

Faculty Senate Minutes #328

Thursday, May 15, 2008

9:00 AM

Room 630 T

Present (28): Simon Baatz, Spiros Bakiras, Adam Berlin, Teresa Booker, Marvie Brooks, Dara Byrne, Elise Champeil, Edward Davenport, Virginia Diaz, Kirk Dombrowski, DeeDee Falkenbach, Gail Garfield, P. J. Gibson, Amy Green, Heather Holtman, Karen Kaplowitz, Ma'at Lewis-Coles, Vincent Maiorino, James Malone, Evan Mandery, John Matteson, Patrick O'Hara, Nick Petraco, Tanya Rodriguez, Raul Romero, Nancy Ryba, Francis Sheehan, Shonna Trinch

Absent (8): Erin Ackerman, Myrna Archer, Janice Dunham, Marcia Esparza, Tim Horohoe, Richard Kempter, Rick Richardson, Thalia Vrachopoulos

Invited Guests: President Jeremy Travis, Provost Jane Bowers, Professor George Andreopoulos

Agenda

1. Adoption of the agenda
2. Announcements & Reports
3. Invited Guest: President Jeremy Travis
4. Adoption of Minutes #327 of the May 1, 2008, meeting
5. Election of additional faculty members to the 2008-09 Faculty Senate & College Council
6. Update on Phase II, T Building, the Annex
7. Budget Report: Investment Plan 2
8. Invited Guest: Provost Jane Bowers
9. Honorary Degree candidates for May 2009
10. Student Evaluation of Faculty Committee
11. Proposed John Jay Honors Program
12. John Jay's Performance Management Process (PMP) indicators

1. **Adoption of the agenda.** Approved.

2. Announcements & Reports

All the items on the agenda for the May 14 College Council meeting were reviewed by the Senate and were endorsed by the Senate.

Senator Ma'at Lewis-Coles was congratulated on her election as an at-large member (along with Allison Pease and Anru Lee) to the College-wide Faculty Personnel Committee.

3. Invited Guest: President Jeremy Travis

President Travis addressed the Senate on the question of space, as he had been asked to. He said an analysis is under way as to whether the land on which North Hall stands can be used to address our space needs. He was asked about the Senate resolution stating that all academic departments must be housed in T Building and Phase II once the new building opens (unless a department wishes to be housed elsewhere). He said he thinks it is premature to make commitments about Phase II since he thinks we will need additional new space where North Hall is now. He said he agrees, in principle, that we should consolidate our space but he thinks too many things are unclear in terms of our long term space needs, the real estate market, and funding, to make the commitment which the Senate is requesting.

Senator Kirk Dombrowski said his problem with President Travis's proposal to tie space decisions to the North Hall space puts the decisions off for about 6 years. President Travis disagreed, saying that he thinks we will know about the North Hall space much sooner than that.

Senator John Matteson said he has complete confidence in the administration's efforts to do the best for us, but he wants to identify some problems which he, as a member of the Department of English, now located in the Annex, is both experiencing and witnessing. Because most of the offices in the Annex have no ceilings, there is a severe noise problem. Furthermore, in addition to being teachers, John Jay faculty members are also counselors and even confessors, because our students come to us with personal problems, such as residing in homeless shelters or having a heroin addiction, and students will not want to discuss these private matters when there is no privacy.

To Vice President Francis Sheehan's question about an earlier plan for a Phase III, President Travis said that Phase III is still a possibility although it would be in lieu of having the use of the North Hall space. When he was asked by Senator Dombrowski about faculty participation in the space analysis, President Travis said that the way the consultants are working does not allow for faculty participation.

VP Sheehan said he has heard is that because of space needs, other academic departments will also be relocated in the 54th Street Annex as well as English and Foreign Languages.

Senator Marvie Brooks said she has had problems with dust from the construction site causing a serious eye and skin irritation, which has required the care of two physicians. She noted that building security personnel wear dust masks but no masks have been provided to the faculty or staff.

4. Adoption of Minutes #327 of the May 1, 2008, meeting

Minutes #327 of the May 1, 2008, Faculty Senate meeting were approved.

5. Election of 9 additional faculty to serve on next year's Faculty Senate & College Council

In anticipation of the approval by the CUNY Board of Trustees of John Jay's Charter revision, the Senate elected the following faculty members to the 2008-09 Faculty Senate and College Council, effective June 24, 2008, (the day after the Board's vote). The contested election was by secret, written ballot.

Andrea Balis – History/ISP
Erica Burleigh – English
Elise Champeil – Science
Virginia Diaz – SEEK
Beverly Frazier – Law, PS, CJA

Kimberly Helmer – English
Nicholas Petraco – Science
Michael Pfeifer – History
Valerie West – Law, PS, CJA

6. Update on Phase II, T Building, the Annex and Academic Departments

The Senate further discussed the Annex on 54th Street between 11th and 12th Avenues, where the English and Foreign Language Departments are now located and the impact this is having on the faculty of those two departments and on students. Senator Amy Green said that the English Department and the Foreign Language Department have been, in effect, exiled from the rest of the College. Senator Heather Holtman said that as a Counselor she hears students constantly say that they will not go the Annex to see their current or future professors.

Senator Marvie Brooks spoke of concern about the safety of the neighborhood where the Annex is located, especially since it is so entirely isolated at night. Senator Nancy Ryba suggested that these conditions could have a negative effect on faculty productivity. President Kaplowitz said that the English Department is meeting the following day and all of these concerns are scheduled to be discussed.

Senator Gail Garfield said that she and a colleague are developing a survey of campus safety. She is interested in interviewing students about how they feel about taking classes in the Annex. President Kaplowitz explained that, in addition to all the other negatives, the College is not permitted to hold classes in the Annex; this is actually in the lease.

Senator Edward Davenport said that President Travis seemed to be saying that it is impractical for the faculty to be allowed any input at meetings of the space consultants. He said we need to make it clear that this is unacceptable.

Senator Ma'at Lewis-Coles moved that the Senate request that the administration make documents on space decisions available to the elected faculty leadership. This motion was approved by unanimous vote.

Asked about the Phase II Steering Committee, on which Karen Kaplowitz and Ned Benton sit and which has been in existence since the beginning of the design project, which is about ten years ago, President Kaplowitz said that the Committee has not been called into session for at least a year, or more accurately, if there have been meetings, she and Professor Benton have not been invited. A second motion, to call upon the College administration to immediately convene a meeting of the Phase II Steering Committee, was adopted by unanimous vote.

A third motion, that the Senate President ask that the Phase II change orders be made available to all members of the Phase II Steering Committee, was adopted by unanimous vote.

7. Budget Report: Investment Plan 2: Senator Kirk Dombowski [Attachment A, B, C]

Senator Kirk Dombowski gave a report on the budget, specifically on Phase 2 of the Investment Plan for John Jay [Attachment A, B, C]. He gave a brief history of the original Investment Plan, which was funded by Chancellor Goldstein for two years, provisionally. Since then, John Jay has changed in terms of its enrollment, budget, and programs. We have not met certain targets, however, and CUNY has asked for a revised plan by September. Professor Ned Benton has done some modeling whereby he is able to project enrollments and other trends, including faculty needs. The Budget Committee has developed an ambitious plan that makes the case for our needs as we make the transition to senior college status.

A narrative has been submitted to the Chancellor that reflects changes in John Jay's building and grounds, student advisement, and other needs. The plan includes 36 new faculty lines, money for academic support and institutional planning, as well as 54 substitute lines to be converted to full time tenure-track lines. President Kaplowitz explained that the plan requests \$2 million in new monies a year for 3 years. The focus is now on improving student retention rates, student graduation rates, but nothing in terms of improving coverage of course sections by full-time faculty. The 54 substitutes would be teaching more than the tenure track faculty who are contractually entitled to reassigned time upon being hired. She stated that there are

plans for increased student services including career development services but the plan is modest in terms of the need for additional new faculty.

Senator Gail Garfield asked if the plan provides for the staffing needs of the new majors that we are adding to our College's curriculum. President Kaplowitz said that it would cover what we have now but she is not sure whether there would be enough coverage for new majors in the future. She suggested that we pose this question to the Provost when she comes later today. Senator Garfield asked whether there is a sense among the chairs about the feasibility of the plan. President Kaplowitz stated that some chairs think the plan will serve our needs while others do not.

8. Invited Guest: Provost Jane Bowers

Provost Jane Bowers spoke about the progress that has occurred around curriculum development. She said that she is greatly appreciative of the faculty's participation in all of these accomplishments. She added that she is continuing to chair the Curriculum Committee, now called the Undergraduate Curriculum and Academic Standards Committee (UCASC) and is pleased that we agreed to continue her role as chair of that committee when we revised our Charter. The Provost discussed a document that addresses the Academic Enterprise at the College and the work of the subcommittees of UCASC. She said the 3Ps Subcommittee is a faculty driven committee that has strengthened the curriculum process at the College. On the other hand, Provost Bowers said, self studies and external evaluations of majors have not been as productive in the past as she would like them to be and as they need to be; specifically, information, judgments, and recommendations from these assessments and external reviews are ignored and, thus, are not acted upon.

Speaking about faculty hiring, the Provost stated that there have been 33 offers of tenure-track professorships which have been accepted, 11 additional offers which have been extended but are still pending, and 2 still active searches. She anticipates our having 48 new full-time tenure track faculty hires in the fall. She mentioned her concern about the importance of new faculty hires developing an attachment and dedication to the College and said that she has developed a communications strategy to use with new faculty members to enhance their experiences and to make their arrival and transition easier.

She talked about the ways she has tried to make new hires feel more welcome and better served. She said that many new hires felt that they had been disrespected when they arrived and she found this extremely disturbing and she explained that she wants to set a different tone for new hires. She will continue to stress how important faculty members are and that they should be respected at meetings with other administrators at the college. She is hoping to change many of the issues in the Provost office that have been dysfunctional in the past. Senator Green thanked the provost for serving as an advocate for faculty.

Provost Bowers announced the development of an Academic Advisement Center for students. The director will begin on June 3 and advisors will be available. Faculty will be asked to assist the director in the development of the Center. She mentioned the development of the General Education curriculum, graduate studies, work load policy and procedure, as well as other initiatives in the fall.

Senator Garfield asked the provost about faculty hiring and what this means for the new majors that will be proposed. Provost Bowers said that we need 193 additional faculty lines in order to meet needed faculty coverage. She said that we are still having the discussions with 80th Street and it will be a slower growth than what we had been hoping for. She will continue to talk about our need for faculty coverage with the CUNY Central Administration. She mentioned that the History, Philosophy and English departments will have additional coverage. The first investment plan was solely for faculty lines but now we need to focus on academic advisement. There are no professional advisement staff members at John Jay. We do not have a functioning career advisement center and there is a need for this. She will continue to fight for staffing of new majors.

Senator Garfield asked what incentives exist to continue work on a Sociology major. Provost Bowers stated that the Sociology Department should continue to develop the major. She suggested that perhaps there should be a Sociology major with a criminology track. The incentive, she said, is that the department has a provost who is committed to the College having a Sociology major. She also discussed the possibility of some existing majors being consolidated and she would like to see some majors phased out. There are a number of concept papers that have gone to the University to be reviewed, she said. She talked about the clean up that is currently taking place. She spoke of her commitment to having a broad curriculum but also a strong one.

Vice President Sheehan asked why there are no student evaluations conducted during the summer and winter sessions. He added that it is important to conduct student evaluations of the faculty during these times to ascertain how well students feel the faculty are doing teaching summer courses. President Kaplowitz explained that the Senate voted that we should conduct evaluations in the summer and winter sessions. The students have brought up this issue; they said they thought that it was important to evaluate how a professor handles teaching in a very abbreviated time. The provost discussed that this is the right thing to do but she does not think that she is in the position to conduct evaluations this summer. She agrees in principle and will report back. She acknowledged that the evaluation process did go smoothly this semester. The provost discussed how the evaluations are being conducted electronically at some of the other CUNY campuses. She does foresee a solution but she does not think that we are ready for an electronic evaluation process. President Kaplowitz cautioned that this is a decision in which the faculty will have to participate; there are many implications, some negative, for faculty and since we take student evaluations seriously at this College, which is not true at some of the other colleges, it is incumbent on us to study this issue thoroughly.

Senator Nick Petraco commended Provost Bowers in her work with the start up funding for new faculty hires and said he is interested in knowing about the process with regard to facilities. The provost acknowledged that facilities is one of the areas that needs to be addressed in terms of improving our respectful treatment of our faculty. She talked about what she envisions for discussions with VP Pignatello of facility needs. She discussed two pieces of very expensive science equipment that are available at the College which cannot be used because there is no place to put them. Senator Elise Champeil stated that there have been instances where faculty members have refused to accept the donation of science equipment because there is nowhere to put such equipment.

Senator John Matteson spoke about issues related to the annex. Some of the concerns include privacy and confidentiality as well as issues about the distance from the main campus. Senator Holtman added that the annex is also negatively affecting students. They resist traveling to the annex. She gave an example of a student she saw just before the meeting: she was in the process of registering the student who needed to go to the Foreign Language Department to be assessed but the student stated that he would rather take another class than go to the Annex for assessment.

Senator Gibson discussed the Westport building and the lack of space in the faculty lounge. She listed the equipment that faculty need in Westport which includes computers, printers and copiers. She spoke about the amount of garbage, literally, in Westport.

President Kaplowitz said that the Annex is quite simply not appropriate for faculty to function in. She stated that English and Foreign Languages must not be forced to remain in that building. She added that these two departments and all the other academic departments must be in one of the two buildings in Phase II and that having any academic departments in the Annex is a statement of disrespect of the faculty. There has to be a commitment from the administration that all of the academic departments will be housed in viable space on campus. The Senate has decided that we will stop referring to the building as the Annex, she said, and will start referring to it as the place of exile or, as some others now refer to it, as the gulag.

The Provost said that she has not seen the plans for Phase II and that there have so many changes since Phase II was developed that she anticipates changes in the building plans. Spaces need to be allotted for faculty and departments. She said she cannot make a commitment but she did say that having all departments in the main buildings is her position as well. She added that there has not been much support from others in the administration to make such a commitment at this point. She agreed that work needs to be done in the Annex in terms of noise abatement because two academic departments are located there. The Provost did commit to addressing the problems in Westport. She stated that, of course, there must be a printer and several computers available to faculty, which is not now the case.

President Kaplowitz introduced two resolutions that the Senate had adopted about the Phase II Steering Committee. One resolution is that the Steering Committee resume meeting; it has not met in quite some time. The other resolution is that all change orders be given to the Steering

Committee. Because the planners are seemingly not aware of what faculty do, faculty needs are not being met.

Senator Berlin reported that being located in the Annex has affected how students interact with him and with his colleagues and he is concerned about this. Senator Matteson added that he really wanted the Annex to work but it is not functional at all. The Provost said that she really does think that the Phase II Steering Committee should meet. She has been thinking about the space needs that have come up as a result of the new developments and faculty hires. The lease for the Annex is for 10 years and the space can be used in other ways. She talked about how the decision to move Foreign Language and English to the Annex was made. Senator Green said that President Travis would not make a commitment to us about the space issue. Provost Bowers suggested that it may be time to have a meeting about these issues.

Senator O'Hara suggested that newly hired adjuncts be included in the improvement of the hiring and welcoming process of new faculty. Provost Bowers said that she is working on developing a way to reach out to newly hired adjuncts.

Senator Brooks discussed the trickledown effect of faculty hires and the writing intensive course requirements: there is a need for new labs for the computer center and the library. Addressing these needs is important and there is no good reason for us not to do this but she does realize that we would have to take classroom space in order to meet these needs. Perhaps having a different class schedule would facilitate using space in different ways. Provost Bowers suggests that enlisting other Vice Presidents in this effort would be productive.

President Kaplowitz stated the issues that the faculty would like to address with Provost Bowers include the implications of the Academic Advisement Center, the Honors Program and its relationship with McNair, and retention of students in the current Honors Program.

9. Honorary Degree candidates for May 2009 Commencement: Invited Guest: Professor George Andreopoulos, Chair, Committee on Honorary Degrees

The process for selecting candidates for honorary degrees was reviewed and Professor George Andreopoulos, Chair of the Committee on Honorary Degrees, was introduced and welcomed. Professor Andreopoulos spoke on behalf of the Committee and presented the criteria for the nominated candidates. He reviewed the credentials of each nominee. The Senate went into executive session and discussed the merits and objections, if any, of each candidate and cast secret written ballots.

The Senate approved five candidates by the requisite 75% affirmative vote of those Senators present and voting. Because the Chancellor permits each college to confer a maximum of three honorary degrees, the Senate rank ordered the five candidates. The top three candidates are: Patricia Hill Collins, Ted Koppel, and David Levering Lewis. If any of the three decline the

degree or is unable to attend Commencement in May 2009, the names of the fourth and then, if needed, the fifth candidate will be transmitted to President Travis.

10. Student Evaluation of Faculty Committee

In reviewing our Charter revisions, the Office of the Vice Chancellor for Legal Affairs at 80th Street has determined that the process for selecting faculty to serve on the Student Evaluation of the Faculty Committee has been inappropriate. In the past, the PSC Chapter named two of the four faculty members on this Committee. 80th Street has decided that the PSC role in this governance matter is inappropriate. As an alternate solution, a motion was made and adopted that the Faculty Senate leadership would consult with the John Jay chapter of the PSC when the Senate nominates faculty members to serve on the committee. The motion was approved by unanimous vote.

A second motion was made that the Senate recommends that the student evaluation of the faculty be conducted during each of the summer sessions and during winter session. The motion was adopted by unanimous vote.

11. Proposed JJ Honors Program [Attachment D]

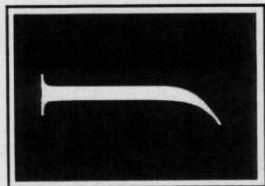
Senator Davenport said he reviewed the proposal for an honors program and questioned how the honors program would benefit the College. President Kaplowitz suggested that it was a way to recruit better prepared students. Senator Green suggested that the Executive Committee invite the honors program advisory committee to speak with the Senate in the fall and give a presentation and answer questions.

Senator Booker spoke of her concern that students in the McNair Program should have an opportunity to participate in the honors program. She said it seems that the Honors Program targets lower classmen/women and asked about the upper classmen/women who already participate in other honors programs housed on campus. Senator Lewis-Coles talked about the cross listing of honors program and the implications this would have. Senator Matteson talked about the tremendous attrition that exists in the honors program and his concern about this. Students complain that there is not enough of a community at the College to keep them interested. Senator Lewis-Coles asked about whether there are elements of community building available for students. Senator Matteson mentioned many of the resources that are available but explained that the students are articulating their concerns about the College and not necessarily about the honors program.

12. John Jay's Performance Management Process (PMP) indicators [Attachment E]

The Senate reviewed the Performance Management Process (PMP) indicators for our College [Attachment E].

The meeting was adjourned at 3:00 pm.



