

**Bronx Community College of the City University of New York
Annual FY05 Performance
President Carolyn G. Williams**

June, 2005

Objectives	2004-05 Outcomes/Assessment
GOAL 1: RAISE ACADEMIC QUALITY	
Objective 1: Promote CUNY flagship programs and strengthen premier campus programs while ensuring that every college offers a sound general education program.	
<p>1. Strengthen and promote premier liberal arts and science transfer programs, career programs in the new technologies, general education, and excellence in teaching.</p> <p>1A. Eight new faculty will be hired.</p> <p>1B. New Curriculum Development will include proposal development in: Dietetics and Nutrition joint/dual degree with Lehman; Pharmaceutical Technology option in PMT, AAS; Earth Science option for Secondary Teachers; Math option for Secondary Teachers.</p> <p>1C. Curriculum Reform will include: Reorganization of Environmental Tech to attract more students; Reform PHM 10, CHM 11, MTH 30 to improve student success; Assess & revise Spanish sequence; Modify Business Administration as Management Option.</p> <p>1D. General Education Proficiencies will be incorporated in the Core and Liberal Arts & Sciences and other curricula.</p> <ul style="list-style-type: none"> • Writing Intensive courses will be designated and scheduled across the curriculum 	<p>1A. Nineteen new faculty hires in 10 departments (Biology, Chemistry, English, Health/Phys Ed/Wellness, History, Mathematics, Modern Languages, Nursing, Physics, Social Sciences) exceeded target.</p> <p>1B-C. Curriculum development/reform included: proposals in Dietetics and Nutrition dual/joint and secondary education pathway for Earth Systems at Lehman; revised Office Administration and Technology AAS and Medical Office Assistant AAS programs; revised remedial courses - ENG 01 and ENG 02.</p> <p>Articulation agreement developed for: Digital Design and Computer Graphics (with Lehman College).</p> <p>1D. General Education Progress included:</p> <ul style="list-style-type: none"> • Exercises for General Education proficiencies created for 20 courses • General Education Institute included 40 participants • Implementation of new Writing Intensive graduation requirement with 50 WI courses

