

Bronx Community College of the City University of New York
Annual FY06 Performance Report
President Carolyn G. Williams
June, 2006

Objectives	2005-06 Outcomes/Assessment
<p>GOAL 1: RAISE ACADEMIC QUALITY</p>	
<p>Objective 1: Promote CUNY flagship programs and strengthen premier campus programs while ensuring that every college offers a sound general education program.</p>	<p>Strengthen and promote premier liberal arts and science transfer programs, career programs in the new technologies, general education and excellence in teaching.</p>
<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><u>Indicators</u></p> <ul style="list-style-type: none"> • Summary of key hires in flagship/premier areas • Recognition/validation from external sources • Research award and faculty publication summary • Documented efforts to move flagship/premier college programs to the next level • Implementation of approved CUE plan; appointment of senior administrator to oversee CUE; integration of WAC into Gen Ed and all academic disciplines <p><u>2005-06 University Targets</u></p> <ul style="list-style-type: none"> • Outstanding faculty will be recruited to flagship/ 	<p>1A. Nineteen new faculty hires in 10 departments (Art & Music; Business & Information Systems, Paralegal; Biology & Medical Lab Technology; Chemistry & Chemical Tech; Communication Arts & Sciences; English; History; Math & Computer Science; Modern Language; Social Sciences.</p> <p>1B. Curriculum revisions were made to meet state-of-the-art standards in: Business Administration AS, Computer Programming Option; Computer Information Systems AAS, Computer Program Option; Digital Arts AAS with two new options.</p> <p>1C. New Curriculum development for: Dietetics, Food & Nutrition AS, dual/joint program with Lehman College; Spanish Option in Liberal Arts & Sciences AA, fully articulated with Lehman College's Spanish major.</p> <p>1D. Remediation and Core Course Revisions & Improvements included: revision of 3 core English writing courses with expanded focus on critical thinking, literature content & research practice; increased exit testing for ENG 01; expansion of Writing Intensive sections including 2 mathematics core courses; revision of exit exams from math remediation; ACT reading scoring revised for more appropriate course placement; revised faculty manual containing teaching strategies & materials for preparing for ACT reading test.</p> <p>1E. General Education Progress included:</p> <ul style="list-style-type: none"> • Identification of <i>Liberal Learning</i> as strategic direction for the next five year