JOHN JAY COLLEGE
THE CITY UNIVERSITY OF NEW YORK
OF CRIMINAL JUSTICE

Investment Plan II Proposal

**College Budget Committee
Presentation
May 8, 2008**

ATTACHMENT A

Investment Plan Highlights

Over next three years of a five year Investment Plan that began in 2007, John Jay College proposes to:

- Recruit, retain, and graduate the best students
- Create new avenues of access to its degree programs
- Increase full-time faculty coverage
- Expand its majors and graduate programs
- Strengthen college functions that promote student and faculty success

Charting the Future

- Balancing the College Budget
- Creating Constant Enrollment Levels Through Fall 2011
- Hiring New Full-time Faculty to Move Towards Senior College Standards
- Creating a New Student Profile and Improving Student Retention
- Strengthening Infrastructure

Three Year Budget Plan

(With No Compact Investments beyond FY 08)

	FY 2008 Financial Plan	FY 2008 Projection	FY 2009	FY 2010	FY 2011
<u>BUDGET ALLOCATION AND REVENUE</u>					
CUNY Revenue Target	\$55,424,000	\$54,457,000	\$54,457,000	\$54,457,000	\$54,457,000
FY 06-08 Actual Enrollment / FY09-11 Fall Enrollment Projection	10,922	11,124	11,467	11,474	11,470
Base Allocation					
Lump Sum Allocations	\$56,537,480	\$56,485,700	\$56,895,700	\$56,895,700	\$56,895,700
Additional Allocations	\$7,000,300	\$7,042,670	\$7,000,300	\$7,000,300	\$7,000,300
Current Year Gross Tuition Revenue expected above CUNY Target	\$3,943,493	\$6,156,005	\$4,358,000	\$4,358,000	\$4,358,000
	\$4,186,998	\$5,285,891	\$4,885,891	\$4,981,068	\$5,014,831
TOTAL BASE BUDGET ALLOCATION	\$71,668,271	\$74,970,266	\$73,139,891	\$73,235,068	\$73,268,831
Prior Year Cutra Balance	\$1,359,789	\$1,010,700	\$1,576,659	\$921,239	\$580,188
Lease Revenue	\$1,612,825	\$1,652,555	\$0	\$0	\$0
TOTAL ADDITIONAL REVENUES	\$2,972,614	\$2,663,255	\$1,576,659	\$921,239	\$580,188
TOTAL BUDGET ALLOCATION	\$74,640,885	\$77,633,521	\$74,716,551	\$74,156,307	\$73,849,019
<u>EXPENDITURES</u>					
Personnel Services (PS)	\$ 51,267,249	\$ 50,567,195	\$51,295,751	\$51,295,751	\$51,295,751
Adjuncts	\$ 10,053,951	\$ 10,171,873	\$ 9,000,000	\$ 8,900,000	\$ 8,800,000
Temp Services:	\$ 5,914,758	\$ 7,053,913	\$ 6,753,913	\$ 6,753,913	\$ 6,753,913
TOTAL PS:	\$67,235,958	\$67,792,982	\$67,049,665	\$66,949,665	\$66,849,665
OTPS	\$ 6,750,195	\$ 8,263,880	\$6,745,647	\$6,626,455	\$6,918,495
TOTAL OTPS:	\$6,750,195	\$8,263,880	\$6,745,647	\$6,626,455	\$6,918,495
TOTAL FINANCIAL PLAN EXPENDITURES:	\$73,986,152	\$76,056,862	\$73,795,311	\$73,576,119	\$73,768,160
YEAR-END BALANCE:	\$654,733	\$1,576,659	\$921,239	\$580,188	\$80,859

Balanced College Budget

Key factors in our ability to achieve financial stability:

- Revenue target reduction and freeze
- Maintenance of Current Enrollment Levels
- Expenditure Controls

Investment Plan Budget Request

After projected offsets for adjunct savings of \$630k, the new Investment Plan funds requested for the three years is \$6.1M

- Request assumes no new Compact funding in FY 09, 10 and 11

Hiring New Faculty to Move Closer to Senior College Standards (\$3.3M)

- 36 (12 per year) new tenure track positions to be hired beginning Fall 2008 through Fall 2010 (\$2.1m)
 - If 12 are approved for Fall 2008, full-time faculty will reach 418, or 31% more than Fall 2005 (before IP and Compact were implemented)
- Funds to convert 52 substitute faculty to tenure track positions in Fall 2008 (\$583k)
- Cost of hiring new tenure track faculty includes start up funds for travel, library and office needs (\$120k)

Supporting a New Academic Profile (\$310k)

- **Library (\$150k)**
 - Support increased levels of research by students and faculty as well as additional collections for new majors and programs
- **Academic Restructuring (\$60k)**
 - Support for the reorganization, merger and establishment of new academic departments
- **Faculty Development (\$100k)**
 - Support the Center for Advancement of Teaching and create an Adjunct Academy within CAT

Improving Student Recruitment and Retention (\$2.1M)

Recruitment (\$689k)

- Distance Learning Program (Masters Level)
(\$369k)
- Undergraduate and Graduate Admissions
(\$170k)
- Marketing and Advertising Campaign (\$150k)

Improving Student Recruitment and Retention

Retention (\$1.4M)

- Academic Advisement Center (\$704k)
- Expansion of Career Services Office (\$433k)
- Financial Aid Advisement (\$99k)
- Student Activities and Support Services (\$196k)

Creating a Strong Infrastructure and Improving Services (\$956k)

- Create a New Infrastructure for Philanthropy (\$231k)
- Information Technology (\$286k)
Blackboard support, file sharing application
- Human Resources Staff for recruitment, benefits and training (\$140k)
- Convert Part Time positions in key support areas to full time titles (\$300k)

Consultation and Process

- Consultation Meetings
 - Faculty Leadership, elected student leaders, the HEO Council, and the College Budget Committee
 - Plan includes input from the College's Technology Advisory Committee to support the new IT strategic plan
- Submission
 - First/Original Draft plan submitted 3/17 for preliminary review by the University Budget Office
 - Feedback 2nd Week of April: no compact and reduce request
 - Final plan to be sent by President Travis to the University Vice Chancellor for Budget & Finance this week

Appendix B

INVESTMENT PLAN II THREE YEAR BUDGET PLAN (EXCLUDES FY09-11 COMPACT)

		FY 2008 Financial Plan		FY 2008 Projection	FY 2009	FY 2010	FY 2011
BUDGET ALLOCATION AND REVENUE							
CUNY Revenue Target		\$55,424,000		\$54,457,000	\$54,457,000	\$54,457,000	\$54,457,000
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TOTAL ADDITIONAL REVENUES		\$2,972,614		\$2,663,255	\$1,576,659	\$921,239	\$580,188
TOTAL BUDGET ALLOCATION		\$74,640,885		\$77,633,521	\$74,716,551	\$74,156,307	\$73,849,019

EXPENDITURES

Personnel Services (PS)	\$	51,267,249	\$	50,567,195	\$51,295,751	\$51,295,751	\$51,295,751
Adjuncts	\$	10,053,951	\$	10,171,873	\$	8,900,000	\$
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YEAR-END BALANCE:		\$654,733		\$1,576,659	\$921,239	\$580,188	\$80,859

Assumptions

1. The College will spend its Cutra funds before the Lease Revenue Account funds are expended. Therefore the year end balance will remain in the Lease Revenue Account
2. FY2009-11 PS projection assumes no Compact accruals, but includes \$250k in PS accruals annually. In FY2008 Compact Accruals were spent in OTPS.
3. Adjunct spending will decrease based on continued improved management of faculty workload and reassigned time (\$1.1M in FY09, \$100k in FY10 and FY11).
4. A one-time 5% reduction in College Asst spending in FY09 will help to offset a one-time investment in OTPS.
5. OTPS inflates 4% based on FY08 Fin Plan of \$6.75M. FY09-11 assumes no Compact Accruals, so a one-time \$400k investment is necessary in order to offset accrual losses approximately \$700k, despite the aforementioned investment of 4% annually.

ATTACHMENT B

Investment Plan 2 Summary

	Year 1		Year 2		Year 3		3 Year Total	
	Pos	Total	Pos	Total	Pos	Total	Pos	Total
Creating a New Faculty and Academic Profile								
Faculty Hires								
Faculty Conversions/ Annualized	12	\$ 633,967	12	\$ 731,500	12	\$ 731,500	36	\$ 2,096,967
Faculty Start-up	-	\$ 582,800	-	\$ 230,533	-	\$ 305,900	-	\$ 1,119,233
	-	\$ 42,000	-	\$ 66,000	-	\$ 120,000	-	\$ 120,000
Faculty Total	12	\$ 1,258,767	12	\$ 1,028,033	12	\$ 1,049,400	36	\$ 3,336,200
Academic Restructuring	-	\$ 20,000	-	\$ 20,000	-	\$ 20,000	-	\$ 60,000
Faculty Development	-	\$ -	-	\$ 50,000	-	\$ 50,000	-	\$ 100,000
Library	-	\$ 50,000	-	\$ 50,000	-	\$ 50,000	-	\$ 150,000
Creating a New Faculty and Academic Profile Total	12	\$ 1,328,767	12	\$ 1,148,033	12	\$ 1,169,400	36	\$ 3,646,200
Creating a New Student Profile								
Distance Learning	-	\$ -	1	\$ 219,657	2	\$ 149,617	3	\$ 369,274
Undergraduate / Graduate Admissions	1	\$ 61,550	1	\$ 61,550	1	\$ 46,550	3	\$ 169,650
Marketing and Advertising Campaign	-	\$ 100,000	-	\$ 25,000	-	\$ 25,000	-	\$ 150,000
Recruitment Total	1	\$ 161,550	2	\$ 306,207	3	\$ 221,167	6	\$ 688,924
Academic Advisement	3	\$ 295,100	2	\$ 174,600	2	\$ 234,600	7	\$ 704,300
Career Services	2	\$ 187,610	2	\$ 163,758	1	\$ 81,879	5	\$ 433,247
Financial Aid	-	\$ -	1	\$ 99,062	-	\$ -	1	\$ 99,062
Student Activities and Support Services	-	\$ 50,000	2	\$ 146,300	-	\$ -	2	\$ 196,300
Retention Total	5	\$ 532,710	7	\$ 583,720	3	\$ 316,479	15	\$ 1,432,909
Creating a New Student Profile Total	6	\$ 694,260	9	\$ 889,927	6	\$ 537,646	21	\$ 2,121,833
Strengthening Infrastructure								
Philanthropic Infrastructure	1	\$ 61,623	2	\$ 170,005	-	\$ -	3	\$ 231,628
Institutional Infrastructure (Human Resources)	1	\$ 59,850	1	\$ 79,800	-	\$ -	2	\$ 139,650
Institutional Infrastructure (IT)	-	\$ 98,000	1	\$ 59,850	1	\$ 127,800	2	\$ 285,650
Part-Time Conversions	-	\$ 100,000	-	\$ 75,000	-	\$ 125,000	-	\$ 300,000
Strengthening Infrastructure Total	2	\$ 319,473	4	\$ 384,655	1	\$ 252,800	7	\$ 956,928
Investment Plan II Gross Annual Cost								
	20	\$ 2,342,500	25	\$ 2,422,615	19	\$ 1,959,846	64	\$ 6,724,961
Estimated Adjunct Savings		\$ (210,000)		\$ (210,000)		\$ (210,000)		\$ (630,000)
Investment Plan II Net Annual Cost	20	\$ 2,132,500	25	\$ 2,212,615	19	\$ 1,749,846	64	\$ 6,094,961

Faculty Hiring Cost assumes Sept start dates, (except 4 of the Yr 1 Hires are delayed to Jan) subs at 55k for 1st year and tenure track at 65k for 2nd year/ no eminent scholars.
 Start-up costs = 10k per faculty to be phased: \$3,500 per sub in year of hire and balance for tenure track hire.



JOHN JAY COLLEGE
THE CITY UNIVERSITY OF NEW YORK
OF CRIMINAL JUSTICE

ATTACHMENT C

CREATING THE NEW JOHN JAY COLLEGE

Phase Two of the Plan to Invest in Academic Excellence at
John Jay College

(Fiscal Years 2009 – 2011)

May 1, 2008

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I. Introduction: The Transformation of John Jay College

John Jay College of Criminal Justice stands at the threshold of a fundamental revitalization of its core academic identity. John Jay is well on its way to achieving academic excellence due to the substantial investments by The City University of New York over the past two years. In the following plan, the College reaffirms its commitment to achieving three ambitious goals. With support from the University, the John Jay community has committed to:

- **Transform its student profile**, by phasing out its associate degree programs, creating educational partnerships with the community colleges of The City University of New York to offer joint degree programs in criminal justice and forensic science, raising admissions standards for its baccalaureate programs, and expanding its graduate programs. By fall 2010, John Jay will no longer accept associate degree students and will be eligible for designation as a senior college within the University.
- **Transform its faculty profile**, by increasing the number of full-time, tenure track faculty through a hiring program that attracts and retains the best junior and veteran faculty in both criminal justice and liberal arts disciplines.
- **Transform its academic profile**, by adding new liberal arts majors and master's programs, providing learning communities for entering freshmen, offering academic advisement and career services for all students, creating a new honors program, and focusing squarely on student success. By 2011, John Jay will see significant increases in retention and graduation rates, acceptances to law schools and graduate schools, and awards of major fellowships and scholarships.

This transformation of John Jay College could not happen without unprecedented financial support from The City University of New York. In fall 2006, Chancellor Goldstein committed resources through an Investment Plan to support the first phase of the reform initiatives. This Investment Plan complemented the commitment of resources under the CUNY Compact, which has also been instrumental in supporting the changes at John Jay. Taken together, these financial investments have supported the first two years of the rigorous, multi-year plan that will build the new John Jay – into a more internationally preeminent, academically rigorous, liberal arts educational institution, dedicated to educating for justice.

This document proposes an investment strategy for the next three years of the investment plan. The goals of this plan are clear. John Jay seeks to:

- recruit, retain, and graduate the best students;
- create new avenues of access to its degree programs;
- attract additional high caliber full-time faculty;
- expand its majors and graduate programs;
- revitalize College functions that promote student and faculty success; and

- strengthen curriculum through ongoing program assessment and improvement.

With continued investment over the next three years, the new John Jay, which was launched in the first phase of the Investment Plan, will reach higher levels of academic excellence and will become a model of academic achievement.

II. Success to Date

During the first phase of the Investment Plan, we have made enormous strides on our path toward creating the new John Jay.

A. Creating the New Student Profile

The College is on target to meet the goal set by the College Council at the May 2006 meeting to phase out its associate degree admissions by fall 2010 through a gradual increase in associate degree admission standards. In fall 2007, the College admitted 235 fewer associate degree students than the previous year. Because of its new recruitment strategy, funded by the Investment Plan, the College was able to realize a 24% increase in enrollment of freshmen in its baccalaureate programs in fall 2007 compared to fall 2006. Encouraged by this baccalaureate enrollment gain, the College's Academic Standards Committee approved the second increase in associate degree admissions standards, as well as an increase in baccalaureate admissions standards by imposing an SAT cutoff for the first time. As is discussed in greater detail below, this first-year success gives the College confidence that it can retain its current enrollment levels while continuing the phase out of the associate degree program.

Recruitment and Retention

The College has launched a number of initiatives to recruit and retain better prepared students. For the first time in its history, the College has raised money through its annual gala to provide ten multi-year, full-tuition and fee scholarships to the top students among those admitted to John Jay for fall 2008. To retain these and other well prepared students, we have expanded our Freshman Year Learning Communities and hired a Director of Academic Advisement. For fall 2008, we are developing an innovative Common Experience for freshmen and building an Academic Advisement Center. We are engaged in the redesign of our Honors Program. After appropriate consultation with faculty leadership and governance approval, we hope to launch it in fall 2009 and to be ready to apply for inclusion in the Macaulay Honors College by fall 2011. We are undertaking a major reorganization of our Career Services Office and building stronger connections between this office and the Office of Alumni Affairs. Both career service professionals and alumni can play critical roles in student persistence and graduation.

Expanding Access

We are well under way with our plan to create new avenues of access to our baccalaureate degree programs. In partnership with the community colleges of CUNY, we have created eight joint/dual degree programs (three in Forensic Science and five in Criminal Justice), which are ready for approval by the Board of Trustees and the New York State Department of Education in spring and summer 2008. In fall 2008 John Jay and the community colleges will begin recruiting students to these programs, and the community colleges will begin to admit students from among those currently enrolled on their campuses. Simultaneously, the College has launched a program to recruit transfer students from non-CUNY colleges, including local community colleges, SUNY colleges, and other educational institutions across the country. Our enrollment projections are based on a significant increase in transfer students, both through our educational partnerships and new recruitment strategies.

Uniformed Services Initiative

In an exciting initiative to attract members of the New York City Police Department and other uniformed services back to the College, we have announced that we will accept transfer credits for the general education courses taken to qualify for the Police Academy, in the same way that CUNY accepts those of its associate degree students seeking to transfer to senior colleges. Consequently, we have been able to map out programs of study that guarantee a timely completion of degree, and we have begun recruiting at the NYPD. We have an April 1, 2008 deadline for the fall 2008 semester and there appears to be substantial interest in this program among new students and former John Jay College students. We have recently been in touch with our colleagues at the Fire Department of New York, and the New York City Department of Corrections to extend a comparable transfer program to graduates of their academies. These collaborative efforts build upper division transfer enrollment and reinforce historically important relationships between John Jay and these public safety agencies.

Expansion of Graduate Programs

Finally, the College plans to expand its offerings of master's programs, beginning with the recently approved master's in Forensic Mental Health Counseling. An Advisory Committee that is now completing its work will recommend the creation of one new program in the short term (International Crime and Justice), and a process for gradual expansion of master's programs, particularly in the liberal arts, as new faculty are hired.

B. Creating the New Faculty Profile

Our faculty hiring initiative has been enormously successful. With the support provided by the first phase of the Investment Plan and the CUNY Compact, we have appointed 51 new faculty members since fall 2007 and are currently in the midst of searching to fill another 50 positions. These searches are going phenomenally well. We have already made 37 offers, 31 of which have been accepted, and we are thus more than half way to our fall 2008 goal. Even more exciting than the sheer number is the quality of these faculty members and their eagerness and excitement to join the community of scholars at John Jay College. Of two positions in Philosophy, both were filled with first choice

candidates; of four positions in History, three were filled with first choices. The story is similar in other departments. The attractions in History and Philosophy are the new majors under development in those departments as well as the buzz emanating from the new John Jay. One of the College's first choice candidates in Sociology, currently a fellow at the Vera Institute of Justice, chose John Jay over competing offers because of the opportunity to become involved in the work of the College's Prisoner Reentry Institute. One of the first choice candidates in Psychology was attracted to John Jay because of the opportunity to teach in our new Forensic Mental Health Counseling master's degree. Another psychologist is coming to us in the fall from Otago University in New Zealand because of the international reputation of our Forensic Psychology program. From these and other elite junior faculty and eminent scholars, we will be building the future faculty of John Jay. Over the past two years, the number of full-time faculty at John Jay College has increased from 319 in fall 2005 to 378 in fall 2007. With the addition of the new substitutes appointed for the spring 2008 and one line funded by the University for a diversity hire in our Sociology Department, we anticipate beginning the fall 2008 semester with 406 faculty lines on payroll. At that point, we will have experienced a 26% increase in faculty since the beginning of the original investment plan. We recognize, however, that the College did not experience the increase in full-time faculty coverage originally projected for fall 2006. While we expect the PMP to show modest improvement for fall 2007, we have recently conducted a comprehensive analysis of this issue and have concluded that with more effective management of faculty workload and continued support we will be able to continue to make gains on this measure. As is discussed in greater detail below, we would need to maintain a very vigorous rate of hiring in order to bring the full-time faculty coverage level to 62% and be on the same plane as the other senior colleges. Increasing full time faculty is also a key component in our plan to increase retention and graduation rates.

C. Creating the New Academic Profile with New Majors

An important element of the revitalization of the academic program at John Jay College is the decision to encourage, for the first time in thirty years, the development of liberal arts majors that will take their place alongside the College's eighteen traditional justice-related majors. Simultaneously, John Jay College is developing new master's programs that will provide students with opportunities for professional advancement. This expanded academic profile will attract high quality faculty, promote interdisciplinary scholarship and curricula and, most important, attract and retain the best students. We now have twelve new majors and two new master's degree programs in the development pipeline. We expect them to be ready to admit students on the following timetable.

Table 1

Semester	Program	Degree
Fall 2008	Forensic Mental Health Counseling (registered)	M.A.
	Economics (registered)	B.A.
	English (approved by	B.A.

	BOT)	
Spring 2009	Gender Studies*	B.A.
	History*	B.A.
Fall 2009	John Jay Online Programs*	M.A. and NYPD/MA
Fall 2010	Law and Society*	B.A.
	Philosophy*	B.A.
	Latino/Latin American Human Rights*	B.A.
	International Crime and Justice*	M.A.
Under Development	Urban Studies	B.A.
	American Studies	B.A.
	Community Justice	B.A.
	Anthropology	B.A.
	Sociology	B.A.

*Pending Governance Approval

III. Charting the Future

The first phase of the Investment Plan has created the conditions for the revitalization of the core academic mission of John Jay College. Undergraduate admissions standards have been raised and will continue to be raised each year. New baccalaureate students are being recruited and enrolled. An unprecedented number of highly qualified new faculty are joining the John Jay enterprise. The faculty has been engaged in the exciting challenge of developing new majors and new master's programs. In order for John Jay to realize the full vision of an institution with a revitalized mission, it is critical that the College continue to invest resources in the critical dimensions of student recruitment, new faculty, student support, and academic infrastructure.