<ul style="list-style-type: none"> • Speaking and writing further incorporated into CMS11 • Technology further incorporated into coursework (of 25 faculty members) <p>1E. Continue to provide Presidential faculty development grants to promote faculty research, publication and presentation.</p> <p>1F. Continue to provide BCC Foundation College Enrichment Grants for faculty and staff to enhance the teaching & learning environment at the College.</p> <p>1G. Continue to encourage, facilitate, support and promote faculty presentations, national conference attendance, leadership programs, awards & other recognition.</p> <p>1H. Undergraduate education will be strengthened by comprehensive and integrated approach through CUE (Coordinated Undergraduate Education).</p>	<ul style="list-style-type: none"> • Fourteen faculty trained in WAC • Thirty faculty trained to incorporate technology into coursework. <p>1E. \$48,000 was awarded for Presidential faculty & staff development grants for projects including the following: a Bronx Bus Tour for new faculty; a collaborative venture between BCC and the University of Cheikh Anta Diop in Dakar, Senegal; and engaging Pulitzer Prize winner, Edward P. Jones to the campus as part of the Center for Teaching Excellence Week faculty development initiative.</p> <p>1F. BCC Foundation grants (\$7500) were awarded for the following projects:</p> <ul style="list-style-type: none"> • Attracting Students to Careers in Science • 2005-06 International Forensic Team Competition • NCLEX-RN Success Online Testing Tool <p>1G. Faculty and staff encouraged and supported to attend and present at national conferences including: American Association of Community Colleges, Association of American Colleges and Universities, Annual Assessment Conference (Charleston), Association of Collegiate Business Programs, American Chemical Society, American Mathematical Association of Two-Year Colleges, Institute of Electrical and Electronic Engineers, NSF, NIH, National Academic Advisement Association, Phi Theta Kappa, and international conferences (e.g. Finland, Germany, Italy, Mexico).</p> <p>1H. CUE fully implemented to coordinate activities including: freshmen immersion programs, writing across the curriculum, advisement, tutoring and general education.</p> <p>1I. 10-year accreditation reaffirmation from Associate of Collegiate Business Schools and Programs (ACBSP); 8-year accreditation reaffirmation from NLN for Nursing Program.</p> <p>1J. The various international efforts and initiatives (study abroad, collaboration with South Africa, United Nations and Saltzberg seminars) have been coordinated under one umbrella.</p>
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<p>Objective 2: Use program reviews and assessment outcome efforts to enhance and update programs, pedagogy and use of technology to improve instruction.</p>	
<p>2A. Conduct comprehensive college-wide academic program analysis/assessment which will identify and address: Academic outcomes; Enrollment management goals & projections; Cost-benefit assessment/projections</p> <p>2B. Expand course assessment in all disciplines (by Sp '05)</p> <p>2C. Revise academic program review guidelines by Sp '05 to update program evaluation process with improved planning and assessment components.</p> <p>2D. Systemically improve the institutional outcomes assessment program by expanding scope and direction of the SIMSMirror Project (which provided more readily accessible student information for campus analysts and provided interactive analytical tools for faculty).</p> <ul style="list-style-type: none"> • Install WEBFocus and train team of 10 from Information Technology and Institutional Research • Develop & begin implementation of a major project to create web-based business intelligence tools for campus managers (including academic department chairpersons) and develop Web Dashboards for all campus executives. <p>2E. Complete review & revision of Institutional Assessment Plan by the Coordinating Planning Council.</p> <p>2F. Increase faculty development & utilization of technology and student use of and satisfaction with access to technology:</p> <ul style="list-style-type: none"> • Continue development of student technology competencies and faculty standards of technology excellence; 	<p>2A. Comprehensive academic program analysis/assessment initiated including: expansion of annual academic program performance indicator reporting; focus on particular areas of concern, such as excessive demand for Nursing and the impact of probation & suspension policies; and the appointment of task force to study/address undersubscribed special programs.</p> <p>2B. Course assessments expanded in each academic department, with assessment matrices completed for 35 courses. Format for curriculum committee review of new and revised course assessment completed.</p> <p>2C. Subcommittee of Academic Program Planning Committee analyzed and made recommendations for improved program assessment protocol.</p> <p>2D. SIMSMirror project expanded by:</p> <ul style="list-style-type: none"> • Increased utilization of real-time information by IT and OIR staff for campus information users • WEBFocus (business intelligence software) installed/tested • Team from IT (6) and OIR (5) trained in WEBFocus • IT staff working to implement major project (utilizing business office information) as first major WEBFocus project • Subcommittee of Technology Oversight Committee analyzing and identifying areas of priority for WEBFocus utilization <p>2E. Institutional Assessment Plan update in progress and being coordinated with Academic Assessment Plan.</p> <p>2F. Efforts to increase faculty development and utilization of technology include:</p> <ul style="list-style-type: none"> • Ongoing workshops offered through the BCC Center for Teaching Excellence • Web policy approved by Web committee and reviewed by College's

- Facilitate web-based instruction with implementation of new WEB policy;
- Invest Technology fee funds to: create and update smart classrooms to support integration of technology into instruction; provide additional hardware/software to accommodate disabled student needs; expand lab coverage on evenings/weekends; expand technology faculty development program; install electronic switches to expand network communication and network monitoring tools to ensure network connectivity; set up thin clients across campus for student use; upgrade the learning center; install additional computers in the Library; support electronic periodical databases in the Library; provide laptops for honors students.
- Invest Perkins funds to create wireless lab and provide faculty development in utilization of technology in instruction.
- Invest Title V funds to equip the Instructional Technology Laboratory, which is part of the Center for Teaching Excellence.
- Conduct student focus groups to determine student attitudes toward and satisfaction with technology on campus.

