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A.1.   The City University of New York (CUNY) Mission

The Nation's Leading Public Urban University

The City University of New York provides high-quality, accessible education for more than 269,000 degree-credit students and 270,000 adult, continuing and professional education students at 24 campuses across New York City.

The University is an integrated system of senior and community colleges, graduate and professional schools, research centers, institutes and consortia. From certificate courses to PhD programs, CUNY offers postsecondary learning to students of all backgrounds. It provides the city with graduates trained for high-demand positions in the sciences, technology, mathematics, teaching, nursing and other fields. As CUNY has grown, the University also has strengthened its mission as a premier research institution, building an array of modern facilities, and expanding the ranks of its world-class faculty.

http://www.cuny.edu/about.html

New York State Education Law Sec. 6201 describes the legislative intent for establishing the CUNY system and the core values that guide the university. Relevant language is excerpted below and the full text of Article 125 can be viewed here:

http://public.leginfo.state.ny.us/LAWSSEAF.cgi?QUERYTYPE=LAWS+&QUERYDATA=@SLEDN0T7A125+&LIST=LAW+&BROWSER=EXPLORER+&TOKEN=11676496+&TARGET=VIEW

Excerpt

CUNY has the "responsibility to provide post-secondary education in New York City….The University must remain responsive to the needs of its urban setting and maintain its close articulation between senior and community college units. Where possible, governance and operation of senior and community colleges should be jointly conducted or conducted by similar procedures to maintain the university as an integrated system and to facilitate articulation between units….the University will continue to maintain and expand its commitment to academic excellence and to the provision of equal access and opportunity for students, faculty and staff from all ethnic and racial groups and from both sexes….The City University is of vital importance as a vehicle for the upward mobility of the disadvantaged in the city of New York….[CUNY must have] the strongest commitment to the special needs of an urban constituency….Activities at the City University campuses must be undertaken in a spirit which recognizes and responds to the imperative need for affirmative action and the positive desire to have city university personnel reflect the diverse communities which comprise the people of the city and state of New York."

B.1.   The City College of New York (CCNY) Mission

The City College of New York (CCNY), the flagship college of The City University of New York (CUNY), is a comprehensive teaching, research, and service institution dedicated to accessibility and excellence in undergraduate and graduate education. Requiring demonstrated potential for admission and a high level of accomplishment for graduation, the College provides a diverse student body with opportunities to achieve academically, creatively, and professionally in the liberal arts and sciences and in professional fields such as engineering, education, architecture, and biomedical education. The College is committed to fostering student-centered education and advancing knowledge through scholarly research. As a public university with public purposes, it also seeks to contribute to the cultural, social, and economic life of New York.

Since its founding in 1847, The City College of New York has provided a world-class higher education to an increasingly diverse student body – serving as one of the single most important avenues to upward mobility in the nation. Access to excellence remains the vision of the College today.

The College strives for excellence in its wide-ranging undergraduate and graduate programs (including programs in the only public schools of engineering, architecture, and biomedical education in the city) and in its 13 on-site CUNY doctoral programs – all of which are designed to prepare students for successful careers as well as for continuing graduate and post-graduate education. The College's commitment to excellence is further exemplified by its emphasis on scholarly research and the integration of this research with teaching at both undergraduate and graduate levels.

City College's commitment to access is two-fold. It strives to offer an affordable education and to recruit and support a diverse student population, reflective of both New York City and the global society in which we live. This commitment to access stems not only from a belief that every student prepared for a rigorous college education deserves access to and support for it, but also that excellence itself requires the broad inclusion of, in the words of Townsend Harris, "the children of the whole people." Finally, the College will strive always to use its most valuable resources – a talented and dedicated faculty and staff and an inclusive and ambitious student body – to take a leadership role in the immediate community and across the nation.

http://www.ccny.cuny.edu/about/mission.cfm

B.3.   Our City: On the Move (2012 Report from the President)

The City College
of New York

Our City: *On the Move*

2012 Report from the President

In 2012, City proved once again
what happens when our steady direction
meets the power of determined energy.

Our City is on the move.

Let me share with you some of
the forces behind this momentum—
who's helping it along, how we're
demonstrating its progress, and how
I plan to keep it going.

I am filled with admiration
for the efforts of our City strivers,

tenacious and resilient and in full force, even as Superstorm Sandy swept through New York last October. Many were devastated by loss of home, power, and other basic needs. City rose to the challenge of the moment, and didn't stop there. In the wake of the storm, City professors joined a roundtable of urban experts to address New York's architectural, environmental, and mechanical responses and the city's preparation for the next storm.

Like these future-minded scholars, we continue to meet our challenges head on and with calm foresight, asking: How can we continue to do better? How can we maximize student success? How can we empower faculty to do their best work–as both educators and researchers? And how can we better connect with City partners and alumni?

In short, how do we keep the momentum going? The laws of nature answer plainly enough:

The force of our energy must exceed the resistance of the obstacles in our path.

Let's keep it moving together,

Lisa S. Coico

Lisa S. Coico, Ph.D. *President, City College of New York*

There are so many stories to tell–so many incredible, hard-working students, alumni, faculty, and college leaders helping drive us toward our goals.

- In 2012, City faculty brought in more than $60 million in funded research.

- City attracted 30 distinguished new faculty members, researchers, and mentors.

- The SAT scores of our most recent entering class rose nearly 50 points above the previous year.

- City students and faculty garnered local and national awards in a stunning array of disciplines– and, more exciting yet, across disciplines.

- New buildings are rising, as the five-year effort to build a high-tech, state-of-the-art research campus for our students and faculty nears completion.

- The Princeton Review and *Forbes* Magazine heralded City's growing reputation as one of America's best colleges–and recognized City as a "Green College" notably committed to sustainability.

- A steadily increasing number of students, with the support of our devoted faculty, are graduating on time.

- The number of applicants to the Macauly Honors College went from 700 prospective students to a stunning 1,167. I personally called to congratulate accepted applicants and talk with each one about the opportunities ahead.

Furthering *our proud tradition*

We're still home to strivers–
students making the most of every opportunity.

Our 2012 Valedictorian Karan Mehta, born in Queens to Indian immigrant parents, graduated with a 4.0 GPA and a BS in Biomedical Science. Tragically, Karan's father passed away midway through his studies at City. In spite of his loss, Karan persevered, receiving almost every merit-based accolade the college has to bestow. Karan's humble response to his latest achievement gave me pause. "I'm shocked to be named Valedictorian. **There are so many brilliant students at this school.**"

Karan isn't alone in his admiration of his peers. **I'm constantly awed by the accomplishments of our City students.** How do they do it–against sometimes daunting odds?

I think Michael McDonald (BA Secondary Math Education '12), one of our three City winners of the highly selective Math for America Fellowship, best describes the seed of our students' successes. "To be honest," he said, "I wanted it really badly. I never wanted anything more."

This is our City:
a microcosm of a global community
where you can overhear 90 different languages,
varied voices sparking debate and questioning assumptions.

The transfer of ideas among people with divergent backgrounds and
opposing viewpoints lies at the heart of momentous discoveries and innovation.

Pushing
the boundaries
of discovery

This richness of perspectives makes our City great and gives rise to truly new insights.

Partner colleges and universities, employers, and other organizations want to tap into this richness.

Take the team of three City students who spent the summer of 2011 in the CCNY-Stanford exchange and saw the challenges of an urban commuter campus from a new perspective. The connections that help students excel, grow, and get the most out of their college experience on a more residential campus are often social and, so, missing for many CUNY commuter students. City's team set out to improve the situation.

With the College's active involvement, our City students designed a social networking platform called inyourclass.com, where students can build connections over time and develop an extended academic community that shares information, holds asynchronous class discussions, offers informal tutoring, exchanges books, arts, or music. **It's the first of its kind and was selected as a semifinalist in the NYC Next Idea International Business Competition sponsored by Mayor Bloomberg.**

Now in beta testing at Stanford and throughout CUNY, the site is revolutionary for commuter campuses like ours–and appealing to places like Stanford, too.

It's so appealing, in fact, that **Stanford engaged our City innovators for another semester to pilot the product for Stanford undergrads.**

"Green" is more than a conversation at City.
It's a driving force behind some of our most important initiatives.

The **CUNY Energy Institute**, directed by City's Sanjoy Banerjee, a Distinguished Professor of Chemical Engineering, is leading the charge of several entrepreneurial faculty in developing a sustainable battery. And this is just one of the many future-defining projects that pairs current City students with renowned researchers and professors in what's quickly becoming one of the nation's **most ambitious and innovative energy research organizations**.

Collaborating for the common good

THE NOAA-CREST CENTER

"We monitor the whole earth, from coastal waters to near the surface of the sun." This comprehensive view, says Reza Khanbilvardi, the center's director and a NOAA-Chair Professor of Civil Engineering, allows for **true global awareness and impact**. Backed by a $15 million National Oceanic and Atmospheric Administration grant, the center also provides an unmatched training ground for City engineers in-the-making.

LANDSCAPE ALTERNATIVES

In direct response to the Superstorm Sandy flooding in New York and New Jersey, one City landscape architect proposed a storm defense strategy that would employ the use of "soft" infrastructure. As an organizer of "Waterproofing New York"–a public conference about innovative ways to cope with catastrophic weater events– Professor Catherine Seavitt Nordenson showed how wetlands could mitigate flooding damage by absorbing the surging water and slowing its velocity.

SUSTAINABILITY AND THE CITY: CCNY'S NEW MASTER'S PROGRAM

Behind the scenes, our urban landscapes are **vast collaborative spaces** for engineers, scientists, and architects. So we specifically designed our new Master's in Science and Sustainability to harness the creative tensions that would arise between collaborators from the Grove School of Engineering, the Spitzer School of Architecture, and the Division of Sciences. The program's cross-disciplinary curriculum calls for the integrated expertise of several disciplines to better understand how we situate ourselves and solve problems in this **living, urban laboratory**.

Sparking dialogue across the curriculum

Gaining momentum at City means inspiring fresh efforts and new connections.

To this end, I created the City SEED grants, designed to break down the usual academic silos and move even more **interdisciplinary research** off the starting block. In its second year, the SEED program has awarded $25,000-$50,000 to each of 20 interdisciplinary teams of students and faculty.

A few of the questions now guiding new collaborative possibilities:

How might artists and musicians help scientists express data–
and amplify its meaning and relevance for a broader audience?

What do good business and sustainable architecture have in common?

How could engineers and educators come together to teach
mathematics to visually impaired children?

Imagine the holistic solutions possible when seemingly far-flung minds
come together to solve 21st-century problems.

Moving forward together

In a City on the move, we have to be sure we're not leaving anyone behind.
The most pressing concerns haven't changed much since I first stepped onto City's campus. The same questions are being asked across the nation: How can we keep the cost of higher education in check? How can we raise standards and still serve our community and remain true to our mission? How do we better reward faculty members, many of whom could have landed higher paying jobs elsewhere? And how do we build better relationships with our alumni, stakeholders, and industry partners?

City has always rewarded hard work.

We *expect* it. And yet we never stop being surprised by what a person can achieve as the result of constant, focused, determined effort–

what a striver can do when given a chance.

Creating
conditions
for student
success

Last year our hard-working high achievers won two Udall Scholarships, a Fulbright Scholarship, three Math for America Fellowships. Undergraduates brought home a record five wins from research presentations at the Annual Biomedical Research Conference for Minority Students in California. Two of our graduating seniors were selected as National Science Foundation Fellows, three as NSF Undergraduate Research Fellows, and nine as NSF Graduate Research Fellows. An MFA student is a finalist for the Student Emmys.

You may have seen the work of Zachary Borst during the 2012 Super Bowl. Zach, a 2010 MFA graduate, wrote, directed, and produced a commercial that bested entries from 32 countries in a competition sponsored by Chevrolet. His commercial, "Chevy Happy Graduate," was selected as the winner and seen by an estimated 100 million viewers during the game. His lifelong dream of becoming a filmmaker was bolstered overnight.

I couldn't be prouder of Zach and the many students like him, who have made so much of their City experience.

But as we celebrate improved SAT scores and a parade of student awards, I'm not forgetting the students still striving to overcome the odds, juggling part-time jobs and course loads on a tough road to graduation. The fact remains that graduation and retention rates still aren't what we want them to be.

We only admit 33 percent of applicants, those best prepared for the rigorous demands of college work. Life in New York, however, tends to throw them a steady stream of curveballs.

The question remains:
How do we keep all our students on course for graduation and a better life?

My answer: Remove barriers to student acheivement. Create better classroom tools, train more available mentors, revise courses, and balance course loads to keep students on track. This may be our greatest challenge. But it's one I won't let go of solving.

Last year, I set out to make City as much
a proving ground for emerging professors
as it is for our students.

And now, with 30 new professors, including two stellar new deans–
Eric Weitz in the Division of the Humanities and the Arts
and Mary Erin Driscoll in the School of Education–

we're striding confidently toward this goal.

Both first-year and long-tenured, City faculty brought in more than $60 million in funded research. And that's not all.

In 2012, Ruth Stark, veteran Professor of Chemistry and the Acting Dean of Science, received the Sloan Public Service Award, regarded as "the Nobel Prize of city government." In the same year, newly hired Debra Auguste, Associate Professor of Biomedical Engineering, received the National Institutes of Health Director's New Innovator Award and $1.5 million to support her investigation of breast cancer therapies. On the humanities front, Barbara Ann Naddeo, Associate Professor of History, won the sought after Jaques Barzan Prize for her book, *Vico and Naples: The Urban Origins of Modern Social Theory.* And from our art department, Tom Thayer was one of only 51 American artists to participate in the prestigious Whitney Biennial.

This doesn't mean it's time to rest easy.

Ask any dean on campus: City professors could work anywhere. And they have–
from Ivy League schools to a host of Research I universities around the world.
Yet they've left Boston and Berkeley, Chicago, London, and Tokyo to come to City
College. To teach and perform research at the country's oldest public university.
To be a part of this ongoing democratic experiment in higher education.

To keep them here, we must continue to provide facilities, instrumentation, research
opportunities, and salaries on par with our competitors.

Supporting
an influential
faculty

What happens when the big dreams of City strivers
are backed by City College momentum?

Expanded opportunities for our students and faculty. More chances to create a better life and a better world.

In April 2012, City alumnus Martin Cohen set a new goal: to ensure that his alma mater maintains its science and engineering preeminence. **And like a true City original, he's seeing it through.** Cohen ('70) and his wife Michele donated $10 million to establish the Martin and Michele Cohen Dean of Science at City. It's the first endowed deanship in City's 165-year history. It also funds endowed professorships and provides funds for faculty and student support.

In the fall, the Grove School of Engineering opened the **Zahn Center**, a business incubator for aspiring student and faculty entrepreneurs and a resource for local business. Supported by a $1 million gift from the Moxie Foundation, the charity of City alumnus Irwin Zahn ('48), and a $440,000 grant from the Office of Manhattan Borough President Scott Stringer, the center will **incentivize young people to go into business for themselves.**

In 2012, we raised $43.6 million to further City programs.

Building
community
on campus
and beyond

**To make the most of such opportunities,
we have to stay in touch.**

Better connect with our students.
Strengthen ties to our alumni–young and old, near and far away.

No matter who we are,
where we came from, or where we find ourselves now,
we all share in the opportunity this one City helped set in motion.

We've accomplished so much.

And like our green-thinking scholars, we look toward the future by renewing and recharging our energy even as we expend it.

Where will our energies take us next?

The **new science research buildings**–with nearly 400,000 square feet of state-of-the-art laboratories, offices, and imaging facilities–open in 2014. With more than a half-billion dollars invested by the State of New York, these two world-class research facilities (one a CUNY-wide research center), will become a collaborative hub of discoveries for decades to come.

Last year we began our **exchange with Stanford University** by sending top students in **science and engineering** to study at its summer institutes for engineering and entrepreneurship. This summer we extend our partnership with Stanford to **humanities and arts** students, when 10 of our best will spend eight weeks at Stanford with a faculty research mentor.

Next fall, City will launch a **new graduate program in branding and integrated communications**. What makes this program different? We convened a summit of 70 representatives from Manhattan advertising, branding, and PR firms to help make sure our curriculum prepares tomorrow's leaders for these expanding fields.

We're poised for more breakthroughs.

This year and the next and the next, we continue to both learn and teach with a striver's spirit.

Moving
to the
city's pulse

Our city's pace is contagious.

And City students, alumni, faculty, and staff don't just keep up–
they're setting the standard of excellence that's pursued
by those around them.

Even as the next class of bold, empowered, and boundary-pushing new graduates
step into their careers, we welcome the next freshman class behind them,
some 1,500 ambitious students, boundless with energy and aspirations.

Graduates leave City not only prepared for careers
in any city in the world, but inspired to make a difference.

Together we are on the move and
gaining momentum.

Thank you for continuing this journey with me.

The City College of New York

C.3.   The City College of New York (CCNY) Strategic Plan (2014-2018)

Concurrent with the work of the PRR, CCNY has begun a process for developing a new strategic plan, led by the President, the Senior Leaders Advisory Committee, and the Strategic Planning Steering Committee, which includes internal and external stakeholders who can provide guidance to the project and actively support the resulting changes. The Strategic Planning Steering Committee is cognizant of the need to establish linkages among budget, planning, and strategic goals that can be clearly documented and assessed.

The following "Comprehensive Strategic Planning Framework" presents an overview of the program management structure, project roles and responsibilities, committee goals and objectives, timelines and high-level project plans, an explanation of the three-phase strategic planning methodology, and immediate next steps. To date, significant progress has been made by the four subcommittees:

- The **Academic Prosperity Subcommittee** is identifying the challenges and opportunities associated with academic excellence. After examining existing curricula, academic structures, institutional values and practices, the subcommittee will recommend a framework for the next academic plan for the College.

- The **Student Success Subcommittee** is evaluating the level of student success currently and will develop plans to enhance and support institutional efforts, programs, and services that facilitate student performance and success.

- The **Financial Health Subcommittee** is currently assessing the challenges and impediments to CCNY's financial performance and stability. Next, the members will offer recommendations to enhance revenues and support both CCNY's and CUNY's key strategies and objectives in a resource-constrained environment.

- The **Culture of Excellence Subcommittee** is analyzing the cultural climate on campus, as experienced by all constituencies—students, faculty, and staff. The members intend to outline a cohesive plan for cultivating and maintaining a positive and productive culture across CCNY.

The new strategic plan will be structured to ensure that the measurable goals are more intentionally linked to the budgeting process and that the ideas are accessible and inspiring to students, faculty, and staff.

The composition of the Senior Leaders Advisory Committee and the Strategic Planning Steering Committee and its subcommittees also follows.

Senior Leader Advisory Committee

Ira Krawitz, Acting Vice President for Communications and Marketing

Praveen Panchal, Vice President for Information Technology and Chief Information Officer

Jerald Posman, Vice President for Finance and Administration

Juana Reina, Vice President for Student Affairs

Robert Santos, Vice President for Campus Planning and Facilities Management

John Siderakis, Assistant Vice President for Human Resources

Elena Sturman, Executive Director of The City College Fund

Maurizio Trevisan, Senior Vice President for Academic Affairs and Provost

Jeffrey F. Machi, Vice President of Development and Institutional Advancement

Karen Witherspoon, Vice President for Government and Community Affairs

Deans

Joseph Barba, Grove School of Engineering

Mary Driscoll, School of Education

Christine Li (Acting), Division of Science

Juan Carlos Mercado, Division of Interdisciplinary Studies

George Ranalli, Spitzer School of Architecture

Jeffrey Rosen (Acting), Division of Social Sciences

Maurizio Trevisan, Sophie Davis School of Biomedical Education

Eric Weitz, Division of Humanities

Strategic Planning Steering Committee

Academic Prosperity Subcommittee

Myrah Brown-Green (Urban Affairs, Government and Community Affairs)

Doris Cintrón (Provost)

Julio Davalos (Engineering)

Jodi Garner (Development and Institutional Advancement)

Eitan Friedman (Sophie Davis School of Biomedical Education)

Ellen Handy (Art)

Anu Janakiraman (Biology)

Mark Kam (Information Technology)

Sandy Kim (Student Affairs)

Elizabeth Matthews (Interdisciplinary Studies)

Rajan Menon (Political Science), Chair

Carlos Riobo (Foreign Languages and Literatures)

Mark Schaffler (Engineering)

John Siderakis (Human Resources)

Yael Wyner (Education)

Culture of Excellence Subcommittee

Sarah Damsky (Student Affairs)

Joseph Fantozzi (Admissions)

Vicki Garavuso (Interdisciplinary Studies)

Rita Gregory (Library)

David Jeruzalmi (Chemistry)

Ian Matthew (Human Resources)

Renata Miller (English)

Fred Moshary (Engineering), Chair

Catherine Seavitt (Architecture)

Gregory Shanck (Urban Affairs, Government and Community Affairs)

Christine Sheffer (Sophie Davis School of Biomedical Education)

Nancy Stern (Education)

Nancy Tag (Media and Communication Arts)

June Williamson (Architecture)

Financial Health Subcommittee

Adeyinka Akinsulure (Psychology)

Marta Bengoa (Economics), Chair

Marco Castaldi (Engineering)

Catherine Franklin (Education)

Marta Gutman (Architecture)

Ravi Kalia (History)

Felix Lam (Finance)

Otto Marte (Information Technology)

Lauren Mendelsohn (Library)

Susanna Schaller (Interdisciplinary Studies)

Gordon Thompson (English, Black Studies Program)

Leslie Timothy (Development and Institutional Advancement)

Kenneth Waldhof (Student Affairs)

Student Success Subcommittee

Anthony Achille (Urban Affairs, Government and Community Affairs)

Vera Ballard (Information Technology)

Maudette Brownlee (SEEK)

O'Lanso Gabbidon (Student Affairs)

William Gibbons (Library)

Paul Gottlieb (Sophie Davis School of Biomedical Education)

Celia Lloyd (Enrollment Management, Finance)

Annette Pineda (Development and Institutional Advancement)

Mark Shattuck (Physics)

Richard Steinberg (Education, Physics)

Mary Ruth Strzeszewski (Provost), Chair

Leon Tachauer (Scheduling, Provost)

Joshua Wilner (English, General Education)

Comprehensive Strategic Planning Framework
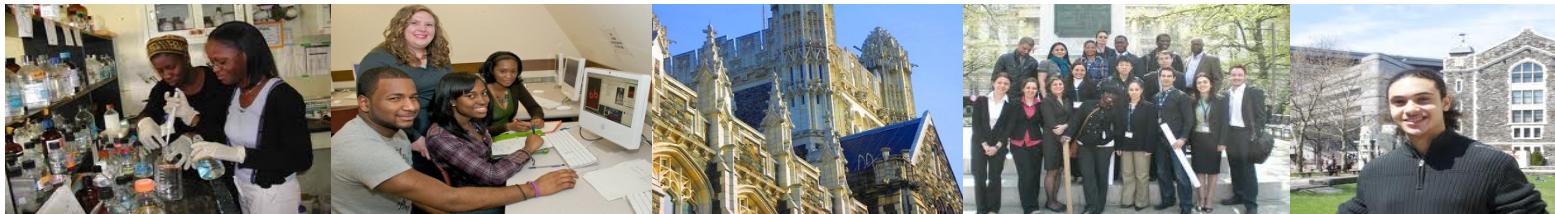
Introduction and Overview

This document outlines City College of New York's comprehensive strategic planning initiative.

The document includes the following components:

A PROGRAM MANAGEMENT STRUCTURE – *A model for managing, leading, and guiding the strategic planning initiative in an organized and coordinated manner.*

PROJECT ROLES AND RESPONSIBILITIES – *A high level description of the primary roles and responsibilities for each entity within the Program Management Structure.*

COMMITTEE GOALS AND OBJECTIVES – *An articulation of the strategic goals that will guide each Committee in its deliberations.*

TIMELINES AND HIGH LEVEL PROJECT PLANS – *A brief description of the key tasks to be performed by each Committee within a prescribed timeframe.*

THREE PHASE STRATEGIC PLANNING METHODOLOGY – *A diagram of the discrete phases that each Committee will follow in developing its recommendations and plans.*

IMMEDIATE NEXT STEPS – *A list of the recommended actions necessary to advance the effort and launch the strategic planning Initiative.*

Program Management Structure

Steering Committee
Supporting the Future of The City College of New York

Senior Leader Advisory Committee
Providing critical advice and support

Program Sponsors
(President, Provost)

Project Management and Support-Internal Resources TBD

External Program Management Support - Excelcor

Communications Support –Ira Krawitz and Excelcor

Academic Prosperity Committee

Committee Chair

Committee Members

External Support

Student Success Committee

Committee Chair

Committee Members

External Support

Financial Health Committee

Committee Chair

Committee Members

External Support

Culture of Excellence Committee

Committee Chair

Committee Members

External Support

Project Roles and Responsibilities

Steering Committee

- Comprised of internal and external stakeholders
- Provide guidance and support to the project teams in support of the University's vision
- Actively support and enable the resulting changes and long term vision

Senior Leaders Advisory Committee

- Comprised of Deans and Vice Presidents
- Provide guidance and support to the Project Sponsors and project teams in support of the University's vision
- Monitor project teams progress

Project Sponsors (President and Provost)

- Provide thought leadership and vision
- Establish and communicate project goals
- Remove barriers to team progress
- Monitor progress

Project Team Leaders

- Support project goals and objectives
- Provide formal and informal leadership
- Build consensus and buy-in
- Communicate progress to Sponsor and Steering Committee

Project Team Members

- Develop plans and strategies to achieve deliverables
- Provide ideas and suggestions for addressing critical issues

External Support

- Program management
- Project management
- Change management
- Facilitation
- Thought leadership
- Best practices
- Program integration and coordination
- Record keeping
- Deliverables development
- Communication

Internal Support

- Scheduling
- Logistics
- Administrative support
- Internal navigation

Communications Support

- Communications planning and execution
- Proactive messaging
- Alignment with University messaging
- Two-way communication strategies
- Traditional and social media vehicles

Committee Goals and Objectives

Academic Prosperity
- Develop a process for engaging the campus / faculty in an inclusive, collaborative and transparent strategic planning process
- Develop an academic strategic plan
- Define the appropriate role and context for research in today's CCNY

Student Success
- Develop a process for assessing strengths and weaknesses of existing services, structures and programs designed to facilitate student success
- Develop a plan for improving student success and six year graduation rates

Financial Health
- Develop a process for assessing strengths and weaknesses of existing academic support services and revenue generating mechanisms and activities
- Develop a plan for improving the quality and efficiency of academic support services
- Develop a plan for enhancing revenues and for creating new revenue streams

A Culture of Excellence
- Develop a process for assessing strengths and weaknesses of the current CCNY culture
- Develop a cultural enhancement plan that supports CCNY's history, mission , vision and strategic plans for the future

Committee Timelines and High Level Project Plans

	February 2013 - March 2013	April 2013 – May 2013	June 2013 – August 2013	September 2013
Academic Prosperity Committee	• Develop comprehensive academic planning framework outlining the planning approach, goals, objectives, structures and desired outcomes	• Implement the planning framework and engage the campus in the planning exercise • Develop draft academic plan • Define the role of research at CCNY	• Establish process for seeking broad based campus input into the draft plan • Solicit feedback and modify plan accordingly	• Finalize and implement the plan
Student Success Committee	• Develop approach for assessing student success functions • Conduct the assessment	• Develop framework for enhancing student success functions • Launch design teams	• Develop recommendations for student success functions, programs, structures, etc.	• Establish process for seeking broad based campus input into the recommendations • Modify accordingly • Implement
Financial Health Committee	• Develop approach for assessing academic support functions • Conduct the assessment	• Develop framework for enhancing academic support functions and revenue generating mechanisms • Launch individual design teams	• Develop recommendations for improving academic support services and service levels	• Establish process for seeking broad based campus input into the recommendations • Modify accordingly • Implement
Culture of Excellence Committee	• Develop approach for assessing the CCNY culture • Conduct the assessment	• Define the desired culture and develop plans for transforming the existing culture to achieve the desired culture	• Establish process for seeking broad based campus input into the draft plan • Solicit feedback and modify plan accordingly	• Establish process for seeking broad based campus input into the recommendations • Modify accordingly • Implement

A Three Phase Methodology for Strategic Planning

Where are we today?

Where do we want to be?

How will we get there?
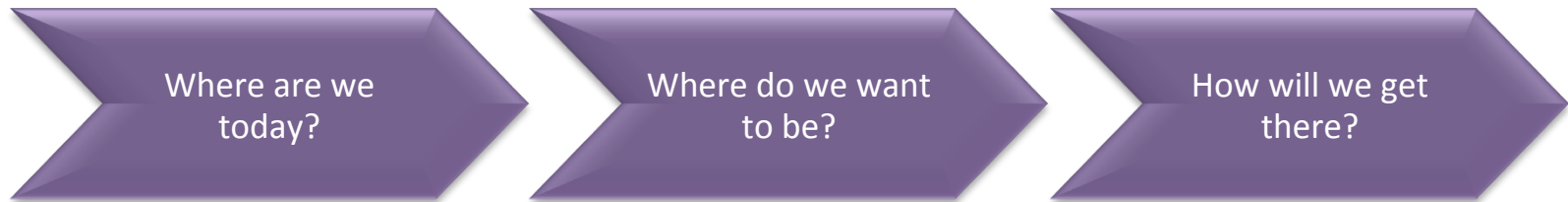
- Assessment of existing academic, student, administrative programs and services, and culture

- Evaluation of strengths, weaknesses, opportunities, and threats

- The design of plans to improve the quality of academic, student, and administrative programs and services

- A clear articulation of the academic, research, student and administrative vision for the future

- Detailed plans for implementing initiatives designed to improve academic, research, student and administrative programs and services and culture

Immediate Next Steps

Broadly Share the Planning Framework
- Deans and VP's
- Faculty and Staff Leaders
- Student Leaders
- Other Stakeholders

Identify and Charge Steering Committee
- Develop framework for engaging the Steering Committee
- Define characteristics of the Steering Committee (size, composition, competencies, behaviors, etc.)

