

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

**Brooklyn College
Key Indicators**

	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Percentage of instruction taught by full-time faculty (with adjustments)	64.7	56.7	56.4	51.8
	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Percentage of instruction in undergraduate courses delivered by full-time faculty	61.8	53.6	55.0	50.4
	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Mean teaching hours of veteran full-time faculty	7.7	7.7	7.9	7.6
	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Mean teaching hours of new full-time faculty (eligible for contractual release time)	7.5	7.8	7.8	7.5
			<u>Fall 2005</u>	<u>Fall 2006</u>
Percentage of students passing core courses with C or better			79.4	76.6
	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>
Average number of credits earned by full-time first-time freshmen in baccalaureate programs in the first 12 months (fall, spring and summer terms)	22.5	22.4	22.7	22.9
	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>
Percentage of required test-takers passing the CUNY Proficiency Exam (CPE pass rate)	92.7	90.7	93.5	95.4
	<u>Entering Class of Fall 2001</u>	<u>Entering Class of Fall 2002</u>	<u>Entering Class of Fall 2003</u>	<u>Entering Class of Fall 2004</u>
One-Year Retention Rate: Percentage of full-time first-time freshmen in baccalaureate programs still enrolled in college of entry one year later	83.4	79.6	78.6	75.5
	<u>Entering Class of Fall 1996</u>	<u>Entering Class of Fall 1997</u>	<u>Entering Class of Fall 1998</u>	<u>Entering Class of Fall 1999</u>
Six-year Graduation Rate: Percentage of full-time first-time freshmen in baccalaureate programs who graduated from college of entry within six years	37.3	36.2	43.7	39.4
	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>
Total Enrollment	15,635	15,513	15,384	15,281
	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>
Mean SAT Score of regularly-admitted first-time freshmen enrolled in baccalaureate programs	1021	1046	1059	1053
			<u>FY 2005</u>	<u>FY 2006</u>
Total Voluntary Support (Cash In, New Pledges, Testamentary Gifts)			\$9,374,292	\$15,563,038
	<u>FY 2003</u>	<u>FY 2004</u>	<u>FY 2005</u>	<u>FY 2006</u>
Grants and contracts awarded (administered by the Research Foundation)	\$9,750,917	\$9,131,895	\$10,680,318	\$12,916,018
	<u>FY 2003</u>	<u>FY 2004</u>	<u>FY 2005</u>	<u>FY 2006</u>
Institutional Support Services (administrative services) as a percentage of total tax levy budget	29.8	29.8	29.3	27.9

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

**Performance Management Process
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Raise Academic Quality

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

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

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

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

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

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

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

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

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

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

New Indicator

	<u>Fall 2006</u>
Percentage of instructional (student) FTEs offered partially or totally online	2.4
Senior Subtotal	0.9
Comprehensive Subtotal	1.6
Community Subtotal	2.6
University Total	1.6

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

New Indicator

	<u>Fall 2006</u>
Percentage of instructional (student) FTEs offered totally online	0.8
Senior Subtotal	0.4
Comprehensive Subtotal	0.9
Community Subtotal	0.6
University Total	0.6

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

New Indicator

	<u>Fall 2006</u>
Percentage of instructional (student) FTEs offered partially online	1.6
Senior Subtotal	0.4
Comprehensive Subtotal	0.7
Community Subtotal	2.0
University Total	1.0

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

Colleges will prepare additional reports on the use of instructional technology

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

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

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

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

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

Colleges will report on faculty scholarship and creative activity

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

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

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

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

	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Percentage of instruction taught by full-time faculty (with adjustments)	64.7	56.7	56.4	51.8
Senior Subtotal	59.2	56.3	54.7	53.6
Comprehensive Subtotal	52.1	48.7	47.2	46.1
Community Subtotal	52.9	57.6	54.2	54.1
University Total	55.6	55.2	52.9	52.2

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

New Methodology

	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Percentage of instruction in undergraduate courses delivered by full-time faculty	61.8	53.6	55.0	50.4
Senior Subtotal	54.3	51.7	50.6	48.9
Comprehensive Subtotal	48.7	45.4	43.7	42.8
Community Subtotal	50.8	55.7	53.0	52.7
University Total	51.8	51.9	50.0	49.0