2G. Show rates on the CPE will increase from 67.4% to 72% and pass rates will increase from 61.6% to an eventual standard rate of 85%. The projected rate for FY05 is 68%.

legal counsel

- Student technology competencies approved by Teaching and Learning Technology Roundtable (TLTR)
- Survey of freshmen self assessment of technology competencies conducted/analyzed
- College participated in first phase of ETS Information Technology Competency (ITC) Literacy Test and awaiting results (which should help identify future technology demands and needs)
- Technology fee funds invested to upgrade college infrastructure (creation/updating of smart classrooms; implementation of new software to accommodate disabled students; install electronic switches; set up thin clients for student use; upgrade Library and Learning Center)
- Participated in CUNY Tablet PC project by engaging 20 Honors students and 4 faculty members with Tablet PC's. Results of the project will inform future prospects for Tablet PC use on campus and development of the BCC honors program
- Subcommittee of TLTR identified standards for evaluating technology initiatives (utilizing framework from AACU)
- Student focus groups conducted to determine student needs, attitudes and satisfaction with BCC technology across campus
- The Center for Teaching Excellence further institutionalized with: tax levy support for new Assistant Director; near completion of the new facility, including an instructional technology laboratory; and the new faculty seminars designed to engage faculty in the ongoing systematic examination of teaching and learning

2G. The pass rate on the CPE increased dramatically to 88%, which is now equal to the community college rate, while show rates on the CPE decreased to 72%, which is below the cc rate(according to this revised indicator). The College's continued progress on CPE performance is further demonstrated by the Fall 2004 performance (as reported on CUNY OIRA Web page) , with BCC outperforming all CUNY college categories for Black students, ESL students, and Male students.

BCC CPE Results	F 2001	F 2002	F 2003	F 2004
% of required invitees who took the	71.4	86.3	76.4	71.6

	<table border="1"> <tr> <td>CPE</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>% of required test-takers passing the CPE</td> <td>92.0</td> <td>79.6</td> <td>80.3</td> <td>87.9</td> </tr> </table>	CPE					% of required test-takers passing the CPE	92.0	79.6	80.3	87.9
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Objective 3: Increase instruction by full-time faculty.											
<p>3A. The percent of nonremedial instructional hours taught by FT faculty will increase from 61.3% to 63%.</p> <p>3B. The College will continue efforts to diversity faculty and staff with: advertising positions in external publications and academic journals; encouraging search committees to diversity their pools; and with executive oversight of the final hiring outcomes.</p>	<p>3A. The percent of nonremedial instructional hours taught by FT faculty increased to 64%, which exceeds our projection and is substantially above all CUNY college rates.</p> <table border="1"> <thead> <tr> <th>BCC</th> <th>F 2001</th> <th>F 2002</th> <th>F 2003</th> <th>F 2004</th> </tr> </thead> <tbody> <tr> <td>% of Instruction by FT Faculty</td> <td>62.2</td> <td>63.2</td> <td>61.3</td> <td>64.0</td> </tr> </tbody> </table> <p>3B. The College focused efforts to enhance the diversity of faculty and staff through various methods, such as: participating/advertising in minority job sites for broader outreach and targeted recruitment; establishing links with doctoral programs having high percentages of diverse populations; and expanding and utilizing the list of minority and women's organizations.</p>	BCC	F 2001	F 2002	F 2003	F 2004	% of Instruction by FT Faculty	62.2	63.2	61.3	64.0
BCC	F 2001	F 2002	F 2003	F 2004							
% of Instruction by FT Faculty	62.2	63.2	61.3	64.0							
GOAL 2: IMPROVE STUDENT SUCCESS											
Objective 4: Increase retention and graduation rates.											
<p>4A. Consistent with the University Target to increase retention rates by an average of 2 percentage points, BCC will strive to:</p> <ul style="list-style-type: none"> Increase one-year retention rate for first-time, full-time freshmen 	<p>4A. Freshmen retention has steadily increased over past four years and is greater than the community college rate (according to the new indicator). The transfer rate dropped slightly, but was still higher than the CUNY cc rate. The freshmen graduation rate decreased to 21.5% (according to the rephrased indicator) which is below the CUNY cc average. The transfer graduation rate increased more than 2 points to 25.9, which is also below the CUNY average.</p> <p>One-year (fall-to-fall) Retention Rates</p>										

