

2004-05 University Performance Management Report

Brooklyn College

Key Indicators

Percentage of required test-takers passing the CUNY Proficiency Exam	<u>Fall 2001</u>	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>
	91.4	92.7	90.7	93.5
Percentage of instruction taught by full-time faculty	<u>Fall 2000</u>	<u>Fall 2001</u>	<u>Fall 2002</u>	<u>Fall 2003</u>
	67.8	68.0	64.7	70.1
First-time Freshmen (full-time entrants) Still Enrolled in the Same College After One Year (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>
	75.5	78.5	83.4	79.6
First-time Freshmen (full-time entrants) Graduated from the Same College Within 6 Years (Baccalaureate Programs)	<u>Entering Class of Fall 1994</u>	<u>Entering Class of Fall 1995</u>	<u>Entering Class of Fall 1996</u>	<u>Entering Class of Fall 1997</u>
	32.8	34.5	37.0	36.2
Percentage of non-ESL, regularly-admitted first-time freshmen enrolled in USIP who pass all required basic skills assessment tests by the completion of USIP or who enroll in Prelude to Success	<u>Summer 2000</u>	<u>Summer 2001</u>	<u>Summer 2002</u>	<u>Summer 2003</u>
	87.0	85.2	90.6	95.0
Total Enrollment	<u>Fall 2000</u>	<u>Fall 2001</u>	<u>Fall 2002</u>	<u>Fall 2003</u>
	15,039	15,137	15,635	15,513
Mean SAT Score of regularly-admitted first-time freshmen enrolled in baccalaureate programs	<u>Fall 2000</u>	<u>Fall 2001</u>	<u>Fall 2002</u>	<u>Fall 2003</u>
	992	1014	1021	1046
Voluntary Support - Cash In	<u>FY 2001</u>	<u>FY 2002</u>	<u>FY 2003</u>	<u>FY 2004</u>
	\$4,597,959	\$7,976,451	\$6,215,696	\$7,603,910
Grants and contracts awarded (administered by the Research Foundation)	<u>FY 2001</u>	<u>FY 2002</u>	<u>FY 2003</u>	<u>FY 2004</u>
	\$9,393,644	\$8,481,563	\$9,750,917	\$9,131,895
Indirect cost recovery as a percentage of overall activity	<u>FY 2002</u>	<u>FY 2003</u>	<u>FY 2004</u>	<u>FY 2005</u>
	11.6	17.2	18.8	9.1
Institutional Support Services (administrative services) as a percentage of total tax levy budget	<u>FY 2001</u>	<u>FY 2002</u>	<u>FY 2003</u>	<u>FY 2004</u>
	29.7	29.6	29.8	29.3
Percentage of Undergraduate FTEs offered on Fridays, evenings or weekends	<u>Fall 2001</u>	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>
	31.2	32.6	36.5	37.1

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

2004-05 University Performance Management Report

Raise Academic Quality

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

University Target: Outstanding faculty will be recruited to flagship/premier programs.

Note: Documentation of indicator to be prepared by college.

University Target: CUNY's most prominent programs will draw greater recognition.

Note: Documentation of indicator to be prepared by college.

University Target: Faculty research awards/scholarships will increase from previous year's level.

Note: Documentation of indicator to be prepared by college.

University Target: New resources will be shifted into flagship/premier programs.

Note: Documentation of indicator to be prepared by college.

University Target: All colleges will demonstrate a comprehensive approach to strengthening undergraduate education (CUE initiative).

Note: Documentation of indicator to be prepared by college.

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2004-05 University Performance Management Report

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

University Target: Colleges will conduct external program reviews and implement action plans from external review recommendations.

Note: Documentation of indicator to be prepared by college.

University Target: More CUNY professional programs will be certified/accredited.

Note: Documentation of indicator to be prepared by college.

University Target: All colleges will show progress in implementing learning outcomes plans.

Note: Documentation of indicator to be prepared by college.

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2004-05 University Performance Management Report

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

University Target: Use of technology to enhance instruction and student access to computer technology will increase.

	<u>2002</u>	<u>2004</u>
Frequency of student use of computer technology	1.94	2.18
Community Subtotal	1.81	1.94
Comprehensive Subtotal	1.85	2.08
Senior Subtotal	1.96	2.16
University Total	1.88	2.06

Note: This indicator is updated every two years. Updated data will be available in the 2006 PMP report. This measure reflects responses to 14 items about the frequency of the use of computers, e-mail and the internet from the Student Experience Survey. For each item, students were asked to report on their frequency of use (1=never, 2=occasionally, 3=often, 4=very often). Scores for each student are determined by combining items with valid (non-missing) responses, and calculating college means. Items about using a computer during class, using e-mail to hand in an assignment, using e-mail to communicate with a professor, browsing a course's web page, finding college-related information online, and using online tutorials were weighted twice as much, and items about participating in an online discussion and searching online for a class assignment were weighted three times as much as the other six items (used e-mail to communicate with a classmate about an assignment, used a computer in a computer lab, participated in an online discussion using blackboard, used a computer at work/school/home to do an assignment for class).

