GOAL 1: RAISE ACADEMIC QUALITY.

OBJECTIVE 1: Strengthen college priority programs and continuously update curricula and program mix.

TARGET 1.1: Colleges and programs will be recognized as excellent by all external accrediting agencies.

1. Colleges will report Middle States accreditation activity and status for the current year, including any public statements by Middle States.
   a. Submit the Middle States monitoring report on Standards 12 (General Education) and 14 (Student Learning Outcomes). Deadline: December 1, 2013.

2. Colleges will report on professional accreditation activity for the current year, including any change in status.
   b. Submit the SPA Accreditation reports School of Education has planned for 2013—2014: ACEI (September 2013), ELCC (September 2013), NAEYC (September 2013), ACTFL (March 2014) and CEC (March 2014).
   c. Complete a self-study for the BS in Engineering Science program, in preparation for the Fall 2014 ABET visit.

3. Colleges will submit updated professional accreditation information (template to be provided by CUNY).

Target: Advance new discipline-specific accreditation endeavors for programs for which there is a national accrediting body, as a multi-year goal (2009-2014).

4. The College will report on professional accreditation activities for the programs seeking accreditation for the first time.
   a. Prepare initial accreditation documents for Mental Health Counseling program.
   b. Complete Benchmark III documents and the final visit for CSWE accreditation of the baccalaureate Social Work program (October 2013).
   d. Implement the restructuring plan for the new School of Business with four new departments -- Accounting/Finance, Marketing, Management, and Economics -- as an initial step towards preparing for the AACSB accreditation process.
   e. Initiate a "gap analysis" in the School of Business addressing the AACSB’s recently approved accreditation standards.

TARGET 1.2: Colleges will improve the use of program reviews to shape academic decisions.

1. Colleges will submit a program review calendar indicating schedule of self-study, external review, and/or first year implementation of recommendations for all programs not otherwise separately accredited; to be updated each year.

2. Colleges will submit documentation for a recently completed departmental program review (self-study, external review report, summary of recommendations, and resulting actions by the college).
   a. Complete scheduled self-studies in History, Dance, Spanish, ASL, Disabilities Studies, MALS, SLS, Music BA/BS, AMS, Chemistry,
and Engineering Science (See 1.1.2.c).

3. **Colleges will provide evidence that program planning aligns with college strategic plan and mission.**
   
a. Initiate implementation of results of Academic Program Reviews, as appropriate.
   
   i. Advance program review recommendations that are consistent with the College’s strategic plan.
      
      a. Political Science: Create a separate department.
      b. Dramatic Arts: Hire a new faculty member to bring more breadth to the program.
      d. Modern China: Work with the Center for International Service to plan programs and presentations that highlight East Asia.
      e. Geography: Develop a major. Also develop a GIS component that necessitates hiring a new faculty member with this expertise and developing new GIS courses.
      f. African American Studies and Women's, Gender, & Sexuality Studies: Increase visibility through use of social media.
   
   ii. Implement the results of the Academic Program Review in Accounting by increasing the writing component in appropriate accounting courses, per the evaluator suggestions; track the number of sections in upper-level accounting classes with added assignments.

b. Advance academic programs in alignment with the College’s strategic plan and mission.
   
   i. Advance new undergraduate programs to address constituent needs: BFA in Fine Arts, BA in East Asian Studies, and minor in Legal Studies; relaunch the BS in Information Management, a joint-program between the School of Business and the Computer Science Department; BS in Physics/Education, proposals for BS in Earth and Environmental Science/Education.
   
   ii. Advance new graduate programs to address constituent needs: Master’s in Public Administration. Proposals for MS in Mathematical Biology, MS in Polymer Chemistry, MS in Electrical Engineering, and TESOL MS program.
   
   iii. Explore High Performance Computing interdisciplinary program with Biology, Chemistry, Physics, Engineering, and possibly Psychology.
   
   iv. Develop Data Analytics at the graduate and undergraduate levels in the School of Business.
   
   v. Implement a plan to increase graduate student enrollment.
      
      a. Use CUNY graduate student support funds to help recruit and retain masters and doctoral students.
      b. See 1.2.3.b.ii.
      c. Strengthen partnerships with business schools abroad focusing on increasing the enrollment of international graduate students.
   
   vi. Launch the School of Business and the School of Education.
   