<p>from 65.7% for the F'02 cohort to 67.7% for the F'03 cohort.</p> <ul style="list-style-type: none"> Increase on-year retention rate for transfer students from 65% to 67%. <p>Increase 6-year graduation rate for Freshmen from 24.8% to 27%.</p> <ul style="list-style-type: none"> Increase 6-year graduation rate for Transfers from 26.2% to 28.2%. 	<table border="1"> <thead> <tr> <th>BCC 1-yr Retention Rates</th> <th>Fall'00 Cohort</th> <th>Fall '01 Cohort</th> <th>Fall'02 Cohort</th> <th>Fall '03 Cohort</th> </tr> </thead> <tbody> <tr> <td>Freshmen – same college</td> <td>61.6</td> <td>60.9</td> <td>62.2</td> <td>64.0</td> </tr> <tr> <td>Transfers – same college</td> <td>57.6</td> <td>56.9</td> <td>61.7</td> <td>60.4</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>BCC 6-Yr Graduation Rates</th> <th>Fall '95 Cohort</th> <th>Fall '96 Cohort</th> <th>Fall '97 Cohort</th> <th>Fall '98 Cohort</th> </tr> </thead> <tbody> <tr> <td>Freshmen – same college</td> <td>20.8</td> <td>19.9</td> <td>23.9</td> <td>21.5</td> </tr> <tr> <td>Transfers – same college</td> <td>26.8</td> <td>19.3</td> <td>23.6</td> <td>25.9</td> </tr> </tbody> </table>	BCC 1-yr Retention Rates	Fall'00 Cohort	Fall '01 Cohort	Fall'02 Cohort	Fall '03 Cohort	Freshmen – same college	61.6	60.9	62.2	64.0	Transfers – same college	57.6	56.9	61.7	60.4	BCC 6-Yr Graduation Rates	Fall '95 Cohort	Fall '96 Cohort	Fall '97 Cohort	Fall '98 Cohort	Freshmen – same college	20.8	19.9	23.9	21.5	Transfers – same college	26.8	19.3	23.6	25.9
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<p>Objective 5: Improve post-graduate outcomes.</p>																															
<p>5A. Increase NCLEX passing rates from 81% to 85%.</p> <ul style="list-style-type: none"> An assessment protocol will be developed to assist the Nursing Department in predicting and addressing potential weaknesses and inhibitors of student success. <p>5B. Sustain at least 85% passing rate on Radiologic Technology</p>	<p>5A. The BCC NCLEX Pass rate increased beyond our original target to 87.2%, which is above the CUNY total and all CUNY college category subtotals.</p> <table border="1"> <thead> <tr> <th>BCC NCLEX Pass Rate</th> <th>2001</th> <th>2002</th> <th>2003</th> <th>2004</th> </tr> </thead> <tbody> <tr> <td>% Passing</td> <td>90.5*</td> <td>87.5</td> <td>81.0</td> <td>87.2</td> </tr> <tr> <td>Number Taking</td> <td>21</td> <td>40</td> <td>42</td> <td>39</td> </tr> </tbody> </table> <p>* n< 25</p> <p>A major analysis was conducted (utilizing the Logic Model format and including major college constituents, such as Nursing and Biology faculty, academic advisement leaders, senior administrators and students) to assess a variety of policies and procedures relating to enrollment, student performance and satisfaction. Some results include: processes for enrolling students in PHM 10 - Pharmacology were reengineered and steamlined; increased electronic communication with students; experimental section of PHM 10 with improved performance; programs developed to earlier identify nursing aspirants with academic challenges.</p> <p>5B. Radiologic Technology Registry Pass Rate exceeded target with</p>	BCC NCLEX Pass Rate	2001	2002	2003	2004	% Passing	90.5*	87.5	81.0	87.2	Number Taking	21	40	42	39															
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<p>Registry Exam.</p> <p>5C. Increase job placement rates from 73.9% to 77% (with combined job and education rates increasing from 89.1% to at least 90%).</p>	<p>100% pass rate.</p> <p>5C. Job placement rate increased by about 1 point, and is substantially above the community college average. The combined job placement and education rate of 95.6 is well above last year's rate of 89.1 and the University community college average (92.7).</p> <table border="1" data-bbox="1041 451 1864 591"> <thead> <tr> <th>BCC post-graduate outcomes (after 6 months)</th> <th>99-00 grads</th> <th>00-01 grads</th> <th>01-02 grads</th> <th>02-03 grads</th> </tr> </thead> <tbody> <tr> <td>Job placement rate for voc programs</td> <td>80.8</td> <td>79.1</td> <td>73.9</td> <td>74.8</td> </tr> <tr> <td>Ed placement rate for voc programs</td> <td>46.0</td> <td>59.0</td> <td>59.8</td> <td>62.9</td> </tr> <tr> <td>Job + Ed placement rate for voc progs</td> <td>92.8</td> <td>94.1</td> <td>89.1</td> <td>95.6</td> </tr> </tbody> </table>	BCC post-graduate outcomes (after 6 months)	99-00 grads	00-01 grads	01-02 grads	02-03 grads	Job placement rate for voc programs	80.8	79.1	73.9	74.8	Ed placement rate for voc programs	46.0	59.0	59.8	62.9	Job + Ed placement rate for voc progs	92.8	94.1	89.1	95.6										