<p>premier programs</p> <ul style="list-style-type: none"> • CUNY's most prominent programs will draw greater recognition • Faculty research awards/scholarship will increase from 2004-05 levels • New resources will be shifted into flagship/premier programs • All colleges will implement their approved Coordinated Undergraduate Education (CUE) plan and improve integration of Writing Across the Curriculum (WAC) throughout Gen Ed and all academic disciplines. 	<p>planning period, with plans developed to: introduce general education to first semester students in an integrated learning community experience; embed general education vision and proficiencies in core courses; and development of general education assessment plan/program.</p> <ul style="list-style-type: none"> • Faculty development of exercises integrating General Education in 16 courses across the curriculum. • Publication of specific general education exercises in the second edition of the <i>General Education Handbook</i> for faculty. • General Education assessment initiated with the assessment of enhanced general education exercises assessed in six courses. <p>1F. Advancement of Liberal Learning established as a strategic priority for the next five years, with the restructuring of the National Center for Educational Alliances with increased faculty involvement to focus on engaging students, faculty and staff in international activities, including:</p> <ul style="list-style-type: none"> • Creation of <i>BCC Center for Tolerance and Understanding</i> • Participation of 500+ students in <i>International Week</i> • 9 Fulbright Scholars participating in presentations and forum on international education • Facilitate student international experiences through a variety of programs that include the International Studies Program at the Salzburg Seminar, Athgo International Student Symposium at the United Nations, and study abroad. • Ford Foundation grant of \$250,000 to further collaborative work with South African higher education institutions. <p>1G. Writing Across the Curriculum progressed with:</p> <ul style="list-style-type: none"> • Increased number of Writing Intensive course sections from 50 in 2004-05 to 69 in 2005-06. • Increased campus-wide marketing about 2-course WI requirement for graduation, including addition of WI requirement to Degree Solutions. • Developed and initiated focused plan to: target specific majors; expand faculty training; and increase course offerings. <p>1H. Faculty Development supported with:</p> <ul style="list-style-type: none"> • Completion of the <i>Center for Teaching Excellence (CTE)</i> facility, which
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	<p>includes staff offices, technology training room and a conference area.</p> <ul style="list-style-type: none"> • Continuation of successful CTE development programs, including: Reading, Learning & Thinking Across the Curriculum; Action Research; New Faculty Seminars; Blackboard, Web-enhanced, Technology workshops; Media Across the Curriculum; CTE Week, • National Endowment for the Humanities prestigious grant award utilizing the Hall of Fame for Great Americans – will involve faculty from 3 Bronx Colleges (BCC, HSS, LC) to participate in Hall of Fame for Great Americans seminars sponsored by the CTE – to develop humanities projects to enrich classroom instruction. • Awarding of \$50,000 in Presidential grants for faculty and staff development proposals, including support for activities of the new <i>Center for Tolerance and Understanding</i>; support for study abroad and the development of a seminar in <i>Diversity and Ethics in Nursing</i>. <p>1G. Faculty scholarship and achievement encouraged, supported and recognized. (see attached report of scholarship and achievements)</p> <p>1H. Articulation Agreements concluded to support transfer opportunities for students (including five with Lehman College and one with SUNY Maritime). The agreements are available on the Transfer Center web site - http://www.bcc.cuny.edu/TransferCounseling/</p> <p>1I. Coordinated Undergraduate Education (CUE) program planning and program implementation & assessment organized under the direction of the Assistant Dean of Academic Affairs and integrated with the College's Strategic Plan and the BCC Campaign for Success Plans.</p>
<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><u>Indicators</u></p> <ul style="list-style-type: none"> • Academic program review and follow-up reports filed by the colleges. • Accreditations, licensures, certifications 	<p>2A. Academic Assessment program refocused and strengthened with:</p> <ul style="list-style-type: none"> • Reorganization of academic assessment with direction provided by senior faculty member released for full-time commitment to academic assessment. • 30 assessment plans have been created across 15 academic departments • Support for departmental assessment project plans in 11 departments.

- Evidence of progress on college outcomes plan
- Student experience survey; college investments to enhance technology, # Blackboard courses offered
- Show and pass rates on CUNY proficiency exam

2005-06 University Targets

- Colleges will conduct external program reviews and implement resulting actions plans, and review and update non-credit courses and programs
- More CUNY professional programs will be certified/accredited
- All colleges will show progress in implementing learning outcomes plans
- Use of technology to enhance instruction and student access to computer technology will increase
- Show and pass rates on the proficiency exam will rise CUNY-wide

- Creation of Assessment web page – located at: <http://www.bcc.cuny.edu/InstitutionalResearch/Assessment.htm>
- OIR website expanded to include a college indicators page used for end of year departmental assessment and planning, and a research conduct page.

2B. **Self-studies completed** for: Paralegal Studies AAS – American Bar Association reaccreditation; Liberal Arts and Sciences AA; Telecommunications Technology AAS; Electronic Engineering Technology AAS –external Accreditation Board of Engineering and Technology; Education & Reading Department; & Health, Physical Education & Wellness Department.

2C. **Site Visits completed** for Human Services (Council for Standards I Human Service Education) and Telecommunications Technology.

2D. **Reaffirmation of accreditation** results for: Human Services – Council for Standards in Human Service Education approved - May 2006.

2E. **Strategic Planning progress** involved entire College community in:

- Reviewing and updating College Mission, Vision, Ongoing Goals, and Strategic Directions for next 5 years, incorporating branding and marketing as part of the process.
- Five year strengthening plan developed as part of CUNY Campaign for Success as well as several grant proposals (including Title V grant)

2F. Facilitated **increased use of evidence-based decision** making with :

- Increased capacity to provide real-time information and customized analyses with expanded SIMSMirror utilization;
- Increased use of information and analysis in major college decision, including the creation & implementation of college policies (probation & suspension rules, Writing Intensive graduate requirement, etc.)

2G. Frequency of student use of computer technology increased from a mean of 1.97 (in 2004) to 2.5 (in 2006) *, which approaches the community college subtotal.

