Objective 1: Strengthen college priority programs and continuously update program mix

1.1 Colleges and programs will be recognized as excellent by all external accrediting agencies
   - 1.1.01 - Colleges will report Middle States accreditation activity and status for the current year, including any public statements by Middle States
     **Comments:** Gutman’s timeline for accreditation and next steps are:
     January 2014: Middle States identifies an assessment team chair
     June 2014: Gutman submits final updated Accreditation Readiness Report
     September 2014: Middle States Applicant Assessment Team conducts site visit to Gutman
     November 2014: Gutman attends Middle States Self-Study Institute
     November 2014: Middle States Board meets and votes on Gutman’s advancement to candidacy and provisional accreditation
     December 2014-November 2015: Gutman prepares self-study
     January 2016: Middle States Self-Study Team visits
     March 2016: Middle States Commission votes on Gutman’s accreditation status
   - 1.1.02 - Colleges will report on professional accreditation activity for the current year, including any change in status
     **Comments:** Not applicable to Gutman
   - 1.1.03 - Colleges will submit updated professional accreditation information (template to be provided)
     **Comments:** Not applicable to Gutman

1.2 Colleges will improve the use of program reviews to shape academic decisions
   - 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 (template to be provided)
• 1.2.02 Colleges will submit documentation for a departmental program review for which the current or the prior academic year was the first year of recommendation implementation (self-study, external review report, summary of recommendations/implementation plan, and resulting actions by the college).

**Comments:** Guttman will begin its first periodic program review in fall 2014. The review follows a three year cycle and is expected to be completed by the end of spring 2017.

• 1.2.03 Colleges will provide evidence that program planning aligns with college strategic plan and mission.

**Comments:**
- Guttman program planning aligns with its strategic plan and mission. Goal 1 of the strategic plan is to improve student learning, retention and graduation rates by implementing and refining a new educational model to serve our students. For this goal, objective 1.9 specifies the use of ongoing assessment to inform decisions about student learning and professional development and to improve institutional practice. Goal 3 of the strategic plan is to be an exemplary environment in which to work, one that affords faculty, administration and staff ample opportunities to grow, to learn and to practice their profession at the highest standards. For this goal, objective 3.8 is to create phased-in implementation and assessment plans across operating units to facilitate a proactive culture.
- In support of these goals, Guttman’s Center for College Effectiveness coordinates planning related to Guttman Learning Outcomes (GLO), Periodic Program Review (PPR), and Systematic Approach for Guttman Effectiveness (SAGE). The Center—in collaboration with faculty and staff—mapped timelines and began implementing the plans in 2013-2014.
- The GLO assessment of the civic learning and intellectual skills outcomes began in fall 2013 and is scheduled for completion in spring 2015; the assessments of other three GLOs will be phased-in across the next three semesters.
- The Programs of Study, which offered their first courses in 2013-14, will begin their three-year PPR with two programs in fall 2014; the PPR of the other programs of study will be phased-in across successive fall semesters.
- The SAGE initiative, which focuses on assessment of non-academic areas, launched planning with six areas of the college: Human Resources, Admissions, Career Strategist Support, Office of Partnerships, Testing, and the Center for College Effectiveness.

1.3 Colleges will use technology to enrich courses and improve teaching

• 1.3.01 - Percentage of instructional FTEs delivered partially or totally online

<table>
<thead>
<tr>
<th>Year</th>
<th>College Target</th>
<th>PMP Value</th>
<th>Fall Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>N/A</td>
<td>5.2%</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>2013-14</td>
<td>3.5%</td>
<td>2.9%</td>
<td>Fall 2013</td>
</tr>
</tbody>
</table>

**Comments:** In fall 2012, Guttman offered 3 hybrid course sections (Math 103A Statistics A) with a total FTE of 19.2 (48 students, each enrolled for 6 total credits/hours). In fall 2013, Guttman offered 2 hybrid course sections (Math 103A Statistics A) with a total FTE of 18.8 (47 students, each enrolled for 6 total credits/hours). Even though the hybrid FTEs were similar in fall 2012 and fall 2013, the percentage of hybrid FTEs decreased from last year to this year because of the increase in overall FTEs at Guttman from 360 (fall 2012) to 640 (fall 2013). In addition, Guttman increased its hybrid offerings with two new hybrid sections in spring 2014 (HIST 221 History of Urban Life and SOCI 102 Introduction to Sociology) with FTEs of 3.6 and 1.2, respectively. The total percentage of instructional FTEs delivered partially online for academic year 2013-14 is 3.7%; however, spring courses are not included in OIRA’s official PMP calculations.

