

The City University of New York
John Jay College Performance Goals & Targets
2010-2011 Academic Year

Goals	Objectives	University Targets	Indicators	John Jay Goals & Targets
<p>Raise Academic Quality</p>	<p>1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix</p>	<p>1.1 Colleges and programs will be recognized as excellent by all external accrediting agencies.</p> <p>1.2 CUNY and its colleges will draw greater recognition for academic quality and responsiveness to the academic needs of the community.</p> <p>1.3 Colleges will improve the use of program reviews, analyses of outcomes, enrollment, and financial data to shape academic decisions and resource allocation.</p>	<p>1.1 Documented results of all accreditation reviews.</p> <p>1.2 Recognition/validation from various external sources.</p> <p>1.3 Evidence of making academic decisions informed by data, including shifting resources to University flagship and college priority programs.</p>	<ul style="list-style-type: none"> • The College will submit proposals for majors in Philosophy, Law & Society, Latin American and Latina/Latino Studies and Anthropology) and a Letter of Intent for a major in Africana Studies to the University. • The College will begin its 10-year Middle States accreditation process with a self study to be completed in AY 2012-2013. • The revised CJ BS will fully align its curriculum with ACJS standards in preparation for future accreditation review. • Alpha Phi Sigma Honor Society will be reinstated. • The College will launch a new Honors Program and implement a strategic plan for externally funding it. • The BA/MA Program and the Forensic Psychology MA will complete self studies. • The College will continue to leverage its international reputation for leadership training, capacity building, research, and curriculum development in our signature fields by entering into at least 2 new international partnerships. • PR will continue to promote faculty scholarship and maintain strong relationships with the media to foster recognition of the college’s expertise & research capabilities internally and externally. • M&D will 1) develop a faculty profile database accessible through the JJC website and 2) integrate more social media into the website. • Enrollment targets will be established for under-enrolled majors, graduate programs, and satellite programs. The College will consider discontinuing programs that fail to meet targets. • Graduate programs will develop outcomes assessments to inform program review and improve academic offerings. • The Department of Political Science will implement

* Please note that all acronyms are defined on the last page of this report.

		<p>1.4 Use of technology to enrich courses and teaching will improve</p>	<p>1.4 Reports of courses with a significant technology component and self-reports by colleges.</p>	<p>recommendations from its program review.</p> <ul style="list-style-type: none"> • Taking into account program reviews, enrollment projections, and financial estimates, the College’s budget process will solicit input from the College community in establishing budget priorities and ensuring that resources support priorities. • Based on last year’s budget analysis, the planned reorganization of AA will be implemented to eliminate the OCPS and to integrate some of its functions into other AA units, saving the College \$250,000 to be allocated to other priorities. • The College will develop a strategic plan for online—computer-assisted, web-enhanced, hybrid, and fully online—course development. • % of instructional FTES offered fully or partially online will increase .2 to 3.5%. • # of undergraduate hybrid and online offerings will increase by 1%. • # of graduate courses offered online will increase by 5%. • FYE will incorporate collaborative class blogs in 30% of LC and FYS sections. FYE will offer 2 experimental online sections of the Summer Academy Math Prep course. 50% of entering freshmen will be enrolled in the online Red Rover directory to connect them with each other prior to matriculation. • CAT will 1) develop a series of workshops and tutorials in multiple formats to support faculty in using interactive instructional technology; 2) hire 1-2 CAs to develop and maintain web-based faculty development resources; and 3) provide training for faculty in Final Cut Pro, Dreamweaver, Flash, and HTML5, in order to expand technical expertise. • CAT & DoIT will pilot the use of portable E-readers to support learning in the classroom. • DoIT will 1) outfit all general purpose classrooms in Haaren Hall with Crestron control panels to simplify the use of existing multimedia devices and provide for the use of a classroom video delivery system; 2) provide a small computer lab to the English department with software tailored to support the new journalism minor;
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	<p>2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity</p>	<p>2.1 Colleges will continuously upgrade the quality of their full and part time faculty, as scholars and as teachers.</p> <p>2.2 Increase faculty research/scholarship.</p>	<p>2.1 College self-reports on efforts to build faculty teaching and research quality through hiring, tenure processes and investments in faculty development for FT & PT faculty.</p> <p>2.2 Faculty scholarship and creative work.</p>	<ul style="list-style-type: none"> • TRST, which revised the Form C to better document a candidate’s teaching effectiveness, will submit the revised Form C to the FPC for review and adoption. • TRST will 1) pilot a new peer observation protocol in 3 departments; 2) revise the student evaluation of faculty form (in collaboration with the faculty committee charged with the ongoing review of this instrument) and improve the evaluation process based on appropriate best practices; and 3) develop and submit a set of recommendations to the FPC to integrate the recognition of scholarly teaching into the personnel process. • The Ad Hoc Committee on Scholarship Expectations for the Tenure and Promotion of Faculty will submit its report to the FPC for discussion and adoption. • Faculty who teach Math 104 will participate in ongoing development activities with regard to computer-assisted and other methods of instruction. • The WAC program will target faculty from underrepresented disciplines for development activities and increase the number of writing intensive courses in all majors, at all levels, in order to improve student writing as demonstrated by course assessments. • UGS will 1) establish an online teaching commons that provides opportunities for development for all FYE faculty and 2) pilot a faculty development program that corresponds to the pedagogical and curricular needs of Gen Ed reform. • CAT will 1) expand the teaching salons to include SKYPE (remote participation) capabilities and 2) host workshops on developing teaching philosophies/portfolios. • There will be a 5% increase in faculty self-reports on research accomplishments. • OAR will create a faculty research database to better document and understand faculty research interests,