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

New Methodology

	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Percentage of instruction in graduate courses delivered by full-time faculty	54.0	53.1	51.2	48.1
Senior Subtotal	65.2	62.2	60.5	62.6
Comprehensive Subtotal	69.6	59.4	60.6	59.6
University Total	65.7	61.8	60.5	62.2

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

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

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

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

New Indicator

	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Mean teaching hours of veteran full-time faculty	7.7	7.7	7.9	7.6
Senior Subtotal	7.6	7.5	7.4	7.4
Comprehensive Subtotal	8.3	8.1	8.1	7.9
Community Subtotal	10.4	10.4	10.3	10.4
University Total	8.4	8.3	8.2	8.2

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

New Indicator

	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Mean teaching hours of new full-time faculty (eligible for contractual release time)	7.5	7.8	7.8	7.5
Senior Subtotal	6.9	7.0	7.3	7.0
Comprehensive Subtotal	9.0	8.6	8.3	8.1
Community Subtotal	12.0	11.7	11.2	11.1
University Total	8.4	8.7	8.7	8.7

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

New Indicator

	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Number of veteran full-time faculty	349	342	339	353

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

New Indicator

	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Number of new full-time faculty (eligible for contractual release time)	60	78	85	64

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

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

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

	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Undergraduate student-faculty ratio	17.3	17.6	17.5	17.8
Senior Subtotal	17.8	17.8	17.7	17.9
Comprehensive Subtotal	18.0	18.2	18.1	18.0
Community Subtotal	19.2	19.4	18.9	18.8
University Total	18.4	18.5	18.2	18.3

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

	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Number of full-time faculty who taught at least one course in the fall	454	442	449	438

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

	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Number of full-time faculty	485	483	494	488

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

	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Number of FTE part-time faculty	155	185	205	231

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

	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Number of full-time professional and executive staff	240	243	242	245

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

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

Colleges will report on efforts to diversify faculty and staff

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

Improve Student Success

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

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

	<u>Fall 2005</u>	<u>Fall 2006</u>
Percentage of students passing core courses with C or better	79.4	76.6
Senior Subtotal	80.6	80.3
Comprehensive Subtotal	74.4	74.6
Community Subtotal	78.6	78.2
University Total	78.0	77.8

Note: Based on students enrolled in the fall and completing freshman composition and credit-bearing math courses through pre-calculus. Students are counted once for each core course in a given semester.

	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2006</u>
Percentage of freshmen and transfers taking one or more courses the summer after entry	38.6	32.9	33.7	33.8
Senior Subtotal	35.5	33.3	34.1	30.9
Comprehensive Subtotal	22.6	21.0	21.0	21.3
Community Subtotal	26.2	20.9	20.6	20.4
University Total	29.3	26.5	26.8	25.6

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

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

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

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

Baccalaureate Programs	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Percentage of baccalaureate students who have declared a major by the 70th credit	75.1	81.9	84.6	87.0
Senior Subtotal	68.5	73.9	76.7	77.0
Comprehensive Subtotal	98.7	98.8	98.8	99.1
University Total	75.2	79.5	81.5	81.8

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

Baccalaureate Programs	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Percentage of lower division FTEs taught by full-time faculty	65.1	54.2	55.4	49.3
Senior Subtotal	55.1	51.1	49.6	48.4
Comprehensive Subtotal	47.9	44.8	43.0	41.4
University Total	52.0	48.3	46.8	45.3

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

Baccalaureate Programs	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>
Average number of credits earned by full-time first-time freshmen in baccalaureate programs in the first 12 months (fall, spring and summer terms)	22.5	22.4	22.7	22.9
Senior Subtotal	23.9	23.9	24.1	23.8
Comprehensive Subtotal	24.1	24.1	22.8	22.8
University Total	23.9	24.0	23.9	23.7

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

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

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

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

Baccalaureate Programs	<u>Entering Class of Fall 2001</u>	<u>Entering Class of Fall 2002</u>	<u>Entering Class of Fall 2003</u>	<u>Entering Class of Fall 2004</u>	<u>Entering Class of Fall 2005</u>
Percentage of non-ESL SEEK students who pass all basic skills tests within one year	91.6	91.9	89.3	91.4	90.2
Senior Subtotal	85.9	91.1	87.2	82.9	83.6
Comprehensive Subtotal	75.3	80.7	83.2	76.6	81.8
University Total	84.5	89.7	86.7	82.0	83.4