• 1.3.02 - Number of hybrid courses developed and implemented (Guttman indicator)

<table>
<thead>
<tr>
<th>Year</th>
<th>College Target</th>
<th>PMP Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>1 to 2</td>
<td>2 (Spring 2014)</td>
</tr>
</tbody>
</table>

**Comments:** Guttman increased its hybrid offerings with two new hybrid sections in spring 2014 (HIST 221 History of Urban Life and SOCI 102 Introduction to Sociology).
1.3.03 - Percentage of first year students who have begun to develop an ePortfolio (Guttman indicator)

2012-13 College target: N/A  
2013-14 College target: 100%  
2012-13 PMP value: 100% (Fall 2012)  
2013-14 PMP value: 100% (Fall 2013)

**Comments:** 100% of 278 first-year students in the fall 2013 cohort created at least one student ePortfolio. Examples of first-year students’ ePortfolios may be viewed via https://guttman-cuny.digication.com/brian_zhinin/Welcome/ https://guttman-cuny.digication.com/natalie_langumas/Summer_Bridge_Project

1.3.04 - Percentage of students who demonstrate and reflect on their learning through ePortfolios (Guttman indicator)

2013-14 College target: 95%  
2013-14 PMP value: 100% (Fall 2013)

**Comments:** All students submitted at least one work artifact that demonstrated they reflected on their learning. ePortolio artifacts included Summer Bridge reflections, Studio learning journals, City Seminar self-reflections, Ethnographies of Work journal entries, and end-of-first-year reflection.

1.3.05 - Percentage of students who use ePortfolios to increase awareness of their growth and development as learners (Guttman indicator)

2013-14 College target: 70%  
2013-14 PMP value: 60.1% (Fall 2013)  
68.4% (Spring 2014)

**Comments:** Guttman administered the C2L Connect to Learning survey to students in fall 2013 and spring 2014 to assess the extent to which using ePortfolio has allowed them to be more aware of their growth and development as learners. The value represents the percentage that agreed or strongly agreed to the item: ePortfolio has allowed me to be more aware of my growth and development as a learner.

1.3.06 - Percentage of students who think that LibGuides were useful resources in their contribution to research or other course projects (Guttman indicator)

2013-14 College target: 60%  
2013-14 PMP value: 64% (Spring 2014)

**Comments:** 64% of 285 respondents to Guttman specific-questions added to the Community College Survey of Student Engagement (CCSSE) indicated they agreed or strongly agreed that LibGuides were useful resources for their research or course projects.

1.3.07 - Percentage of faculty who incorporate instructional technology into teaching, learning, and assessment practices (Guttman indicator)

2013-14 College target: 90%  
2013-14 PMP value: 100% (Spring 2014)

**Comments:** Twenty-five of 27 full-time faculty (including librarians) submitted an annual profile and survey about teaching, research, scholarship, and professional development in spring 2014. 100% of the 25 respondents indicated use of at least one type of instructional technology in their teaching, learning, and assessment practices. The following technologies were used always or often: 92% used laptops in class, 88% used ePortfolios, 84% who use SmartBoards, 52% used on-line videos, and 44% used LibGuides.
• 1.3.08 - Percentage of faculty and staff who indicate technology-related professional development made a positive impact on teaching, learning, and assessment practices (Guttman indicator)
  
  2013-14 College target: 80% | 2013-14 PMP value: 80% (Spring 2014)

Comments: Twenty-five of 27 full-time faculty (including librarians) submitted an annual profile and survey about teaching, research, scholarship, and professional development in spring 2014. 80% of the respondents indicated that technology-related professional development during the 2013-14 academic year had a positive impact on their teaching, learning, and assessment practices. 16% of the respondents indicated the impact was very strong, 16% indicated it was strong, and 48% indicated it was moderately strong. Most of the examples of technology-related professional development were about uses of ePortfolio for teaching and assessment.

Objective 2: Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship, and creative activity

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

• 2.1.01 - Colleges will provide evidence that investments in faculty hiring and development align with college strategic plan and mission
  
  2013-14 College target: Searches for 11 full-time tenure track positions with appointments to begin in FY 2015
  
  2013-14 PMP value: Guttman conducted searches for 16 positions, including 11 for new lines and 5 for permanent positions on existing substitute lines. 12 positions have been filled, including 10 appointments for tenure track positions and 2 appointments for instructors. 2 positions are pending and 2 searches failed.

• 2.1.02 - % of full-time faculty who present at academic conferences (Guttman indicator)
  
  2013-14 College target: 30% | 2013-14 PMP value: 64% (2013 Calendar Year)

Comments: Twenty-five of 27 full-time faculty and librarians submitted an annual profile and survey about teaching, research, scholarship, and professional development in spring 2014. Sixteen respondents (64%) reported that they made a total of 41 conference presentations during the 2013 calendar year.

