A. University Goals

1. Increase opportunities for students to be taught by full-time faculty
   a. Percentage of instruction FTEs delivered by full-time faculty
      2014-15 College target | 65%
      2014-2015 Actual | 59.4% for 2013-2014 (Note: Does not include 0 credit courses taught by full-time faculty, such as City Seminar: Quantitative Reasoning and City Seminar: Reading and Writing)

   b. Ratio of Student FTEs to Full-time Faculty
      2014-15 College target | 2:2

2. Increase faculty scholarship and research impact
   a. Number of publications and creative activities (3-year weighted rolling average) (excluding PSC-CUNY grants, and grants/contracts generated by the Central Office)
      2014-15 College target | 0.7
      2014-2015 Actual | 0.4 (2012-2014)

   b. Number of funded research grants (excluding PSC-CUNY grants, and grants/contracts generated by the Central Office)
      2014-15 College target | 2
      2014-2015 Actual | 2 (Guttman 2014 estimate based on faculty self-reported information; will only be counted if funds are administered by Research Foundation)

c. Total dollar amount of research grants (3-year weighted rolling average)
      2014-15 College target | $5000 annual
      2014-2015 Actual | $0 (preliminary from OIRA)
      $55,000 (annual, Guttman estimate based on faculty self-reported information; will only be counted if funds are administered by Research Foundation)

3. Ensure that students make timely progress toward degree completion
   a. Average number of credits (degree + equated credits) earned in one year
      2014-15 College target | 28.5
      2014-2015 Actual | 33.7 (fall 2013 entrants)

   b. Percentage of students who earn 30 credit (degree + equated credits) per year
      2014-15 College target | 60%
      2014-2015 Actual | 64.5% (fall 2013)

   c. One-year retention rate of first-time freshmen (actual and regression-adjusted) (formerly PMP 4.2.01b)
      2014-15 College target | 75%
      2014-2015 Actual | 69.1% (fall 2013 entrants)
## 4. Increase graduation rates

a. Four-year graduation rate of first-time freshmen (actual and regression-adjusted)

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>40%</td>
<td>Four-year graduation rates are not available for Guttman. Guttman graduation rates for fall 2012 cohort</td>
</tr>
<tr>
<td></td>
<td>• 28% 2-year graduation rate through spring-2 2014, August 2014</td>
</tr>
<tr>
<td></td>
<td>• 45% 3-year graduation rate through spring-1 2015, June 2015 (unofficial count)</td>
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<tr>
<td></td>
<td>• 48% 3-year projected graduation rate through spring-2 2015, August 2015 (estimate)</td>
</tr>
<tr>
<td>Guttman graduation rates for fall 2013 cohort</td>
<td></td>
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<tr>
<td></td>
<td>• 10% 2-year graduation rate through spring-1 2015, June 2015 (unofficial count)</td>
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<tr>
<td></td>
<td>• 30% 2-year projected graduation rate through spring-2 2015, August 2015 (estimate)</td>
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</tbody>
</table>

b. Six-year graduation rate of first-time freshmen

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<thead>
<tr>
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<tbody>
<tr>
<td>40%</td>
<td>Six-year graduation rates are not available for Guttman. Refer to above answer.</td>
</tr>
</tbody>
</table>

## 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

5b1. Satisfaction ratings of relevant Noel-Levitz scales: Academic Advising Effectiveness) - Mean on a scale of 1-7

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<thead>
<tr>
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<tbody>
<tr>
<td>6.00</td>
<td>5.9</td>
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</table>

5b2. Satisfaction ratings of relevant Noel-Levitz scales: Campus Support Services - Mean on a scale of 1-7 (Standard Deviation)

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<thead>
<tr>
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<tbody>
<tr>
<td>5.25</td>
<td>5.4</td>
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</tbody>
</table>

## 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

6b1. Satisfaction ratings of relevant Noel-Levitz scales: Admission and Financial Aid Effectiveness - Mean on a scale of 1-7

<table>
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<tr>
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<tbody>
<tr>
<td>5.50</td>
<td>5.6</td>
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</table>
6b2. Satisfaction ratings of relevant Noel-Levitz scales: Registration Effectiveness - Mean on a scale of 1-7
   2014-15 College target | 5.50
   2014-2015 Actual | 5.6

6b3. Satisfaction ratings of relevant Noel-Levitz scales: Service Excellence - Mean on a scale of 1-7
   2014-15 College target | 5.75
   2014-2015 Actual | 5.6

7. Increase revenues
   a. Voluntary contributions (Cash In, New Pledges, and Testamentary Gifts) (3-year weighted rolling average)
      2014-15 College target | $3,000,000 (3-year weighted average)
      2014-2015 Actual | $3,227,722 (Guttman 3-year estimate)

   b. Grants and contracts awarded administered by the Research Foundation (Student Financial Aid, PSC-CUNY grants, and grants/contracts generated by the Central Office are not included) (3-year weighted rolling average)
      2014-15 College target | $500,000 (3-year weighted average)

   c. Alternative revenues (e.g., rentals, licensing, ACE) (3-year weighted rolling average)
      2014-15 College target | $11,022 (3-year weighted average)
      2014-2015 Actual | $25,892 (annual, FY15 Guttman estimate)

   Note: This year’s PMP includes an annual figure.