		<p>2.3 Instruction by full-time faculty will increase incrementally.</p> <p>2.4 Colleges will recruit and retain a diverse faculty & staff.</p>	<p>2.3 % of instructional FTEs delivered by full-time faculty, mean hours taught by full-time new and veteran faculty.</p> <p>2.4 Faculty and staff diversity and affirmative action reports.</p>	<p>publications, grants applied for and received, methodological expertise, and links to agencies/organizations with the goal of setting up collaborations among faculty, identifying mentors for junior faculty, and directing student researchers to appropriate faculty.</p> <ul style="list-style-type: none"> • OAR will 1) create a faculty colloquium series on research and scholarship issues so that junior faculty can better understand expectations and can set forth appropriate scholarly goals; 2) improve the collaboration between research centers and faculty to better utilize the expertise of each and improve the quality of research and scholarship; and 3) create a system of targeted outreach so that faculty will know about grant opportunities appropriate for them. • % of instructional FTEs delivered by full-time faculty will increase incrementally. • Mean hours taught by full-time new and veteran faculty will increase incrementally. • The College will continue its efforts to increase the representation of females and minorities, which include the protected class categories of African-Americans, Hispanics and Asian/Pacific Islanders, in full-time faculty, part-time faculty, and staff positions. The goal is to eliminate underutilization in the following departments: African American Studies, Anthropology, Art & Music, Communication & Theatre Arts, Mathematics, Public Management, English, Foreign Languages & Literatures, DSD, Library, Physical Education, and Athletics.
Improve Student Success	3. Ensure that all students receive a solid general education and effective instruction, particularly in the first 60 credits of	3.1 Colleges will provide students with a cohesive and coherent general education.	3.1 Documented evidence of a cohesive and coherent general education (as implemented by CUE, general education reform, etc...)	<ul style="list-style-type: none"> • A new Gen Ed curriculum will be adopted by UCASC and the CC. • UGS will launch an Office of Undergraduate Research; an outcome of this effort will be to increase student faculty engagement in response to NSSE benchmark data, so as to increase retention and foster academic success. • UGS will continue to expand its Celebrating Student Research and Creative Expression week, increasing the number of faculty members who mentor students from 62 to 75; increasing the number of departments

