

BROOKLYN COLLEGE PERFORMANCE GOALS REPORT (2006-2007)

Goal 1: Raise Academic Quality

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

College Target 1: Resources will be shifted to University flagship and college priority programs and to support the University's commitment to become a research-intensive institution

Proposed Outcome 1: Consistent with the University's targets and the goals articulated in the College's new strategic plan, the College will continue to strengthen its priority programs, update its curricula, and support the objective of becoming a research-intensive institution.

Honors Academy: Building on the successful inaugural year of the Zicklin Endowed Chair, the Honors Academy, long a premier program, will be targeted for increased attention. Highlights of this coming year: inaugurating a new research initiative to high-achieving science students; launching the CUNY Teacher Academy program with 28 students in fall 2006 and 50 projected for fall 2007; conducting a search for the next incumbent of the Zicklin Endowed Chair.

School of Education (SoE): Five new faculty will be recruited. NCATE-recommended changes will be implemented. Student advisement will be restructured to improve services.

Core Curriculum: The newly revised Core Curriculum, a national model for general education, will be implemented during this coming academic year.

Sciences: Drawing on its demonstrated strengths in the sciences (evidenced by the recent Rhodes Scholar, a \$3.2M NIH (SCORE) grant to support biomedical research, and prominent faculty cluster hires) and taking opportunity of the design process for the new science complex, the College will turn into practice its nationally recognized vision for the sciences in the 21st century and actively shape a modern interdisciplinary research infrastructure. Two priorities for this coming year: (1) the development of an interdisciplinary science program focused on the urban environment. Two research centers -- the Environmental Analysis Core Center (EACC) and the Aquatic Research and Environmental Analysis Center (AREAC) -- will be linked to provide CUNY faculty as well as commercial and governmental agencies with facilities to do both land-and aquatic-based research. A new faculty member will serve as the EACC director; funding will be secured from external sources to upgrade the EACC. A search for an AREAC director is in progress, and a third faculty member with a research focus on health-related environmental pollution will be recruited. (2) In the area of applied bioscience/drug research, two new faculty members in Biology will enrich collaborative research activities in biology and chemistry.

College Target 2: Draw greater recognition for academic quality

Proposed Outcome 2: The College has a record of being acknowledged for the accomplishments of its faculty and students, and for institutional distinctions. Faculty will continue to be encouraged and assisted in applying for prominent fellowship opportunities, and other scholarly recognition. The Office of Scholarships, assisted by faculty mentors, will continue to identify potential student candidates for prestigious fellowships and awards, and support them through the application process. Two major events are being prepared by the Honor's Academy (Zicklin Chair's conference) and Women's Studies (new endowed chair's conference). These efforts will bring greater recognition that the College will publicize.

With resources secured from a public/private partnership for a new, modern center for the performing arts

and with distinguished faculty and prominent programs, particularly in Music and Theater, the performing arts are poised to garner external recognition. We anticipate that faculty in the arts will continue to be recognized nationally and internationally for their achievements.

The MFA in Creative Writing will continue to be competitive and attract external funding. Recent examples: a workshop for aspiring novelists (not offered elsewhere); the Lainoff Prize for best short story judged by prominent writers; new funding from an alumnus for the MFA in Fiction; Espy Foundation support for five second-year students to spend a month as writers-in-residence at the Foundation in 2007.

College Target 3: Program reviews, paired with analyses of enrollment and financial data, will demonstrably shape academic decisions and allocations

Proposed Outcome 3: Multi-year plans, annual reports, and enrollment reviews are used to shape academic decisions and budget allocations. Academic Department Profiles, an executive dashboard that presents department and college trend data, will be distributed in the fall and will inform strategic decisionmaking.

To ensure that academic programs are of highest quality, the College will continue its academic program review and multi-year planning efforts:

- Conduct external program evaluations for English, Film, and the Library.
- Complete eight outstanding multi-year plans.
- Establish a schedule for follow-up and review of four completed multi-year plans.
- Establish enrollment targets for graduate programs.
- Revise procedures in plan preparation to streamline the process.