Identify and Charge Team Leaders
- Define competencies, skills and behaviors required for effective team leadership

Identify and Charge Team Members
- Define competencies, skills and behaviors required for effective team membership

Build Communications Plan
- Communicate the need for strategic planning
- Craft initial messages

CCNY Strategic Planning Initiative

D.2.   Verification of Student Identity

Students in online instruction offered by CUNY must log in through a system that uses IDs and passwords to invoke an authentication triangulated against name, date of birth, and Social Security Number. (These are inaccessible but generate a unique access number. It is this access number that, invoked by the user ID/password combination, permits admission to the system.) This secure login is a student's only means of access to the online learning management system (LMS). All courses—not only online courses—use this same system of authentication for registration. Enrollments are imported directly into the LMS without any action on the part of students, faculty, and staff. In addition, every action within a course site is recorded by the extensive tracking features of the LMS, which monitor each user in terms of time and duration of any action, as well as the section of the site involved. This occurs even if there is no posting by the student.

Such mechanical means of verifying student identity and activity in online courses are supplemented by high levels of interaction in small classes. Students introduce themselves, demonstrating knowledge of course subject, writing posts, and responding to comments from their peers. Many students also maintain blogs and/or wikis individually or in groups. Such interactivity creates a high degree of familiarity among the online course participants and faculty. The quality of these "dialogues" has improved as online courses move beyond pilot to program-wide application and students display more sophisticated forms of self-presentation and engagement. Contributing to these advancements are cross-course portfolios, learning communities, and synchronous conferencing—including voice and video.

Faculty teaching online courses make extensive use of performance-based assessment and active learning in online instruction. Through these endeavors, faculty are able to identify patterns in writing styles, levels of achievement, content knowledge, and types of interaction that are unique to each student. As a result, faculty are prepared to make informed judgments regarding atypical assignments or examinations that do not match established student performance patterns.

Every online course syllabus contains a statement of expectations and describes the preventatives measure to ensure academic integrity. Assessments include, but are not limited to, papers, projects, group discussions, and/or online chats. Faculty can check any written work—from discussion posts to submitted papers—with anti-plagiarism software, *e.g.*, Turnitin™, SafeAssign™.

For more information about Academic Technology at CUNY, visit
http://www.cuny.edu/academics/initiatives/academictechnology.html

(source: CUNY Director of Academic Technology)

E.7. Year-End CCNY Report Final (2011-2012)

The City College of New York Performance Goals and Targets
2011-2012 Academic Year
June 12, 2012

1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix.
  1.1 Colleges and programs will be recognized as excellent by all external accrediting agencies.
  • Division of Science will submit and achieve a successful outcome for the Oct 1, 2011 progress letter to Middle States addressing the assessment of learning outcomes and closing the loop activities in the joint PhD programs, Biology, Biochemistry, Chemistry and Physics.
    The Middle States Commission on Higher Education voted on November 17, 2011 to accept the College's Progress Report, which had been submitted on October 1, 2011. The joint PhD programs in Biology, Biochemistry, Chemistry and Physics continue to be administered at the Graduate Center and run under the consortial model. The Graduate Center is in the midst of developing an institution-wide learning outcomes assessment process, building on work that began during our Middle States Commission on Higher Education reaccreditation. Our ongoing efforts are designed to address the recommendations of the Middle States Commission and were transmitted to the Commission in a Progress Report in spring 2012. Therefore the Ph.D. programs in Biochemistry, Biology, Chemistry, and Physics are a part of the Graduate Center's assessment process, and their assessment materials will be included in the Graduate Center's Progress Report.
  • Engineering will receive successful ABET accreditation results for all eight engineering programs. Results to be announced at the ABET 2011 Summer Commission meeting.
    All eight undergraduate programs in the Grove School of Engineering (Biomedical Engineering, Civil Engineering, Chemical Engineering; Computer Engineering, Computer Science, Earth System Science and Environmental Engineering, Electrical Engineering and Mechanical Engineering) were reviewed by ABET in October 2010. At the summer 2011 ABET Commission meeting, all eight programs received full accreditation for the maximum 6-years. The Biomedical Engineering and the Earth System Science and Environmental Engineering programs received full accreditation on their first attempt. Both programs had their accreditation awarded retroactively to the beginning date of the program.
  • The Department of Psychology will receive reaccreditation by The American Psychological Association.
    The Department of Psychology has progressed significantly toward reaccreditation of its Clinical Psychology Ph.D. program from the American Psychological Association (APA). In January 2012, the Department submitted to the APA a full self-study of the Ph.D. program. In March 2012, the Department received from APA a preliminary response letter, which approved the program for a site visit. In May 2012 the department received a preliminary response letter, answered the questions that were raised and proceeded to schedule the site visit for July 11th and 12th, 2012. The APA team will write its report within 30 days of its visit, from which time the Department has 30 days to respond. The APA will meet in October 2012 to vote on reaccreditation.
  1.2 CUNY and its colleges will draw greater recognition for academic quality and responsiveness to the academic needs of the community
  • CCNY will identify and prepare 10% more viable candidates for National Scholarships and Fellowships than in 2010/2011.
    City College students continue to excel both locally and nationally as the College continues its upward trend of recruiting more top performing students.(The Macaulay Honors College at City College and the Honors Program grew by 32% this year.) The College identified more than 10% viable candidates for national Scholarships and Fellowships this year and has already identified more than a 10% increase in candidates with whom we will work next year. Outreach to students includes identification of candidates by faculty and staff, inviting students for informational meetings, scheduling meetings with representatives from scholarship-granting organizations, and inviting scholarship-awarding organizations to campus to meet with faculty, staff and students. The

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mentoring of individual candidates is done individually, particularly with faculty members who have strong undergraduate participation in their research.

- CCNY will increase the number of Presidential Community Scholars by 5 undergraduates.
  Nine high performing high school students received the 2011 City College President's Community Scholarships, bringing our total number of Presidential Community Scholars to 14.
- The College will have a 10% increase in programs at Aaron Davis Hall to foster an improved relationship with the Harlem Community.
  The college has increased programs at Aaron Davis Hall by over 50% in FY12.
  We presented 3 major community concerts, three dance recitals, one theatrical presentation, and several ceremonies honoring college and community figures, all at free or reduced ticket prices for community based organizations. In addition, we leased Aaron Davis Hall to community organizations at reduced rates (P.S. 161, Dance Theatre of Harlem, Harlem School of the Arts…), hosted numerous City College academic activities open to the public (Black History Celebration, Theatre Department programs, Poetry Festival)and hosted our very successful Summer Theater program "New Haarlem Arts Theatre."

1.3 Colleges will improve the use of program reviews, analyses of outcomes, enrollment, and financial data to shape academic decisions and resource allocation.

- The Division of Science will complete a program review for the math department.
  The Math Department prepared its self-study during the spring 2012 semester in preparation of their fall 2012 external review. They are now finalizing a list of evaluators and making plans for the site visit.
- The Division of Science will implement the recommendations from the Premed Program Evaluation Report – May 2010.
  The recommendations have been implemented. There was a concern in the Evaluation Report that the stated GPA for the program was lower than national average and this was perceived to limit student success. As a result, the division opted to develop diagnostic tools in addition to the 3.0 GPA to determine students' viability as competitive applicants to professional schools. The diagnostic tools that were implemented include (1) two mandatory self-assessment surveys that will be used to establish students' levels of competitiveness for admission to professional schools, (2) pre- MCAT, DAT or GRE exams offered in conjunction with Kaplan Services that will provide students with a comprehensive report outlining their strengths and weaknesses with regard to the standardized tests, and (3) individualized progress reviews by the program director using the data from the surveys and the pre- tests along with academic performance. In addition, more courses will be included in the curriculum that will help the students develop critical thinking skills.
- The Spitzer School of Architecture will receive high marks from the NAAB for its combined B. Arch. and M. Arch Architecture program report and receive full accreditation from the September 2011 review.
  The Bachelor of Architecture and Master of Architecture Program visit by NAAB accreditation team ended very successfully. The Visiting Team Report was extremely positive about programs in general and specifically about students, faculty, facilities, and leadership. It also had high praise for the level and quality of university, college, and alumni support. The Accrediting board approved a full extended term of accreditation.
- The Division of Social Science will complete its academic program reviews for the Department of Sociology and the Dominican Studies Institute.
  The Dominican Studies Institute initiated an Institute review in the spring-- coupled with extensive projects on the emerging Spanish-Speaking Caribbean consortium and the development of a circulating Photographic Exhibit on the Dominican Republic. The report will be completed and external reviews will evaluate and visit the campus in the fall, 2012. The Department of Sociology

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completed an extensive review of both undergraduate and graduate programs. Two senior sociologists (from Rutgers University and University of California at Irvine) read and evaluated the self-study, visited the campus for two days, and wrote a final assessment. The dean and provost accepted the report and authorized several recommendations included in the review.

• The College will integrate assessment with program reviews and develop guidelines for use by the divisions/schools.
One of the recommendations from the President's Cross-Functional team examining CCNY's use of program reviews and other types of data analyses to shape academic decisions and resource allocation was the need to combine program reviews with student learning outcomes assessment processes. In the fall of 2011, Jodi Levine-Laufgraben, the Vice Provost for Program Reviews and Assessment from Temple University was invited to the CCNY campus to discuss successful accreditation practices and to propose strategies for integrating program review and assessment at City College. Guidelines have been developed and are under review. The Accreditation Specialist for Earth System Science & Environmental Engineering program at CCNY was featured in a spring 2012 panel on the integration of program review and outcomes assessment held at the Graduate Center and hosted by the CUNY-wide Assessment Council.

1.4 Use of technology to enrich courses and teaching will improve.

• Increase number of hybrid courses offered by 10%.
This past year, the College offered 41 hybrid courses and 16 on-line courses for a total of 57 courses; this represents approximately a 100% increase over the previous year of offering 24 such courses. The College is making a big push to increase on-line teaching. The percentage of instructional (student) FTEs offered totally or partially on-line went from 0.4% to 1.0%. IT has designed the new smart classrooms and provided funding is allocated, will build two of them this summer.

• Expand number of technology based 1:1 training and workshops offered by 10%.
This past year, the Center for Excellence in Teaching and Learning defined specific software and technologies that faculty can productively use. In addition, the College offered 109 training events for 1239 faculty on grant writing, assessment, effective teaching, Blackboard, using technology in the classroom and hybrid/on-line courses. There was at least a 50% increase in 1:1 assistance; a sign-in sheet for all faculty receiving 1:1 assistance was instituted this year.

• Math Courseware will be piloted and implemented in FQUAN.
Math courseware was identified and implemented in FQUAN on a pilot basis in 9 sections with about 175 students. ALEKS is an online math program that can be used with or without an associated textbook. The idea behind using ALEKS was to give a basic math review that could be tailored to the individual needs of the student. ALEKS works by giving each student a comprehensive pretest and then, based on the pretest results, tailors a series of modules based on the student's strengths and weaknesses. All students were required to complete the ALEKS module and were given six weeks to do so. The effectiveness of the courseware is being assessed; however, initial results were so positive that the courseware will be implemented in all FQUAN sections.

• Homework Courseware will be piloted and implemented in calculus series.
During the fall 2011 and spring 2012 semesters, the math department piloted the WebAssign homework system in half of the day sections of two courses: Math 19500 (pre-calculus) and Math 20100 (calculus) .All day session sections shared a uniform final examination, which was group-graded in order to measure the effectiveness of the intervention. The median final exam scores in the Fall 2011 WebAssign sections were, on average, 2 points higher (Math 19500) and 8 points higher (Math 20100) than in the control sections. Data sets from spring 2012 have not yet been analyzed. The WebAssign experiment will continue in fall 2012.

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The City College of New York Performance Goals and Targets
2011-2012 Academic Year
June 12, 2012

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

    2.1 Colleges will continuously upgrade the quality of their full- and part-time faculty, as scholars and as teachers.

- A new training and development program series on effective pedagogy and effective teaching and practical technologies will be developed and offered to all new faculty.
  This past winter, the Center for Excellence in Teaching and Learning held a 2-day technology immersion program for faculty to assist Faculty with incorporating technology in their courses. Programs included working with media, using Blackboard and screen capture software as well as audio and video editing. Attendance was high and feedback, positive. In addition, the Center offers 1-2 hour workshops on a range of technology topics throughout the semester.

    2.2 Increase faculty research/scholarship.

- The percent of faculty who report research scholarship will increase by 10%.
  This past year, the percent of faculty who reported their research scholarship increased significantly. The response rate by required faculty increased to 87% from 60% and the total publications reported by required faculty increased to 1737 from 1145.

    2.3 Instruction by full-time faculty will increase incrementally.

- The instruction by full-time faculty will increase by 1-2%.
  The percentage of our instructional FTEs delivered by full-time faculty increased from 48.9% to 50.4% or by 3%.

    2.4 Colleges will recruit and retain a diverse faculty and staff.

- The College will establish an Inclusion and Excellence Committee that will establish guidelines for recruiting and retaining a diverse faculty and staff.
  The President appointed a Committee on Inclusion and Excellence to assess the current climate/cultural issues of faculty life and to make recommendations for improvement. The Committee has conducted a series of focus groups with faculty members and has administered a survey for which there was a 32.8% response rate. The Committee has met to review the results of the survey and to propose a series of recommendations that include guidelines for the recruitment and retention of a diverse faculty and staff and for creating a climate and campus culture of inclusion.

- The College will train all faculty search committees on the benefits of having a diverse workforce so that there is a 5% increase in hiring of underrepresented groups.
  In the past academic year there have been 21 faculty hires at The City College of New York. Of these hires eleven, or approximately 52%, are minorities. This is a significant increase compared to last year, in which 12 minorities were hired from 66 faculty searches (equivalent to approximately 18%). As part of the College's effort to attract and retain a diverse workforce, City College has begun to advertise positions on various diversity websites. In addition, before beginning the search process on campus, search committees are charged with their duties and provided with information by Affirmative Action. In this charge meeting, committee members are provided with:
  - A list of interview questions that can and cannot be asked;
  - Statistical data and analysis of the hiring department's underutilization, if any;
  - Information regarding the skills being sought from candidates;

3. Ensure that all students receive a quality general education and effective instruction.

    3.1 Colleges will provide students with a cohesive and coherent general education.

- CCNY will implement the quantitative reasoning rubric in FQUAN.
  The Gen. Ed. Implementation Team reviewed and approved the AAC&U "Value" Rubric for Quantitative Reasoning for use in FQUAN and it has been implemented.. Since the rubric is

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formulated in fairly general terms, it needs to be modified or varied as an assessment tool for the specific outcome of FQUAN for which it is being used.

- The College will develop an overall vertical framework and process for streamlining and consolidating the Gen Ed curriculum including a process for block scheduling.
  The Pathways stipulation that there be in every area of the core at least one course which has no pre-requisites is a major obstacle to creating a more "graduated" curriculum as it in fact dictates a very flat curricular structure. CLAS did, however, as part of its Pathways implementation plan, endorse in principle the creation of a succession on "content-rich language-intensive learning-communities" which students would take in succession in their first three semesters of study. There are various logistical and financial constraints that need to be addressed in pursuing this plan, but a partial implementation will be ready for the fall 13 semester, with planning to begin this summer. In addition, there are plans to begin block scheduling for first-time freshmen.

3.2 Colleges will improve basic skills and ESL outcomes.

- The percent of non-ESL SEEK students who pass all basic skills tests within 1 year will increase to 93%.
  For the class entering in fall 2010, the percentage of non-ESL SEEK students passing all basic skills tests within one year increased from 91.3% to 98.1%.

- The percent of ESL students who pass all basic skill tests within 2 years will increase to 96%.
  The percentage of ESL students passing all basic skills tests within 2 years dropped for the 2009 cohort to 87.5%. Our records indicate, however, that the two year pass rate for the 2010 cohort has improved and is 93%.

3.3 Colleges will improve student academic performance, particularly in the first 60 credits of study.

- The percentage of students passing freshmen composition and Gateway mathematics with a C or better will increase to 83%.
  The percentage of students passing freshman composition and gateway mathematics with a "C" or better increased to 84.8% from 81.6%.

- The percent of first time SEEK freshmen in good academic standing at the end of the year will increase by 2%.
  The percent of first time SEEK freshmen in good academic standing at the end of the year increased from 78% (fall 2009 cohort) to 80.5% (fall 2010 cohort) an increase of just over 2%. .

- A summer reading and writing component will be assigned to all entering first time freshmen.
  For the first time, the College implemented a summer reading program for all first time entering freshmen to help them begin to connect with the College and with other freshmen. As part of this program, the students were each asked to submit a picture taken in Hamilton Heights. All 800 pictures submitted along with pictures drawn by 1st and 2nd graders at the John H. Finley School were displayed as part of community exhibition entitled "The World Around City College: Celebrating Hamilton Heights."

- Average increase in math, basic skills reading and basic skills essay test scores will improve by 10%.
  The average increase in the basic reading skills for first time freshmen after the summer immersion was 10.2%; the average increase in the basic skills essay test scores was 8.2% and the average increases from the previous year in basic skills COMPASS Math 1 and COMPASS Math 2 were 20.9% and 15.6%, respectively.

3.4 Colleges will reduce performance gaps among students from underrepresented groups and/or gender.

- The performance gaps among students from underrepresented groups and/or gender will be within +1%.

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The one-year retention rate for first time freshmen who were underrepresented minorities was 85.8% and who were non-underrepresented minorities was 85.6%. The performance gap between underrepresented minorities and non-underrepresented minorities was 0.2%. The one year retention rate for first time freshmen enrolled in baccalaureate programs was 86.5% for males and 84.8% for females – a gap of 1.7%.

3.5 Colleges will show progress on implementing faculty-driven assessment of student learning.

- The College will apply to external funding sources for support of developing effective assessment practices and knowledge.

  The Office of Undergraduate Studies, The Division of Science and the NOAA-CREST have continued to identify and apply for external funding to support/develop effective assessment practices at CCNY following the success of the Title V grant proposal. The Office of Assessment has continually been integrated into the planning and proposal writing processes. Grant narratives included high-impact instructional practices and assessment data, and the evaluation sections included student learning outcomes assessment. The Learning Assessment Director in collaboration with a team of external evaluators from Teachers College developed the evaluation plans for two HSI-STEM grants; a NSF-STEP grant; and a US Department of Education to support graduate students in Engineering (GAANN).

- Provide all CLAS departments and programs with updated progress rubric scores in preparation for the 2013 Periodic Review report.

  A timeline for submission of assessment materials needed for the Periodic Review Report due June 2013 (i.e., updated web-based missions statements, learning outcomes, and curriculum grids; multi-year assessment plans; assessment reports) was distributed to CLAS Deans, Divisional Assessment Coordinators; and Program/Department Assessment Coordinators in the fall 2011.

  The Learning Assessment Director continued monthly IDEAS meetings with the Divisional Assessment Coordinators to discuss and exchange the state of affairs with assessment in each of the respective divisions.100% of the CLAS departments and programs reviewed the mission statements, learning outcomes, and curriculum grids that were developed in 2006. Many departments submitted revisions or updates. A Standard 14 Steering Committee was formed to review and modify the Progress Rubric based on feedback from the 2009-10 implementations. The Office of Assessment will utilize a modified Progress Rubric in providing feedback to all CLAS departments and programs in regards to student learning outcomes assessment.

- Schools/divisions will develop a consistent template to integrate assessment into program reviews.

  A new external program review template to integrate assessment into program reviews was developed and is being evaluated in conjunction with the guidelines for the Middle States Review. Also under evaluation is the strengthening of the interrelationship between the new academic strategic planning process, assessment, and program reviews.

4. Increase retention and graduation rates and ensure students make timely progress toward degree completion

4.1 Colleges will facilitate students' timely progress toward degree completion.

- All schools/divisions will identify and correct the bottlenecks impeding graduation for the 2004, 2005 and 2006 first- time, full-time freshmen cohorts.

  All schools and divisions assigned advisors to individually work with all students who were in the 2004, 2005 and 2006 first-time, full-time freshmen cohorts. Problems impeding graduation that were related to scheduling, advising, timely payout of scholarship money, and other workable issues were identified and solutions were developed. Students were helped with the registration process. In some cases, issues that had been left unresolved for several years were resolved. A faculty member was appointed to direct Academic Standards.

4.2 Retention rates will increase progressively.

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- The 1st year retention rate will be 87% in 2013.
  The percentage of full-time freshmen in baccalaureate programs who were still enrolled at City College one year following their 2010 matriculation improved to 85.7%. This rate has improved from 79.5% in 2006 and 83.3% in 2009. The retention rate of full-time transfers into baccalaureate programs also improved to 74.9% from 71.5% the prior year (71.4% in 2006).
- The second year retention rate will be 75% in 2014.
  The two year retention rate for first-time freshmen in baccalaureate programs also increased to 67% from 63.1% in 2005 and 65.5% in 2009. The two year retention rate for transfers declined slightly to 62.1% and, although higher than 2005, reflects the two year retention rates in 2006 and 2007.

4.3 Graduation rates will increase progressively in associate, baccalaureate, and masters programs.

- The 6 year graduation rate for first time full time freshmen will increase to 50% for the 2011 entering freshmen cohort.
  The percentage of full-time first-time freshmen in baccalaureate programs who graduated from City College within six years (the 2005 cohort) increased to 40%. The percentage of transfer students in baccalaureate programs who graduated within six years also increased to 49%. Slow but steady improvements were also made in the four year graduation rates.

5. Improve post-graduate outcomes.

5.1 Professional preparation programs will improve or maintain the quality of successful graduates.

- Sophie Davis will increase the USMLE pass rates on the first attempt by 10% over 3 years.
  The USMLE 1st attempt pass rate increased from 73% in 2010 to 89% in 2011. The overall pass rate (all attempts) in 2011 was up to 96%.
- The learning resource center will work with students to improve the LAST and CST pass rate by 1%.
  The percentage of students who passed the Liberal Arts and Science Test (LAST) for teacher certification remained at 98%; the percentage passing the Assessment of Teaching Skills-Written (ATS-W) for teacher certification was 99%; and the percentage passing a Content Specialty Test (CST) dropped to 92% from 95%. However the number of credentialed teachers from traditional and alternative certification programs increased to 488 from 476.
- The percent of graduates passing the CST, LAST, ATS-W will average 96%.
  This year, 793 students took the CST, LAST or ATS-W; the percent of graduates passing averaged 96%.
- Scores on GMAT, LSAT, MCAT, and GRE will increase by 10 points by 2014.
  Forty-three more students took the GRE this year than last year with an average score of 472 in verbal and 599 in the quantitative sections. This is a slight increase over last year. Also this year 45 students had scores over 700 in quantitative and 4 students had scores over 700 in the verbal. The MCAT scores for verbal reasoning, physical science, biological sciences and writing all increased for a total score of 26.5 compared to the national average of 27.7. The acceptance rate into medical school has increased from 40% in 2007 to estimated 71% this year. This higher yield is due to the students having stronger applications; new and more effective strategies were put into place to help students with their applications and to ensure the students had the competitive experience. While the total number of students taking the LSAT increased from 50 to 83, the average score dropped 2.9 points, from 147.8 to 144.9. The Skadden, Arps Honors Program in Legal Studies is in its fourth year and is now in a much stronger position than ever. Six Skadden Scholars will begin law school in 2012 and 29 more are on track to apply for fall 2013. The Skadden Scholars have had intensive LSAT preparation and the diagnostic scores show a 15+ point improvement with an average score of 161; they will be taking the June LSAT.

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5.2 Job and education rates for graduates will increase.

- The database to track graduates' jobs and graduate school acceptances will be improved for accuracy; data on our graduates will increase by 10%.
  The Career Center administered its annual Post Graduate Survey to obtain information on the post-graduate activities of the graduates. The response rate for the class of 2011 was 49% compared to the 44% response rate for the class of 2010 (11% increase). The report contains composite class data as well as summaries of student placements including employment and graduate school data by school/division, demographic information, full-time/part-time/still seeking status and salary information.

- The College will develop a program to help students identify career choices early in their academic planning.
  Instead of assessment presentations, various departments worked together to develop a series of career panels and career workshops designed to help students identify career choices early in their academic planning and to increase the focus on preparation and planning for those students interested in graduate school. Several career fairs and a graduate school fair were held and were very well attended. Much outreach was done to increase participation in the events. In addition, recent alumnae were contacted to help provide career information and advice to freshmen and sophomores. This information was first presented at graduation and will be used during new student orientation and registration.

6. Improve quality of student and academic support services.

6.1 Colleges will improve the quality of student support services and academic support services, including academic advising, and use of technology, to augment student learning.

- A student friendly map of advisement and tutoring services will be created and disseminated to students.
  An on-line summary of available tutoring services as well as a printed handout were developed and disseminated to students. Access to the tutoring services was made simpler by inclusion in the drop-down menu on the College home page. An on-line "Ask Edward" advising forum was developed to provide advising guidance to students. Advisors have continued to meet as a group to develop a plan for improved consistency in student advice. Since advising is so critical to student success, an entire strategy is being developed to improve student learning.

- The discrepancies in DegreeWorks will be identified and corrected and a 2 year plan for student use for curriculum planning will be implemented.
  All departments have developed consistent 4 year curriculum matrices as guidance to students on courses needed to graduate in four years. These departmental matrices are being added to the college web site and students will be provided with easy to remember access. Advisors annually will ensure that students bring a printed copy of the curriculum for their major to review with them in preparation for registration. During the development of each departmental matrix, DegreeWorks was corrected and updated so that the two are consistent. A process has been put into place to ensure that the accuracy of DegreeWorks is maintained.

- New student survey results will show an improvement in the area of student satisfaction with faculty, with course scheduling and academic services over the survey results from 2 years ago.
  While student satisfaction with access to computer technology increased slightly to 2.98, satisfaction with academic support services and student services declined slightly to 2.77 and 2.65, respectively. The improvement with computer technology is most likely the result of the opening of the state-of-the art technology center in fall 2011. This center provided 325 new computer terminals, computer-centered classrooms for instruction and general study and a significant number of technology-oriented breakout rooms for teaching, undergraduate research and course projects. In the three other areas, student survey ratings indicated the need for substantial improvement. In

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academic support, the Provost has convened a task force made up of all advisors across the college. The goal is not only closer cooperation of all advisement functions but a concerted strategy to intervene early and often with students so that they have a clear plan for completing college and discipline major requirements. In regard to Student Services, the new Vice President for Student Affairs has concentrated on the reorganization and consolidation of functions in her division with an emphasis on strengthening health and wellness and career counseling and placement. Administrative service satisfaction has also declined. Two of the major areas in this category are the bursar and registrars offices. These offices have new leadership with a clear mandate for responsiveness, better communication, use of technology and coordination of services.

7. Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses.

7.1 Colleges will meet established enrollment targets for degree programs; mean SATs/CAAs of baccalaureate entrants will rise.

- The mean SAT score will increase slightly to 1078.
  The mean SAT score for regularly admitted first-time freshmen enrolled in baccalaureate programs increased to 1080 and excluding ESL students, increased to 1083.

- The mean CAA will increase slightly to 87.
  The mean College Admissions Average of regularly admitted first-time freshmen enrolled in baccalaureate programs increased to 87.6.

7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges.

- CCNY will develop a recommendation regarding the establishment of new bridge and joint degree programs with community colleges.
  The number of transfers from CUNY community colleges to City College increased from 343 to 475. In the context of Pathways, "Gateway sequences" were first established for the seven majors with the largest transfer movement including English, Psychology, Teacher Ed, Business, Nursing, Biology and Criminal Justice.

7.3 Colleges will meet 95% of enrollment targets for College Now, achieve successful completion rates, and increase the # of students who participate in more than one college credit course and/or precollege activity.

- Working with College Now Central Office, CCNY will restructure its College Now program to increase effectiveness.
  The College appointed a new director of collaborative programs and moved the existing collaborative programs to the president's office, out of the School of Education. The entire program is being analyzed for effectiveness and the new director is meeting with school principals and advisors to determine needs. Data of students who participate in College Now and come to City College are being tracked to assess impact of the pre-college program on retention and graduation. This past year, focus groups were conducted with first-time freshmen who had taken courses through College Now to determine how we can better connect them to the College. Preliminary estimates indicate that the enrollment of high school students in college level courses at City College has declined steadily over the years but is slightly higher than last year (375 vs. 358); however, the percentage of participants that earned an A, B or C in College Now college credit courses increased from 79% to 90%.

8. Increase revenues and decrease expenses.

8.1 Alumni-corporate fundraising will increase 10%.
  Alumni corporate fundraising will increase 10% over the 2011 goal.
  FY12, City College surpassed its goal with $43,641,310   already raised in gifts and pledges. Final totals will be reported in the CAE-VSE   reports.

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8.2 Each college will achieve its revenue targets including those for Adult and Continuing Education.

- In FY 2011 CCNY will surpass its $73.0M revenue target by $2.5M. The College will   achieve its target but will closely examine spring collection rates and implement initiatives to increase its collections, which should cushion any shortfalls in enrollment.
  The College surpassed its revenue target with actual tuition revenue for FY2011 at $77 million. Given the fall 2011 tuition increases, the College's revenue target for FY12 was revised to $80.7 million. Based on 3rd Quarter projections by the University Budget Office, the College is estimated to surpass this target by $2.3 million or 3%. The College has not only acquired new leadership in the Bursar's operation but has selectively increased staffing and put into place more proactive collection procedures.

8.3 Colleges improve or maintain sound financial management and controls.

- CCNY expends a smaller percentage of its budget on administrative costs – 23.4% -- than   any other senior college. CCNY must be more responsive to deadlines set by CUNY and NY State and diligently implement changes in response to all audit recommendations. The College is also putting into place a new budget system for FY 12, which will allow all areas from top down to understand and monitor expenditures by category.
  In total dollars, City College spent slightly less on administrative costs for institutional support services this past year that it did last year due to sound financial management and controls. Given the diversity and complexity of the College's programs, the percentage of the budget devoted to administrative costs is not unreasonable. Overall Institutional Support Services make up 23.7% of the total budget, in line with the senior college average of 24.0%. General Institutional Service costs are on the low end (8.3%) of the CUNY average (9.5%). The costs of General Administration are somewhat higher related once again to the diversity of the academic program spread among eight different schools/divisions. Maintenance and Operations costs tend to be somewhat higher than the average but that is simply a function of the physical layout of the campus and sustained maintenance needs of landmarked buildings with challenged infrastructures. A new budget system has been designed and will be implemented in July 2012 which will enable greater fiscal responsibility and accountability by all department heads.