study		<p>3.2 Colleges will improve basic skills and ESL outcomes.</p> <p>3.3 Colleges will improve student academic performance, particularly in the first 60 credits of study.</p> <p>3.4 Show & Pass rates on CUNY proficiency exam will increase.</p> <p>3.5 Colleges will reduce performance gaps among students from underrepresented groups and/or gender.</p>	<p>3.2 Basic skills test performance and related data. (Ex. % enrolled in summer immersion with an increase in score at end of summer, pass rates on exit from remediation. Bacc. Colleges: % of SEEK and ESL students who pass skills tests in 2 years; % of instructional FTEs in lower division courses delivered by full-time faculty. Assoc. colleges; of remedial students at 30 credits who pass all basic skills tests).</p> <p>3.3 % of students passing gateway courses with C or better.</p> <p>3.4 Show & pass rates on CUNY Proficiency Exam (CPE).</p> <p>3.5 1 year retention rates by underrepresented group status and gender; for all students, % of credits attempted that are earned by underrepresented group status and gender (Fall semester).</p>	<p>represented from 13 to 17; increasing the number of students who present their work from 268 to 300.</p> <ul style="list-style-type: none"> • There will be a 100% increase in the number of FYE FYEs. The number of FYE LCs will remain constant at 25; 600+ first-time students will participate. • 20% more FYE LCs will participate in the LC Showcase in the fall and the College wide Research and Creativity event in the spring. • % of students who increase their <u>reading</u> basic skill test scores in summer will be maintained at 96% • % of students who increase their <u>writing</u> basic skills test scores in the summer will increase from 71% to 75%. • % of entering first-time students who increase their math COMPASS 1 basic skills test scores in the summer will be maintained at 96.2%. • % of entering first-time students who increase their math COMPASS 2 basic skills test scores in the summer will be maintained at 90.2%. • 75% of AA students will pass all skills tests by 30 credits. • 75% of non-ESL SEEK BA students will pass all skills tests within 1 year. • 50% of ESL BA students (SEEK & Regular) will pass all skills tests within 2 years. • Pass rates on exit from remediation will increase: reading by 2.6 percentage points to 65%; math by 1.4 percentage points to 55%; writing by 2.0 percentage points to 61.1%. • % of students passing <u>freshman composition</u> with C or better will increase by 1% from 82.1% to 83.1%. • % of students passing <u>gateway math</u> courses with C or better will increase by 1% from 59.8% to 60.8%. • The <u>show rate</u> for the CPE will increase from 83.6% to 86%. • The <u>pass rate</u> on the CPE will increase from 89.7% to 91%. • 1-yr retention rates for full-time first-time BA freshmen from URMs will increase by 1% from 75.3 to 76.3. • 1-yr retention rate for full-time first-time BA male freshmen will increase by 1.5 % from 71.6 to 73.1. • 1-yr retention rate for full-time first-time BA female freshmen will increase by 1% from 77.2 to 78.2.
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		3.6 Colleges will show progress on implementing faculty-driven assessment of student learning.	3.6 Documented evidence that faculty are assessing student learning, using results to make improvements, and documenting the process.	<ul style="list-style-type: none"> • There is no negative gap in URM & non-URM retention. Target is to maintain consistent levels for both groups. • The retention gap for full-time first-time BA female and male freshmen will decrease by .65 percentage points. • The % of credits earned/passed by URMs will increase by .5 percentage points – from to 81.4 to 81.9. • The % of credit hours earned/passed of those attempted by non-URMs will increase by 1% from 85.1 to 86.1. • The gap in credits passed/attempted between URMs and non-URMs will decline by .5. • The % of credit hours earned/passed of those attempted by <u>males</u> will increase by 1. 5 % from 82.5 to 84. • The % of credit hours earned/passed of those attempted by <u>females</u> will increase by 1. 1 % from 82.9 to 84. • The <u>male female gap</u> in credits earned/passed will be eliminated. • 100% of faculty will assess the attainment of select student learning outcomes in all LC, FYS and FOE courses, and use the data to improve courses and their delivery. • Math 104 faculty will be introduced to CASPER and use results to make improvements in the master syllabus to improve learning outcomes. • The CUMC will develop systems to track outcomes and document that assessment loops are in place for 50% of majors. • The Honors Program will develop and implement a plan for the assessment of student learning on the course and program levels. • All new hybrid and internship courses at the undergraduate level will incorporate best practices for student learning assessment into their designs.
	4. Increase retention and graduation rates	4.1 Colleges will facilitate students' timely progress toward degree completion.	4.1 % of freshmen and transfers taking a course the summer after entry; ratio of undergrad FTEs to headcount; % of students with major declared by the 70th credit; average # credits earned in first 12 months.	<ul style="list-style-type: none"> • % of freshmen and transfers who take a summer course after entry will increase by 1%. • The ratio of undergrad FTEs to headcount will remain constant at 0.817 for BA and 0.822 for AA degree students. • 100% of students will declare a major by the 70th credit. • The average # of credits earned by full-time freshmen in the first 12 months will increase from 23.8 to 24, an