		<u>2002</u>	<u>2004</u>
Context:	Student satisfaction with access to computer technology	2.84	3.17
	Community Subtotal	2.79	2.89
	Comprehensive Subtotal	2.83	2.92
	Senior Subtotal	2.78	2.94
	University Total	2.79	2.92

Note: This indicator is updated every two years. Updated data will be available in the 2006 PMP report. This measure reflects responses to four items about satisfaction with access to computers on campus from the Student Experience Survey. 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 are determined by combining items with valid (non-missing) responses and calculating college averages for all valid scores (a response of "no opinion" was considered missing data). All four items in this measure are weighted equally.

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2004-05 University Performance Management Report

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

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

	<u>Fall 2001</u>	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>
Percentage of required invitees who took the CUNY Proficiency Exam	74.9	81.2	84.1	80.4
Community Subtotal	70.9	80.6	68.2	77.5
Comprehensive Subtotal	68.6	72.2	73.1	73.6
Senior Subtotal	67.5	76.8	78.8	78.1
University Total	68.2	76.7	75.5	76.9

Note: The methodology for calculating this indicator has been revised. 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 2001</u>	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>
Percentage of required test-takers passing the CUNY Proficiency Exam	91.4	92.7	90.7	93.5
Community Subtotal	88.3	84.2	82.5	88.3
Comprehensive Subtotal	91.4	84.8	87.1	89.3
Senior Subtotal	93.6	89.9	90.4	93.2
University Total	92.3	87.7	88.4	91.0

Note: The methodology for calculating this indicator has been revised. The indicator reflects the percentage of students who passed the CPE based on the students counted as test-takers above. 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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2004-05 University Performance Management Report

Objective 3: Increase instruction by full-time faculty

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

	<u>Fall 2000</u>	<u>Fall 2001</u>	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>
Percentage of instruction taught by full-time faculty	67.8	68.0	64.7	70.1	62.5
Community Subtotal	52.5	51.9	50.7	53.5	57.7
Comprehensive Subtotal	51.0	51.0	49.1	51.9	49.1
Senior Subtotal	56.8	59.5	56.1	55.7	53.1
University Total	53.7	54.4	52.2	53.9	54.2

Note: This indicator is calculated by dividing the total number of undergraduate contact hours taught by full-time faculty members by the total of all undergraduate contact hours. Adjustments are made for hours spent on sponsored research and teaching at the doctoral level - both added to the numerator. Adjustments for doctoral teaching are made when reimbursement for this teaching is in the form of adjunct replacements. 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 undergraduate courses.

	<u>Fall 2000</u>	<u>Fall 2001</u>	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>
Context: Undergraduate student-faculty ratio	16.6	16.7	17.6	17.3	17.6
Community Subtotal	19.9	19.7	20.0	19.2	19.4
Comprehensive Subtotal	18.0	18.5	18.8	18.0	18.2
Senior Subtotal	17.8	17.8	18.2	17.8	17.8
University Total	18.6	18.7	19.0	18.4	18.5

Note: Total undergraduate student FTEs divided by total faculty FTEs.

	<u>Fall 2000</u>	<u>Fall 2001</u>	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>
Context: Number of full-time faculty	529	537	519	528	525

Note: Includes staff in all full-time faculty titles (professors, instructors, lecturers, counselors, and librarians). Individuals on unpaid leave are excluded. Graduate assistants are included as fractions (A=0.6, B=0.3, C=.45).

	<u>Fall 2000</u>	<u>Fall 2001</u>	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>
Context: Number of FTE part-time faculty	145	143	170	155	185

Note: Number of teaching adjunct appointment hours divided by 13.5.

	<u>Fall 2000</u>	<u>Fall 2001</u>	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>
Context: Number of full-time professional and executive staff	204	207	238	240	243

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

University Target: Efforts will be made to recruit under-represented groups to the profession.

Note: Documentation of indicator to be prepared by college.

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2004-05 University Performance Management Report

Improve Student Success

Objective 4: Increase retention and graduation rates

University Target: Retention rates will increase incrementally. (This target has been rephrased because of a change in the measurement of the retention indicators from system rates to institution rates).