8.4 Colleges will implement financial plans with balanced budgets that align their expenditures with their academic priorities.

- CCNY is prepared for all FY12 budget contingencies.
  Besides implementing a new and comprehensive budget system, the College developed a number of measures to ensure it was able to adjust for changes impacting the budget and end the year in a budget neutral or better position. The College now has a precise count of all full-time positions beginning the fiscal year and a projection of annual PS regular expenditures. The College also took the following steps::
    - Selectively filled vacancies;
    - Reduced Temp Service expenditures by a minimum of 10%;
    - Implemented several cost savings programs for OTPS – public safety contracts, mailroom operations, utilization of printing and copying equipment.

8.5 Contract/grant awards will increase.

- Contract grant awards will continue at $60 million due to the economic climate and cutbacks by awarding agencies.
  The final value of contract grant awards for City College this year is projected to be between $56 and $60 million with awards through May 2012 estimated at $56 million. The economic climate and the cutbacks by awarding agencies impacted the contracts awarded. The number of external

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award transactions has remained somewhat stable and points to the fact that the faculty are still very active but that each award has a slightly smaller value.

8.6 Indirect cost recovery ratios will improve.
- Although CCNY has the highest percentage of indirect cost recoveries – at 18.9% - of any CUNY college, this percentage is too small in comparison with non-CUNY institutions that do this level of research. The objective is to raise the percentage to 25% over a 3 year period. City College's cost recovery this past year increased slightly to 19.3% as a percentage on overall activity.

9. Improve administrative services.
9.1 Colleges will make progress within a declared capital campaign.
- CCNY will create new campaign case materials and will raise leadership gifts by $2 million. The College has progressed in its Campaign for City College and has advanced this year to $432 million of the $500 million goal to be reached by 2015. The Office of Development and Institutional Advancement, with the counsel and guidance from the Office of Communications, has completed the following campaign case materials: *Think of your City* – vision or case book; and *Campaign Brochures* on: Science, Social Science, Humanities, the Arts, Sophie Davis School, the Grove School of Engineering, the Spitzer School of Architecture, and the School of Education. The City College 21st Century Foundation Board membership has reached its goal of 20.

9.2 Student satisfaction with administrative services will rise or remain high at all CUNY colleges.
- Student satisfaction with administrative services will improve due to a restructuring of enrollment management and customer service training and cross training of duties. Despite numerous changes in enrollment management and the implementation of customer service training, student satisfaction with administrative services declined, according to the student survey, from 2.76 to 2.53. The president has met with Student Government representatives on numerous scheduled and unscheduled occasions to understand the various issues related to scholarship payments, library hours of operation, public safety attitudes, etc. Steps are being taken to address the issues and complaints that the students have had. In addition, a new Vice President for Student Affairs was hired and she is actively working with the students.

9.3 Colleges will improve space utilization.
- The College will be monitoring closely the scheduling grid and course offerings to reach the FY 2010 senior college average of 47% by 2014. The percentage of FTEs offered on Fridays, evenings or weekends increased from 41.9% to 44%. The provost has convened a task force designed to create a scheduling matrix. One of the main goals of the matrix is to optimize the use of physical space during peak and off peak hours to create more flexibility for student scheduling.

9.4 All colleges will improve compliance with Board policies, Risk Management, collective bargaining agreements, and applicable laws.
- Human Resources will conduct training and development programs for chairs, and higher level administrations to ensure compliance with all CUNY policies and regulations, and the collective bargaining contracts. Human Resources has conducted over 40 training and development programs this year for chairs and higher level administrators to ensure compliance with policies and regulations, to create a healthy work environment and to decrease grievances. These sessions included:
  - § Workplace Violence Trainings;
  - § Performance Evaluation Trainings for HEO Supervisors;
  - § Providing Exceptional Service;
  - § Faculty/Chair Orientation and CUNY Guidelines Informational Sessions;

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§ Timekeeping Informational Town halls;

9.5 All colleges will make progress on CUNY first implementation.

- The College has constituted a cross-divisional committee to continue an ongoing discussion of the implementation of the financial, HCM and Customer Solutions components of CUNY First. Offices and staff will attend university-initiated training and discussion sessions and are prepared to eagerly implement all aspects of the ERP.
  Significant strides have been made in the implementation of CUNYFirst on campus. HR has implemented the mass reappointment process in CUNYFirst for all HEO's and adjuncts. HR has also participated in several CUNYFirst trainings and testing for new functionalities. Throughout this time, HR has provided input on TAM issues and has been a part in drafting new faculty templates for job postings. Collectively, this has led to continually improving trends in CCNY's data integrity audit reports. The College has fully participated in CUNY First training and is comfortable with its progress on the financial and HCM components of system implementation. It is making preparations to redeploy resources so it can actively be involved in campus solutions.

9.6 Each campus should have a functioning sustainability council with broad representation from the campus community, and have a recognized, multi-year sustainability plan.

- The campus will continue to comply with is sustainability plan. A highlight for the College is it entry in this year's DOE Solar Decathlon in Washington DC.
  Selected as one of 20 international teams to exhibit in Washington D.C., more than 100 students from the Bernard and Anne Spitzer School of Architecture, and Grove School of Engineering were involved in designing and building a solar-powered home for high-density urban environments like New York City. Aided by faculty advisors, alumni, and other supporters, the Solar Roofpod was a successful endeavor. As Team New York, they developed the interdisciplinary problem-solving skills required to meet the challenges of sustainable design and living. They learned about construction management techniques, energy systems design, and about operation and sustainable materials and building products. Additionally, they raised awareness for sustainable design and solar-powered living through a successful communications campaign that garnered widespread media coverage.

- The college will continue to purchase "green" products, continue the conversion of its fleet to hybrid vehicles and monitor both its waste disposal and energy usage to improve recycling and the reduction of its energy consumption.
  Established by the President's office in 2007, The CCNY Green Taskforce consists of a team of students, faculty and staff. Guiding our efforts of becoming a more sustainable campus, CCNY Green monitors the areas of energy, water, transportation, recycling, procurement, nutrition, and community outreach. The College has developed a comprehensive sustainability & greenhouse gas reduction action plan that targets our energy consumption, recycling, waste reduction, and purchasing practices. Our goal is to achieve a 30 percent greenhouse gas reduction by 2017 and to an effective level of zero by 2050. City College was also recognized for its commitment to sustainability and included in the "The Princeton Review's Guide to 322 Green College: 2012 Edition."

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E.8. Year-End CCNY Report Final (2010-2011)

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

1.1 Colleges and programs will be recognized as excellent by all external accrediting agencies.

- Engineering will have successful accreditation review and renewal by the Engineering Accreditation Commission, the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology association in fall 2010.
  In October 2010, the GSOE underwent ABET (EAC and CAC commission) accreditation review of all eight undergraduate programs: Biomedical Engineering; Chemical Engineering; Civil Engineering; Computer Engineering; Computer Science; Earth System Science & Environmental Engineering; Electrical Engineering; and Mechanical Engineering. All programs received very good to excellent reviews and are expected to receive the maximum six-year accreditation when the ABET commission meets in August, making this the "best" ABET accreditation result the School has received. No shortcomings were noted for either the Biomedical Engineering program or the Mechanical Engineering program.

- Physician's Assistant program in Sophie Davis will have a successful accreditation review by Accreditation Review Commission on Education for the Physician Assistant in spring 2011.
  The ARC-PA review took place in March. The PA Program will be presented at the September board meeting of ARC-PA and the status/results of the site visit will be delivered thereafter.

- The Clinical Program in Psychology will complete revisions and additions of curriculum to meet the standards for the accrediting unit of the American Psychological Association.
  This year the Clinical Ph.D. program embarked on a complete overhaul of its curriculum to meet new curricular requirements of the American Psychological Association, in preparation for a site visit from the APA accreditation team in spring 2011. A new faculty member was hired to teach two of the foundational courses required by the APA that previously were missing from the Ph.D. program's curriculum. All curricular changes are currently under review at the CUNY Graduate Center and should be approved by the start of the fall 2011 semester.

- Receive high marks from National Architectural Accrediting Board for combined B.Arch. and M.Arch. Programs report, continue preparation for September 2011 accreditation visit for these programs.
  Architecture has submitted the program report to the National Architectural Accrediting Board. Preparations for the fall 2011 visit by the evaluation team is underway and on schedule.

- Access, Wellness and Counseling will complete an American Psychological Association internship site self-study for the purpose of becoming a certified internship site.
  We reviewed feasibility of Psychology Internship using applicable elements of APA Self Study Guidelines. Through this process, we determined that creation of an APA internship is not realistic for the Counseling Center at this time due to space, staffing, and financial constraints. Used the Self Study Process to evaluate and make changes to other standing clinical training programs including evaluation processes, additional didactics, and supervisory structure.

1.2 CUNY and its colleges will draw greater recognition for academic quality and responsiveness to the academic needs of the community.

- Maintain offering at least one high profile community lecture and one symposium in the Sciences. Launch lecture series in Education, expand lecture series in Architecture, and continue with other lectures and events. Identify and engage the applicable communities in marketing.
  The College of Education has instituted the Doyle and Alba Bortner Distinguished Speaker series. A new lecture series in Art and in History launched with the president's grants, "Conversations across the Disciplines", was launched. The College also sponsored, in conjunction with the community, the 1st National Urban Health Conference and an Immigration and Education

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Conference. In Architecture, the Sciame Lecture Series increased from seven to eight lectures for the year. In Science, symposiums were held in both Chemistry and Physics, and the Division hosted a well-known visiting professor who made various presentations to both students and faculty groups. The College also hosted "Einstein's in the City", a student research conference.

- Initiate service learning component in Engineering and Science and maintain or expand current service learning initiatives coordinated through Powell Center.
  The Powell Center has developed and implemented a 2 year strategic plan for service-learning, increased Service-Learning Faculty Fellowships offered by 10%, provided professional development, training, financial support and ongoing technical assistance to 9 faculty fellows, and hosted two Engaged Department Institutes for the Black Studies program and Secondary Education department. More specifically focused on science, the Powell Center has worked with a Civil Engineering faculty member through the Public Scholarship program, hosted 100 participants at the 3rd Annual New York Metro Area Partnership for Service-Learning, and raised visibility of the service-learning program through outreach and written communications.
- Take steps to publish an annual report of the College for fiscal year 2011 and for release by fall 2011.
  The Annual Report is on track to be completed and will be published in fall 2011.

1.3 Colleges will improve the use of program reviews, analyses of outcomes, enrollment, and financial data to shape academic decisions and resource allocation.

- Establish practice where reviewed departments/institutes meet with Provost and Executive Committees to de-brief on reviews and recommendations and establish near-term targets.
  A process has been established where reviewed departments meet with the Provost and other relevant committees to debrief. In addition, a committee was formed to develop both a data base and a repository of information related to program reviews for the College so that departments/divisions can take advantage of prior reviews and learn from past practice. Development of both is underway.
- Develop departmental and program database that includes key parameters, e.g. number of students served and graduated, faculty and other resources, scholarly productivity, to facilitate academic decision-making and resource allocations.
  This objective was postponed until the fall when the new Provost starts.
- Complete program reviews: Sophie Davis, Social Science (Sociology, Latin American and Latino Studies, and Dominican Studies Institute), Science (Physics).
  The program review for Sophie Davis was completed. Self-studies for Sociology, Latin American and Latino Studies and Dominican Studies Institute as well as for Physics were performed and internal reports completed; the external reviews are scheduled for fall 2011. Summary reports will be submitted next year.
- Initiate a fiscal year planning timeline for goals and targets at the department level during fall 2010.
  A process was set up to share goals and targets with deans, chairs, department heads and get input/feedback and status updates during the year. The 2011/2012 goals and targets will have input from groups across the College; in addition, goals will be more measureable.

1.4 Use of technology to enrich courses and teaching will improve.

- Develop and pilot an intensive faculty assistance program to increase the use and effectiveness of web-based course management software (Blackboard) for student engagement and retention. This pilot will update "best practices" and encourage innovation and adoption.
  The Center for Excellence in Teaching and Learning (CETL) has hosted a range of workshops for faculty regarding Blackboard and extensive 1:1 assistance. All indicators point to approximately 1/3 of faculty using BB in some capacity.
- Increase the number of hybrid courses offered.
  In fall 2010, the percentage of instructional (student) FTEs offered partially or totally online increased to 0.4% and 0.2% for hybrid courses alone, up from 0 the prior year.

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CETL is now involved with the implementation of hybrid/online learning at CCNY with the award of 2 grants in this area; Title V and a CUNY hybrid grant.

- <u>The Center for Excellence in Teaching and Learning (CETL) will expand the current roster of workshops dedicated to technology in the classroom and increase the number of faculty participating in those workshops by 5% (210 faculty).</u>
  CETL has an entire series of workshops devoted to using technology in the classroom. CETL is continuing to explore effective technologies for teaching. This past year, CETL hosted 25 technology workshops for 275 participating faculty; in addition, CETL hosted 10 workshops focused on on-line and hybrid learning for 125 participating faculty.

- <u>Accept 10 faculty members per term into special workshop program for preparing hybrid and full online courses, with the goal of offering 10 such new courses in the spring of 2011, and additional courses in subsequent terms.</u>
  This past year, CETL hosted 10 workshops focused on on-line and hybrid learning for 125 participating faculty. CETL worked with 10 faculty members in the fall and 10 in the spring to convert their courses to hybrid courses. In spring 2011, we offered 12 hybrid and 3 on-line courses.

- <u>Offer pilot section of online statistics course for 300 psychology majors.</u>
  The Psychology Department initiated a preliminary study in spring 2011 in which the psychology majors who elected to participate were randomly assigned to an online or regular statistics course. The two groups will be compared on identical assessment measures at the end of the semester. Fewer than 50 students participated. A larger follow-up study is planned for fall 2011.

- <u>Continue to require academic divisions to integrate technology into courses and teaching. Each school and division will submit assessments of current technology adoption and proposals for specific technology-based projects that will enhance teaching and student success. Require the academic units to define a detailed list of technology competencies desired.</u>
  The Departments of Chemistry, Math and Physics continued to develop and use a system for on-line homework and have conducted assessments. Two math faculty members have determined that students who complete 65% of the on-line homework earn at least a B. The other academic divisions are incorporating technology into teaching in various ways.

- <u>Coordinate technology assistance and training to help students acquire necessary technology skills.</u>
  About 1100 freshmen received library training sessions in the use of online information resources. This includes 70 FIQWS sections and 13 FIQWS Engineering sections.

- <u>Add 200 new access points to expand access to wireless network on main campus.</u>
  Over 250 new access points to expand access to the wireless network on main campus were added.

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

2.1 Colleges will continuously upgrade the quality of their full- and part-time faculty, as scholars and as teachers.

- <u>Create new-faculty handbook for every school/division using the Division of Science's publication as a model, distribute to all new and untenured faculty members.</u>
- A task force was convened and materials related to appointments and tenure reviews were created. The task force agreed that it should wait until the new Provost started in August 2011 before moving forward. A handbook for FIQWS instructors, outlining polices and providing guidelines for successful collaboration was created and distributed.
- <u>Conduct a college-wide 1/2 day orientation in fall 2010 for all new, junior faculty members.</u>
  A half day orientation for all new junior faculty members was held in fall 2010.
- <u>CETL to offer faculty development opportunities with departments that include adjunct faculty.</u>
  This past academic year, almost 40% of faculty attending Teaching and Learning workshops were part-time faculty. There are a number of collaborative programs to develop faculty and their programs. A handbook for FIQWS instructors, outlining polices and providing guidelines for successful collaboration was created and distributed.

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- Continue with strategic hires in Neuroscience, Photonics, and Environmental Science.
  The Division of Science recruited strategic hires in Earth and Atmospheric Science and Physics.
- Continue to recruit senior faculty scholars in environmental science, computer science, physics and neuroscience.
  The Division of Science and School of Engineering successfully recruited senior faculty hires in Earth and Atmospheric Science, Physics, Civil Engineering and Computer Science.
- Create "City Seeds," a grant program that fosters interdisciplinary, collaborative projects for faculty in the arts, humanities, sciences, and social sciences.
  The City Seeds program was created and ten City Seed grants were awarded to interdisciplinary faculty teams as part of a program to foster a robust research and creative environment.

2.2 Increase faculty research/scholarship
- Establish baseline metrics for research productivity and determine percentage of faculty by department submitting and obtaining funding for research, in future years track the percentage and use for resource allocation decisions. Include tracking co-PIs with PIs.
  An analysis of departments and faculty conducting research was completed.
- Improve reporting on faculty scholarly works from total previous year of 1200 total works through two outreach campaigns - at the start of the academic year and before the end of the calendar year.
  Faculty are inputting their scholarly activities on the on-line database. To date, there has been a 20% increase in scholarly activities reported over the prior year with 64% reporting versus 54.

2.3 Instruction by full-time faculty will increase incrementally.
- Maintain current levels in this area.
  The percentage of instructional FTEs courses delivered by full-time faculty remained about the same or slightly less for 2010 as for 2009, given the new methodology of data collection, but up from prior years. The College's undergraduate student to faculty ratio is 13.2 to 1.

2.4 Colleges will recruit and retain a diverse faculty and staff
- Develop and disseminate a document dedicated to best practices in the recruitment of diverse faculty to all search committees.
  A committee has developed a document to guide faculty search committees on the importance of the recruitment of a diverse population. This past year, 37% of the faculty hires have been from under-represented groups.
- Increase number of women and minority deans and senior administrators through in-person recruiting at conferences and organization networks that have not been regularly utilized including Alliance for Graduate Education and the Professoriate, American Council for Education, and National Society of Black Physicists.
  A female president was recruited for City College. One dean search is underway and 3 will begin in fall 2011. In-person recruitment at various conferences and networks as a tool is being done.

3. Ensure that all students receive a quality general education and effective instruction

3.1 Colleges will provide students with a cohesive and coherent general education
- Expand General Education course offerings by adding 5 Perspective courses, 1 FQUAN course and 5 FIQWS courses; continue efforts to assess their effectiveness.
  This year, 13 new FIQWS courses were approved and 5 more were approved as Perspectives. Several new sections of FQUAN were added during the fall 2010 and spring 2011 semesters. A writing rubric was approved for assessment of writing in all General Education courses.
- Review and finalize outcomes assessment for all general education courses.
  Critical thinking outcomes and rubric were finalized and approved for all General Education courses. Improvement was noted compared to the previous year's assessment results for writing skills and information literacy. Approximately 60-80 FIQWS papers are being evaluated by CUNY Writing Fellow with support of a new Title V grant.

3.2 Colleges will improve basic skills and ESL outcomes

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- The percentage of non-ESL SEEK students who pass basic skills within 1 year will increase to 93%.
  There were 128 non-ESL SEEK students; 91.3% passed the basic skills test within 1 year.
- Percentage of SEEK students who pass all skills test within 2 years will increase to 96%.
  The percentage of SEEK students who passed the all skills test within 2 years increased almost 3% to 95.2%.

3.3 Colleges will improve student academic performance, particularly in the first 60 credits of study.

- Student Affairs will expand its orientation programming for new freshmen and transfer students by expanding the current half-day parents' orientation workshop to a ¾ or full day or equivalent hours.
  The summer 2011Parent's Orientation Workshop is being expanded. In addition to the current information sessions with Financial Aid, Wellness and Counseling, the Career Center, Public Safety and the Registrar's Office, parents will now have campus tours and have the availability of a Parents Resource Lounge. A student panel will be added to provide parents with the student's perspective on campus life. Satisfaction with the orientation will continue to be assessed.
- A program of initiating and maintaining contact with freshmen will be developed that includes peer leaders and the new online campus community being created through Communications Office. Information gathered from this outreach will be used to identify at-risk students and to direct them to academic and other support services.
  Pre-orientation outreach to all incoming freshmen with the assistance of Student Orientation Leaders was started in summer 2010. The outreach through various media enabled the beginning of a sense of community to be created. A program to use this information to assist with student assessment and gauge student progress is underway.
- The Career Center will research and develop a Sophomore Year Career Programming Initiative.
  The Director of the Career Center has completed initial research on the sophomore year and has started the development of key components for a career programming initiative including the hosting of a Major Jamboree event in the fall and workshops targeted to sophomores.
- Increase to 70% the number of students passing gateway mathematics and 55% CAAW through the University Skills Immersion Program (USIP).
  The percentage of students passing Gateway Mathematics was down slightly to 64%; the percentage of students who improved their writing skills and math COMPASS 1 basic skills over the summer was 73.5% and 86.5%, respectively. Math 80 increased by 1% to 36%; Math 71 increased by 1% to 42%; No increase reported in R&W pass rates.
- Increase number of students receiving C or better grade in freshman composition.
  The percentage of students receiving a C or better in freshman composition was 92.8%, up very slightly from the fall 2009 cohort.
- Establish 2010 "Dream Team" program for student-athletes with a 2.3 GPA or lower from the spring 2010 student-athletes GPA's. These students will attend a minimum of 6 "Bounce Back" Retention workshops conducted by the Wellness Center and supervised by the Academic Coordinator. Progress reports will be distributed to all professors of "Dream Team" and freshman student athletes. Offer two study skills workshop per semester mandatory for all freshman and "Dream Team" student-athletes.
  Forty -eight student athletes participated in a Bounce Back Retention program during the year; 275 progress reports were distributed and 70 were returned for Dream Team athletes and 83 were returned for all other student athletes. Results showed that those who completed the Bounce Back Program had greater retention and achieved a higher GPA. Additional workshops on time management, procrastination and test anxiety were held for athletes; attendance was strong.
- Peer- led programming will increase by 10% and the number of peer leaders in Access, Wellness and Counseling will be increased by 30%.

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Peer Health Educators reached over 1150 students in 2010/2011, an increase of over 10% and the number of peer leaders doubled.

- Health and Wellness will identify at least one peer health educator from the Towers Residence Hall population.
  A Towers resident was appointed and worked as a peer health educator in fall 2010. Due to time constraints, it is now necessary to make a new appointment.
- Access, Wellness and Counseling will increase the number of retention-oriented, skills based workshops offered by 10%.
  AccessAbility offered skills based workshops in the fall and spring semesters increasing the number of workshops offered by more than 10%.

3.4 Show & pass rates on CUNY proficiency exam will increase.
- Fall 2010 CPE pass rate of all non-SEEK students will increase by 2% to 94.5%; show rate will increase by 2% to 91.0. The 2010 fall CPE pass rate of SEEK students will increase by 2% to 87%.
  The CPE was eliminated in fall 2010
- **3.5 Colleges will reduce performance gaps among students from underrepresented groups and/or gender.**
- Status: 1-Year Retention of underrepresented groups (URG): -5.0; gender: -0.8; % credit hours earned over attempted - URG: -3.2; gender: -2.0. 1-Year Retention of URG will increase by 2% to 81.9%, gender gap will be no greater than +/- 2%; credit hours earned will increase by 2% to 85.2%, gender gap will be no greater than +/- 2%.
  For the 1-year retention rate, the URG increased its retention by 3% to 82.9% and the non-URG increased retention by 5% to 83.9%. There is a 1% disparity between the URG and the non-URG. The one year retention rate for first time freshmen males increased by 3.8% to 83.4% and increased by 4% for females to 83.3%. The difference between male and female retention was 0.1%.

3.6 Colleges will show progress on implementing faculty-driven assessment of student learning.
- Continue evaluation, development and implementation of the Progress Rubric as a tool to obtain reliable measures on the systematic use of outcomes assessment at the General Education, program (undergraduate and graduate), and institutional levels.
  Monthly IDEAS meetings were established with all Assessment Coordinators to share and evaluate outcomes assessments. Assessment workshops, highlighting best practice, were held for faculty and staff. The CCNY Assessment Progress Rubric and Matrix has been developed and is being shared with faculty. A syllabus template was developed and there is the inclusion of student learning outcomes on the course syllabi, one of 9 indicators on the Progress Matrix. Data collection procedures and reporting processes are being developed.
- Follow-up on recommendations from self-study, Middle States and other accreditation reviews concerning improvement of learning outcomes assessment.
  All Assessment Coordinators are working together to clearly define learning outcomes in the graduate programs and to systematically collect relevant data.
- Use CPE disaggregated results (by task, major, trait and other groupings), to start discussions among departmental faculty on improving offerings & instruction, and to better align general education and program level assessment.
  The CPE was discontinued as a testing measure in fall 2010. Different assessment measures are now being incorporated into a revised plan.
- Identify and apply to external funding sources for support of improvement/development of effective assessment practices throughout the college.
  A process for student learning outcomes assessment was included in the Title V Grant that was awarded to CCNY. The funding for 5 years and a total of $3.2 million was obtained to support on-going development and assessment of the General Education curriculum. With support of the

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grant, an external review team from Teachers College is now assisting in expanding the assessment with a formative and summative plan.

4. Increase retention and graduation rates and ensure students make timely progress toward degree completion.

4.1 Colleges will facilitate students' timely progress toward degree completion.

- Establish institutional research feedback at departmental and school/division level on graduation rates, enabling identification of bottle necks.
There was a 1% increase in students taking courses the summer after entry; emphasis was placed on this for the fall 2010 cohort. The average number of credits earned by students in their first year increased by 1 to 24.1. Approximately 83.6% of students have declared a major by the 70th credit. While down slightly, it is higher than past years. The ratio of FTEs to headcount in baccalaureate programs increased to 82.2. Detailed analyses of the issues have identified the bottlenecks hampering degree completion and strategies are being developed to address them. All schools/divisions are discussing the issue and ways they can help to address.

4.2 Retention rates will increase progressively.

The one-year retention rate for full-time first year freshmen in baccalaureate programs increased by almost 4% to 83.3%; however, the two-year retention rate dropped slightly to 65.5%. The one year retention rate for transfer students dropped slightly to 71.5% but increased slightly to 64.5% for two-year retention rates.

- Continue and expand efforts to identify at-risk students that include key data on mid-term progress followed by appropriate interventions.
Data on retention and graduation rates for first time freshmen and transfer students for the past 8 years was extensively analyzed. We now have a clear understanding of the "risk" factors associated with students who stop/drop out of CCNY before graduating and can develop strategies to address. A mid-semester intervention program was piloted with 1580 mid-term reports being submitted; students who were flagged and received intervention showed improvements in their grades. A campus-wide mid-semester warning system for lower division courses will be a focus for development.

- Students with general probation stops will be referred to their departments for counseling and to academic support services before they can register for classes.
The tutoring groups and the advising groups have begun to work collaboratively to ensure that students know where they are located and hours of operation. A process to ensure that students with general probation stops are referred for counseling and academic support was implemented and is now a regular practice.

- The one-year SEEK retention rate will increase by 3% to 81.5%.
The fall 2009 SEEK cohort had a one-year retention rate of 78%, a decline of 0.5%.

4.3 Graduation rates will increase progressively in associate, baccalaureate, and masters programs.

The 4 year graduation rate for first time freshmen increased to 7.5% for and 38.9% for 6 years; the 4 year graduation rate for transfer students showed little increase at 37.8% and 47.6% after 6 years. There will be significant focus on these statistics over the next few years.

- Enrollment Management will re-start the graduation project to contact nearly-finished eligible students who have not yet applied for graduation, by hiring new individual, and will explore creating a permanent position for this function.
The recruitment of this individual was postponed due to the budget; the role will be incorporated into another position.

5. Improve post-graduate outcomes.

5.1 Professional preparation programs will improve or maintain the quality of successful graduates.

In 2009/10, there were 476 credentialed teachers. Of 184 taking the LAST, 98% passed;

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of 180 taking the ATS-W teacher certification exam, 100% passed; and of the 251 taking a CST, 95% passed.

- The college will create and implement a formal process to track the success of their graduates in certification exams and employment for inclusion in the campus annual report of student progress in professional programs and certifications.
  The Career Center conducts an annual Graduate Survey that tracks employment and post graduate education outcomes as well as GRE, GMAT, and LSAT workshop attendance and attendance at Graduate and Professional School Fairs. Architecture has gained access to the Architectural Registration Exam. The professional programs track the success of graduates in certification exams, where possible, and employment. All data is collected and maintained in a common database.

5.2 Job and education rates for graduates will increase.

- Conduct annual survey of seniors by May 15, 2011 about post-graduation plans.
  The Career Center conducts a formal annual survey 9 months after graduation and works with students prior to graduation about their upcoming plans.
- The Career Center will implement a Senior Career Capstone Experience that will provide enhanced support, training and resources to help graduating students transition more successfully from college to career thereby improving their chances for securing employment.
  The Career SCAPE pilot project was delivered in January 2011 to 15 graduating students.

6. Improve quality of student and academic support services

6.1 Colleges will improve the quality of student support services and academic support services, including academic advising, and use of technology, to augment student learning.

- Create campus inventory of academic support services for students, establish benchmarks for effectiveness and improve linkages between available services and students.
  An inventory of campus-wide advising has been developed and an initial version will be completed by the summer; similarly, a campus-wide inventory of tutoring services is being created and will be finished by the summer.
- Use web 2.0 applications and social media to build community, and improve student and faculty satisfaction. Develop cell phone applications for many sub-sites of the College website, starting with the College directory and the Student Handbook.
  The College's official website has nearly 5,000 members, and nearly 3,000 are active monthly users. In addition, the Office of Communications has set up the means for Professor Tedesco to tweet from his research trip to Greenland, and the ability for 10-15 students to tweet about their summer internships. The City College Forum, a NING discussion site for faculty set up in the fall, has 76 members thus far. Because of a lack of staff and the redesign of the College's website this summer, we have not developed cell phone apps for the website.
- Upgrade student activity space with phones in each location. Identify reflection/mediation space for students.
  Currently awaiting delivery and set-up of phones. A reflection/mediation or SAFE SPACE was identified in the NAC building.
- Health and Wellness will improve orientation by collecting a higher percentage of immunization documents for incoming students (lifting registration stops) prior to orientation dates.
  Approximately 70% of incoming freshmen and transfer students submitted immunization records prior to orientation dates for the fall 2010 and spring 2011 semesters compared to the 50% last year. Admissions implemented the Hobson system, which ensured immunization records were submitted prior to signing up for an orientation session. Additionally, the Wellness Center sent letters and emails to undergraduate and graduate students who selected CCNY as their school of choice reminding them of the immunization requirement.
- Health and Wellness will increase the number of students who take advantage of preventive medicine like HIV testing and HPV vaccinations by 10%.