		4.2 Retention rates will increase progressively.	4.2 1 year and 2 year retention rates	<p>increase of 0.2.</p> <ul style="list-style-type: none"> • Electronic declaration of master’s specializations will be implemented to enable alignment of course offerings with demand. • 1 year and 2 year retention rates will increase by 1%. • With the hiring of an Associate Provost for Institutional Effectiveness, the College will begin implementing the retention plan. • UGS will pilot a scalable computer-assisted early warning system for students in need of supportive academic services. • The Children’s Center will increase viability by creating 2 new marketing pieces targeting parents. • COSL will provide 2 new opportunities for students to engage in community service activities. • The Health Office will provide 2 new health education programs to enhance student overall health awareness and will give students access to comprehensive, coordinated, and community-centered health care in order to decrease the rates of dropout and absenteeism. • The UMI will continue to provide mentoring and support for underrepresented groups, in particular Black and Latino males, through bi-monthly mentoring and professional development workshops. • Counseling will implement mandatory virtual advisor and online TAP tutorials in collaboration with EM and AA. • 4 year and 6 year BA and AS graduation rates will increase by 1%. • 4 year MA/MS graduation rates will increase by 1%.
		4.3 Graduation rates will increase progressively in AA, BA, and masters programs.	4.3 6 year AA/AS/AAS, BA/BS graduation rates; 4 year BA/BS graduation rates; 4year MA/MS graduation rates.	
5. Improve post-graduate outcomes	5.1 Professional preparation programs will improve or maintain high numbers of successful graduates. 5.2 Job and education rates for graduates will rise.	5.1 Pass rates and # of students passing licensure/certification exams. 5.2 College self reports and surveys of graduates’ job placement rates; % of graduates continuing their education.		<ul style="list-style-type: none"> • Graduate Studies will develop and implement a survey to track FMHC MA graduates. • The mean LSAT scores will increase 2 points from 142.4 to 144.4. • OIR will continue with its schedule of graduating student and two-year alumni surveys. Questions related to post-baccalaureate education & employment status are included in the surveys. • To supplement data collected by OIR, Graduate Studies will create and pilot an employment survey of master’s

				<p>graduates.</p> <ul style="list-style-type: none"> • Careers Services will 1) establish and conduct a placement survey for all February and June 2011 graduates to supplement data collected by OIR; 2) increase Career Fair attendees by 10%; 3) organize 1st Annual Graduate and Law School Fair for fall 2011; and 4) provide professional development services to at least 1500 students.
	<p>6. Improve quality of student academic support services</p>	<p>6.1 Colleges will improve the quality of student support services and academic support services, including academic advising, and use of technology, to augment student learning</p>	<p>6.1 Student experience survey results and other data and reports on improved quality and satisfaction with student, academic, and technological support services.</p>	<ul style="list-style-type: none"> • UGS will utilize CUE funding to support the hiring of part time academic advisors for the CJA. • UGS will pilot a comprehensive transition program for all in-coming CJA transfer students. CJA will collaborate with the AAC, FYE, EM, and DSD to devise and test strategies to support incoming CJA transfers as they adjust to academic work at the College. • The AAC will 1) assess the quality and effectiveness of the Peer Advising Program; 2) develop a website to address undergraduate students' general academic advising needs; 3) increase advisement for students on academic probation by 2%; 4) increase advisement for first-semester freshmen by 2%; and 5) increase advisement for second-semester freshmen by 2%. • UGS will adopt a comprehensive plan to provide systematic advisement in the major. • The PLI will design and pilot an online learning module focused on vocabulary building and reading comprehension for Pre Law Boot Camp I and an online learning module focused on interview skills to support pre-law students in seeking internships. • UGS will work to improve linkages between the academic support labs and the departments • Master's programs will develop their academic advisement capacity. • DoIT will 1) make available an additional student service center in North Hall providing a more convenient place for common student technology service requests; 2) expand the call center to include the newly formed Student Blackboard Support group to provide and track level two blackboard consultations for students; 3) further enhance and upgrade the John Jay wireless