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

Baccalaureate Programs	<u>Entering Class of Fall 2001</u>	<u>Entering Class of Fall 2002</u>	<u>Entering Class of Fall 2003</u>	<u>Entering Class of Fall 2004</u>	<u>Entering Class of Fall 2005</u>
Number of non-ESL SEEK students	107	160	178	174	225

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

Baccalaureate Programs	<u>Entering Class of Fall 2000</u>	<u>Entering Class of Fall 2001</u>	<u>Entering Class of Fall 2002</u>	<u>Entering Class of Fall 2003</u>	<u>Entering Class of Fall 2004</u>
Percentage of ESL students (SEEK and regular) who pass all basic skills tests within two years	77.4	72.5	86.4	68.2	83.7
Senior Subtotal	76.0	74.1	77.5	78.3	72.8
Comprehensive Subtotal	53.8	45.7	100.0*	45.5*	46.4
University Total	74.5	71.2	77.7	77.4	70.9

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

Baccalaureate Programs	<u>Entering Class of Fall 2000</u>	<u>Entering Class of Fall 2001</u>	<u>Entering Class of Fall 2002</u>	<u>Entering Class of Fall 2003</u>	<u>Entering Class of Fall 2004</u>
Number of ESL students (SEEK and regular)	53	40	59	44	43

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

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

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

	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Percentage of required invitees who took the CUNY Proficiency Exam (CPE show rate)	81.2	84.1	80.4	82.1	78.5
Senior Subtotal	76.8	78.8	78.1	76.7	76.8
Comprehensive Subtotal	72.2	73.1	73.6	73.0	79.2
Community Subtotal	80.6	68.2	77.5	74.0	77.1
University Total	76.7	75.5	76.9	75.1	77.5

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

	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Percentage of required test-takers passing the CUNY Proficiency Exam (CPE pass rate)	92.7	90.7	93.5	95.4	92.6
Senior Subtotal	89.9	90.4	93.2	93.9	93.4
Comprehensive Subtotal	84.8	87.1	89.3	91.4	90.1
Community Subtotal	84.2	82.5	88.3	91.0	89.1
University Total	87.7	88.4	91.0	92.6	91.4

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

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

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

	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07 estimated</u>
College Now registrations	2,474	228	322	372	494

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

	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>Summer and Fall 2006</u>
Percentage of College Now participants who earn an A, B, or C in College Now courses or demonstrate mastery of material in workshops	93	86	80	72	84
Senior Subtotal	84	83	83	81	83
Comprehensive Subtotal	81	87	79	77	75
Community Subtotal	79	81	80	84	86
University Total	81	84	81	83	84

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

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

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Objective 4: Increase retention and graduation rates

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

Baccalaureate Programs	<u>Entering Class of Fall 2001</u>	<u>Entering Class of Fall 2002</u>	<u>Entering Class of Fall 2003</u>	<u>Entering Class of Fall 2004</u>	<u>Entering Class of Fall 2005</u>
One-Year Retention Rate: Percentage of full-time first-time freshmen in baccalaureate programs still enrolled in college of entry one year later	83.4	79.6	78.6	75.5	78.4
Senior Subtotal	80.4	80.1	79.9	80.2	80.2
Comprehensive Subtotal	76.9	76.9	75.8	74.7	75.1
University Total	79.9	79.6	79.3	79.3	79.4

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

Baccalaureate Programs	<u>Entering Class of Fall 2001</u>	<u>Entering Class of Fall 2002</u>	<u>Entering Class of Fall 2003</u>	<u>Entering Class of Fall 2004</u>
Two-Year Retention Rate: Percentage of full-time first-time freshmen in baccalaureate programs still enrolled in college of entry two years later	67.8	62.1	61.3	64.9
Senior Subtotal	66.4	64.5	65.4	65.4
Comprehensive Subtotal	60.1	61.4	60.7	58.6
University Total	65.5	64.0	64.7	64.2