   vii. Continue discussions with relevant faculty on the creation of a School of Health Sciences and Human Services.
   
   viii. Initiate processes to create new departments: Education Studies, Curriculum and Instruction, and Social Work.
   
   c. Develop a plan, in consultation with the Mathematics Department, to meet the School of Business needs in mathematics.
d. Continue efforts to improve the Library as a center of inquiry and campus community.
   i. Expand Information Literacy efforts, per the College’s General Education initiatives, to include the creation of online video instructional materials and increase assessment, as part of a multi-year goal (2012-2017).
   ii. Based on an analysis of holdings, electronic and other subscriptions, develop a multiyear goal to support current programs, new schools and new departments; develop multi-year goals for holdings.
   iii. Furnish two seminar rooms for use by graduate students.
   iv. Adapt the environment in the Library to accommodate increased utilization.

**TARGET 1.3: Colleges will use technology to enrich courses and improve teaching.**

<table>
<thead>
<tr>
<th>1. Percentage of instructional FTEs delivered partially or totally online.</th>
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<tbody>
<tr>
<td>a. Increase the instructional FTEs offered partially or totally online from 2.8% to 3.1%.</td>
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<table>
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<tr>
<th>2. Number of sections delivered partially or totally online.</th>
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<tbody>
<tr>
<td>a. Increase the number of sections of hybrid and/or totally online courses by 10% from 157 to 172 sections.</td>
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<tr>
<th>3. Submit evidence of innovative use of technology in classroom.</th>
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<tbody>
<tr>
<td>a. Develop a plan to pilot and assess the use of clicker technology in the classroom.</td>
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**OBJECTIVE 2: Attract & nurture a strong faculty that is recognized for excellent teaching, scholarship, and creative activity.**

**TARGET 2.1: Colleges will continuously upgrade the quality of their full- and part-time faculty, as scholars and as teachers.**

<table>
<thead>
<tr>
<th>1. Colleges will provide evidence that investments in faculty hiring and development align with College’s strategic plan and mission.</th>
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</thead>
<tbody>
<tr>
<td>a. Continue to increase the number of full time faculty at the College. Conduct at least 22 searches, consistent with the College’s strategic plan and mission, with emphasis on hiring from underrepresented populations. Non-returning faculty will be monitored and the number of searches adjusted to ensure a net increase in the number of full time faculty.</td>
</tr>
<tr>
<td>b. Increase the full-time faculty coverage of General Education courses from 22.8% (Spring 2013) to reach an annual level of 25% as part of a three-year goal (2012-2015); charge academic departments with developing a plan to expose students to full-time faculty.</td>
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<table>
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<tr>
<th>2. Submit evidence of investment in recruitment and retention of faculty.</th>
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<tbody>
<tr>
<td>a. Improve recruitment and retention of full time faculty by offering competitive start-up packages, support for grant applications, and faculty development and mentoring.</td>
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<tr>
<td>b. Design and create Linguistics Language Laboratory to be used for interdisciplinary research.</td>
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<tr>
<td>c. Continue the work of the Task Force on Faculty Mentoring.</td>
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<tr>
<td>i. Complete the analysis of needs, and of local and national best practices, related to faculty mentoring processes.</td>
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<tr>
<td>ii. Identify specific plans and practices that are linked across departments, schools, and divisions.</td>
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<tr>
<td>iii. Begin to implement the recommendations of the Task Force.</td>
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**TARGET 2.2: Colleges will increase creative activity and research productivity, including for pedagogical research.**

<table>
<thead>
<tr>
<th>1. Colleges will report faculty scholarship and creative activity (OIRA will compute average pieces of scholarship per full-time faculty)</th>
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</table>
1. Improve the College’s scholarship reporting/recording process and increase reported work; assess the use of *Digital Measures*, and expand the program’s use to Social Work.

2. Submit evidence of investment to support faculty scholarship.
   a. Charge a Task Force on the Scholarship of Teaching and Learning (SoTL) to identify best practices nationally, and to design mechanisms to support and reward SoTL research involving professional presentations and scholarly publications.
   b. Provide start-up and other needed support for newly-hired tenure-track faculty, negotiated on the basis of need; maintain a minimum level of $8,000.
   c. Maintain strong support for faculty travel.