One-Year (Fall-to-Fall) Retention Rates

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>	<u>Entering Class of Fall 2003</u>
	First-time Freshmen (full-time entrants) Still Enrolled in the Same College	75.5	78.5	83.4	79.6	78.6
	Comprehensive Subtotal	74.5	76.9	76.9	76.9	75.8
	Senior Subtotal	78.6	78.5	80.4	80.1	79.9
	University Total	77.9	78.3	79.9	79.6	79.3
		<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>	<u>Entering Class of Fall 2003</u>
Context:	First-time Freshmen (full-time entrants) Still Enrolled in Other CUNY College	3.6	4.4	3.0	4.1	3.8
	Comprehensive Subtotal	3.0	3.0	3.3	3.7	4.6
	Senior Subtotal	2.7	3.0	2.9	3.1	3.3
	University Total	2.8	3.0	2.9	3.2	3.5
		<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>	<u>Entering Class of Fall 2003</u>
Context:	First-time Freshmen (full-time entrants) Enrolled in Non-CUNY College	4.2	4.6	2.9	3.6	4.0
	Comprehensive Subtotal	4.6	5.2	5.7	5.8	6.4
	Senior Subtotal	4.9	4.7	4.3	4.6	4.4
	University Total	4.8	5.3	4.5	4.8	4.7
Note: Based on data from the National Student Loan Clearinghouse database.						
		<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>	<u>Entering Class of Fall 2003</u>
	Transfers (full-time entrants) Still Enrolled in the Same College	72.2	72.5	78.2	71.8	73.5
	Comprehensive Subtotal	76.9	74.9	77.7	77.3	76.1
	Senior Subtotal	75.1	76.0	75.8	74.9	72.6
	University Total	75.3	75.8	76.2	75.3	73.3
		<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>	<u>Entering Class of Fall 2003</u>
Context:	Transfers (full-time entrants) Still Enrolled in Other CUNY College	2.9	4.0	4.3	5.0	4.6
	Comprehensive Subtotal	1.7	3.1	1.9	2.4	2.7
	Senior Subtotal	2.8	2.8	3.3	3.7	4.1
	University Total	2.6	2.8	3.0	3.5	3.9

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2004-05 University Performance Management Report

Objective 4: Increase retention and graduation rates

University Target: Retention rates will increase incrementally. (This target has been rephrased because of a change in the measurement of the retention indicators from system rates to institution rates).

	<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>	<u>Entering Class of Fall 2003</u>
Context: Transfers (full-time entrants) Enrolled in Non-CUNY College	5.3	4.5	3.8	4.0	3.5
Comprehensive Subtotal	4.0	3.5	4.1	3.7	4.0
Senior Subtotal	4.4	4.2	4.4	4.3	4.5
University Total	4.4	4.1	4.3	4.2	4.4

Note: Based on data from the National Student Loan Clearinghouse database.

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2004-05 University Performance Management Report

Objective 4: Increase retention and graduation rates

University Target: Graduation rates will improve incrementally. (This target has been rephrased because of a change in the measurement of the graduation indicators from system rates to institution rates).

Six-Year Graduation Rates

Baccalaureate Programs

	<u>Entering Class of Fall 1994</u>	<u>Entering Class of Fall 1995</u>	<u>Entering Class of Fall 1996</u>	<u>Entering Class of Fall 1997</u>	<u>Entering Class of Fall 1998</u>
First-time Freshmen (full-time entrants) Graduated from the Same College	32.8	34.5	37.0	36.2	43.5
Comprehensive Subtotal	30.1	31.9	31.2	32.8	31.4
Senior Subtotal	29.6	32.5	34.8	37.0	40.1
University Total	29.6	32.4	34.3	36.4	38.5
	<u>Entering Class of Fall 1994</u>	<u>Entering Class of Fall 1995</u>	<u>Entering Class of Fall 1996</u>	<u>Entering Class of Fall 1997</u>	<u>Entering Class of Fall 1998</u>
Context: First-time Freshmen (full-time entrants) Graduated from Other CUNY College	1.7	2.0	2.6	2.8	2.5
Comprehensive Subtotal	1.1	1.6	2.1	2.7	3.2
Senior Subtotal	2.3	2.8	3.1	3.3	3.0
University Total	2.2	2.6	3.0	3.2	3.1
	<u>Entering Class of Fall 1994</u>	<u>Entering Class of Fall 1995</u>	<u>Entering Class of Fall 1996</u>	<u>Entering Class of Fall 1997</u>	<u>Entering Class of Fall 1998</u>
Transfers (full-time entrants) Graduated from the Same College	39.2	39.3	41.8	44.1	49.7
Comprehensive Subtotal	53.8	50.6	51.2	46.8	52.9
Senior Subtotal	47.2	48.3	50.3	50.7	53.5
University Total	48.2	48.7	50.5	50.0	53.4
	<u>Entering Class of Fall 1994</u>	<u>Entering Class of Fall 1995</u>	<u>Entering Class of Fall 1996</u>	<u>Entering Class of Fall 1997</u>	<u>Entering Class of Fall 1998</u>
Context: Transfers (full-time entrants) Graduated from Other CUNY College	4.3	3.8	3.9	3.8	4.5
Comprehensive Subtotal	2.0	2.0	2.1	1.9	2.7
Senior Subtotal	2.3	2.9	2.6	2.9	3.0
University Total	2.2	2.8	2.5	2.7	3.0

Note: 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 6 (or 4) years is counted.