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Health and Wellness increased the number of students who took advantage of preventive medicine workshops by more than 10%.

- Counseling will increase counseling hours offered in the Towers residence hall by 50%.
A full-time staff psychologist was hired and has been assigned to spend 50% of her time at the Towers to offer counseling services to students residing in the Towers.
- Career Center will renovate and update student support space with new furniture, computers and video-conferencing capabilities.
While the Center was renovated, providing video-conferencing capabilities has been delayed.

7. Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

7.1 Colleges will meet established enrollment targets for degree programs; mean SATs/CAAs of baccalaureate entrants will rise

- Based on the CCNY Strategic Plan, the projected undergraduate FTE enrollment will increase by 1% to 10,076. At the same time, the College will maintain new freshmen enrollment at about 1,500 and transfer enrollment at 1,200, while attempting to increase graduate enrollment 1% to 1989 FTE. SAT will rise to 1060.
UG FTE Enrollment decreased to 9792 with first-time freshmen enrollment at 1389 and transfer enrollment at 970. Graduate FTE decreased to 1852. Total enrollment declined to 15,416. The College is taking proactive steps to increase the conversion from "admitted" to "registered." The number of seats filled in Adult and Continuing Education courses rose 32%. The mean SAT score of first-time freshmen rose to 1072 and the mean CAA rose to 86.9.

7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges.

- TIPPS registration will increase to 95%; Maintain transfer enrollment of 1,200.
The percentage of course evaluations completed in TIPPS was 93.7%, about the same as last academic year. The percentage of evaluated courses designated as non-transferable also remained the same, at 22.1%. As indicated in 7.1, transfer enrollment was 970.
- For non-CCNY CUNY students at the Towers Residence Hall, outreach will be conducted with other campuses to establish and review protocols for how to work cooperatively on matters of urgent health (mental or other) issues and/or student conduct violations.
A meeting was held with all the campuses' mental health directors to discuss a consistent practice to address discipline and mental health issues in residence halls. It was agreed that each campus will address emergency mental health issues of their students. With respect to student conduct, any disciplinary action at the Towers involving CCNY students is also treated as a disciplinary action at CCNY. We will continue to follow our practice and the Towers will follow their procedures of notifying the campuses of the disciplinary actions being taken by the Towers.
- Explore establishment of new bridge and joint-degree programs with community colleges.
Planning is underway to strengthen and expand joint engineering degree programs with Hostos and LaGuardia. Expansion will include the sciences. A joint degree program in biotechnology with BCC has been developed and is awaiting Board approval. A joint program in film with BMCC is underdevelopment.

7.3 Colleges will meet 95% of enrollment targets for College Now, achieve successful completion rates, and increase the # of students who participate in more than one college credit course and/or precollege activity.

- College Now will increase active enrollment in the program by 10% to 685.
The College Now registrations for 2010-2011, including the summer program, fall and spring semesters and the affiliate program, increased to 781. Registration in college credit courses is estimated at 470. During the summer and fall semesters, 79% of College Now participants received a C or better in College Now high school and college credit courses.
City College is working with CUNY to increase the effectiveness of its College Now program.

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- College Now will fill staff positions in accordance with its available funding.
  Due to the various reasons, the search was delayed. This position will be filled in fall 2011.

8. Increase revenues and decrease expenses

8.1 Alumni-corporate fundraising will increase or maintain current levels.

- Increase donations by 10% over previous year to $33 million.
  Notwithstanding the serious economic issues facing everyone, the College was successful in raising over $36 million in donations from alumni and corporate fund-raising efforts, an increase of 20% over last year's donations.
- Raise $1 million for Solar Decathlon project, seek to attract new donors.
  The College achieved its goal of raising $1million for the Solar Decathlon project.
- Establish advisory boards for Division of Science and Sophie Davis to assist with fundraising.
  While there is an advisory board for the Division of Science and an advisory Board for Sophie Davis is in process, we have held off on holding meetings until the new, rather than interim, deans are appointed. This should be by fall 2011.

8.2 Each college will achieve its revenue targets including those for Adult and Continuing Education.

- Hire new director of ACE, create business plan for ACE that establishes revenue targets.
  A new executive director for ACE was hired in spring 2011 and is creating a strategic plan.
- ACE to take steps to include professional development through cooperation with professional schools.
  This is being pursued. Architecture is working with ACE to offer several continuing professional education courses and has launched a Summer Career Discovery program with ACE.

8.3 Colleges will improve or maintain sound financial management and controls.

- Establish accounting system with quarterly budget progress reports for schools/divisions/departments enabling accountability and some decentralized decision-making.
  The College developed a transparent tax-levy budget that has been presented numerous times to various constituency groups and an all-funds budget. Despite the significant budget reductions, the College is projected to have reduced expenditures by $1.7 million and end the year with a balance of $2.7 million, including CUTRA. Department budgets will be created this next year. This will provide a context for real fiscal responsibility.
- Review administrative staffing in academic divisions; create a new or revised staffing plan.
  General administrative costs remained at 5.7% of budget; however administrative costs for institutional support decreased to 23.4%. An electronic system of tracking personnel costs and hiring of staff has been developed by IT for use by the Budget Office and HR.
- Improve speed of notification and processing of separations as evidenced by reductions in over-payments.
  HR and Finance worked together to develop a process which has reduced over-payments significantly.
- Improve controls on equipment inventory system concerning equipment uses, disposal, and accounting.
  An aggressive program of spot checks on equipment in inventory has been implemented along with a quarterly audit of select departments. Another audit of equipment being used at home has been done and is being reconciled against the equipment database.
- Maintain status of timely payment of invoices and no interest payments.
  The Finance Department is working hard to pay invoices timely; as of April 1st, the College had paid $239 interest for 8 late remittance to vendors in FY2011. One caveat to a minimal final amount may be payments made late to Allied Barton for Security Guard services as a result of recent contracting issues.

8.4 Colleges will implement financial plans with balanced budgets.

- Establish budgets and expenditure reports at the school/division/department level, provide quarterly spending progress reports.

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An accounting system with quarterly budget progress reports by school/division/department has been developed and information is available on-line on budget and expenditures.

8.5 Contract/grant awards will increase.

- Maintain current high levels.
  As of the end of May, total awards for City College, as per the Research Foundation, were $63.5 million. It is estimated that City will achieve the same level as last year by the end of June.

8.6 Indirect cost recovery ratios will improve.

- Review ICR rates, reset negotiated rates as terms are renewed.
  Indirect cost recovery as of the end of May was 18.9%, an increase over 2009.

9. Improve administrative services.

9.1 Colleges will make progress within a declared capital campaign.

  The City College campaign now tops $385 million.

- Comply with charitable registration requirements for 21st Century Foundation.
  The 21st Century Foundation was registered in New York State and is in compliance with registration requirements. A firm has been hired to ensure compliance in other states.

- Increase 21st Century Foundation board member participation in fundraising through a minimum 3 meetings of newly established Development Committee.
  A Development Committee was established. The Development Office frequently communicated with members about fundraising ideas.

- Increase planned giving contributions through participating in CUNY Planned Giving mailing.
  Development participated in CUNY's first Planned Giving mailing and sent out information to 25,000 alumni on charitable gift annuities and will participate in another mailing on bequests to 25,000 alumni.

- Increase integration and branding of CCNY publications, online and in print, to ensure clear messaging and high standards of production.
  The College has hired Crane MetaMarketing to rebrand the institution, and to develop liquid content/messaging, and design new recruitment materials and an annual president's publication; to be completed in the early fall. We are also in the process of redesigning the College website, with the intention of launching top levels in the fall semester.

9.2 Student satisfaction with administrative services will rise or remain high at all CUNY colleges.

  The results of the Student Experience Survey showed a slight improvement in student student satisfaction with administrative services increasing to 2.96 from 2.76.

- Survey front-line staff in Bursar, Financial Aid, Registrar and Admissions concerning job functions, and design cross-training or program to improve responsiveness to students.
  In order to provide more efficient and friendly student services, the groups were combined and now report to the Provost.HR and Enrollment Management Leadership have met with all employees to understand job duties and an extensive training and cross training program is being developed in preparation for fall 2011 registration.

- Division VP's to meet with managers of front-line staff in Bursar, Financial Aid, Registrar and Admissions each year concerning service issues raised in reports of student satisfaction.
  Numerous meetings have occurred with the Provost, AVP Enrollment Management, staff, and HR to discuss issues raised and to get suggestions on improvement.

- The Career Center will increase the number of students who complete a paper and /or online Office Satisfaction Survey by 50% from 290 to 435.
  Due to the flood in the Career Center in February, a number of paper evaluations were lost; 223 have been completed since.

- Consolidate Federal Work Study within office of On-Campus Student Employment.
  HR and Financial Aid worked together to improve this process over the past year. An internal audit was requested which provided recommendations for additional improvement. The web-based system currently being implemented will further improvements in this area.

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9.3 Colleges will improve space utilization
- Percent of FTEs offered on Friday's or weekends will increase to 44%.
  The percent of FTEs offered on Fridays or weekends dropped slightly to 41.9%.
- Establish process for major space allocation decisions (i.e. those involving more the needs of one or two individuals) managed by the Provost and the VP of Campus Planning and Facilities.
  A process was established to identify all space on campus and the name of the person or persons assigned to that space. A database is being established to track this information on an on-going basis and the data will be used to assign lab and office space. About 60% of all City College space has been identified by "ownership" and is in the database. In addition, a process was put into place to identify lab space prior to the hiring of a researcher.
- The Assistive Technology Lab in The AccessAbility Center will be determined "optimal" by the CUNY Assistive Technology Services program.
  This was done.

9.4 All colleges will improve Risk Management on campus
- Expand Risk Management plan to respond to CUNY Risk Management priorities and develop business continuity plan for IT operations.
  The Business Continuity Plan for IT operations is being developed. Every system including hardware, software and data is being documented. We have also begun a process to create a second data center to separate the replicated equipment in the main data center and have started negotiations with a storage vendor to do periodic off-site back-up of critical administrative servers. The Disaster Recovery Plan of critical systems is underway.
- Increase number of students assisted by Behavioral Intervention Team (BIT) through CETL and the PSC to educate faculty and staff about its services and how to identify students in need of services.
  Last year the Behavioral Intervention Team (now called the Crisis, Assessment, Response and Education Team) handled 38 referred student cases. This year the CARE team handled 59 student cases. Though the increase was largely due to enhanced outreach efforts; there were 9 CARE Team presentations/workshops offered this academic year and 350 bookmarks distributed to faculty and staff.

9.5 All colleges will make timely progress on CUNY FIRST implementation
- Campus team will continue monthly meetings and special meetings with CUNY 1st managers.
  Monthly meetings have been consistently held on campus with CUNY 1st managers and the first town hall meeting for the City College community was held March 22.
- Manager Self Service pilot will be assessed at College level with the new users.
  All Administrative Coordinators were trained on CUNY 1st Self Service and the module was rolled out following training. A process for ensuring an accurate reporting structure was put into place to ensure that coordinators had access to the right data.
- President will appoint a permanent CUNY FIRST campus executive.
  The President has appointed the new VP for Finance and Administration as the CUNY 1st executive.

9.6 Each campus should have a functioning campus sustainability council and have a recognized, multiyear campus sustainability plan.
- CCNY Green Task force will meet twice a year to follow up on next steps in 10yr climate action plan. Recycling, nutrition, student engagement, paper usage reduction and recycling goals to be the main focus for the year.
  A newly appointed sustainability coordinator will also be the chairperson for the CCNY Green Task Force. The Green House Gas report has been submitted to the Association of College and University Presidents. The task force is providing support to the solar decathlon and is following up on the 10 Year Climate Action Plan. The College has put numerous programs in place regarding recycling, nutrition, paper usage reduction, etc.

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E.9. Year-End CCNY Report Final (2009-2010)

1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix (Raise Academic Quality)

1.1 Resources will be shifted to Univ. flagship and college priority programs to support the Univ.'s commitment to become a research-intensive institution

The College will begin implementing its new Strategic Plan 2009-13, emphasizing increasing faculty scholarship and research. In addition to ongoing support for flagship and priority programs (and creating new flagship programs), 6 departments have been identified for enhanced investment & performance in the 1st year of implementation: Biomedical Engineering, Chemical Engineering, Biology, Earth and Atmospheric Sciences, Economics, and Foreign Languages and Literatures.

- Develop Responsibility Centered Management for the 6 departments; improve administrative services; develop enrollment and retention goals.

- New or renovated research facilities: nano-fabrication laboratory, Energy Institute, and CUNY-CAT.

- Develop plans for establishing a flagship School of the Arts

- Progress in creating new programs: BS/MA Biology, BA Environmental Studies (EAS/Economics), Ph.D. Urban & Metropolitan Studies and Summer Discovery Certificate Program (Architecture).

- Begin multi-year development of content-rich Web pages highlighting funded research at CCNY; initially enhance sites for 3 of the pilot departments and 1-2 institutes

1.2 CUNY and its colleges will draw greater recognition for academic quality

Program accreditation and rankings will continue to achieve high marks, and the College will expand academic and cultural events that are open to the broader community. Improve the coordination of events and dissemination of information to increase participation by students, faculty and alumni. Initial plans will be developed to establish a Performing Arts Center.

- The College will submit a Substantive Change Report to Middle States incorporating the newly established Ph.D. programs in Engineering and Science.

- Education will receive full NCATE accreditation & complete Specialized Professional Association reports

- Engineering will hold a "mock ABET" accreditation visit in preparation for the visit in Fall 2010

- Additional steps toward affiliate LCME accreditation with Downstate Medical Center will include new educational collaborations

- Improve Fiction Week ranking of MFA in creative writing (2010; 2005 ranking 37)

- Advise legislators of Centers and Programs that have made significant contributions to the environment

- Enhance links to local cultural and other institutions that increase our connection to the community

- Lecture/Seminar series by leading scholars will be offered on the main campus and CWE

- High-quality publications in areas delineated in the Strategic Plan plus a concerted outreach effort will result in an increase in positive media coverage of 3% per year, particularly in areas of research, and faculty & student achievements.

1.3 Program reviews, with analyses of enrollment and financial data, will demonstrably shape academic decisions and allocations by colleges

Review academic programs in the College of Liberal Arts and Science according to established 5-year cycle (2009-10: Political Science, Sociology, Latin American & Latino Studies, Black Studies, Physics); Centers and Institutes to be reviewed are CASI (Science), DSI (Social Science), CAEDD (Engineering). Implement changes based on external reviews (e.g. move International Relations to Political Science, changing degree offered and offer internships). Reduce costs of Undergraduate instruction by $500,000 by 2012.

1.4 Colleges will use technology to enrich courses and teaching

Expand the number of smart classrooms by 25 plus all CWE classrooms, introduce technology, provide training in teaching with technology at CETL and CWE, and expand wireless coverage (10 new stations) and signal strength throughout the campus. Test and evaluate new technologies. Introduce instructional technology in Organic Chemistry, Astronomy, the new Global Warming Perspective course, the new Public Service Management program, and Math and Science Education

2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity (Raise Academic Quality)

2.1 Colleges will continuously upgrade the quality of their full- and part-time faculty, as scholars and as teachers

The faculty recruitment plan calls for recruiting more senior level faculty members in Chemistry, Biology, Mechanical Engineering, Biomedical Education, Economics and Political Science (Skadden Arps and Spitzer named-professors) and a new Director of Photonics

2.2 Faculty research/scholarship will increase from 2008-2009 levels

The focus of the Strategic Plan on research and scholarship calls for an increase in both external funding and performance. To this end a position of Assistant Vice President for Research will be created to oversee all aspects of research college-wide. Faculty publications and creative work will increase by 2%

2.3 Instruction by full-time faculty will increase incrementally

Over the next 4 years, maintain undergraduate enrollment and increase graduate enrollment. At the same time, FTE enrollment is expected to increase with increasing enrollment of FT students. Faculty size will remain stable. Instruction by FT faculty will increase due to recruitment of additional lecturers and implementation of the new General Education. Furthermore, the College will begin a gradual conversion of multi-section introductory courses into large lectures based on space availability.

- Percentage of Instructional FTE by FT faculty will increase to 49.5
- Percentage of FTE in undergraduate courses will increase to 50
- Percentage of FTE in Graduate courses will remain stable at 70

2.4 The percentage of under-represented faculty and staff will meet or exceed the percentage available

Increase activities to educate search committees to promote diversity in recruitment, retention and promotion; assist in identification of resources and strategies to attract more qualified diverse applicants, and conduct recruitment-training workshops for Chairpersons and Department P&B Committees

Additional Objective 2 Targets

The Office of Student Affairs will support and empower faculty and staff to better serve students.

- Create a Behavioral Intervention Team to establish baseline data and provide workshops for faculty on how to address disruptive student behavior, including disability related disruptive behaviors
- Childcare Center will begin serving faculty/staff (subject to CUNY BoT approval)

3. Ensure that all students receive a quality general education and effective instruction Ensure that all students receive a solid general education and effective instruction (Improve Student Success)

3.1 Colleges will provide students with a cohesive and coherent general education

Expand implementation of new General Education requirement by adding Perspectives courses in History, Literature and U.S. Society, new Quantitative Reasoning courses (FQUAN), and new New Student Seminar. Learning assessment will be incorporated in new courses.

- Double the number of FQUAN seats for new freshman students

- Implement a system of evaluating Perspectives courses and a pilot with 50 freshmen for e-Portfolio Direct Assessment

- Develop workshops for adjuncts in departments with large instructional needs, especially English and Mathematics.

- Implement e-Tutorial services in the Writing Center

- Introduce the new Global Warming Perspectives course in General Education

3.2 Colleges will improve basic skills and ESL outcomes

Summer programs and SEEK courses will be upgraded to address the needs of students with limited academic preparations. The number of students admitted conditionally will be reduced.

- Percentage of non-ESL SEEK students who pass basic skills within 1 year will increase to 90

- Percentage of SEEK students who pass all skills test within 2 years will increase to 96%

- Percentage of FTE instruction in lower division courses will increase to 42

- Offer an English Language Program to at least 80 international students through A&CE

3.3   Colleges will improve student academic performance, particularly in the first 60 credits of study

Provide academic and student support services to raise lower division performance.

- Introduce a quantitative reasoning course for new freshmen

- Increase to 70% the number of students passing gateway mathematics

- SEEK students pass rates in introductory general education courses will increase by 5%

- Accessibility, Wellness & Counseling Center (AWCC) will double the # of counselors in its externship program to 4, create peer led programming and collaborate on at least 2 academic programs.

- Offer student athletes academic support services, including computer lab, 4 study skills workshops per semester and pre-registration program planning

- Identify additional faculty interested in participating in the Sophomore Year Jump program for students in their 1st 60 credits of study, implement 2 programs and invite 300 sophomores to participate in 6 programs. Collaborate with SEEK and student support services to include their students.

- Create 3 living learning committees in the Towers.

3.4 Show & pass rates on CUNY proficiency exam will increase

Additional tutorial sessions will be available to prepare students for the CPE. Targets are 80 for show, 95 for pass (90 for SEEK)

3.5 Colleges will reduce performance gaps among students from underrepresented groups and/or gender

Targets: 1 year retention URM: 0-1.0, gender 3.3; % credit hours earned over attempted: URM: 3.2; gender: 2.0.

3.6 Colleges will show progress on implementing faculty-driven assessment of student learning

Continue implementation of academic assessment at the program, general education, and graduate levels by developing faculty-approved multi-year assessment plans for all undergraduate and graduate programs and gen ed. The plans will incorporate learning outcomes assessment in external reviews and Dean's PMP. Fully integrate academic assessment into decision making processes through clear institutional and departmental policies and guidelines about the reporting and use of assessment results, responsibilities and ensuring continuity and oversight.

- Implementation of a recognition system for academic effectiveness.

- Review and fine-tune curriculum grids, program learning outcomes posted on department and/or assessment Web site, include program learning outcomes in Bulletin.
- Show progress on all learning assessment categories in the required progress letter to Middle States, due April 1, 2010.

4. Increase retention and graduation rates and ensure students make timely progress toward degree completion (Improve Student Success)

4.1 Colleges will facilitate students' timely progress toward degree completion

The Strategic Plan sets two general targets to be achieved by 2012: 1st-year retention rate of 85% and 6-year graduation rate of 50%. These will be aided by targeted programs aimed at building better connections between the student and the college, including a 2-day orientation for new freshmen, parent's day hosted by the President and a month-long series of programs each semester encouraging students to declare a major.

- The number of credits earned by SEEK students in the first year will increase to 22

4.2 Retention rates will increase progressively

Retention rates will increase by 2%; 1 year SEEK retention rate will increase to 82%

4.3 Graduation rates will increase progressively in baccalaureate/masters programs

Special attention will be given to seniors making sure they graduate on time (Graduation Project). Targets are 4 year--12%, 6 year--40% (30% for SEEK). Note that the 4-year rate should exclude students in 5-year programs (such as Architecture and Biomedical Education).

Additional Objective 4 Targets

Student Affairs will provide supplemental support programs to improve retention by addressing isolation and creating a community. Initiatives will target student-parents, students with disabilities or who have health issues, international students, veterans and residents of the Towers. Students will be encouraged to attend programs, get services, socialize with peers though collaborative programs that involve academics, Child Development Center, Student Leadership, AWCC and other offices. Special programs for resident students in learning communities will encourage living on-campus.

- Provide family education and stress management workshops to student-parents at childcare center (incr participation 200%) and expand to other student-parents at the College.
- Number of students receiving health and counseling services, including prevention-based workshops and events will increase 15%. Provide more health-related information to students via Website, workshops, peer-led programming and giveaways.
- Expand the Student Leadership program by providing students with activities that develop or refine their skills in intercultural relations, civic engagement, social ethnics and social responsibility, multiculturalism, and conflict management.
- Create programs for international students: pairing them with US, natives as mentors and intervention for those who fall below 2.0 (undergraduate) and 3.0 (graduate) and expanded programs for summer study-abroad, Short-Term Scholars.
- Provide group counseling to veteran students, collaborate with local veteran groups on support services and create a "one-stop-shop" veteran center for services and socializing.
- AWCC will conduct 6 retention workshops for student athletes
- Assess select student services programs through planner and participant evaluations, as well as the annual student satisfaction survey.

5. Improve post-graduate outcomes (Improve Student Success)

5.1 Professional preparation programs will improve or maintain high numbers of successful graduates

Pass rates on Education certification tests (LAST, ATS-W, and CST) will be maintained at, or improve to, 95% to 100%. The College is currently acquiring and analyzing data on graduate school admissions exams and will take steps to maintain or improve (as necessary) performance on these tests.

5.2 Job and education rates for graduates will rise

Additional job placement and skills-development services will be provided to students to help them manage applications, interviews, resume/E-portfolio development.

- Develop programs to feed BA students into the MPA Program in Public Service Management.
- Career Center will use both online, paper, email and phone outreach to track job placement and continuing education outcomes.
- On-line software tool for managing the job application process will be deployed in the fall.
- New programming based on assessment will include workshops on several professional programs, a graduate school fair and surveys to track graduate outcomes.

6. Improve quality of student academic support services (Improve Student Success)

6.1 Colleges will improve the quality of academic support services, academic advising, and use of technology to strengthen instruction

Methodically track and assess student services provided by multiple offices using surveys & on-line referral system in order to improve the quality of services and information provided to students. Student Affairs will use Web and other computer-based systems to simplify service delivery and engage students.

- Satisfaction with academic services will increase to 2.9
- Implement automated call distribution systems for Registrar, Admissions, Help Desk and Purchasing/Accounts Payable
- Develop Web page to allow departments to post on-campus jobs, including Federal Work Study positions, accessible to students in a single location, to ensure job opportunities are provided to as many students as possible.
- Establish online tracking & assessment instruments for Student Affairs & co-curricular activities
- Improve orientation through Web-based information & sign-up and training for peer orientation leaders.
- Develop short- and long-term plan for enhancing spaces for service delivery and student use, and expanding office and program hours
- Utilize Student Affairs Website and other computer-based systems to improve management and tracking of student organizations and programs and provide better informationand better career exploration opportunities.
- Upgrade athletics facilities, including renovated women's locker room and new fitness equipment
- Offer 3 career workshops each to freshmen and sophomores
- Create a branch of the software training center in the NAC to better serve non-engineering students

7. Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses (Enhance Financial & Management Effectiveness)

7.1 Colleges will increase or maintain enrollment for degree programs; mean SATs/CAAs of baccalaureate entrants will rise

Based on the Master Plan the projected FTE enrollment will increase by 3% to 15,500. At the same time, the College will maintain it's new freshmen enrollment at about 1750, while attempting to increase transfer and graduate enrollment. SAT will rise to 1050.

7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges

TIPPS will increase to 95%; Transfer enrollment to 1,300.

7.3 Colleges will meet 95% of enrollment targets for College Now, achieve successful completion rates, & increase the # of students who participate in more than 1 college credit course and/or pre-college activity

The College will increase College Now enrollment to 950 and maintain the current level of activity,

8. Increase revenues and decrease expenses (Enhance Financial & Management Effectiveness)

8.1 Alumni-corporate fundraising will increase or maintain current levels

Since we are already raising funds at a very high level, and as the economy has not yet returned to normal, for next year, we hope to maintain current levels.

- Funds will be raised for flagship and premier programs and we will also seek donors for naming opportunities in several new buildings and schools.
- Funds will be raised for unrestricted use, scholarships, and faculty development.

8.2 Each college will achieve its revenue targets including those for Adult and Continuing Education

ACE will increase its efforts to obtain external funding for professional programs and improve the marketing of its tuition programs with targets of $2.5M for grants and $500K for tuition. Courses offering college credits will be expanded. Enrollment target is 6,000

8.3 Lower or hold constant the percentage of its tax-levy budget spent on administrative services

There is a need to address serious under-staffing problems in IT, M&O, Public Safety, Finance and Accounting areas while maintaining an appropriate level of spending on administrative services.

8.4 Colleges will have & implement financial plans with balanced budgets

The College will begin phasing-in responsibility-centered budgeting for the 6 departments identified in the implementation of the strategic plan and seek to address the understaffing problems in administrative services. Budget training will be provided to the campus community in conjunction with the implementation of CUNYfirst. A new time reporting process will significantly reduce overpayments.

8.5 Contract/grant awards will rise

External funding for research and scholarship will increase in all academic divisions and schools. Each unit has a target for external funding, which will grow incrementally over the next 4 years up to a total of $65M ($54M in 2009-10).

8.6 Indirect cost recovery ratios will improve

Continue to have the highest external funding and total amount of ICR in CUNY.

9. Improve administrative services (Enhance Financial & Management Effectiveness)

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

The 21st Century Foundation's Audit Committee will begin meeting.

9.2 Student satisfaction with administrative services will rise or remain high at all colleges

Establish training programs for Financial Aid and Bursar staffs in customer sensitivities and develop campus-wide continuous training program to promote excellent customer service among all Gittleson and front-line employees. Reduce backlog of outstanding requests for assistance from the computer helpdesk. Surveys or focus groups will be used to assess improvement progress in various support service areas (Financial Aid, Bursar, Student Affairs, College Web site). Towers billing will be integrated into SIMS and migrate into CUNYfirst, providing better controls and service to students. A new food venue will open in the Hoffman Center providing new options and reducing lines in the cafeteria.

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

The College is improving its schedule of classes by making greater utilization of classrooms throughout the week, and increasing the number of large introductory lectures. The % FTEs offered on Fridays, evenings or weekends will increase to 44%

9.4 Prepare and implement a campus risk management plan that is integrated with the University's risk management program

The College is establishing a Risk Management Council under CUNY guidelines that will create Risk Management, Disaster Recovery and Business Continuity plans for IT. Student Services' Behavioral Intervention Team will provide early, prompt and effective intervention and detection of on campus risks through training workshops for faculty and enrollment center staff.

9.5 All colleges will make timely progress in CUNY FIRST implementation

CCNY will progressively expand the administrative users of budget & finance, and human resources throughout the campus and will implement Campus Solutions in Wave 2.

- Provide training for HR liaisons, search committees and Budget staff in all units, as well as purchasing/accounts payable.
- Communicate regularly with all affected users on deployment plans

9.6 Each campus should have a functioning campus sustainability council and have a recognized, multi-year campus sustainability plan

Continue to be the vanguard campus for sustainability through educational offerings, pilot programs, engagement of all members of the college community and adoption of best practices. Increase sustainability in operations, including auxiliary services, without creating additional cost burdens on students.