The following sections of this report set forth the investments that are required to continue the transformation of John Jay over the next three years. This discussion begins, in **Section A**, with a projection of the **student enrollment profile** at John Jay over the next three years, a critical underpinning of the budget projections for the College. **Section B** then projects the faculty investments requested to bring John Jay closer to senior college standards. **Section C** discusses the **student support and recruitment services** that will help ensure that the College attract the new mix of students and achieve the retention and graduation rates that will place John Jay among the next tier of institutions within the University. **Section D** details the **infrastructure investments** needed to bring the academic program up to University standards. **Section E** sets forth the **budgetary requests** needed to support the investment strategies detailed in this proposal.

A. Creating Constant Enrollment Levels through Fall 2011

In the enrollment plan presented to Chancellor Goldstein in 2006 that provided the basis for the first phase of the Investment Plan, John Jay College projected that enrollment would decline in the coming years from 11,275 FTE's in fall 2006 to 10,279 FTE's in fall 2010. In order to maintain constant revenue projections over the next three years of the Investment Plan, the College has now developed revised enrollment projections, reflected in **Chart 1** below. Using fall semesters as the guide, historical enrollment trends, and aggressive recruiting and retention targets, the College has now created a new projection that total FTE enrollment will remain constant through the fall 2011 semester. The new projection does not alter the timetable for the elimination of admissions to the associate degree programs by fall 2010. The assumptions for this plan are summarized below. The detailed assumptions for this plan are contained in the **Appendix A** for each fall semester through fall 2011.

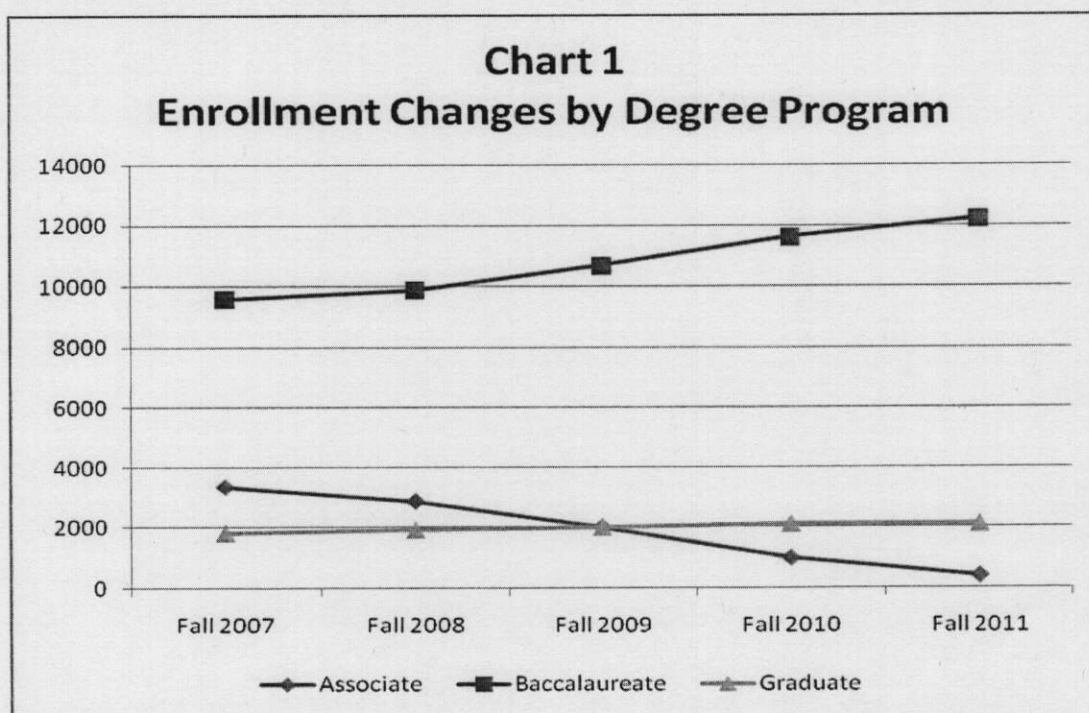


Chart 1 depicts the changes we are now projecting in the enrollment levels for each degree program. While most of the growth will occur in the baccalaureate degree programs, there will be significant growth in graduate programs. The growth in the undergraduate and graduate programs will take place through a combination of four factors. First, the College will continue to increase the number of baccalaureate degree students admitted as freshmen. Second, by initiating our educational partnership programs with CUNY Community Colleges, continuing to enhance and develop programs to recruit and retain members of the City's professional services (Police, Fire and Corrections) and expanding outreach to non-CUNY community colleges, the College expects that transfer enrollment will grow. Third, the College plans to expand graduate

enrollment by creating new programs (e.g., Forensic Mental Health Counseling and International Crime and Justice, discussed above) and building on the strength of existing programs. Finally, the College will continue to expand its efforts to retain and graduate students who are admitted to the College.

As **Chart 2** illustrates, our new projections envision a substantial increase in the overall levels of enrollment, compared to the presentation made to Chancellor Goldstein in 2006. Between Fiscal Years 2009 and 2011, John Jay will add approximately 1,200 more FTE's over the original projections. This has significant implications for some key indicators. First, it is consonant with University's recent commitment to hold John Jay's revenue target constant over the next three years. Second, and of particular importance to this proposal, for the second phase of the Investment Plan, the increase in enrollment requires a recalculation of the number of faculty who must be hired to achieve the College's goal of 62% coverage of undergraduate instruction by full-time faculty.

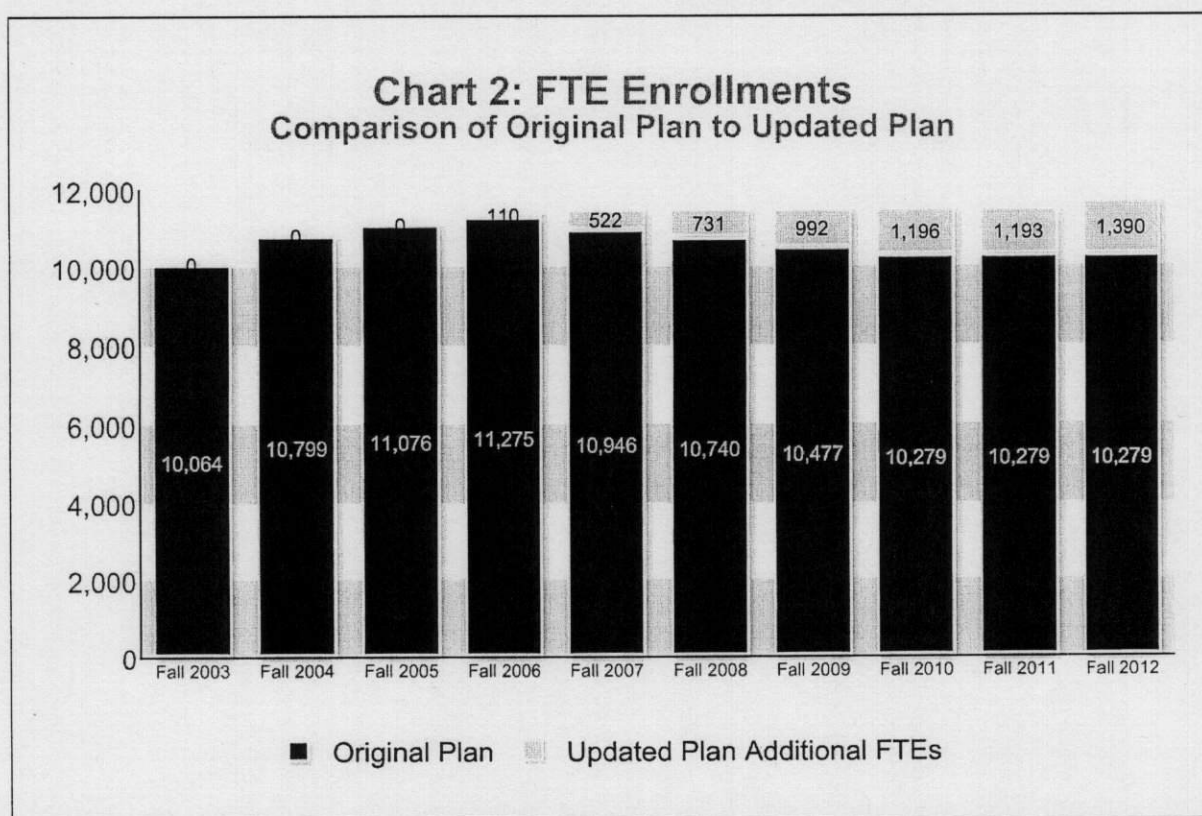
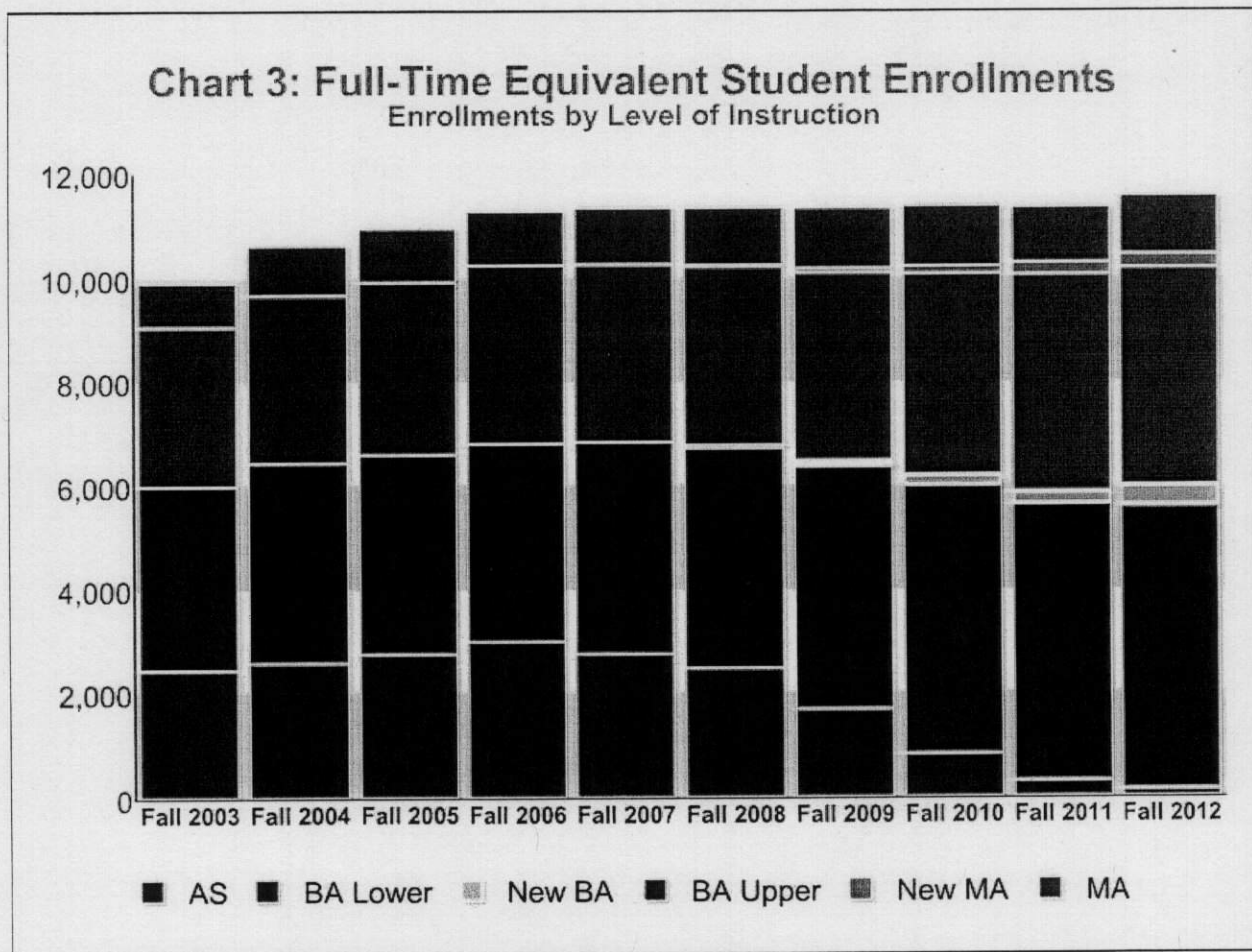


Chart 3 (below) shows the breakdown of the projections of changes in enrollment by program, demonstrating the increases in enrollment in baccalaureate and graduate programs that will be necessary to offset the phase-out of the associate degree programs, while maintaining a constant level of overall enrollment.



The specific details in each of these projections can be found in **Table 2** (below).

Table 2
John Jay College of Criminal Justice
Enrollment Fall 2007 through Fall 2011

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
<u>Continuing Students</u>					
Associate Degree	1505	1463	1347	953	389
Baccalaureate Degree	7050	6822	7210	7858	8307
Total Continuing	8555	8286	8557	8811	8696
<u>New Students</u>					
<u>Associate Degree</u>					
First-time Freshmen	1648	1195	600	0	0
Undergraduate Re-Admits	100	125	42	25	0
Transfers-Outside CUNY	56	77	15	0	0
Transfers-Inside CUNY	50	16	8	0	0
Subtotal	1854	1413	665	25	0
<u>Baccalaureate</u>					
First-time Freshmen	1240	1440	1690	1900	1950
Undergraduate Re-Admits	499	674	708	723	708
Transfers-Outside CUNY	396	471	571	600	600
Transfers-Inside CUNY	396	471	495	519	645
Subtotal	2532	3056	3463	3742	3903
<u>Total New Students</u>	4386	4469	4128	3767	3903
<u>Total Enrollment – Headcount</u>					
Associate Degree	3359	2876	2012	978	389
Baccalaureate	9582	9878	10674	11600	12210
<u>Total</u>	12941	12755	12686	12578	12599
<u>Total Enrollment FTE's</u>					
Associate Degree	2738	2301	1659	809	296
Baccalaureate Degree	7519	7903	8428	9261	9748
<u>Total Undergraduate FTE's</u>	10257	10204	10087	10070	10044
<u>Total Graduate FTE's</u>	1077	1131	1230	1292	1292
<u>Total FTE's Grad & Undergrad</u>	11334	11335	11317	11362	11336
Other FTE's	134	133	150	112	134
Actual Reported FTE's/Estimated	11468	11468	11467	11474	11470

The following points from Table 2 should be highlighted. To achieve the new projection of a steady state enrollment over the next three years, John Jay College must by fall 2011:

- Decrease first time associate degree students by 100% from 1,648 to 0.
- Increase first time baccalaureate freshmen by 57% from 1,240 to 1,950.
- Increase transfer students by 57%, from 792 to 1,245.
- Increase total baccalaureate headcount by 27% from 9,582 to 12,210.
- Increase graduate FTE's by 20%, from 1,077 to 1,292.

To achieve these significant shifts in the student profile at John Jay, the College is requesting substantial investments in the following areas: marketing and recruitment, academic advisement and career services to increase retention rates, services targeted at transfer students, new faculty to enhance teaching quality particularly in the freshman year, and overall infrastructure for academic support.

B. Hiring New Faculty to Achieve Senior College Standards

John Jay has made major strides in the past two years with Compact and Investment Plan funds to recruit and retain top notch scholars. This is evident by the sheer number of faculty that we have successfully attracted to John Jay, and by the scholarly productivity of those faculty as well as their successes in the classroom. This past year alone, sponsored research activity grew by more than 85% in what has undoubtedly been a highly competitive funding climate. This is due, in great part to the new faculty hires made possible by the University's investment in John Jay. With continued support from the University, John Jay will continue with what we believe has thus far been a very successful recruitment and growth strategy.

During the past two years John Jay has been tracking its progress carefully by a number of different measures. We have been most keenly interested in faculty teaching coverage in the classroom as we directly relate it to our students' success. The most recent PMP noted that John Jay was not increasing its coverage at a rate consistent with the promises of the investment plan. Our self-study of this problem showed that growth of the full-time coverage was not being achieved on schedule for three important reasons. One, John Jay's enrollment is significantly higher than planned. Two, we have not yet hired as many faculty members as originally proposed. And three, we underestimated the administrative needs of our departments while undertaking an ambitious transformation of our curriculum.

A key goal of the original Investment Plan was to dramatically increase the number and percent of undergraduate course sections taught by full-time faculty, from our current level of 40% to the targeted level of 62%, by the end of fiscal year 2010. However, this goal was predicated on the assumption of decreasing enrollment coupled with increasing numbers among the faculty ranks during the same period of time. We remain committed to achieving the goal of 62% coverage of classroom instruction by members of the full-time faculty, but achieving this goal will now require hiring 193 additional

faculty. Given the current fiscal constraints of the State budget and our other needs, we recognize that hiring 193 new faculty may be unrealistic. Our request includes funding for 36 additional faculty over the next three (3) years. To the extent there is continued compact funding; priority would be given to hiring additional full time faculty toward that 62% goal.

With these additional faculty members, John Jay reaffirms its commitment to achieve the following four goals as set forth in the original plan:

- **Student and Full-time faculty contact:** Make further progress in increasing the number and percent of undergraduate course sections taught by full-time faculty.
- **Educational Foundations:** Improve the undergraduate educational experience at John Jay, especially at the introductory levels, by strengthening the curriculum and increasing full-time faculty instruction of general education courses;
- **Current Majors and Programs:** Strengthen the current undergraduate majors of the College.
- **Transformation to a Liberal Arts College:** Create new liberal arts majors in areas that build on the strengths of the College, both in specific disciplines and in interdisciplinary curricula.

The faculty we have hired thus far are already helping us to achieve these goals. Their presence has reinvigorated the College and contributed to our transformation in very concrete ways. For example, the presence of an eminent Latina scholar, editor of the *Journal of Latino Studies*, hired last year in our Puerto Rican and Latin American Studies Department, has helped us this year to recruit additional Latina/o faculty in other departments, diversifying our faculty and forming a nucleus of faculty with common research interests across departments. She has also galvanized the faculty in her own department and is leading the development of their new major in Latino and Latin American Human Rights. A new junior faculty member in the Sociology Department is organizing a faculty retreat for the development of a sociology major. The new members of the philosophy faculty have been instrumental in the creation of our philosophy major and will form the core of our new Philosophy Department, recently reconstituted out of the previously merged Art, Music, and Philosophy Department. Several of the fall 2007 faculty hires will be teaching in our Freshman Learning Communities in fall 2008. At a recent all day workshop on General Education revision, twenty first-year faculty attended. As these examples show, it is this new cohort of faculty that will build the new John Jay.

C. Creating a New Student Profile and Improving Student Retention

The success of our enrollment plan will depend on our effectiveness in recruiting more entering baccalaureate, transfer, and master's degree students and in retaining these students and supporting their timely progress toward degree.

Recruitment

Marketing and Advertising

To meet our enrollment targets and recruit for the new mix of students we need to attract, we will launch a marketing and advertising campaign that targets new sources of potential students and that advertises new degree programs and new avenues of access to the College.

By fall 2011, with a new investment in marketing, we will have developed materials that highlight the distinctive nature of our new liberal arts majors, each of which provides a traditional grounding in the specific discipline while at the same time reflecting the mission of the College and the unique scholarly interests of John Jay faculty. We believe that once high school and community college students become aware of these programs, they will be attracted to the combination of a traditional liberal arts education with the areas of study for which we are already well known and admired.

We will recruit nationally for our new master's programs, Forensic Mental Health Counseling and International Crime and Justice, both of which have already proven their attractiveness. Sixty of our current students have, within days of the registration of Forensic Mental Health Counseling with the NYSED, applied to transfer into the new program—and this through word of mouth alone. We are excited by the potential for growth in this program. Our undergraduate major in International Criminal Justice has increased from 180 in fall 2003 to 380 in fall 2007. Once our master's degree is approved and registered, we can expect similar growth on that level. Marketing and recruiting nationally for this degree program will expand enrollment still further. Our new undergraduate majors and new master's programs, if properly marketed, will help us to meet our enrollment goals while phasing out our associate degree programs.

