

**Bronx Community College of the City University of New York  
Annual FY07 Goals & Targets  
President Carolyn G. Williams**

June, 2006

University Objectives/Indicators/Targets	2006-07 President/College Goals & Targets
<p><b>GOAL 1: RAISE ACADEMIC QUALITY</b></p>	
<p><b>Objective 1: Strengthen CUNY flagship and college priority college programs, and continuously update curricula and program mix.</b></p> <p><u>Indicators</u></p> <ul style="list-style-type: none"> <li>• Documented efforts to move flagship and priority programs and research programs to the next level</li> <li>• Recognition/validation from external sources</li> <li>• Self-reports by the colleges</li> <li>• Online course report and self-reports by colleges</li> </ul> <p><u>2006-07 University Targets</u></p> <ul style="list-style-type: none"> <li>• Resources will be shifted to University flagship and college priority programs and to support the University's commitment to become a research-intensive institution.</li> <li>• CUNY and its colleges will draw greater recognition for academic quality.</li> <li>• Program reviews, paired with analyses of enrollment and financial data, will demonstrably shape academic decisions and allocations by colleges.</li> <li>• Colleges will expand online course and program offerings</li> </ul>	<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><b>1A. Nine new faculty will be hired in the following departments:</b></p> <ul style="list-style-type: none"> <li>• Biology and Medical Laboratory Technology (1)</li> <li>• Business &amp; Information Systems/Paralegal (1)</li> <li>• Communication Arts &amp; Sciences (1)</li> <li>• English (2)</li> <li>• History (2)</li> <li>• Mathematics (2)</li> </ul> <p><b>1B. New curriculum development will include:</b></p> <ul style="list-style-type: none"> <li>• Performing Arts in Liberal Arts &amp; Sciences (a new option in existing Liberal Arts &amp; Sciences AA degree, with FY07- the first year of implementation).</li> <li>• Energy Services Technology (a new AAS program, with letter of intent to be developed in FY07).</li> <li>• Alternative Fuel Vehicles (a new option in existing Automotive Technology AAS degree, with curriculum modification to be prepared for Chancellor's Report).</li> </ul>

and use technology to enrich teaching among CUNY colleges.

- Cisco option in Telecommunications (a new option in existing Telecommunications AAS degree, with curriculum modification to be prepared for Chancellor's Report).
- Exercise Science dual/joint with Lehman College (a new degree program, with letter of intent to be developed in FY07).
- Pharmaceutical Technology (a new option in existing Pharmaceutical Manufacturing Technology AAS degree, with curriculum modification to be prepared for Chancellor's Report).
- Food and Nutrition Science and Technology (First stage of exploring funded development for new degree program).

**1C. Curriculum revision in:**

- Education Associate AAS
- Human Services AAS
- Paralegal Studies AAS

**1D. Expansion of technology to enrich teaching and learning will include:**

- Updating the BCC IT Strategic Plan & reorganizing the Technology Oversight Committee.
- Analysis of: current technology use by faculty; results of existing faculty development programs; reactions of students to faculty use of technology in their courses; and potential of emerging technologies and teaching strategies.
- Development and pilot-testing of self-paced assessment and learning modules for student mastery of information and digital literacy skills.

**1E. Develop plan for upcoming Middle States 10-year re-accreditation self study process.**

**1F. Advance collaborative analysis and assessment relating to academic planning and decision making, which will include:**

- Analysis required for development of plans for new instructional building and other facilities, which includes developing predictions for course, program and discipline enrollments; determination about optimum class