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<p>Objective 6: Improve College Readiness.</p>																															
<p>6A. The percentage of USIP participants whose placement level improves as a result of USIP will increase.</p> <p>6B. Passing rates on the Exit from Remediation Exams will increase from:</p> <ul style="list-style-type: none"> • 67.5% in Reading to 69.5%. • from 50.5% in Writing to 52.2%. • from 56.7% in Math 63.8%. <p>6C. College Now enrollment target of 795 with 70% of participants passing with a grade of C or better. Efforts will include: continuation of development of connections with the College's academic departments and continuation of assessment of the academic and</p>	<p>6A. Placement level improved for 69.3% of USIP participants (which is less than, but approaching, the cc total of 71.2).</p> <p>6B. BCC continued substantial progress on exit from remediation in writing (with a 15 point increase and pass rates well above (10 points) the cc average). This success may be attributed to an experiment conducted where students were administered the test mid-semester, which may both alleviate some of the "high stakes pressure" and enable classroom focus on more in-depth writing activities. Reading and math pass rates both decreased and are below the cc averages.</p> <table border="1" data-bbox="1041 1089 1864 1203"> <thead> <tr> <th>BCC Exit Test Pass Rates</th> <th>F 2001</th> <th>F 2002</th> <th>F 2003</th> <th>F 2004</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>50.5</td> <td>61.4</td> <td>67.5</td> <td>61.4</td> </tr> <tr> <td>Writing</td> <td>59.8</td> <td>47.4</td> <td>50.5</td> <td>65.5</td> </tr> <tr> <td>Math</td> <td>65.3</td> <td>63.8</td> <td>56.7</td> <td>45.1</td> </tr> </tbody> </table> <p>6C. College Now enrollment increased significantly and course pass rates correspondingly increased (and are now at the cc average).</p> <table border="1" data-bbox="1041 1328 1864 1357"> <thead> <tr> <th>BCC College Now</th> <th>'01-'02</th> <th>'02-'03</th> <th>'03-'04</th> <th>*04-05</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	BCC Exit Test Pass Rates	F 2001	F 2002	F 2003	F 2004	Reading	50.5	61.4	67.5	61.4	Writing	59.8	47.4	50.5	65.5	Math	65.3	63.8	56.7	45.1	BCC College Now	'01-'02	'02-'03	'03-'04	*04-05					
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instructional quality of College Now offerings.	<table border="1"> <tr> <td>Enrollment</td> <td>579</td> <td>801</td> <td>1091</td> <td>1413</td> </tr> <tr> <td>Pass Rate</td> <td>60</td> <td>63</td> <td>74</td> <td>80</td> </tr> </table> * estimate	Enrollment	579	801	1091	1413	Pass Rate	60	63	74	80					
Enrollment	579	801	1091	1413												
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Objective 7: Improve quality of student support services.																
7A. Conduct student focus groups to determine student attitudes toward and satisfaction with support services.	7A. Several student (and alumni) focus groups have been conducted and analyzed to assess student needs, opinions and satisfaction.															
GOAL 3: ENHANCE FINANCIAL AND MANAGEMENT EFFECTIVENESS																
Objective 8: Meet enrollment goals and facilitate movement of eligible students from associate to baccalaureate programs.																
