

Performance Management Process: 2015-16

The evaluation of college performance at the end of the 2015-16 academic year will be based on progress on the following University (section A) and Sector (section B) goals as well as a set of focus area goals to be determined by each college (Section C). **Special emphasis is placed on goals 3 and 4 below which are the University's highest priority.** Indicators that will serve as the standard measures of progress for each numbered goal are listed beneath the goal. Colleges for which standard indicators do not apply will propose alternate metrics for measuring progress. As in past years, data for 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 faculty¹

- a. Percentage of instruction delivered by full-time faculty
- b. Ratio of Student FTEs to Full-time Faculty

2. Increase faculty scholarship and research impact²

- a. Number of publications and creative activities (annual and weighted 3-year average)
- b. Number of funded research grants
- c. Total dollar amount of research grants (annual and weighted 3-year 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

Baccalaureate programs

- a. 4-year graduation rate of first-time freshmen (completed at college of entry – actual and regression-adjusted; completed anywhere)
- b. 6-year graduation rate of first-time freshmen (completed at college of entry; completed anywhere)
- c. 4-year graduation rate of transfers (completed at the college of entry)

Associate programs

- a. 3-year graduation rate of first-time freshmen (completed at college of entry; completed anywhere)
- b. 4-year graduation rate of first-time freshmen (completed at college of entry – actual and regression-adjusted; completed anywhere)
- c. 6-year graduation rate of first-time freshmen (completed at college of entry; completed anywhere)

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 services³

- 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

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 Does not apply to the Macaulay Honors College.

³ Does not apply to the Macaulay Honors College.

7. Increase revenues

- a. Voluntary contributions (annual and weighted 3-year average)
- b. Grants and contracts (annual and weighted 3-year average)
- c. Alternative revenues (annual and weighted 3-year 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 groups⁴

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

10. Increase faculty satisfaction⁵

- a. Satisfaction with the nature of work (research, teaching and service), tenure and promotion policies and processes, and interdisciplinary work, collaboration and mentoring

B. Sector Goals

1. Goals for Colleges with Master's programs

1. Increase enrollment in master's programs

- a. Total enrollment in master's programs (headcount and FTEs)
- b. Recruitment into master's programs (new student enrollment in all master's level programs)
- c. One-year retention rate in master's programs (program completers counted as retained)

2. Community and Comprehensive College Goals

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 and the workforce

- 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
- d. Percentage of AAS graduates employed within 6 months of graduation

3. Increase (or maintain high) pass rates on professional licensure exams

- a. To be reported by OIRA: Nursing [NCLEX]
- b. To be reported by colleges: Occ. Therapy Asst. [NBCO-COTA], Resp. Therapy Asst. [NBRT-CRT/RRT], etc.

Colleges are expected to set specific target values for all relevant metrics as part of their planning process. Target values should reflect expected progress relative to the prior year performance and should be included in the colleges' prospective PMP report for 2015-16.

Section C (College Focus Goals) on next page

⁴ University Goal 9 does not apply to the Macaulay Honors College.

⁵ This goal has been changed to University goal from a sector goal (senior colleges). COACHE now has a survey appropriate for community college faculty to complement the existing survey for faculty of four-year colleges. The COACHE was administered to faculty at most CUNY senior and community colleges in 2015. The timing of the COACHE administration cycle and availability of results, however, precludes the use of faculty satisfaction metrics in the PMP. Relevant data from the institution reports will be compiled and shared with Chancellor Milliken when available. The frequency of COACHE administrations is under discussion.

C. College Focus Goals

Colleges will consult broadly with campus constituencies, including elected faculty representatives, to identify three to five goals related to the college's strategic plan, not already addressed by the university or sector goals.⁶ Colleges are encouraged to align at least one of the focus goals this year with the University priorities expected to be part of the University's forthcoming Strategic Framework (and which are not already conveyed in the PMP goals for sections A and B). The areas are identified below and in the Chancellor's memo. Several examples of college focus goals and sample metrics are shown below to provide guidance about the level of specificity expected. Colleges may, but are *not* required to, select from these examples.

Additional University Priorities:

- Increase the use of technology including online programs and courses
- Strengthen global perspective and practice
- Increase opportunities for internships and other experiential learning

Example College Focus Goals:

Each focus goal should state an outcome to be achieved by year's end and have at least one qualitative or quantitative measure by which progress can be evaluated.

Colleges will set numeric targets on all quantitative outcomes measures associated with college focus goals.

- Increase the amount of instruction offered online
 - Number of sections offered fully or partially online
 - FTE enrollment in fully or partially online courses
- Increase opportunities for undergraduates to engage in [*faculty directed research, internships, fieldwork, service learning, etc.*]
 - Metric: Number of students engaged in _____ (compared to prior year, and 5-year trend)
- Increase the number of STEM graduates
 - Metric: 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
 - Metric: Percentage of freshmen and transfers taking/passing one or more courses the summer after entry
- Improve the job placement rate of graduates from [*all/specific flagship*] programs
 - Metric: Percentage of graduates employed in a health-care related job within 12 months of earning the degree
- Improve success rates in summer remediation
 - Metric: Percentage of students achieving basic skills proficiency in one or more areas through summer immersion
- Improve the pipeline from NYC high schools
 - Metric: Number of applicants from top feeder high schools
 - Metric: Yield rate from top feeder high schools

Note: Goals should follow the S.M.A.R.T. criteria⁷. Preparing a strategic plan and meeting milestones on regular institutional accreditation processes are not acceptable focus goals. Refrain from setting goals about initiating or completing activities and processes. Focus goals should relate to strategic goals but should be more specific.

⁶ Presidents should provide a brief description of the consultation process in the year-end self-assessment letter.

⁷ Specific, Measurable, Attainable, Realistic (and/or Relevant), and Time-bound. See for example: <http://www.projectsart.co.uk/smart-goals.php>.