	<p>size, structures and instructional space needs and formats; and identification of technology and other facility requirements.</p> <ul style="list-style-type: none"> <li>Contingency planning for potential impact of new academic standing policies on enrollment, which will require analyses that: predict outcomes &amp; inform interventions to promote student success, while protecting college enrollments; and suggest alternative approaches to maintaining healthy enrollments. (Success will be measured by the extent to which analyses inform action that support student success and maintain strong enrollments.)</li> </ul>
<p><b>Objective 2: Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity.</b></p> <p><u>Indicators</u></p> <ul style="list-style-type: none"> <li>College self-reports on efforts to build faculty quality through hiring and tenure processes and investments in faculty development</li> <li>Faculty scholarship and creative activity report</li> <li>% of instructional hours taught by FT faculty</li> <li>Faculty &amp; staff diversity reports</li> </ul> <p><u>2006-07 University Targets</u></p> <ul style="list-style-type: none"> <li>Colleges will continuously upgrade the quality of their faculty, as scholars and as teachers</li> <li>Faculty research/scholarship will increase from 2005-2006 levels.</li> <li>Instruction by full-time faculty will increase incrementally.</li> <li>More under-represented faculty and staff will be recruited.</li> </ul>	<p><b>2A. Nurture faculty development and support communities of faculty through the systemic efforts and activities of the <i>Center for Teaching Excellence</i>, including:</b></p> <ul style="list-style-type: none"> <li>Opening the new Center for Teaching Excellence state-of-art facility (including instructional development lab) for faculty development activities and programs.</li> <li>Engaging thirteen BCC, Lehman &amp; Hostos faculty in an effort funded by the National Endowment for the Humanities utilizing the Hall of Fame for Great Americans as a basis for developing teaching projects to enrich and deepen instruction in the humanities. Participating faculty will: submit completed project outlines which detail specific innovations to be implemented; evaluate student surveys in their classes; develop a Hall of Fame for Great Americans web site; and will report on and demonstrate model projects locally and nationally.</li> </ul> <p><b>2B. Support and strengthen faculty scholarship and research with:</b></p> <ul style="list-style-type: none"> <li>Continuation of Presidential faculty development grants (\$50,000) to promote faculty research, publication and presentation.</li> <li>Continued provision of BCC Foundation College Enrichment grants (\$10,000) to enhance the teaching and learning environment at the College.</li> <li>Continued funding (at approximately \$35,000 per year) for faculty participation in and travel to professional organizations and meetings.</li> </ul>

- The development of a concept paper and strategic plan to expand opportunities for faculty to participate in collaborative academic research projects (such as a current collaborative with eight BCC faculty members and colleagues from the Community College Research Center (CCRC) at Teachers College, Columbia University on a \$1.1 million grant from the Institute of Education Sciences of the U.S. Department of Education for an intervention study with developmental education students).

**2C. Advancement of Liberal Learning** will include:

- Increasing the percentage of BCC full-time faculty engaged in internationally focused student learning activities (including International Education Week; Fulbright Program and Salzburg Seminar among others) from 20% to 30%.
- Seeking (and obtaining) grant and scholarship support to increase opportunities for students' travel and study abroad (from baseline of 10 students who studied abroad and 4 students who participated in a UN Symposium in FY06).

**2D. Re-envisioning General Education to advance Liberal Learning** will include:

- Focus on developing General Education enhancements for core courses in three departments (English, History and Communications).
- Reassignment of faculty teams in each of the three departments to plan and lead the department's General Education activities in curriculum and faculty development.
- Focus on reaching departmental consensus for development of multiple General Education learning opportunities that integrate cross-disciplinary perspectives with evaluation criteria tied to content learning and successful student proficiency performance.

**2E. Advance the academic assessment program**, which is designed to improve teaching and learning through a cyclical, systematic process which includes the collection, examination, and analysis of student work (direct evidence) and of information about student performance, persistence, attitudes, achievement and post-graduation education and employment