Frequency of student use of computer technology

	2002	2004	2006
BCC	1.85	1.97	2.05
Community College Subtotal	1.92	2.08	2.09

2H. Student satisfaction with access to computer technology increased from a mean of 2.98 (in 2004) to 3.08 (in 2006) which is now above the CC and University totals.

Student satisfaction with access to computer technology

	2002	2004	2006
BCC	2.94	2.98	3.08
Community College (CC) Subtotal	2.83	2.91	2.99

*(on a scale with 1=never and 4=very often) based on 11 items on CUNY student survey.

2I. Pass rate on the CPE increased from 88% to 91%, which is now at the CC average, while show rates declined from 72% to 64%.

CPE Pass Rates:	F01	F02	F03	F04	F05
BCC	92.0	79.6	80.3	87.9	90.5
CC Subtotal	88.3	84.2	82.5	88.3	91.0

BCC Continues to significantly outperform the University CPE pass rates for particular at-risk groups, such as Blacks (with a pass rate of 83.2%, which is 13.4 points above the CC average of 69.8%) and Males (with a pass rate of 83.2, which is 8.1 points above the CC average of 75.1).

CPE Pass Rates – Spring 2006 for selected groups

	Asian	Black	Hispanic	Males
BCC	85.7	83.2	75.7	83.2
CC Subtotal	79.6	69.8	71.5	75.1
Total University	83.4	74.6	76.5	81.6

Objective 3: Increase instruction by full-time faculty.

3A. Increase instruction by full-time faculty.

Indicators

3A. The percent of nonremedial instructional hours taught by FT faculty increased from 64% to 67%, which continues to exceed our projections and greatly exceeds by more than 10% points all CUNY group totals. The corresponding increase in the number of full-time faculty (of 26% in 5 years) is reflective of an ongoing and strong commitment of BCC to building and