College Target 4: Expand online course and program offerings and use technology to enrich teaching

Proposed Outcome 4: The College will expand online course and program offerings and use technology to enrich learning using the following strategies:

- Through the participation of three faculty members in CUNY Online, initiate the conversion of the Advanced Certificate in Grief Counseling to an online delivery format and complete the conversion of two online graduate School Psychology courses.
- Under the aegis of the Provost's Online Program Initiative, begin developing an online Advanced Certificate in Educational Leadership.
- Implement course labeling provisions for the bi-annual schedule of classes to show which courses and which sections will be delivered in traditional, in asynchronous, and in hybrid modes.
- Continue the Library/AIT program of supporting faculty in the development of hybrid and web-based courses, and other specific technology-based instructional activities.
- Systematically harness the technology-based faculty training efforts of the Library/AIT and the Center for Teaching and tie support for these efforts to program outcomes.
- Explore and assess ways to integrate computer and information literacy systematically throughout the career of students and enable students to track their progress in both.

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

College Target 5: Continuously upgrade the quality of faculty as scholars and as teachers

Proposed Outcome 5: The faculty reward system encompasses the values of excellent teaching, research, scholarship, and creative activity. To stimulate faculty accomplishments in these areas, the College will:

- Continue the Provost's Initiative for Excellence in Research (PIERS), piloted in 2005-06, to support science faculty in the development and submission of proposals for sponsored, full-overhead research grants.
- Identify faculty who have demonstrated robust activity in scholarship and creative work in disciplines where sponsored, full overhead research grants are not readily available and target them for College support.
- Pending a review of its impact, sustain the New Faculty Fund, a pool of resources to support the research, scholarship, and artistic work of new faculty.
- Through the Center for Teaching, sponsor two events on topics that include: goals-based teaching, findings and applications from the science of learning, and the use of faculty and student portfolios. Use workshop evaluation results to plan follow-up activity. Early evidence of the impact of the workshops on teaching and learning will be discussed at a Faculty Day symposium in May.
- Provide added value to the student evaluations of faculty by implementing an online system and posting results on the WebCentral portal.
- Recognize outstanding teacher-scholars with named professorships.

College Target 6: Faculty research/scholarship will increase from 2005-2006 levels

Proposed Outcome 6: In 2005, the College recorded a total of 482 scholarly publications and other accomplishments and will exceed this record of achievement in 2006.

College Target 7: Instruction by full-time faculty will increase incrementally

Proposed Outcome 7: The College seeks to strike a balance between instruction by full-time faculty and support of faculty research and scholarship. In fall 2005, 56.4% of instruction (in FTEs) was taught by full-time faculty. The aim is to increase classroom instruction by full-time faculty incrementally. Selected strategies to support this effort: having full-time faculty teach in the new Core; providing a focus on teaching in interdisciplinary Learning Communities in the annual Transformations seminar; appointing a full-time faculty member as coordinator of interdisciplinary teaching teams for freshman Learning Communities.

College Target 8: More underrepresented faculty and staff will be recruited

Proposed Outcome 8: The College will maintain its commitment to recruiting faculty and staff from underrepresented groups. Proactive outreach efforts to diversify applicant pools will be enhanced by ongoing efforts to educate search chairs and committees about appropriate recruitment sources. The Office of Affirmative Action, Compliance and Diversity and the Office of Human Resource Services will alert search committees to best practices and maintain its practice of providing up-to-date information on the College's procedures for conducting searches.

Where demonstrated underutilization exists in the College's Affirmative Action Plan (AAP), the Affirmative Action Officer will closely monitor searches in those areas and work with the search committees to ensure broad and effective outreach. The annual AAP is expected to show a decrease in the number of areas with underutilization of women and/or minorities.

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

College Target 9: Implement approved CUE plans, make progress on Campaign for Success indicators, and use outcomes to drive improvements in teaching and support

Proposed Outcome 9: The 2006-07 CUE proposal focuses on creating conditions for student success at critical junctures, particularly in the first 60 credits. In fall 2005, 79.4% of students passed University-defined core courses (i.e., credit-bearing math and composition) with a grade of C or better; 84.6% of baccalaureate students had declared a major by the 70th credit; and 55.4 % of lower division FTEs were taught by full-time faculty. In fall 2004, 33.7% of freshmen and transfers took one or more courses the summer after entry; entering freshmen earned an average of 22.7 credits in their first 12 months. The College will make progress in all areas.

