

BROOKLYN COLLEGE PERFORMANCE GOALS REPORT (2004-2005)

Goal 1: Raise Academic Standards

Objective 1: Promote CUNY flagship programs and strengthen premier campus programs while ensuring that every college offers a sound general education program.

College Target 1: Outstanding faculty will be recruited to flagship/premier programs

Proposed Outcome 1: The College has authorized 22 searches for tenure-track faculty positions in flagship/premier areas. This represents 63% of all searches for 2004-05.

- 10 are in Education, including a cluster hire in educational leadership.
- 5 are in the Arts: 2 in Theater; 1 in Music; 1 in Television/Radio; 1 in digital media (cluster hire).
- 4 are in the sciences (cluster hires) -- 2 in Biology and 2 in Chemistry.
- 1 is in Psychology.
- 1 is in Children's Studies (cluster hire).
- 1 is in the Honors Academy -- a senior scholar-teacher for an endowed chair.

The incoming faculty is expected to have the highest credentials -- books, peer-reviewed publications, artistic exhibits and creations, external awards, grant funding, and degrees from prestigious universities.

The College intends to propose the candidacy of one distinguished professor for consideration during the year, and to appoint one or two named professors.

College Target 2: Prominent programs will draw greater recognition

Proposed Outcome 2: The College has a history of being acknowledged for its academic achievements and its administrative innovations. It fully expects that the faculty will continue to receive prestigious honors and awards.

A successful process, begun three years ago, to identify and recommend faculty for prominent fellowship opportunities is in place. It will continue.

The College's growing reputation has attracted two visiting Fulbright Fellows for 2004-05: a professor and dean of special education at Etvos Lorand University in Budapest will be a visitor in the Department of Speech Communication Arts and Science; an associate professor of sociology at the Middle East Technical University, Ankara, will be a visitor in the Department of Sociology.

The College will continue to participate in national initiatives including Phase II of the Foundations of Excellence in the First College Year (see section on Retention Rates) and to take part in the American Democracy Project.

In collaboration with and with support from the Independence Community Foundation, the College will set up a Center for Brooklyn Studies, an independent, non-partisan research center devoted to the study of public policy with a focus on Brooklyn. In its start-up phase, the Center Director (Professor Paul Moses) will create a budget, seek funding, and form an advisory board.

The Center for the Study of Religion in Society and Culture, approved by the Board of Trustees in June 2004, will attract external recognition and funding.

College Target 3: Faculty research awards/scholarships will increase from 2003-2004 levels

Proposed Outcome 3: Increasing research grants and faculty publications are a priority. Resources will be redeployed to direct support for faculty research and scholarship, including increased funding for equipment, travel, faculty development, and technical support. New faculty will participate in external grant development workshops. Department chairs will foster proposal-writing by faculty, and senior faculty will mentor junior faculty in the preparation of professional manuscripts. Interdisciplinary and collaborative intellectual activities, particularly in emerging areas of scholarship, will be encouraged so as to increase faculty scholarly productivity and renew intellectual energies.

To increase faculty publications, the College will build on earlier practice and put together support groups and a mentoring system to provide feedback on research projects, papers, and books-in-progress. It will also continue to explore best practices at other institutions. The College's target is to increase by 5% the number of books published by faculty.

College Target 4: New resources will be shifted into flagship/premier programs

Proposed Outcome 4: Faculty positions are being directed to premier programs (see section on Outstanding faculty will be recruited to flagship/premier programs).

The School of Education is conducting searches for 10 tenure-track and 7 substitute positions, a total of 17.

The MFA Program in Fiction, led by Distinguished Professor Michael Cunningham, will continue to attract illustrious authors and teachers. A generous endowment from an alumnus will provide funds to further draw and retain prominent authors as teachers and readers. These funds will also be used (a) to inaugurate a *Novel Writing Workshop*, unique among MFA programs in the country, and (b) to start a competition for the best short story or novel written by a student in the program and judged by a writer outside the program.

The CUNY Honors College will benefit from large gifts that will support the College's first endowed chair (search is in progress) and technology. Plans are underway to expand and refurbish the office and student lounge space. Efforts begun in winter 2003 with alumni mentors and internship opportunities will be built upon.

In Media Arts, the director (hired on a cluster line) has applied for over \$600,000 in external grants from the NSF and CUNY.