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

Baccalaureate Programs	<u>Entering Class of Fall 2001</u>	<u>Entering Class of Fall 2002</u>	<u>Entering Class of Fall 2003</u>	<u>Entering Class of Fall 2004</u>	<u>Entering Class of Fall 2005</u>
One-Year Retention Rate: Percentage of full-time transfers into baccalaureate programs still enrolled in college of transfer entry one year later (or earned degree pursued)	78.4	71.9	73.6	69.6	70.3
Senior Subtotal	75.9	74.9	72.7	74.1	73.6
Comprehensive Subtotal	77.8	77.3	76.1	74.5	75.6
University Total	76.3	75.4	73.4	74.2	73.9

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

Baccalaureate Programs	<u>Entering Class of Fall 2001</u>	<u>Entering Class of Fall 2002</u>	<u>Entering Class of Fall 2003</u>	<u>Entering Class of Fall 2004</u>
Two-Year Retention Rate: Percentage of full-time transfers into baccalaureate programs still enrolled in college of transfer entry two years later (or earned degree pursued)	60.5	61.2	60.9	61.6
Senior Subtotal	64.7	63.7	62.5	64.8
Comprehensive Subtotal	68.0	66.8	66.0	61.5
University Total	65.3	64.3	63.2	64.3

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

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

Objective 4: *Increase retention and graduation rates*

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

Baccalaureate Programs

	<u>Entering Class of Fall 1999</u>	<u>Entering Class of Fall 2000</u>	<u>Entering Class of Fall 2001</u>	<u>Entering Class of Fall 2002</u>
Four-Year Graduation Rate: Percentage of full-time first-time freshmen in baccalaureate programs who graduated from college of entry within four years	17.0	17.7	20.7	19.9
Senior Subtotal	14.8	15.5	19.6	20.0
Comprehensive Subtotal	14.7	17.7	18.0	18.8
University Total	14.7	15.7	19.4	19.8

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

Baccalaureate Programs

	<u>Entering Class of Fall 1996</u>	<u>Entering Class of Fall 1997</u>	<u>Entering Class of Fall 1998</u>	<u>Entering Class of Fall 1999</u>	<u>Entering Class of Fall 2000</u>
Six-year Graduation Rate: Percentage of full-time first-time freshmen in baccalaureate programs who graduated from college of entry within six years	37.3	36.2	43.7	39.4	44.3
Senior Subtotal	34.9	37.0	40.2	41.8	42.2
Comprehensive Subtotal	31.2	33.1	31.7	38.3	43.5
University Total	34.4	36.5	38.6	41.2	42.3

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

Baccalaureate Programs

	<u>Entering Class of Fall 1999</u>	<u>Entering Class of Fall 2000</u>	<u>Entering Class of Fall 2001</u>	<u>Entering Class of Fall 2002</u>
Four-year Graduation Rate: Percentage of full-time transfers into baccalaureate programs who graduated from college of transfer entry within four years	37.9	41.8	43.3	44.0
Senior Subtotal	47.6	49.8	48.9	48.4
Comprehensive Subtotal	48.4	48.1	50.8	50.1
University Total	47.7	49.6	49.2	48.7

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

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

Objective 4: Increase retention and graduation rates

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

Baccalaureate Programs

	<u>Entering Class of Fall 1996</u>	<u>Entering Class of Fall 1997</u>	<u>Entering Class of Fall 1998</u>	<u>Entering Class of Fall 1999</u>	<u>Entering Class of Fall 2000</u>
Six-year Graduation Rate: Percentage of full-time transfers into baccalaureate programs who graduated from college of transfer entry within six years	42.6	44.8	50.9	47.1	50.6
Senior Subtotal	50.7	51.1	54.1	55.2	58.2
Comprehensive Subtotal	51.9	47.3	53.5	54.9	54.3
University Total	50.9	50.5	54.0	55.1	57.6

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

Master's Programs

	<u>Entering Class of Fall 1998</u>	<u>Entering Class of Fall 1999</u>	<u>Entering Class of Fall 2000</u>	<u>Entering Class of Fall 2001</u>	<u>Entering Class of Fall 2002</u>
Four-year Graduation Rate: Percentage of master's students who graduated within four years of entry into master's program	57.7	60.6	61.9	60.3	67.6
Senior Subtotal	62.4	65.4	67.3	67.2	68.7
Comprehensive Subtotal	60.9	55.3	64.5	61.0	61.9
University Total	62.2	64.2	66.9	66.4	67.7

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

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

Objective 5: Improve post-graduate outcomes

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

	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>
Percentage passing the Liberal Arts and Sciences Test (LAST) for teacher certification	89	90	91	95	95
Senior Subtotal	92	94	96	98	98
Comprehensive Subtotal	86	85	98	95	99
University Total	92	93	96	98	98

Note: Prior to 2004-05, rates based on fewer than 10 test-takers were not available.