In addition to marketing new programs, we must also publicize the exciting new avenues of access we are developing—educational partnerships with CUNY community colleges, distance learning programs on the master's level, and our uniformed services degree completion initiative. These avenues of access will require support if they are to achieve their goals and sustain their contribution to enrollment growth. By 2011, we will have the first partnership students at John Jay and many more at community colleges preparing to join us. We project conservatively an enrollment of 300 partnership students in Forensic Science and Criminal Justice at John Jay by fall 2013. It is only with careful attention and adequate support that we can promote intellectual growth among students in their first 60 credits and produce a foundation for academic achievement in the second 60 credits.

Distance Learning

In order to fulfill their enrollment potential, the Distance Learning degree programs that we propose to develop must have sufficient IT support and a student services staff

dedicated to these off-campus learners. The College has recently completed an analysis of the opportunities for a Distance Learning program, to be called *John Jay Online*, which will provide another avenue of access to our degree programs. Internal discussions are underway with faculty leaders to begin the governance approval process for this initiative. Within a few weeks, after appropriate consultation, the College will propose a Distance Learning initiative to the University, which will build on the experiences of the CUNY Online BA and the feedback provided by University Dean John Mogulescu. Currently, the proposal calls for the expansion of online courses and the offering of online degree programs, beginning with graduate programs.

This initiative will increase retention and graduation rates for students already enrolled at John Jay, and will open the doors to new markets of students who are attracted by the John Jay reputation but are not able to attend classes at the College. It also has great potential in terms of expanding program delivery options and poses the potential to create new revenue.

Admissions

In order to effectively recruit students to meet our enrollment projections and market our new majors and programs, we will need to hire additional recruitment and admissions staff to liaison with all of our potential students. Finally, our Uniformed Services Initiative, as attractive as it may be on paper, will require its own transfer advisor to assist police, fire, and corrections officers to find the most straightforward and smoothest path to graduation.

As important as recruitment is to our enrollment plan, even more crucial is the retention of the students we attract through our recruitment and marketing initiatives.

Retention

It is a truism of the retention literature that the more highly prepared the incoming student, the more likely he or she will be to stay in school and make adequate progress toward degree. Thus, we plan to increase admissions standards over the next three years and to raise sufficient fellowship dollars to give full support to our highest achieving applicants so as to change the mix of students at the College, increasing the percentage of those who begin at John Jay with the greatest potential to succeed. However, our student body will always encompass a range of abilities and preparedness. We aspire to increase the retention, persistence, and graduation of all our students. With a three-year investment in student support services and with the type of programs that promote student success and satisfaction, we believe that we will substantially improve retention and graduation. We therefore seek to transform not just our student profile and our faculty profile, but the very heart of the institution, our academic profile.

Students who arrive at our doors in fall 2011 will find a new John Jay that offers an array of learning communities to join, depending on interest and level of attainment. Our goal is to provide each beginning student with an opportunity to belong to a small group of like-minded students within a large, and potentially overwhelming, institution.

We propose to have a learning community available to every entering freshman--two linked courses with a common syllabus and collaborating instructors. Some students will choose to join the pre-law institute and will participate in summer and intersession pre-law programs. Others will be admitted to a fully developed honors program, open to incoming freshmen and to transfer students. Through a sequence of courses, these honors students will form a cohort, a community of scholars who study together from their first semester to their last. Internal discussions are underway with faculty leaders to begin the governance approval process for these initiatives.

Because of the increase in faculty hiring made possible by the Investment Plan, new John Jay students, both undergraduate and graduate, will find it easier to make connections with individual faculty members outside of class and to join in faculty research projects. They will find a robust assortment of international programs in which to participate, made possible by investment in faculty-led study abroad and student exchanges. Together, these opportunities for academic enrichment beyond classroom walls will foster student engagement and lead to better retention.

Academic Advisement

Crucially important elements in retention are adequate academic and financial aid advisement. Through a combination of Compact and Investment Plan funding we propose to create a Center for Academic Advisement, which will develop a system of academic and fellowship advisement implemented by a team of professional advisors, peer advisors, and faculty mentors. The Center for Academic Advisement will allow John Jay to address the needs of all students from the at-risk probation student to the honors student preparing for post-baccalaureate distinction. The addition of this Center will have a major impact on the academic success of the John Jay student. It is important to note that there are currently no formal academic advisement services at John Jay outside of programs with dedicated funding and limited scope, such as SEEK. Using Compact 08 funds, we have hired a Director of Academic Advisement, who will start on June 3. Over the summer 2008, we will be creating the physical center on the first floor of North Hall in space created by the move of our English and Foreign Language departments to space at 54th Street. We believe that retention and graduation rates at John Jay will be significantly improved with the kind of academic support that the Center for Academic Advisement will provide. We would point out that the 2008-2012 CUNY Master Plan calls for enhanced academic advisement, and we agree with the Master Plan statement that "provision of adequate funding for advising and related retention areas are among the investments that would make the most profound and far-reaching differences in the uniqueness, stature, and ranking of campus academic departments and programs" (60-61).

Career Development Services

The more successful we are at supporting our students' post-baccalaureate aspirations, the more likely it is that we will retain and graduate them. It is essential that we give students a better understanding of how their degrees link to post-graduate education and job placement. The student who arrives at John Jay in 2011 will benefit from the transformation of our Career Advisement Office into a high quality, interactive Career Development Services Office.

According to the report of an independent consultant who visited John Jay College in fall 2007, Career Development Services (CDS) is significantly under-resourced both in terms of staffing and in operating budget. CDS needs a major operating budget to be able to market itself both on-campus and externally (general outreach), to leverage relationships for internship and job development (employer relations), and to work with alumni/friends/parents to assist with career education (alumni partnership).

CDS must be central to the student experience at John Jay, must be known campus wide and must involve strong partnership and cooperation with other offices and services of the institution. Students should view CDS as an essential resource, as a major part of their college and life journey. The CDS should be able to address four major areas to be effective in providing career services on campus:

- a. Career advising to students, particularly to first and second year students who need to begin to contemplate the direction of their academic studies and their post-John Jay career path (classical career development).
- b. Internships: support the search for, and acquisition of, internship ("career-related experience") opportunities in relevant areas of interest, for fall and spring academic terms as well as for summer.
- c. Post-graduate jobs: support the search for, and acquisition of, post-John Jay job opportunities in broad and expanded areas of interest.

In order to be effective in these areas, CDS should reach out to students and get their attention, and time, much earlier and with greater frequency, than is the case now. The Investment Plan funding would enable the College to provide these crucial services.

Financial Aid

Another crucial area where the College historically has been able to provide only basic processing services is financial aid. The Office of Financial Student Services at the College will be undergoing a transformation in order to provide expanded services more effectively. The position of Director of Financial Aid was recently filled and there will be a change in emphasis from providing financial processing toward providing financial aid counseling. The organizational structure of the Office of Student Financial Services suffers from a lack of coordination due the heavy load on the director to perform College and CUNY First responsibilities. These activities take the Director out of the office. Enhancing our services will require staff for the Office of Student Financial Services to develop advisement modules which present financing packages to students and families for the four year college experience and to create a new model of financial aid planning service delivery.

Student Support Services

To further improve retention, the College must enhance and improve the services provided to students through Student Activities and Support Services. Students often drop out or stop out because of personal adjustment difficulties. We have found this to

be of particular concern with veterans returning from military duty and need to provide services to this population. It is imperative that our staff include a Veteran's Coordinator to ensure a smooth transition to academic life. Similarly our students have increased demand for housing and orientation services.

We have begun to transform our academic profile and to create the new John Jay of robust and effective student support services through the use of Compact funding. We can and will continue to use Compact for these purposes, but, given the uncertainty of future Compact allocations, we will not be able to reach the capacity we should be at in 2011 as we greet our new students.

D. Strengthening Infrastructure

This phase of the Investment Plan seeks critical resources to bolster key non-instructional support service areas that require additional resources to improve services as part of the College's transformation.

Create a New Infrastructure for Philanthropy

We have had great success in developing our Foundation Board, establishing an annual fundraising gala and attracting new donations, most recently the \$1 million contribution from renowned crime author Patricia Cornwell. In this Investment Plan, we are requesting funds to strengthen the Office of Institutional Advancement and create the infrastructure to prepare us to mount sustainable philanthropy activities. With the support of our Board, we plan to launch a capital campaign, which would require funds to hire a major gifts officer. To create a successful annual campaign, we need to enhance our alumni relations, and broaden the base of support among our graduates, which will require another position in our alumni office. We also request funds to improve web development. This proposal was developed in consultation with Dean Carlos Flynn. We are convinced that with this infusion of new support we can significantly increase the amount of individual and corporate giving to support critical academic activities.

Information Technology

The College has developed an Information Technology Strategic Plan in order to help set priorities, to upgrade our existing instructional technologies, as well as develop new ones. The plan was developed by the College's Technology Advisory Committee (TAC). The TAC, comprised of key stakeholders among faculty and administrative staff, has identified priorities that are consistent with the College's transformation goals. One of them is increased support for Blackboard. To increase use of technology in the classroom and improve electronic communication between students and faculty, resources are needed to promote faculty development, and increase help desk support to manage and expand use of Blackboard. This will also be important as we prepare to launch a distance learning program. In addition, investments are proposed here to improve internal communications and expand use of our new email platform and implement file sharing applications like Microsoft Sharepoint.

Human Resources

The Investment Plan placed new demands upon the Department of Human Resources. The volume of new hiring requires support to reinforce a recruitment process that ensures continued diversity and attracts the most qualified candidates. Once hired, staff must receive adequate introduction and orientation to the College and CUNY. It is essential that the Department of Human Resources is transformed in conjunction with the rest of the College so as to take a leadership role in change management and organization readiness, employee engagement and workforce development. This approach seeks to recognize the correlation between employee success and organizational success moving HR to a position of greater strategic importance at our institution. There are two new positions requested for recruitment, and benefit management to provide this additional support.

Reduce Ratio of Part-Time Employees in Key Support Areas

A critical initiative that will strengthen the academic and administrative infrastructure of John Jay College involves the conversion of many of our part-time employees, who are performing critical functions, to full-time titles. Our College relies heavily on the use of the part-time college assistant title for employees who are actually working full-time hours or performing work more typically assigned to full-time titles at other colleges. As a percentage of our total Personal Services budget, 11% is spent on temporary services, compared to the average of 8.1% for the other CUNY senior colleges.

The College Assistant title is intended to provide temporary or seasonal part-time administrative support. Largely for financial reasons, John Jay has not historically utilized the title appropriately. As a result of this practice, we have found it difficult to attract and retain skilled workers in critical areas with part-time wages and benefits. This is the administrative equivalent of the same issue on the instructional side, i.e., an over-reliance on a part-time work force.

The situation is particularly acute in our Security Department. At a time when campus safety has become ever more important, parents want to know that the college they send their child to is doing everything possible to protect them. The part-time conversions mentioned above will include the introduction of the CUNY Campus Peace Officer title for the first time at the College. John Jay has heretofore been the only CUNY College to not be part of the CUNY Security Initiative. This new funding will initiate a hybrid force that combines Campus Peace Officers at building desk posts and continues to use part-time student officers for patrols, special events, and key runs.

Our plan includes a phased-in conversion of one-third of our part-time employees who are performing work typically assigned to full-time personnel. This situation cuts across all areas of the College. In addition to security, it can be found in student support areas, technology, enrollment management, facilities, and campus services. This plan seeks to convert 44- 50 part-time positions in key support areas to full-time positions. The amount requested covers the cost of the salary differential and benefits.

As we progress to full senior college status, this is an appropriate and important investment that will strengthen the infrastructure core of the College and have a

profound positive effective on everyday campus operations. This has been widely embraced as a component of the Investment Plan during our consultations with chairs, faculty and HEOs.

IV. Budget and Financial Projections

We begin the discussion of the budget requirements with the recognition that the College has prepared a multi-year budget that is balanced over the years covered by this proposal. Key factors in our ability to achieve financial stability are the University's decision to freeze our revenue targets, maintenance of enrollment levels, and expenditure controls. These developments provide a sound foundation upon which to make new strategic investments. (See **Appendix B**)

The following sections describe the funding necessary in the three critical areas established above: Creating a New Faculty Profile and Supporting a New Academic Profile; Creating a New Student Profile and Improving Retention; and Creating a Strong Infrastructure. Each section also includes the investment requested for each category over the three years covered by this proposal.

A. Creating the New Faculty Profile and Supporting a New Academic Profile

The successful implementation of the updated Investment Plan must be supported by reasoned financial assumptions. A sound plan needs to recognize market costs to recruit highly qualified new faculty members and to provide the necessary support to retain them.

Faculty Hires

\$3.3 million

As is set forth above, we envision hiring 12 new faculty each year for the next 3 years of the second phase of the Investment Plan for a total of 36 hires.

Our budget projections include costs that are related to recruiting, attracting, supporting and therefore retaining new tenure track faculty in what is an extremely competitive environment. In the first year of the plan, we assume that the faculty will be hired as substitutes. Therefore, the year one costs reflect a salary level of \$55,000 and lower related costs for this cohort. The costs to convert this cohort to tenure track status and related start-up costs are carried over into the following year. This strategy is employed through the third year of the plan. Therefore, the baseline costs of converting the FY 2011 cohort of substitutes would remain as a FY 2012 expense. However in the year following completion of the full hiring plan, start-up costs and conversion costs could be reduced from the base allocation.

The cost to hire the majority of the new tenure-track faculty includes a base salary of \$65,000 plus 33% fringe, recruitment, travel, start up, library needs, a new computer, and office furnishings, for a total of \$96,450 per position.

Our request and projections also include the salary differential costs of converting 52 substitute faculty who are currently employed and were hired under prior year Compact and Investment plans. We expect these substitute faculty will be replaced with or hired as tenure track professors for the fall 2008 semester. These costs are calculated at \$10,000 salary differential plus fringe per conversion.

The total gross cost for new faculty and the total budget request have been reduced by \$630k as a result of estimated adjunct savings. Greater adjunct savings will be accomplished through a much improved tracking system by our Office of Academic Affairs to increase the overall instructional hours of the faculty and to increase the percent of funded reassigned time to replace faculty engaged in scholarly activities with full-time substitute faculty.

Library

\$ 150k

In order to support increased levels of research by students and faculty, as well as additional collections for new majors and programs, significant investments in the Library and research materials are required. The proposal requests \$150,000 over three years to help the Library to meet the needs of our new student profile and higher enrollment level.

Academic Department Restructuring and Support

\$60k

The creation of new majors and the strengthening of our academic profile have necessitated the reorganization, merger and establishment of new academic departments. Administrative resources and faculty development are required to adequately support the departments and their faculty and students. The proposal includes a request for additional OTPS to support the new and reorganized departments.

Faculty Development

\$100k

At the beginning of the spring semester 2008, the College launched its Center for the Advancement of Teaching (CAT). To support the faculty development activities of the CAT and to create an Adjunct Academy within the CAT, we request \$100,000 over three years. This will allow us to compensate adjuncts who participate in the academy, outside speakers, and faculty who give workshops and seminars for other faculty.

B. Creating a New Student Profile and Improving Retention

As mentioned above, our enrollment requirements and new majors will necessitate a very aggressive and creative marketing and recruitment effort to reach many more new baccalaureate students and transfer students and will involve a greater focus on retention programs and activities. New investments to support these efforts are particularly important.

Undergraduate Admissions

\$170k

The College also needs to invest in marketing, advertising and recruitment/admissions staff and strengthen efforts and facilitate the transfer of educational partnership students and other transfers in order to attract the best students and meet enrollment targets. Our ambitious recruitment plans will require two Recruiters (\$93,100). Additional staff in graduate and undergraduate admissions will be required to handle the increase in applications, increased demand for transfer credit evaluations and coordinators to serve the transfer population and coordinate with the uniformed services (1 position and \$46,550). OTPS funds (\$30,000) will be needed to support recruitment travel.

Marketing and Advertising Campaign

\$150k

The three year plan includes a \$150,000 base budget allocation for advertising and marketing initiatives that are print and web based and use other media to attract students from the local market and well beyond it. Currently the college has insufficient funds to place individual ads in the special educational issues and inserts of the tri-state local media.

Distance Learning

\$369k

Our proposed Distance Learning initiative will require the addition of faculty coordinators to manage on-line programs and convert course content in years two and three of the plan (\$90,000). In addition to the position funded in the first phase of the Investment Plan, we will need an Enrollment/ Student Services Coordinator (\$82,460), two support staff for the CUNY Baccalaureate Center (\$67,157 each) and \$62,500 for market analysis and testing. (A full proposal for the Distance Learning Initiative will be submitted in April.)

Academic Advisement Center

\$ 704k

The Academic Advisement Center will allow John Jay to address the needs of all students from the at-risk probation student to the honors student preparing for post-baccalaureate distinction. The addition of this Center will have a major impact on the academic success and retention of John Jay students. The office will require four positions including three advisors (259,350), a deputy director (106,400) and OTPS funds (59,000) for computers, supplies and staff training.

Other advisement initiatives include the Summer Academy, Learning Communities and the development of our Honors Program. The addition of a Summer Academy Coordinator (\$73,150) will continue to help borderline students get the basic skills help they need to meet our higher academic standards and to be successful. In order to establish learning communities which have proven to increase retention rates, create stronger orientation programs that prepare our students for the rigors of academic life, and provide support for the freshman year experience activities, we would need a Coordinator (\$73,150), and OTPS funds (\$100,000). The development of our Honors Program entails hiring a faculty coordinator (\$33,000) to implement and support the program

Career Development Services

\$ 433k

One way to increase graduation and retention rates is to provide students with a better understanding of how their degree ties to post graduate job placement. The College plans to strengthen and expand the Office of Career Services by hiring Coordinator of Alumni Student Relations; Career Counseling Coordinator; Career Technology Coordinator; Career Placement Coordinator; and Career Advisor for a total of \$433,246.

Financial Aid

\$99k

The FY 2009 Compact placed an important emphasis on the need to improve financial aid planning and counseling. In addition to this request we need much stronger support in the direction of services that are provided to students. It is essential that we fill the vacant position of Deputy Director of Financial aid. We have not received instructions on the revised 09 Compact funding (if any). Therefore this request, includes the addition of 1 staff person to support financial aid counseling for students (\$99,062)

Student Activities and Support Services

\$196k

Providing adequate support and services to students and their activities is essential to their success and retention. We are requesting funding for a Veterans Affairs Coordinator (\$73,150) and OTPS support for summer programs and graduate and law school preparation (\$50,000). Housing is a critical issue for our students and therefore we propose to hire a Housing Coordinator/Student Orientation Officer who will also handle duties of student orientation (\$73,150) to assist our students.

C. Strengthening Infrastructure

Create a New Infrastructure for Philanthropy

\$ 232k

In order to adequately support the philanthropic activities and communication plan necessary to launch a capital campaign, additional staff and resources are required in the Office of Institutional Advancement. There are three new positions planned in the office of Institutional Advancement. The resources requested include the addition of an Assistant Director of Alumni Relations (\$ 61,623), a Major Gifts Officer (98,232), and a Web Content Manager (\$61,623) as well as 10k in OTPS funding for computer equipment. The establishment of a Web Development Office is also critical to the marketing and recruitment efforts mentioned elsewhere in the plan.

Human Resources

\$139.6k

Two positions are requested. These include a Recruitment Officer (\$59,850) and a Benefits/Training Coordinator (\$79,800)

Information Technology

\$285.6k

Improved technologies are the backbone of many of our planned improvements and process transformations. Information Technology funding includes funds for one helpdesk support staff (59,850) and an administrator (79,800) for Blackboard, expansion of Sharepoint software for improved information sharing (\$98,000), and hardware and software (48k).

Reduce the Ratio of Part-Time Employees

\$300k

Spread over the three years, the new and annual allocation cost for the conversion of up to 50 part-time positions, in the office of facilities, academic departments, admissions, registrar, security, after use of the current part-time salaries toward the conversion, is \$300,000, including fringe benefits.

D. Funding Strategies

The gross three year request is \$6.9 million. After projected adjunct savings of \$630,000, the amount requested in new Investment Plan funds for the three years is \$6,094,961. (See Summary **Appendix C**)

E. Consultation and Plan Notes

The development of this plan involved numerous consultation meetings with elected faculty leadership, the elected leadership of the student body, and the HEO Council. The elements of the plan were presented to the College Budget Committee for review and comment. Vice Presidents were required to consult with their Deans, Directors and Managers. Having a plan shaped by the major stakeholders of the College was given high priority.