- Develop and implement new educational offerings related to sustainability
- Finalize and begin implementation of Climate Action/Sustainability Plan
- Implement pilot projects, participate in national conferences and have public activities and events to promote sustainability

F.17. CCNY Academic Program Review Schedule

The City College of New York
Program Review Cycle
2003-2018

Program	Division	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
American Studies	Humanities & Arts							X								X
Anthropology	Social Sciences										X	X				
Architecture	Architecture			X												X
Art	Humanities & Arts					X						X				
Asian Studies	Humanities & Arts	X					X							X		
Biology	Science				X							X	X			
Biomedical CINT (Sadaawi)	Engineering						X						X			
Biomedical Eng. (Cowin)	Engineering												X		X	
Black Studies	Humanities & Arts			X								X	X			
CASI (Akins)	Science							X						X		
Chemical Eng.	Engineering		X					X							X	
Chemistry	Science				X							X				
Childhood Ed.	Education	X					X								X	
Civil Eng.	Engineering		X					X							X	
Computer Eng.	Engineering		X					X	X						X	
Computer Science	Engineering		X					X							X	
CWE	Interdisciplinary			X								X				
CWRER (Khanbilvardi)	Engineering							X				X				
Dominican Studies	Social Sciences						X						X			
Earth & Atmos. Sciences	Science					X							X			
Earth System Sci. & Engineering	Engineering														X	
Economics	Social Sciences						X									
Electrical Eng.	Engineering		X					X							X	
Energy Institute (Banerjee)	Engineering													X		
English	Humanities & Arts			X							X					
Foreign Lang. & Lit.	Humanities & Arts				X							X				
Gateway/Bridge to Medicine	Biomedical Education						X									
History	Humanities & Arts	X					X					X				
Int'l Relations	Social Sciences						X									
Int'l Studies	Social Sciences				X						X	X				
Interdis. Arts & Sciences	Social Sciences											X				
IRADAC	Humanities & Arts			X												
ITS (Parker)	Engineering						X					X				
IUS (Paaswell)	Engineering						X					X				
IUSL (Alfano)	Science				X							X				
Jewish Studies	Humanities & Arts			X								X	X			
Latin American & Latino Studies	Social Sciences					X										
Leadership & Special Ed.	Education	X					X								X	
Levich (Denn)	Engineering							X				X				
Library	Library				X											
Mathematics	Science			X							X					
Mechancial Eng.	Engineering		X					X							X	
Media Communication Arts	Humanities & Arts					X							X			
Municipal Waste (Fillos)	Engineering							X								
Music	Humanities & Arts				X							X				
PA Program	Biomedical Education			X								X				
Philosophy	Humanities & Arts			X								X	X			

The City College of New York
Program Review Cycle
2003-2018

Physics	Science
Political Science	Social Sciences
Premedical Studies (PPS)	Science
Psychology	Social Sciences
Rifkind	Humanities & Arts
Secondary Ed.	Education
Sociology	Social Sciences
Urban Landscape	Architecture
Women's Studies	Social Sciences

F.19. CLAS Assessment Summary Report

In 2010, the Office of Assessment developed and piloted a process of planning, summarizing, and feedback to all academic departments and programs. The following Assessment Progress Rubric addresses the nine traits recommended by MSCHE for organizing Standard 14 documentation: (**A**) Assessment Plans, (**B**) Policies and Guidelines, (**C**) Recognition and Rewards, (**D**) Learning Outcomes, (**E**) Syllabi, (**F**) Professional Development, (**G**) Assessment Tools, (**H**) Use of Assessment Results, and (**I**) Course and Teacher Surveys. To ensure continuity, the nine MSCHE areas also are used to organize the evidence for learning outcomes assessment on CCNY's Middle States website and in the CCNY Middle States Resource Room. Tables F19.1 through F19.4 are for departments and programs in the College of Liberal Arts and Sciences (CLAS).

The rubric serves multiple purposes for the Office of Assessment and the academic departments and programs.

1. It provides definitions and clarifies the nine traits for departmental and divisional coordinators and faculty members.
2. The rubric "scores" encourage reflection and discussion of the assessment process, especially when departments are asked to respond to baseline information and provide corrections.
3. The ongoing use of the rubric allows departments and programs to track, over time, their progress in learning outcomes assessment.
4. The collection of scores (See Tables F19.1 and F19.2), generate an organized overview of the strengths and weaknesses in the undergraduate and graduate levels as well as at the institutional level.

As in 2010, the scored rubrics were distributed to the assessment coordinators in preparation for the Periodic Review Report. The "scores" were based on assessment information available in the Middle States room and on the CCNY Middle States website. The departments and programs were asked to review baseline scores and provide corrections, if necessary. Each department and program was asked to support changes in scores with evidence. Tables F19.1 and F19.2 show the current status for each trait for the undergraduate and graduate department and programs.

The scores should be interpreted in the context of the individual department or program. With the tables, one can determine which assessment activities are relatively weak and which are relatively strong. By adding and averaging the scores over all departments and programs, one can determine and which of the nine elements are relatively well implemented throughout CLAS and which traits may need more attention.

Institutional level assessment is not only an aggregate over departments and programs, but also consists of centralized activities and support an institution provides, so there are two independent sets of scores for the institutional level.

Table F19.1: Progress in Learning Outcomes by Undergraduate Departments and Programs

Department or Program Element	A	B	C	D	E	F	G	H	I
BA Art, BFA Electronic Design & Multimedia	3.0	3.0	3.0	3.0	3.0	3.0	3.5	4.0	2.0
BA Area Studies: Asian Studies	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0
BA Area Studies: Black Studies*	1	2.0	3.0	3.0	1.0	3.0	2.0	1	2.0
BA Communications, MCA Ad-PR	4.0	4.0	3.0	4.0	4.0	3.75	3.75	4.0	3.75
BA Comparative Literature	2	3.0	3.0	3.0	3.0	3.0	3.0	1.0	2.0
BA English	4.0	3.5	3.0	4.0	3.0	3.0	4.0	4.0	2.0
BFA Film & Video	3.0	3.0	3.0	3.0	3.0	4.0	4.0	4.0	2.0
BA History	3.5	3.0	3.0	4.0	4.0	3.0	3.5	4.0	2.0
BA Romance Languages	3.0	3.5	3.0	3.0	4.0	3.5	4.0	3.5	3.0
Basic Language Sequence	3.0	3.0	3.0	3.0	-	3.0	3.0	2.0	2.0
BA Area Studies: Jewish Studies	3.0	3.0	3.0	3.0	2.5	3.0	4.0	4.0	2.0
BA, BFA Music	3.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0
BA Philosophy	4.0	4.0	2	3.0	3.0	3.0	4.0	3.0	3.0
BA Theater and Speech	3.0	3.0	3.0	3.5	2.5	3.5	3.0	3.0	2.0
Division of Humanities & Arts	**3.0**	**2.8**	**2.9**	**3.0**	**2.7**	**3.0**	**3.3**	**2.8**	**2.3**
BS Biology	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
BS Chemistry	3.5	4.0	3.0	3.5	3.5	3.5	4.0	2.5	3.0
BA, BS, Earth & Atmospheric Science	3.5	4.0	3.0	3.5	3.5	3.5	4.0	3.5	3.5
BA, BS, BA/MA Math	3.5	3.5	3.0	3.5	3.5	3.0	4.0	3.5	4.0
BS Physics	4.0	4.0	3.0	4.0	3.5	3.5	3.5	3.0	3.0
Division of Science	**3.5**	**3.7**	**3.0**	**3.5**	**3.4**	**3.3**	**3.7**	**3.1**	**3.3**
BA Anthropology	2.0	2.5	3.0	3.0	3.0	3.0	3.0	2.0	2.0
BA BA/MA Economics	2.0	3.0	2.0	3.0	3.0	2.0	3.0	3.0	1.5
BA International Studies	3.0	3.0	3.0	4.0	3.5	3.0	4.0	4.0	3.0
BA Area Studies: Latin American & Latino Studies	3.0	3.0	3.0	3.0	1.0	3.0	3.0	2.5	3.0
BA Political Science (BA in Pre-law)	3.5	4.0	3.0	4.0	3.5	3.0	4.0	4.0	3.0
BA, BS, BA/MA Psychology	2.0	4.0	3.0	4.0	3.5	3.0	3.0	3.0	2.0
BA Sociology	4.0	4.0	3.0	3.0	3.0	3.0	4.0	3.0	2.0
Division of Social Science	**2.8**	**3.4**	**2.9**	**3.4**	**2.9**	**2.9**	**3.4**	**3.1**	**2.4**
General Education Requirement	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.0
General Education	**4.0**	**4.0**	**4.0**	**4.0**	**4.0**	**4.0**	**4.0**	**4.0**	**3.0**
BS Interdisciplinary Studies	3.0	3.0	3.0	2.5	3.0	4.0	3.0	3.0	3.0
Division of Interdisciplinary Studies at CWE	**3.0**	**3.0**	**3.0**	**2.5**	**3.0**	**4.0**	**3.0**	**3.0**	**3.0**
Institution Aggregated over Divisions (undergraduate)	**3.3**	**3.4**	**3.2**	**3.3**	**3.2**	**3.4**	**3.5**	**3.2**	**2.8**
Institution, Institution Level Activities & Support (see following section outlining institutional benchmarking)	**3.3**	**3.4**	**3.0**	**3.3**	**3.3**	**3.5**	**3.5**	**3.3**	**2.8**

A) Assessment Plans, B) Policies & Guidelines, C) Recognition and Rewards, D) Learning Outcomes, E) Syllabi, F) Professional Development, G) Assessment Tools, H) Use of Assessment Results, I) Course & Teacher Surveys.

Score: 1=Initial/Needs Work. 2=Emerging/In Progress. 3=Developed. 4= Highly Developed/Good Practice

Table F19.2: Progress in Learning Outcomes Assessment by Graduate Programs

Department or Program Element	A	B	C	D	E	F	G	H	I
MFA, MA Art	3.0	3.0	3.0	3.0	4.0	3.0	3.0	3.0	2.0
MA English, MFA Creative Writing	4.0	3.5	3.0	4.0	3.0	3.0	4.0	4.0	2.0
MA Language & Literacy	3.0	2.0	3.0	4.0	4.0	3.0	4.0	3.0	2.0
MFA Film & Video	3.0	3.0	2.5	4.0	4.0	3.0	4.0	4.0	3.0
MA History	3.0	4.0	3.0	3.0	4.0	3.0	2.5	2.5	2.0
MA Music	2.5	2.0	3.0	3.0	2.5	2.5	-	-	2.0
MA Spanish	3.0	3.0	3.0	4.0	4.0	3.0	4.0	3.0	3.0
Division of Humanities & Arts	**3.1**	**2.9**	**2.9**	**3.6**	**3.6**	**2.9**	**3.6**	**3.3**	**2.3**
MA Biology	3.5	3.5	3.0	3.5	3.5	3.5	3.0	3.0	3.5
MA Chemistry	3.0	4.0	3.0	3.0	3.5	3.5	4.0	2.5	3.0
MA, Earth & Atmospheric Science (Geology)	3.0	4.0	3.0	3.0	3.5	3.5	4.0	3.5	3.5
MA Math	3.0	3.5	3.0	3.0	3.0	3.0	4.0	3.0	4.0
MA Physics	4.0	4.0	3.0	4.0	3.5	4.0	3.5	3.5	3.0
Division of Science	**3.3**	**3.8**	**3.0**	**3.3**	**3.4**	**3.5**	**3.7**	**3.1**	**3.4**
MA Economics	2.0	3.0	2.0	3.0	3.0	2.0	3.0	3.0	1.5
MA International Relations	2.0	2.0	3.0	3.0	1.0	3.0	1.0	1.0	2.0
MA Psychology	2.0	3.0	3.0	4.0	3.0	3.0	3.0	2.0	2.0
MA Public Service Management	3.0	3.5	3.0	3.0	2.0	3.0	4.0	4.0	2.0
MA Sociology	3.0	3.5	3.5	3.0	3.5	3.0	4.0	3.0	3.0
Division of Social Science	**3.0**	**3.0**	**2.9**	**3.2**	**2.5**	**2.8**	**3.0**	**2.6**	**2.1**
MA in the Study of the Americas	3.5	3.5	3.0	3.5	3.5	3.0	3.0	4.0	2.0
Division of Interdisciplinary Studies at CWE	**3.5**	**3.5**	**3.0**	**3.5**	**3.5**	**3.0**	**3.0**	**4.0**	**2.0**
Institution Aggregated over Divisions for Graduate Programs (CLAS)	**3.2**	**3.3**	**2.9**	**3.4**	**3.3**	**3.1**	**3.3**	**3.3**	**2.5**
Institution, Institution Level Activities & Support (see following section outlining institutional benchmarks)	**3.2**	**3.4**	**3.0**	**3.4**	**3.3**	**3.2**	**3.4**	**3.3**	**2.5**

A) Assessment Plans, B) Policies & Guidelines, C) Recognition and Rewards, D) Learning Outcomes, E) Syllabi, F) Professional Development, G) Assessment Tools, H) Use of Assessment Results, I) Course & Teacher Surveys.

Score: 1=Initial/Needs Work. 2=Emerging/In Progress. 3=Developed. 4= Highly Developed/Good Practice

Institutional Benchmarks for Progress Report

Assessment planning (A) for learning outcomes assessment is incorporated into CUNY's and CCNY's performance management process. Learning outcomes assessment is integrated into CCNY's existing strategic plan (2009-2013) and integral to the current strategic planning process as an important tool to measure and foster achievement of educational goals.

Institutional policies and guidelines (B) are in place for CLAS. At the institutional level, the divisional coordinators inform departments and programs about the reporting requirements such as the frequency and deadlines. The progress rubric outlines the alignment between assessment information that is being

collected and what Middle States requires. Learning outcomes assessment is also required in the templates for requesting a new course of changes in existing courses and programs.

The development of a **recognition and rewards system (C)** is in progress. At the institutional level, it contains the following elements, some of which are subject to financial availability:

- Small stipends for extra work by contingent faculty (i.e., General Education);
- Course releases for substantial coordinating responsibilities
- Funds for assistance with incidental work (updating websites, collecting data)
- Letters and certificates of recognition signed by the Provost and/or President for individual faculty
- Celebratory events upon achieving a particular milestone
- Funds for attending professional development opportunities & conferences
- Awards to recognize scholarship of teaching and learning
- Seed grant for assessment (under discussion)

Institutional level learning objectives (D) are addressed in CCNY's mission statement and the general education outcomes and department and program outcomes are aligned with institutional objectives

All departments and programs reviewed, and some refined their learning outcomes as part of the development of new, multi-year assessment plans that was initiated in 2010. Program learning outcomes and curriculum grids can be found on the CCNY Middle States website: http://extranet.adm.ccny.cuny.edu/middlestates/learning.cfm

CCNY offers excellent professional development (link) (F) for the improvement of teaching and learning through the Center for Excellence in Teaching and Learning (CETL).

- In 2009, the Assistant Director of Assessment (currently the Learning Assessment Director) initiated an assessment series at CETL.
- Through CCNY's involvement with the CUNY-wide Assessment Council, our PD offerings have included institutional exchanges with other CUNY colleges, and participation in the Assessment Council's seminar series.
- Participation in Middle States Workshops

Institution level assessment tools (G) used or discontinued since 2010 progress letter:

- CUNY Proficiency exam (mandatory, direct, high stakes) no longer administered
- CUNY Collegiate Learning Assessment (CLA) (voluntary, direct, high stakes)
- The CCNY Course & Teacher survey (voluntary, indirect, increased response rate)
- The CUNY CATW and COMPASS tests used for course placement
- The NSSE and FSSE last administered in 2009
- The Noel-Levitz survey (to be administered)
- The academic advising survey administered summer 2012
- The student satisfaction survey to be developed and administered to gauge effectiveness of student support services including tutoring and advising (Summer 2013)

The use of results (H) on the institutional level is guaranteed through:

- Submission of annual assessment reports that document the use of
- Requirements for new course and curriculum proposals
- Incorporation of supporting evidence in external review reports and grant applications (i.e., Title V, NSF Step, HSI-STEM)

The use of Course and Teacher surveys (I) was returned to paper in 2010.

- CCNY's course and teaching survey was returned to paper in 2011 and as a result the response rate have increased from around 15.4% to 80% (last administration).
- Institutional Research is now part of the Office of the Senior Associate Provost and will work with the office to make data available and useful to departments and programs as well as the campus.
  Other institutional data is now being gathered (CLA, Student Satisfaction-Noel-Levitz, & Advising & Tutoring) and the results will be disseminated campus-wide.

Use of Results

Tables F19.3 and F19.4 show for each program, including general education and the institutional level, how assessment results were used. Each department was asked to indicate for each possible use listed below, "yes", "no", or "does not apply."

a. We made changes in course content

b. We made changes in course delivery/pedagogy

c. We added/deleted courses

d. We made changes in pre- and co-requisites

e. We made changes in degree requirements

f. We made changes in emphasis for new/vacant faculty positions

g. We developed and/or implemented guidelines for adjuncts, teaching assistants, and other contingent faculty

h. We included assessment results in faculty meetings, curriculum committee meetings, and faculty retreats

i. We made changes in degree programs and the development of new degree program options

j. We were able to justify past curriculum changes and show program improvement results from those changes

k. We made changes in the advising processes

l. We developed academic services for students

m. We developed new career explorations and/or career services for students

n. We made changes to student academic facilities such as computer labs, science labs, and study areas

o. We developed program-based web sites to provide students with academic and program information

p. We shared assessment information with alumni and industrial review boards

q. We further refined the assessment methods or implemented new assessment methods

r. We made changes in instructional emphasis for current faculty

s. We implemented and utilized mid-term assessments

Table F19.3 Use of Assessment Results-Undergraduate Departments and Programs

Use of results	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s
BA Art, BFA Electronic Design & Multimedia		✓	✓	✓	✓		✓	✓	✓	✓			✓		✓		✓	✓	✓
BA Area Studies: Asian Studies			✓		✓					✓									
BA Area Studies: Black Studies*																			
BA Communications, MCA Ad-PR	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓		✓		✓	✓	✓
BA Comparative Literature	✓		✓					✓			✓				✓				✓
BA English	✓	✓	✓	✓	✓		✓			✓							✓	✓	
BFA Film & Video	✓	✓		✓			✓	✓		✓	✓			✓			✓	✓	
BA History	✓	✓	✓	✓		✓	✓	✓		✓	✓						✓	✓	
Romance Languages Sequence	✓	✓					✓												
BA Romance Languages Majors	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓		✓		✓	✓	✓
BA Area Studies: Jewish Studies																			
BA, BFA Music	✓	✓	✓	✓	✓			✓		✓	✓			✓	✓			✓	
BA Philosophy	✓	✓		✓	✓		✓	✓		✓					✓		✓	✓	
BA Theater & Speech	✓	✓				✓		✓			✓						✓	✓	✓
Division of Humanities & Arts																			
BS Biology	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓		✓		✓		
BS Chemistry	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓			✓	✓		✓		
BA, BS, Earth & Atmospheric Science	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	
BA, BS, BA/MA Math	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓			✓		✓	✓	
BS Physics																			
Division of Science																			
BA Anthropology																			
BA BA/MA Economics	✓	✓	✓	✓	✓			✓	✓						✓				
BA International Studies	✓		✓		✓			✓	✓						✓				
BA Area Studies: Latin American & Latino Studies	✓	✓			✓			✓		✓	✓				✓		✓	✓	
BA Political Science	✓		✓		✓	✓		✓		✓	✓	✓	✓				✓	✓	
BA, BS, BA/MA Psychology	✓	✓		✓			✓	✓	✓	✓	✓	✓					✓	✓	✓
BA Sociology	✓	✓	✓	✓		✓	✓	✓			✓	✓	✓		✓		✓		✓
Division of Social Science																			
General Education Requirement	✓	✓	✓		✓		✓	✓			✓	✓	✓		✓		✓	✓	✓
General Education																			
BS Interdisciplinary Arts & Sciences	✓	✓	✓			✓		✓				✓	✓	✓			✓		✓
Division of Interdisciplinary Studies at CWE																			

Table F19.4 -Use of results-MA Programs

Use of results	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s
MFA, MA Art	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓			✓		✓	✓	✓
MA English, MFA Creative Writing		✓		✓	✓				✓						✓		✓		
MA Language & Literacy		✓	✓			✓		✓											
MFA Film & Video	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
MA History	✓	✓	✓		✓	✓	✓			✓	✓						✓	✓	✓
MA Music		✓	✓								✓				✓				
MA Spanish	✓	✓	✓				✓	✓		✓	✓	✓	✓		✓		✓		✓
Division of Humanities & Arts																			
MA Biology	✓	✓	✓						✓		✓				✓		✓		
MA Chemistry	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓			✓	✓		✓		
MA, Earth & Atmospheric Science (Geology)	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓		✓		✓	✓	
MA Math	✓	✓	✓			✓				✓	✓				✓		✓		
MA Physics																			
Division of Science																			
MA Economics	✓	✓	✓	✓	✓			✓	✓						✓				
MA International Studies																			
MA Psychology	✓						✓	✓									✓	✓	
MA Public Service Management	✓	✓	✓	✓	✓		✓					✓	✓	✓	✓		✓	✓	
Division of Social Science																			
MA in the Study of the Americas	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	
Division of Interdisciplinary Studies																			

Analysis of Actions

An analysis of the actions is shown in Tables F19.3 and Figure F19.1 shows that the assessment results were used most often at the **undergraduate level** to (1) make changes to course content; (2) include in discussions at faculty meetings, curriculum committee meetings, and faculty retreats; (3) make changes in course delivery/pedagogy; (4) refine assessment methods of implement new methods; and (5) add and/or delete courses.

Other frequent actions as a result of assessment include (6) develop and/or implement guidelines for adjuncts, teaching assistants, and other contingent faculty (7) justify past curriculum changes and show program improvement results from those changes; (8) make changes in advising processes (9) developed program-based web sites to provide students with academic and program information; (10) make changes in instructional emphasis for current faculty; (11) make changes to pre-co requisites; and (12) make changes in degree requirements.

Other program-related uses that were mentioned fairly often include (13) make changes in degree program and the development of new degree program options; (14) make change in emphasis for new/vacant faculty positions; (15) develop new career explorations and/or career services for students; (16) implement and utilize mid-term assessments; and (17) make changes to student academic facilities such as computer labs, science labs, and study areas.

Use of Assessment Results

Category	Value
p. We shared assessment information with alumni and industrial review boards	0
n. We made changes to student academic facilities such as computer labs, science labs, and study areas	6
l. We developed academic services for students	8
s. We implemented and utilized mid-term assessments	9
m. We developed new career explorations and/or career services for students	9
f. We made changes in emphasis for new/vacant faculty positions	9
i. We made changes in degree programs and the development of new degree program options	10
e. We made changes in degree requirements	14
d. We made changes in pre- and co-requisites	14
r. We made changes in instructional emphasis for current faculty	15
o. We developed program-based web sites to provide students with academic and program…	15
k. We made changes in the advising processes	15
j. We were able to justify past curriculum changes and show program improvement results from…	15
g. We developed and/or implemented guidelines for adjuncts, teaching assistants, and other contingent…	15
c. We added/deleted courses	18
q. We further refined the assessment methods or implemented new assessment methods	19
b. We made changes in course delivery/pedagogy	20
h. We included assessment results in faculty meetings, curriculum committee meetings, and…	21
a. We made changes in course content	22

At the **graduate level** assessment results were used most often to (1) make changes in course delivery/pedagogy; (2) add or delete courses; (3) developed program-based web sites to provide students with academic and program information; (4) make changes in course content; (5) refine assessment methods of implement new methods; (6) make changes in advising processes; and (7) make changes in degree requirements

Other frequent actions at the graduate level as a result of assessment include: (8) develop and/or implement guidelines for adjuncts, teaching assistants, and other contingent faculty; (9) include in discussions at faculty meetings, curriculum committee meetings, and faculty retreats; (10) make changes to pre-co requisites; (11) make changes in degree program and the development of new degree program options; (12) justify past curriculum changes and show program improvement results from those changes; (13) make changes in instructional emphasis for current faculty; and (14) make change in emphasis for new/vacant faculty positions.

Other program-related uses that were mentioned less frequently at the graduate level include; (15) develop new career explorations and/or career services for students; (16) develop new academic services for students; (17) make changes to student academic facilities such as computer labs, science labs, and study areas; (18) implement and utilize mid-term assessments; and (19) share assessment information with alumni and industrial review boards.

Figure F19.2--Use of Assessment Results at the Graduate Level

Category	Value
p. We shared assessment information with alumni…	1
s. We implemented and utilized mid-term…	4
n. We made changes to student academic facilities…	4
l. We developed academic services for students	4
m. We developed new career explorations and/or…	5
f. We made changes in emphasis for new/vacant…	5
r. We made changes in instructional emphasis for…	7
j. We were able to justify past curriculum changes…	7
i. We made changes in degree programs and the…	7
d. We made changes in pre- and co-requisites	7
h. We included assessment results in faculty…	9
g. We developed and/or implemented guidelines for…	9
e. We made changes in degree requirements	9
k. We made changes in the advising processes	10
q. We further refined the assessment methods or…	12
a. We made changes in course content	12
o. We developed program-based web sites to…	12
c. We added/deleted courses	13
b. We made changes in course delivery/pedagogy	14

1. Major institutional challenges in outcomes assessment

- Sustaining and streamlining student learning outcomes processes;

- Making assessment findings useful to departments, programs, divisions, and the college;

- Developing a "big picture" of recommendations from the multiple CCNY accrediting bodies (i.e., Middle States, NCATE, ABET, etc.);

- Connecting the CCNY data "silos" to use resources efficiently to improve student success.

- **2. A major institutional opportunity**

- Pathways Initiative has provided college community with an opportunity to revisit and review general education requirements, learning outcomes, and assessments;

- Collegiate Learning Assessment data will provide departments and programs with useful information about students' higher order skills and competencies;

- Changes in Senior Administrative Leadership provided the opportunities to define and benchmark CCNY initiatives, especially in regards to student success.

- **3. A major UNIT initiative to be planned and implemented in the last three or coming three years**

- Continued use of assessment progress matrix and rubric (9 traits aligned with Middle States reporting requirements);

- Develop data dashboards for departments and programs including outcomes assessment findings. Use of learning outcomes data for annual reporting; program review; grant proposals; and Middle States decennial review.

- **The means of assessing the initiative**
- Undergraduate, graduate, and Ph.D. programs progress on assessment learning outcomes;

- Use of assessment findings to strengthen programs resulting in increased student success;

- Success with Middle States accreditation processes

F.18. Assessment Progress Rubric

A rubric to assess the quality of learning outcomes assessment (Standard 14) on the program and institutional level.

Program ↓ Element →	Assessment Plans	Policies and Guidelines	Recognition and Rewards	Learning Outcomes	Syllabi	Faculty Professional Development	Assessment Tools	Use of Assessment Results	Course and Teacher Surveys

Assessment Progress Rubric created by The Office of Assessment at CCNY --Updated 5/8/2013 · Page 1

RUBRIC

Rubric Legend   1 = Initial / Needs Work
2 = In Progress / Emerging
3 = Developed
4 = Highly Developed / Good Practice

A	Assessment Plans
Definition	*An assessment plan describes the process to be used to collect evidence on student learning and the use of this information to improve learning. At a minimum, the plan should include: (a) statements of intended student learning, (b) measures of assessment (e.g. tools, rubrics), (c) data collection and analysis processes, and (d) use of assessment results in curricular review and improvement, including occasional review of learning outcomes and the assessment process itself.*
1	No plan for assessment, or only ad hoc assessment activities
2	Planning on a short-term basis, and/or not faculty-driven or faculty-approved
3	Faculty-approved multi-year plans, cycling though all program outcomes on a 3 to 5 year schedule, including periodic review of the assessment process itself. Instead of program outcomes, the plans may also be organized around resolving problem areas (e.g., learning outcomes assessment to improve retention in early Math courses), content areas (e.g., specializations within a program), or other concept that makes sense for a particular unit / program.
4	Same as previous, plus integration with resource allocation / strategic planning / external reviews

B	Policies and Guidelines
Definition	*Policies and guidelines describe the terms and conditions for assessment, and responsibilities of units, programs, other academic entities and individuals in regard to learning outcomes assessment, e.g.," Student learning outcomes assessment information may not be used for personnel decisions (except for information voluntarily provided by the individual), nor shall it be the primary criterion for resource allocation decisions."*
1	No policies and guidelines for assessment
2	Ad hoc policies and guidelines in response to immediate needs and questions at any level of the organization
3	Broadly formulated policies and guidelines at the college level, e.g., formulated by Faculty Senate and/or Administration, that may need further elaboration
4	Clear, comprehensive & widely communicated policies and guidelines on the course, program and college levels for conducting and using assessment results, that may also be incorporated in overall policies and guidelines for a given level, such as in faculty and chairs handbooks, templates, etc.,

C	Recognition and Rewards
Definition	*Recognition acknowledges assessment as a valuable activity and is expressed formally through rewards that (a) credit individuals and groups visibly and appropriately with engaging in learning outcomes assessment, (b) provide incentives to engage in, continue and improve learning outcomes assessment, and (c) identify and set the norm for good practices in assessment. Informally, recognition is expressed through a collegial and cooperative engagement in learning outcomes assessment that does not place the burden on the shoulders of one or only a few individuals.*
1	Leadership and faculty on departmental, or divisional, or institutional level do not express appreciation of learning outcomes assessment and do not see its merits for improvement of teaching and learning
2	Leadership and/or faculty may not view assessment as very useful, but appreciate it if one or a few individuals take on what needs to be done to meet accountability requirements
3	Appreciation and encouragement are expressed in oral / written form, small stipends, etc., and/or a climate of collegial cooperation and help to conduct assessment that is generally considered useful for improvement of teaching and learning
4	Positive recognition is expressed in promotion and tenure decisions and / or a system in place with clear criteria for recognition and rewards, at the unit / college level

D	Learning Outcomes
Definition	*Program Learning Outcomes describe the essential knowledge, skills and dispositions required by graduates of a program; Course Learning Outcomes reflect what the faculty in an academic unit collectively identify as the essential knowledge, skills and dispositions to be acquired by students at the end of the course, in alignment with the relevant program learning outcomes. Learning outcomes are stated in terms of observable and measurable student behavior, e.g., "The student demonstrates effective communication skills." (Program level); "Students will be able to explain orally and in writing what the output from standard analyses in SPSS shows." (Course level).*
1	There may be broadly formulated program objectives and goals and/or a mission, but learning outcomes in terms of students' knowledge, skills and dispositions are not (consistently) formulated and it is left to individual faculty to formulate learning outcomes for their courses, if any.
2	Learning outcomes on the departmental level are defined, but not (all) in measurable and observable terms, and they may be assigned to courses in a grid, but without considerations of consistency, balance, students' developmental level, and/or alignment (streamlining & alignment)
3	(Most) learning outcomes are clearly formulated in measurable and observable terms, assigned to specific courses, and reviewed for internal consistency, balance, developmental level and vertical alignment
4	As 3, plus standards for knowledge, skills and dispositions at the Gen Ed, Bachelor's, or Master's level are defined, where applicable with disciplinary and/or professional standards in mind

E	Syllabi
Definition	*A syllabus is an outline of a course, minimally describing (a) the course goals in terms of learning outcomes, (b) assignments and instructional strategies to reflect and help achieve the course goals, and (c) the ways in which students are to demonstrate their learning during and after completion of the course. The syllabus also provides (d) practical information such as course description and prerequisites, schedule, instructor's contact information and office hours, location, relevant policies, etc.,*
1	The syllabus contains no, or very little, information about what students are expected to have learned as a result of the course (a), and also lacks clear information on many of the other elements (b) to (d). E.g.,just a list of topics or a short course description.
2	There are course goals or objectives, but they are often not formulated in terms of learning outcomes, and elements (b) to (d) are addressed to some extent.
3	Course goals are formulated in terms of learning outcomes and elements (b) to (d) are addressed fairly completely.
4	Course goals are formulated correctly in terms of student-centered, observable and measurable learning outcomes, elements (b) to (d) are addressed fairly completely, and syllabi are easily accessible for students and other stakeholders.