	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>
Number taking the LAST teacher certification exam	427	452	310	202	299

Note: Prior to 2004-05, data were not available for colleges with fewer than 10 test-takers. Exact subtotals and totals could not be computed when the number of test-takers is unknown for one or more colleges.

	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>
Percentage passing the Assessment of Teaching Skills-Written (ATS-W) for teacher certification	92	92	95	95	98
Senior Subtotal	94	95	98	99	99
Comprehensive Subtotal	89	91	100	96	100
University Total	94	95	98	99	99

Note: Prior to 2004-05, rates based on fewer than 10 test-takers were not available.

	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>
Number taking the ATS-W teacher certification exam	421	456	302	200	308

Note: Prior to 2004-05, data were not available for colleges with fewer than 10 test-takers. Exact subtotals and totals could not be computed for the years when the number of test-takers was unknown for one or more colleges.

	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>
Percentage passing a Content Specialty Test (CST)	97	92	89
Senior Subtotal	92	94	94
Comprehensive Subtotal	90	89	93
University Total	92	94	94

Note: Prior to 2004-05, rates based on fewer than 10 test-takers were not available.

	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>
Number taking a Content Specialty Test (CST)	39	157	238

Note: Prior to 2004-05, data were not available for colleges with fewer than 10 test-takers. Exact subtotals and totals could not be computed when the number of test-takers is unknown for one or more colleges.

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

Objective 5: Improve post-graduate outcomes

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

New Methodology

2005

Percentage of first-time test-takers without an advanced degree passing at least one segment of the Uniform CPA exam

34.7

Senior Subtotal

37.3

Comprehensive Subtotal

27.0

University Total

36.8

Note: The Uniform CPA exam changed to a computer-administered test from a paper-and-pencil test in 2004. NASBA issued revised 2004 pass rates for all institutions several months after last year's PMP report was issued. Revised figures for 2004 are not reported here because the methodology NASBA used in 2004 (even with corrections) is not the same methodology used to compute pass rates for 2005. The 2005 pass rates are computed as the number of events passed divided by the total number of events taken, where each attempt at a subtest is counted as a separate event (2004 results reflected best attempts and were based on an unduplicated count of students, not events).

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

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

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

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

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

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

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

Objective 6: *Improve quality of student support services*

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

	<u>2004</u>	<u>2006</u>
Student satisfaction with academic support services	3.02	2.90
Senior Subtotal	2.93	2.92
Comprehensive Subtotal	2.94	2.93
Community Subtotal	2.91	2.98
University Total	2.93	2.94

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

	<u>2004</u>	<u>2006</u>
Student satisfaction with student services	2.65	2.65
Senior Subtotal	2.74	2.75
Comprehensive Subtotal	2.77	2.80
Community Subtotal	2.74	2.77
University Total	2.75	2.77

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

	<u>2004</u>	<u>2006</u>
Student satisfaction with access to computer technology	3.20	3.24
Senior Subtotal	2.92	2.99
Comprehensive Subtotal	2.91	3.00
Community Subtotal	2.88	2.99
University Total	2.90	2.99

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

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

Enhance Financial and Management Effectiveness

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

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

	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Total Enrollment	15,635	15,513	15,384	15,281	15,947
Total FTEs	10,529	10,768	10,979	11,000	11,530
First-time Freshmen	1,224	1,349	1,215	1,413	1,379
Transfers	1,248	1,479	1,490	1,521	1,590
New Non-Degree Undergraduates	367	270	286	221	498
Continuing Undergraduates	7,383	7,453	7,603	7,593	8,046
Undergraduate Re-admits	545	409	578	616	598
Total Undergraduates	10,767	10,960	11,172	11,364	12,111
New Graduates	732	1,132	1,045	982	901
New Non-degree Graduates	697	343	248	142	164
Continuing Graduates	3,286	2,935	2,790	2,682	2,633
Graduate Re-admits	153	143	129	111	138
Total Graduates	4,868	4,553	4,212	3,917	3,836
	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Number of seats filled in Adult and Continuing Education courses	4,968	5,041	4,186	5,201	3,322