CUE initiatives will be implemented and assessed. Proven strategies -- summer and intersession CPE workshops; gateway tutoring and pedagogy -- will continue and be expanded based on evidence collected. WAC Initiatives will be aligned with general education and freshman composition courses. Retention and graduation strategies (see Proposed Outcomes 13 and 14) will contribute to CUE and the Campaign for Success. Academic Affairs and Student Affairs will jointly develop Foundations of Excellence self-improvement action plan that will be prioritized and implemented.

The attention to academic quality in undergraduate programs will continue through enhancement of an infrastructure for outcomes assessment. Pilot assessment projects in 2005-06 led to the development of a generic process for systematic outcomes assessment that will be implemented by a second cohort in 2006-07. The new Core Curriculum and its assessment plan will be implemented.

College Target 10: Draw upon degree and adult and continuing education resources to improve basic skills and ESL outcomes

Proposed Outcome 10: 91.4% of the fall 2004 entering class of non-ESL, SEEK students passed all basic skills tests within one year; 68.2% of ESL students (SEEK and regular) entering in fall 2003 passed all basic skills tests within two years. The College will seek to maintain the pass rate for the fall 2005 non-ESL, SEEK entering class and to increase the pass rate for fall 2004 entering ESL students by 2%. To achieve improvements, efforts of the various entities engaged in these programs will be coordinated.

College Target 11: Show and pass rates on the proficiency exam will rise

Proposed Outcome 11: In fall 2005, 82.1% of required invitees took the CUNY Proficiency Exam (CPE) and 95.4% of required test takers passed exam. The College will seek incremental increases in both areas and will continue to apply and evaluate successful strategies such as workshops and the January-and-June invitations to students for whom the CPE is optional in either fall or spring. This latter strategy results in several benefits—increased early pass rates and reduced demand for testing seats in October and March for those who passed, and, because there is no penalty for early test-taking, greater opportunity for failing students to participate in an intensive workshop and to seek tutoring before retaking the exam.

College Target 12: Readiness of high school students will be improved by meeting 95% of enrollment targets for College Now, achieving a 75% successful completion rate and implementing College Now strategic plans

Proposed Outcome 12: College Now will meet established enrollment and completion targets and will continue to implement its strategic plan. The program will concentrate on improving college readiness of targeted high school students and, working in full partnership with the SoE, to offer joint coursework for affiliated high schools (BCA and STAR).

Objective 4: Increase retention and graduation rates

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

Proposed Outcome 13: Retention for first-time freshmen and transfer students entering in fall 2004 was 75.5% and 69.6%, respectively. The two-year retention rate for freshmen and transfer students entering in fall 2003 was 61.3% and 60.9% respectively. The College will target a 2% increase in the one-year retention rate and an incremental increase in the two-year rate.

In keeping with the College's strategic plan, integrated and enhanced academic advisement will be the springboard of all retention efforts. Strategies to increase undergraduate retention include:

- Enhancing and expanding the services of the Center for Academic Advisement and Student Success (CAASS) by increasing staff and hours.
- Requiring all entering freshmen to see a CAASS adviser during the first semester to ensure they are familiar with the array of available services and support.
- Implementing, publishing, and promoting in all advisement venues the first four semesters of *Roadmaps to Success*, an initiative that establishes benchmarks for students throughout their undergraduate careers.
- Expanding Student Academic Progress Alert (SAPA) to include freshmen and initiating Freshman Academic Success Teams (FAST) to provide support to freshmen who are identified by SAPA or who failed to achieve a 2.0 GPA in their first semester or both.
- Piloting a Freshman Seminar for identified at risk students.
- Creating a pilot summer science institute for transfer students who plan to major in science.
- Continuing with orientations, the freshmen common reading, learning communities, transfer interest groups (TIGs), and other successful programs.
- Offering targeted workshops to adult and evening students.
- Contacting entering students via the "Kool Call" program.

College Target 14: Graduation rates will rise by 2 percentage points in baccalaureate /masters programs

Proposed Outcome 14: Efforts to support timely graduation are integrally linked to students' assimilation into the College and the culture of higher education: successful retention strategies promote steady progress toward graduation. The 6-year graduation rate for the entering freshman class of 1999 was 39.4% and for the entering transfer class was 47.1%. The 4-year graduation rate for the 2001 entering students was 20.7% and 43.3%, respectively for freshmen and transfers. The College will target a 2% increase for each of these cohorts.