**TARGET 2.3: Instruction by full-time faculty will increase incrementally.**

1. Percentage of instructional FTEs in undergraduate courses delivered by full-time faculty.
   a. Increase the rate of instructional FTEs in undergraduate courses delivered by full-time faculty from 33.6% (2010-2011) to 39% as part of a multi-year goal (2012-2015), with an interim goal of 37.5%.

2. Annual mean teaching hours of veteran full-time faculty.
   a. Maintain mean hours taught by full-time veteran faculty at 8.0-8.2.

**TARGET 2.4: Colleges will recruit and retain a diverse faculty and staff.**

1. Faculty and staff diversity and affirmative action reports (prepared by OHRM).
   a. Aligned with the College’s Strategic Plan, “Many Voices, One Vision,” CSI will begin to implement its five-year Faculty Diversity Strategic Plan, which includes components that address three objectives: improved recruitment, retention, and climate regarding historically underrepresented faculty members. Action steps to begin to achieve our objectives include training search committees in recruitment best practices, the creation of a formal mentoring task force, and conducting a campus-wide climate survey.
   b. Submit annual updates by the Chief Diversity Officer to the Central Office (OHRM).

**GOAL 2: Improve student success.**

**OBJECTIVE 3: Ensure that all students receive a quality general education and effective instruction.**

**TARGET 3.1: Colleges will improve basic skills and ESL instruction to prepare students for success in remedial and credit-bearing courses.**

1. Percentage of SEEK students passing freshman composition/gateway mathematics courses with a C or better (bacc.).
   a. Increase the rate of SEEK students passing freshman composition and/or gateway mathematics courses with a C or better (baccalaureate) from 78% to 80%.

2. Percentage of ESL students passing a freshman composition course with a C or better (bacc.).
   a. Maintain the rate of ESL students passing freshman composition (baccalaureate) at 94.5% or better through incorporating supplemental instruction in writing to fall learning communities that have ESL students enrolled.
   b. Develop learning communities for spring 2014 that target students exiting fall CLIP programs.
3. **Pass rates in reading on exit from remediation (assoc.).**  
   a. Maintain the reading pass rate at 58.6% or better.

4. **Pass rates in writing on exit from remediation (assoc.).**  
   a. Increase the writing pass rate to 53%.

5. **Pass rates in mathematics on exit from remediation (assoc.).**  
   a. Increase the mathematics pass rate from 38.2% to 48.5% as a multi-year target (2012-2015) with an interim goal of 44%, taking into account the new CUNY-wide final and changes in COMPASS scores for determining mathematics readiness.

6. **Percentage of students skills proficient by the 30th credit (of those not initially proficient) (assoc.).**  
   a. Increase the rate of remedial associate’s degree students who are proficient by the 30th credit to 90% or higher, as part of a multi-year goal (2012-2015), with an interim goal of 70%; assess whether the College should require CUNY Start for those students who have double or triple remedial needs.

7. **USIP participation rate of entering freshman and transfers with initial remedial need.**  
   a. Maintain USIP participation rate of entering freshmen and transfers with initial need at 57.7%.

8. **Submit evidence of investment in improving basic skills of entering student.**  
   a. Revamp the sequencing of the remedial offerings in the Mathematics Department, in conjunction with the immersion program and other campus partners, to be commensurate with other CUNY units.
   b. Charge the Task Force on Mathematics Remediation with proposing mechanisms to improve performance.
   c. Create a collaborative, high impact intervention program to increase support for students on academic probation.

### TARGET 3.2: Colleges will improve student academic performance, particularly in the first 60 credits of study.

1. **Percentage of students passing freshman composition with a C or better.**  
   a. Increase the rate of students passing freshman composition with a C or better incrementally from 91.8% to 93%.

2. **Percentage of students passing gateway math courses with C or better.**  
   a. Increase the rate of students passing gateway mathematics with a C or better from the current level of 68.7% to 70%.

3. **Institutional value-added as measured by the CLA.**  
   a. Increase institutional value-added as measured by the CLA, using the 2012-2013 CLA results as a baseline.

4. **Submit evidence of enhancing academic support for students.**  
   a. Expand mathematics tutoring contracts for MTH 113 from 623 to 685.
   b. Continue the "Vets for Vets" tutoring program initiated in Spring 2013. Veterans Support Services will work to increase participation of student veterans on probation by 15%. Upon the completion of the semester, student veterans will be surveyed and VSS will assess whether the student veterans GPA increased from the prior term.