Note that we have not included any investments related to the opening of the new building, which will occur at the same time as the completion of this phase of the Investment Plan. Nor does the Plan address additional space requirements to accommodate these new hiring levels.

The Appendices that follow provide details regarding our enrollment and revenue projections and assumptions that relate to them, a line item budget, and assumptions and breakdowns regarding expenses and our investment requests.

The summary Investment Plan budget request can be found in Appendix C while the assumptions used in developing the Investment Plan request are discussed in Appendix D. The line item request can be found in Appendix E.

V. APPENDICES

Appendix A - Enrollment Assumptions

Fall 2008 from Fall 2007

- The percentage of continuing baccalaureate degree students retained will increase slightly (72.5% to 73.0%). This is based on improved one year retention for freshman baccalaureate degree students from 72.7% to 74.0% in 2006-2007 PMP report. Original Critical Choices retention rates were constant

- Freshman associate degree students will decline from 1648 in fall 2007 to 1145 in fall 2008 (based on the 72.0 high school average cut off and the requirement that students be skills proficient in at least one area) but will be increased by an additional 50 students previously admitted to the baccalaureate degree program (no longer qualified based on 800 minimum SAT score)
- Undergraduate associate degree readmits will increase by 25. This is based on the new initiative in spring 2008 to bring in additional readmissions
- Baccalaureate first time freshmen will increase to 1440 from 1240 in fall 2007 for a total freshman class of 2635
- Undergraduate baccalaureate readmissions will increase by 175 due to new initiatives from spring 2008
- New baccalaureate transfer admissions will increase by 150 due to police, fire and corrections initiatives (conservative estimate)
- 5.0% growth in graduate FTE's

Fall 2009 from Fall 2008

- Assume the retention rate of associate degree continuing students will increase slightly due to the fact they are better prepared and some former baccalaureate degree students have become associate degree students (55.6% to 61.0%)
- The percentage of continuing baccalaureate degree students retained will increase to 74.0%
- Transfers into associate degree programs will diminish
- Associate degree freshmen will decline from 1195 in fall 2008 to 600 in fall 2009.
- Freshman baccalaureate admissions will increase from 1440 in fall 2008 to 1690 in fall 2009
- Transfers from outside CUNY increase by 100 over fall 2008 as articulation agreements begin to attract students and in service programs expand
- Graduate FTE's will increase by more than 5% due to increased FTE enrollment in Forensic Psychology due to the Forensic Counseling Program – projected FTE increase is 50 above projected 5% increase

Fall 2010 from Fall 2009

- Assume the retention rate of associate degree continuing students will increase slightly due to the fact they are better prepared and some former baccalaureate degree students have become associate degree students (61.0% to 66.0%)
- The percentage of continuing baccalaureate degree students retained will increase significantly (74.0% to 75.0%)
- First time freshman baccalaureate degree students increase to 1900 from 1690 in fall 2009.

Fall 2011 from Fall 2010

- Freshmen enrollment is projected to level off at 1950 freshmen in 2011.
- There is a significant increase in transfer students within CUNY as the partnership programs begin to yield real enrollment

Appendix B - 3 Year Budget Projection

(pat insert)

Appendix C - Summary of Investment Plan Budget Request
(see attached)

Appendix D - Budget Projection and Investment Plan Assumptions

Budget Projection Assumptions

Enrollment:

- Revenue Projections are based on the Fall FTE and assume a 6% decrease for Spring Enrollment. In three of the last four years, the college has experienced a 7% decrease in enrollment between the fall and spring semesters. Through improved retention we expect that to decline to 6%. The fall and spring semester enrollments are averaged to determine the annual FTE's.
- FY 2008-2011 Enrollment Projections reflect the phase-out of the Associate Degree program based on actual FY08 enrollment FTE's and an assumption that enrollment will remain constant.

Revenue:

Projected FTE, FTE Worth and Collection Rate

FY	Annual FTE	FTE Worth	Coll. Rate	Projected Revenue
FY 2009	11,124	\$5,100	97.5%	\$59,224,888
FY 2010	11,123	\$5,100	97.5%	\$59,128,421
FY 2011	11,130	\$5,100	97.5%	\$59,167,008

- Tuition Revenue is calculated by multiplying the Annual FTE by the average FTE worth and then by the estimated collection rate. The historical average FTE worth and collection rate have been \$5,168 and 96.5% (99% Fall and 96% Spring). In FY 2008, our FTE worth decreased to \$5080. We then add historical collections for Prior Year, Summer Session, Winter session and collection agency.
- Annual FTE is derived by estimating the Spring FTE and then averaging the spring and fall FTE, (FY 2009: Fall FTE= 11,470. Annual FTE = $\{11,467 + (11,467 \cdot .94)\} / 2 = 11,124$
- Winter Session is estimated at \$509,000 and held there.
- Summer Session - was increased to \$2,900,000 for this summer and then to \$3,000,000 for the out years.
 - Prior Year collections = 500k per year and collection agency collections = 120k per year.
- Revenue target is frozen at the reduced '08 level (\$54,457,000)

COMPACT:

- FY 2007 and FY 2008 Compact and Phase I Investment Plan allocations and expenditures are included. No additional compact funds or expenditures have been assumed for FY 2009, FY 2010 and FY 2011

PS Assumptions:

- FY 2009-11 allocations and expenditure assumptions include the lines for new majors approved in December of 2007 (who have been hired as substitutes for the Spring 2008 semester) at the funded rate of \$55,000. Additional funds have been requested to increase that salary to the higher tenure track rate of \$65,000..
- Financial Plan expenditures for Full-time staff assume current payroll adjusted for planned hires to fill vacancies and assume PS accruals in the out yrs for separations
- Temp Services Expenditures include both College Assistants and Non-Teaching Adjuncts. In order to align our allocations and expenditures, the college plans to decrease Temp Services expenditures in FT 2009 by 5% and then remain constant thereafter

Adjunct Expenditures

- Annual Adjunct Expenditures include teaching adjuncts and Continuing Education Teachers. FY 2008 adjunct projections assume JJC will spend at FY07 levels for the remainder of the fiscal year.
- In FY 2009-11, the adjunct expenditure assumptions are for teaching adjuncts only (Tax Levy spending for CET's will not recur after FY08) and reflect savings attributable to hiring substitute faculty in Spring 08
- FY 2009 Adjunct expenses were reduced by \$1,000,000 to reflect a new system that will provide improved tracking of faculty workload and reassigned time by the Office of Academic Affairs. Projections further decrease in FY 10 and 11 as a result of planned Compact hires.

OTPS Expenditures

- FY 2009-11 OTPS projection also includes a 2% increase in OTPS spending above the FY08 original financial plan projection, compounding annually.
- OTPS funding includes funding provided for 6 new majors faculty.

Investment Plan Request Assumptions

- Years 1, 2, and 3 are additive and assume that Year 1 funding is base-lined, Year 2 and Year 3 funds are required for new hires and initiatives which will occur in each respective year. There are no requests for one time needs.
- Faculty hires assume a September start date for Substitute faculty in the first year of hiring. It is assumed that substitute faculty will be replaced by a tenure

track professor in the following year at an annual salary of 86,450 including fringe. That annual salary is pro-rated for 10 months for the first year and annualized the year after.

Cost of Hiring New Faculty

Tenure-Track	Substitute	Replacement / Tenure Track	Junior Faculty	Eminent Scholar
Salary	\$55,000	\$65,000	\$65,000	\$120,000
Fringe (33%)	\$18,150	\$21,450	\$21,450	\$39,600
Start-up	\$0	\$3,000	\$3,000	\$12,000
Relocation	\$0	\$1,500	\$1,500	\$3,000
Travel	\$0	\$1,500	\$1,500	\$1,800
Office	\$2,000	\$0	\$2,000	\$3,000
Library	\$0	\$500	\$500	\$2,000
PC & printer	\$1,500	\$0	\$1,500	\$1,500
Subtotal Start up and Related	\$3,500	\$6,500	\$10,000	\$23,300
Total Cost Faculty Hire	\$76,650	\$92,950	\$96,450	\$182,900

- Investment Plan request includes the salary differential costs (\$582,000) associated with the conversion of converting 52 current substitute faculty positions,

Non- Faculty Hires

- All salaries include fringe rate (33 % full-time, 10% part-time) and are assumed to start on July 1.
- Part-time conversions reflect the conversion of staff that currently work 30 -35 hours per week in a part-time title. Funds requested assume that current temp services funding will be transferred to full-time salaries and therefore reflect the incremental difference between current earnings plus the incremental fringe rate (23%)

Offsets

- Adjunct Savings have been calculated based on a savings of 3,500 per section x 5 sections x the number of new faculty.

Appendix E - Line Item Investment Plan
(see attached)



The Honors Program at John Jay College of Criminal Justice

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DRAFT TEMPLATE

Towards The College Honors Program at John Jay College of Criminal Justice

Name of Program

The Honors Program at John Jay College of Criminal Justice: *to be determined*

Mission Statement

The College Honors Program at John Jay College reflects the unique mission of the college in its academic focus on excellence in liberal arts and the study of justice in all its manifestations and in its commitment to excellence in community engagement and working for the public good. The program emphasizes critical thinking, creativity and ethical decision-making with attention to global concerns, community responsibility and civic mindedness. Students will be challenged to apply their academic skills to addressing the concerns of the communities of our city and the problems that we share in the global community.

Program Goals

The program seeks to educate global citizens who understand the relevance of academic study in appreciating the world they have inherited and in enriching the lives of individuals and communities both locally and globally. Using New York City as model, resource and partner, the program's signature interweaving of community and academy begins with freshman year and culminates with a senior year interdisciplinary capstone seminar and project. The combination of Honors Core courses and disciplinary courses takes students on a journey from engagement to expertise, while providing the flexibility to respond both to individual student interests and faculty research agendas. The program hopes, in its emphasis on writing, academic rigor and field work, to help students make creative and ethical connections in and between the many communities of our city and world.

In combining new Honors core courses with existing and proposed courses in John Jay's various academic departments, the program provides new opportunities for curriculum development and pedagogical innovation. The overarching goals of the program are to enrich student experience and provide opportunities for innovative curriculum development and new collaborations for faculty in the ongoing development of undergraduate education.

Need, Justification and Benefits of the Program

To be provided

Program Structures: Students

Community of Scholars

The development of community will be a focus of this program. Retention improves with the ability to develop community—a challenge at any commuter school and a particular challenge for John Jay students with their multiple obligations. Community will be both an object of study and a practical focus as this program builds bridges between one student and another, between students and faculty, between students and city resources, and between academic knowledge and public interest.

Entry Points

The program has multiple entry points. Students may enter as incoming freshmen, lower-level sophomores or lower-level juniors.

Target Students and Recruitment

We will recruit a freshman entry cohort. We will recruit students for the program from within our student body beginning with lower level sophomores. We envision a significant cohort of the program to be students recruited from within our own student body. Those who enter as juniors will be required to take the “Intellectual Foundations” course in preparation for the senior capstone, which all students in the program are required to complete. Students entering as freshmen or sophomores will be maintained as a cohort for the first two years.

We will maintain our commitment to access for our working and non-traditional students within our recruitment and program design/implementation approaches.

Freshman and sophomore courses will fulfill gen ed requirements. The junior year course will either meet gen ed requirements, requirements within the student’s major or satisfy free electives. Credit for the capstone course within a student’s major will be determined in collaboration with the student’s major dept.

Criteria for Student Admission into Program

To be determined (may include such criteria as GPA, test scores, faculty recommendations, student statement of interest, demonstration of promise,)

Number of Students, first 5 years

To be determined

Year	1	2	3	4	5
estimated enrollment					

Program Content

Our program is designed as a model curriculum for our institution which allows students to pursue public engagement activities firmly grounded in academic excellence. It stresses the development of academic foundations relevant to an educated citizenry. It emphasizes academic disciplinary approaches to address interdisciplinary issues.

The Honors Program is comprised of two aspects: the "**Honors Core**" and the "**Disciplinary Component**." The Honors Core will involve a sequence of five "core" courses within the Humanities, Social Sciences and Sciences (see course descriptions, pp. 6-9 and template, p. 10). While each course builds on the previous one, they all share the same emphasis on research, writing and "field work" (as defined by the faculty). In the Disciplinary Component, students will be required to take three courses from a list of select courses offered by departments, chosen in consultation with a faculty advisor and selected for inclusion based on a determination of their relevance to the goals of the program. The Disciplinary Component might include a combination of existing courses and newly designed experimental courses.

All students in the program will complete the capstone experience. Students will use the tools of their individual disciplines, but will work together in an interdisciplinary course to identify and address research questions in and for the public good. By developing interdisciplinary projects and working together in designing and carrying them out, students will work in their own discipline, across disciplines and in collaboration with one another. The capstone will provide an opportunity to address the challenges of working together across disciplines and communities in constructing new approaches to the public good for the 21st century.

Requirements and Curriculum

The Honors Program Requirements: Maximum: 5 courses, plus Honors Composition

- **Freshman entry:** 27 credits to complete the Honors Program. (Honors Comp. (not part of Honors Core), 5 core courses, 3 disciplinary courses)
- **Sophomore entry:** 21 credits. (4 core courses, 3 disciplinary courses)
- **Junior entry:** 18 credits, including the Intellectual Foundations course in the junior year.

REF

FRESHMAN YEAR

Goals:

- Engage in critical thinking/logic**
- Develop student community**
- Explore NYC**
- Appreciate the social fabric of the city**
- Understand relationship of globalization and NYC**
- Begin field experiences**

Fall Semester

- 1. Honors Composition ENG 101H (3 credits; Required, but not considered part of Honors Core)** (ideally, the same cohort of students is in both classes; satisfies gen ed)
- 2. City as Classroom Part I (3 credits, will satisfy gen ed).**

The City as Classroom I: Liberal Arts and Sciences in the Global City

Students will explore the diversity of New York City through the arts, sciences, humanities or social sciences. This course introduces the concepts of "neighborhood," "community," "global city" and "the public good" through exposing students to the diverse communities of New York City. The course will emphasize community building within the classroom and community connection outside of it. It will emphasize writing, research and "field work" (experiential learning outside the classroom), as will each core course in the program.

Spring Semester

The City as Classroom Part II: (3 credits, will satisfy gen ed)

The City as Classroom II: Liberal Arts and Sciences in the Global City

This is a continuation of the Fall semester course which will include disciplines not covered in the first semester.

SOPHOMORE YEAR

Goals:

- Understand disciplinary and interdisciplinary approaches to the public good**
- Develop deeper understanding of concepts of the public good within disciplines**
- Gain a more in-depth NYC experience**
- Develop conceptual frame for problem solving research**

I. Intellectual Foundations and the Public Good (3 credits, will satisfy gen ed)

Intellectual Foundations and the Public Good

Building on the theme of the public good, the second year seminar considers how disciplines construct seminal questions evolving out of social concerns of particular societies and philosophical concerns of particular disciplines. By emphasizing the historical and philosophical contexts that have shaped and continue to shape questions of the public good, this course asks students to think about such questions from various disciplinary perspectives and to understand the differences in theoretical approaches and frameworks. The course will include field experiences and address themes such as global-local relations; power and hegemony; culture and diversity; individualism and collectivism; and ethics. While participating faculty will shape the syllabus, the course will emphasize writing, research and field work consistent with the other offerings in the Honors Core.

JUNIOR YEAR

Goals

Understand disciplinary epistemologies and methods for solving real-life social problems

Examine issues of the public good through the lens of a New York City experience

Explore globalization in contemporary societies

Experience real-life processes of addressing the common good

II. Epistemologies and Methodologies: Ways of Knowing/Ways of Doing in the Global City

Multiple course offerings includes a practicum (3 credits, will satisfy gen ed or major requirement)

Epistemologies and Methodologies:

Ways of Knowing/Ways of Doing in the Global City

Introduces students to the world of observation and research and is offered in conjunction with a practicum experience. Students learn how to be observers, interviewers, researchers and members of collaborative research teams. Students learn how to assess issues from the public's perspective. Methods in the humanities, social sciences and sciences will be explored and compared as students develop expertise as researchers and come to understand how each discipline contributes their methodologies to addressing issues of the public good. The practicum will provide students the opportunity to understand the relationship between theory and practice and to apply these models and their skills of observation to formulating a research agenda that is academically rigorous and theoretically based. The practicum will enable students to appreciate the unique contributions of each of the liberal arts in defining and addressing social issues for the public good.

SENIOR YEAR

Goals

Develop student teamwork

Experience student-community collaboration

Learn to apply knowledge and academic resources to address actual community concerns

Produce completed research project and present to colleagues and community

Understand how to engage in research for the public good

Apply research in the public interest

III. Capstone Seminar and Project (year-long, 6 credits)

Capstone Seminar and Project

Research in/for the Public Good: A New York City Experience

Students will develop research projects in the public interest/for the public good focused on New York City as “our global city”. Projects may be developed in conjunction with the senior capstone of their major. The year long capstone will expose students to collaboration within the academy, and between the academy and the community as they collaboratively develop research projects that address or reflect community concerns to promote the public good. It emphasizes community building in promoting team-based research and collaboration on projects across disciplines. It places importance on understanding diversity within the city and the city within the global community as part of both the research and the seminar discussions. The projects will enable students to integrate disciplinary perspectives with “real world” concerns. It will enable students to integrate the earlier academic exploration of New York City with contemporary research agendas and to consider the significance of an ongoing understanding of one’s community (however defined) in being able to contribute to its health and well being.

A project may be presented in a form appropriate to its content and to its benefit to the academy and community.

ADDITIONAL COMPONENTS

IV. The Disciplinary Component (3 courses, 2 must be taken at the 300 level or above)

These courses will be chosen by the student, in consultation with the faculty advisor. The courses will be among our existing course offerings, and newly-designed, experimental courses. Such courses can be tailored to the student’s interest and/or major, but will share with the “core” courses an emphasis on research, writing and “field work.”