<ul style="list-style-type: none"> • Change in full-time teaching faculty • % of instructional hours taught by full-time faculty • Evidence of efforts to diversity full-time staff <p><u>2005-06 University Targets</u></p> <ul style="list-style-type: none"> • Instruction by full-time faculty will increase incrementally, commensurate with financial ability • Efforts to recruit under-represented groups to the faculty and staff will be made 	<p>supporting a strong full-time faculty.</p> <table border="1" data-bbox="955 300 1875 418"> <thead> <tr> <th>% instruction by FT faculty</th> <th>F01</th> <th>F02</th> <th>F03</th> <th>F04</th> <th>F05</th> </tr> </thead> <tbody> <tr> <td>BCC</td> <td>62.2</td> <td>63.2</td> <td>61.3</td> <td>64.0</td> <td>66.5</td> </tr> <tr> <td>CUNY CC</td> <td>51.9</td> <td>50.7</td> <td>53.5</td> <td>57.7</td> <td>54.8</td> </tr> <tr> <td>University Total</td> <td>54.4</td> <td>52.2</td> <td>53.9</td> <td>54.2</td> <td>51.8</td> </tr> </tbody> </table> <table border="1" data-bbox="955 451 1875 508"> <thead> <tr> <th>Number of Full-time Faculty</th> <th>F01</th> <th>F02</th> <th>F03</th> <th>F04</th> <th>F05</th> </tr> </thead> <tbody> <tr> <td>BCC</td> <td>213</td> <td>213</td> <td>225</td> <td>253</td> <td>269</td> </tr> </tbody> </table> <p>3B. BCC has a strong commitment to the recruitment and retention of an excellent and diverse faculty and staff. Through a variety of systematic efforts, the % of female faculty has increased to 45% and the % of minority faculty has increased to 38%.</p>	% instruction by FT faculty	F01	F02	F03	F04	F05	BCC	62.2	63.2	61.3	64.0	66.5	CUNY CC	51.9	50.7	53.5	57.7	54.8	University Total	54.4	52.2	53.9	54.2	51.8	Number of Full-time Faculty	F01	F02	F03	F04	F05	BCC	213	213	225	253	269
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<p>GOAL 2: IMPROVE STUDENT SUCCESS</p>																																					
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<p><u>Indicators</u></p> <ul style="list-style-type: none"> • Increase fall to fall retention rates • Increase six-year AA,AS,BA,BS graduation rates <p><u>2005-06 University Targets</u></p> <ul style="list-style-type: none"> • Retention rates will increase by an average of 2 percentage points • Graduation rates will rise by an average of 2 percentage points in baccalaureate/masters programs and 1 point in associate programs 	<p>4A. One-year retention rates for Full-time freshmen declined slightly from 64.6% to 63.0%, but still remains at the CC total average of 63%. The one-year retention rates for transfers remained at 61%, which continues to be above the community college average of 58.3%.</p> <p>One-Year (fall-to-fall) Retention Rates</p> <table border="1" data-bbox="955 1019 1875 1133"> <thead> <tr> <th>FTF Still Enrolled in Same College</th> <th>F00 Cohort</th> <th>F01 Cohort</th> <th>F02 Cohort</th> <th>F03 Cohort</th> <th>F04 Cohort</th> </tr> </thead> <tbody> <tr> <td>BCC First-Time Freshmen</td> <td>61.6</td> <td>61.9</td> <td>63.4</td> <td>64.6</td> <td>63.0</td> </tr> <tr> <td>CC Subtotal</td> <td>61.8</td> <td>62.6</td> <td>62.6</td> <td>63.5</td> <td>63.3</td> </tr> </tbody> </table> <table border="1" data-bbox="955 1166 1875 1279"> <thead> <tr> <th>Transfers Still Enrolled in Same College</th> <th>F00 Cohort</th> <th>F01 Cohort</th> <th>F02 Cohort</th> <th>F03 Cohort</th> <th>F04 Cohort</th> </tr> </thead> <tbody> <tr> <td>BCC Transfers</td> <td>57.6</td> <td>57.1</td> <td>61.9</td> <td>61.1</td> <td>61.1</td> </tr> <tr> <td>CC Subtotal</td> <td>59.8</td> <td>58.8</td> <td>58.4</td> <td>60.0</td> <td>58.3</td> </tr> </tbody> </table> <p>4B. Six-year graduation rates increased from 21.5% to 23.7%, which is now at the CUNY CC total of 23.9% (compared to the 5% point difference between</p>	FTF Still Enrolled in Same College	F00 Cohort	F01 Cohort	F02 Cohort	F03 Cohort	F04 Cohort	BCC First-Time Freshmen	61.6	61.9	63.4	64.6	63.0	CC Subtotal	61.8	62.6	62.6	63.5	63.3	Transfers Still Enrolled in Same College	F00 Cohort	F01 Cohort	F02 Cohort	F03 Cohort	F04 Cohort	BCC Transfers	57.6	57.1	61.9	61.1	61.1	CC Subtotal	59.8	58.8	58.4	60.0	58.3
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the BCC & CUNY CC total in F95).

Six-Year Graduation Rates

FTF Graduated from Same College	F95 Cohort	F96 Cohort	F97 Cohort	F98 Cohort	F99 Cohort
BCC First-Time Freshmen	20.8	19.9	23.9	21.5	23.7
CUNY CC Total	25.8	23.6	26.8	26.0	23.9

Transfers Graduated from Same College	F95 Cohort	F96 Cohort	F97 Cohort	F98 Cohort	F99 Cohort
BCC Transfers	26.8	19.3	23.6	25.9	25.7
CUNY CC Total	31.2	30.4	31.1	30.7	28.4

Objective 5: Improve post-graduate outcomes.

Indicators

- Pass rates on licensure/certification exams
- VTEA job placement rates

2005-06 University Targets

- All teacher education, nursing and accounting programs will improve performance on certification/licensure exams.
- VTEA job placement rates will continue at high levels or rise.

5A. NCLEX pass rates dropped (75.4%) to less than the BCC target rate of 85%, which may be accounted for by the dramatic increase in numbers taking the NCLEX from 39 (in '04) to 61 (in '05).