### TARGET 3.3: Colleges will reduce performance gaps among students from underrepresented groups.

1. **One-year retention rate gap between under-represented minorities and non-under-represented minorities (bacc.).**
a. Reduce the performance gap between Underrepresented Minorities (URM) and Non-URM in terms of one-year retention rate of first-time freshman in baccalaureate programs from 13.5% to 4% as a multi-year goal (2012-2015), with an interim goal of 6%.

2. **One-year retention rate gap between under-represented minorities and non-under-represented minorities (assoc.).**
   a. Reduce the performance gap between Underrepresented Minorities (URM) and Non-URM in terms of one-year retention rate of first-time freshman in associate programs incrementally from 5.5% to 1.5% as a multi-year goal (2012-2015), with an interim goal of 4%.

3. **Submit evidence of enhancing academic support for students from underrepresented groups.**
   a. Develop and promote initiatives to improve and enhance organizational culture and the work environment with regard to diversity for both baccalaureate and associate students.
      i. Expand the Black and Latina Women’s Initiative to include a new partnership with the Staten Island Chapter of Delta Sigma Theta sorority to expand mentoring of young women.
      ii. Develop a learning community for students interested in Latin American culture that includes COR 100, ENG 111, and academic and personal support.
      iii. Organize receptions for students, faculty, and staff of color.

**OBJECTIVE 4: Increase retention and graduation rates and ensure students make timely progress toward degree completion.**

**TARGET 4.1: Colleges will facilitate students’ timely progress toward degree completion.**

1. **Percentage of freshmen and transfers taking one or more courses the summer after entry.**
   a. Increase the rate of freshmen and transfer students who take a course the summer after entry from 16.8% to 25% (2012-2015) as a multi-year goal, with an interim goal of 18.5%.

2. **Average number of credits earned in first twelve months by full-time first-time freshmen (bacc.).**
   a. Maintain the average number of credits earned in the first 12 months (baccalaureate) at 25.7.

3. **Ratio of undergraduate FTEs to headcount (bacc.).**
   a. Maintain the baccalaureate ratio of FTEs to headcount at 0.824.

4. **Ratio of undergraduate FTEs to headcount (assoc.).**
   a. Maintain the associate ratio of FTEs to headcount at 0.823.

5. **Percentage of freshmen who completed freshman composition within 2 years of entry (assoc.).**
   a. Increase the pass rate of freshmen who complete freshman composition within two years of entry (associate) from 84% to 86%.

6. **Percentage of freshmen who completed gateway math within 2 years of entry (assoc.).**
   a. Increase the pass rate of freshmen who complete credit-bearing mathematics within two years of entry (associate) from 63.1% to 65%.

**TARGET 4.2: Retention rates will increase progressively.**

1. **One-year retention rate of full-time, first-time freshmen (bacc.).**
   a. Increase the baccalaureate (1-year) retention rate from 81.4% to 83%.

2. **One-year retention rate of full-time, first-time freshmen (assoc.).**
a. Increase the associate (1-year) retention rate from 67.6% to 69%; provide outreach to associate’s degree students to encourage participation in learning communities with supplemental instruction.

3. **Difference between actual and predicted one-year retention rates (full-time, first-time freshmen, bacc.).**
   a. Increase the RAPM (over-performance) of the 1-year retention for first-time full-time freshmen in a baccalaureate program from 0.5 (2011 cohort) to a statistically significant over-performance.

4. **Difference between actual and predicted one-year retention rates (full-time, first-time freshmen, assoc.).**
   a. Attain a statistically significant over-performance for the predicted 1-year retention rate for first-time full-time freshmen in an associate’s program.
   i. The Task Force will continue identifying the most common departure tracks of students. Particular attention will be paid to the influence of college choice, residency, commuting distance, and desired degree program. Develop interventions based on the analysis.
   ii. Develop clear guidelines for early intervention.

5. **One-year retention rate of full-time transfers (bacc.).**
   a. Increase the baccalaureate transfer (1-year) retention rate from 73.9% to 79% as part of a multi-year goal (2012-2015), with an interim goal of 77.5%.