Four-year Graduation Rates

Master's 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>
Master's Students (full- and part-time entrants)	58.0	54.1	57.7	60.6	61.9
Comprehensive Subtotal	51.6	52.0	60.9	55.3	64.5
Senior Subtotal	58.9	60.3	62.4	65.4	67.3
University Total	58.0	59.4	62.2	64.2	66.9

Note: 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.

Note: 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 6 (or 4) years is counted.

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2004-05 University Performance Management Report

Objective 5: Improve post-graduate outcomes

University Target: All teacher education, nursing and accounting programs will maintain or improve performance on certification/licensing exams.

	<u>1999-2000</u>	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>
Percentage passing the Liberal Arts and Sciences Test (LAST) for teacher certification	88	88	89	90	91
Comprehensive Subtotal	90	71	86	85	98
Senior Subtotal	91	92	92	94	96
University Total	91	91	92	93	96
Context: Number taking the LAST teacher certification exam	446	478	427	452	310
	<u>1999-2000</u>	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>
Percentage passing the Assessment of Teaching Skills-Written (ATS-W) for teacher certification	91	91	92	92	95
Comprehensive Subtotal	94	75	89	91	100
Senior Subtotal	92	94	94	95	98
University Total	93	93	94	95	98
Context: Number taking the ATS-W teacher certification exam	443	461	421	456	302
	<u>1999-2000</u>	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>
Prospective Indicator: This is a baseline for the 2005-06 report.					
Percentage passing a Content Specialty Test (CST)					97
Comprehensive Subtotal					89
Senior Subtotal					92
University Total					91
Prospective Indicator: This is a baseline for the 2005-06 report.					
Context: Number taking a Content Specialty Test (CST)					39
	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>
Percentage of first-time test-takers without an advanced degree passing all segments of the CPA exam that they attempted	14.8	15.8	17.6	14.8	16.4
Comprehensive Subtotal	69.1	48.4	73.0	41.1	5.7
Senior Subtotal	12.9	13.9	9.7	9.0	9.3
University Total	16.6	16.4	12.6	11.6	9.1
Note: Percentages are based on all undergraduate first-time test-takers who took one or more subtests in May or November of year shown.					
Context: Number of first-time test-takers without an advanced degree attempting at least one segment of the CPA exam	54	38	34	27	55

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2004-05 University Performance Management Report

Objective 5: Improve post-graduate outcomes

University Target: All teacher education, nursing and accounting programs will maintain or improve performance on certification/licensing exams.

	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>
Percentage of repeat test-takers without an advanced degree passing all segments of the CPA exam that they attempted	32.1	40.3	35.3	30.1	31.0
Comprehensive Subtotal	15.6	15.9	26.5	33.7	18.9
Senior Subtotal	28.3	31.9	30.0	25.3	25.6
University Total	27.6	31.0	29.8	25.7	25.2

Note: Percentages are based on undergraduate repeat test-takers who took one or more subtests in May or November of year shown.

	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>
Context: Number of repeat test-takers without an advanced degree attempting at least one segment of the CPA exam	227	176	136	146	174

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Objective 6: Improve college readiness

University Target: Senior colleges will improve the percentage of immersion students who pass basic skills tests or enter Prelude to Success, and improve the percentage of SEEK/ESL students who pass skills tests in the allowed time.

Baccalaureate Programs

	<u>Summer 2000</u>	<u>Summer 2001</u>	<u>Summer 2002</u>	<u>Summer 2003</u>	<u>Summer 2004</u>
Percentage of non-ESL, regularly-admitted first-time freshmen enrolled in USIP who pass all required basic skills assessment tests by the completion of USIP or who enroll in Prelude to Success	87.0	85.2	90.6	95.0	92.0

Senior Subtotal 74.0 79.0 82.6 78.6 83.7

Note: Based on first-time freshmen allocated to one of the seven senior colleges who enrolled in USIP. The rates are reported by USIP college. In the final version of the PMP, summer 2004 data for Lehman, and therefore the senior college subtotal, have been revised.