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

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

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

	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Mean SAT Score of regularly-admitted first-time freshmen enrolled in baccalaureate programs	1021	1046	1059	1053	1050
Senior Subtotal	1028	1040	1041	1041	1041
Comprehensive Subtotal	963	963	958	972	949
University Total	1019	1027	1026	1029	1026

Note: Based on current graduates of domestic high schools.

	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Mean SAT Score of regularly-admitted first-time freshmen enrolled in baccalaureate programs, excluding ESL students	1033	1054	1067	1061	1058
Senior Subtotal	1039	1048	1050	1049	1047
Comprehensive Subtotal	968	967	962	974	951
University Total	1028	1034	1034	1036	1031

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

	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Mean College Admissions Average (CAA) of regularly-admitted first-time freshmen enrolled in baccalaureate programs	82.8	82.8	84.5	84.3	84.4
Senior Subtotal	83.4	83.7	84.1	84.2	84.8
Comprehensive Subtotal	80.5	80.3	80.5	80.4	81.1
University Total	83.0	83.1	83.5	83.6	84.2

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

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

University Target: All colleges will have completed TIPPS equivalency evaluations for 90% of courses by June 30, 2007; all colleges will install Degree Works by June 30, 2007; for each month that Degree Works is installed, an additional 1% of students will access this planning and advisement tool.

New Indicator

	<u>May 2006</u>	<u>May 2007</u>
Percentage of course evaluations completed in TIPPS (based on all courses)	95.5	93.7
Senior Subtotal	57.2	77.1
Comprehensive Subtotal	55.6	67.2
Community Subtotal	29.7	78.3
University Total	47.4	75.2

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

New Indicator

	<u>May 2006</u>	<u>May 2007</u>
Number of course evaluations completed in TIPPS (based on all courses)	20,133	20,195

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

New Indicator

	<u>May 2007</u>
Percentage of course evaluations completed in TIPPS (excluding special courses, electives and non-credit courses)	94.5
Senior Subtotal	78.9
Comprehensive Subtotal	68.9
Community Subtotal	78.8
University Total	76.5

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

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

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

University Target: All colleges will have completed TIPPS equivalency evaluations for 90% of courses by June 30, 2007; all colleges will install Degree Works by June 30, 2007; for each month that Degree Works is installed, an additional 1% of students will access this planning and advisement tool.

New Indicator

	<u>May 2007</u>
Percentage of evaluated courses designated as non-transferable	30.1
Senior Subtotal	22.3
Comprehensive Subtotal	24.8
Community Subtotal	55.1
University Total	35.2

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

Baccalaureate Programs	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Number of transfers from CUNY AA/AS programs	271	351	393	438	478

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

Baccalaureate Programs	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Number of transfers from CUNY AAS programs	188	192	204	213	227

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

Objective 8: *Increase revenues from external sources*

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

New Methodology

	<u>FY 2005</u>	<u>FY 2006</u>	<u>FY 2007 preliminary</u>
Total Voluntary Support (Cash In, New Pledges, Testamentary Gifts)	\$9,374,292	\$15,563,038	\$17,801,330

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

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

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

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

Objective 8: Increase revenues from external sources

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

	<u>FY 2003</u>	<u>FY 2004</u>	<u>FY 2005</u>	<u>FY 2006</u>	<u>FY 2007 preliminary</u>
Grants and contracts awarded (administered by the Research Foundation)	\$9,750,917	\$9,131,895	\$10,680,318	\$12,916,018	\$13,214,718

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

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

	<u>FY 2003</u>	<u>FY 2004</u>	<u>FY 2005</u>	<u>FY 2006</u>	<u>FY 2007 preliminary</u>
Indirect cost recovery as a percentage of overall activity	17.2	18.8	9.1	13.1	20.9
Senior Subtotal	14.0	15.1	14.7	14.0	17.3
Comprehensive Subtotal	8.7	8.6	8.9	7.7	7.2
Community Subtotal	6.3	6.5	6.7	6.4	7.6
University Total	11.4	12.3	12.2	11.6	14.8