• 2.1.03 - % of full-time faculty who attend professional development off-campus or on-site (Guttman indicator)
  
  2013-14 College target: 100% | 2013-14 PMP value: 96% (2013-14)

Comments: Twenty-five of 27 full-time faculty and librarians submitted an annual profile and survey about teaching, research, scholarship, and professional development in spring 2014. Twenty-four respondents (96%) reported that they attended a total of 168 professional development sessions during the 2013-14 academic year.
2.2 Colleges will increase research capacity and research productivity, including for pedagogical research

- 2.2.01 - Colleges will report faculty scholarship and creative activity (OIRA will compute average pieces of scholarship per full-time faculty member)
  
<table>
<thead>
<tr>
<th>Year</th>
<th>College target</th>
<th>PMP value</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>N/A</td>
<td>0.5 (2012 Calendar Year)</td>
</tr>
<tr>
<td>2013-14</td>
<td>0.5</td>
<td>0.9 (2013 Calendar Year)</td>
</tr>
</tbody>
</table>

- 2.2.02 - % of faculty with grants (Guttman indicator)

<table>
<thead>
<tr>
<th>Year</th>
<th>College target</th>
<th>PMP value</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>10%</td>
<td>8% (2013-14)</td>
</tr>
</tbody>
</table>

Comments: Twenty-five of 27 full-time faculty and librarians submitted an annual profile and survey about teaching, research, scholarship, and professional development in spring 2014. Two respondents (8%) reported that they received non-CUNY grants during the 2013-14 academic year, including: 1 Connect to Learning-Making Connections National Resource Center Grant and 1 National Endowment for Humanities Bridging Historias Grant.

2.3 Instruction by full-time faculty will increase incrementally

- 2.3.01 - Percentage of instructional FTEs in undergraduate courses delivered by full-time faculty

<table>
<thead>
<tr>
<th>Year</th>
<th>College target</th>
<th>PMP value</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>N/A</td>
<td>N/A (For 2011-12)</td>
</tr>
<tr>
<td>2013-14</td>
<td>70-75%</td>
<td>65.4% (For 2012-13)</td>
</tr>
</tbody>
</table>

- 2.3.02 - Annual mean teaching hours of veteran full-time faculty

<table>
<thead>
<tr>
<th>Year</th>
<th>College target</th>
<th>PMP value</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>N/A</td>
<td>N/A (For 2011-12)</td>
</tr>
<tr>
<td>2013-14</td>
<td>N/A</td>
<td>N/A (For 2012-13)</td>
</tr>
</tbody>
</table>

2.4 Colleges will recruit and retain a diverse faculty and staff

- 2.4.01 - Faculty and staff diversity and affirmative action reports (prepared by OHRM)

Objective 3: Ensure that all students receive a quality general education and effective instruction

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

- 3.1.01 Percentage of SEEK students passing freshman composition/gateway math courses with a C or better (bacc.)

Comments: Not applicable to Guttman

- 3.1.02 Percentage of ESL students passing freshman composition (bacc.)

Comments: Not applicable to Guttman

- 3.1.03 Percentage of students skills proficient by the 30th credit (of those not initially proficient) (assoc.)

<table>
<thead>
<tr>
<th>Year</th>
<th>College target</th>
<th>PMP value</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>40%</td>
<td>88.5% (Fall 2012 Cohort Proficient by Fall 2013)</td>
</tr>
</tbody>
</table>

Comments: The 88.5% value from OIRA’s official PMP calculations was based on 26 students who were not initially proficient and earned 25-35 credits; 23 of these became fully-proficient by fall 2013.

- 3.1.04 Percentage of students exiting from remediation in reading, writing, and math (assoc.)

Comments: Not applicable to Guttman. Guttman does not offer remedial courses.
3.1.05 USIP participation rate

- 2012-13 College target: N/A
- 2013-14 College target: N/A
- 2012-13 PMP value: 0.0% (Fall 2012)
- 2013-14 PMP value: 0.0% (Fall 2013)

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

- 3.2.01a - Percentage of students passing freshman composition with a C or better
  - 2012-13 College target: N/A
  - 2012-13 PMP value: 76% (Spring 2013, calculated by Guttman)
  - 2013-14 College target: 70%
  - 2013-14 PMP value: TBD

  **Comments:** Guttman’s ENGL 103 composition I course is offered in the spring semester to all first-year students and offered in the fall semester to a limited number of retake students. The standard fall data in OIRA’s Performance Management Report (preliminary data) is not representative of Guttman performance. In the final data report (after Guttman’s spring semester), OIRA will be preparing pass rates for Guttman based on its spring grades. The Guttman-calculated pass rate for spring 2013 was based on students completing composition I (in session 1 or session 2) with grades of C or better (165 out of 218); students were counted once and grades of INC, PEN, AUD, ABS, W, WA, WU, WN, Y, L, NG, AND Z were excluded.