F	**Faculty Professional Development**
Definition	*Faculty professional development consists of the planned learning experiences provided by the College for its faculty, to advance knowledge and skills in the three main faculty responsibilities of (a) teaching and learning, (b) research, scholarship and/or creative work, and (c) service. It may be thought of as individual professional growth that is consistent with personal goals, departmental goals, and the College's mission. Professional development on learning outcomes assessment is also provided in each of the three areas, depending on the nature of the activity (e.g., classroom assessment, performing assessment studies, coordinating a department's learning outcomes assessment). Aside from its intrinsic value, professional development in assessment may be rewarded by the organization as defined under (C-Recognition and Rewards)*
1	No / very little faculty professional development and resources for faculty development
2	No specific incentives or offerings, but faculty can participate in, and get relevant professional development activities reimbursed upon request
3	There are some specific incentives and offerings, e.g., in relation to curriculum changes, accreditation needs (learning outcomes assessment), educational technology, or aimed at specific groups (new faculty, adjuncts), etc., on an as-need basis. Successful participation may be rewarded as defined in (C).
4	A well-organized, published and staffed faculty development program / e.g., Center for Teaching and Learning that is responsive to faculty and organizational needs, and provides funded opportunities for faculty to attend conferences and engage in other professional development. Professional development in learning outcomes assessment is part of the regular offerings of the program, and successful participation is rewarded as defined in (C).

G	Assessment Tools
	An assessment tool is an instrument (survey, rubric, test, evaluation form, etc.,) that has been designed to collect reasonably accurate and truthful data about the extent to which a course or program succeeds in achieving each specific learning outcome across students in the course or program. Direct assessment tools evaluate actual student work and behaviors related to specific learning outcomes, and indirect assessment tools evaluate students' and/or others' <u>perceptions</u> of the achievement of relevant learning outcomes, and / or satisfaction with instruction, advisement, support services, etc.,
1	Only grades and grade distributions are used to assess student learning
2	In addition to grades, indirect measures (e.g., student satisfaction surveys) are used
3	Tools for direct assessment of most key learning outcomes are available, but they may have some shortcomings in terms of validity, reliability, fairness, and usefulness, and/or be overly labor-intensive or user-unfriendly
4	There are at least two tools (one direct, one indirect) for assessing each key learning outcome relevant to a course / program, and these tools evaluate student learning efficiently, in a valid, reliable and fair manner, providing useful information for decision-making and to determine if standards have been met and/or interventions worked as intended.

H	Use of Assessment Results ("Closing the Loop")
Definition	*This step involves an instructor's or unit's interpretation (analysis) of the information from data summaries, and making recommendations, supported by the data, for course and program changes that will improve student learning. The use of assessment results also involves summarizing, reporting and publishing the findings and recommendations for internal and external purposes.*
1	Assessment results, if any, do not play a role in curricular decision-making, resource allocation and improvement efforts, or are used selectively, e.g., only when they confirm desired outcomes and/or help make a case for desired resources, and/or are used punitively to deny resources, promotion or tenure, or otherwise inappropriately
2	(Some) Individual faculty use assessment results to improve (student learning in) their own courses
3	Assessment results are used most of the time to guide course and curriculum changes and to measure if changes have the desired effect
4	As 3, and results are also used systematically in resource allocation and curricular planning, and relevant results are reported in an accessible manner for accountability purposes and shared with stakeholders

I	Course and Teaching Surveys
Definition	*Course and Teaching Surveys offer students a regular opportunity to comment on their courses and to provide their perceptions of the teaching involved. Comments and perceptions of teaching may be included in tenure and promotion review.* *Course and Teaching Surveys may also be intended to allow students to reflect on their learning and provide feedback to faculty and units about students' perceptions of their own learning. Student reflections and perceptions on their own learning are not used for personnel decisions, except on request by the instructor under review.*
1	There are no, or no meaningful, course and teaching surveys
2	Course and teaching surveys provide relevant, actionable information to faculty and departments about student satisfaction with instruction and if applicable, may be used in tenure and promotion decisions
3	In addition to 2, Course and teaching surveys also provide relevant information about students' perception of the progress they have made toward relevant learning outcomes, and the findings are used for informing improvement and rewarding instructors' efforts to improve student learning, but not punitively
4	In addition to 3, Applicable results from course and teaching surveys are made available to the college community, and/or the college community is informed how the findings are being used.

Guidelines for Learning Outcomes Assessment

1. Assessment Plan. Every academic unit and program of study will prepare an assessment plan, and after adoption by the faculty meeting, have it reviewed and approved at the college or school level, and ensure that the current plan is on file electronically with the Office of Assessment.

2. Learning Outcomes. Every academic unit and program of study will formulate and publish its intended student learning outcomes. Outcomes should be articulated for the unit as a whole and for each course and program of study within that unit.

3. Syllabi and Teaching; Monitoring Course-level Learning Outcomes: The administrator of each academic unit, such as Dean, Chairperson, Program Director, is responsible for ensuring that each course description and course syllabus include statements of intended student learning outcomes. Where multiple sections of the same course are offered, the faculty member in charge of the course and the instructor teaching the section are responsible for instruction in support of the course learning outcomes.

4. Assessing Student Learning. Each year academic units will conduct assessment of some component of their intended student learning outcomes. This should include both undergraduate and graduate assessment in units with such programs. It is not necessary or desirable to attempt to assess all outcomes of a course or program of study at the same time. The assessment report should be distributed to the relevant faculty and academic administrators for purposes of curricular review and improvement. An electronic copy of the assessment report should be filed with the Office of Assessment by October 1 of each year.

5. General Education Learning Outcomes and Assessment. Every course approved for the FIQWS component will address Writing and Information Literacy proficiencies, as specified in the General Education Learning Outcomes and accompanying assessment rubric. Every course approved for the FIQUAN component will address Quantitative and Information Literacy proficiencies, as specified in the General Education Learning Outcomes and accompanying assessment rubric. Every course approved for the "Perspectives" component will address & further develop Writing and/or Quantitative proficiencies, and Information Literacy proficiencies, as addressed in the afore mentioned rubric. In addition, every "perspectives" course will address and assess knowledge, skills and dispositions within one of the disciplinary perspectives: Art, Global History and Culture, Literature, Logic-Philosophy, Natural Science / Interactive, Social Science (Self and Society), and US Society.

6. The General Education Committee is responsible for overseeing implementation of the General Education learning outcomes within the approved First-year and Perspectives courses. The General Education Committee will also develop and implement an assessment plan for each component of the curriculum.

7. Use of Assessment Reports. In addition to using assessment results for continuous curricular improvements, assessment reports will also be used in: (a) Program Reviews, (b) reports by the Deans in the Review Committee in their Institutional Assessment reviews, and (c) reaccreditation processes.

Glossary

Validity =
Reliability =
Fairness =
Closing the Loop =

Direct Vs. Indirect Assessment

<u>Direct measures</u> assess student performance of identified learning outcomes, such as mastery of a lifelong skill. They require standards of performance. Examples of direct assessments are: pre/post test; course-embedded questions; standardized exams; portfolio evaluation; videotape/audiotape of performance; capstone course evaluation.
<u>Indirect measures</u> assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are: student surveys about instruction; focus groups; alumni surveys; employer surveys. Other examples include interviews, graduation rates, job placement data, and feedback from advisory boards.

References

http://www.luc.edu/learningtech/Assessment_Protocol.shtml

An effective assessment tool models how things work in the real world. Rather than testing random facts, it evaluates how the learner applies information on the job. (From: http://www.funderstanding.com/aboutus/assessment-tools, 071509).

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F.20. Division of Interdisciplinary Studies at the Center for Worker Education (CWE)

The [Division of Interdisciplinary Studies](#) continuously assesses its progress in fulfilling its mission. The faculty and staff support the division's interdisciplinary framework and student-centered environment, and facilitate student learning by designing and implementing curricula and support services.

Housed within the Center for Worker Education, the division has the capacity to enroll approximately 650 students, and its enrollment figures have been reasonably stable. Any fluctuation in undergraduate enrollment has been—and continues to be—balanced by enrollment in a relatively new graduate program in the Study of the Americas (MA), for which the division's undergraduate program serves as a feeder program. Consequently, the division has been able to plan and meet its enrollment projections with a high degree of accuracy.

Introduced in 2010, the [Master of Arts in the Study of the Americas](#) deliberately breaks apart notions about what the "Americas" are; how they are connected historically, politically, and culturally across national and transnational boundaries; and why certain areas continue to be disenfranchised and marginalization. Other curricular initiatives include efforts to integrate the BA and MA programs and to create more online degree opportunities, particularly at the graduate level. To this end, the division has offered faculty development workshops to promote expertise in online and hybrid teaching strategies that ensure student learning and academic success.

Serious discussions about student learning assessment have led to specific innovations that support student success. Understanding the specific challenges of the division's students as they work toward academic excellence has led to significant expansions of services at the Division of Interdisciplinary Studies Writing Center, which provides both one-on-one tutoring for writing assignments, as well as specifically targeted workshops. Additionally, the division appreciates that many students require supplemental assistance and training in the use of computer technology from the on-site technology advisor. This support becomes especially crucial as a growing number of students are enrolling in hybrid and online courses. Tutoring in Spanish and mathematics helps students successfully complete these requirements, and students have had access to free, confidential psychological counseling services since 2007.

The Division of Interdisciplinary Studies measures faculty success by assessing the Course and Teacher Surveys, teaching observations, and annual evaluations by the department chair. Junior faculty members in the division also are assigned a senior faculty mentor. Additionally, through faculty discussions, the division has identified specific areas of desired professional development, such as online- and hybrid-teaching training, Blackboard™ training, and workshops in interdisciplinary pedagogy, *e.g.*, Film Learning in the Classroom.

The great majority of courses offered at the Center of Worker Education are taught by adjunct faculty, *e.g.*, 72 percent in spring 2013, who have expressed an interest in participating in faculty development workshops. In response, the division is planning to offer a series of meetings to help faculty examine and

share their pedagogical practices. The goal is to enhance student-learning outcomes through a focus on enhanced pedagogical support for faculty.

The division has built on its success through the active collaboration of its full-time staff in planning processes that are related to curricular development and assessment, teaching, and advising, as well as strategic mission-oriented discussions. In terms of evaluation of their success, full-time staff members receive annual evaluations and hold monthly staff meetings at which larger CWE-wide issues are discussed and addressed. Part-time employees receive immediate verbal feedback. Additionally, the monthly meetings serve as a way to raise and address more general issues that might arise.

The division maintains a rigorous academic standard for its students and engages in a careful assessment process. In fall 2012, the division created a curriculum grid to identify courses that incorporate research skills in their learning outcomes and assignments. In the last few years, the division has been engaged in a careful assessment of a specific divisional learning outcome: "Produce an in depth work of original research and writing using an interdisciplinary approach." To ensure that students learn to conduct academic research across the disciplines, the division created a curriculum grid to identify courses that incorporate research skills in learning outcomes and assignments in fall 2012. The division asked the faculty to assemble a portfolio of assignments and samples of student work corresponding to those assignments:

- a copy of the assignment and any scaffolding exercises that were assigned
- the rubric or other criteria for evaluating the assignment
- samples of three different students' work at different levels of performance on the assignment, labeled as "accomplished," "adequate/competent," and "needs work"
- any notes or comments about their process

In 2012, the division received and reviewed portfolios from the following courses: The Literature of Immigration (English 31801), Introduction to Interdisciplinary Studies (IAS 31334), Cognitive Psychology: Thinking, Knowing, and Remembering (PSY 25304), Introduction to Urban Studies and Planning (IAS 31292), and Grassroots Power: Local Economic Development/Service Learning Workshop (IAS 31295). A committee comprised of three faculty members and the Divisional Assessment Coordinator met in February 2013 to share and discuss findings and to develop recommendations to achieve the research-focused learning outcome: to "produce an in depth work of original research and writing using an interdisciplinary approach." The review focused on the following questions:

1. What research activities is the division asking its students to engage in as they move through the curriculum?
2. What research-related skills are they building during these activities?
3. How might the division progressively build research skills into different level courses?

The group's discussion focused on research activities, acquisition of competencies, as well as the identification of programmatic gaps in teaching these skills. Subsequently, the division developed a matrix that outlines how students build research skills across the curriculum and articulates some of the gaps as well as potential strategies for bridging those gaps. At the same time, the division acknowledges that its students enter the program at different academic levels, often having completed an associate degree, which means they may bypass the introductory level courses or those courses that may become part of the Pathways "core." The division also appreciates that it is an interdisciplinary department and values the flexibility that its students have in choosing a personalized course of study. Consequently, distinguishing course levels through corresponding course numbers would be a useful way of alerting students to course expectations rather than establishing a set of prerequisites or required course sequence.

Table F20.1: Division of Interdisciplinary Studies Assessment Matrix

Course Level	Skills	Sample Assignments	Gaps in Curriculum
Introductory (1000 level)	Demonstrate a general familiarity with library research and the use of the CCNY ID to find on-line journal articles and/or books in the library Identify different citation styles and demonstrate consistent use of one style in a paper. Introduce the concept of "position-ality" to examine "where I stand in the world in relation to how I read, what questions I ask, how I ask the questions, and how that might influence my interpretation." Generate a list for research topics rooted in the course content, *i.e.*, from course readings. Summarize theoretical arguments and apply to the analysis of a problem or text, i.e., Core Humanities 1 and 2.	Use the CCNY ID to find and recognize academic articles. Begin an annotated bibliography with 3-5 sources. Essays applying specific theoretical texts to a work of fiction (e.g. Core Humanities 1 & 2) Review of 2 to 3 articles related to a related set of research questions.	Deliberate introduction to the different paradigms, theories and debates that undergird the production of knowledge so that students can build a foundation of knowledge that they are able to access in the higher level courses
Intermediate (2000 level)	Create a targeted list of academic articles, book chapters, books, reports, etc. related to a specific research topic. Summarize and evaluate a source and write a concise annotation. Review academic articles and explain research design, methods and use of evidence / data.	Annotated bibliographies Literature reviews Develop a research proposal with an annotated bibliography.	Student capacity to write up their research; organization and structure of writing; grammar
Upper Division (3000 level)	Scholarship and applied research applying different research methods to a specific project.		Students need more exposure and incentive to rule-inventing, as distinct from rule-following, *i.e.*, Create your own question to research

The group's principal findings were as follows:

1. The division expects a few courses to accomplish too many things at once. Therefore, pedagogical and intellectual goals need to be re-distributed across the curriculum.
2. Re-create the Core Social Science sequence.
   - Core Social Science 1 will serve as an introduction to theories and major schools of interpretation, *e.g.*, Marxism, post-colonialism, that students will be exposed to in the curriculum. This course also will strengthen the ability of students to construct persuasive arguments and will reinforce what is taught in the Core Humanities sequence.
   - Core Social Science 2 will become a more "content-based" world historical/cultural survey course.
3. Within introductory-level courses, incorporate more assignments that use personal experiences as the starting point, *e.g.*, a self-examination essay in Introduction to Interdisciplinary Studies that asks students to reflect on their own educational pasts. This provides a way to convince students that they already know *something* that will help them generate their own research questions for investigation.
4. Fund and program more Writing Center workshops on the following topics:
   - sentence and paragraph anatomy
   - use of evidence/citation using three formats (MLA, APA, Chicago styles)
   - essay structure
   - research paper structure
5. Create an upper division course, Interdisciplinary Thesis, for students who want to conduct and write original research.
6. Develop spaces separate from service for faculty to share and discuss their pedagogy, research, and scholarship. Also sponsor forums, including public ones, for faculty to share their scholarship with students, such as an Interdisciplinary Thesis Colloquium.

The Division for Interdisciplinary Studies (Center for Worker Education) is a contained and completely integrated unit. Over the past few years, the Other Than Personnel Services (OTPS) budget has been reduced. Yet, the OTPS budget remains important in so far as it helps the division maintain the facilities—classrooms and common areas—that shape the academic environment. The Temporary Services budget has remained steady, and the adjunct budget also has increased, largely due to required contract-based rate increases. Given that the division's enrollment has remained stable, the need for adjunct faculty has not fluctuated significantly.

F.21. Division of Science

The Division of Science—Biology, Chemistry, Earth and Atmospheric Sciences, Mathematics, and Physics—is dedicated to maintaining high-level research and to advancing teaching and learning, which are both complementary and co-dependent. Since 2008, the Division has launched numerous teaching and learning activities with the understanding that it must preserve the research-education balance.

Through the defined assessment process, each department has identified opportunities and challenges in conveying essential course learning and program outcomes, and has determined the measures that contribute to student success. For details, see Division of Science Long Term Assessment Plan.

Biology

The Department of Biology has the largest enrollment of all the departments in the division, with over 300 undergraduates and over 25 master-level graduate students. The last academic year summary identified the need to more efficiently and accurately advise this large student body without a further burden to the department and faculty. To address this concern, biology assigned advising to all full-time faculty, each assigned the same caseload. This guarantees that the faculty "know" the curriculum and engage with its majors.

The second important improvement was the need to modify the biology curriculum to provide better connections and preparation for students who intend to pursue non-medical professions. Initially, most biology majors 'think' they will become medical doctors or practitioners. However, many students need to be introduced to career alternatives, hence the creation a new major in Biotechnology at both undergraduate and graduate levels.

Another needed improvement addresses curricular modifications in the foundation biology courses needed to meet national—and 2011-2012—standards. The department addressed this concern by hiring a 'super-lecturer' who revamped the lecture and lab content in both Biology 101 and 102. Regarding career options, the Pre-Med office continues to provide quality workshops once per month. For details, see Department of Biology 5 Year Assessment Plan.

Chemistry

The Department of Chemistry currently serves approximately 80 undergraduate majors and 29 master-level ones, including biochemistry. The chemistry chair is dedicated to improving student learning, and in 2012, he created and executed two major forms of assessment that evaluate student learning in the department: an exit survey for graduating chemistry seniors and *Faculty Direct*[1] for the Chemistry capstone courses. To improve pass rates in general chemistry, the department co-authored a National Science Foundation (STEP-STEM Talent Expansion Program) to support a modified workshop

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[1] *Faculty Direct* is an assessment instrument that contains faculty ratings for student achievement of learning outcomes based on exams, reports, and assignments. *Faculty Direct* also provides vital closing-the-loop data derived from past offerings that inform future decisions.

intervention in Chemistry 10301 and 10401, and notification is expected in June 2013. For details, see Department of Chemistry 5 Year Assessment Plan.

Earth and Atmospheric Sciences (EAS)

The Department of Earth and Atmospheric Sciences (EAS) has been actively updating its curriculum since the migration away from classical geology and towards systems science and environmental science and engineering. Revising and aligning the curriculum to ensure that students acquire all the needed competencies have been addressed, in part through Department of Education funding in Environmental Science and Engineering, which EAS shares with the Grove School of Engineering. Through this multi-million dollar grant, EAS will be able to renovate approximately 2,500 square feet of space from lecture rooms to a flexible, interchangeable learning environment with moveable partitions and necessary technology. Architects are currently designing the space.

Curriculum alignment with community colleges is in process. The curriculum in the introductory courses, EAS 10600 and 21700, are being tightened and standardized to assure that all students--whether first-time freshmen or transfer students—have the necessary academic foundation in the major.

The last curricular challenge designated for update—expanding field experiences—was addressed in spring 2012. All capstone sections of EAS 47200 were merged into one multi-faceted field project. For example, a group of EAS faculty and students traveled to Idaho to explored hydrothermal capacity of the western bedrock and solved real world energy questions. The students worked together as a team in the map generation and historical background phases, but separately on parallel yet related projects. For details, see Department of Earth & Atmospheric Sciences 5 Year Assessment Plan.

Mathematics

Currently, the Department of Mathematics serves over 100 undergraduate majors and more than 60 master-level students, including those in the graduate program in Math and Technology.

Undergraduate math courses are geared towards several audiences. Math 150 is a non-technical course that fulfills the quantitative General Education requirement for BFA and BA candidates. Upper-division courses, *i.e.*, series 300 or higher, are dedicated to Math majors, although a few courses serve as electives in some Engineering disciplines. Highest enrollments are in the calculus sequence: Math 195 (pre-calculus), and Math 201, 202, and 203 (first- through third-semester calculus), as well as Math 391 (differential equations) and Math 392 (vector calculus and linear algebra). In addition, Math 205 and 209 offer an alternative, two-semester calculus sequence designed primarily for biology majors. Under-prepared entering students who hope to pursue science majors must enroll in Math 190, a college algebra course that serves as the prerequisite to Math 195.

Pre-calculus and calculus courses are the critical gateway sequence for students intent on pursuing careers in science, technology, engineering, or mathematics—the STEM disciplines. Unfortunately, the gateway courses often become barriers at CCNY, and across the nation, there is an urgent need to

identify curricula and strategies that remove the barriers and promote student success. At CCNY, the difficulty of achieving this goal and the consequences of failing to do so are magnified by several factors. CCNY is CUNY's "flagship" for engineering and science, hence all CUNY students determined to pursue an engineering program must transfer to CCNY to earn their degrees. As a result, effective delivery of the STEM mathematics sequence is essential to the mission of CCNY and the entire CUNY system.

To achieve this goal, CCNY's Department of Mathematics is engaged in a multi-pronged effort to improve student learning outcomes in the common math prerequisite requirements for science and engineering majors. The current unsatisfactory rate of student progress has many causes. Principal among these is the substantial gap between high school graduation requirements and any meaningful definition of readiness for college-level mathematics. The department's work towards addressing this gap includes the following:

- The STEM math component of an ongoing (2010-2015) US Department of Education Title V grant focuses on improving outcomes in the critical gateway courses—Math 195 and 201. Grant participants are developing an extensive, integrated web-based platform that includes an online homework system, instructional videos, and interactive Flash movies. These sophisticated electronic resources not only will help students at all levels but also support those students with deficiencies in math readiness. The resources will be tested in several course formats, e.g., traditional, supplemental, and hybrid. CUNY is providing additional funding in support of a redesign of Math 195.

- In a parallel effort, the Math faculty are developing instructional videos with support from a CCNY Provost's Technology Grant, which proposes to increase the number and quality of hybrid courses at CCNY. This award has provided support for instructors who teach the entire STEM prerequisite sequence, beginning with Math 195 (pre-calculus) and continuing with three semesters of calculus. The department will test and evaluate these videos as they are completed, with the goal of making them available to all instructors by fall 2014.

In addition to the aforementioned innovations in course delivery, the department is addressing the concerns that arise from the increasingly large proportions of introductory, elementary, and mid-level course that are taught by adjunct faculty. As a result, it has become increasingly important to ensure standardization of course delivery and resources in the four, large multi-section courses (Math 195, 201, 202, and 203). The distribution of online resources described above will contribute to this. Indeed, in spring 2013, all sections of Math 195 and 201 began using a uniform set of online WebAssign homework assignments. Furthermore, the department has instituted uniform grading of final examinations, a procedure that was introduced two years ago in those two courses. This is being extended to include Math 202 and 203, as well.

For details, see Department of Mathematics 5 Year Assessment Plan.

Physics

The [Department of Physics](#) is the only unit in the Division of Science that conducts its own assessment process, and in academic year 2011-2012, it focused on the master's program in Physics. A consistent challenge in the undergraduate program is with pass rates in the foundation Physics courses, PHYS 20300/20400 and 20700/20800. A preliminary examination of pass-rate change is being used as a baseline for future improvements. For details, see Department of Physics 5 Year Assessment Plan.

"Closing the Loop"

Academic departments in the Division of Science report on results from the following efforts to improve student learning. It is committed to exploring ways to modify courses and curricula for the purpose of improving student learning. The division will:

- encourage timely graduation, mandatory graduation checks for undergraduate at 60 credits will be required. Master-level students will be kept on track through advising interventions.
- pilot a Graduating Senior Survey for undergraduate and graduate students.
- increase post-baccalaureate acceptances to professional schools, e.g., medical, dental, veterinary, osteopathic medicine, doctoral, MD-PhD.
- create and support special positions, internships, and fellowships.
- promote lab research, participation in conferences, and co-authoring of research articles among students. (*See Access Research@City*, vol. 2.)
- continue to evaluate the results of the direct assessment instrument, *i.e., Faculty Direct*, which was fully implemented in spring 2012.

Timely Graduation

The six-year graduation rate for students in the Division of Science is 26 percent, several percentage points lower than last year's value of 29 percent. This value is 15 percentage points lower than the CCNY average and 20 points lower than CUNY average for senior colleges. To facilitate the graduation of outstanding matriculants, CCNY initiated a project in 2011 to study the 2004 and 2005 cohorts. The [Science Advising Center](#) meets each semester with all generic science majors coded 001, *i.e.*, 'waiting for science', who must seek advisement before registering. At 60 credits, students will lose financial aid unless they specify a permanent major. Therefore, the science advisors urge students to declare majors, beginning at 45 credits or earlier. Earlier declaration of major ensures that students begin following major curricular paths, which may ultimately improve six-year graduation rates. The division also will consider alternate methods for improving graduation rates. Proposals will be included in the 2012-2013 report.

At the master-level, the program advisors review current matriculants at the beginning of each semester to verify that all students are on course, and all students who apply for graduation are contacted regularly until the certification date to keep the degree on track.

Graduating Senior Surveys (Undergraduate and Graduate)

The Science Advising Center will analyze data from the administration of the spring 2013 surveys to both undergraduate and graduate students.

Post Baccalaureate Acceptances to Professional Schools and Graduate Programs

The rate of post-baccalaureate acceptances is one of the best barometers of student success. The Science Advising Center Pre-Medical Program's intervention that seeks to improve student success in the verbal reasoning section of the MCAT was been reassessed in 2012. Since its inception, there has been a marked improvement in accept rate into medical, veterinary, dental, and osteopathic medicine schools, particularly for our undergraduates. *See* **section 2.12**, Table 2.3.

Special Positions, Fellowships, and Internships

In 2011-2012, five students majoring in the Division of Science won prestigious National Science Foundation Graduate Fellowships; two biology majors earned the prestigious Palefsky Fellowships; and two students were awarded internships at the US Geological Survey (USGS). These awards confirm the outstanding academic achievement and exceptional research ability of CCNY's students.

Research, Conferences, and Co-Authorship Articles

Science students, including undergraduates, are prolific researchers who are invited to prestigious regional, national, and international conferences. In 2012, eight EAS students were invited to the Geological Association of America's annual conference, where they presented the results of their summer field experience in Idaho. Twenty students presented at the 2012 Annual Biomedical Research Conference for Minority Students at San Jose California; five of the students earned awards.

During the 2011-2012 academic year, twelve students—six biology majors, two EAS majors, two Mathematics majors, and one each majoring in chemistry or physics—were invited to write research articles for the Science Division's publication *AccessResearch@CITY*. Their topics range from rain forest organisms to spring (slinky) dynamics.

To assess and celebrate the success of Science students in this category, the division has collected data on research participation, including the conference, type of presentation, awards or commendations, and references, as part of the exiting senior survey.

Faculty Direct: **The New Direct Assessment Instrument for Science Courses**

The division has had great improvement in the reporting of student learning through the new direct instrument, *Faculty Direct.* This instrument contains faculty ratings for student achievement of learning outcomes based on exams, reports, and assignments. *Faculty Direct* also provides vital closing-the-loop data derived from past offerings that inform future decisions.

Changes to the Assessment Process

- **Syllabi**

  Syllabi submission and posting remains a challenge in the division. Approximately, 60 percent of all Science course offerings are posted by the Departments of Biology, Chemistry, EAS, and Mathematics; only the Department of Physics has achieved 100 percent compliance.

- **Departmental Four-Year Course Sequences**

  Each department in the Division of Science has constructed four-year course sequences, *i.e.*, eight-semester degree completion plans. These schemes facilitate course scheduling, enable students to track their academic progress, and assist in data collection for departmental five-year assessment plans. These degree completion plans were first utilized in 2011-2012.

- **Learning Outcomes**

  All Science departments have constructed—or are in the process of constructing—master-level learning outcomes. Masters Programs Assessment binders have been created and are being filled. In fall 2013, all departments will begin to modify Program Outcomes (PO) in preparation for the second five-year assessment plan construction.

- **Direct Data**

  The collection of grade-book information proposed in Science's 2008-2009 report has been uneven, and in some cases, has been met with heavy resistance. However, the new instrument *Faculty Direct*, coupled with exam results, has caught on, and the collection rate is approximately 65 percent.

- **Multi-Year Plan Modifications**

  Beginning in fall 2013, all departments will create new five-year plans, which will be based on streamlined program outcomes and any new curricular developments. Each plan will include a separate plan for graduate program assessment.

- **Indirect Assessment**

  The use of Scantron's Class Climate and ParScore software to facilitate survey administration and data collection has been problematic. The Division of Science continues to collect survey data constructed from Course Learning Outcomes, which is manually recorded. The Offices of Evaluation and Testing and Institutional Research have agreed to teach a Science administrator to use Remark™, a user-friendly software for automated data entry and analysis.

Improving Teaching and Learning

- **New Faculty Orientation and New Faculty Handbook**

  The handbook is posted on the Division Forum website. Science orientations are conducted in the fall, and activities and outcomes are summarized in the annual Division of Science reports.

- *Teaching and Learning Advisory Committee (TLAC)*

  Established in January 2009, the Teaching and Learning Advisory Committee (TLAC) is chaired by a faculty member who has a joint in Physics and the School of Education.

The Division of Science Assessment Structure

Elizabeth Rudolph, Divisional Assessment Coordinator

Departmental Outcomes Coordinators: Undergraduate Programs

Fardad Firooznia (Biology), Christine Li (Biotechnology), Urs Jans, Sean Boson (Chemistry), Johnny Luo (Earth and Atmospheric Science), Joseph Bak (Mathematics), and Nee Pong Chang (Physics)

Departmental Outcomes Coordinators: Graduate Programs

Zimei Bu (Biochemistry), Fardad Firooznia (Biology), Jonathan Levitt (Biology), Christine Li (Biotechnology), Barbara Zajc (Chemistry), Johnny Luo (Earth and Atmospheric Science), Joseph Bak (Mathematics), Ben Steinberg (Mathematics), Nee Pong Chang (Physics), and Tim Boyer (Physics)

DIVISION OF SCIENCE LONG TERM ASSESSMENT PLAN

Overview

The Division of Science consists of 5 very different departments Biology, Chemistry, Earth and Atmospheric Sciences, Mathematics and Physics. Now that we have had the opportunity to conduct self-evaluation of student learning for the past two years we have begun to refocus our combined mission of education and research that will bring us back to the forefront of science education in Higher education.