Context:	<u>Summer 2000</u>	<u>Summer 2001</u>	<u>Summer 2002</u>	<u>Summer 2003</u>	<u>Summer 2004</u>
Number of regularly-admitted, non-ESL first-time freshmen enrolled in USIP	138	115	138	120	113

Baccalaureate Programs

	<u>Summer 2000</u>	<u>Summer 2001</u>	<u>Summer 2002</u>	<u>Summer 2003</u>	<u>Summer 2004</u>
Percentage of non-ESL, SEEK first-time freshmen enrolled in USIP who demonstrate progress towards basic skills proficiency by the end of summer immersion	85.0	93.9	83.6	90.0	96.0

Senior Subtotal 79.3 86.6 88.3 86.0 92.6

Note: Based on first-time freshmen allocated to one of the seven senior colleges who enrolled in USIP. The rates reflect students who passed one or more basic skills test during USIP, and are reported by USIP college. SEEK freshmen are identified by the college on the USIP data file submitted to the Office of Institutional Research and Assessment.

Context:	<u>Summer 2000</u>	<u>Summer 2001</u>	<u>Summer 2002</u>	<u>Summer 2003</u>	<u>Summer 2004</u>
Number of SEEK, non-ESL first-time freshmen enrolled in USIP	213	49	61	60	125

Baccalaureate Programs

	<u>Summer 2000</u>	<u>Summer 2001</u>	<u>Summer 2002</u>	<u>Summer 2003</u>	<u>Summer 2004</u>
Percentage of ESL first-time freshmen (SEEK and regular) enrolled in USIP who demonstrate progress towards basic skills proficiency by the end of summer immersion	66.2	80.9	68.5	65.9	83.5

Senior Subtotal 68.2 82.8 79.6 71.9 88.8

Note: Based on first-time freshmen allocated to one of the seven senior colleges who enrolled in USIP. The rates reflect students who passed one or more basic skills test during USIP, and are reported by USIP college. ESL freshmen are identified by the college on the USIP data file submitted to the Office of Institutional Research and Assessment.

Baccalaureate Programs

Context:	<u>Summer 2000</u>	<u>Summer 2001</u>	<u>Summer 2002</u>	<u>Summer 2003</u>	<u>Summer 2004</u>
Number of ESL first-time freshmen (SEEK and regular) enrolled in USIP	222	110	108	91	91

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2004-05 University Performance Management Report

Objective 6: Improve college readiness

University Target: Senior colleges will improve the percentage of immersion students who pass basic skills tests or enter Prelude to Success, and improve the percentage of SEEK/ESL students who pass skills tests in the allowed time.

	<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>	<u>Entering Class of Fall 2003</u>
Percentage of non-ESL SEEK students who pass all basic skills tests within one year	88.9	82.3	91.6	91.9	89.3
Comprehensive Subtotal	54.2	77.3	75.3	80.7	83.2
Senior Subtotal	76.3	77.5	85.9	91.1	87.2
University Total	70.7	77.5	84.5	89.7	86.7

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.

Context:	<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>	<u>Entering Class of Fall 2003</u>
Number of non-ESL SEEK students	180	362	107	160	178

Note: These counts reflect baccalaureate students only.

Baccalaureate 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>
Percentage of ESL students (SEEK and regular) who pass all basic skills tests within two years	76.5	75.8	77.4	72.5	86.4
Comprehensive Subtotal	38.0	49.0	53.8	45.7	100.0*
Senior Subtotal	51.1	67.4	76.0	74.1	77.5
University Total	48.9	64.4	74.5	71.2	77.7

Note: ESL students are identified as those students enrolled in at least one ESL course in their first term at CUNY. The base consists of baccalaureate students only.

Context:	<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>
Number of ESL students (SEEK and regular)	51	66	53	40	59

Note: These counts reflect baccalaureate students only.

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

2004-05 University Performance Management Report

Objective 6: Improve college readiness

University Target: Colleges will meet College Now enrollment targets and 70% of participants will complete courses and earn grades of A, B or C.

	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05 (estimated)</u>
College Now registrations	1,968	2,474	228	906

Note: 2003-04 registrations have been revised to reflect final numbers for summer 2003, fall 2003 and spring 2004. 2004-05 registrations are estimates because Spring 2005 registrations are not final at this time. Final data for 2004-05 will be provided in next year's report.

	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>Summer & Fall 2004</u>
Percentage of College Now participants who earn an A, B, or C in College Now courses or demonstrate mastery of material in workshops	96	93	86	85
Community Subtotal	68	79	81	80
Comprehensive Subtotal	76	81	87	86
Senior Subtotal	70	84	83	86
University Total	70	81	84	84

Note: Last year's summer and fall 2003 success rates have been revised to reflect final 2003-04 success rates. For the current year, spring 2005 performance data are not yet available so current year success rates are based on summer and fall 2004 only.

Note: College Now registrations and success rates are based on data from the College Now database maintained by the Office of Academic Affairs.