- 3.2.01b - Percentage of students passing gateway math courses with C or better
  - 2012-13 College target: N/A
  - 2012-13 PMP value: 66% (Fall 2012 and Spring 2013, calculated by Guttman)
  - 2013-14 College target: 55%
  - 2013-14 PMP value: TBD

  **Comments:** Guttman considers MATH 103 statistics (a one-semester statistics course offered in the fall semester) and MATH 103B statistics B (the second part of a two-semester statistics course offered in the spring semester) to be its gateway math courses. The standard fall data in OIRA’s Performance Management Report (preliminary data) is not representative of Guttman performance. In the final data report (after Guttman’s spring semester), OIRA will be preparing pass rates for Guttman based on its fall (MATH 103) and spring (MATH 103B) grades. The Guttman-calculated pass rate for fall 2012 and spring 2013 was based on students completing MATH 103 (in fall) and MATH 103B (in spring) with grades of C or better (152 out of 229); students were counted once and grades of INC, PEN, AUD, ABS, W, WA, WU, WN, Y, L, NG, AND Z were excluded.

- 3.2.02 - Institutional value-added as measured by the CLA

  **Comments:** Guttman’s first administration of the CLA was originally scheduled for 2014-2015. However, the administration of the CLA has been suspended by the University Provost.

3.3 Colleges will reduce performance gaps among students from underrepresented groups

- 3.3.01 - One-year retention rate gap by group status
  - 2013-14 College target: N/A
  - 2013-14 PMP value: (Entering Class of 2012 enrolled in Fall 2013)
    - Underrepresented Minorities: 74.0%
    - Non-Underrepresented Minorities: 75.9%
    - URM-non URM Gap: -1.9

  **Comments:** Of the 289 first-time, full-time freshmen in the fall 2012 cohort, 215 (74.4%) re-enrolled in fall 2013.
• 3.3.02 - College will reduce performance gaps in gender among students. Differences in retention rates by gender (Guttman indicator)

<table>
<thead>
<tr>
<th>2013-14 College target: N/A</th>
<th>2013-14 PMP value: (Entering Class of 2012 enrolled in Fall 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>69.1%</td>
</tr>
<tr>
<td>Females</td>
<td>79.3%</td>
</tr>
<tr>
<td>Male-Female Gap</td>
<td>-10.2</td>
</tr>
</tbody>
</table>

Comments: Of the 139 first-time, full-time males in the fall 2012 cohort, 96 re-enrolled in fall 2013. Of the 150 first-time, full-time females in the fall 2013 cohort, 119 re-enrolled in fall 2013.

Objective 4: Increase retention and graduation rates and ensure students make timely progress toward degree completion

4.1 Colleges will facilitate students’ timely progress toward degree completion

• 4.1.01 - Percentage of freshmen and transfers taking one or more courses the summer after entry

| 2013-14 College target: 66% | 2013-14 PMP value: 85% (calculated by Guttman) |

Comments: The PMP value calculated by Guttman for spring (session 2) is used as a proxy for a summer session.

• 4.1.02 - Ratio of undergraduate FTEs to headcount (assoc.)

<table>
<thead>
<tr>
<th>2012-13 College target: N/A</th>
<th>2012-13 PMP value: 1.246 (Fall 2012)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14 College target: N/A</td>
<td>2013-14 PMP value: 1.298 (Fall 2013)</td>
</tr>
</tbody>
</table>

• 4.1.03 – Average number of credits earned in first 12 months (baccalaureate)

Comments: Not applicable to Guttman

• 4.1.04a - Percentage of freshmen who completed freshman composition within 2 years of entry (assoc.)

Comments: Data are not available for Guttman. As an estimate, of the 289 students in the fall 2012 cohort, 183 completed composition I with a grade of C or better by the end of fall 2013. 63% of the original fall 2012 cohort earned a grade of C or better by the end of fall 2013.

• 4.1.04b - Percentage of freshmen who completed gateway math within 2 years of entry (assoc.)

Comments: Data are not available for Guttman. As an estimate, of the 289 students in the fall 2012 cohort, 177 completed MATH 103 statistics (a one-semester statistics course) or MATH 103B statistics B (the second part of a two-semester statistics course) with a grade of C or better by the end of fall 2013. 61% of the original fall 2012 cohort earned a grade of C or better by the end of fall 2013.

• 4.1.06 - Average number of degree credits earned v. attempted in first twelve months (Percentage of degree credits earned of those attempted) (Guttman indicator)

<table>
<thead>
<tr>
<th>2012-13 College target: N/A</th>
<th>2012-13 PMP value: 0.79</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14 College target: N/A</td>
<td>2013-14 PMP value: TBD</td>
</tr>
</tbody>
</table>

Comments: By the end of the 2012-2013 academic year, the fall 2012 cohort (N=289) attempted 6421.5 degree credits and earned 5091 degree credits. The average attempted degree credits were 22.2. The average earned degree credits was 17.6.
4.1.07 - % of first year students who earn 30 degree credits by the end of their first academic year (Guttman indicator)

<table>
<thead>
<tr>
<th>Year</th>
<th>College Target</th>
<th>PMP Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>N/A</td>
<td>13%</td>
</tr>
<tr>
<td>2013-14</td>
<td>N/A</td>
<td>TBD</td>
</tr>
</tbody>
</table>

Comments: By the end of the 2012-2013 academic year, 38 students of the fall 2012 cohort (N=289) earned at least 30 degree credits.