Division of Science Assessment Plan at a Glance

Our first objective as a division has been to map out a logical schedule of assessment for the next 5 years (see figure 1). The main qualification is that these plans remain modifiable as we learn through the assessment process.

Schedule for Direct and Indirect Assessment of Biology Courses

Fall 08	Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12	Spring 13
	100		100		100		100		100
101	101	101	101	101		101		101	
102	102	102	102	102		102		102	
206	206	206	206	206				206	
207	207	207	207	207					207
				228				228	
					229				229
	31311								
	31401								
	321								
	340								
				345				345	
					350				350
	355								
					375				375
	401								
	410								
graduate courses divided amongst the years depending upon offerings									
	V1101		V1101		V1101		V1101		V1101
	V1800		V1800		V1800		V1800		V1800
	V2302		V2302		V2302		V2302		V2302
	V8201		V8201		V8201		V8201		V8201
	V8201		V8201		V8201		V8201		V8201
	V9100		V9100		V9100		V9100		V9100
	V9200		V9200		V9200		V9200		V9200
	V9201		V9201		V9201		V9201		V9201
	V9202		V9202		V9202		V9202		V9202
	V9204		V9204		V9204		V9204		V9204
	V9308		V9308		V9308		V9308		V9308

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Schedule for Direct and Indirect Assessment of Chemistry Courses

Fall 08	Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12	Spring 13
10301	10301	10301	10301	10301	10301	10301	10301	10301	10301
10401	10401	10401	10401	10401	10401	10401	10401	10401	10401
261	261	261	261	261	261	261	261	261	261
263	263	263	263	263	263	263	263	263	263
100		100		100		100		100	
	101		101		101		101		101
243		243		243		243		243	
262		262		262		262		262	
	272		272		272		272		272
31114		31114		31114		31114		31114	
31115		31115		31115		31115		31115	
330		330		330		330		330	
	332		332		332		332		332
	335		335		335		335		335
	374		374		374		374		374
425		425		425		425		425	
434		434		434		434		434	
	45902		45902		45902		45902		45902
	54904		54904		54904		54904		54904
A1101		A1101		A1101		A1101		A1101	
B5000		B5000		B5000		B5000		B5000	

Schedule for Direct and Indirect Assessment of EAS Courses

Fall 08	Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12	Spring 13
106	106	106	106	106	106	106	106	106	106
	217	217				217			
	227			227				227	
308		308						308	
						311			
		318							318
					328				
	330			330		330		330	
		345					345		
413			413						413
		426					426		
439				439					
				446					
	472		472		472		472		472
		488							488
					528				
		565				565	561		561
					A2300		A2300		A2300
		A3300						A3300	
				B9010		B9010			

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Schedule for Direct and Indirect Assessment of Mathematics Courses

Fall 08	Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12	Spring 13
	150						150		
	173								
			177						
		180							
			185						
190				190					
195					195				
201						201			
	202								
		203							
		205							
			209						
				308					
					323				
						324			
					328				
									345
				346					
					347				
	360								
							365		
								366	
						375			
							376		
							377		
								381	
									382
								391	
									392

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Schedule for Direct and Indirect Assessment of Physics Courses

Fall 08	Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12	Spring 13
								astro 205	astro 205
								sci 101	sci 101
203	203								
204	204								
207	207								
208	208								
								219	219
321	321							321	321
323	323								
		351	351						
		353	353						
		354	354						
		371	371						
				422	422				
				451	451				
				452	452				
				453	453				
454	454			454	454				
				471	471				
				551	551				
				552	552				
				554	554				
				556	556				
						v01	v01		
						v11	v11		
						v15	v15		
						v25	v25		
						v26	v26		
						v38	v38		
						v41	v41		
						v71	v71		
						v72	v72		

Figure 1: Multi year plans AT-A-GLANCE for the five Division of Science Departments.

<u>Program Missions and Goals</u>

Each science department has created a set of program goals/outcomes based in part on the departmental mission. These missions and goals can be considered a work in progress since most science fields are continually changing especially moving towards interdisciplinary thrusts. The missions and goals are provided in their current form here.

Biology Department
  Mission
  In the last two decades there have been seismic changes in the Biological Sciences. The mission of the Department of Biology at The City College of New York is to conduct research in these areas, to enable students from diverse backgrounds to further their intellectual development and to prepare them to enter professions in the biological and biomedical sciences. We also

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contribute to the broader community by continuing collaborations with community colleges and K-12 schools.

Consistent with recent scientific breakthroughs, we provide comprehensive biological training that focuses on core content and principles, using an array of approaches and an evolving set of intellectual tools. Our core curriculum includes cell and molecular biology, organismic biology, evolution, and ecology. Most core courses and many electives include laboratory sections, which are inquiry-based to promote learning, practicing, and refining scientific analytical skills. One of the Biology Department's strengths is the integration of undergraduate students into faculty research programs. As biological research becomes increasingly collaborative and interdisciplinary, we endeavor to train students to apply their knowledge in new contexts.

Program Educational Goals

Students graduating with a biology degree will have been trained to:
- A. analyze, critically evaluate, and draw appropriate conclusions from data
- B. understand scientific texts and literature
- C. design and execute experiments
- D. communicate results and their implications
- E. apply biological knowledge to emerging challenges
- F. In addition, research students will complete independent research projects and co-author scientific publications

Chemistry Department

Mission

To provide excellent teaching to our students and to conduct top quality research, the department will:
- A. educate students in the chemistry discipline at the undergraduate, and master's levels, to prepare them for professional careers;
- B. support faculty and students in performing research at the vanguard of new directions and opportunities;
- C. encourage new thinking about areas of special strength, which can be cross-disciplinary;
- D. maintain a scholastically excellent faculty who will be able to educate our diverse student body.

Program Educational Goals

- A. demonstrate an understanding of the fundamental principles of chemistry, including atomic and molecular structure, quantum chemistry, chemical bonding, stoichiometry, kinetics and mechanism, equilibrium, thermochemistry and thermodynamics, molecular structure and function, electrochemistry, and the periodic chemical properties of the elements;
- B. apply the fundamental principles of chemistry to life sciences, the environment, materials, engineering, and emerging technological fields of chemistry, as well as to everyday situations.;
- C. conduct experiments and learn fundamental laboratory skills;
- D. analyze and interpret data;
- E. apply mathematical concepts to chemical problems;
- F. work as part of a problem-solving team; convey facts, theories and results about chemistry in written form;

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G.   present orally to convey facts, theories and results about chemistry;

H.   access and utilize chemical information technology;

I.   design and execute scientific research;

J.   apply ethical responsibilities and professional conduct.

Earth and Atmospheric Sciences Department

Mission

The Department of Earth and Atmospheric Sciences (EAS) of the City College of New York integrates research, teaching, and service dedicated to inspire, educate and prepare students to be leaders in the field of earth systems science. Based on the emerging awareness of the interrelationships between natural and social systems EAS promotes and sustains:

A. fundamental and innovative research for the understanding of the Earth as an integrated, dynamic system,

B. the integration of earth science and science education research to promote students' learning as well as their awareness of the obligatory role of the environmental context in all of their future endeavors.

Program Educational Goals

Program Education Goals are established to provide a quality education in Earth Systems Science:

A.   Promote inquiry, analytical, technical, and communication skills necessary to succeed in the earth and atmospheric science professions.

B.   Promote scientific literacy and the critical thinking skills needed for continued, life-long learning.

C.   Promote the understanding of ethical, economical and social issues as an integrated system, necessary to recognize the need to include an evaluation of societal impact and consequences of scientific development on policy matters.

D.   Develop instructional and research collaborations with stakeholders.

E.   Conduct research in areas of local, national, and global importance.

F.   Promote a system's approach in the integration of research and teaching.

G.   Serve the community and the earth science profession.

H.   Improve access for an increasingly diverse student body.

Mathematics

Mission

The mission of the Department of Mathematics is to serve the present and future needs of the student body, the faculty, and the public, by contributing via teaching to the mathematical education of our students, and via research and scholarship to the body of knowledge in the discipline of mathematics.

The Department provides the mathematics education required of all students at the City College. This ranges from developing the quantitative literacy of the liberal arts graduate, to the more specialized training needed by future practitioners in such areas as teaching, architecture, science and engineering, and medicine.

The Department's introductory, service, elective, and Master's courses prepare the College's students for advanced work in science, engineering, and mathematics. This preparation is

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crucial in providing New York City with a mathematically trained workforce in the twenty-first century. Our role in this area is a direct contribution to the University's mission of service to the public.

The research carried out by members of the Department contributes to the growing body of knowledge in the discipline of mathematics. Its quality and scope are congruent with the University's commitment to excellence in research and scholarship. Moreover, it enhances the excellence of teaching, thereby contributing to the academic quality of the programs offered to our students.

Program Educational Goals

Students completing introductory and service courses in the mathematics department will develop the abilities to:

A. understand the fundamentals ideas and applications of calculus and linear algebra;
B. employ technology to investigate mathematical concepts and applications;
C. succeed in subsequent courses (for which these courses are prerequisites) within the mathematics department or in other undergraduate departments, (especially in the Grove School of Engineering).

Students in our elective courses (including mathematics majors) will develop the ability to:

A. understand the theory of mathematical analysis as well as the theory of other major branches of mathematics such as algebra, discrete mathematics, probability and statistics, and financial mathematics;
B. understand the nature of a mathematical proof and the ideas of counterexamples, specialization and generalization;
C. communicate mathematical concepts both in writing and orally.

Additional specific objectives for mathematics majors include:

A. (for *secondary education* majors) the ability to pass the CST and to become effective high school teachers;
B. (for *applied mathematics* majors)obtaining a knowledge of advanced concepts in either statistics or financial mathematics;
C. (for *pure math* majors) obtaining an understanding of the role of advanced mathematics in different disciplines and preparation for graduate studies in mathematics and related disciplines, or for careers demanding a high level of analytic skills;

Physics

Mission

The mission of the Department of Physics of the City College of New York is to combine research, teaching, and service in order to inspire, educate and prepare our students to be leaders in their chosen field of physics. In addition, our mission is to inculcate in students the culture of a rational approach and analysis to any problem or situation; to provide high-quality and comprehensive undergraduate and graduate educational programs that help students acquire an appreciation of the physical world as understandable and explainable in a logical way in terms of the laws of physics; to advance the frontiers of knowledge in physics through the creative research of faculty and students; to provide educational and scientific resources to the larger community.

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Program Educational Goals

The Department of Physics will endeavor to

A. enable students to acquire knowledge of the basic laws of physics and their applications;
B. help students develop the ability to use mathematics and computers as tools to analyze physical problems;
C. train students to design and conduct experiments and to analyze and interpret data;
D. help students to develop the skills to communicate their results in a professional manner, both in oral and written forms.
E. conduct research in physics with a high standard of excellence that will lead to recognition at the national and international levels
F. promote interdisciplinary and collaborative research efforts both within and outside the College.
G. prepare our students for entry into nationally-ranked graduate programs or professional schools, for careers in teaching or for employment in high-technology industry in both physics and physics-related areas;
H. serve the larger community through teaching, research and outreach Programs.

Indirect and Direct Measures

The departments in the division of science are continuing with the Endo of Course Surveys for all courses under examination as specified by the department Multi-year Plans. We are encouraging several modifications to existing documents.

1. Irrelevant survey questions will be removed
2. Modifications in course curriculum will be reflected with the addition of new survey questions
3. Surveys are going to be reduced to a maximum of 10 questions
4. Survey questions will be shortened and made more succinct if necessary
5. Survey questions will contain more appropriate assessment verbs (move away from assessing 'understanding'
6. Surveys will be modified to address higher order learning

The departments are moving away from the former method of direct assessment, i.e., using 5 representative exams in each grade category from A-F. The Physics Department has undertaken a new mode of direct that involves Professor assessment of student learning outcome achievement. This method is quantified and described by a rubric. The EAS and Chemistry departments are conducting a pilot program that uses 'itemized' spreadsheet data for midterm and final exams that allocates exam questions to learning outcomes and allows for the averaging of all student scores. Math and Biology are currently continuing the prior method, but will be brought on line with improved methods once these methods have been assessed. At least one improvement in Math Direct measure collection is that they will not use sample exams for students who have not elected to complete problems that are learning outcomes indicators.

The Division of Science assessment coordinator will keep hard and electronic copies of all measures and provide data and analyses to the faculty in a timely manner allowing for 'closing the loop' efforts.

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Supporting Documentation

Assessment reports

Each department in the Division of Science will draft an annual assessment report to be submitted no later than July 31 of each year. The report will contain data, results and 'closing the loop' actions based on the prior two semesters, (fall of previous calendar year and spring of current year). End of course surveys, Direct assessment tools and grading rubrics will be attached to each report as an appendix. A section identifying and describing student successes will also be featured. The assessment coordinator will collect the reports and compile towards a divisional annual report. This report will document any changes to the department multiyear plans and provide justification for the proposed changes. Closing the loop evidence for the entire division will be extracted and outlined. The divisional report will also document the percent of compliance by individual departments relative to 1) syllabi updating and posting; 2) faculty compliance in course assessment as outlined by the multi-year plans and 3) faculty and department institution of 'close-the-loop' changes for course and program improvement.

All multi-year plans and reports will be posted on the Division of Science Intranet site for transparency purposes and as an aid for departments in sharing assessment information and procedures.

Syllabi

It is the job of the division assessment coordinator to collect and inspect all syllabi such that they meet the minimum criteria of containing the sections:

- Title of course
- Department and Course Number
- Instructor, contact information (Office location, telephone, email)
- Instructor office hours
- Course description (from Bulletin)
- Prerequisites and/or co-requisites
- Class schedule: Number of hours (lecture/lab/workshop); number of credits; day(s) of week and time that course meets
- Textbook/Course materials
- Course objectives (these are used for the direct and indirect assessment of student learning at the end of the semester)
- Course Outcomes
- Assessment/grading/policies
- Weekly schedule and topics to be covered
- Statement of academic integrity
- Science librarian assigned to the course

The assessment coordinator will add the missing information or ask the instructor to modify and return. Then the webmaster is sent the files and asked to post the syllabi on the Division of Science website. This will be accomplished before the start of each semester, but at the latest, by the end of the first week of each semester. The Science Librarian will also receive copies of each syllabus at least two weeks in advance in order to secure textbooks and other materials to be held in reserve.

Graduating Senior Surveys

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Graduating senior surveys will be administered through the college Assessment office. The Science Division Advising office will administer surveys for students wishing to postpone survey taking for a time other than the graduation application stage. The first trial will take place for the Sep 09 graduation. If completion rates dip below 60%, the advising office will administer online or paper surveys during the graduation check stage. This survey will contain elective questions regarding:

1) Graduate school applications
2) Graduate school acceptance
3) GRE or other standardized test taking (scores would also be nice)

Division level improvement

The Dean of Science has crafted an advisory committee on teaching and learning consisting of faculty from each department whose priorities lies foremost in education. This group will serve as a consulting and advising body for the development of a broad divisional education mission. The current charge of the committee is to:

1. Plan future teaching space in Marshak
2. Weigh in on new masters program development
3. Propose program/department curricular updates
4. Devise plans for assessing supplemental education efforts:
    a. PLTL (Peer-led-team learning; chemistry workshop)
    b. Online homework (math, chemistry, physics)
    c. Clicker usage (eclickers and iclickers)
    d. Science tutoring
5. Devise plans for assessing science division student services
    a. Undergraduate advising
    b. Job and internship placement services
    c. Job and internship satisfaction
    d. Graduate advising
    e. Masters student satisfaction

Professional Development

 The Division of Science accreditation specialist will attend all relevant, local and free or low cost assessment workshops, best practice sessions and professional development programs. On schedule for the spring 2009 semester are 5 CETL workshops and 'Assessing Student Learning and Institutional Effectiveness' presented by Linda Suskie March 19-20, 2009 at York College. The CCNY higher administration is attending a workshop at Pace University entitled 'Fostering a Campus Culture of Assessment' on April 27, 2009. The Division of Science assessment coordinator will request a summary of that event. The coordinator will also continue to explore through the internet, the trials and successes of other colleges and universities to gain ideas for the Division of Science.

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Department of Biology Multiyear Assessment Plan 2008-2013

The first year of assessment has identified the need for modification in the curriculum of the Biology Department especially in the introductory courses, Bio 10100 and Bio 10200 (see excerpt from F07 Assessment report below).

- Revision of our introductory courses, Bio 10100 and Bio 10200, ensuring that additional assessment tools are put in place to examine the efficacy of these introductory courses in enhancing basic science-related skills.

Therefore, these courses will be assessed thoroughly in the first two years and every fall semester thereafter to ensure that the courses evolve appropriately. Since Bio 20600 and Bio 20700 are also offered each semester and are considered fundamental courses for all biology majors, they too will be thoroughly assessed in years 1 and 2. Changes will be put in place and a thorough re-examination will take place in year 5. Bio 228, 229, 345, 350 and 375, which are offered at least once and sometimes twice per year will be assessed in yrs 3 and 5. The remaining 200 level and all 300 and 400 level courses will be evaluated in years 2, 4, and 5 as offered and with periodic reconsideration given to special problems that are identified along the way (contingent upon number of offerings in the 5 year period). Since the division of course evaluation is based on course level, all course outcomes will be considered for each course.

Graduate courses will be modified beginning in the spring 09 semester with the addition of course learning outcomes to the syllabi and indirect and direct assessment measures initiated. Graduate courses will be added to the grid and assessment will commence in Spring 09.

Assessment Measures

Indirect Assessment
End of Course Surveying for Biology courses have proved extremely useful. Therefore, the surveys will continue. However, all instructors will be urged to modify and/or update the Course Learning Outcomes. One key objective is to reduce the number of outcomes to a maximum number of 10-12. This can be achieved by merging similar learning outcomes or dropping less significant learning outcomes. Another objective is to reduce the complexity of the wording of the learning outcomes especially for those eliciting unusual responses from students.

The Indirect surveys will be administered for all biology classes each semester though the multi-year plan calls for periodic evaluation of courses. The goal is to use the indirect surveys to monitor the status of the course learning outcomes for all courses as a guide the curriculum committee regarding introducing changes to the multi-year plan.

Direct Assessment
The science division accreditation office is investigating alternate methods of Direct assessment particularly using Microsoft excel Instructor gradebooks. This will enable the collection of more statistically sound data since ALL student work will be considered rather than the work of 5 representatives.

BIOLOGY — COURSEWORK

Course columns (code – name):

1. 10000 – Biology (Non-Science Majors)
2. 10100 – Biological Foundations I
3. 10200 – Biological Foundations
4. 20600 – Introduction to Genetics
5. 20700 – Organismic Biology
6. 22800 – Ecology and Evolution
7. 22900 – Cell and Molecular Biology
8. 28000 – Biomolecular systems
9. 34000 – Biology of Invertebrates
10. 34500 – Botany
11. 35000 – Microbiology
12. 35500 – Analysis of Scientific Literature
13. 37500 – Dev. Biology
14. 37900 – Dev. Neuroscience
15. 38000 – Eukaryotic Genetics
16. 40000 – Physiol. & Functional Anat. I
17. 40200 – Physiol. & Functional Anat. III
18. 40500 – Development and Evolution
19. 41000 – Cell Dev. & Cellular Senescence
20. 46000 – Animal Behavior
21. 46400 – Introduction to Neurobiology
22. 46800 – Comparative Animal Physiology
23. 48300 – Laboratory in Biotechnology
24. 45300 – Conservation Biology
25. 45500 – Advanced Ecology
26. 45900 – Biological Oceanography

OUTCOMES	10000	10100	10200	20600	20700	22800	22900	28000	34000	34500	35000	35500	37500	37900	38000	40000	40200	40500	41000	46000	46400	46800	48300	45300	45500	45900	assessment schedule
1. Summarize lecture content and identify key principles	X			X	X				X	X		X		X	X	X	X		X	X		X		X	X		assessment schedule
2. Formulate questions, design experiments, test hypothesis and interpret	X	X	X	X	X		X	X		X	X	X		X	X	X		X	X			X		X	X	X	
3. Perform experiments using lab equipment used in research		X	X		X	X	X			X	X				X	X			X			X		X			yrs 3 and 5
4. Represent data with graphs or maps	X	X	X	X	X		X			X	X		X	X	X	X	X	X	X	X	X	X		X	X		yrs 2,4,5 as offered
5. Demonstrate concept of statistical significance			X			X	X					X			X	X			X			X		X	X	X	yrs 1,2 and every fall (206&207 yr5)
6. Write reports in the format of a scientific paper		X	X		X	X	X			X	X		X			X			X			X		X	X		
7. Make oral presentation of scientific topic		X			X	X			X		X			X	X	X	X			X	X	X		X	X		
8. Search and understand primary literature						X	X				X			X	X	X	X			X	X	X		X	X		
9. Relate course content to clinical or ecological case studies or current research	X					X			X	X	X	X				X	X		X			X		X	X		
10. Explain modern biological concepts to a non-biologist	X			X	X		X	X	X							X						X		X	X		
11. Use mathematical models or computer simulations			X			X			X							X						X		X	X		

Figure 1. Color-coded assessment plan for Biology Undergraduate courses

During the 2008-2013 Assessment Plan, the Biology Department will also address the following 'CLOSING-THE-LOOP' issues revealed in the first year of assessment:

- Reviewing lists of course objectives and suggesting improvements to instructors
- Examining the Direct and Indirect Course Outcomes and discussing with instructors potential course improvements.
- Review how grading is done in the Department and discussing the ways in which instructors can develop more robust and fair criteria for grading.

Department of Chemistry – Five Year Assessment Plan 2008-2013

Overview: To keep improving the Chemistry programs, Chemistry courses will be systematically reviewed both directly and indirectly on a regular basis. The large service courses in General Chemistry and Organic Chemistry will be assessed every semester. The other courses will be assessed once every year. The direct assessment will occur with matrices using student work (final exam, lab reports, rubrics for presentation, …). A end of course survey (EOCS) will be used for the indirect assessment.

Indirect Assessment: The majority of the Chemistry courses will be survey for Course Knowledge Outcomes on a semesterly basis. For the typical Fall semester CHEM 10000, CHEM 10301, CHEM 10401, CHEM 24300, CHEM 26100, CHEM 26200, CHEM 26300, CHEM 31114, CHEM 31115, CHEM 33000, CHEM 42500, CHEM 43400, CHEM A1101, CHEM B5000 will be indirectly assessed. For the typical Spring semester CHEM 10100, CHEM 10301, CHEM 10401, CHEM 26100, CHEM CHEM

Direct Assessment: Course will be directly assessed at least once a year over a five year period. The four service courses with large enrollment in Chemistry will be assessed once a semester. Those courses are CHEM10301, CHEM10401, CHEM26100, and CHEM26300.

Assessment Process in the Chemistry Department: At the end of the semester, the assessment coordinator collects the data for the EOCS (indirect assessment), the matrices (direct assessment), and the grade distribution for all courses and writes an assessment report. The report is presented to the chair and approved by the faculty. The curriculum committee will then meet and discuss potential actions based on the findings in the report. These actions can lead to a change in the general syllabus for a course. If new resources for the instruction of a course are suggested a request is presented to the executive committee of the Department.

Chemistry — Coursework

Undergraduate & Master's Level Course

Semester (S=spring, F=fall, B=Both)	F	S	B	B	F	F	B	F	B	S	F	F	F	S	S	S	S	F	S	F	F		S			F
A. Know fundamental principles		x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x					x
B. Apply fundamental principles to life science, enivonment and emerging fields of chemistry	x					x		x		x		x		x		x	x		x	x	x				x	x
C. Conduct experiments			x	x		x		x		x		x		x		x	x	x		x	x					x
D. Anayze and interpret data			x	x		x		x		x		x		x		x	x	x		x	x				x	x
E. Apply mathematical concepts		x	x	x		x					x	x	x	x	x			x					x			
F. Solve problems in a team			x	x											x			x								
G. Communicate in written form						x		x		x		x		x		x	x	x		x	x				x	x
H. Communicate in oral form			x	x																						x
I. Use chemical information technology												x		x	x	x									x	x
J. Design and execute research																										x
K. Conduct oneself ethically and responsibly												x		x		x	x	x							x	x

general Syllabus

detailed course syllabus

direct
assessment

indirect
assessment

grades

assessment report

chairman

faculty

curriculum committee

curriculum
improvement

course teacher

executive
committee

allocation of
OTPS

Figure 1: Flow chart of the assessment process

DEPARTMENT OF EARTH AND ATMOSPHERIC SCIENCES 5-YEAR ASSESSMENT PLAN 2008-2013

Overview

To keep improving The EAS program and to insure that the Program maintains relevance to *Systems Science*, several key EAS offerings will be systematically reviewed both directly and indirectly on a regular basis. The pivotal courses to the EAS and new EESS/ESE majors are EAS 10600/ENGR10610, EAS 21700, EAS 30800 and EAS 41300. These courses will be assessed yearly.   Since the assessment office is gearing towards 90-100% electronic administering of end of course surveys, EOCS for most EAS courses will be collected each semester. The direct assessment will be modified from assessment of every course, every semester with a small sample size to assessment of a sampling of courses each semester with a large sample size. The collections will occur such that all program outcomes and thus all courses are examined at least once over a five year assessment period. The methods of direct assessment will vary depending upon the program outcome. Some outcomes will require a score, i.e. grade for HW assignment or exam question. Others may require report grades, individual or group project results. **We are currently exploring the utilization of Excel spreadsheet grade-book data for direct assessment.** Several key publications feature this method and the EAS Dept is considering adopting a modified excel approach.

INDIRECT ASSESSMENT

The majority of EAS offerings will be surveyed for Course Knowledge Outcomes, (EOCS) on a semesterly basis. For the typical fall semester this will usually include:
EAS 10600, EAS 21700, EAS 30800, EAS 41300, EAS 56500 and any irregularly offered elective or new course.

The spring semester EOCS will be conducted for:

EAS 106, EAS 217, EAS 227, EAS 31801, EAS 3300, EAS 44600, EAS 48800 and EAS 52800 and any irregularly offered elective or new course.

New language will be added to the EOCS to assess the student perception of degree to which the course addresses Earth Science with a systems approach. Students will also be asked to 'rank' their expertise in the subject matter relative to his/her peers.

DIRECT ASSESSMENT

Courses will be directly assessed over a 5 year period once or multiple times based on the data analysis of earlier assessment efforts. Thus far, courses under development and those moving into a more pivotal position in the degree will be examined closely and over multiple years. Courses that are more rigidly set and relatively static in design will be assessed once or twice over the 5-year period. Pivotal courses to the EAS major: EAS 10600, EAS 21700, EAS 30800, EAS 22700, EAS 41300 will be examined every time they are offered. Additional to the foregoing, courses moving into the pivotal position because of their importance to the EESS and ESE major and the Systems Science thrust: EAS 33000, EAS 42600 will also be more regularly examined.   As a general rule the 10 EAS program outcomes will be assessed over the 5 year period in the following manner. Outcomes A and B will be covered in AY 08-09,

C and D in AY 09-10, E and F in AY 10-11, G and H in AY 11-12 and I and J in AY 12-13. The following table(table1) describe the Direct assessment program. Courses will be examined by direct and indirect means for a particular academic year as indicated by highlight color. As a fair representation of the entire program, each academic year's Program outcomes will be examined in a representative lower division (Freshman/Sophomore—100 to 200 level) middle division (Junior-300 level) and upper division (400-500 level) courses. This will insure that we study the development of increasing skill level attributable to each Program outcome.

The sums shown in the far right column total the number of courses examined for a particular Program outcome. Generally speaking, this number (scoring 1- 10) also reflects the relative importance of the Program outcome to the desired skill set of the typical graduate. The greater the number, the more important the outcome is to the program. The tallies along the bottom of the sheet quantify the number of times a course is examined for its program outcomes over the course of the 5-year period. The most crucial courses to the program will have a greater number of analysis points. The generic requirement is that each course/program outcome be examined at least once over the examination period (5 years). Therefore each column total should possess at a minimum the number '1'. Regarding the EAS program, since all courses are not regularly offered semesterly, yearly or even bi-yearly, and these courses are less crucial in providing the desired outcomes, they will be much less frequently examined. As the program evolves and course offerings shift, the assessment plan will reflect these shifts.

Tables in figure 2 show a greater detailed view of the direct assessment plan, broken down by academic year. Here the faculty members responsible are identified and there are spaces to enter information gained from this particular course. The method of direct assessment is also listed.

Tables in figure 3 outline the specific course outcomes that will be examined to satisfy the assessment of the program outline under consideration.

CLOSING THE LOOP
The initial three semester assessment results have reinforced the need to improve EAS 10600 with the goal of improving the laboratory section, better aligning lab and lecture and ensuring uniform content among sections. S09 improvements include 1) weekly instructional sessions with all teaching adjuncts in which each adjunct is assigned the task of developing a laboratory exercise that coordinates with the lecture material and, 2) developing and adopting a new text that is a compilation of the best chapters of two Prentice Hall text books, one focusing on aspects of oceanography and the other on earth system science.   Over this proposed 5-year examination period, the EAS department will continuously emplace changes towards improving the curriculum as the need arises.