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

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

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

New Methodology

	<u>FY 2006</u>	<u>FY 2007</u>
Productivity savings as a percentage of targeted amount	282.4	100.0
Senior Subtotal	144.9	89.5
Comprehensive Subtotal	119.0	100.0
Community Subtotal	163.5	101.1
University Total	153.0	94.4

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

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

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

	<u>2004</u>	<u>2006</u>
Student satisfaction with administrative services	2.90	2.78
Senior Subtotal	2.85	2.85
Comprehensive Subtotal	2.87	2.95
Community Subtotal	2.81	2.91
University Total	2.84	2.89

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

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

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

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

	<u>FY 2003</u>	<u>FY 2004</u>	<u>FY 2005</u>	<u>FY 2006</u>
Institutional Support Services (administrative services) as a percentage of total tax levy budget	29.8	29.8	29.3	27.9
Senior Subtotal	28.5	28.0	27.6	26.9
Comprehensive Subtotal	29.1	28.8	28.6	27.1
Community Subtotal	32.1	31.3	32.1	31.3
University Total	29.0	28.5	28.5	27.6

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

	<u>FY 2003</u>	<u>FY 2004</u>	<u>FY 2005</u>	<u>FY 2006</u>
Institutional Support Services (administrative services)	\$25,115,055	\$25,761,665	\$26,321,101	\$25,949,492

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

	<u>FY 2003</u>	<u>FY 2004</u>	<u>FY 2005</u>	<u>FY 2006</u>
General Administration as a percentage of total tax levy budget	7.3	6.9	6.9	6.8
Senior Subtotal	7.5	6.5	6.7	6.6
Comprehensive Subtotal	8.7	8.5	8.3	7.7
Community Subtotal	10.8	10.6	11.3	10.6
University Total	8.4	7.9	8.1	7.8

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

	<u>FY 2003</u>	<u>FY 2004</u>	<u>FY 2005</u>	<u>FY 2006</u>
General Administration	\$6,121,035	\$5,954,261	\$6,214,809	\$6,287,448

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

	<u>FY 2003</u>	<u>FY 2004</u>	<u>FY 2005</u>	<u>FY 2006</u>
General Institutional Services as a percentage of total tax levy budget	13.4	12.4	10.9	11.8
Senior Subtotal	10.4	10.1	9.4	9.7
Comprehensive Subtotal	10.9	10.7	10.0	9.8
Community Subtotal	10.2	9.6	9.0	9.5
University Total	10.3	9.9	9.3	9.5

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

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

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

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

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

	<u>FY 2003</u>	<u>FY 2004</u>	<u>FY 2005</u>	<u>FY 2006</u>
General Institutional Services	\$11,313,269	\$10,743,342	\$9,821,908	\$10,950,671

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

	<u>FY 2003</u>	<u>FY 2004</u>	<u>FY 2005</u>	<u>FY 2006</u>
Maintenance and Operations as a percentage of total tax levy budget	9.1	10.5	11.4	9.4
Senior Subtotal	10.6	11.4	11.4	10.6
Comprehensive Subtotal	9.5	9.6	10.3	9.6
Community Subtotal	11.1	11.1	11.8	11.1
University Total	10.3	10.7	11.0	10.3

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

	<u>FY 2003</u>	<u>FY 2004</u>	<u>FY 2005</u>	<u>FY 2006</u>
Maintenance and Operations	\$7,680,751	\$9,064,062	\$10,284,384	\$8,711,373

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

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

Colleges will present evidence of a financial plan and balanced budget

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

	<u>Fall 2005</u>	<u>Fall 2006</u>
Percentage of FTEs offered on Fridays, evenings or weekends	46.8	46.3
Senior Subtotal	48.6	47.9
Comprehensive Subtotal	45.2	45.7
Community Subtotal	38.2	36.7
University Total	44.5	43.8

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

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

University Target: All colleges will develop a chemical inventory and hazardous waste management system. All faculty/staff working with chemicals or other hazardous substances will participate in hazardous waste training sessions.

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

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