<p>8A. Meet FY05 targets:</p> <ul style="list-style-type: none"> Fall 2004 headcount enrollment will increase 1% to 8031 and FTE enrollment will increase 2% to 5977. Spring 2005 headcount enrollment will increase 1% to 8451 and FTE enrollment will increase 2% to 6120. <p>8B. BCC will take the following actions to better coordinate and facilitate movement from the associate to the baccalaureate level:</p> <ul style="list-style-type: none"> BCC will implement the CUNY Community College Teacher Education Transfer protocol, which allows for a transfer of 9 	<p>8A. BCC continues to steadily and significantly increase enrollment in all categories.</p> <table border="1"> <thead> <tr> <th>BCC Enrollment</th> <th>F 2001</th> <th>F 2002</th> <th>F 2003</th> <th>F 2004</th> </tr> </thead> <tbody> <tr> <td>Total Enrollment</td> <td>6942</td> <td>7304</td> <td>7952</td> <td>8367</td> </tr> <tr> <td>Total FTE</td> <td>5253</td> <td>5408</td> <td>5860</td> <td>6089</td> </tr> </tbody> </table> <p>Spring 2005 headcount of 8890 exceeded target and FTE of 6282 also exceeded target.</p> <p>8B. BCC maintains strong post transfer outcomes, with an increase in AA/AS transfers to CUNY BA/BS programs to 53.9%, which is well above the CUNY CC average of 50%.</p>	BCC Enrollment	F 2001	F 2002	F 2003	F 2004	Total Enrollment	6942	7304	7952	8367	Total FTE	5253	5408	5860	6089
BCC Enrollment	F 2001	F 2002	F 2003	F 2004												
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<p>credits into teacher education programs at 4 year CUNY schools.</p> <ul style="list-style-type: none"> • BCC will continue to facilitate math and science teacher education transfer students with a grant from Phi Theta Kappa. • Strategically link curriculum design & redesign to articulation. • Continue to support and develop “transfer to Lehman” activities that are part of the collaborative Title V Grant. • Continue progress with Transfer Center. 	<table border="1"> <thead> <tr> <th>BCC Post-grad CUNY transfer outcomes</th> <th>00-01 grads</th> <th>01-02 grads</th> <th>02-03 grads</th> <th>03-04 grads</th> </tr> </thead> <tbody> <tr> <td>% AA/AS transfer to CUNY BA/BS</td> <td>42.2</td> <td>49.5</td> <td>50.3</td> <td>53.9</td> </tr> <tr> <td>% AAS transfer to CUNY BA/BS</td> <td>24.9</td> <td>19.4</td> <td>20.8</td> <td>27.8</td> </tr> <tr> <td>1 yr retention rate AA/AS transfers</td> <td>75.7</td> <td>81.7</td> <td>74.8</td> <td>76.0</td> </tr> <tr> <td>1 yr retention rate AAS transfers</td> <td>67.0</td> <td>71.4</td> <td>78.6</td> <td>57.1</td> </tr> <tr> <td>Avg GPA AA/AS transfers</td> <td>2.43</td> <td>2.48</td> <td>2.52</td> <td>2.51</td> </tr> <tr> <td>Avg GPA AAS transfers</td> <td>2.39</td> <td>2.40</td> <td>2.37</td> <td>2.71</td> </tr> </tbody> </table>	BCC Post-grad CUNY transfer outcomes	00-01 grads	01-02 grads	02-03 grads	03-04 grads	% AA/AS transfer to CUNY BA/BS	42.2	49.5	50.3	53.9	% AAS transfer to CUNY BA/BS	24.9	19.4	20.8	27.8	1 yr retention rate AA/AS transfers	75.7	81.7	74.8	76.0	1 yr retention rate AAS transfers	67.0	71.4	78.6	57.1	Avg GPA AA/AS transfers	2.43	2.48	2.52	2.51	Avg GPA AAS transfers	2.39	2.40	2.37	2.71
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<p>Objective 9: Increase revenues from external sources.</p>																																				
<p>9A. Alumni and Corporate Fundraising (as reported on the CAE-VSE Report) will increase 10% from \$733,130 in FY04 to \$806,433 in FY05.</p> <p>9B. Contract and Grant awards will be sustained at approximately \$10,000,000 (despite the anticipated loss of approximately \$3 million from transitioning <i>Healthforce</i> and <i>GearUp</i>).</p> <p>9C. Indirect cost recovery as a ratio of overall grant/contract activity will increase to 7.4</p>	<p>9A. Alumni and Corporate fundraising decreased to \$498,467.</p> <p>9B. Contract and Grant awards decreased to \$6,575,093. This figure does not include cooperative grants for which the college is not the prime recipient.</p> <p>9C. Indirect cost recovery as a ratio of overall grant/contract activity increased to 7.4 (which is above the community college average of 6.7)</p>																																			
<p>Objective 10: Improve productivity, service to students, and environmental health and safety.</p>																																				
<p>10A. Conduct student focus groups to determine student attitudes toward and satisfaction with administrative services and facilities.</p> <p>10B. BCC will increase expectations for productivity savings that will be applied to student instruction-related activities.</p>	<p>10A. Student and alumni focus groups have been conducted to more deeply ascertain student needs, profiles and satisfaction.</p> <p>10B. Productivity savings resulting from increased efficiencies across the campus (as demonstrated in 10C below) were able to be invested in</p>																																			