4.2 Retention rates will increase progressively

- 4.2.01 - One-year retention rate of full-time, first-time freshmen (assoc.)
  
<table>
<thead>
<tr>
<th>Year</th>
<th>College Target</th>
<th>PMP Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>75%</td>
<td>74.4%</td>
</tr>
<tr>
<td></td>
<td>(Entering Class of 2012 enrolled in Fall 2013)</td>
<td></td>
</tr>
</tbody>
</table>

- 4.2.02 - Difference between actual and predicted one-year retention rates (full-time, first-time freshmen, assoc.)
  
<table>
<thead>
<tr>
<th>Year</th>
<th>College Target</th>
<th>PMP Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

- 4.2.03 - Fall-to-Spring retention rate for first-year students (Guttman indicator)
  
<table>
<thead>
<tr>
<th>Year</th>
<th>College Target</th>
<th>PMP Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>N/A</td>
<td>92%</td>
</tr>
<tr>
<td>2013-14</td>
<td>92%</td>
<td>88%</td>
</tr>
</tbody>
</table>

4.3 Graduation rates will increase progressively in associate, baccalaureate, and master’s programs

- 4.3.01 - Four-year graduation rate of full-time, first-time freshmen (assoc.)
  
  Comments: Data are not available for Guttman.

- 4.3.02 - Difference between actual and predicted 4-year graduation rate (full-time, first-time freshmen, assoc.)
  
  Comments: Data are not available for Guttman.

Objective 5: Improve post-graduate outcomes

5.1 Professional preparation programs will improve or maintain the quality of successful graduates

- 5.1.1 - Pass rates on licensure/certification exams (nursing, teaching)
  
  Comments: Not applicable to Guttman

5.2 Job and education rates for graduates will increase

- 5.2.02 - 6-month job and education placement rate (assoc.)
  
  Comments: Not applicable to Guttman

- 5.2.03 - Increase use of e-portfolio to demonstrate career readiness: Percentage of students who will use ePortfolios to show what they've learned to potential employers or professors at other colleges (Guttman indicator)
  
<table>
<thead>
<tr>
<th>Year</th>
<th>College Target</th>
<th>PMP Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>75%</td>
<td>69.2% (Fall 2013) and 69.4% (Spring 2014)</td>
</tr>
</tbody>
</table>

Comments: Guttman administered the C2L Connect to Learning survey to students in fall 2013 and spring 2014 to assess the extent to which they will use ePortfolios to show what they've learned and what they can do to potential employers or professors at other colleges. The value represents the percentage that agreed or strongly agreed to the item: I will use ePortfolio to show what I’ve learned and what I can do to potential employers or professors at other colleges.
### Objective 6: Improve the quality of campus life and student and academic support services

**6.1 Colleges will improve the quality of student life and campus climate.** (All values shown below are based on a scale of 1-7)

- **6.1.01** - Colleges will present evidence of improved quality of life and campus climate  
  2012-13 College target: N/A  
  2013-14 College target: N/A  
  2012-13 PMP value: Refer to 6.1.02 to 6.1.05  
  2013-14 PMP value: off year. Refer to comments.

**Comments:** Guttman was committed to students’ quality of life and the campus climate. Guttman’s efforts include:

- The Peer Mentor Program sponsored the 2nd Annual Peer Mentor Unity Fest with five events, including a celebration of the diversity of the Guttman community and an open-mic show.
- The Office of Wellness/AccessABILITY Services and Public Safety held domestic violence awareness events. In addition, students created the first Guttman Family Violence Prevention and Awareness quilt while also obtaining educational materials and giveaways to promote prevention and awareness.
- The Office of Wellness/AccessABILITY Services held a workshop on test anxiety and offered strategies to assist students in reducing their level of stress and anxiety when taking academic exams.
- The Office of Public Safety arranged for additional security cameras to ensure appropriate monitoring of campus areas.

- **6.1.02** - Campus Climate (Noel-Levitz scale)  
  2012-13 College target: N/A  
  2013-14 College target: off year  
  2012-13 PMP Year-End value: 5.66  
  2013-14 PMP Year-End value: off year

- **6.1.03** - Responsiveness to Diverse Populations (Noel-Levitz scale)  
  2012-13 College target: N/A  
  2013-14 College target: off year  
  2012-13 PMP Year-End value: 5.35  
  2013-14 PMP Year-End value: off year

- **6.1.04** - Safety and Security (Noel-Levitz scale)  
  2012-13 College target: N/A  
  2013-14 College target: off year  
  2012-13 PMP Year-End value: 5.33  
  2013-14 PMP Year-End value: off year

- **6.1.05** - Student Centeredness (Noel-Levitz scale)  
  2012-13 College target: N/A  
  2013-14 College target: off year  
  2012-13 PMP Year-End value: 5.78  
  2013-14 PMP Year-End value: off year
6.2 Colleges will improve the quality of student and academic support services, including academic advising and use of technology. (All values shown below are based on a scale of 1-7)

