administrative services</i></p> <p>8.4 All colleges will have & implement financial plans with balanced budgets <i>A. Hunter will implement its financial plan and maintain a balanced budget</i></p> <p>8.5 Contract/grant awards will rise <i>A. Hunter will maintain or increase its excellent level of grant submissions and external funding</i></p> <p>8.6 Indirect cost recovery ratios will improve <i>A. Hunter's strong indirect cost recovery ratios will be maintained.</i></p> <p>8.7 Each college will meet agreed upon revenue targets for adult and continuing education <i>A. Hunter will meet its revenue targets for adult and continuing education</i></p>	<p>8.3 Percent of budget spent on administrative services</p> <p>8.4 Financial health and evidence of a solid financial plan</p> <p>8.5 Contract/grant awards (RF Report + CUNY projects), including for research</p> <p>8.6 Indirect cost recovery as ratio of overall grant/contract activity</p> <p>8.7 Adult and Continuing Education revenues</p>
	<p>9. Improve administrative services</p>	<p>9.1 Colleges will complete agreed-upon restructuring of their philanthropic foundations to comply with CUNY guidelines and document participation in the CUNY Compact <i>A. Hunter will complete the agreed-upon restructuring of its philanthropic foundation to comply with CUNY guidelines</i></p> <p>9.2 Student satisfaction with administrative services will rise or remain high at all CUNY colleges <i>A. Efforts to increase student satisfaction will include the use of data to identify problem areas and evaluate program effectiveness, the expansion of the OneCard program, improvements to Hunter's website through the new content management system, implementation of the NELNET scholarship and federal work study programs</i> <i>B. The School of Social Work will establish a baseline for student satisfaction with administrative services</i></p> <p>9.3 The % of instruction delivered on Fridays, nights, weekends will rise, to better serve students and use facilities fully <i>A. The Schools of Arts and Sciences, Education, and Social Work and the College Now program will increase the number of course offerings on Fridays and weekends by 5 – 10% to meet demand</i></p> <p>9.4 All colleges will establish campus risk management committees chaired by their University Risk Management Council designee <i>A. Hunter will establish a risk management committee; risk categories will be identified; a risk management plan will be developed</i></p>	<p>9.1 Evidence of foundation restructuring</p> <p>9.2 Surveys of student satisfaction with nonacademic administrative support services</p> <p>9.3 Percentage of instruction delivered on Fridays, nights, weekends</p> <p>9.4 Evidence of a campus risk management committee chaired by the Univ. Risk Management Council designee</p>

	<p>9.5 All colleges will make timely progress in CUNY FIRST implementation</p> <ul style="list-style-type: none"> A. <i>Hunter will continue to participate in the CUNY First implementation and will inform the Hunter community about the project's progress</i> B. <i>Hunter will maintain its readiness plan</i> <p>9.6 All campuses will set up a sustainability committee and have a validated plan</p> <ul style="list-style-type: none"> A. <i>Through its Sustainability Committee and other governance structures, Hunter will develop its sustainability plan</i> 	<p>9.5 Evidence of CUNY FIRST leadership/communication, training progress, and equipment readiness</p> <p>9.6 Evidence of a sustainability committee and a validated plan</p>
--	---	---