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**TARGET 4.3: Graduation rates will increase progressively in associate, baccalaureate, and masters programs.**

1. **Four-year graduation rate of full-time, first-time freshmen (bacc.):** Projected increase from 21.8% to 25%.
2. **Four-year graduation rate of full-time, first-time freshmen (assoc.):** Projected increase from 11% to 13%.
3. **Difference between actual and predicted 4-year graduation rate (full-time, first-time freshmen, bacc.).**
   a. Increase the RAPM (over-performance) of the 4-year graduation rate of first-time full-time freshmen in a baccalaureate program from 0.3 (2011 cohort), achieving a statistically significant over-performance.
4. **Difference between actual and predicted 4-year graduation rate (full-time, first-time freshmen, assoc.).**
   a. Maintain the RAPM of the 4-year graduation rate of first-time full-time freshmen in an associate’s program at -8.1, given the College’s aggressive program of converting students from associate to baccalaureate programs.
5. **Four-year graduation rate of full-time transfers (bacc.):** Projected increase from 45.2% to 47%.
6. **Four-year graduation rate of master's students:** Projected increase from 55.8% to 58%.

**Planned activities for target 4.3:**
   a. Integrate advisement throughout the academic experience and improve performance in gateway courses.
   b. Continue the review and improvement of remedial offerings.
   c. Place Social Work interns in the Financial Aid Office to assist potentially eligible students to apply for financial and other social service supports.

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**OBJECTIVE 5: Improve post-graduate outcomes.**
**TARGET 5.1: Professional preparation programs will improve or maintain the quality of successful graduates.**

1. **Pass rate of students taking the Content Specialty Test.**
   - Maintain the pass rate on the Content Specialty Tests (CST) at 95%.
   - Establish a baseline for pass rates on the new state teacher certification exams: Teacher Performance Assessment, Educating All Students Test, and Academic Literacy Skills Test.

2. **Pass rate of students taking the NCLEX-RN.**
   - Initiate a process that will stabilize the NCLEX pass rate at 90% or better.
   - Charge a Task Force to examine preparation in a national and state-wide context.
   - Engage a consultant to work with the Task Force to identify mechanisms that will lead to a high, stable pass rate.

**TARGET 5.2: Job and education rates for graduates will increase.**

1. **Colleges will report on post-graduate satisfaction rate of graduates one year after graduation (job and education, bacc.).**
   - Continue piloting of omnibus alumni surveys. Adjust, as needed, and add baccalaureate Computer Science program and associate, baccalaureate, and master’s level Nursing to the six month to one-year post-graduation survey this year.
   - Establish a Career Services Advisory Committee to increase permanent job and internship placement and graduate school opportunities.
   - Survey graduates to track their career goals at the point of graduation; increase graduates’ return rate of surveys by 5% from 767 to 805.

2. **6-month job and education placement rate (assoc.).**
   - Maintain the six-month job and education rate in career and technical education programs at 92%. Leverage existing programs, such as Veteran Support Services, CUNY Service Corps, and academic departmental job fairs, to support high education and job rates.

**OBJECTIVE 6: Improve the quality of campus life and student and academic support services.**

**TARGET 6.1: Colleges will improve the quality of student life and campus climate.**

1. **Colleges will present evidence of improved quality of life and campus climate.**
   - Double the outdoor seating throughout the campus, including the installation of benches along Alumni Walk and in front of the Library.
   - Design and install an expanded outdoor café at the Library; add seating, umbrellas, planters and privacy fence. (See Library items in 1.2.3.d.)
   - Expand the visibility of programs and services offered by the LGBTQ Resource Center; constitute an advisory committee and meet two times per semester.
   - Explore the feasibility of implementing an orientation program for returning Veteran students.
   - Develop and implement an integrated response to sexual misconduct and assault.
   - Implement a New Student Convocation as part of the first-year experience.
   - Implement a comprehensive living-learning residential life program to maximize educational and personal growth and development.
   - Implement tax-exempt meal plans for all students.
i. Establish Living-Learning Communities.

j. Expand the Multi-Faith Center to include additional clergy from Muslim and Episcopalian faiths.

k. Conduct a campus climate survey and disaggregate student assessment data by demographics to determine perceptions of the campus climate.

l. Assess student-parent satisfaction with childcare services utilizing results to make improvements.

m. Evaluate specific Pluralism and Diversity programs to assess their impact on student learning and campus climate.

n. Assess Health and Wellness Services, and Counseling Services, utilizing results to make improvements.

o. Assess and implement new hours of operation, as needed, to address the program/service needs of residential and evening/weekend students.