The College will implement the following strategies for undergraduates:

- Expand TOCA to include a new adult student track featuring specialized services. TOCA will continue to provide specialized advisement and early registration to students who maintain a 3.0 GPA and abide by an agreement to graduate within a stipulated period of time.
- Facilitate the dissemination of accurate information and best practices through the Undergraduate Dean's Council on Advisement.
- Initiate professional training from the National Academic Advising Association (NACADA) for faculty advisers, CAASS staff, and all staff in academic student service venues.
- Enhance pre-professional advisement by hiring a Pre-health Professions Advisor/STEM Success Coordinator.
- Evaluate and, if warranted, continue *Welcome Back to Brooklyn*, a program aimed at recapturing students in good standing who did not transfer but left the College prior to graduation.

- Continue programs administered by the Office of Student Affairs (SERVA, SAVI, and SLICC) that bond students to the institution.

For master's students entering in fall 2001, the 4-year graduation rate was 60.3%; a 2% increase is targeted. The Graduate Dean's Office and program deputies will continue to help students resolve academic difficulties and to develop mechanisms to address specific issues.

The College's online services will continue to assist all students in their progress toward graduation. Advisers will receive additional training in such resources as *Degree Progress* so they can deliver critical services and information to students. *Degree Progress* will be used also to support the first phase of a multi-phase curriculum mapping project that will lead to "just in time" scheduling to support more timely graduation.

College Target 15: More black male students will be retained and graduated by implementing recommendations of the Black Male Initiative Report

Proposed Outcome 15: For the entering class of 2004, the College had a 1-year freshman retention rate of 65.9% for black males and 74.5% for Hispanic males; the 6-year graduation rates for were 20% and 27.5%, respectively. The College will target an incremental increase in these outcomes.

Retention and graduation strategies indicated in Proposed Outcomes 13 and 14 will apply to black and Hispanic males as well. In addition, the College will:

- Expand peer-mentoring programs associated with the Black Male Initiative, Learning Communities, and the Honors Academy.
- Encourage and, if possible, expand faculty mentoring being offered by the Black Faculty and Staff Association.
- Provide access to *Mentornet*, a web-based mentoring program for students of color in the sciences.
- Utilize strategies from several funded science programs that are part of the Center for Achievement in Science Education (CASE) and that focus on recruitment, retention and graduation of undergraduate students of color.
- Make the Initiative part of SERVA (student volunteers) and provide information to entering students via the "Kool Call" program.

Objective 5: Improve post-graduate outcomes

College Target 16: Professional preparation programs will improve performance of their students on certification/licensing exams or maintain high performance

Proposed Outcome 16: The current pass rates on the LAST, ATS-W, and CST are, respectively, 95%, 95%, and 92%. The percentage of first-time test takers without an advanced degree passing at least one segment of the Uniform CPA exam is 35.6%. The College will maintain or incrementally improve on these.

College Target 17: Establish performance baselines on graduate exams

Proposed Outcome 17: The College will collect baseline information on standardized exams required for entry to graduate/professional programs (GRE, GMAT, LSAT, MCAT).

College Target 18: Job/education and satisfaction rate baselines will be established for baccalaureate graduates

Proposed Outcome 18: The CUNY Office of Institutional Research and Assessment will conduct a biennial survey of graduates commencing in 2006-07 to establish this baseline. The College will continue to administer its own surveys to alumni.

Objective 6: Improve quality of student support services

College Target 19: Student satisfaction with academic support services, student services, personal counseling, and use of technology to strengthen instruction will rise

Proposed Outcome 19: Incremental improvements are targeted in student satisfaction with services as reported in the latest CUNY SES. Students reported 2.90 (out of 4.0) satisfaction with academic support services (library services, science labs and learning labs); 2.65 satisfaction with student services (personal counseling, career planning/placement, health services); and 3.24 with access to computer technology.

Planned enhancements in these areas include:

- Expanded functionality of library beaming stations to include downloadable files, both text and audio.
- Increased search functionality to the library's dynamic database-driven research resources by subject database.
- Additional evening hours in the Learning Center to serve adult and returning students.
- Improved communications in student services through various strategies: e-bursts, calendars, newsletter, and an updated Student Handbook.
- Refined programs on majors, career choices, and internships (Magner Center).
- Greater awareness of and participation in Health and Wellness Consortium programs.
- Outfitting at least 5 additional classrooms with "Smart Classroom" technology.
- Upgrading at least 33% of public lab computers to maintain a 3-year replacement cycle for student use.