<p>10C. The percentage of tax levy budget spent on institutional support services (administrative services) will decrease.</p> <p>10D. The percentage of instruction offered on Fridays and weekends will increase from 38% to 40%. (In addition to the existing evening/weekend RN and LPN programs, the College will identify after concluding a comprehensive assessment of academic programs, other programs to expand on the evenings and weekends).</p> <p>10E. Evidence of compliance with environmental health and safety regulations will include regular review of project status and project completion for previously identified compliance activities.</p>	<p>academic and student services areas.</p> <p>10C. The amount (and proportion) of tax levy budget spent on Institutional Support Services decreased from \$15,334,901 to \$14,930,519.</p> <table border="1" data-bbox="1041 423 1864 570"> <thead> <tr> <th>BCC (as % of tax levy budget)</th> <th>FY01</th> <th>FY02</th> <th>FY03</th> <th>FY04</th> </tr> </thead> <tbody> <tr> <td>% Institutional Support Services</td> <td>34.5</td> <td>34.6</td> <td>36.2</td> <td>32.2</td> </tr> <tr> <td>% General Admin</td> <td>8.1</td> <td>8.9</td> <td>11.0</td> <td>9.5</td> </tr> <tr> <td>Gen Institutional Services</td> <td>12.5</td> <td>12.5</td> <td>12.4</td> <td>10.9</td> </tr> <tr> <td>Maintenance & operations</td> <td>13.8</td> <td>13.2</td> <td>12.8</td> <td>11.7</td> </tr> </tbody> </table> <p>10D. The weekend and evening course offerings increased from 551 to 579, while the percentage of instruction offered on the weekends/evening decreased.</p> <table border="1" data-bbox="1041 721 1864 808"> <thead> <tr> <th>Weekend/Evening FTEs</th> <th>F 2001</th> <th>F 2002</th> <th>F 2003</th> <th>F 2004</th> </tr> </thead> <tbody> <tr> <td>% for BCC</td> <td>44.0</td> <td>43.8</td> <td>42.5</td> <td>41.9</td> </tr> <tr> <td>% for CUNY CC</td> <td>39.0</td> <td>40.2</td> <td>38.7</td> <td>38.2</td> </tr> </tbody> </table> <p>10E. Compliance with environmental health and safety regulations include regular review of project status/completion.</p>	BCC (as % of tax levy budget)	FY01	FY02	FY03	FY04	% Institutional Support Services	34.5	34.6	36.2	32.2	% General Admin	8.1	8.9	11.0	9.5	Gen Institutional Services	12.5	12.5	12.4	10.9	Maintenance & operations	13.8	13.2	12.8	11.7	Weekend/Evening FTEs	F 2001	F 2002	F 2003	F 2004	% for BCC	44.0	43.8	42.5	41.9	% for CUNY CC	39.0	40.2	38.7	38.2
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<p>Objective 11. Executive Council Cross Cutting Priorities</p>																																									
<p>11A. Improve Facilities and Events Management</p> <ul style="list-style-type: none"> • Initiate campaign to improve campus • Identify campus development priorities and projects • Develop infrastructure, policies and procedures for managing facilities, events, space management and ongoing maintenance. • Utilize funding from the US Department of Energy and from Congressman Serrano for the renovation of Paterson Base, which will house the Center for Sustainable Energy at BCC. • Utilize funding from a Campus Heritage Grant from the Getty 	<p>11A. Activities to improve Facilities and Events Management included:</p> <ul style="list-style-type: none"> • Development of an all-campus calendar of events and a streamlined event scheduling process to accommodate more than 900 events each year • Plans developed to institute a comprehensive Events/Space Management Policy administered through a single office to eliminate duplication of tasks for event schedulers and allowing greater focus on other aspects of event planning. This new campus-wide process will be supported by the implementation of the Series 25 web-based, 																																								