	<p>outcomes (indirect evidence), with:</p> <ul style="list-style-type: none"> <li>• Completion of current departmental assessment projects;</li> <li>• Creation and implementation of a faculty training program focused on building assessment skills.</li> <li>• Integration of assessment cycles into planning of General Education enhancement in core courses project.</li> <li>• Expansion of assessment activities to include program assessment and engage all academic departments by Spring 2007.</li> <li>• Participation in a pilot testing of the Collegiate Learning Assessment (CLA) Test as a means of assessing the success of our General Education program and as a means of measuring the value-added of the community college general education.</li> </ul> <p><b>2F. The percent of nonremedial instructional hours taught by full-time faculty will modestly increase from 65.7 to 67.5%.</b></p> <p><b>2G. With a commitment to hiring the highest quality faculty, the College will also increase diversity of faculty.</b></p>
<p><b>GOAL 2: IMPROVE STUDENT SUCCESS</b></p>	
<p><b>Objective 3: Ensure that all students receive a solid general education and effective support, particularly in the first 60 credits of study</b></p> <p><u>Indicators</u></p> <ul style="list-style-type: none"> <li>• Campaign for Success indicators: % of students passing gateway courses with C or better; % enrolled in summer programs; % of grades issued for withdrawal and no-credit repeats. Baccalaureate colleges only: Average # credits earned in first 12 months; % of lower division seats taught by full-time faculty; % of students with 70 credits and no major</li> </ul>	<p>3. Consistent with the BCC and CUNY Campaign for Success goals, BCC will strive to:</p> <p><b>3A. Increase the percentage of required CPE invitees who take the CUNY Proficiency Exam from 64.1 to 70.0</b></p> <p><b>3B. Maintain the percentage of required CPE test takers who pass the exam at 90% or more.</b> (All ethnic and gender groups will increase or maintain pass rates at or approaching 90%).</p> <p><b>3C. Increase the percent of students passing core* courses with a C or better from 75% to 77%.</b></p>

- Baccalaureate colleges: % of SEEK students who pass skills tests in 1 year; % of ESL students who pass in 2. Associate colleges: pass rates on skills tests following remediation; % of remedial students at 30 credits who pass all basic skills tests
- Show & pass rates on CUNY proficiency exam
- # of College Now course/workshop participants; course completion and pass rates; implementation of 2004-08 College Now strategic plan

#### 2006-07 University Targets

- Colleges will implement approved CUE plans, make progress on Campaign for Success indicators, and use outcomes to drive improvements in teaching and support.
- Colleges will draw upon degree and adult and continuing education resources to improve basic skills and ESL outcomes University-wide.
- Show & pass rates on the proficiency exam will rise CUNY-wide.
- Colleges will work to improve readiness of high school students by meeting 95% of enrollments targets for College Now, achieving a 75% successful completion rate; implementing College Now strategic plans.

(\* based on students enrolled in the fall and completing freshman composition and credit-bearing math courses through pre-calculus. Students are counted once for each core course in a given semester)

#### **3D. Improve students' basic math and science skills:**

- Identify critical topics in early courses linked to success in later courses.
- Develop and disseminate materials to improve student COMPASS test preparation.
- Develop and use exercises for study group sessions
- Expand and standardize tutoring for remedial & gateway courses in mathematics and science (biology & pharmacology)
- Create and implement infrastructure for on-line math advisement
- Develop and deliver pre-course workshops for biology gateway courses
- Develop and implement learning communities with select math/science courses

#### **3E. Improve reading and writing remediation results:**

- Cluster 75-100 students each semester in learning communities of reading or writing courses with content and freshmen seminar courses. (Funding, which may be available in FY06, has been sought to substantially increase this number).
- Revise remedial reading courses' testing to include comprehensive questions and format used on ACT
- Redesign 1<sup>st</sup> reading course to incorporate ACT exam proficiencies
- Faculty will collaborate on developing intervention to improve student performance (see 2B) in upper division English and Reading courses and in subsequent content courses.

#### **3F. Improve student performance in Gateway courses:**

Increase pass \* rates in specific remedial courses

- Increase pass rates in remedial courses from F'05 to F'06 as follows: ENG 01, ENG 02 (55%); ESL01, ESL 02 (50%); MTH01-06 (55%); RDL01, RDL 02 (55%).

Increase pass rates (by 2% points) & decrease withdrawal rates (by 2% points) in gateway courses from the following F05 baselines:

**Fall 2005 pass/withdrawal rates**

ENG 11 – Written Composition 1	69% pass / 12% withdrawal
ENG 12 – Written Composition 2	74% pass / 12% withdrawal
MTH 13 – Trig/College Algebra	67% pass / 16% withdrawal
MTH 29 – Pre-Calculus Business	29% pass / 27% withdrawal
MTH 30 – Pre-Calculus Math	53% pass / 24% withdrawal

Increase pass rates (by 2% points) and decrease withdrawal rates (by 2% points) in difficult core and content courses from the following F05 baselines:

**Fall 2005 pass/withdrawal rates**

ACC 11 – Fundamntl Accounting 1	42 pass / 40% withdrawal
BIO 11 – General Bio 1	60% pass / 24% withdrawal
BIO 23 – Anatomy & Physiology 1	59% pass / 30% withdrawal
HIS 10 – The Modern World	57% pass / 21% withdrawal
PHM 10 – Pharmacology	62% pass/ 9% withdrawal

(\* pass rates calculated as all passing grades of A-D-)

**3G. Improve students' academic standing by providing focused support (including advisement, tutoring & academic support referrals) to students based upon early identification of targeted needs:**

Improve students' academic standing as follows:

- Increase the % of students in good standing (from 59% to 66%)
- Improve the rate at which students improve their academic standing (“early warning” to “good standing” from 36% to 40%) and from “probation to warning/good standing” from 18% to 25%).

**3H. The percentage of freshmen and transfers taking 1 or more courses in the summer after entry will increase from 26% to 28%.**

**3I. The percentage of students needing basic skills work on application to CUNY who enroll in USIP will increase from 24% to 28%.**

	<p><b>3J. The percentage of USIP participants whose placement level improves as a result of USIP will increase</b> from 79% to 81%.</p> <p><b>3K. Pass rates on the Exit from Remediation Exams will increase:</b></p> <ul style="list-style-type: none"> <li>• From 55% to 57% in Reading</li> <li>• From 56% to 60% in Writing</li> <li>• From 64% to 66% in Math</li> </ul> <p><b>3L. College Now registrations will increase to 1400 and the percentage of College Now participants who earn an A,B, or C in College Now courses or demonstrate mastery of material in workshops will increase</b> from 86% to 87%.</p> <p><b>3M. The percentage of associate degree students who have met basic skill proficiencies in reading, writing and math by the 30<sup>th</sup> credit will increase</b> from 57% to 60%.</p>
<p><b>Objective 4: Increase retention and graduation rates.</b></p> <p><u>Indicators</u></p> <ul style="list-style-type: none"> <li>• One-year and two-year retention rates</li> <li>• Six-year AA/AS/AAS, BA/BS graduation rates; four-year BA/BS graduation rates; four-year MA/MS graduation rates</li> </ul> <p><u>2006-07 University Targets</u></p> <ul style="list-style-type: none"> <li>• Retention rates will increase by an average of 2 percentage points.</li> <li>• Graduation rates will rise by an average of 2 percentage points in baccalaureate/masters programs and 1 point in associate programs.</li> </ul>	<p>4A. Consistent with the University Target to increase retention rates, BCC will strive to:</p> <p style="text-align: center;"><b><u>Increase one-year retention rates</u></b></p> <ul style="list-style-type: none"> <li>• Increase one-year retention rates for first-time, full-time freshmen from 63% for the F04 cohort to 65% for the F05 cohort.</li> <li>• Increase one-year retention rates for transfer students from 61% for the F04 cohort to 63% for the F05 cohort.</li> <li>• One-year retention rates will increase for all underrepresented groups.</li> </ul> <p style="text-align: center;"><b><u>Increase six-year graduation rates</u></b></p> <ul style="list-style-type: none"> <li>• Increase the 6-year graduation rates for first-time, full-time freshmen from 24% for the F'99 cohort to 26% for the F'00 cohort.</li> <li>• Increase the 6-year graduation rates for transfer students from 26% to 28% for the F'00 cohort.</li> </ul>