				<p>network throughout the campus; 4) build a Blackboard information website improving Course Management System support for faculty and students; and 5) install classroom equipment management software to allow for remote troubleshooting and monitoring in order to minimize classroom interruptions.</p> <ul style="list-style-type: none"> • The Children’s Center will provide professional development opportunities for child care staff. • Women’s Center will develop a marketing and outreach plan, including a comprehensive website, and will develop a strategic staffing plan based on needs assessment and funding goals. • OAS will raise campus awareness on disability related issues to reach students not currently registered and will provide enhanced services based on assessed needs. • The OSA will 1) fully introduce twitter as a resource on JStop; 2) create more downloadable forms and materials for student convenience; 3) monitor the site to gather feedback; and 4) develop an online survey for students to assess OSA services and evaluate programs.
Enhance Financial & Mgmt Effctvns	7. Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses	<p>7.1 Colleges will meet established enrollment targets for degree programs; mean SATs/CAAs of baccalaureate entrants will rise.</p> <p>7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges.</p> <p>7.3 Colleges will meet 95% of enrollment targets for College Now, achieve successful completion rates, and increase the # of students who participate in more than one</p>	<p>7.1 Enrollment in degree and adult and continuing education programs; SATs/CAAs.</p> <p>7.2 TIPPS course equivalencies, pipeline programs, transfer credit acceptance, e-permit, joint programs, etc.</p> <p>7.3 # of College Now (CN) participants; College Now course completion and pass rates, # participants re-enrolled.</p>	<ul style="list-style-type: none"> • The College will maintain current enrollment in degree programs. • The minimum SAT score is expected to remain constant at 942; CAA will increase .9 points to 82. • AA will conduct a cost/benefit analysis of Continuing Education and will determine whether and in what form to continue offering programs. • College will maintain current level of course evaluations completed in TIPPS. • CJA will fine-tune administrative policies and procedures to provide a “seamless” transfer process through an assessment of the first and second transfer cohorts’ experience. • CN anticipates receiving a target of 903 enrollments, with a successful completion rate above 75%. Enrollments in school based courses will increase by 77 enrollees (33%) for a total school-based programming enrollment of 305. % of participants earning A/B/C in HS courses will remain constant at 94%. % of participants

		college credit course and/or pre-college activity.		earning A/B/C in college credit courses will remain constant at 91.5%. % of participants with previous enrollment will remain constant at 21%.
	8. Increase revenues and decrease expenses	<p>8.1 Alumni-corporate fundraising will increase or maintain current levels.</p> <p>8.2 Each college will achieve its revenue targets including those for Adult and Continuing Education.</p> <p>8.3 Colleges will improve or maintain sound financial management and controls.</p> <p>8.4 Colleges will implement financial plans with balanced budgets.</p> <p>8.5 Contract/grant awards will rise.</p> <p>8.6 Indirect cost recovery ratios will improve.</p>	<p>8.1 Alumni/corporate fundraising (CAE-VSE report).</p> <p>8.2 Revenue</p> <p>8.3 % of budget spent on administrative services; timely deposits with university controller, and responsiveness to and resolution of accounting and external/internal audit findings and action plans.</p> <p>8.4 Financial health and evidence of a solid financial plan; end fiscal year with no less than 1% and no more than 3% of allocated budget as reserve.</p> <p>8.5 Contract/grant awards (RF Report + CUNY projects) including for research</p> <p>8.6 Indirect cost recovery as ratio of overall grant/contract activity.</p>	<ul style="list-style-type: none"> • The College will continue to build its capacity to fundraise effectively among its alumni. The annual campaign will consist of 5 mailings (2 soft asks included in the JJ Alumni Magazine, 2 mailings to the Alumni database, and 1 targeted to past donors with a long giving history). The College will continue to build the Scholars Circle (\$1,000+ donors), hosting a special event for this group. Two mailings will market the JJC planned giving program to expand the number of bequests. • The College will continue to develop strategies for building our case for support to attract major gifts (\$10,000 +) from non-alumni philanthropists, corporations, and foundations to invest in College initiatives including: Supporting Student Success, Expanding the Campus, Attracting and Building a Strong Faculty, Reimagining Academic Programs. • OCPS training operations, transferred to the newly established OGPS, projects a cash flow of \$723,000. • Absent any additional CUNY allocation for Administrative Services, the College will hold constant the current % of its tax levy budget that is spent on administrative services. The Bursar will ensure deposits are timely and the OFBS will continue to conduct internal audits and respond to audit findings. • The College will continue to develop its balanced financial plan before the fiscal year begins, and continue to monitor expenditures to ensure adherence to the plan. • There will be a 5% increase in contract/grant awards. • Because OAR will continue to seek institutional grants with very low indirect recovery rates to support College programs, indirect cost recovery as a ratio of overall grant/contract activity will rise a modest one-tenth of a percentage point to 10.6%.