Percentage passing NCLEX exam

	2001	2002	2003	2004	2005
BCC	90.5*	87.5	81.0	87.2	75.4
CUNY CC TOTAL	79.1	82.0	84.3	85.9	85.2
BCC Number Taking NCLEX	21	40	42	39	61

* based on < 25

5B. Six month job placement rates in vocational programs dropped from 75% For 02-03 grads to 68% for 03-04 graduates. At the same time, the continuing education rate for the same group (61%) is 5 points above the CUNY CC average (56%).

Six-month job placement rates in vocational programs

	99-00 Grads	00-01 Grads	01-02 Grads	02-03 Grads	03-04 Grads
BCC	80.8	79.1	73.9	74.8	68.1
CUNY CC TOTAL	80.8	81.0	73.5	69.2	77.8

Six-month education/job + ed placement rates in vocational programs

Education placement rate	99-00 Grads	00-01 Grads	01-02 Grads	02-03 Grads	03-04 Grads

	BCC	46.0	59.0	59.8	62.9	61.1																																																																																				
	CUNY CC TOTAL	49.5	58.4	55.7	62.0	56.3																																																																																				
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	BCC	92.8	94.1	89.1	95.6	89.4																																																																																				
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Objective 6: Improve College Readiness.																																																																																										
<u>Indicators</u> <ul style="list-style-type: none"> Enrollment in USIP as % of need; % of USIP students who progress a level; pass rates on skills test following remediation. # of College Now course/workshop participants; course completion and pass rates; retention of students when they enter CUNY; implementation of College Now strategic plan. 	<p>6A. The Percentage of USIP participants whose placement level improved increased 10% points in one year from 69% to 79%, while the number served decreased slightly.</p> <p>Percentage of USIP participants whose placement level improves</p> <table border="1"> <thead> <tr> <th></th> <th>SU 04</th> <th>SU 05</th> </tr> </thead> <tbody> <tr> <td>BCC</td> <td>69.3</td> <td>79.2</td> </tr> <tr> <td>CUNY CC TOTAL</td> <td>71.2</td> <td>77.1</td> </tr> <tr> <td>Number in BCC USIP</td> <td>1438</td> <td>1285</td> </tr> </tbody> </table> <p>Percentage of students needing basic skills work who enroll in USIP</p> <table border="1"> <thead> <tr> <th></th> <th>SU 01</th> <th>SU 02</th> <th>SU 03</th> <th>SU 04</th> <th>SU 05</th> </tr> </thead> <tbody> <tr> <td>BCC</td> <td>30.1</td> <td>30.9</td> <td>38.0</td> <td>28.7</td> <td>24.0</td> </tr> <tr> <td>CUNY CC TOTAL</td> <td>31.3</td> <td>29.9</td> <td>33.0</td> <td>31.5</td> <td>28.7</td> </tr> </tbody> </table> <p>6B. For the first time in five years, the exit from remediation pass rates in all three skill areas are at or above the CUNY CC averages. However, while the pass rate in math dramatically increased over the past year (from 48% to 64%), the pass rate in both reading & writing exit exams declined from last year. (The College is currently assessing explanations for both the increase and decline).</p> <p>Pass Rates in Exit from Remediation</p> <table border="1"> <thead> <tr> <th></th> <th>Fall 01</th> <th>Fall 02</th> <th>Fall 03</th> <th>Fall 04</th> <th>Fall 05</th> </tr> </thead> <tbody> <tr> <td>BCC – Reading</td> <td>50.5</td> <td>61.4</td> <td>67.5</td> <td>61.4</td> <td>54.6</td> </tr> <tr> <td>CUNY CC Total Reading</td> <td>58.2</td> <td>63.7</td> <td>67.7</td> <td>65.3</td> <td>53.1</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>BCC – Writing</td> <td>59.8</td> <td>47.4</td> <td>50.5</td> <td>65.5</td> <td>55.7</td> </tr> <tr> <td>CUNY CC Total Writing</td> <td>51.0</td> <td>42.5</td> <td>43.4</td> <td>54.2</td> <td>55.5</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>BCC – Math</td> <td>65.3</td> <td>63.8</td> <td>56.7</td> <td>48.0</td> <td>64.3</td> </tr> <tr> <td>CUNY CC Total Math</td> <td>66.3</td> <td>69.1</td> <td>68.0</td> <td>63.9</td> <td>60.3</td> </tr> </tbody> </table>							SU 04	SU 05	BCC	69.3	79.2	CUNY CC TOTAL	71.2	77.1	Number in BCC USIP	1438	1285		SU 01	SU 02	SU 03	SU 04	SU 05	BCC	30.1	30.9	38.0	28.7	24.0	CUNY CC TOTAL	31.3	29.9	33.0	31.5	28.7		Fall 01	Fall 02	Fall 03	Fall 04	Fall 05	BCC – Reading	50.5	61.4	67.5	61.4	54.6	CUNY CC Total Reading	58.2	63.7	67.7	65.3	53.1							BCC – Writing	59.8	47.4	50.5	65.5	55.7	CUNY CC Total Writing	51.0	42.5	43.4	54.2	55.5							BCC – Math	65.3	63.8	56.7	48.0	64.3	CUNY CC Total Math	66.3	69.1	68.0	63.9	60.3