	<ul style="list-style-type: none"> <li>• Six-year graduation rates will increase for all underrepresented groups.</li> </ul>
<p><b>Objective 5: Improve post-graduate outcomes.</b></p> <p><u>Indicators</u></p> <ul style="list-style-type: none"> <li>• Pass rates on licensure/certification exams</li> <li>• Survey of associate and baccalaureate graduates one year after leaving college</li> </ul> <p><u>2006-07 University Targets</u></p> <ul style="list-style-type: none"> <li>• Professional preparation programs will improve performance of their students on certification/licensing exams or maintain high performance.</li> <li>• All colleges will establish performance baselines on graduate exams.</li> <li>• Job and education placement rates for associate graduates will rise; job/education and satisfaction rate baselines will be established for baccalaureate graduates.</li> </ul>	<p><b>5A. Pass rates on NCLEX exam will increase</b> back to the 85% minimum standard set by BCC (75.4% passed in Fall 05).</p> <p><b>5B. Pass rates on the Radiologic Technology national exam will remain at a minimum of 85%.</b></p> <p><b>5C. The six-month job placement rate in vocational programs will increase</b> from 68% to 74%.</p> <p><b>5D. The six-month education placement rate in vocational programs will increase</b> from 61% to 64%.</p> <p><b>5E. The six-month job and education rate in vocational programs will increase</b> from 89% to 91%.</p>
<p><b>Objective 6: Improve quality of student support services.</b></p> <p><u>Indicators</u></p> <ul style="list-style-type: none"> <li>• Student experience survey results on satisfaction with academic, technological and support services, including personal counseling</li> </ul> <p><u>2006-07 University Targets</u></p> <ul style="list-style-type: none"> <li>• Student satisfaction with academic support services, student services, personal counseling and use of technology to strengthen instruction will rise CUNY-wide.</li> </ul>	<p><b>6A. Student satisfaction with academic support services will increase</b> from a mean of 2.92 to a mean of 3.10 (on a scale with 1=very dissatisfied; 4=very satisfied)</p> <p><b>6B. Student satisfaction with student services will increase</b> from a mean of 2.80 to a mean of 3.00 (on a scale with 1=very dissatisfied; 4= very satisfied).</p> <p><b>6C. Frequency of student use of technology will increase</b> from a mean of 2.05 to a mean of 2.20 (on a scale of 1=never and 4=very often).</p> <p><b>6D. Student satisfaction with access to technology will increase</b> from a mean of 3.08 to a mean of 3.15 (on a scale of 1=never and 4=very often).</p>
<p><b>GOAL 3: ENHANCE FINANCIAL AND MANAGEMENT</b></p>	

<b>EFFECTIVENESS</b>	
<p><b>Objective 7: Meet enrollment goals and facilitate movement of eligible students from associate to baccalaureate programs.</b></p> <p><u>Indicators</u></p> <ul style="list-style-type: none"> <li>• Enrollment in degree and adult and continuing education programs; SATs/CAAs; recruitment of students from under-represented groups</li> <li>• % of TIPPS course equivalencies completed; Degree Works installation by June 30, 2007; Degree Works log-ons by students</li> </ul> <p><u>2006-07 University Targets</u></p> <ul style="list-style-type: none"> <li>• Colleges will meet enrollment targets for degree and adult and continuing ed enrollment; colleges will heighten recruitment efforts for students from underrepresented groups; mean SATs/CAAs of baccalaureate entrants will rise.</li> <li>• All colleges will have completed TIPPS equivalency evaluations for 90% of courses by June 30, 2007; all colleges will install Degree Works by June 30, 2007; for each month that Degree Works is installed, an additional 1% of students will access this planning and advisement tool.</li> </ul>	<p><b>7A. Meet enrollment targets:</b></p> <p>Fall 2006 headcount enrollment will increase to 8555.</p> <p>Fall 2006 FTE enrollment will increase to 6317.</p> <p><b>7B. Enrollment in adult and continuing education courses will remain at approximately 17,000 (preliminary).</b></p> <p><b>7C. TIPPS course equivalences will be completed at a rate of 90% + .</b></p> <p><b>7D. Utilization of Degree Works, which is already installed and operating –will increase for counselors, advisors and students.</b> (baselines to be developed)</p> <p><b>7E. The percentage of AA/AS recipients who transfer to a CUNY baccalaureate program will increase from 53% to 55%.</b></p> <p><b>7F. One-year fall-to-fall retention rate of AA/AS transfers to baccalaureate programs will increase from 79% to 81%.</b></p> <p><b>7G. Average first-term GPA of transfers from AA/AS programs will increase from 2.49 to community college average of 2.53</b></p>
<p><b>Objective 8: Increase revenues from external sources.</b></p> <p><u>Indicators</u></p> <ul style="list-style-type: none"> <li>• Alumni/corporate fundraising (CAE-VSE report)</li> <li>• Evidence of foundation restructuring and documented participation in CUNY Compact</li> <li>• Contract/grant awards (RF Report + CUNY projects)</li> </ul>	<p><b>8A. Alumni and corporate fundraising (as reported on the CA-VSE) will increase by 10%.</b></p> <ul style="list-style-type: none"> <li>• The College will move from a silent fundraising phase to a public one.</li> <li>• Significant progress will be made in establishing a fundraising infrastructure (including staffing, planning, etc).</li> <li>• Development team hired, trained and functioning,</li> </ul>