- 6.2.01 - Colleges will present evidence of improved quality and satisfaction with student, academic, and technological support services

<table>
<thead>
<tr>
<th>Year</th>
<th>College target:</th>
<th>PMP Year-End value:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>N/A</td>
<td>Refer to 6.2.02a-d</td>
</tr>
<tr>
<td>2013-14</td>
<td>N/A</td>
<td>off year. Refer to comments.</td>
</tr>
</tbody>
</table>

**Comments:** Guttman was committed to maintaining a high level of satisfaction with student, academic, and technological support services. Guttman's efforts include:

- For first-year student advisement, Student Support Advocates facilitated weekly group advisement sessions (Learning about Being a Successful Student, LaBSS) and held three required one-on-one advisement sessions with each student. Career Strategists made presentations in LaBSS to facilitate students' advisement transition from Student Support Advocates to Career Strategists. For continuing student advisement, Career Strategists provided group and one-on-one support with respect to registration, DegreeWorks, transfer to senior colleges, the college application process, and exploration of majors and careers.
- The Office of Wellness and AccessABILITY Services created welcome packets for students who registered for accommodations, including written information and instructions about students' rights and responsibilities, procedures for obtaining accommodations, and general resource information detailing how to reach out for assistance.
- The Office of Academic Affairs partnered with a specialist in working with students with special needs to conduct workshops and consult with faculty and staff on how to work effectively with students with disability issues.
- Peer Mentors and Graduate Coordinators provided academic support in “Meet-Ups,” supplemental instruction sessions in reading, writing, chemistry, statistics, pre-calculus, and biology.
- The Office of Partnerships arranged for student participation in networking and professional development events including Bryant Park Luminaires Young Professional Networking Event, Deloitte IMPACT Day, the Kaplan Leadership Program, and New York Needs You Industry Insiders.
- IT added new computer stations to the Information Commons for student use, including laptop checkout. In addition, an IT helpdesk was stationed in the Information Commons to increase tech help available to students.

- 6.2.02a - Academic Advising Effectiveness (Noel-Levitz scale)

<table>
<thead>
<tr>
<th>Year</th>
<th>College target:</th>
<th>PMP value:</th>
</tr>
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<tbody>
<tr>
<td>2012-13</td>
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<tr>
<td>2013-14</td>
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<td>6.00</td>
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- 6.2.02b - Campus Support Services (Noel-Levitz scale)

<table>
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<th>Year</th>
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<tr>
<td>2012-13</td>
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- 6.2.02c - Concern for the Individual (Noel-Levitz scale)

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<tr>
<th>Year</th>
<th>College target:</th>
<th>Year-End Value:</th>
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</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>N/A</td>
<td>5.96</td>
</tr>
<tr>
<td>2013-14</td>
<td>off year</td>
<td>5.96</td>
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</table>
• 6.2.02d - Academic Services (Noel-Levitz scale)
  2012-13 College target: N/A
  2013-14 College target: off year  |  2012-13 PMP value: 5.77
  2013-14 PMP value: off year

• 6.2.03 - Percentage of degree students using DegreeWorks for degree audit
  2013-14 College target: 50-60%  |  2013-14 PMP value: 7.2% (Spring 2014)

Comments: Starting on May 16, 2014, Guttman conducted group advisement sessions with students about using DegreeWorks. Additional DegreeWorks advisement is being conducted through June 25, 2014 (spring 2014-session 2). The official PMP value of 7.2% does not reflect the entire spring term at Guttman.

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

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

• 7.1.01a - Percentage difference between target and actual FTEs (Targets were set by the college and certified by the Office of Academic Affairs. The % difference is the actual FTE minus the target divided by the target.)
  2013-14 College target: N/A  |  2013-14 PMP value: +6.7% (Fall 2013)

• 7.1.01b - FTE enrollment
  2012-13 College target: N/A  |  2012-13 PMP value: 360 (Fall 2012)
  2013-14 College target: 600 +/- 5%  |  2013-14 PMP value: 640 (Fall 2013)

Comments: OIRA provided the 2013-14 college target of 600.

7.1.01c - Total headcount
  2012-13 College target: N/A  |  2012-13 PMP value: 289 (Fall 2012)
  2013-14 College target: 517 +/- 5%  |  2013-14 PMP value: 493 (Fall 2013)

• 7.1.02 – Mean SAT/CAA (baccalaureate)

Comments: Not applicable to Guttman

7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges

• 7.2.01 - Colleges will report on outcomes related to efforts to establish, update or grow joint degree programs

Comments: To date, Guttman has not established joint degree programs with other CUNY colleges.