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<p>Objective 7: Improve quality of student support services.</p> <p><u>Indicators</u></p> <ul style="list-style-type: none"> Student experience survey results on satisfaction with academic and support services. <p><u>University Targets</u></p> <ul style="list-style-type: none"> Student satisfaction with academic support services and student services will rise. 	<p>7A. Over the past five year period, the College Now rate of course/workshop mastery has incrementally increased (43%) from 60% (8 points below the CC average) to 86% (1 point above the average).</p> <p>Percentage of College Now participants who earn A,B,C in College Now courses or demonstrate mastery of material in workshops</p> <table border="1"> <thead> <tr> <th></th> <th>'00-01</th> <th>'01-02</th> <th>'02-03</th> <th>'03-04</th> <th>'04-05</th> </tr> </thead> <tbody> <tr> <td>BCC</td> <td>60</td> <td>63</td> <td>74</td> <td>80</td> <td>86</td> </tr> <tr> <td>CUNY CC TOTAL</td> <td>68</td> <td>79</td> <td>81</td> <td>80</td> <td>85</td> </tr> <tr> <td>Number in College Now</td> <td>579</td> <td>801</td> <td>1091</td> <td>1363</td> <td>1262</td> </tr> </tbody> </table> <p>7B. Student satisfaction with academic support services increased from a mean of 2.82 (in '04) to 2.92 (in '06), which is below the CC average of 2.98.</p> <p>Student satisfaction with academic support services</p> <table border="1"> <thead> <tr> <th></th> <th>2002</th> <th>2004</th> <th>2006</th> </tr> </thead> <tbody> <tr> <td>BCC</td> <td>2.92</td> <td>2.82</td> <td>2.92</td> </tr> <tr> <td>CUNY CC TOTAL</td> <td>2.88</td> <td>2.91</td> <td>2.98</td> </tr> </tbody> </table> <p>7C. Student satisfaction with student services increased to a mean of 2.80, which is above the CC average of 2.77.</p> <p>Student satisfaction with student services</p> <table border="1"> <thead> <tr> <th></th> <th>2002</th> <th>2004</th> <th>2006</th> </tr> </thead> <tbody> <tr> <td>BCC</td> <td>2.71</td> <td>2.65</td> <td>2.80</td> </tr> <tr> <td>CUNY CC TOTAL</td> <td>2.71</td> <td>2.74</td> <td>2.77</td> </tr> </tbody> </table>		'00-01	'01-02	'02-03	'03-04	'04-05	BCC	60	63	74	80	86	CUNY CC TOTAL	68	79	81	80	85	Number in College Now	579	801	1091	1363	1262		2002	2004	2006	BCC	2.92	2.82	2.92	CUNY CC TOTAL	2.88	2.91	2.98		2002	2004	2006	BCC	2.71	2.65	2.80	CUNY CC TOTAL	2.71	2.74	2.77
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<p>GOAL 3: ENHANCE FINANCIAL AND MANAGEMENT EFFECTIVENESS</p>																																																	
<p>Objective 8: Meet enrollment goals and facilitate movement of eligible students from associate to baccalaureate programs.</p>																																																	
<p><u>Indicators</u></p>	<p>8A. Total enrollment has steadily increased over the past five years (22%) from 6942 to 8470, with a corresponding increase (19%) in FTEs from 5253 to</p>																																																

- Enrollment in degree and adult and continuing education programs; SATs/CAAs; recruitment of male students from under-represented groups
- Demonstrated progress in implementing Degree Works, evaluating courses for TIPPS, establishing/implementing articulation agreements, and completing transfer evaluations in one semester.
- Evidence that CUNY-wide teacher education articulation agreement is being honored.