College Target 5: Demonstrate a comprehensive approach to strengthening undergraduate education (CUE initiative)

Proposed Outcome 5: The College is in the midst of a major review of its vaunted core curriculum. Created more than two decades ago, the Core has always been a "work in progress," subject to assessment and renewal. The goal of the current review is not to recreate the Core, which functions as the centerpiece of the College's academic program, but to ensure that it continues to provide students with a coherent educational experience and a common foundation for advanced study. The review takes into account developments in the disciplines, advances in pedagogy, and changes in the student body, specifically the growing number of transfer students who, in accordance with University regulations, are exempt from most of the core courses.

This spring, the College's Faculty Council considered seven possible models for a revised core curriculum drawn up by committees comprised of faculty from all academic departments. Two models were adopted in principle, and an Ad Hoc Core Revision Committee, made up of mainly senior faculty from the arts, humanities, sciences, and social sciences, was elected to refine them over the summer and to present recommendations in the fall. Changes then approved by Faculty Council will be implemented in keeping with established governance procedures. Concurrently, in the spring, a separate task force focused on the outcomes (in skills and competencies) that general education should achieve at Brooklyn College. Its suggestions were incorporated in an *Outcomes Assessment Resource Manual* that will be distributed in the fall.

The College will integrate a series of ongoing initiatives to provide a solid foundation for undergraduate student success. Major initiatives included under the CUE umbrella will be: Coordinated Freshman Year and Transfer Programs, College-wide Outcomes Assessment, Writing Across the Curriculum, rethinking and revitalizing the Core Curriculum (see above), faculty development, and proven persistence initiatives (see the Retention Rates and Graduation Rates sections). The CUE coordinator will enlist new faculty in CUE activities through a faculty development workshop.

Objective 2: Use program reviews and assessment outcome efforts to enhance and update programs, pedagogy and use of technology to improve instruction.

College Target 6: Conduct external program reviews and implement action plans from external review recommendations

Proposed Outcome 6: The Department of Sociology will report on progress in implementing its approved multi-year plan; the major activity will be the restructuring of its graduate program. The Departments of Economics and of Mathematics and the Women's Studies program will revise and resubmit their multi-year plans.

Based on their self-studies and external evaluations in 2003-2004, four science departments (Biology, Chemistry, Geology, and Physics) will submit multi-year plans for review.

The Departments of Modern Languages and Literatures, of Political Science, and of Psychology will undergo external evaluations. They will prepare self-study reports in fall 2004 and have site visits in spring 2005.

College Target 7: Professional programs will be certified/accredited

Proposed Outcome 7: The School of Education (SOE) will continue to focus its attention on preparing for its accreditation visit by NCATE in spring 2005.

- All required undergraduate and graduate programs submitted folios for review. The Early Childhood, Childhood, and Physical Education programs will submit rejoinders in fall 2004.
- The School Counseling Program, having obtained NYS approval for its new curriculum, will proceed to prepare materials for national accreditation.
- Programs in Early Childhood Education, Childhood Education, English Education, and Literacy are preparing for accreditation from their respective professional organizations.
- The Educational Leadership program is awaiting NYS approval before moving forward for national approval.

- A draft of the Institutional Report will be ready for SOE review in September 2004; a final draft report will then be prepared for a “mock visit” in late fall to receive feedback on what still may need to be done before the full-fledged visit in the spring; work continues with a PETE consultant who will review the Institutional Report and comment on the assessment systems and the documents room; surveys are being administered to graduates and their employers; new graduates are participating in the Pathways Study (conducted by Stanford University and SUNY Albany).

The “fast track” proposal to establish a B.B.A. degree program was approved by the College’s Faculty Council and will be submitted to CAPPR in the fall.

The Office of Continuing Education and the Department of Health and Nutrition Sciences will continue discussions in the fall with Coney Island Hospital about plans to offer the MPH program onsite.

Plans to establish Advanced Certificate programs in Autistic Spectrum Disorders and in Assistive Technology are on track. It is anticipated that courses offered under the “experimental” rubric by the SOE and the Department of Speech Communication Arts and Sciences will be made permanent in fall 2004 and that the two departments will then submit formal proposals.

A full program proposal for a new B.A. degree program in Communication will be submitted to CAPPR in fall 2004.

College Target 8: Show progress in implementing learning outcome plans

Proposed Outcome 8: The College will continue to build on the work that was done at the four divisional outcomes assessment workshops that were held in 2003-2004 and increase the number of academic departments that are developing course and program assessments.