Goal 3: Enhance Financial and Management Effectiveness

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

College Target 20: Meet enrollment targets for degree and adult and continuing education; heighten recruitment efforts for black males; mean SATs/CAAs of baccalaureate entrants will rise

Proposed Outcome 20: The overall enrollment target for fall 2006 is 15,659. Targets for the various categories that comprise enrollment and FTEs are indicated on the enrollment worksheet. The College's priority is to meet these targets and continue to attract and admit students with strong academic credentials. It is anticipated that first-time freshman enrollment will be maintained. Increases are projected for undergraduate and graduate re-admits, for new non-degree undergraduates and graduates. In fall 2005, the mean SAT score of regularly admitted first-time freshmen was 1053 and the mean CAA was 84.3%. Incremental increases are targeted in both.

Addressing the enrollment decline in graduate division programs is a high priority. The College will conduct an assessment of its market for continuing and new graduate programs and will pursue various specific recruitment strategies:

- Develop and disseminate new recruitment publications to promote graduate programs.
- Step up advertisement and outreach efforts, with special attention to student media in traditional feeder schools.
- Implement a pilot project to distribute graduate admissions applications to faculty reviewers via a web-accessible document imaging system so as to streamline the evaluation process and provide applicants with faster decisions.
- Expand hours in the Office of International Student Services, made possible by GIP funding, to deal with specific needs of international graduate student applicants.

Undergraduate enrollment initiatives will include:

- Reassess the College's admissions index in efforts to improve yet further the quality of the applicant pool in terms of SAT and CAA.
- Conduct market research, using focus groups and on-line surveys, to shape and refine recruitment and marketing strategies.
- Review and, as appropriate, refine processes for encouraging newly admitted students to register and enroll.
- Streamline the application process for honors programs including minority honors and scholars programs.
- Continue collaboration with KCC to facilitate the placement of under-prepared students directly at the community college with the promise of a streamlined transfer process.
- Expand communications flow to groups identified in the CUNY Black Male Initiative and incorporating Black Male Initiative recruitment strategies into on-campus programs.

Enrollment targets for PACE, the College's adult and continuing education program, will be met.

College Target 21: Complete TIPPS equivalency evaluations for 90% of courses by June 30, 2007; install DegreeWorks by June 30, 2007; raise the number of students accessing Degree Works by 1% for each month this planning and advisement tool is installed

Proposed Outcome 21: As of 2005-06, over 96% of TIPPS equivalencies were completed. The College has installed Degree Works (called *Degree Progress* at the College); over 150,000 sessions have already been accessed. Training for staff and students alike in the use of *Degree Progress* is a high priority. The baseline for the percentage of students logging on to *Degree Progress* will be calculated by CUNY OIRA.

Objective 8: Increase revenues from external sources

College Target 22: Alumni-corporate fundraising will increase 10%

Proposed Outcome 22: The College will seek a 10% increase in voluntary support. The President and the VPIA will focus on top prospects. The development staff will concentrate on major gifts, annual fund, prospect research, special events, stewardship, cultivation, and planned giving. Strategies include:

- Investment in strengthened development services, such as prospect research.
- A major gift initiative to address solicitations in the \$10,000 to \$100,000 range, linked to a dynamic new stewardship program.
- A strategic plan for the annual fund campaign and for unrestricted gifts.
- Increased emphasis on specific gift products such as scholarships, faculty research awards, and professorship endowments.
- Honoring a distinguished alumnus at the College's signature fund-raising event.
- Extension of the existing performing arts center campaign to include a public phase.

- Expansion of the planned giving program and its participants, supported by a new Foundation Board Planned Giving Committee and drawing on advice from the CUNY Development Office.

College Target 23: Complete agreed-upon re-structuring of philanthropic foundation to comply with CUNY guidelines and document participation in the CUNY Compact

Proposed Outcome 23: The College will participate in the University's efforts regarding philanthropic foundations. Foundation Board Committees will be reorganized to support the work of the development team. Participation in the CUNY Compact will be documented.

College Target 24: Contract/grant awards will rise 5%

Proposed Outcome 24: The College will target a 5% increase in grants and contracts distributed through the Research Foundation. Strategies outlined in Proposed Outcome 5 will be implemented. Current policies on the distribution of reassigned time to enable the support of research and doctoral students will be re-assessed so as to prepare for an anticipated increase in support for doctoral students. In fields that have on-campus programs, grant submissions will be encouraged to include support for doctoral students.