Objective 7: Improve quality of student support services

University Target: Student satisfaction with academic support services and student services will rise at all colleges.

	<u>2002</u>	<u>2004</u>
Student satisfaction with academic support services	2.55	3.05
Community Subtotal	2.86	2.93
Comprehensive Subtotal	2.85	2.93
Senior Subtotal	2.76	2.94
University Total	2.82	2.94

Note: This indicator is updated every two years. Updated data will be available in the 2006 PMP report. This measure reflects responses to four items about satisfaction with library services, computer services, science labs and learning labs from the Student Experience Survey. 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 are determined by combining items with valid (non-missing) responses and calculating college averages for all valid scores (a response of "no opinion" was considered missing data). All four items in this measure are weighted equally.

	<u>2002</u>	<u>2004</u>
Student satisfaction with student services	2.60	2.65
Community Subtotal	2.71	2.74
Comprehensive Subtotal	2.71	2.77
Senior Subtotal	2.63	2.74
University Total	2.68	2.75

Note: This indicator is updated every two years. Updated data will be available in the 2006 PMP report. This measure combines items about satisfaction with personal counseling, career planning and placement, and student health services from the Student Experience Survey. 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 are determined by combining items with valid (non-missing) responses and calculating college averages for all valid scores (a response of "no opinion" was considered missing data). All three items in this measure are weighted equally.

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2004-05 University Performance Management Report

Enhance Financial and Management Effectiveness

Objective 8: Meet enrollment goals

University Target: CUNY's enrollment will rise incrementally while mean SAT scores and College Admissions Averages (CAA) of senior college baccalaureate entrants continue to improve.

Fall Enrollment

	<u>Fall 2000</u>	<u>Fall 2001</u>	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>
Context: First-time Freshmen	1,286	1,080	1,224	1,349	1,215
Context: Undergraduate Re-admits	466	547	545	409	578
Context: Transfers from Within CUNY	507	547	624	751	811
Context: Transfers from Outside CUNY	571	543	624	728	679
Context: New Non-degree Undergraduates	240	243	367	270	286
Context: Continuing Undergraduates	7,024	7,152	7,383	7,453	7,603
Context: Total Undergraduates	10,094	10,112	10,767	10,960	11,172
Context: New Graduates	716	765	732	1,132	1,045
Context: Graduate Re-admits	158	177	153	143	129
Context: New Non-degree Graduates	640	731	697	343	248
Context: Continuing Graduates	3,431	3,352	3,286	2,935	2,790
Context: Total Graduates	4,945	5,025	4,868	4,553	4,212
Total Enrollment	15,039	15,137	15,635	15,513	15,384
Context: Total FTEs	9,869	9,902	10,529	10,768	10,979

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2004-05 University Performance Management Report

Objective 8: Meet enrollment goals

University Target: CUNY's enrollment will rise incrementally while mean SAT scores and College Admissions Averages (CAA) of senior college baccalaureate entrants continue to improve.

Spring Enrollment

	<u>Spring 2005</u>
Context: First-time Freshmen (Spring)	147
Context: Undergraduate Re-admits (Spring)	394
Context: Transfers from Within CUNY (Spring)	485
Context: Transfers from Outside CUNY (Spring)	394
Context: New Non-degree Undergraduates (Spring)	242
Context: Continuing Undergraduates (Spring)	9,065
Context: Total Undergraduates (Spring)	10,727
Context: New Graduates (Spring)	345
Context: Graduate Re-admits (Spring)	107
Context: New Non-degree Graduates (Spring)	113
Context: Continuing Graduates (Spring)	3,592
Context: Total Graduates (Spring)	4,157
Total Enrollment (Spring)	14,884
Context: Total FTEs (Spring)	10,500

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2004-05 University Performance Management Report

Objective 8: Meet enrollment goals

University Target: CUNY's enrollment will rise incrementally while mean SAT scores and College Admissions Averages (CAA) of senior college baccalaureate entrants continue to improve.

Academic Preparation of First-time Freshmen

	<u>Fall 2000</u>	<u>Fall 2001</u>	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>
Mean SAT Score of regularly-admitted first-time freshmen enrolled in baccalaureate programs	992	1014	1021	1046	1059
Comprehensive Subtotal	938	937	963	963	958
Senior Subtotal	1000	1015	1028	1040	1041
University Total	992	1004	1019	1027	1026

Note: Based on current graduates of domestic high schools enrolled in a baccalaureate program. In past reports, this indicator was based on admitted first-time freshmen.