Institutional effectiveness assessment will continue. The number of units engaged will increase from the current level of 57. Institutional surveys, unit-level surveys, focus groups, and data analyses will be conducted. Training and presentations will occur.

College Target 9: Use of technology to enhance instruction and student access to computer technology will increase

Proposed Outcome 9: Results from the CUNY Student Experience Survey (CUNY SES) in spring 2004 indicate a score of 2.18 for frequency of student use of computer technology and 3.17 in student satisfaction with access to computer technology. The College will continue efforts related to utilizing technology in instruction. The Online Pedagogy Project has faculty members developing a set of educational materials that address student needs and serve a multi-departmental audience. TLTR (Teaching-Learning-Technology Roundtable) will serve as a clearinghouse for technology policies and processes. Student and faculty workshops will continue.

The College will continue to expand and modernize its technology infrastructure. Wireless access for the exterior quadrangle will be in place by the end of summer 2004. Other initiatives include consolidated file and print services, WebDAV “web storage locker” systems, and enhanced inbound VPN facilities.

The College has upgraded to the University-based Blackboard 6 and will be migrating from the internally-based Blackboard system. Current courses may need to be ported to the new system individually, possibly causing a reduction from the current level of 539 courses.

College Target 10: Show and pass rates on CUNY proficiency exam will rise

Proposed Outcome 10: In 2003-2004, 74.5% of required invitees took the CPE and 82.3% of required test-takers passed the CPE. The College will target a 1% increase in both metrics. Successful strategies for preparing students for the CPE will continue. These include offering CPE workshops for day, evening, and weekend students; requiring students who fail the exam to meet with an advisor; scheduling two-hour preview workshops for students taking the exam for the first time and longer workshops for at-risk populations; tutoring for the CPE; convening student study groups that focus on the CPE reading; distributing self-help materials about the exam; and informing students about the CPE requirement during pre-registration workshops before their first semester at the College.

Objective 3: Increase instruction by full-time faculty

College Target 11: Instruction by full-time faculty will be maintained or increased incrementally

Proposed Outcome 11: The College will seek to maintain (or increase incrementally) the current ratio of 70.1%. This ratio balances the twin goals of putting full-time faculty into the classroom and supporting faculty in their research endeavors.

College Target 12: Efforts to recruit under-represented groups to the profession will be made

Proposed Outcome 12: The College will continue to aggressively recruit underrepresented minority and women faculty so that 40% of next year's faculty hires fall into these categories. To achieve this goal, emphasis will be placed on increased outreach efforts to ensure a diverse applicant pool. The Office of Affirmative Action, Compliance, and Diversity; the Office of Human Resources Services; and the Task Force on Faculty Diversity will coordinate this recruitment effort.

In addition to the usual practices -- advertising in minority publications, contacting minority and women organizations, sending personal letters, and tapping into networks established by programs such as Mellon and MARC -- increased attention will be directed to educating academic leaders and appointments/search committees about the benefits of a diverse faculty. For 2004-2005, therefore, the focus of campus efforts in these matters will be on faculty diversity and how that relates to the College's strategic plan.

The College will refine and implement recommendations from an HR Re-engineering Task Force Faculty Subcommittee on how to build diverse applicant pools, draw on best practices from other colleges, and minimize institutional barriers to diversity. The goals are to create an environment that ensures the broadest and most diverse pool of applicants, to establish a recruitment atmosphere that overcomes reluctance -- conscious or unconscious -- about hiring women and people of color, and to put into effect strategies and structures that support retention of faculty.

Faculty and staff searches are subject to the same procedures. Jobs are advertised widely, search committees are diverse, and personal networking is encouraged. Applicant pools for most staff positions reflect the gender, racial, and ethnic composition of the benchmark availability figures. Thus, staff hires tend to mirror the diverse demographic profile of the pool from which the College recruits and selects.

Where the percentage of women and minorities in a particular job group is less than would reasonably be expected (given their availability), the College establishes an annual placement goal and engages in a special efforts search. This requires more intensive outreach efforts and close monitoring by the Office of Affirmative Action, Compliance, and Diversity. In 2003-2004, of the 72 staff members hired, 60% were from under-represented groups. The target is to maintain this level.