<p>9. Improve administrative services</p>	<p>9.1 Colleges will make progress within a declared capital campaign.</p> <p>9.2 Student satisfaction with administrative services will rise or remain high at all CUNY colleges.</p> <p>9.3 Colleges will improve space utilization.</p> <p>9.4 All colleges will improve Risk Management on campus.</p> <p>9.5 All colleges will make timely progress in on CUNY FIRST implementation.</p> <p>9.6 Each campus should have a</p>	<p>9.1 Evidence of declared capital campaign with fund-raising goal (through FY15), campaign chairperson vision/case statement, and detailed plan by FY11.</p> <p>9.2 Surveys of student satisfaction with nonacademic administrative support services.</p> <p>9.3 % of instruction delivered on Fridays, nights, weekends; space prioritized for degree and degree-related programs.</p> <p>9.4 Evidence of improvement including the implementation of the Environmental Management System and its integration with the campus Risk Management Plan.</p> <p>9.5 Evidence of timely progress such as responsiveness to help desk tickets, following the established escalation process, holding monthly campus team meetings, and releasing employees to attend training.</p> <p>9.6 Progress toward a 10-yr plan submitted</p>	<ul style="list-style-type: none"> • M&D will create goals, themes and plan for “Campaign for the Future of John Jay”; refine the case statement; secure first pledges; launch “Pavers’ Campaign” to name bricks on the new building Commons. • DPS will maintain and improve its high Customer Satisfaction Rating. • DoIT will 1) expand the SCC system to improve measurement of student calls escalated to the graduate and undergraduate admissions offices; 2) continue to replace in person requests with web-based self service applications, further enabling students to fill common service requests on the web; 3) continue the ongoing replacement of computers and peripherals in smart classrooms, cyber lounges, and labs; 4) further empower students to address technical issues themselves with an upgraded version of the current self-service knowledge base; 5) upgrade outdated spam filtering servers that service students on campus; and 6) install a backup internet connection. • % of instruction delivered on Fridays, nights, weekends will increase incrementally to 40.5 for fall 2010. • Summer and weekend Master’s course offerings will increase by 5%. • The College will continue to maintain the campus environmentally clean and hazard free, in compliance with all codes. HR, Facilities and DPS will form the initial planning group to complete a risk evaluation and create a survey that will be distributed College-wide for input. • The JJ FIRST team will continue to meet regularly and ensure participation/involvement of all parties in all JJ FIRST required activities. • The College will train college-wide departmental liaisons on the TAM module and the Mgmt Self Service Module of C1, and continue to cleanse C1 data and utilize the system to the fullest. • The College has established a Sustainability Council comprised of faculty, staff and students whose goal is to achieve a 30% reduction in our carbon footprint in 10 years; a “Let’s Go Green” web page will be built highlighting JJC achievements and future plans.
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		functioning campus sustainability council with broad representation from the campus community, and have a recognized, multi-year campus sustainability plan.	to sustainability task force.	
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JJC 2010-2011 Goals & Targets PMP Report

Acronyms Legend

AA = Academic Affairs

AAC = Academic Advisement Center

ACJS = American Criminal Justice Society

C1 = CUNY First; JJ First refers to the CUNY First team at JJC

CA = College Assistant

*CASPER = Computer Analysis of Student Performance and
Educational Retention*

CC = College Council

CJ = Criminal Justice

CJA = CUNY Justice Academy

COSL= Community Outreach and Service Learning

CUMC = Council of Undergraduate Major Coordinators

DoIT = Department of Information Technology

DPS = Department of Public Safety

DSD = Division of Student Development

EM = Enrollment Management

FMHC = Forensic Mental Health Counseling

FOE = Foundations of Excellence

FPC = Faculty Personnel Committee

FYE = First Year Experience

FYS = First Year Seminar

Gen Ed = General Education

HR = Human Resources

LC = Learning Community

M&D = Marketing and Development

OAR = Office for the Advancement of research

OAS = Office of Accessibility Services

OCPS = Office for Continuing and Professional Studies

OGPS = Office of Graduate and Professional Studies

OIR = Office of Institutional Research

OSA = Office of Student Activities

PLI = Pre-Law Institute

PR = Public Relations

SES = Student Experience Survey

SCC = Student Contact Center

TAM = Talent Acquisition Management

TRST = Taskforce on the Recognition of Scholarly Teaching

UCASC = Undergraduate Curriculum and Standards Committee

UGS = Undergraduate Studies

UMI = Urban Male Initiative

URM = Under Represented Minority

WAC = Writing Across the Curriculum