TARGET 6.2: Colleges will improve the quality of student and academic support services, including academic advising, and use of technology to augment instruction.

1. Colleges will present evidence of improved quality and satisfaction with student, academic and technological support services.
   a. Campus Support Services: Plan and implement an entering transfer student orientation program for Psychology students, based on outcomes from the Summer 2013 School of Business pilot orientation program.
   b. Concern for the Individual: Expand the embedded advisors initiative to two more academic departments.
   c. Academic Services:
      i. See Library 1.2.3.d
      ii. See Tutoring 3.1.6.a; 3.2.3.a; and 3.2.4.b.
   d. Assess the embedded advisors initiative, using the results to establish baseline performance.

2. Percentage of degree students using DegreeWorks for degree audit.
   a. Set baseline for the percentage of degree students currently using DegreeWorks for degree audit.

OBJECTIVE 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses.

TARGET 7.1: Colleges will meet and not exceed established enrollment objectives for degree programs; mean SATs/CAAs of baccalaureate entrants will rise.

1. Percentage difference between target and actual FTEs.
2. FTE enrollment.
   a. Total FTEs will be maintained at the current level (~11,364).
3. Total headcount.
   a. Total enrollment will increase from 14,321 to 14,413.
4. Total headcount.
   a. Total Undergraduates will stabilize at 13,364.
5. **Graduate headcount.**
   a. Total Graduate students will increase from 957 to 1,049.

6. **Mean SAT score of first-time freshmen (bacc.).**
   a. Mean SAT will increase from 1002 to 1008.

   **Rationale:** We saw a greater admissions yield this year than past years which may be indicative of a new trend. This will allow for more selectivity in our freshmen criteria. Additionally, we continue to yield a greater number of students to our selective programs (Macaulay Honors College, Verrazano School, Teacher Education Honors Academy).

7. **Mean CAA of first-time freshmen (bacc.).**
   a. Maintain mean CAA between 84 and 85.

### TARGET 7.2: Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges.

1. **Colleges will report on outcomes related to efforts to establish, update or grow joint degree programs.**
   a. Explore opportunities to collaborate with BMCC to develop post-baccalaureate certificate programs offered in downtown Manhattan.

2. **Colleges will report on outcomes related to articulation agreements (transfer under existing agreements, establishment of new agreements).**
   a. Explore articulation agreements for professional programs, starting with the BSSW.
   b. Explore opportunities to collaborate with other CUNY campuses to develop the College’s athletic facilities as a CUNY resource.

### TARGET 7.3: Colleges will meet 95% of enrollment targets for College Now and will enroll adult and continuing education students so as to promote the College’s mission.

1. **Percentage of College Now enrollment targets achieved.**
   a. Enroll a minimum of 250 College Now students.

2. **Colleges will provide data to demonstrate how ACE programs are aligned with institutional priorities.**
   a. Establish a Task Force to better align Adult and Continuing Education programs with the College’s strategic plan, emphasizing key priorities, such as enhancing the pass rates from CUNY Start.

### GOAL 3: Enhance financial and management effectiveness.

### OBJECTIVE 8: Increase revenues and decrease expenses.

### TARGET 8.1: Colleges will increase revenues.

1. **Alumni-corporate fundraising (voluntary support) 3-yr weighted rolling average.**
   a. Improve alumni/corporate fundraising (CAE-VSE report) based on an in-depth review of performance of the accuracy of past years’ philanthropic revenue totals. In particular, alumni participation will increase from prior year’s goal of 996 to achieving 1,100 gifts from alumni. Corporate/Foundation giving will increase from prior year’s goal of $550,000 to achieving $750,000. Annual Fund will increase by 10% from prior year’s dollars raised of $98,868 to $108,700.