JOHN JAY COLLEGE HONORS PROGRAM (DRAFT)
 TEMPLATE OF THE HONORS PROGRAM CURRICULUM

Freshman		Sophomore		Junior		Senior
Fall	Spring	Fall	Spring	Fall	Spring	Fall and Spring
FE	FE	FE, SE		FE, SE, JE	FE, SE, JE	FE, SE, JE
<u>Core Course</u> 1. <u>City as Classroom I: Liberal Arts and Sciences in the Global City I</u> (3 credits)	<u>Core Course</u> 2. <u>City as Classroom II: Liberal Arts and Sciences in the Global City II</u> (3 credits)	<u>Core Course</u> 3. <u>Intellectual Foundations and the Public Good</u> (3 credits)		<u>Core Course</u> 4. <u>Epistemologies & Methodologies: Ways of Knowing/Ways of Doing in the Global City</u> (3 credits)		<u>Core Course</u> 5. <u>Capstone Research in/for the Public Good: A New York City Experience Seminar and Project</u> Year long course (3 credits/semester) (Total: 6 credits)
			Disciplinary component 200 level (3 credits)	Disciplinary component 300 level (3 credits)	Disciplinary component 300 level (3 credits)	
English Composition Honors I (3 credits)	English Composition Honors II (3 credits)					

Total Credits:

Freshman Entry: 18 Honors Core + 9 Disciplinary Component = Total 27 credits (+6 credits English Composition Honors)

Sophomore Entry: 12 Honors Core + 9 Disciplinary Component = Total 21 credits

Junior Entry: 12 Honors Core + 6 Disciplinary Component (may be satisfied by completion of courses prior to entering the Honors Program = Total 18 credits)

**Performance Management Process
2006-07 Year-End College Data Report**

John Jay College of Criminal Justice

Key Indicators

	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Percentage of instruction taught by full-time faculty (with adjustments)	50.4	46.1	40.8	42.4
	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Percentage of instruction in undergraduate courses delivered by full-time faculty	46.5	42.5	37.2	39.3
	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Mean teaching hours of veteran full-time faculty	7.6	7.4	7.3	6.6
	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Mean teaching hours of new full-time faculty (eligible for contractual release time)	8.9	7.7	7.0	7.0
			<u>Fall 2005</u>	<u>Fall 2006</u>
Percentage of students passing core courses with C or better			74.4	73.6
	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>
Average number of credits earned by full-time first-time freshmen in baccalaureate programs in the first 12 months (fall, spring and summer terms)	24.1	24.6	22.8	22.6
	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>
Percentage of required test-takers passing the CUNY Proficiency Exam (CPE pass rate)	89.0	90.0	91.9	93.7
	<u>Entering Class of Fall 2001</u>	<u>Entering Class of Fall 2002</u>	<u>Entering Class of Fall 2003</u>	<u>Entering Class of Fall 2004</u>
One-Year Retention Rate: Percentage of full-time first-time freshmen in baccalaureate programs still enrolled in college of entry one year later	76.4	76.6	75.6	72.7
	<u>Entering Class of Fall 2001</u>	<u>Entering Class of Fall 2002</u>	<u>Entering Class of Fall 2003</u>	<u>Entering Class of Fall 2004</u>
One-Year Retention Rate (institution rate): Percentage of full-time first-time freshmen in associate programs still enrolled in college of entry one-year later	68.4	67.1	65.3	64.0
	<u>Entering Class of Fall 1996</u>	<u>Entering Class of Fall 1997</u>	<u>Entering Class of Fall 1998</u>	<u>Entering Class of Fall 1999</u>
Six-year Graduation Rate: Percentage of full-time first-time freshmen in baccalaureate programs who graduated from college of entry within six years	32.1	31.6	31.6	35.7
	<u>Entering Class of Fall 1996</u>	<u>Entering Class of Fall 1997</u>	<u>Entering Class of Fall 1998</u>	<u>Entering Class of Fall 1999</u>
Six-year Graduation Rate (institution rate): Percentage of full-time first-time freshmen in associate programs who graduated from the college of entry within six years	16.0	16.3	18.9	24.7
	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>
Total Enrollment	12,413	13,026	14,080	14,295
	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>
Mean SAT Score of regularly-admitted first-time freshmen enrolled in baccalaureate programs	950	957	946	958

*Throughout this report, an asterisk next to an indicator value denotes that the indicator was computed on a base of fewer than 25 students.

Performance Management Process 2006-07 Year-End College Data Report

Raise Academic Quality

Objective 1: Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix

University Target: Resources will be shifted to University flagship/college priority programs, to graduate programs and to support the University's commitment to become a research-intensive institution.

**Colleges will document efforts to move
flagship/priority programs, graduate and
scientific research programs to the next level**

University Target: The University and its colleges will draw greater recognition for academic quality.

**Colleges will provide evidence of
recognition/validation from external sources**

University Target: Program reviews and analyses of enrollment and financial data will demonstrably shape academic decisions and allocations by colleges.

**Colleges will document efforts to include
enrollment and financial data in program reviews**

*Throughout this report, an asterisk next to an indicator value denotes that the indicator was computed on a base of fewer than 25 students.

Performance Management Process 2006-07 Year-End College Data Report

Objective 1: *Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix*

University Target: Colleges will expand online course and program offerings and use technology to enrich teaching among CUNY colleges.

New Indicator

	<u>Fall 2006</u>
Percentage of instructional (student) FTEs offered partially or totally online	2.3
Senior Subtotal	0.9
Comprehensive Subtotal	1.6
Community Subtotal	2.6
University Total	1.6

Note: Values are computed as the number of student FTEs in sections designated as either partially or fully online divided by the total number of student FTEs. Both undergraduate and graduate courses are included. Sections with the instructional component either partially or totally online are determined by the designation in SIMS (or other student information system) and submitted to OIRA as part of the fall Show-Reg/Performance data collection.

New Indicator

	<u>Fall 2006</u>
Percentage of instructional (student) FTEs offered totally online	2.2
Senior Subtotal	0.4
Comprehensive Subtotal	0.9
Community Subtotal	0.6
University Total	0.6

Note: Values are computed as the number of student FTEs in sections designated as partially online divided by the total number of student FTEs. Both undergraduate and graduate courses are included. Sections with the instructional component totally online are determined by the designation in SIMS (or other student information system) and submitted to OIRA as the fall Show-Reg/Performance data collection.

New Indicator

	<u>Fall 2006</u>
Percentage of instructional (student) FTEs offered partially online	0.1
Senior Subtotal	0.4
Comprehensive Subtotal	0.7
Community Subtotal	2.0
University Total	1.0

Note: Values are computed as the number of student FTEs in sections designated as partially online divided by the total number of student FTEs. Both undergraduate and graduate courses are included. Sections with the instructional component totally online are determined by the designation in SIMS (or other student information system) and submitted to OIRA as the fall Show-Reg/Performance data collection.

Colleges will prepare additional reports on the use of instructional technology

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**Performance Management Process
2006-07 Year-End College Data Report**

Objective 2: Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity

University Target: Colleges will continuously upgrade the quality of their faculty, as scholars and as teachers.

Colleges will report on their efforts to build faculty quality through hiring and tenure processes and through investments in faculty development

University Target: Faculty research/scholarship will increase from 2005-06 levels.

Colleges will report on faculty scholarship and creative activity

Note: Colleges will submit a detailed faculty scholarship and creative activity report to the Office of Academic Affairs by June 15, 2007. The Office of Institutional Research and Assessment will summarize the detailed data as an appendix to the PMP report.

*Throughout this report, an asterisk next to an indicator value denotes that the indicator was computed on a base of fewer than 25 students.

Performance Management Process 2006-07 Year-End College Data Report

Objective 2: *Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity*

University Target: Instruction by full-time faculty will increase incrementally.

	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Percentage of instruction taught by full-time faculty (with adjustments)	50.4	46.1	40.8	42.4
Senior Subtotal	59.2	56.3	54.7	53.6
Comprehensive Subtotal	52.1	48.7	47.2	46.1
Community Subtotal	52.9	57.6	54.2	54.1
University Total	55.6	55.2	52.9	52.2

Note: In last year's 2006-07 Baseline report, only 2005 figures were reported. This indicator is calculated by dividing the total number of student FTEs taught by full-time faculty members (undergraduate and graduate) by the total of all student FTEs. Adjustments are made for time spent on sponsored research. For fall 2006, instruction in winter session sections is included only for full-time faculty whose teaching is part of their contractual workload (instruction is added to both numerator and the denominator). Other winter session sections are excluded. Research hours are converted to FTEs and counted as instruction by full-time faculty (added to the numerator). Full-time faculty members are defined as those of professorial rank, instructors and lecturers, as well as individuals on the Executive Compensation Plan who teach at the college. Going forward, this indicator will be calculated without adjustments for sponsored research and excluding instruction by counselors, librarians, and non-faculty full-time employees (e.g., HEOs, ECP personnel).

New Methodology

	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Percentage of instruction in undergraduate courses delivered by full-time faculty	46.5	42.5	37.2	39.3
Senior Subtotal	54.3	51.7	50.6	48.9
Comprehensive Subtotal	48.7	45.4	43.7	42.8
Community Subtotal	50.8	55.7	53.0	52.7
University Total	51.8	51.9	50.0	49.0

Note: This indicator is calculated by dividing the total number of student FTEs in undergraduate courses taught by full-time faculty members by the total of student FTEs in all undergraduate courses. For fall 2006, instruction in winter session sections is included only for full-time faculty whose teaching is part of their contractual workload (instruction is added to both numerator and the denominator). Other winter session sections are excluded. Unlike earlier indicators of instruction by full-time faculty, no adjustments are made for time spent on sponsored research or adjunct replacement for doctoral teaching. FTEs delivered by non-faculty full-time employees (e.g., HEOs, ECP personnel) are excluded from the base.

New Methodology

	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Percentage of instruction in graduate courses delivered by full-time faculty	70.4	64.6	60.7	56.6
Senior Subtotal	65.2	62.2	60.5	62.6
Comprehensive Subtotal	69.6	59.4	60.6	59.6
University Total	65.7	61.8	60.5	62.2

Note: This indicator is calculated by dividing the total number of student FTEs in graduate courses taught by full-time faculty members by the total of student FTEs in all graduate courses. For fall 2006, instruction in winter session sections is included only for full-time faculty whose teaching is part of their contractual workload (instruction is added to both numerator and the denominator). Other winter session sections are excluded. Unlike earlier indicators of instruction by full-time faculty, no adjustments are made for time spent on sponsored research or adjunct replacement for doctoral teaching. FTEs delivered by non-faculty full-time employees (e.g., HEOs, ECP personnel) are excluded from the base.

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Performance Management Process 2006-07 Year-End College Data Report

Objective 2: *Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity*

University Target: Instruction by full-time faculty will increase incrementally.

New Indicator

	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Mean teaching hours of veteran full-time faculty	7.6	7.4	7.3	6.6
Senior Subtotal	7.6	7.5	7.4	7.4
Comprehensive Subtotal	8.3	8.1	8.1	7.9
Community Subtotal	10.4	10.4	10.3	10.4
University Total	8.4	8.3	8.2	8.2

Note: This indicator reflects the fall (and winter for 2006) contractual workload teaching hours of full-time veteran professorial faculty (professorial faculty not eligible for contractual release time). The indicator is computed by summing the number of (non-overload) instructional hours delivered by full-time professorial faculty not eligible for contractual release time and dividing by the number of full-time professorial faculty not eligible for faculty release time and not on leave. Eligibility for contractual release time is determined by date of first appointment to the professorial title series at the college and tenure status as reported on the CUPS census file. Leave status is also based on data in CUPS. Faculty appointed to counseling and library departments are excluded from the analysis as are faculty with substitute appointments.

New Indicator

	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Mean teaching hours of new full-time faculty (eligible for contractual release time)	8.9	7.7	7.0	7.0
Senior Subtotal	6.9	7.0	7.3	7.0
Comprehensive Subtotal	9.0	8.6	8.3	8.1
Community Subtotal	12.0	11.7	11.2	11.1
University Total	8.4	8.7	8.7	8.7

Note: This indicator reflects the fall (and winter for 2006) contractual workload teaching hours of full-time professorial faculty eligible for contractual release time. Eligibility is determined by date of first appointment to the professorial title series at the college and tenure status as reported on the CUPS fall census file. This indicator is computed by summing the number of (non-overload) instructional hours (from the fall Staff and Teaching Load report) delivered by full-time professorial faculty eligible for contractual release time and dividing by the number of full-time professorial faculty eligible for faculty release time and not on leave. Faculty appointed to counseling and library departments are excluded from the analysis as are faculty with substitute appointments.

New Indicator

	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Number of veteran full-time faculty	174	170	164	202

Note: The number of full-time professorial faculty who are not eligible for contractual release time in the term indicated. This is the denominator for the indicator "Mean teaching hours of veteran full-time faculty".

New Indicator

	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Number of new full-time faculty (eligible for contractual release time)	44	69	75	65

Note: The number of full-time professorial faculty who are eligible for contractual release time in the term indicated. This is the denominator for the indicator "Mean teaching hours of full-time faculty eligible for contractual release time".

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Performance Management Process 2006-07 Year-End College Data Report

Objective 2: *Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity*

University Target: Instruction by full-time faculty will increase incrementally.

	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Undergraduate student-faculty ratio	21.4	21.2	21.0	20.3
Senior Subtotal	17.8	17.8	17.7	17.9
Comprehensive Subtotal	18.0	18.2	18.1	18.0
Community Subtotal	19.2	19.4	18.9	18.8
University Total	18.4	18.5	18.2	18.3

Note: Total undergraduate student FTEs divided by total faculty FTEs (both based on data in the Staff and Teaching Load file).

	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Number of full-time faculty who taught at least one course in the fall	277	282	279	315

Note: This count reflects the number of individuals whose instruction is included in the numerator for percentage of instruction by full-time faculty. For this indicator, full-time faculty members are defined as those of professorial rank, instructors and lecturers, as well as individuals holding full-time positions on the Executive Compensation Plan who teach at the college.

	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Number of full-time faculty	309	322	323	359

Note: This indicator excludes graduate assistants, counselors and librarians, full-time faculty on unpaid leave and individuals on the Executive Compensation Plan even if they teach undergraduate or graduate courses at the college.

	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Number of FTE part-time faculty	220	250	274	289

Note: Number of teaching hours of adjuncts divided by 13.5.

	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Number of full-time professional and executive staff	148	155	161	181

Note: Includes individuals on the executive compensation plan and personnel in full-time professional titles.

University Target: Efforts will be made to recruit more under-represented faculty and staff.

Colleges will report on efforts to diversify faculty and staff

*Throughout this report, an asterisk next to an indicator value denotes that the indicator was computed on a base of fewer than 25 students.

Performance Management Process 2006-07 Year-End College Data Report

Objective 2: *Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity*

University Target: Instruction by full-time faculty will increase incrementally.

	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Undergraduate student-faculty ratio	21.4	21.2	21.0	20.3
Senior Subtotal	17.8	17.8	17.7	17.9
Comprehensive Subtotal	18.0	18.2	18.1	18.0
Community Subtotal	19.2	19.4	18.9	18.8
University Total	18.4	18.5	18.2	18.3

Note: Total undergraduate student FTEs divided by total faculty FTEs (both based on data in the Staff and Teaching Load file).

	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Number of full-time faculty who taught at least one course in the fall	277	282	279	315

Note: This count reflects the number of individuals whose instruction is included in the numerator for percentage of instruction by full-time faculty. For this indicator, full-time faculty members are defined as those of professorial rank, instructors and lecturers, as well as individuals holding full-time positions on the Executive Compensation Plan who teach at the college.

	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Number of full-time faculty	309	322	323	359

Note: This indicator excludes graduate assistants, counselors and librarians, full-time faculty on unpaid leave and individuals on the Executive Compensation Plan even if they teach undergraduate or graduate courses at the college.

	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Number of FTE part-time faculty	220	250	274	289

Note: Number of teaching hours of adjuncts divided by 13.5.

	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Number of full-time professional and executive staff	148	155	161	181

Note: Includes individuals on the executive compensation plan and personnel in full-time professional titles.

University Target: Efforts will be made to recruit more under-represented faculty and staff.

Colleges will report on efforts to diversify faculty and staff

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Performance Management Process 2006-07 Year-End College Data Report

Improve Student Success

Objective 3: *Ensure that all students receive a solid general education and effective support, particularly in the first 60 credits of study*

University Target: Colleges will implement approved CUE plans, make progress on Campaign for Success indicators, and use outcomes to drive improvements in teaching and support.

	<u>Fall 2005</u>	<u>Fall 2006</u>
Percentage of students passing core courses with C or better	74.4	73.6
Senior Subtotal	80.6	80.3
Comprehensive Subtotal	74.4	74.6
Community Subtotal	78.6	78.2
University Total	78.0	77.8

Note: 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.

	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2006</u>
Percentage of freshmen and transfers taking one or more courses the summer after entry	21.5	19.6	19.5	20.3
Senior Subtotal	35.5	33.3	34.1	30.9
Comprehensive Subtotal	22.6	21.0	21.0	21.3
Community Subtotal	26.2	20.9	20.6	20.4
University Total	29.3	26.5	26.8	25.6

Note: Based on a fall cohort of first-time freshmen and transfers still enrolled in the college of entry the following spring. Colleges are credited for students taking one or more summer courses at any CUNY college. Data for Kingsborough and LaGuardia are not available at this time. Therefore, the community college and university averages are not shown.

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Performance Management Process 2006-07 Year-End College Data Report

Objective 3: *Ensure that all students receive a solid general education and effective support, particularly in the first 60 credits of study*

University Target: Colleges will implement approved CUE plans, make progress on Campaign for Success indicators, and use outcomes to drive improvements in teaching and support.

<i>Baccalaureate Programs</i>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Percentage of baccalaureate students who have declared a major by the 70th credit	100.0	100.0	100.0	100.0
Senior Subtotal	68.5	73.9	76.7	77.0
Comprehensive Subtotal	98.7	98.8	98.8	99.1
University Total	75.2	79.5	81.5	81.8

Note: Based on students who have earned between 60 and 75 credits at the start of the fall term. A student is considered to have declared a major if they have a valid SED program code on the fall Show-Registration file submitted to OIRA.

<i>Baccalaureate Programs</i>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Percentage of lower division FTEs taught by full-time faculty	43.5	40.6	34.7	35.7
Senior Subtotal	55.1	51.1	49.6	48.4
Comprehensive Subtotal	47.9	44.8	43.0	41.4
University Total	52.0	48.3	46.8	45.3

Note: This indicator is calculated by dividing the total number of lower division student FTEs taught by full-time faculty members (undergraduate and graduate) by the total of all lower division student FTEs. For fall 2006, instruction in winter session sections is included only for full-time faculty whose teaching is part of their contractual workload (instruction is added to both numerator and the denominator). Other winter session sections are excluded. Adjustments are made for time spent on sponsored research which are converted to FTEs and counted as instruction by full-time faculty (added to the numerator). For this indicator, full-time faculty members are those of professorial rank, instructors and lecturers, as well as individuals on the Executive Compensation Plan who teach at the college.

<i>Baccalaureate Programs</i>	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>
Average number of credits earned by full-time first-time freshmen in baccalaureate programs in the first 12 months (fall, spring and summer terms)	24.1	24.6	22.8	22.6
Senior Subtotal	23.9	23.9	24.1	23.8
Comprehensive Subtotal	24.1	24.1	22.8	22.8
University Total	23.9	24.0	23.9	23.7

Note: Based on a fall cohort of first-time freshmen who were enrolled in the same college the following spring.

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Performance Management Process 2006-07 Year-End College Data Report

Objective 3: *Ensure that all students receive a solid general education and effective support, particularly in the first 60 credits of study*

University Target: Colleges will draw upon degree and Adult and Continuing Education resources to improve basic skills and ESL outcomes CUNY-wide.

Baccalaureate Programs	<u>Entering Class of Fall 2001</u>	<u>Entering Class of Fall 2002</u>	<u>Entering Class of Fall 2003</u>	<u>Entering Class of Fall 2004</u>	<u>Entering Class of Fall 2005</u>
Percentage of non-ESL SEEK students who pass all basic skills tests within one year	73.7	76.4	80.5	71.2	80.1
Senior Subtotal	85.9	91.1	87.2	82.9	83.6
Comprehensive Subtotal	75.3	80.7	83.2	76.6	81.8
University Total	84.5	89.7	86.7	82.0	83.4

Note: Students who are both SEEK and ESL (based on ESL course enrollment in the first term) are excluded from the base because they have two years to meet basic skills requirements.

Baccalaureate Programs	<u>Entering Class of Fall 2001</u>	<u>Entering Class of Fall 2002</u>	<u>Entering Class of Fall 2003</u>	<u>Entering Class of Fall 2004</u>	<u>Entering Class of Fall 2005</u>
Number of non-ESL SEEK students	152	140	123	177	141

Note: Students who are both SEEK and ESL (based on ESL course enrollment in the first term) are excluded.

Baccalaureate Programs	<u>Entering Class of Fall 2000</u>	<u>Entering Class of Fall 2001</u>	<u>Entering Class of Fall 2002</u>	<u>Entering Class of Fall 2003</u>	<u>Entering Class of Fall 2004</u>
Percentage of ESL students (SEEK and regular) who pass all basic skills tests within two years	42.1*	29.2*	---	33.3*	33.3*
Senior Subtotal	76.0	74.1	77.5	78.3	72.8
Comprehensive Subtotal	53.8	45.7	100.0*	45.5*	46.4
University Total	74.5	71.2	77.7	77.4	70.9

Note: ESL students are identified as those students enrolled in at least one ESL course in their first term at CUNY, including those in the SEEK program.

Baccalaureate Programs	<u>Entering Class of Fall 2000</u>	<u>Entering Class of Fall 2001</u>	<u>Entering Class of Fall 2002</u>	<u>Entering Class of Fall 2003</u>	<u>Entering Class of Fall 2004</u>
Number of ESL students (SEEK and regular)	19	24	0	6	15

Note: ESL students are identified as those students enrolled in at least one ESL course in their first term at CUNY, including those in the SEEK program.

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Performance Management Process 2006-07 Year-End College Data Report

Objective 3: *Ensure that all students receive a solid general education and effective support, particularly in the first 60 credits of study*

University Target: Colleges will draw upon degree and Adult and Continuing Education resources to improve basic skills and ESL outcomes CUNY-wide.