• 7.2.02 - Colleges will report on outcomes related to articulation agreements (transfer under existing agreements, establishment of new agreements)

Comments:
Guttman has the following articulation agreements:
  o The Associate in Arts degree in Business Administration articulates with the B.B.A. in Business Administration, Department of Finance and Business Management, Brooklyn College.
  o The Associate in Arts in Human Services articulates with the B.A. in Social Work, Social Work Department, Lehman College.
  o The Associate in Applied Science degree in Information Technology articulates with the
B.T. in Computer Systems Technology, Department of Computer Systems Technology, New York City College of Technology.

- The Associate in Arts degree in Liberal Arts and Sciences articulates with the B.A. in Communication and Media, CUNY School of Professional Studies; and the B.A. in Political Science, Department of Political Science, John Jay College of Criminal Justice.
- The Associate in Arts degree in Urban Studies articulates with B.A. in Sociology, Department of Sociology, Brooklyn College; the B.A. in Urban and Community Studies, Department of Urban Studies, CUNY School of Professional Studies; and B.A. in Urban Studies, Department of Urban Affairs and Planning, Hunter College.
- The Associate of Arts degree in Business Administration articulates with Bachelor of Business Administration, School for Business, Metropolitan College of New York.

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

- 7.3.01 - Percentage of College Now enrollment targets achieved

  2013-14 College target: approximately 50

  (College Focus)

  2013-14 PMP value: 60 (College Focus)

  **Comments:** Guttman’s College Focus program began in March 2014. Sixty high school seniors registered for session to help them prepare for the CUNY Assessment Tests. 75% of students were from Guttman’s accepted student pool; 25% were from BMCC’s partner College Now high schools.

- 7.3.02 - Colleges will provide data to demonstrate how ACE programs are aligned with institutional priorities

  **Comments:** Not applicable to Guttman.

**Objective 8: Increase revenues and decrease expenses**

8.1 Colleges will increase revenues

- 8.1.01 - Alumni-corporate fundraising (voluntary support-Cash In, New Pledges, and Testamentary Gifts) 3-yr weighted rolling average

  2012-13 College target: N/A

  2013-14 College target: N/A

  2012-13 PMP value: $8,198,376 (FY 2013)

  2013-14 PMP value: TBD (FY 2014)

  **Comments:** Per OIRA’s methodology, Guttman’s 3-yr weighted rolling average was not available for FY 2012 and FY 2013. Guttman’s annual grants and contracts for FY 2012 was $1,041,233, for FY 2013 was $714,770, and FY 2014 (preliminary) was $463,276.

- 8.1.02 - Grants and contracts administered by the Research Foundation (Student Financial Aid, PSC-CUNY grants, and grants/contracts generated by the Central Office are not included). 3-yr weighted rolling average

  2011-12 College target: N/A

  2012-13 College target: N/A

  2013-14 College target: N/A

  2011-12 PMP value: N/A (FY 2012)

  2012-13 PMP value: N/A (FY 2013)

  2013-14 PMP value: $654,316 (FY 2014 Preliminary)

  **Comments:** Per OIRA’s methodology, Guttman’s 3-yr weighted rolling average was not available for FY 2012 and FY 2013. Guttman’s annual grants and contracts for FY 2012 was $1,041,233, for FY 2013 was $714,770, and FY 2014 (preliminary) was $463,276.

- 8.1.03 – Tuition and fee collection rate 3-yr weighted rolling average

  2013-14 College target: N/A

  2013-14 PMP value: 90.1% (FY 2013)

  **Comments:** The 3-year weighted rolling average was not available for Guttman. The 90.1% represents the collection rate for FY 2013 only.
• 8.1.04 - Alternative revenue sources (e.g., rentals, licensing, ACE) 3-yr weighted rolling average
  2013-14 College target: N/A  │  2013-14 PMP value: $36,739 (FY 2014 preliminary estimate)
  **Comments:** The 3-year weighted rolling average was not available for Guttman. Guttman’s business office calculated an estimate of the alternative revenue for FY 2014 only.

• 8.1.05 - Grants and contracts – annual (Guttman indicator)
  2013-14 College target: $500,000  │  2013-14 PMP value: $110,000 (FY 2014)
  **Comments:** In FY 2014 Guttman received $110,000 in new funds from the Robin Hood Foundation.

• 8.1.06 - Contract with a development professional (Guttman indicator)
  **Comments:** Guttman hired Kathleen Sullivan Alioto as a Consulting Vice President for Advancement, as of January 2014. She is on a yearly contract.

• 8.1.07 - Convene a development advisory board (Guttman indicator)
  **Comments:** President Scott Evenbeck and the Consulting Vice President for Advancement, Kathleen Sullivan Alioto, have been building a Foundation Board. To date, five individuals have agreed to sit on the Board. Other Board members are in the process of being identified.

8.2 Colleges will prioritize spending for student academic and support services

• 8.2.01 - Spending on instruction and departmental research as a percentage of tax-levy budget
  2012-13 College target: N/A  │  2012-13 PMP value: N/A
  2013-14 College target: N/A  │  2013-14 PMP value: 25.3% (FY 2014, Preliminary)
  **Comments:** This value was not available in OIRA’s preliminary 2013-14 Performance Management Report. Guttman’s business office calculated a preliminary estimate of 25.3%. Please note that in order for Guttman’s figure to be comparable to the other CUNY colleges, the operating budget that was used for the calculation excludes Guttman’s rent, which is one-third of the overall budget.