<p>Foundation (the largest of its kind ever given) to support the preparation of a Master Plan to assess the needs and costs to restore, rehabilitate, and conserve BCC's landmark Stanford White buildings and landscape.</p> <p>11B. Enhance campus management</p> <ul style="list-style-type: none"> • Policy review/assessment/revision <ul style="list-style-type: none"> • development of a campus wide annual leave and sick leave policy • initiate a dialog regarding schedule adjustments needed to better serve the College's expanding academic schedule and to enhance productivity. • Administrative information and systems assessment & development, including: conduct analysis & assessment of all administrative systems; make recommendations & identify priorities for technology solutions. • Staff and management training and development <ul style="list-style-type: none"> • Provide information and guidance to the College and departmental personnel and budget committees on appointment, reappointment and promotion policies and procedures. • Institute an administrative staff development plan to assist administrators and managers in their role as supervisors and provide the support to carry out supervisory responsibilities beginning with a day long retreat to address issues of departmental leadership, staff development, and evaluation process. • Conduct needs assessment for staff development for white and blue collar employees. • Technology infrastructure development 	<p>integrated electronic database, which would also serve as the foundation for the comprehensive BCC campus calendar</p> <ul style="list-style-type: none"> • Getty grant sponsored Master Plan for BCC's landmark buildings and landscape nearing completion • More than \$900,000 continued support from the US Department of Energy for facility improvements for the Center for Sustainable Energy <p>11B. Campus management enhanced by:</p> <ul style="list-style-type: none"> • Annual leave and sick leave policy drafted and submitted to CUNY Office of Faculty and Staff Relations. Recommendations are being incorporated into the new policy • Administrative Subcommittee of the Technology Oversight Committee developed protocol for assessing campus activities and processes. Initial priorities for technology solutions, included: development of electronic attendance rosters and electronic personnel action forms • A year-long workshop on using the logic model to improve project planning was implemented by the college's Administrative Council, a monthly forum of over 50 mid to high level managers representing all campus divisions. The logic model is an evaluation tool, which assists managers in both identifying problems, creating effective solutions, and evaluating the outcomes. 50 project proposals were developed and 24 presentations were delivered along with peer feedback by Council members. This effort was recognized as the winner of the CUNY Senior Vice Chancellor's Professional Development Award <p>11C. Ongoing program and enrollment analyses have been initiated, with the following now in place:</p> <ul style="list-style-type: none"> • Annual curriculum and departmental performance indicator reports
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11C. Develop protocol for ongoing comprehensive program assessment, including: Academic outcomes assessment; Enrollment management assessment and targets; Cost-benefit analysis/fiscal projections

- In-depth enrollment and program topics have been addressed and analyzed by small groups around issues such as probation and suspension rules; the progress of nursing aspirants through the curriculum; and weekend/evening enrollment patterns.