2. **Tuition and fee collection rate 3-yr weighted rolling average.**
   a. Maintain current tuition and fee collection rate at 99.8%.
3. **Grants and contracts 3-yr weighted rolling average.**
   a. Increase the total amount of grant and contract awards by 4.5% from $8.7 million to $9.14 million.
   b. A Grants Review Panel will be convened consisting of faculty with grants experience and expertise serving on grant review panels for NSF, NIH and NEH. This panel will review proposals in their respective disciplines and offer feedback and critique. They will be offered 2 credits of reassigned time for this service.
   c. Develop and implement a reward system for departments for successfully recruiting faculty with distinguish profile and existing extramural grants, which are transferable to CSI.
   d. Develop and implement a policy, which streamlines the process of recruiting faculty with distinguish profile and existing extramural grants in terms of tenure, promotion, teaching load, and starting salary in excess of the base salary schedules (over-the-scale salary).
   e. Offer competitive start-up packages and salaries to the candidates with distinguished profile and/or high potential for obtaining extramural grants.
   f. Enhance focus on targeting Institutional grants such as TRIO and other US Department of Education will be initiated this year.
   g. Enhance professional development and/or training opportunities for the staff at the Office of Sponsored Programs and Research.
4. **Alternative revenue sources 3-yr weighted rolling average.**
   a. Examine the structure of alternative revenue sources (Adult and Continuing Education, licensing, rentals, etc.). Revamp the license fee schedules for all College rental venues, to increase efficiencies and revenue sources.

**TARGET 8.2: Colleges will prioritize spending for student academic and support services.**
1. **Spending of technology fee as a percentage of technology fee revenue.**
   a. Set technology fee spending at 99% of technology fee revenue.
2. **Spending on student services as a percentage of tax-levy budget.**
   a. Increase student services support as a proportion of tax-levy spending in FY 2014, from its current level of 9.4% to 9.7%.
3. **Spending on instruction and departmental research as a percentage of tax-levy budget.**
   a. Adhere to the University’s Maintenance of Effort standard of 70/30.
   b. Implement staffing plan to provide new hours of operation, as needed, to address the program/service needs of the inaugural cohort of residential students and evening/weekend students. (See 6.1.1.o.).

**OBJECTIVE 9: Improve administrative services.**
**TARGET 9.1: Colleges will improve the delivery of administrative services to students.**
1. Colleges will present evidence of improved student satisfaction with nonacademic administrative support services.
2. **Admissions and Financial Aid Effectiveness (Noel-Levitz scale).**
   a. Expand the practice of assigning admissions/enrollment advisors to newly admitted students to assist with the progression towards enrollment.
   b. Implement a new telephone call management system with tracking software to better respond to constituent inquiries.
c. Revise the online *New Student Guide* to include associated video presentations.

**Progress Monitoring:** Reports from the automated Q-matic system will continue to assess student wait time for specific services. Additionally, surveys will be distributed to students to assess services.

3. **Registration Effectiveness (Noel-Levitz scale).**
   a. Create an online Military Credit Evaluation website through the Transfer Equivalency System (TES) to assist prospective and current Veterans in the determination of the amount of transferable credits to the College.
   b. Provide online access to applications for visiting and non-degree students.
   c. Continue the physical reorganization of the Registration Service Center.

4. **Service Excellence (Noel-Levitz scale).**
   a. Improve the College bus service with new buses and a revised schedule.
   b. Introduce new campus *DolphinCard* (multipurpose identification card).
   c. Develop updated surveys for Campus Facilities and for Environmental Health and Safety.
   d. Assess student satisfaction with programs, services and activities in Student Affairs; utilize results to determine planning.

**TARGET 9.2: Colleges will improve space utilization with space prioritized for degree and degree-related programs.**

1. **Percentage of FTEs offered on Fridays, evenings or weekends.**
   a. Maintain the rate of instruction delivered on Fridays, nights, and weekends at 54%.

2. **Colleges will present additional evidence of space prioritized for degree programs.**
   a. Relocate Continuing Education to an off-campus site; reallocate classroom and office space to credit-bearing programs.
   b. Design and initiate construction of ten classrooms on the second floor of the 2M building.
   c. Complete the design and construction of the new Center for Veterans Support Services.

**TARGET 9.3: All colleges will make progress on the goals and initiatives identified in their multi-year sustainability plan.**

1. **Energy use intensity metric.**
   a. Energy Use Intensity (EUI) as BTUs of gas, electricity, steam per square foot:
      i. Install ASCO switches within the ten academic buildings, allowing for central system control over the buildings’ fan coil HVAC units in a cooperative project with DASNY/CUNY.
      ii. Decrease electrical usage for exterior site lighting by up to 30% through fixture upgrades.
      iii. Install electrical submeters throughout the campus to allow for monitoring of electrical usage within each building.

2. **Ratio of recycling to regular waste, total waste per FTE.**
   a. Offer programs on awareness of appropriate recycling in new residence halls; publicize the importance of recycling to the College community.