• 8.2.02 - Spending on student services as a percentage of tax-levy budget
  2012-13 College target: N/A  │  2012-13 PMP value: N/A
  2013-14 College target: N/A  │  2013-14 PMP value: 14.7% (FY 2014, Preliminary)
  **Comments:** This value was not available in OIRA’s preliminary 2013-14 Performance Management Report. Guttman’s business office calculated a preliminary estimate of 14.7%. Please note that in order for Guttman’s figure to be comparable to the other CUNY colleges, the operating budget that was used for the calculation excludes Guttman’s rent, which is one-third of the overall budget.

• 8.2.03 - Spending of technology fee as a percentage of technology fee revenue
  2013-14 College target: 95%  │  2013-14 PMP value: 68.7% (preliminary estimate)
  **Comments:** This figure was not available for Guttman. Guttman’s business office calculated an estimate for FY 2014.
Objective 9: Improve administrative services

9.1 Colleges will improve the delivery of administrative services to students (All values shown below are based on a scale of 1-7)

- 9.1.01 - Colleges will present evidence of improved student satisfaction with nonacademic administrative support services
  2012-13 College target: N/A 2012-13 PMP value: Refer to 9.1.02-9.1.04
  2013-14 College target: N/A 2013-14 PMP Year-End value: off year. Refer to comments.

Comments: Guttman was committed to maintaining a high level of satisfaction with delivery of administrative services to students. Guttman’s efforts include:

- The Office of Financial Aid, in collaboration with the Peer Mentors and student clubs, hosted “March Madness” activities to assist students with successfully completing their FAFSAs. Financial Aid also led FAFSA workshops for incoming students.
- Career Strategists hosted a registration fair to provide students with information about registering for their classes. They led registration workshops to show students how to use CUNYFirst. Walk-in hours for advisement and registration were also available.
- The Office of Admissions hosted group information sessions and individual information sessions to introduce prospective students to Guttman’s model and explain the expectations for being a student at Guttman. Orientation sessions informed students and parents/family members about practices and skills needed to be a successful college student. The Admissions communication plan, which was aimed at easing prospective students’, family members’, and counselors’ navigation of the Guttman admissions process, included electronic information packets, phone-a-thons, and social media.

- 9.1.02 Admissions and Financial Aid Effectiveness (Noel-Levitz scale)
  2012-13 College target: N/A 2012-13 PMP Value: 5.45
  2013-14 College target: off year 2013-14 PMP value: off year

- 9.1.03 Registration Effectiveness (Noel-Levitz scale)
  2012-13 College target: N/A 2012-13 PMP Value: 5.43
  2013-14 College target: off year 2013-14 PMP value: off year

- 9.1.04 Service Excellence (Noel-Levitz scale)
  2012-13 College target: N/A 2012-13 PMP Value: 5.7
  2013-14 College target: off year 2013-14 PMP value: off year

9.2 Colleges will improve space utilization with space prioritized for degree and degree-related programs

- 9.2.01 - Percentage of FTEs offered on Fridays, evenings or weekends
  2012-13 College target: N/A 2012-13 PMP value: 17.4% (Fall 2012)
  2013-14 College target: N/A 2013-14 PMP value: 20.7% (Fall 2013)
• 9.2.02 - Colleges will present additional evidence of space prioritized for degree programs

Comments: On March 28, 2014, The Vice President for Administration and Finance, Larian Angelo, and Deputy Chief of Staff, Joe Stevens, met with members of CUNY’s Office of the Vice Chancellor for Facilities Planning, Construction and Management to plan for additional space to meet the current needs of Guttman Community College. Planning for the additional space is designed to meet the urgent needs associated with the expansion of enrollment at the college. Ideally, the added space will house faculty and staff, allowing more space at the 50 West 40th street location to be used for classroom instruction. Enrollment, staff, faculty, and classroom needs were projected out to 2020 and a second round of meetings was planned.

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

• 9.3.01 - Energy use intensity metric
  2013-14 College target: N/A  |  2013-14 PMP value: N/A

• 9.3.02 - Ratio of recycling to regular waste, total waste per FTE
  2013-14 College target: N/A  |  2013-14 PMP value: N/A

• 9.3.03 Develop and implement a multi-year sustainability plan (Guttman Indicator)

Comments: For 2013-2014, Guttman implemented a plan to reduce energy use and plastic consumption, which were feasible initiatives within a rental building. To minimize energy use during peak heat times, Guttman shuts off air-conditioning and locks classrooms not in use. Year-round, classroom thermostats are set to target temperatures. Water filling stations were retro-fitted to all water fountains to minimize use of plastic bottles; each station displays the number of bottles saved.