Context:	<u>Fall 2000</u>	<u>Fall 2001</u>	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>
Mean SAT Score of regularly-admitted first-time freshmen enrolled in baccalaureate programs, excluding ESL students	997	1028	1033	1054	1067
Comprehensive Subtotal	927	942	944	968	967
Senior Subtotal	1006	1026	1039	1048	1050
University Total	982	998	1014	1028	1034

Note: Based on current graduates of domestic high schools enrolled in a baccalaureate program. In past reports, this indicator was based on admitted first-time freshmen. ESL students are identified as students whose first writing test was flagged as ESL.

Academic Preparation of First-time Freshmen

	<u>Fall 2000</u>	<u>Fall 2001</u>	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>
Mean College Admissions Average (CAA) of regularly-admitted first-time freshmen enrolled in baccalaureate programs.	83.8	84.0	82.8	82.8	84.5
Comprehensive Subtotal	80.5	80.1	80.5	80.3	80.5
Senior Subtotal	83.0	83.3	83.4	83.7	84.1
University Total	82.7	82.9	83.0	83.1	83.5

Note: Based on enrolled first-time freshmen. In past reports, this indicator was based on admitted first-time freshmen.

University Target: All colleges will take actions to better coordinate and facilitate movement from the associate to baccalaureate level.

Note: Colleges will provide documentation of demonstrated actions to better coordinate student transfers from CUNY associate to CUNY baccalaureate institutions.

Baccalaureate Programs

Context:	<u>Fall 2000</u>	<u>Fall 2001</u>	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>
Number of transfers from CUNY AA/AS programs	228	271	271	351	393
Context:	<u>Fall 2000</u>	<u>Fall 2001</u>	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>
Number of transfers from CUNY AAS programs	138	132	188	192	204

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2004-05 University Performance Management Report

Objective 9: Increase revenues from external sources

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

	<u>FY 2001</u>	<u>FY 2002</u>	<u>FY 2003</u>	<u>FY 2004</u>	<u>FY 2005</u>
Voluntary Support - Cash In	\$4,597,959	\$7,976,451	\$6,215,696	\$7,603,910	\$9,374,292

Note: FY 2005 data are not available for John Jay or the Law School. The comprehensive subtotal and the university total exclude these institutions for FY 2005 only. In prior PMP reports, Total Voluntary Support reflected Cash In, only. For the 2005-06 report, the indicator will be changed to reflect total of Cash In, Pledges and Testamentary Gifts. Amounts for each category will be shown as context indicators. Last year's report showed preliminary figures for FY 2004. The figures are revised here to reflect final values for FY 2004.

University Target: Contract/grant awards will rise 10% CUNY-wide.

	<u>FY 2001</u>	<u>FY 2002</u>	<u>FY 2003</u>	<u>FY 2004</u>	<u>FY 2005</u>
Grants and contracts awarded (administered by the Research Foundation)	\$9,393,644	\$8,481,563	\$9,750,917	\$9,131,895	\$10,680,318

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. Last year's report showed preliminary figures for FY 2004. The figures are revised here to reflect final values for FY 2004.

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

	<u>FY 2002</u>	<u>FY 2003</u>	<u>FY 2004</u>	<u>FY 2005</u>
Indirect cost recovery as a percentage of overall activity	11.6	17.2	18.8	9.1
Community Subtotal	6.6	6.3	6.5	6.7
Comprehensive Subtotal	8.9	8.7	8.6	8.9
Senior Subtotal	13.9	14.0	15.1	14.6
University Total	11.3	11.4	12.3	12.2

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2004-05 University Performance Management Report

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

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

	<u>2002</u>	<u>2004</u>
Student satisfaction with administrative services	2.71	2.90
Community Subtotal	2.63	2.81
Comprehensive Subtotal	2.76	2.87
Senior Subtotal	2.75	2.85
University Total	2.71	2.84

Note: This indicator is updated every two years. Updated data will be available in the 2006 PMP report. This measure reflects responses from the following four Student Experience Survey 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 determined by combining items with valid (non-missing) responses and calculating college averages for all valid scores (a response of "no opinion" was considered missing data). All four items in this measure are weighted equally.

	<u>2002</u>	<u>2004</u>
Student satisfaction with facilities	2.58	3.14
Community Subtotal	2.87	2.93
Comprehensive Subtotal	2.81	2.91
Senior Subtotal	2.78	2.97
University Total	2.82	2.94

Note: This indicator is updated every two years. Updated data will be available in the 2006 PMP report. This measure reflects responses to following six Student Experience Survey items about satisfaction with campus facilities: library, computer facilities, athletic facilities, study areas and conditions of buildings and grounds. 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 are determined by combining items with valid (non-missing) responses and calculating college averages for all valid scores (a response of "no opinion" was considered missing data). All six items in this measure are weighted equally.

University Target: Each college will achieve productivity savings target and apply funds to student instruction-related activities; the savings will total \$10 million CUNY-wide.