Goal 2: Improve Student Success

Objective 4: Increase retention and graduation rates

College Target 13: Retention rates will increase by 2 percentage points

Proposed Outcome 13: The College will continue to focus on student retention and will target a 2% increase in the one-year retention rate for full-time, first-time freshmen and full-time, entering transfer students. The current rates are 83.8% and 76.8%, respectively. Successful and new strategies include:

- Enhanced emphasis on the orientation process. The COPAS (College Orientation Program for All Students) college-wide committee reviewed best practices and will implement additional strategies for fall 2004 entering students. Pre-registration workshops will provide more focused information related to course scheduling, academic policies and procedures, support services and programs, and time management skills to facilitate academic and social integration for entering students. During the course of the first-year, orientation efforts will continue. The Orientation Project (TOP) will provide mini-orientation programs targeted to traditional entering freshmen and transfer students as well as non-traditional students. A “Path to Success” personal assessment worksheet for entering students will be developed. A website for orientation and welcoming activities and a printed calendar of activities will be available.
- Targeted initiatives to address the unique needs of entering transfer students. These include a separate Presidential Welcome/Convocation; special registration advisement sessions; and TIGS, a new transfer interest group.
- Continuation and refinement of proven programs in the Freshman Year College. These include immersion programs, learning communities, and the learning center.
- The self-study results from the Foundations of Excellence in the First College Year aspirational model will provide an opportunity to highlight strengths and identify areas for improvement.
- Retention-related studies will continue; results will be communicated to the campus community. Participation in the Consortium for Student Retention Data Exchange (CSRDE) will continue.

College Target 14: Graduation rates will rise by 2 percentage points

Proposed Outcome 14: Increases in graduation rates depend on steady progression beyond the first year. Effective persistence programs build on first-year retention efforts. The College will target a 2% increase in baccalaureate graduation rates for the classes that entered in fall 1998. The graduation rates for the entering freshmen and transfers from 1997 were 39.1% and 47.9%, respectively.

Programs that facilitate persistence and lead toward graduation include:

- TOCA anticipates a 10% increase from the 1,030 students in the current year. Over 200 students are expected to graduate during the year. New next year will be special career, graduate, and professional school workshops, and an initiative using upper division students as peer advisers.
- The Gateway Tutoring Program effectively addresses student difficulties in introductory courses with traditionally high failure and withdrawal rates. In the coming year, a new program will have honors students mentor students in gateway courses.
- SERVA and SAVI are examples of co-curricular initiatives that bond students to the institution and provide opportunities for out-of-classroom learning. Volunteers from the Information Booth will model its peer development/training program for other college offices employing students.
- The Office of Adult Degree Programs and the Women’s Center will strengthen existing programs to foster community for students 25 years and older.

The four-year masters program graduation rate for the fall 1999 cohort was 60.6%. The College's goal is to increase the graduation rate for the fall 2000 cohort by 2%. Graduate students will be assisted through:

- An increase in monitoring, outreach, and mentoring of students on probation or in academic difficulty.
- Increasing, when and where appropriate, the number of courses during intersession and summer as well as in certain departments.
- Collaborating with the Offices of Financial Aid, Admissions, and the Registrar to communicate financial aid information to new and continuing graduate students on a wider level.
- Improving graduate student satisfaction by updating the student manual; increasing training for graduate deputies and other departmental personnel; assessing satisfaction for students seeking assistance from the Office of the Dean.
- Not least, continuing the comprehensive review, qualitative as well as quantitative, of graduate programs.

Graduation rates for both undergraduates and graduates will be affected by the ongoing development of the Title III-funded Virtual Student Support Center (VSSC). The new web portal environment, using uPortal, will integrate all the College's major web applications and give students access through a secure and personalized interface. Applications include those already successfully implemented (e.g., online registration, online CPE registration, e-grade enrollment) and those ready for roll-out (e.g., degree progress). The degree progress system (DegreeWorks) will allow students, using a web browser, to access a list of their completed and remaining degree requirements. The impact of these services on student persistence and satisfaction will be measured and assessed.

Objective 5: Improve post-graduate outcomes

College Target 15: All teacher education and accounting programs will improve performance on certification/licensing exams

Proposed Outcome 15: The College will incrementally improve the pass rate of 90% on the LAST and 92% on the ATS-W. An 80% pass rate will be the target for the Content Specialty Test. The School of Education will continue to collaborate with the Dean of Undergraduate Studies and with liberal arts and sciences faculty in the college-wide review of general education. Test preparation workshops will continue to be offered.

The College will target 2% increases in the percentage of first-time and repeat test-takers without an advanced degree who pass all segments of the CPA exam that they attempt.