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 (formerly PMP 8.2.03)
      8a1. Spending on instruction and departmental research as a percentage of tax-levy budget
      2014-15 College target | 25%
      2014-2015 Actual | 21.3% (FY15 Guttman estimate)

      8a2. Spending on student services as a percentage of tax-levy budget
      2014-15 College target | 15%
      2014-2015 Actual | 13.2% (FY15 Guttman estimate)

   b. Percent of budget in reserve (colleges should target 1-3%)
      2014-15 College target | 2.75%
      2014-2015 Actual | 1.8% (FY15 Guttman estimate)

9. Increase the proportion of full-time faculty from under-represented groups
   a. Percentage of full-time faculty from under-represented groups (total minority: Black, Hispanic, Native American, Asian)
      2014-15 College target | 36.8%
      2014-2015 Actual | 36.8% (fall2014)
b. Percentage of full-time faculty from under-represented groups (total women)
   2014-15 College target | 65.8%
   2014-2015 Actual       | 63.2% (fall2014)

   c. Percentage of full-time faculty from under-represented groups (Italian Americans)
   2014-15 College target | 2.7% (fall2014)
   2014-2015 Actual       | 0% (fall2014)

B. Sector Goals
I. Goals for Senior Colleges

II. 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)
         2014-15 College target | 50%
         2014-2015 Actual       | 53.2% (fall 2013 cohort)

   2. Prepare students for transfer to baccalaureate programs
      a. Percentage of first-time freshmen transferring to any baccalaureate program within 6 years
         2014-15 College target | 35%
         2014-2015 Actual       | Note: The PMP includes a prior cohort that is not applicable to Guttman.

      b. Transfer rate of AA/AS graduates to any baccalaureate program
         2014-15 College target | 80%
         2014-2015 Actual       | Note: The PMP includes a prior cohort that is not applicable to Guttman.

      c. Mean first-semester GPA of baccalaureate transfers from CUNY community colleges
         2014-15 College target | 2.8
         2014-2015 Actual       | Note: The PMP includes a prior cohort that is not applicable to Guttman.

   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.)
      Comments: Not applicable to Guttman

C. College Focus Area Goals

College Focus Area Goals are calculated by Guttman.

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)
Priority areas for the college not already addressed by the university or sector goals

1. Attain MSCHE accreditation.
   a. Indicator: Assessment readiness site visit in September 2014
   b. Indicator: Vote of the Middle States Commission on Higher Education to advance Guttman Community College to Candidacy in November 2014
Middle States Commission on Higher Education voted to advance Guttman to candidacy.

2. **Increase opportunities for students to participate in the high impact practices of experiential education**
   a. Indicator: Percentage of continuing students who are successful in academic internships
   
<table>
<thead>
<tr>
<th>2014-15 College Target</th>
<th>80%</th>
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</thead>
<tbody>
<tr>
<td>2014-2015 Actual</td>
<td>84% (57 of 68 students earned grades of C or better in 2013-2014 Internship in Information Technology, Fieldwork &amp; Integrative Sem I, Fieldwork &amp; Integrative Sem II)</td>
</tr>
</tbody>
</table>

   b. Indicator: Percentage of all students who participate in community-based learning activities during Community Days
   
<table>
<thead>
<tr>
<th>2014-15 College Target</th>
<th>60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015 Actual</td>
<td>68% (spring 2015 Community Days; fall 2014 data not available)</td>
</tr>
</tbody>
</table>

   c. Indicator: Percentage of graduates who reach the capstone level of achievement on the Civic Learning, Engagement & Social Responsibility assessment rubric for: Takes an active role in a community context, such as work, service, or co-curricular activities, and examines the civic issues
   
<table>
<thead>
<tr>
<th>2014-15 College Target</th>
<th>75%</th>
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</thead>
<tbody>
<tr>
<td>2014-2015 Actual</td>
<td>4% of spring 2014 graduates (N=80)</td>
</tr>
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</table>

   d. Indicator: Increase in partnerships with New York City businesses, organizations, and programs
   
<table>
<thead>
<tr>
<th>2014-15 College Target</th>
<th>10%</th>
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<tbody>
<tr>
<td>2014-2015 Actual</td>
<td>11% (68 partnerships in 2013-14 to 76 partnerships in 2014-15)</td>
</tr>
</tbody>
</table>

3. **Maintain high or increase spring II course-taking by first year students as a means of enhancing students’ early momentum.**
   a. Indicator: Percentage of freshmen taking one or more courses the summer after entry.
   
<table>
<thead>
<tr>
<th>2014-15 College Target</th>
<th>80%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015 Actual</td>
<td>82% of fall 2013 cohort enrolled in spring 2014 session 2</td>
</tr>
</tbody>
</table>

4. **Maintain/increase use of technology to enrich courses and improve teaching.**
   a. Indicator: Number of new hybrid courses developed and implemented
   
<table>
<thead>
<tr>
<th>2014-15 College Target</th>
<th>3 new hybrid courses</th>
</tr>
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<tbody>
<tr>
<td>2014-2015 Actual</td>
<td>5 new hybrid courses were offered in fall 2014 and spring 2015 (Sexuality/Gender in Urban Life, Contemporary Economic Issues, Economics of Social Issues, Precalculus, Foundations in the Humanities)</td>
</tr>
</tbody>
</table>
b. Indicator: Total number of hybrid course sections offered
   2014-15 College Target: 6 course sections

c. Indicator: % of all students who report using ePortfolios
   2014-15 College Target: 95%

d. Indicator: % of all students who agree or strongly agree that they use ePortfolios to increase awareness of their growth and development as learners
   2014-15 College Target: 70%
   2014-2015 Actual: 54% (Guttman Student Survey, Spring 2015)