College Target 25: Improve indirect cost recovery ratio

Proposed Outcome 25: The College will target an incremental increase in its indirect cost recovery as a percentage of overall activity. Consistent with the strategies outlined in Proposed Outcome 5, the College will continue to support faculty in the pursuit of sponsored research grants and awards that provide full overhead and the Office of Research and Sponsored Programs (OSRP) will maintain its practice of not waiving any permitted rates for grants and contracts it administers. To bolster academic quality and research, the College will seek equipment grants even though these do not allow for overhead and will encourage proposal submission by faculty in disciplines where the funding structure does not provide full overhead. Success in these areas may affect the calculated rate.

College Target 26: Meet agreed upon revenue targets for adult and continuing education

Proposed Outcome 26: PACE will meet established enrollment targets. Course offerings at the College's lower Manhattan location will be expanded on Friday, Saturday, and Sunday to improve market presence in that location and to maximize utilization of this facility (also with programs that address workforce needs in the area, such as paralegal and real estate). An application has been submitted to the American Association of English Language Programs for accreditation of the ESL program.

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

College Target 27: Achieve the productivity savings target and apply savings to student instruction-related activities

Proposed Outcome 27: The College will achieve its productivity savings target and apply these savings to both instruction-related and student services activities. Leveraging of technology and effective management of operations continues. The College will continue sharing its applications and processes.

College Target 28: Student satisfaction with administrative services will rise or remain high

Proposed Outcome 28: Results from the spring 2006 CUNY SES measure student satisfaction with administrative services at 2.78 (out of 4.0). The objective is to raise student satisfaction in these areas. Selected strategies include:

- Enrollment Services Center (ESC): Based on a spring 2006 institutional survey, the College is redefining and renaming the *YESS Center* (a one-stop student services center for evening students) to provide services for all students. The ESC will offer registration, financial aid, billing/payment, check distribution, and ID services (and serve as a pilot for consolidated services at the West Quad complex). Two full-time employees from enrollment services and the business office will manage daily operations and collaborate with student services offices; the physical space will be renovated to improve flow; for better customer service, students will be encouraged to use not only in-person services but also BC WebCentral Student Portal applications.
- BC WebCentral Student Portal Applications: Incrementally increase the number of student users from 84%. New tools will be added to the existing suite, so as to facilitate registration for freshmen and transfers, speech screenings, comprehensive exams for current students, and open houses and campus tours for prospective students.
- Improved Communication: Communication between administrative offices will be reviewed; the use of designated chat functions to answer questions remotely will be explored. Initiatives that result from this exercise will be implemented.

College Target 29: Lower or hold constant the percentage of the tax-levy budget spent on administrative services

Proposed Outcome 29: In FY2005, 28.9% of the tax levy budget was spent on administrative services (ISS). These areas continue to be monitored to identify potential savings and efficiencies. The target for FY2006 is to maintain or incrementally lower this percentage, adjusting for FY2006 collective bargaining payroll costs associated with civil service and facilities trades employees that, given the nature of the jobs in these areas, impact ISS departments substantially more than non-ISS departments. Costs of maintaining and improving an aging campus with ongoing construction remain a constant challenge.

College Target 30: Have and implement a financial plan with a balanced budget

Proposed Outcome 30: The College will continue to submit financial plans with a balanced budget to the University Budget Office.

College Target 31: The % of instruction delivered on Fridays, nights, and weekends will rise, to better serve students and use facilities fully

Proposed Outcome 31: In fall 2005, 46.8% of FTE instruction was delivered on Fridays, evenings, and weekends. The College will target a 1% increase for 2006-07 – as part of its effort to facilitate students' ability to construct programs and complete graduation requirements on time. To explore more efficient and effective scheduling, the College will plan and launch the first phase of a curriculum-mapping project based on *Degree Progress* (see Proposed Outcome 14). Results of a spring 2006 student survey about scheduling preferences will be used to inform planning.

College Target 32: 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.

Proposed Outcome 32: The College will complete its implementation of a chemical inventory and hazardous waste management system that meets University and regulatory requirements. Existing environmental health and safety training programs will be reviewed and further developed to ensure that all faculty and staff working with chemicals or other hazardous substances receive initial and periodic hazardous waste training in accordance with applicable regulations.