Associate Programs	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Pass rate in reading on exit from remediation	78.7	76.7	74.8	56.1	69.0
Comprehensive Subtotal	60.2	73.4	71.0	55.7	64.7
Community Subtotal	63.7	67.7	65.3	53.1	56.1
University Total	62.9	69.0	66.4	53.6	58.2

Note: Results for fall 2006 exclude students who took the reading test during the exit period for Ability-to-Benefit purposes and who were not also enrolled in a "last in sequence" development reading course. Beginning in fall 2005, the passing score on the reading exam was raised to 70 from 65. Exit results are based on all scores reported to UAPC between October 1 and December 31 (for fall 2005, the exit period was extended by some colleges as a result of the NYC transit strike).

Associate Programs	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Pass rate in writing on exit from remediation	49.0	54.4	60.3	65.4	62.1
Comprehensive Subtotal	43.7	47.4	54.6	58.5	53.5
Community Subtotal	42.5	43.4	54.2	55.5	53.3
University Total	42.9	44.5	54.3	56.3	53.4

Note: Exit results are based on all scores reported to UAPC between October 1 and December 31 (for fall 2005, the exit period was extended by some colleges as a result of the NYC transit strike).

Associate Programs	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Pass rate in math on exit from remediation	66.7	75.0	43.0	68.4	51.6
Comprehensive Subtotal	74.2	80.3	69.4	69.5	62.2
Community Subtotal	69.1	68.0	63.9	60.3	60.4
University Total	70.2	70.5	65.0	62.7	60.9

Note: Results for fall 2006 exclude students who took the COMPASS algebra test during the exit period for Ability-to-Benefit purposes and who were not also enrolled in a "last in sequence" development math course. Starting in fall 2004, when the COMPASS math assessment was introduced, exit results are based on students who took COMPASS Part 2 or CUNY Math tests during the exit period. Prior results are based on the CUNY math test only. Exit results are based on all scores reported to UAPC between October 1 and December 31 (for fall 2005, the exit period was extended by some colleges as a result of the NYC transit strike).

Associate Programs	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Percentage of associate degree students who have met basic skills proficiency in reading, writing and math by the 30th credit	44.2	35.9	30.7	50.9
Comprehensive Subtotal	73.9	75.9	74.1	79.3
Community Subtotal	53.5	56.9	59.7	60.1
University Total	58.0	60.9	62.6	64.0

Note: Based on students who have earned between 25 and 35 credits by the start of the fall term. Basic skills proficiency is determined by data from the SKAT database and reflects status at the beginning of the term. Students whose proficiency status is unknown because one or more test/exemption records are missing are excluded from the base.

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Performance Management Process 2006-07 Year-End College Data Report

Objective 3: *Ensure that all students receive a solid general education and effective support, particularly in the first 60 credits of study*

University Target: Show and pass rates on the CUNY Proficiency Exam will rise CUNY-wide.

	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Percentage of required invitees who took the CUNY Proficiency Exam (CPE show rate)	72.4	72.5	75.2	70.6	82.5
Senior Subtotal	76.8	78.8	78.1	76.7	76.8
Comprehensive Subtotal	72.2	73.1	73.6	73.0	79.2
Community Subtotal	80.6	68.2	77.5	74.0	77.1
University Total	76.7	75.5	76.9	75.1	77.5

Note: The indicator reflects the percentage of students required to take the CPE for the first time in the fall semester, who took it either that fall or in the subsequent winter or spring administrations.

	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Percentage of required test-takers passing the CUNY Proficiency Exam (CPE pass rate)	89.0	90.0	91.9	93.7	91.7
Senior Subtotal	89.9	90.4	93.2	93.9	93.4
Comprehensive Subtotal	84.8	87.1	89.3	91.4	90.1
Community Subtotal	84.2	82.5	88.3	91.0	89.1
University Total	87.7	88.4	91.0	92.6	91.4

Note: The indicator reflects the percentage of students who passed the CPE based on the students counted as test-takers for the CPE show rate. The pass rate reflects the best outcome for tests taken that fall or in the subsequent winter or spring administrations (longitudinal pass rate).

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Performance Management Process 2006-07 Year-End College Data Report

Objective 3: *Ensure that all students receive a solid general education and effective support, particularly in the first 60 credits of study*

University Target: Colleges will work to improve readiness of high school students by meeting 95% of enrollment targets for College Now, achieving a 75% successful completion rate, and implementing College Now strategic plans.

	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07 estimated</u>
College Now registrations	674	1,323	525	621	918

Note: College Now registrations are from the registration database maintained by the Office of Academic Affairs. Registrations for 2005-06 have been revised to reflect final numbers for summer 2005, fall 2005 and spring 2006. Registrations for 2006-07 are estimates because Spring 2007 registrations are not final at this time. Final data for 2006-07 will be provided in next year's report.

	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>Summer and Fall 2006</u>
Percentage of College Now participants who earn an A, B, or C in College Now courses or demonstrate mastery of material in workshops	75	88	80	73	74
Senior Subtotal	84	83	83	81	83
Comprehensive Subtotal	81	87	79	77	75
Community Subtotal	79	81	80	84	86
University Total	81	84	81	83	84

Note: College Now success rates are based on data in the registration database maintained by the Office of Academic Affairs. Last year's summer and fall 2005 success rates have been revised to reflect final 2005-06 success rates (including spring 2006). For the current year, spring 2007 performance data are not yet available so current year success rates are based on summer and fall 2006 only. The comprehensive subtotal and university total exclude the College of Staten Island for 2004-05 and later because data are not available.

Colleges will provide evidence of implementation of their 2004-08 College Now Strategic Plan

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Performance Management Process 2006-07 Year-End College Data Report

Objective 4: Increase retention and graduation rates

University Target: Retention rates will increase by an average of 2 percentage points.

Baccalaureate Programs	<u>Entering Class of Fall 2001</u>	<u>Entering Class of Fall 2002</u>	<u>Entering Class of Fall 2003</u>	<u>Entering Class of Fall 2004</u>	<u>Entering Class of Fall 2005</u>
One-Year Retention Rate: Percentage of full-time first-time freshmen in baccalaureate programs still enrolled in college of entry one year later	76.4	76.6	75.6	72.7	74.0
Senior Subtotal	80.4	80.1	79.9	80.2	80.2
Comprehensive Subtotal	76.9	76.9	75.8	74.7	75.1
University Total	79.9	79.6	79.3	79.3	79.4

Note: Students are counted as retained in the college of entry in the cohort year if they are still enrolled in the college of entry one year later.

Baccalaureate Programs	<u>Entering Class of Fall 2001</u>	<u>Entering Class of Fall 2002</u>	<u>Entering Class of Fall 2003</u>	<u>Entering Class of Fall 2004</u>
Two-Year Retention Rate: Percentage of full-time first-time freshmen in baccalaureate programs still enrolled in college of entry two years later	60.9	60.2	62.8	57.2
Senior Subtotal	66.4	64.5	65.4	65.4
Comprehensive Subtotal	60.1	61.4	60.7	58.6
University Total	65.5	64.0	64.7	64.2

Note: Students are counted as retained in the college of entry in the cohort year if they are still enrolled in the college of entry (or earned the degree pursued from the college of entry) two years later.

Baccalaureate Programs	<u>Entering Class of Fall 2001</u>	<u>Entering Class of Fall 2002</u>	<u>Entering Class of Fall 2003</u>	<u>Entering Class of Fall 2004</u>	<u>Entering Class of Fall 2005</u>
One-Year Retention Rate: Percentage of full-time transfers into baccalaureate programs still enrolled in college of transfer entry one year later (or earned degree pursued)	77.0	73.6	73.9	74.4	77.9
Senior Subtotal	75.9	74.9	72.7	74.1	73.6
Comprehensive Subtotal	77.8	77.3	76.1	74.5	75.6
University Total	76.3	75.4	73.4	74.2	73.9

Note: Students are counted as retained in the college of entry in the cohort year if they are still enrolled one year later in the college into which they transferred (or earned the degree pursued from that college within one year of transfer entry).

Baccalaureate Programs	<u>Entering Class of Fall 2001</u>	<u>Entering Class of Fall 2002</u>	<u>Entering Class of Fall 2003</u>	<u>Entering Class of Fall 2004</u>
Two-Year Retention Rate: Percentage of full-time transfers into baccalaureate programs still enrolled in college of transfer entry two years later (or earned degree pursued)	67.3	65.8	64.7	62.7
Senior Subtotal	64.7	63.7	62.5	64.8
Comprehensive Subtotal	68.0	66.8	66.0	61.5
University Total	65.3	64.3	63.2	64.3

Note: Students are counted as retained in the college of entry in the cohort year if they are still enrolled two years later in the college into which they transferred (or earned the degree pursued from that college within two years of transfer entry).

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Performance Management Process 2006-07 Year-End College Data Report

Objective 4: Increase retention and graduation rates

University Target: Retention rates will increase by an average of 2 percentage points.

Associate Programs	<u>Entering Class of Fall 2001</u>	<u>Entering Class of Fall 2002</u>	<u>Entering Class of Fall 2003</u>	<u>Entering Class of Fall 2004</u>	<u>Entering Class of Fall 2005</u>
One-Year Retention Rate (institution rate): Percentage of full-time first-time freshmen in associate programs still enrolled in college of entry one-year later	68.4	67.1	65.3	64.0	62.5
Comprehensive Subtotal	65.1	65.3	64.0	60.8	62.5
Community Subtotal	62.6	62.6	63.5	63.3	62.9
University Total	63.5	63.5	63.7	62.4	62.7

Note: Students are counted as retained in the college of entry in the cohort year if they are still enrolled in the college of entry one year after entry. Prelude to Success students are excluded from the base.

Associate Programs	<u>Entering Class of Fall 2001</u>	<u>Entering Class of Fall 2002</u>	<u>Entering Class of Fall 2003</u>	<u>Entering Class of Fall 2004</u>	<u>Entering Class of Fall 2005</u>
One-Year Retention Rate (system rate): Percentage of full-time first-time freshmen in associate programs still enrolled in any CUNY college one-year later	70.7	70.7	69.4	68.7	66.6
Comprehensive Subtotal	68.7	69.1	69.6	67.3	68.5
Community Subtotal	65.1	65.4	66.4	65.9	65.9
University Total	66.4	66.7	67.5	66.4	66.9

Note: Students are counted as retained in the college of entry in the cohort year if they are still enrolled at any CUNY college one year after entry. Prelude to Success students are excluded from the base.

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Performance Management Process 2006-07 Year-End College Data Report

Objective 4: Increase retention and graduation rates

University Target: Graduation rates will rise by an average of 2 percentage points in baccalaureate/master's programs and 1 point in associate programs.

Baccalaureate Programs

	<u>Entering Class of Fall 1999</u>	<u>Entering Class of Fall 2000</u>	<u>Entering Class of Fall 2001</u>	<u>Entering Class of Fall 2002</u>
Four-Year Graduation Rate: Percentage of full-time first-time freshmen in baccalaureate programs who graduated from college of entry within four years	13.3	17.1	19.4	20.7
Senior Subtotal	14.8	15.5	19.6	20.0
Comprehensive Subtotal	14.7	17.7	18.0	18.8
University Total	14.7	15.7	19.4	19.8

Note: Students are counted as graduates from the college of entry in the cohort year if they earn the degree pursued (or higher) within four years from the college of entry. Graduation rates reflect all degrees conferred through August 31 of the last year of the tracking period. For students who earn more than one CUNY degree, the highest degree earned within four years is counted.

Baccalaureate Programs

	<u>Entering Class of Fall 1996</u>	<u>Entering Class of Fall 1997</u>	<u>Entering Class of Fall 1998</u>	<u>Entering Class of Fall 1999</u>	<u>Entering Class of Fall 2000</u>
Six-year Graduation Rate: Percentage of full-time first-time freshmen in baccalaureate programs who graduated from college of entry within six years	32.1	31.6	31.6	35.7	42.3
Senior Subtotal	34.9	37.0	40.2	41.8	42.2
Comprehensive Subtotal	31.2	33.1	31.7	38.3	43.5
University Total	34.4	36.5	38.6	41.2	42.3

Note: Students are counted as graduates from the college of entry in the cohort year if they earn the degree pursued (or higher) within six years from the college of entry. Graduation rates reflect all degrees conferred through August 31 of the last year of the tracking period. For students who earn more than one CUNY degree, the highest degree earned within six years is counted.

Baccalaureate Programs

	<u>Entering Class of Fall 1999</u>	<u>Entering Class of Fall 2000</u>	<u>Entering Class of Fall 2001</u>	<u>Entering Class of Fall 2002</u>
Four-year Graduation Rate: Percentage of full-time transfers into baccalaureate programs who graduated from college of transfer entry within four years	42.6	43.6	50.4	50.0
Senior Subtotal	47.6	49.8	48.9	48.4
Comprehensive Subtotal	48.4	48.1	50.8	50.1
University Total	47.7	49.6	49.2	48.7

Note: Students are counted as graduates from the college of entry in the cohort year if they earn the degree pursued (or higher) within four years of transfer entry, from the college of transfer entry. Graduation rates reflect all degrees conferred through August 31 of the last year of the tracking period. For students who earn more than one CUNY degree, the highest degree earned within four years is counted.

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Performance Management Process 2006-07 Year-End College Data Report

Objective 4: *Increase retention and graduation rates*

University Target: Graduation rates will rise by an average of 2 percentage points in baccalaureate/master's programs and 1 point in associate programs.

Baccalaureate Programs	<u>Entering Class of Fall 1996</u>	<u>Entering Class of Fall 1997</u>	<u>Entering Class of Fall 1998</u>	<u>Entering Class of Fall 1999</u>	<u>Entering Class of Fall 2000</u>
Six-year Graduation Rate: Percentage of full-time transfers into baccalaureate programs who graduated from college of transfer entry within six years	50.7	45.5	50.8	50.0	50.5
Senior Subtotal	50.7	51.1	54.1	55.2	58.2
Comprehensive Subtotal	51.9	47.3	53.5	54.9	54.3
University Total	50.9	50.5	54.0	55.1	57.6

Note: Students are counted as graduates from the college of entry in the cohort year if they earn the degree pursued (or higher) within six years of transfer entry, from the college of transfer entry. Graduation rates reflect all degrees conferred through August 31 of the last year of the tracking period. For students who earn more than one CUNY degree, the highest degree earned within six years is counted.

Master's Programs	<u>Entering Class of Fall 1998</u>	<u>Entering Class of Fall 1999</u>	<u>Entering Class of Fall 2000</u>	<u>Entering Class of Fall 2001</u>	<u>Entering Class of Fall 2002</u>
Four-year Graduation Rate: Percentage of master's students who graduated within four years of entry into master's program	59.0	51.4	66.3	60.2	61.5
Senior Subtotal	62.4	65.4	67.3	67.2	68.7
Comprehensive Subtotal	60.9	55.3	64.5	61.0	61.9
University Total	62.2	64.2	66.9	66.4	67.7

Note: Graduation rates reflect all degrees conferred through August 31 of the last year of the tracking period. This is a system rate reflecting graduation from any CUNY college, which may not necessarily be the same college at which the student first entered the master's program.

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Performance Management Process 2006-07 Year-End College Data Report

Objective 4: Increase retention and graduation rates

University Target: Graduation rates will rise by an average of 2 percentage points in baccalaureate/master's programs and 1 point in associate programs.

<i>Associate Programs</i>	<u>Entering Class of Fall 1996</u>	<u>Entering Class of Fall 1997</u>	<u>Entering Class of Fall 1998</u>	<u>Entering Class of Fall 1999</u>	<u>Entering Class of Fall 2000</u>
Six-year Graduation Rate (institution rate): Percentage of full-time first-time freshmen in associate programs who graduated from the college of entry within six years	16.0	16.3	18.9	24.7	25.2
Comprehensive Subtotal	19.5	18.5	19.7	19.2	21.6
Community Subtotal	23.6	26.8	26.0	23.9	25.0
University Total	22.3	24.0	23.9	22.4	23.9

Note: Students are counted as graduates from the college of entry in the cohort year if they earn the degree pursued (or higher) within six years from the college of entry. Graduation rates reflect all degrees conferred through August 31 of the last year of the tracking period. For students who earn more than one CUNY degree, the highest degree earned within six years is counted.

<i>Associate Programs</i>	<u>Entering Class of Fall 1996</u>	<u>Entering Class of Fall 1997</u>	<u>Entering Class of Fall 1998</u>	<u>Entering Class of Fall 1999</u>	<u>Entering Class of Fall 2000</u>
Six-year Graduation Rate (system rate): Percentage of full-time first-time freshmen in associate programs who graduated from any CUNY college within six years of entry	18.0	18.5	22.2	27.3	29.5
Comprehensive Subtotal	22.3	22.1	24.1	23.7	26.7
Community Subtotal	25.9	29.4	29.1	27.2	28.2
University Total	24.8	27.0	27.4	26.1	27.7

Note: Students are counted as graduates from the college of entry in the cohort year if they earn the degree pursued (or higher) within six years from any CUNY college. Graduation rates reflect all degrees conferred through August 31 of the last year of the tracking period. For students who earn more than one CUNY degree, the highest degree earned within six years is counted.

<i>Associate Programs</i>	<u>Entering Class of Fall 1998</u>	<u>Entering Class of Fall 1999</u>	<u>Entering Class of Fall 2000</u>
Percentage of full-time first-time freshmen in associate programs who transferred outside of CUNY within six years of entry	16.4	14.8	11.0
Comprehensive Subtotal	13.7	14.8	13.1
Community Subtotal	14.1	14.1	13.3
University Total	14.0	14.3	13.2

Note: The figures reported in the preliminary 2006-07 Year-End PMP report in May 2007 were erroneous. Corrected figures are reported here. Figures are based on data from the National Student Clearinghouse student tracker database.

Objective 5: Improve post-graduate outcomes

University Target: All colleges will establish performance baselines on graduate exams.

Colleges will report on undergraduate performance on standardized exams required for entry to graduate/professional programs (GRE, GMAT, MCAT, LSAT)

Note: Colleges will report the number of test-takers in a calendar year, and average test scores.

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Performance Management Process 2006-07 Year-End College Data Report

Objective 5: *Improve post-graduate outcomes*

University Target: Job and education placement rates for associate graduates will rise; job/education and satisfaction rate baselines will be established for baccalaureate graduates.

	<u>2000-01 Graduates</u>	<u>2001-02 Graduates</u>	<u>2002-03 Graduates</u>	<u>2003-04 Graduates</u>	<u>2004-05 Graduates</u>
Six-month job placement rate in vocational programs	82.1	85.2	78.4	71.4	76.2
Comprehensive Subtotal	82.5	78.1	75.9	82.3	83.1
Community Subtotal	81.0	73.5	69.2	77.8	79.3
University Total	81.3	74.4	70.4	78.5	80.0

Note: Based on responses to a survey questionnaire administered approximately 12 months after graduation. Graduates were asked to report on their employment status six months after graduation. Figures reflect the percentage of respondents who reported being employed six months after graduation.

	<u>2000-01 Graduates</u>	<u>2001-02 Graduates</u>	<u>2002-03 Graduates</u>	<u>2003-04 Graduates</u>	<u>2004-05 Graduates</u>
Six-month education placement rate in vocational programs	50.0	48.1	73.0	54.3	33.3
Comprehensive Subtotal	58.9	54.8	61.6	51.8	36.1
Community Subtotal	58.4	55.7	62.0	56.3	43.3
University Total	58.5	55.5	61.9	55.6	42.0

Note: Based on responses to a survey questionnaire administered approximately 12 months after graduation. Graduates were asked to report whether they were pursuing additional education six months after graduation. Figures reflect the percentage of respondents who reported being enrolled for additional education or training six months after graduation, regardless of employment status.

	<u>2000-01 Graduates</u>	<u>2001-02 Graduates</u>	<u>2002-03 Graduates</u>	<u>2003-04 Graduates</u>	<u>2004-05 Graduates</u>
Six-month job and education placement rate in vocational programs	89.3	92.6	97.3	88.6	88.1
Comprehensive Subtotal	94.5	91.2	93.5	93.8	92.5
Community Subtotal	93.9	92.4	92.7	93.7	92.5
University Total	94.0	92.2	92.9	93.7	92.5

Note: Based on responses to a survey questionnaire administered approximately 12 months after graduation. Figures reflect the percentage of respondents who reported being employed or pursuing additional education or training six months after graduation.