College Target 16: Establish baselines on graduate entrance exams and seek improvement

Proposed Outcome 16: The College will collect baseline information on the GRE, LSAT, GMAT, and MCAT, and will seek incremental improvement in graduate entrance exam results.

Objective 6: Improve college readiness

College Target 17: Improve % of immersion students who pass skills tests or enter Prelude program

Proposed Outcome 17: The College will target a 1% increase for immersion students who pass the CUNY basic skills tests or enter the Prelude to Success program. Successful programs will be maintained

and new strategies will be implemented. Among the latter is a new math immersion that takes into account the COMPASS math examination (to the extent it affects curriculum). The Summer Science programs continue to grow.

College Target 18: Maintain or improve the % of SEEK/ESL students who pass skills tests in the allowed time

Proposed Outcome 18: The College will work to maintain the pass rate for non-ESL, SEEK students passing all three basic skills tests within one year. For ESL students passing all three basic skills tests within two years, a 2% increase is targeted. SEEK and ESL students who do not complete their basic skills requirements by passing the ACT exit examination at the end of the fall 2004 semester will be mandated to attend the January 2005 immersion program.

College Target 19: Meet College Now enrollment targets, and 70% of participants will complete courses and earn grades of A, B, or C

Proposed Outcome 19: College Now enrollment targets for course/workshop participants will be met. At least 70% of participants will receive a grade of C or better. The number of cohort sections being offered will increase, as well as the number of academic departments offering these sections.

Objective 7: Improve quality of student support services

College Target 20: Student satisfaction with academic support services and student services will rise

Proposed Outcome 20: Results from the CUNY Student Experience Survey (spring 2004) indicated student satisfaction with academic support services to be 3.05 and with student services to be 2.65. The College will continue successful processes and employ new initiatives in 2004-2005 to further improve in these areas, as measured by the student experience survey and locally-developed instruments.

Examples of strategies include:

- Expansion of services (in-person and online) in academic advisement and the learning center.
- Continued upgrading of computers and materials in the library and computer labs.
- Activation of recruitment software in the Magner Center for Career Development and Internships; addition of a new full-time position to provide increased services.
- Establishment of a Health and Wellness Consortium to facilitate communication and improve services among related programs and offices.
- Organization of the Veteran's Counseling Outreach Program to provide an Information Manual for Veterans and to oversee the successful re-entry and integration of veterans into instruction-related and co-curricular activities.

Goal 3: Enhance Financial And Management Effectiveness

Objective 8: Meet enrollment goals

College Target 21: Enrollment will rise incrementally while mean SATs and CAAs continue to improve

Proposed Outcome 21: The College continues its efforts to meet enrollment targets and admit freshmen with strong academic credentials. Fall 2003 enrollment was 15,546; the target is a 2% increase.

Building on the successful results of the revised fall 2003 admission index, the College collaborated with the University on an index designed to further raise the mean CAA. The fall 2004 index insures both academic quality and diversity. In fall 2003, the mean SAT was 1,093 and the mean CAA was 84.7. Incremental increases for both are expected.

The Office of Enrollment Services, working with the campus community, will implement strategies that focus on admissions and enrollment for undergraduate degree, graduate degree, and non-degree students. It will:

- Assess and improve outreach and communication at the inquiry/prospect phase.
- Enhance marketing efforts to further emphasize academic value, exceptional faculty, and successful graduates; develop a new viewbook and create a video/DVD; redesign admissions website.
- Expand early registration and pre-orientation for entering students.
- Increase outreach to high school juniors through high school visits, open houses on campus, and mailings.
- Provide for greater involvement of current CUNY Honors College students in the recruitment process.
- Advertise scholarships more strategically and aggressively to targeted cohorts of high academic achievers.
- Strengthen graduate recruitment through a more segmented marketing approach; develop promotional materials that highlight individual programs and distribute to viable potential applicants.
- Explore and design (where appropriate) new masters programs in the areas of mental health, human resources management, environmental science, and children studies.
- Streamline the graduate admissions process.

College Target 22: Take actions to better coordinate and facilitate movement from associate to baccalaureate level

Proposed Outcome 22: Actions to coordinate and facilitate transfer from CUNY associate degree programs will continue. Among them:

- Using the Domestic Institution Transfer System to provide preliminary credit evaluations to prospective students and official evaluations to enrolled students.
- Assigning an additional admissions transfer counselor to increase recruitment and conversion efforts at feeder community colleges.
- Facilitating increased electronic communication with the Offices of the Registrar and Admissions to address issues unique to transfer population.
- Continuing and expanding ongoing efforts with KCC and BMCC.
- Implementing the Community College Teacher Education Transfer Protocol.