2005-06 University Targets

- Colleges will meet enrollment targets for degree and adult and continuing ed enrollment; mean SATs/CAAs of baccalaureate entrants will rise.
- All colleges will show progress toward completing TIPPS equivalencies, establishing/implementing intra-CUNY articulation agreements, implementing Degree works by Dec. 31, 2006, and speeding evaluation of transfer transcripts.
- All colleges will implement CUNY AA/AS to BA/BS articulation program in teacher education.

6242.

Fall Enrollment

	'00-01	'01-02	'02-03	'03-04	'04-05
Total Enrollment	6942	7304	7952	8367	8470
FTEs	5253	5408	5860	6089	6242

8B. The % of AA/AS transfers to CUNY BA/BS program declined slightly to 53%, which is still above the CC average (48%). The 1-yr retention rate is slightly higher (79%) and the average 1st semester GPA (2.49) is slightly lower than the CC averages.

Percentage of AA/AS who transferred to a CUNY baccalaureate program

% who Transferred	'00-01 grads	'01-02 grads	'02-03 grads	'03-04 grads	'04-05 grads
BCC	42.2	49.5	50.3	53.9	52.8
CUNY CC Total	42.6	44.4	45.6	50.0	48.0
1-Yr retention rates					
BCC	75.7	81.7	74.8	76.0	78.7
CUNY CC Total	78.7	79.3	78.4	76.5	77.2
Avg 1st semester GPA					
BCC	2.43	1.48	2.52	2.51	2.49
CUNY CC Total	2.45	2.47	2.49	2.50	2.53

Percentage of AAS recipients transferred to a CUNY baccalaureate program

	'00-01 grads	'01-02 grads	'02-03 grads	'03-04 grads	'04-05 grads
BCC	24.9	19.4	20.8	27.8	23.4
CUNY CC Total	28.3	29.6	28.0	31.4	28.1
1-Yr Retention Rates					
BCC	67.0	71.4	78.6	54.1	72.6
CUNY CC Total	74.6	73.9	77.1	75.0	74.9
Avg 1st semester GPA					
BCC	2.39	2.40	2.37	2.71	2.55
CUNY CC Total	2.46	2.54	2.48	2.51	2.48

8C. BCC has successfully implemented the TIPPS Database system and currently places second in the University with respect to % of completion. BCC

