
Colleges are responsible for making annual progress on the nine university goals (section A), the relevant sector goals (section B), and a set of focus area goals to be determined by each college (section C). Beneath each numbered goal in sections A and B are the indicators which will serve as the standard measures of progress for that goal. Standard indicators that do not apply to a particular college will be replaced by alternate metrics to be developed by the college in collaboration with the central office. Standard metrics will be prepared by the Central Office of Institutional Research and Assessment (OIRA). Alternate metrics and other college-specific evidence are to be provided by the college.

A. University Goals

1. Increase opportunities for students to be taught by full-time faculty
   a. Percentage of instruction delivered by full-time faculty
   b. Ratio of Student FTEs to Full-time Faculty

2. Increase faculty scholarship and research impact
   a. Number of publications and creative activities (3-year weighted rolling average)
   b. Number of funded research grants
   c. Total dollar amount of research grants (3-year weighted rolling average)

3. Ensure that students make timely progress toward degree completion
   a. Average number of credits (equated credits) earned in one year
   b. Percentage of students who earn 30 credit (equated credits) per year
   c. One-year retention rate of first-time freshmen (actual and regression-adjusted)

4. Increase graduation rates
   a. Four-year graduation rate of first-time freshmen (actual and regression-adjusted)
   b. Six-year graduation rate of first-time freshmen

5. Improve student satisfaction with academic support and student support services
   a. Even years: Colleges will report on policies, practices, and activities intended to increase student satisfaction with academic and student support services
   b. Odd years: Student satisfaction with Academic Advising Effectiveness and Campus Support Services as measured by Noel-Levitz SSI

6. Improve student satisfaction with administrative services
   a. Even years: Colleges will report on policies, practices, and activities intended to increase student satisfaction with administrative services
   b. Odd years: Student satisfaction with Recruitment and Financial Aid Effectiveness, Registration Effectiveness, and Service Excellence as measured by Noel-Levitz SSI

7. Increase revenues
   a. Voluntary contributions (3-year weighted rolling average)
   b. Grants and contracts (3-year weighted rolling average)
   c. Alternative revenues (e.g., rentals, licensing, ACE) (3-year weighted rolling average)

8. Use financial resources efficiently and prioritize spending on direct student services
   a. Spending on instruction, research, and student services as a percentage of tax-levy budget
   b. Percent of budget in reserve (colleges should target 1-3%)

9. Increase the proportion of full-time faculty from under-represented groups
   a. Percentage of full-time faculty from under-represented groups (total minority, women, Italian Americans)

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1 University Goal 1 does not apply to the Graduate Center, the School of Professional Studies, the Law School, the School of Journalism, or the Macaulay Honors College.
2 University Goal 2 does not apply to the Macaulay Honors College.
3 University Goal 6 does not apply to the Macaulay Honors College.
4 University Goal 9 does not apply to the Macaulay Honors College.
B. Sector Goals

1. Goals for Senior Colleges
   1. Increase faculty satisfaction
      a. COACHE\(^5\) satisfaction measures (specific measures to be determined)
   2. Increase enrollment in master’s programs\(^6\)
      a. Total enrollment in master’s programs
      b. Recruitment for new master’s programs (new master’s student enrollment)
      c. One-year retention rate in master’s programs

2. Goals for Community Colleges (and senior colleges with associate degree students)
   1. Create more efficient remediation pathways
      a. Percentage of students fully proficient by the end of the first year (of those initially needing any remediation)
   2. Prepare students for transfer to baccalaureate programs
      a. Percentage of first-time freshmen transferring to any baccalaureate program within 6 years
      b. Transfer rate of AA/AS graduates to any baccalaureate program
      c. Mean first-semester GPA of baccalaureate transfers from CUNY community colleges
   3. Increase (or maintain high) pass rates on professional licensure exams
      a. Professional licensure pass rates (Nursing [NCLEX], Occ. Therapy Asst. [NBCO-COTA], Resp. Therapy Asst.[NBRT-CRT/RRT], etc.)

C. College Focus Area Goals

1. Colleges will consult broadly with campus constituencies, including elected faculty representatives, to identify important priority areas for the college not already addressed by the university or sector goals
2. Colleges will articulate three to five goals, each of which should have a stated outcome by year’s end for which evidence of progress can be demonstrated (qualitatively or quantitatively)
3. Some suggestions for college focus area goals are shown below as examples. Colleges are not required to select from these suggestions.
   - Increase access to online/web-enhanced course offerings
     o Indicator: Number of web-enhanced and/or online sections
     o Indicator: FTE enrollment in web-enhanced and/or online sections
   - Increase opportunities for undergraduates to engage in _______ (faculty directed research, internships, fieldwork, service learning, etc.)
     o Indicator: Number of students engaged in _______ (compared to prior year, and five year trend)
     o Partnerships with area businesses, organizations, programs, etc.
     o Indicator: Number of available openings for student participation in _______
   - Increase the number of STEM graduates
     o Indicator: Number of graduates from STEM programs in the last complete academic year (compared to prior year, and five year trend)
   - Increase summer course-taking as a means for enhancing students’ early momentum
     o Indicator: Percentage of freshmen and transfers taking one or more courses the summer after entry
   - Attain, maintain, or improve accreditation status of professional programs
     o Indicator: accreditation of individual programs by end of year (or outcomes demonstrating progress toward attaining accreditation)

\(^5\) COACHE is the Collaborative on Academic Careers in Higher Education [http://isites.harvard.edu/icb/icb.do?keyword=coache], a research unit at the Harvard Graduate School of Education that focuses on improving recruitment, retention, and work/life quality of faculty at four-year institutions. CUNY is exploring the possibility of developing a community college faculty survey with COACHE.

\(^6\) Sector Goal 2 does not apply to Medgar Evers or NYCCT.