<ul style="list-style-type: none"> <li>• Indirect cost recovery as ratio of overall grant/contract activity</li> <li>• Adult and Continuing Education revenues</li> </ul> <p><u>2006-07 University Targets</u></p> <ul style="list-style-type: none"> <li>• Alumni-corporate fundraising will increase 10% CUNY-wide.</li> <li>• Colleges will complete agreed-upon restructuring of their philanthropic foundations to comply with CUNY guidelines and document participation in the CUNY Compact.</li> <li>• Contract/grant awards will rise 5% CUNY-wide.</li> <li>• Indirect cost recovery ratios will improve CUNY-wide.</li> <li>• Each college will meet agreed upon revenue targets for adult and continuing education.</li> </ul>	<ul style="list-style-type: none"> <li>• Branding conceptualization will be utilized to develop marketing themes, logo and materials.</li> <li>• Planning and implementation of 50<sup>th</sup> anniversary celebration will include the launching of a \$5 million capital campaign.</li> </ul> <p><b>8B. Contract and grant awards will increase</b> by 5%.</p> <p><b>8C. Indirect and cost recovery as a ratio of overall grant/contract activity will</b> remain among the highest in CUNY at 7.4 (preliminary)</p>
<p><b>Objective 9: Improve productivity, service to students, and environmental health and safety.</b></p> <p><u>Indicators</u></p> <ul style="list-style-type: none"> <li>• Productivity targets</li> <li>• Surveys of student satisfaction with administrative services</li> <li>• Percent of budget spent on administrative services</li> <li>• Evidence of a financial plan and balanced budget</li> <li>• Percentage of instruction delivered on Fridays, nights, weekends</li> <li>• Evidence of a chemical inventory and hazardous waste management system, and that faculty/staff working in labs have participated in hazardous waste training.</li> </ul> <p><u>2006-07 University Targets</u></p> <ul style="list-style-type: none"> <li>• Each college will achieve its productivity savings target and apply those funds to student instruction-related activities.</li> <li>• Student satisfaction with administrative services will rise or remain high at all CUNY colleges.</li> </ul>	<p><b>9A. Student satisfaction with administrative services will increase</b> from a mean of 2.82 to the community college average of 2.91 (on a scale of 1=very dissatisfied and 4= very satisfied).</p> <p><b>9B. Student satisfaction with facilities will increase</b> from a mean of 2.94 to 3.0, which is above the current average of 2.98 (on a scale of 1=very dissatisfied and 4=very satisfied).</p> <p><b>9C. The percentage of tax levy budget spent on institutional support services (administrative services) as a percentage of the total tax levy budget will decrease</b> from 35% to 31%.</p> <p><b>9D. The percentage of undergraduate FTEs offered on Fridays, evenings or weekends will increase</b> from 42% to 44%.</p> <p><b>9E. The number of seats filled in Adult and Continuing Education courses will increase</b> remain at about 17,000 (preliminary)</p> <p><b>9F. The College will develop a chemical inventory and hazardous waste management system. All faculty/staff working with chemicals or other hazardous substances will participate in hazardous waste training sessions.</b></p>

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| <ul style="list-style-type: none"><li>• Every college will lower or hold constant the percentage of its tax-levy budget spent on administrative services.</li><li>• All colleges will have &amp; implement financial plans with balanced budgets.</li><li>• The % of instruction delivered on Fridays, nights, weekends will rise CUNY-wide, to better serve students and use facilities fully.</li><li>• All colleges will develop a chemical inventory and hazardous waste management system. All faculty/staff working with chemicals or other hazardous substances will participate in hazardous waste training sessions.</li></ul> |  |
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