Post-graduate satisfaction rate of baccalaureate graduates one year after graduation (job and education)

Note: The Office of Institutional Research and Assessment was not able to conduct a survey of graduates this year. A survey is planned for next year, the results of which will be used to compute values for this indicator. Colleges should provide data from their own surveys if available.

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Performance Management Process 2006-07 Year-End College Data Report

Objective 6: *Improve quality of student support services*

University Target: Student satisfaction with academic support services, student services and use of technology to strengthen instruction will rise CUNY-wide.

	<u>2004</u>	<u>2006</u>
Student satisfaction with academic support services	3.01	2.99
Senior Subtotal	2.93	2.92
Comprehensive Subtotal	2.94	2.93
Community Subtotal	2.91	2.98
University Total	2.93	2.94

Note: This indicator is based on responses to the Student Experience Survey administered every two years by the Office of Institutional Research and Assessment. This measure reflects responses to three items about satisfaction with library services, science labs and learning labs. For each item, students were asked to report their satisfaction level (1=very dissatisfied, 2=dissatisfied, 3=satisfied, 4=very satisfied). Scores were calculated for each student by combining items with valid (non-missing) responses (a response of "no opinion" was considered missing), and then college averages were computed. All items in this measure are weighted equally.

	<u>2004</u>	<u>2006</u>
Student satisfaction with student services	2.77	2.85
Senior Subtotal	2.74	2.75
Comprehensive Subtotal	2.77	2.80
Community Subtotal	2.74	2.77
University Total	2.75	2.77

Note: This indicator is based on responses to the Student Experience Survey administered every two years by the Office of Institutional Research and Assessment. This measure combines items about satisfaction with personal counseling, career planning and placement, and student health services. For each item, students were asked to report their satisfaction level (1=very dissatisfied, 2=dissatisfied, 3=satisfied, 4=very satisfied). Scores were calculated for each student by combining items with valid (non-missing) responses (a response of "no opinion" was considered missing), and then college averages were computed. All items in this measure are weighted equally.

	<u>2004</u>	<u>2006</u>
Student satisfaction with access to computer technology	2.90	3.13
Senior Subtotal	2.92	2.99
Comprehensive Subtotal	2.91	3.00
Community Subtotal	2.88	2.99
University Total	2.90	2.99

Note: This indicator is based on responses to the Student Experience Survey administered every two years by the Office of Institutional Research and Assessment. This measure reflects responses to four items about satisfaction with access to computers on campus. For each item, students were asked to report their satisfaction level (1=very dissatisfied, 2=dissatisfied, 3=satisfied, 4=very satisfied). Scores for each student were calculated by combining items with valid (non-missing) responses (a response of "no opinion" was considered missing), and then college averages were computed. All items in this measure are weighted equally.

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Performance Management Process 2006-07 Year-End College Data Report

Enhance Financial and Management Effectiveness

Objective 7: *Meet enrollment goals and facilitate movement of eligible students from associate to baccalaureate programs*

University Target: Colleges will meet targets for degree credit and adult and continuing education enrollment; colleges will heighten recruitment efforts for underserved males; mean SATs/CAAs of baccalaureate entrants will rise.

	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Total Enrollment	12,413	13,026	14,080	14,295	14,645
Total FTEs	9,454	10,064	10,799	11,076	11,385
First-time Freshmen	2,222	2,261	2,706	2,704	2,783
Transfers	1,106	1,199	1,218	1,022	1,080
New Non-Degree Undergraduates	70	126	134	107	113
Continuing Undergraduates	6,942	7,257	7,520	8,005	8,116
Undergraduate Re-admits	803	666	674	598	692
Total Undergraduates	11,143	11,509	12,252	12,436	12,784
New Graduates	436	581	521	585	506
New Non-degree Graduates	54	71	176	80	103
Continuing Graduates	727	817	1,067	1,147	1,201
Graduate Re-admits	53	48	64	47	51
Total Graduates	1,270	1,517	1,828	1,859	1,861
	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Number of seats filled in Adult and Continuing Education courses	NA	2,261	9,832	8,707	11,208

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Performance Management Process 2006-07 Year-End College Data Report

Objective 7: *Meet enrollment goals and facilitate movement of eligible students from associate to baccalaureate programs*

University Target: Colleges will meet targets for degree credit and adult and continuing education enrollment; colleges will heighten recruitment efforts for underserved males; mean SATs/CAAs of baccalaureate entrants will rise.

	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Mean SAT Score of regularly-admitted first-time freshmen enrolled in baccalaureate programs	950	957	946	958	941
Senior Subtotal	1028	1040	1041	1041	1041
Comprehensive Subtotal	963	963	958	972	949
University Total	1019	1027	1026	1029	1026

Note: Based on current graduates of domestic high schools.

	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Mean SAT Score of regularly-admitted first-time freshmen enrolled in baccalaureate programs, excluding ESL students	957	961	949	960	943
Senior Subtotal	1039	1048	1050	1049	1047
Comprehensive Subtotal	968	967	962	974	951
University Total	1028	1034	1034	1036	1031

Note: Based on current graduates of domestic high schools. ESL students are identified as students whose first writing test was flagged as ESL.

	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Mean College Admissions Average (CAA) of regularly-admitted first-time freshmen enrolled in baccalaureate programs	80.2	80.2	80.4	79.9	80.5
Senior Subtotal	83.4	83.7	84.1	84.2	84.8
Comprehensive Subtotal	80.5	80.3	80.5	80.4	81.1
University Total	83.0	83.1	83.5	83.6	84.2

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Performance Management Process 2006-07 Year-End College Data Report

Objective 7: *Meet enrollment goals and facilitate movement of eligible students from associate to baccalaureate programs*

University Target: 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.

New Indicator

	<u>May 2006</u>	<u>May 2007</u>
Percentage of course evaluations completed in TIPPS (based on all courses)	43.7	60.2
Senior Subtotal	57.2	77.1
Comprehensive Subtotal	55.6	67.2
Community Subtotal	29.7	78.3
University Total	47.4	75.2

Note: Values are included in this year's year-end report in order to provide information about progress compared with figures computed last May. Figures reflect equivalencies completed by May of the year indicated. This percentage is based on all courses included in the TIPPS course catalog excluding electives and major electives.

New Indicator

	<u>May 2006</u>	<u>May 2007</u>
Number of course evaluations completed in TIPPS (based on all courses)	10,076	14,198

Note: Values are included in this year's year-end report in order to provide information about progress compared with figures computed last May. Figures reflect equivalencies completed by May of the year indicated. This count of completed equivalencies is based on all courses included in the TIPPS course catalog excluding electives and major electives.

New Indicator

	<u>May 2007</u>
Percentage of course evaluations completed in TIPPS (excluding special courses, electives and non-credit courses)	61.5
Senior Subtotal	78.9
Comprehensive Subtotal	68.9
Community Subtotal	78.8
University Total	76.5

Note: The values for this indicator are considered baseline values for assessing progress in 2007-08. Figures were computed by dividing the number of course equivalencies completed by May of the year indicated by the total number of possible course equivalencies (undergraduate courses only). Electives, non-credit courses and special courses (independent study, internships, cooperative education courses, etc.) were excluded from the base. Upper division courses at the senior colleges are included in the base for community colleges even if the community college has no equivalent course. Colleges are expected to indicate "no equivalency" in TIPPS for such courses. This methodology will replace the earlier methodology used to compute the previous indicator.

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Performance Management Process 2006-07 Year-End College Data Report

Objective 7: *Meet enrollment goals and facilitate movement of eligible students from associate to baccalaureate programs*

University Target: 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.

New Indicator

	<u>May 2007</u>
Percentage of evaluated courses designated as non-transferable	6.6
Senior Subtotal	22.3
Comprehensive Subtotal	24.8
Community Subtotal	55.1
University Total	35.2

Note: Values for this indicator are calculated by dividing the number of courses evaluated as non-transferable (no equivalent course) by the total number of courses evaluated by the college. Electives, non-credit and special courses (independent study, internships, cooperative education courses, etc.) are excluded.

Baccalaureate Programs	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Number of transfers from CUNY AA/AS programs	202	330	347	276	306

Note: Includes students who transferred with or without an associate degree.

Baccalaureate Programs	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Number of transfers from CUNY AAS programs	74	54	74	53	50

Note: Includes students who transferred with or without an associate degree.

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Performance Management Process 2006-07 Year-End College Data Report

Objective 7: *Meet enrollment goals and facilitate movement of eligible students from associate to baccalaureate programs*

University Target: 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.

<i>Associate Programs</i>	<u>2001-02</u> <u>Associate</u> <u>Degree</u> <u>Recipients</u>	<u>2002-03</u> <u>Associate</u> <u>Degree</u> <u>Recipients</u>	<u>2003-04</u> <u>Associate</u> <u>Degree</u> <u>Recipients</u>	<u>2004-05</u> <u>Associate</u> <u>Degree</u> <u>Recipients</u>	<u>2005-06</u> <u>Associate</u> <u>Degree</u> <u>Recipients</u>
Percentage of AA/AS recipients who transferred to a CUNY baccalaureate program	39.7	59.5	71.6	62.4	72.8
Comprehensive Subtotal	39.9	48.1	57.9	55.7	56.7
Community Subtotal	44.4	45.6	50.0	48.0	48.7
University Total	43.6	46.0	51.2	49.2	50.0

Note: Transfers are those who enrolled in a baccalaureate program by the fall following graduation. For example, to be counted as a transfer, 2005-06 a graduate must enroll in a baccalaureate program by fall 2006.

<i>Associate Programs</i>	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Average first term GPA of transfers from AA/AS programs	2.68	2.41	2.31	2.37	2.44
Comprehensive Subtotal	2.71	2.64	2.50	2.43	2.60
Community Subtotal	2.47	2.49	2.50	2.53	2.54
University Total	2.51	2.52	2.50	2.52	2.55

Note: Transfers are those who enrolled in a baccalaureate program within two years of leaving the associate program (with or without the associate degree).

<i>Associate Programs</i>	<u>Fall 2001</u> <u>Transfers</u>	<u>Fall 2002</u> <u>Transfers</u>	<u>Fall 2003</u> <u>Transfers</u>	<u>Fall 2004</u> <u>Transfers</u>	<u>Fall 2005</u> <u>Transfers</u>
One-year (Fall-to-Fall) retention rate of AA/AS transfers to baccalaureate programs	75.0*	81.3	77.5	77.4	83.3
Comprehensive Subtotal	81.5	82.1	80.3	78.8	80.2
Community Subtotal	79.3	78.4	76.5	77.2	76.1
University Total	79.7	79.0	77.3	77.5	76.6

Note: Transfers are those who enrolled in a baccalaureate program within two years of leaving the associate program (with or without the associate degree).

Objective 8: *Increase revenues from external sources*

University Target: Alumni-corporate fundraising will increase 10% CUNY-wide.

New Methodology

	<u>FY 2005</u>	<u>FY 2006</u>	<u>FY 2007</u> <u>preliminary</u>
Total Voluntary Support (Cash In, New Pledges, Testamentary Gifts)		\$530,428	\$1,290,022

Note: This indicator has changed since the preliminary 2006-07 year-end report. All figures reflect the sum of Cash In, New Pledges and Testamentary Gifts (rather than just Cash In and Testamentary Gifts) to better represent the true amount raised each year. FY 2007 figures reflect contributions through June 30, 2007.

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Performance Management Process 2006-07 Year-End College Data Report

Objective 8: Increase revenues from external sources

University Target: Colleges will complete agreed-upon restructuring of their philanthropic foundations to comply with CUNY guidelines and document participation in the CUNY Compact.

Colleges will provide evidence of foundation restructuring and participation in the CUNY Compact

University Target: Contract/grant awards will rise 5% CUNY-wide.

	<u>FY 2003</u>	<u>FY 2004</u>	<u>FY 2005</u>	<u>FY 2006</u>	<u>FY 2007 preliminary</u>
Grants and contracts awarded (administered by the Research Foundation)	\$12,371,374	\$7,104,336	\$5,998,189	\$6,726,728	\$12,975,578

Note: This indicator reflects total awards of both grants and contracts for the fiscal year. Student Financial Aid, PSC-CUNY grants, and grants and contracts generated by the Central Office are not included. FY 2007 data reflect awards from July 1, 2006 through June 30, 2007. FY 2007 figures are preliminary and will be finalized in next year's PMP report.

University Target: Indirect cost recovery ratios will improve CUNY-wide.

	<u>FY 2003</u>	<u>FY 2004</u>	<u>FY 2005</u>	<u>FY 2006</u>	<u>FY 2007 preliminary</u>
Indirect cost recovery as a percentage of overall activity	9.5	9.4	9.9	8.3	10.7
Senior Subtotal	14.0	15.1	14.7	14.0	17.3
Comprehensive Subtotal	8.7	8.6	8.9	7.7	7.2
Community Subtotal	6.3	6.5	6.7	6.4	7.6
University Total	11.4	12.3	12.2	11.6	14.8

Note: FY 2007 figures are preliminary. Final figures will be available in next year's PMP report.

Objective 9: Improve productivity, service to students, and environmental health and safety

University Target: Each college will achieve its productivity savings target and apply those funds to student instruction-related activities.

New Methodology

	<u>FY 2006</u>	<u>FY 2007</u>
Productivity savings as a percentage of targeted amount	243.4	100.0
Senior Subtotal	144.9	89.5
Comprehensive Subtotal	119.0	100.0
Community Subtotal	163.5	101.1
University Total	153.0	94.4

Note: Figures greater than 100% indicate savings over and above targeted amount.

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Performance Management Process 2006-07 Year-End College Data Report

Objective 9: Improve productivity, service to students, and environmental health and safety

University Target: Student satisfaction with administrative services will rise or remain high at all CUNY colleges.

	<u>2004</u>	<u>2006</u>
Student satisfaction with administrative services	2.95	3.01
Senior Subtotal	2.85	2.85
Comprehensive Subtotal	2.87	2.95
Community Subtotal	2.81	2.91
University Total	2.84	2.89

Note: This indicator is based on responses to the Student Experience Survey administered every two years by the Office of Institutional Research and Assessment. This measure is based on responses to items about satisfaction with administrative services: registration procedures, testing office, financial aid services, and billing and payment procedures. For each item, students were asked to report their satisfaction level (1=very dissatisfied, 2=dissatisfied, 3=satisfied, 4=very satisfied). Scores for each student were calculated by combining items with valid (non-missing) responses (a response of "no opinion" was considered missing), and then college averages were computed. All items in this measure are weighted equally.

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Performance Management Process 2006-07 Year-End College Data Report

Objective 9: *Improve productivity, service to students, and environmental health and safety*

University Target: Every college will lower or hold constant the percentage of its tax levy budget spent on administrative services.

	<u>FY 2003</u>	<u>FY 2004</u>	<u>FY 2005</u>	<u>FY 2006</u>
Institutional Support Services (administrative services) as a percentage of total tax levy budget	24.7	24.5	26.1	25.1
Senior Subtotal	28.5	28.0	30.0	26.9
Comprehensive Subtotal	29.1	28.8	35.5	27.1
Community Subtotal	32.1	31.3	28.5	31.3
University Total	29.0	28.5	28.1	27.6

Note: FY 2004 and 2005 data have been revised to reflect adjustments to salaries paid as a result of union contract settlements. FY 2006 data reflect the post-settlement data as well.

	<u>FY 2003</u>	<u>FY 2004</u>	<u>FY 2005</u>	<u>FY 2006</u>
Institutional Support Services (administrative services)	\$12,157,510	\$13,273,690	\$15,453,883	\$16,101,922

Note: Includes general administration, general institutional services, and maintenance and operations (everything except instructional activities). FY 2004 and 2005 data have been revised to reflect adjustments to salaries paid as a result of union contract settlements. FY 2006 data reflect the post-settlement data as well.

	<u>FY 2003</u>	<u>FY 2004</u>	<u>FY 2005</u>	<u>FY 2006</u>
General Administration as a percentage of total tax levy budget	8.4	8.0	8.1	6.9
Senior Subtotal	7.5	6.5	6.7	6.6
Comprehensive Subtotal	8.7	8.5	8.3	7.7
Community Subtotal	10.8	10.6	11.3	10.6
University Total	8.4	7.9	8.1	7.8

Note: FY 2004 and 2005 data have been revised to reflect adjustments to salaries paid as a result of union contract settlements. FY 2006 data reflect the post-settlement data as well.

	<u>FY 2003</u>	<u>FY 2004</u>	<u>FY 2005</u>	<u>FY 2006</u>
General Administration	\$4,126,539	\$4,312,633	\$4,783,321	\$4,448,661

Note: Includes president and provost offices, legal services, fiscal operations, campus development, and grants office. FY 2004 and 2005 data have been revised to reflect adjustments to salaries paid as a result of union contract settlements. FY 2006 data reflect the post-settlement data as well.

	<u>FY 2003</u>	<u>FY 2004</u>	<u>FY 2005</u>	<u>FY 2006</u>
General Institutional Services as a percentage of total tax levy budget	9.4	9.5	9.8	10.0
Senior Subtotal	10.4	10.1	9.4	9.7
Comprehensive Subtotal	10.9	10.7	10.0	9.8
Community Subtotal	10.2	9.6	9.0	9.5
University Total	10.3	9.9	9.3	9.5

Note: FY 2004 and 2005 data have been revised to reflect adjustments to salaries paid as a result of union contract settlements. FY 2006 data reflect the post-settlement data as well.

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Performance Management Process 2006-07 Year-End College Data Report

Objective 9: *Improve productivity, service to students, and environmental health and safety*

University Target: Every college will lower or hold constant the percentage of its tax levy budget spent on administrative services.

	<u>FY 2003</u>	<u>FY 2004</u>	<u>FY 2005</u>	<u>FY 2006</u>
General Institutional Services	\$4,651,084	\$5,133,321	\$5,821,886	\$6,432,926

Note: Includes mail and printing, institutional research, public relations, computing and telephone services, and security. FY 2004 and 2005 data have been revised to reflect adjustments to salaries paid as a result of union contract settlements. FY 2006 data reflect the post-settlement data as well.

	<u>FY 2003</u>	<u>FY 2004</u>	<u>FY 2005</u>	<u>FY 2006</u>
Maintenance and Operations as a percentage of total tax levy budget	6.9	7.1	8.2	8.1
Senior Subtotal	10.6	11.4	11.4	10.6
Comprehensive Subtotal	9.5	9.6	10.3	9.6
Community Subtotal	11.1	11.1	11.8	11.1
University Total	10.3	10.7	11.0	10.3

Note: FY 2004 and 2005 data have been revised to reflect adjustments to salaries paid as a result of union contract settlements. FY 2006 data reflect the post-settlement data as well.

	<u>FY 2003</u>	<u>FY 2004</u>	<u>FY 2005</u>	<u>FY 2006</u>
Maintenance and Operations	\$3,379,887	\$3,827,737	\$4,848,677	\$5,220,335

Note: Includes administrative, maintenance and custodial activities associated with the college's physical plant. FY 2004 and 2005 data have been revised to reflect adjustments to salaries paid as a result of union contract settlements. FY 2006 data reflect the post-settlement data as well.

University Target: All colleges will have and implement financial plans with balanced budgets.

Colleges will present evidence of a financial plan and balanced budget

University Target: The percentage of instruction delivered on Fridays, nights, or weekends will rise CUNY-wide, to better serve students and use facilities fully.

	<u>Fall 2005</u>	<u>Fall 2006</u>
Percentage of FTEs offered on Fridays, evenings or weekends	35.9	37.4
Senior Subtotal	48.6	47.9
Comprehensive Subtotal	45.2	45.7
Community Subtotal	38.2	36.7
University Total	44.5	43.8

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Performance Management Process 2006-07 Year-End College Data Report

Objective 9: *Improve productivity, service to students, and environmental health and safety*

University Target: 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.

Colleges will provide evidence of a chemical inventory, hazardous waste management system and faculty/staff participation in hazardous waste training sessions

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