Objective 9: Increase revenues from external sources

College Target 23: Alumni/corporate fundraising will increase 10%

Proposed Outcome 23: The College will build on its current fundraising success and further shape its comprehensive strategy. The President will focus his efforts on top prospects while development staff will increase major gift and annual fund support. The June 2004 planned-giving mailing to targeted alumni from the 1940s through the 1960s will be assessed and refined, and new philanthropic instruments will be developed. Cultivation and stewardship activities will continue and the College will leverage its 75th anniversary celebration appropriately.

Plans to raise matching funds from private donors and foundations for the \$10 million pledge for a new performing arts center on campus will be put in place. The College's signature fundraising event, the Best of Brooklyn dinner, will take place in October 2004.

Using a three-year weighted average based on \$5.1 million for fiscal year 2002 (based on a 10% increase of fiscal year 2001 giving), \$6.2 million for fiscal year 2003, and the actual amount for fiscal year 2004, the College will target a 10% increase.

College Target 24: Contract/grant awards will rise 10%

Proposed Outcome 24: The College will target a 10% increase in grants and contracts distributed through the Research Foundation. The Office of Research and Sponsored Programs will continue to implement its operational plan to increase activity. Outreach to all faculty will intensify, with customized strategies to address the needs of faculty at different stages of their careers and in different disciplines. The conclusion of the search for an Assistant Director will further enhance efforts. Progress will be made in collecting and assessing data needed for refining and expanding strategies.

College Target 25: Indirect cost recovery ratios will improve

Proposed Outcome 25: The College will incrementally increase its indirect cost recovery as a percentage of overall activity. The indirect cost recovery rate will continue to be one of the factors considered when reviewing potential submissions for grant and contract awards.

Objective 10: Improve productivity, service to students, and environmental health and safety

College Target 26: Achieve productivity savings target and apply those funds to student-instruction related activities

Proposed Outcome 26: The College will achieve productivity savings and apply these savings to both instruction-related and student services activities. To meet its share of the University's \$6 million target, the College will continue to develop new technology applications and manage its operations efficiently.

College Target 27: Student satisfaction with administrative services will rise; a faculty satisfaction baseline will be set

Proposed Outcome 27: As measured by the CUNY Student Experience Survey, student satisfaction with administrative services is rated at 2.90 and with facilities at 3.14. The College will continue its efforts to improve in this area and will review the detailed results from the CUNY SES and its own assessment instruments.

Strategies for increasing satisfaction with administrative services related to registration, testing, financial aid, and billing/payment will focus on online services (see section on Graduation Rates) but also address in-person activities. The College's popular YESS Center will continue to provide one-stop services for students in evening programs.

Efforts will also continue to improve satisfaction with campus facilities, including the library, computer facilities, athletic facilities, study areas, and conditions of building and grounds. While construction on campus, especially the West Quad project, will occasion unavoidable disruption, the College will strive to minimize its impact.

Baselines will be established for faculty satisfaction with administrative services.

College Target 28: Lower the percentage of tax-levy budget spent on administrative services

Proposed Outcome 28: The College will incrementally lower the percentage of tax levy funds it spends on administrative services. 29.8% of the fiscal year 2003 tax levy budget was expended in this area. Opportunities for savings and efficiencies will continue to be explored.

College Target 29: Increase the percentage of instruction delivered on Fridays, nights, and weekends, to better serve students and make fuller use of facilities

Proposed Outcome 29: The College will target a 1% increase in the percentage of undergraduate FTEs offered on Fridays, evenings, and weekends. The Dean of Undergraduate Studies will continue to work with academic departments, the Registrar, and the Office of Adult Degree Programs to monitor demand for courses meeting at these times.

College Target 30: Hire or assign a dedicated environmental health and safety officer to assess compliance and correct findings

Proposed Outcome 30: The College's Office of Environmental Health and Safety will continue to assure compliance in preparation for the spring 2005 EPA audit. Goals for 2004-2005:

- To coordinate campus-wide preparations for spring 2005 audit.
- To expedite implementation of corrective actions that may be called for in the audit report.
- To consolidate existing hazardous materials emergency response procedures into a single plan.
- To develop an environmental health and safety web page.