	has also successfully implemented Degree Works, including the updated version.																																																
Objective 9: Increase revenues from external sources.																																																	
<u>Indicators</u> <ul style="list-style-type: none"> Alumni/corporate fundraising (CAE-VSE report) Contract/grant awards (RF Report) Indirect cost recovery as ratio of overall grant/contract activity Adult and Continuing Education revenues 	<p>9A. Alumni and Corporate Fundraising more than doubled to approximately \$1,2 million.</p> <table border="1"> <thead> <tr> <th></th> <th>FY05</th> <th>FY 06</th> </tr> </thead> <tbody> <tr> <td>Alumni/Corporate Fundraising</td> <td>\$498,976</td> <td>NA</td> </tr> <tr> <td>Voluntary Gifts-Testamentary</td> <td></td> <td></td> </tr> <tr> <td>Outstanding Pledges</td> <td>\$92,600</td> <td>NA</td> </tr> </tbody> </table> <p>9B. Contract and Grants</p> <table border="1"> <thead> <tr> <th></th> <th>Fy02</th> <th>FY03</th> <th>FY04</th> <th>FY05</th> <th>FY06</th> </tr> </thead> <tbody> <tr> <td>Voluntary Support-Cash in</td> <td>271,297</td> <td>514,174</td> <td>733,130</td> <td>406,376</td> <td>NA</td> </tr> <tr> <td>Grants & Contracts</td> <td>9,301,442</td> <td>9,493,680</td> <td>9,697,733</td> <td>6,575,093</td> <td>NA</td> </tr> </tbody> </table> <p>9C. Indirect cost recovery as a ratio of overall grant/contract activity ...</p> <table border="1"> <thead> <tr> <th></th> <th>Fy02</th> <th>FY03</th> <th>FY04</th> <th>FY05</th> <th>FY06</th> </tr> </thead> <tbody> <tr> <td>BCC</td> <td>7.1</td> <td>7.1</td> <td>7.3</td> <td>7.4</td> <td>NA</td> </tr> <tr> <td>CUNY CC Total</td> <td>6.6</td> <td>6.3</td> <td>6.5</td> <td>6.7</td> <td>NA</td> </tr> </tbody> </table>		FY05	FY 06	Alumni/Corporate Fundraising	\$498,976	NA	Voluntary Gifts-Testamentary			Outstanding Pledges	\$92,600	NA		Fy02	FY03	FY04	FY05	FY06	Voluntary Support-Cash in	271,297	514,174	733,130	406,376	NA	Grants & Contracts	9,301,442	9,493,680	9,697,733	6,575,093	NA		Fy02	FY03	FY04	FY05	FY06	BCC	7.1	7.1	7.3	7.4	NA	CUNY CC Total	6.6	6.3	6.5	6.7	NA
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Objective 10: Improve productivity, service to students, and environmental health and safety.																																																	
<u>Indicators</u> <ul style="list-style-type: none"> Productivity targets Surveys of student satisfaction with administrative services 	<p>10A. Student satisfaction with administrative services increased to a mean of 2.82, but is still below the CC average of 2.91.</p> <p>Student satisfaction with administrative services</p> <table border="1"> <thead> <tr> <th></th> <th>2002</th> <th>2004</th> <th>2006</th> </tr> </thead> <tbody> <tr> <td>BCC</td> <td>2.74</td> <td>2.65</td> <td>2.82</td> </tr> <tr> <td>CUNY CC TOTAL</td> <td>2.63</td> <td>2.81</td> <td>2.91</td> </tr> </tbody> </table> <p>10B. Student satisfaction with facilities increased to 2.95, which is approaching the CC average of 2.98.</p>		2002	2004	2006	BCC	2.74	2.65	2.82	CUNY CC TOTAL	2.63	2.81	2.91																																				
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- Percent of budget spent on administrative services
- Evidence of a financial plan and balanced budget
- Percentage of instruction delivered on Fridays, nights, weekends
- Evidence of a dedicated environmental officer
- Evidence of a tracking system designed to ensure continuous environmental health/safety compliance

2005-06 University Targets

- Each college will achieve its productivity savings target and apply those funds to student instruction-related activities.
- Student satisfaction with administrative services will rise or remain constant at all CUNY colleges.
- Every college will lower or hold constant the percentage of its tax-levy budget spent on administrative services.
- All colleges will have & implement financial plans with balanced budgets.
- The % of instruction delivered on Fridays, nights, weekends will rise CUNY-wide, to better serve students and make fuller use of facilities.

All colleges will establish an environmental health & safety tracking system to ensure continuous compliance.

Student satisfaction with facilities

	2002	2004	2006
BCC	2.84	2.86	2.95
CUNY CC TOTAL	2.87	2.93	2.98

10C. Compliance with environmental health and safety regulations include regular review (and tracking) of project status/completion.

10D. Institutional support services as a percentage of total tax levy budget increased from 32% to 35%, which is above the CUNY CC average.

Institutional support services (administrative services) as a percentage of total tax levy budget

	Fy02	FY03	FY04	FY05
BCC	34.6	36.2	32.2	34.9
CUNY CC Total	31.6	32.1	30.9	31.8

10E. The percentage of undergraduate FTEs offered on Fridays, evenings or weekends remained at 42%, which is above the CC average of 38%.

Percentage of Undergraduate FTEs offered on Fridays, evenings or weekends

	F01	F02	F03	F04	F05
BCC	44.0	43.8	42.5	41.9	41.9
CUNY CC Total	39.0	40.2	38.7	38.2	38.2