Note: Data on savings and redeployment to be provided by colleges

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2004-05 University Performance Management Report

Objective 10: 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 2001</u>	<u>FY 2002</u>	<u>FY 2003</u>	<u>FY 2004</u>
Institutional Support Services (administrative services)	\$23,574,218	\$24,045,696	\$25,115,055	\$24,861,186

Note: Includes general administration, general institutional services, and maintenance and operations (everything except instructional activities).

	<u>FY 2001</u>	<u>FY 2002</u>	<u>FY 2003</u>	<u>FY 2004</u>
Institutional Support Services (administrative services) as a percentage of total tax levy budget	29.7	29.6	29.8	29.3
Community Subtotal	32.1	31.6	32.1	30.9
Comprehensive Subtotal	29.5	29.0	29.1	28.3
Senior Subtotal	28.1	28.4	28.5	27.1
University Total	27.8	28.8	29.0	27.9

Context:	<u>FY 2001</u>	<u>FY 2002</u>	<u>FY 2003</u>	<u>FY 2004</u>
General Administration	\$5,136,643	\$5,567,797	\$6,121,035	\$5,855,968

Note: Includes president and provost offices, legal services, fiscal operations, campus development, and grants office.

Context:	<u>FY 2001</u>	<u>FY 2002</u>	<u>FY 2003</u>	<u>FY 2004</u>
General Administration as a percentage of total tax levy budget	6.5	6.9	7.3	6.9
Community Subtotal	10.0	9.7	10.8	10.6
Comprehensive Subtotal	9.1	8.4	8.7	8.5
Senior Subtotal	6.8	7.0	7.5	6.5
University Total	8.0	7.8	8.4	7.9

Context:	<u>FY 2001</u>	<u>FY 2002</u>	<u>FY 2003</u>	<u>FY 2004</u>
General Institutional Services	\$10,477,993	\$11,266,385	\$11,313,269	\$10,609,797

Note: Includes mail and printing, institutional research, public relations, computing and telephone services, and security.

Context:	<u>FY 2001</u>	<u>FY 2002</u>	<u>FY 2003</u>	<u>FY 2004</u>
General Institutional Services as a percentage of total tax levy budget	13.2	13.9	13.4	12.5
Community Subtotal	10.4	10.5	10.2	9.6
Comprehensive Subtotal	10.9	11.1	10.9	10.7
Senior Subtotal	10.8	10.9	10.4	10.0
University Total	10.5	10.7	10.3	9.9

Context:	<u>FY 2001</u>	<u>FY 2002</u>	<u>FY 2003</u>	<u>FY 2004</u>
Maintenance and Operations	\$7,959,582	\$7,211,515	\$7,680,751	\$8,395,421

Note: Includes administrative, maintenance and custodial activities associated with the college's physical plant.

Context:	<u>FY 2001</u>	<u>FY 2002</u>	<u>FY 2003</u>	<u>FY 2004</u>
Maintenance and Operations as a percentage of total tax levy budget	10.0	8.9	9.1	9.9
Community Subtotal	11.7	11.4	11.1	10.7
Comprehensive Subtotal	9.5	9.5	9.5	9.1
Senior Subtotal	10.4	10.5	10.6	10.6
University Total	10.3	10.3	10.3	10.1

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2004-05 University Performance Management Report

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

University Target: The University will increase the percentage of instruction delivered on Fridays, evenings and weekends, to better serve students and make fuller use of facilities.

	<u>Fall 2001</u>	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>
Percentage of Undergraduate FTEs offered on Fridays, evenings or weekends	31.2	32.6	36.5	37.1
Community Subtotal	39.0	40.2	38.7	38.2
Comprehensive Subtotal	45.5	44.2	44.7	44.2
Senior Subtotal	42.9	42.8	42.5	40.5
University Total	42.0	42.2	41.6	40.5

Note: Revised methodology - the new methodology has been changed to reflect the portion of the course that is offered during non-traditional hours. Courses meeting any time on Friday, Saturday or Sunday, or starting at 4:00 PM or later are considered as meeting during non-traditional hours.

Context:		<u>Fall 2001</u>	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>
Percentage of Graduate FTEs offered on Fridays, evenings or weekends		95.0	92.0	91.1	92.7
Comprehensive Subtotal		91.4	91.5	89.8	91.4
Senior Subtotal		88.5	87.7	87.8	88.0
University Total		88.8	88.1	88.1	88.4

Prospective Indicator: This is a baseline for the 2005-06 report.	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Number of seats filled in Adult and Continuing Education courses	3,977	4,581	4,968	5,041	3,868

Prospective Indicator: This is a baseline for the 2005-06 report.

Revenues generated by Adult and Continuing Education

Note: Data to be provided by colleges.

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