EARTH & ATMOSPHERIC SCIENCES — COURSEWORK

Course columns:
- 106 - Earth System Science I
- 213 - Engineering Geology
- 217 - Systemic Analysis of the Earth
- 227 - Structural Analysis of the Earth
- 308 - Data Analysis-ESS Modeling
- 311 - Environmental Field Methods
- 317 - Atmospheric Change
- 318 - Fund. of Atmospheric Science NEW
- 328 - Global Hazards
- 330 - Geographic Inf. Sci.
- 345 - Hydrology
- 413 - Environmental Geo. Chem.
- 426 - Environmental Remote Sensing
- 439 - Mineral/Energy Resources or similar
- 446 - Ground Water Hydrology
- 472 - Field Project
- 488 - Climate Change
- 528 - Plate Geotectonics
- 561 - Geophysics
- 565 - Environmental Geophysics Field
- A2300/EES79903 - Subsurface Remediation
- A3300 - Earth Science Instrumentation NEW

ASSESSMENT YEAR	SEMESTER (B=BOTH;PO=PHASE OUT;S=SPRING; F=FALL)	106	213	217	227	308	311	317	318	328	330	345	413	426	439	446	472	488	528	561	565	A2300	A3300	total = weight
		B	PO	B	S	F	F	S	S	F	S	S	F	S	S	F	B	S	S	F	F	S	F	
2008-2009	A. Design field research programs				1		1										1			X	1	X	X	4
2008-2009	B. Use computers for earth system science applications	1		1	1	X				X	1	X	1	X		1	X	X	X	X	1	X		7
2009-2010	C. Perform quantitative calculations		X	1	X	1	X	X		1	X	1	1	X	X	X	1	1		X	1	X	1	9
2009-2010	D. Reason scientifically in context of the earth system	X	X	1	X	X	X	X	1	X	X	X	X	1		X	1	1	1	X	X	X		6
2010-2011	E. Discuss issues and controversies in earth system science			X	1	X		X		1	1		X	X	X	X	1	X	X	1	X	X		5
2010-2011	F. Identify and work with earth materials and earth structures	X	X	X	1					X	1		X	X	X		1			X		1		4
2011-2012	G. Function well in team-coordinated activities			X	1	1		X					X				1					1	X	4
2011-2012	H. Identify, formulate and solve real world earth science problems			X	1	1	X	1		X	1	X	X	1		X	1	X		X	1	1		8
2012-2013	I. Communicate effectively at all levels, orally and in writing			X	X	1	X	1	1	1	1		X	X	X		1	X	X	X	X	X		6
2012-2013	J. Use earth science instruments	1			X	1	1							1		X	X	X			1	X	1	6
	totals	2	0	5	7	2	4	1	3	1	5	1	2	2	1	1	8	1	1	2	5	3	2	

Table 1: EAS Program outcomes matrix showing in which courses each program outcome is addressed.

	EAS DEPARTMENT MULTIYEAR ASSESSMENT PLAN 2008-2013					
Program Learning Outcome	**Where in curriculum?**	**How will it be assessed?**	**When will it be assessed?**	**Who is involved? Instructor + DOC-P. Kenyon & Rudolph**	**What was learned?**	**What is the impact of findings?**
A. Design field research projects F08-S09	EAS 227 Structural Geology	Project Portfolios	S09	P. Winslow		
	EAS 311 Environmental Field Methods			P. Zhang		
	EAS 472 Field Project	Project Portfolios	S09	Instructor		
	EAS 561 Geophysics			P. Kenyon		
	EAS 565 Environmental Geophysics	Project Portfolios	F08	P. Kenyon		
	EAS A2300/EES 79903 Subsurface Remediation			P. Zhang		

Program Learning Outcome	Where in curriculum?	How will it be assessed?	When will it be assessed?	Who is involved? Instructor + DOC-P. Kenyon & Rudolph	What was learned?	What is the impact of findings?
	EAS 106 Intro to Earth System Science	Lab assignment	S09	Instructor		
	EAS 217 System analysis of earth	HW assignment	F08	P. Gedzelman		
	EAS 227 Structural Geology	Single Project	S09	P. Winslow		
	EAS 308 Data analysis and ESS modeling	Single Project	F08	Ps. Luo/Block		
	EAS 317 Atmospheric change			P. Luo		
B. Use computers for earth system science applications F08-S09	EAS 330 GIS	Single project	S09	P. Winslow		
	EAS 345 Hydrology			P. Zhang		
	EAS 413 Env Geochemistry	HW assignment	F08	P. Steiner		
	EAS 426 Env Remote Sensing			P. Tedesco		
	EAS 446 Groundwater hydrology			P. Zhang		
	EAS 472 Field Project	Portfolio if applicable	S09	Instructor		
	EAS 488 Climate change			P. Luo		
	EAS 561 Geophysics			P. Kenyon		
	EAS 565 Env Geophysics	Field project	F08	P. Kenyon		
	EAS A2300 Subsurface remediation			P. Zhang		

Program Learning Outcome	Where in curriculum?	How will it be assessed?	When will it be assessed?	Who is involved? Instructor + DOC-P. Kenyon & Rudolph	What was learned?	What is the impact of findings?
	EAS 217	Exam question	F09 S10	P. Gedzelman		
	EAS 227			P. Winslow		
	EAS 308	HW assignment	F09	Ps. Luo/Block		
	EAS 311			P. Zhang		
	EAS 317/318	Exam question	F09/ S10	P. Luo		
	EAS 330			P. Winslow		
	EAS 345	Exam or HW question	S10	P. Zhang		
	EAS 413			P. Steiner		
	EAS 426			P. Tedesco		
	EAS 439 Minerals and energy resources			P. Steiner		
	EAS 446	Exam or HW question	F09	P. Zhang		
C. Perform Quantitative calculations F09-S10	EAS 472	Part of Course Portfolio	S10	Instructor		
	EAS 528 Plate geotectonics			P. Kenyon		
	EAS 561	Field report	F09	P. Kenyon		
	EAS 565			P. Kenyon		
	EAS A2300	HW question	S10	P. Zhang		
	EAS A3300	Exam question	F09	P. Zhang		

Program Learning Outcome	Where in curriculum?	How will it be assessed?	When will it be assessed?	Who is involved? Instructor + DOC-P. Kenyon & Rudolph	What was learned?	What is the impact of findings?
	EAS 106			Instructor		
	EAS 217	Final Exam question	S10	Ps. Raia & Gedzelman		
	EAS 227			P. Winslow		
	EAS 308			Ps. Luo/Block		
	EAS 311			P. Zhang		
	EAS 317/318	Final Exam question	S10	P. Luo		
	EAS 328 Global Hazards			P. Winslow		
	EAS 330			P. Winslow		
	EAS 345			P. Zhang		
	EAS 413			P. Steiner		
	EAS 426	Final Exam question	F09	P. Tedesco		
	EAS 446			P. Zhang		
D. Reason scientifically in the context of the earth system F09-S10	EAS 472	Final Exam question	S10	Instructor		
	EAS 488	Final Exam question	S10	P. Luo		
	EAS 528	Final Exam question	F09	P. Kenyon		
	EAS 561			P. Kenyon		
	EAS 565			P. Kenyon		
	EAS A2300			P. Zhang		

Program Learning Outcome	Where in curriculum?	How will it be assessed?	When will it be assessed?	Who is involved? Instructor + DOC-P. Kenyon & Rudolph	What was learned?	What is the impact of findings?
E. Discuss issues and controversies in earth system science F10-S11	EAS 217			Ps. Raia & Gedzaleman		
	EAS 227	Exam question	S11	P. Winslow		
	EAS 308			Ps. Luo & Block		
	EAS 317					
	EAS 328	Exam question	F10	P. Winslow		
	EAS 330	Exam question	S11	P. Winslow		
	EAS 413					
	EAS 426			P. Tedesco		
	EAS 439					
	EAS 446					
	EAS 472	Project report	S11	instructor		
	EAS 488			P. Luo		
	EAS 528			P. Kenyon		
	EAS 561	Exam question	F10	P. Kenyon		
	EAS 565			P. Kenyon		
	EAS A2300					

Program Learning Outcome	Where in curriculum?	How will it be assessed?	When will it be assessed?	Who is involved? Instructor + DOC-P. Kenyon & Rudolph	What was learned?	What is the impact of findings?
F. Identify and work with earth materials and earth structures F10-S11	EAS 106	Lab performance	F10	Instructor		
	EAS 217					
	EAS 227					
	EAS 328					
	EAS 330	GIS Report	S11	P. Winslow		
	EAS 413					
	EAS 426					
	EAS 439			P. Steiner		
	EAS 472	Report	S11	instructor		
	EAS 565			P. Kenyon		
	EAS A2300	Report or exam question	S11	P. Zhang		
G. Function well in team coordinated activities F11-S12	EAS 217	Field report		Ps. Raia & Gedzelman		
	EAS 227	Exercise				
	EAS 308			Ps. Luo and Block		
	EAS 311			P. Zhang		
	EAS 317					
	EAS 330					
	EAS 345	Exam question		P. Zhang		
	EAS 413					
	EAS 426	Exam question		P. Tedesco		
	EAS 446					
	EAS 472	Portfolio		Instructor		
	EAS 488					
	EAS 561/565	Report		P. Kenyon		
	EAS A2300	Field report		P. Zhang		

Program Learning Outcome	Where in curriculum?	How will it be assessed?	When will it be assessed?	Who is involved? Instructor + DOC-P. Kenyon & Rudolph	What was learned?	What is the impact of findings?
H. Identify formulate solve real world earth science problems F11-S12	EAS 217					
	EAS 227					
	EAS 308					
	EAS 311					
	EAS 317					
	EAS 328					
	EAS 330					
	EAS 345					
	EAS 413					
	EAS 446					
	EAS 472					
	EAS 488					
	EAS 561					
	EAS 565					
	EAS A2300					
I. communicate effectively at all levels orally and in writing F12-S13	EAS 217	Presentation and report		Ps. Raia & Gedzelman		
	EAS 227	Presentation and report				
	EAS 308					
	EAS 311	Presentation and report				
	EAS 330					
	EAS 413	Paper		P. Steiner		
	EAS 426					
	EAS 439					
	EAS 472			Instructor		
	EAS 528					
	EAS 561	Presentation and report		P. Kenyon		
	EAS 565					
	EAS A2300					

Program Learning Outcome	Where in curriculum?	How will it be assessed?	When will it be assessed?	Who is involved? Instructor + DOC-P. Kenyon & Rudolph	What was learned?	What is the impact of findings?
J. Use earth science instruments F12-S13	EAS 106					
	EAS 217					
	EAS 308					
	EAS 311	Field report		P. Zhang		
	EAS 413					
	EAS 439	Microscope lab exercise		P. Steiner		
	EAS 446	Field exercise		P. Zhang		
	EAS 472	Portfolio		Instructor		
	EAS 565	Field exercise		P. Kenyon		

Figure 2. The 5 year assessment plan broken down by academic year

F08-S09 Direct Assessment		
Course Knowledge outcomes related to Program Outcomes		
Program Outcomes:	**A: Design Field or Research Projects/Programs**	**B: Use Computers for earth System Science Applications**
Courses		
EAS 10600 Intro to Earth System Science		Show evidence for computing comprehension: Black Box Lab
EAS 21700 Systems Analysis of Earth		Gedzelman is identifying outcomes (previously created by Raia)
EAS 22700 Structural Geology	1. Use basic surveying equipment and techniques 3. Design a sampling grid and collect field data	2. Create maps of topography, bedrock, and structures 4. Analyze field data using GIS software and present a report based on their interpretations
EAS 30800 Data Analysis and ESS		5. Understand the distribution, formation and impacts of hurricanes
Field Methods (new)		
EAS 31700 Atmospheric Change		
EAS 31800 (new) fundamentals of Atmospheric Science		
EAS 31104 Energy and Env Constraints	10. Understand the economic and environmental advantages of developing new technologies for alternative energy sources (research papers)	
EAS 33000 GIS		The entire course. Matrix needs to be developed
EAS 41300 Geochem		5. Calculate stable oxygen isotope abundance relative to SMOW.
EAS 42600 Remote Sensing		
EAS 47200 Senior Environmental Project	The entire course. Research paper and presentation	
EAS 56500 Environmental Geophysics	2. Design a simple survey to answer a question about the shallow subsurface 3. Correctly set up and operate the equipment covered 4. Work with a group to take geophysical data	5. Use simple computer programs to analyze geophysical data
EAS A2300 (Subsurface remediation)		
EAS A3300 (Instrumentation)		
both semesters		
spring semester		
fall semester		

F09-S10 Direct Assessment		
Course Knowledge outcomes related to Program Outcomes		
Program Outcomes:	**C: Perform quantitative calculations**	**D: Reason scientifically in the context of the earth system**
Courses		
EAS 10600 Intro to Earth System Science		
EAS 21700 Systems Analysis of Earth	3. Collect data and manipulate data to recognize and describe patterns and trends 4. Interpret data	2. Reason scientifically by formulating a research question and testable hypothesis
EAS 22700 Structural Geology		
EAS 30800 Data Analysis and ESS Modeling		
Field Methods (new)		
EAS 31700 Atmospheric Change		
EAS 31800 (new) fundamentals of Atmospheric Science	2. Calculate energy balance	1. demonstrate comprehension of atmospheric thermodynamics and apply it to explain atmospheric instability. 3. Relate atmospheric dynamics to general earth circulation patterns
EAS 31104 Energy and Env Constraints		
EAS 33000 GIS		
EAS 41300 Geochem	3. Estimate the solubility of important compounds such as quartz. 5. Calculate stable oxygen isotope abundance relative to SMOW.	2. Describe element cycles of Carbon and Silicon.
EAS 42600 Remote Sensing		
EAS 47200 Senior Environmental Project	Project calculations in project report	Scientific systems reasoning in report and project
EAS 56500 Environmental Geophysics		
EAS A2300 (Subsurface remediation)		
EAS A3300 (Instrumentation)		
both semesters		
spring semester		
fall semester		

	F10-S11 Direct Assessment	
	Course Knowledge outcomes related to Program Outcomes	
Program Outcomes:	**E: discuss issues and controversies in earth system science**	**F: Identify and work with earth materials and earth structures**
Courses		
EAS 10600 Intro to Earth System Science	El Nino, Global warming exam questions	mineral lab, rock labs
EAS 21700 Systems Analysis of Earth		
EAS 22700 Structural Geology	Earthquakes, Faults, Mass wasting, etc through maps	report or lab exercise
EAS 30800 Data Analysis and ESS Modeling		
Field Methods (new)		
EAS 31700 Atmospheric Change		
EAS 31800 (new) fundamentals of Atmospheric Science		
EAS 31104 Energy and Env Constraints		
EAS 33000 GIS	Interpretation of earth science issues protrayed spatially in GIS maps	exercise or HW
EAS 41300 Geochem		
EAS 42600 Remote Sensing		
EAS 47200 Senior Environmental Project	The project is issue/controversy based evidence in report	Field map if appropriate
EAS 56500 Environmental Geophysics		
EAS A2300 (Subsurface remediation)		Field map if appropriate
EAS A3300 (Instrumentation)		
both semesters		
spring semester		
fall semester		

	F11-S12 Direct Assessment	
	Course Knowledge outcomes related to Program Outcomes	
Program Outcomes:	**G: function well in team coordinated activities**	**H: Identify, formulate and solve real world earth science problems**
Courses		
EAS 10600 Intro to Earth System Science		
EAS 21700 Systems Analysis of Earth	group project	group project
EAS 22700 Structural Geology	group project	group and individual project
EAS 30800 Data Analysis and ESS Modeling		group and individual project
Field Methods (new)	group project	
EAS 31700 Atmospheric Change		
EAS 31800 (new) fundamentals of Atmospheric Science		
EAS 31104 Energy and Env Constraints		
EAS 33000 GIS		individual project
EAS 41300 Geochem		
EAS 42600 Remote Sensing		
EAS 47200 Senior Environmental Project	group project	individual project
EAS 56500 Environmental Geophysics		
EAS A2300 (Subsurface remediation)	group project	individual project
EAS A3300 (Instrumentation)		
both semesters		
spring semester		
fall semester		

Program Outcomes: Courses	I: communicate effectively at all levels, orally and in writing	J: Use earth science instruments
F12-S13 Direct Assessment		
Course Knowledge outcomes related to Program Outcomes		
EAS 10600 Intro to Earth System Science		Black box laboratory experiment grade
EAS 21700 Systems Analysis of Earth		
EAS 22700 Structural Geology	Term papers and oral reports	Demonstrate competency in using GIS and mapping equipment
EAS 30800 Data Analysis and ESS Modeling		Demonstrate competency in using IDL, ENVI, remote sensed data
Field Methods (new)		Use exercise if offered
EAS 31700 Atmospheric Change		
EAS 31800 (new) fundamentals of Atmospheric Science	term papers or oral reports for either of these two	
EAS 31104 Energy and Env Constraints	Term papers and oral reports	
EAS 33000 GIS	Term papers and oral reports	Demonstrate higher level competency in GIS
EAS 41300 Geochem		Demonstrate competency in Xray methods
EAS 42600 Remote Sensing		
EAS 47200 Senior Environmental Project	Evaluate term papers and oral presentations	Demonstrate competency in applicable project based instruments
EAS 56500 Environmental Geophysics		Demonstrate competency in applicable project based instruments
EAS A2300 (Subsurface remediation)		Demonstrate competency in applicable project based instruments
EAS A3300 (Instrumentation)		Demonstrate competency in applicable instruments
both semesters		
spring semester		
fall semester		

Figure 3. Specific course outcomes that will be evaluated to satisfy program outcomes

Department of Mathematics Multi-year assessment Plan: F08-S13

Courses in the Department of Mathematics are unique in that many of the lower level courses serve the Division of Science and are also critical to the Grove School of Engineering as service courses. Math 150 serves BA and BFA recipients; Math 190, 195 201, 202, 203, 205, 209, 391, 392 comprise the 'calculus series' and are geared for Engineering and Science majors. Upper level courses, 300 or higher are dedicated to the math majors except for those few courses permitted as electives in some engineering disciplines. Introductory level math courses at least through math 201 and 205 serve in some degree as a filtering mechanism, weeding out science and engineering students who are not able to master the requisite mathematics for their desired disciplines. As a result, there are a significant number of "low-achieving" learning outcomes and the pass rate is low and drop rate high. As outlined in prior assessment reports (see F07), there are several explanations for these poor scores ranging from ill preparation of transfer students to improper time allotment for studying during final exam period. The college is currently amending its admission criteria by requiring a higher math average. This should result in an improvement in student success in early math courses. For assessment purposes and to attempt to further improve student success the following assessment schedule is proposed (table 1).

Schedule for Direct and Indirect Assessment of Mathematics Courses

Math 150, 190, 195, 201 will be assessed twice in every 5-year cycle.
Math 150, 190, 195, 201 will also have indirect assessment done in both the indicated semester and the preceding semester.

Fall 08	Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12	Spring 13
	150						150		
	173								
			177						
		180							
			185						
190				190					
195					195				
201						201			
	202								
		203							
		205							
			209						
				308					
					323				
						324			
					328				
									345
				346					
					347				
	360								
							365		
								366	
						375			
							376		
							377		
								381	
									382
								391	
									392

Table 1. Math course direct and indirect assessment schedule

Lower level, introductory courses that provide student access to the calculus series and calculus 1 (math 201) will be examined twice in every 5 year cycle by direct measures. Indirect assessment will be measured 4 times in every 5 year cycle. Upper level courses will be evaluated once per 5 year cycle as indicated in table 1.

Indirect assessment

The mathematics department is currently revising the end of course surveys for all math courses. The goal is to phrase the learning outcomes in a more understandable language and to critically evaluate supplemental teaching methods that are being utilized such as online homework, mathzone and other efforts that have not thus far been coordinated.

Direct Assessment

As for the other Science Division departments, the math department is exploring the use of excel gradebooks for direct assessment. As the departmental coordinators learn more about this method, protocols will be developed. Faculty are exploring the use of upper division focus groups to evaluate the successes of the lower division courses in terms of their learning outcomes. The department feels that these students are better equipped to evaluate the learning outcomes of lower level courses once they have maneuvered through the math program

Five Year Plan for Assessment of Outcomes for the Physics Department

The physics department is committed to its mission of providing a first-class education for its majors and for the client programs that it services. To this end a five-year plan is being presented.

Timeline

The five year plan for the assessment of outcomes in teaching for the Physics Department covers the following academic years:

I	Fall 2008 and Spring 2009
II	Fall 2009 and Spring 2010
III	Fall 2010 and Spring 2011
IV	Fall 2011 and Spring 2012
V	Fall 2012 and Spring 2013

The summer sessions will not be included in the assessment plan. This follows previous assessments that were made in the Spring 2007, Fall 2007, Spring 2008 and Fall 2008 periods.

The assessment will be performed on the following courses:

I	Core Physics courses
II	Lower-divisional Physics courses
III	Upper-divisional Physics courses
IV	Masters-level courses
V	Service courses

In addition, whenever a major change in a course is made or a new course is introduced that course will be assessed that semester. This will permit the department to monitor the effectiveness of the major change or establish a baseline for the performance of a new course.

The courses included in the above categories are:

I   Core courses:
           Phys 203, 204, 207, 208 (+ new courses 321, 323 and 454)

II   Lower-divisional courses:
           Phys 351, 353, 354, 371

III   Upper-divisional courses:
           Phys 422, 451, 452, 453, 454, 471, 551, 552, 554, 556

IV   Masters' courses:
           Phys V01, V11, V15, V25, V26, V38, V41, V71, V72

V   Service courses:
           Astr 205; Phys 219, 321, 323; Sci 101

Thus, in a five-year period a full overview of the teaching effort in the Physics Department will have been completed. This five-year plan can serve as a model for future five-year plans. The relationship of the courses to the program learning outcomes is summarized in Table I. Thus, over a five-year period all of the program learning outcomes will be assessed, with the exception of outcome E, research.

Assessment tools

Three primary assessment tools will be used:

a)   Indirect assessment: A student end-of course survey;

b)   Direct assessment: A faculty end-of course assessment report;

c)   Correlation: A study of the grade distributions for the courses.

The indirect assessment consists of a questionnaire that is filled out online or on paper. The students are asked to rate the effectiveness of each course objective on a scale of 1 to 4 (not at all, very little, some, a lot) . These objectives are enumerated in the course syllabus and span the topics covered in the course. In addition, the student is asked to rate various facets of the course, such as the textbook, prerequisites, tutorials, online homework, problem sessions, etc. Comments and suggestions for course improvement are solicited from the students. The survey is administered during the last week of the semester, but before the final examination.

The direct assessment consists of a questionnaire that is filled out by the lecturer after the final examination is graded and the grades are submitted. It asks them to rate the average student performance for each course objective on a scale of 1 to 5 (poor, fair, good, very good, excellent). These scores are based on the scores received on examinations during the semester, including the final exam. The faculty member is also asked questions concerning specific facets of the course and is also asked to provide comments about the course.

The study of the grade distribution for each course is meant to see how well the student grades correlate with the results of the direct and indirect assessment. It also helps the department regulate the grading standards for the various courses.

Closing the loop

The goal of the assessment of outcomes is to see if the curriculum and course delivery can be improved and to take steps to do so. Therefore it is crucial that there be a systematic dissemination of the assessment reports and plan for action by the department. Chart I. outlines the flow of information.

The first step involves generating a general syllabus for each course. This syllabus should clearly enumerate the topics to be covered and a list of course objectives. Based on the general syllabus, each instructor develops a detailed syllabus for the course he or she teaches. After the course is delivered the direct and indirect assessments are performed and grade information is collected. The departmental outcomes coordinator (DOC) incorporates this information in a semi-annual outcomes assessment report. This report is forwarded to the Chair, the faculty as a whole, and the curriculum committee. The curriculum committee decides what modifications of the curriculum are needed to improve the course. These are then given to the chair and the lecturers. The general curriculum is updated. If there is a need for funds to purchase equipment a request is put in to the executive committee for OTPS funds (other than personnel services). Such requests could include such things as added demonstration equipment or new laboratory experiments. In the case where major equipment is needed a request from the executive committee to the Dean is in order. With major renovations of the Marshak Science Building planned it is an opportune time to configure the building so as to optimize the effectiveness of the educational mission of the Physics Department.

Table I. **Courses and program outcomes**

Period	Course	Outcome[*]: A	B	C	D	E	F	G	H
I	Phys 203						1	1	
I	Phys 204						1	1	
I	Phys 207	1	1	1	1		1	1	
I	Phys 208	1	1	1	1		1	1	
II	Phys 351	1		1					
II	Phys 353	1		1	1		1		
II	Phys 354	1		1	1		1		
II	Phys 371		1	1	1		1		
III	Phys 422	1							
III	Phys 451	1							
III	Phys 452	1							
III	Phys 453	1							
III	Phys 454	1							
III	Phys 471	1	1	1	1		1		
III	Phys 551	1							
III	Phys 552	1							
III	Phys 554	1							
III	Phys 556	1		1					1
IV	Phys V01	1							
IV	Phys V11	1							
IV	Phys V15	1							
IV	Phys V16	1							
IV	Phys V25	1							
IV	Phys V26	1							
IV	Phys V38	1							
IV	Phys V41	1							
IV	Phys V71		1	1	1		1		
IV	Phys V72		1	1	1		1		
V	Astr 305	1						1	1
V	Phys 219	1						1	
V	Phys 321	1						1	1
V	Phys 323	1							
V	Sci 101	1							

* Program learning outcomes:
A   Learn laws of physics and solve problems
B   Design and carry out experiments; analyze and interpret results
C   Communicate by written and oral means
D   Work cooperatively with others
E   Participate in research
F   Use computers and appropriate technology
G   Learn laws of physics and solve problems at an introductory level (for other majors)
H   Use physics to perform well in advanced courses in their own majors (for other majors)

Chart I. Closing the loop

General Syllabus

↓

Detailed Course Syllabus

↓

Course Delivery

Indirect   Direct   Grades

Assessment of Outcomes Report

↓

Chairman

↓

All Physics Faculty

↓

Curriculum Committee

↓

Lecturers

↓

Executive Committee

↓

Allocation of OTPS Funds

↓

Dean for Major Funding
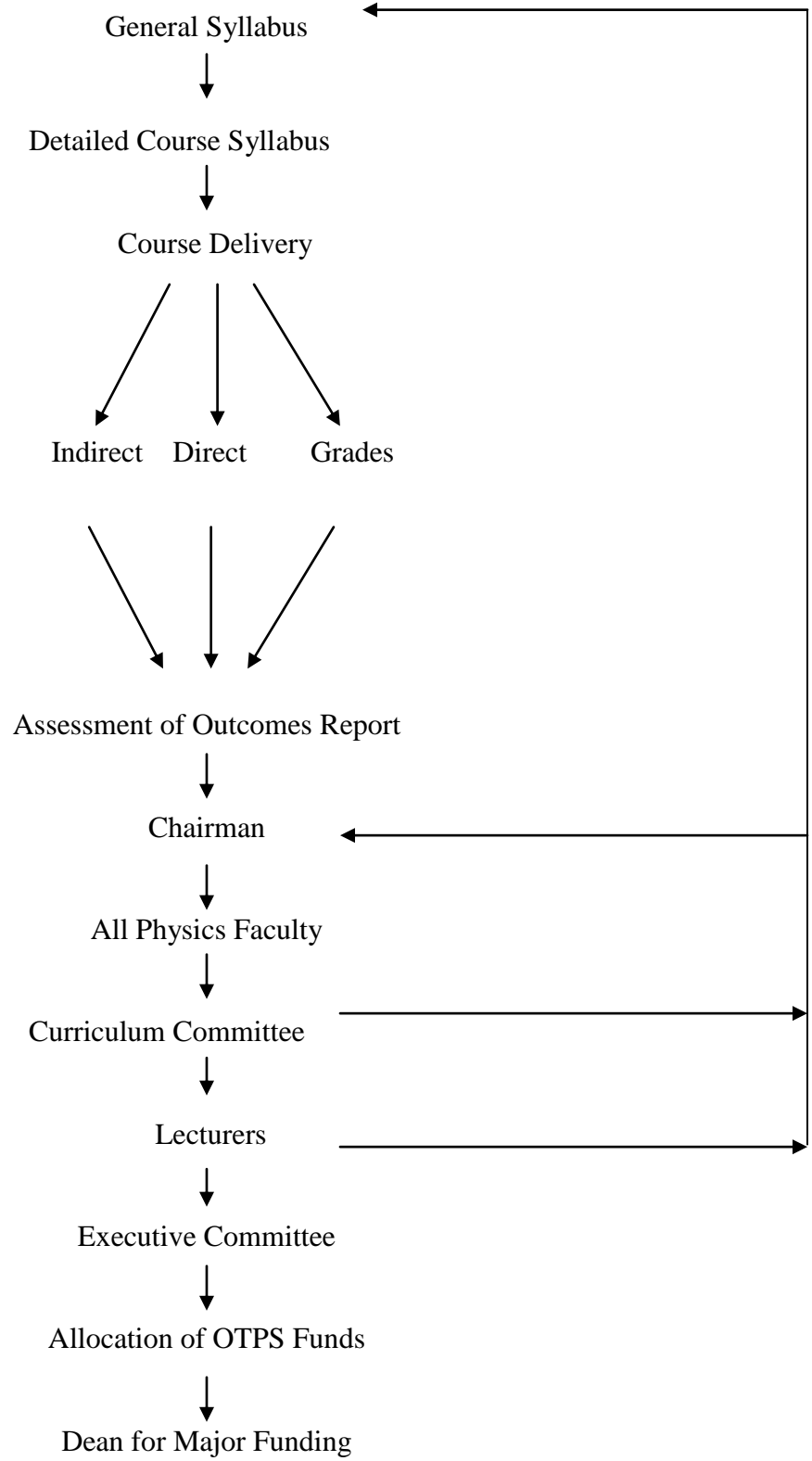
F.22. Division of Social Sciences Summary Report

Social Science Division Assessments 2011-12 Annual Report

June, 2012

Vivien C. Tartter, Deputy Dean

The Division of Social Science has made considerable progress this year in adopting a sustainable outcomes assessment program. As of last summer, only the undergraduate programs of Sociology and Political Science were performing cyclic assessments and neither of those programs had submitted an annual progress report. As of last year only the Masters program in Public Service Management was performing assessments, and that was for its own fund-raising accountability. Now all departments have ongoing assessments, and all programs besides Legal Studies, Women's Studies and the Masters in Mental Health Counseling have been put on the map with at least a mission statement and program objectives. More importantly, most programs have completed at least one cycle of assessment with annual report: International Studies, LALS, Political Science, Psychology, General Masters in Psychology, Masters in Public Service Management, Sociology, Masters in Sociology, with Anthropology, Economics and the Masters in Economics and Sociology programs in process on their first cycle of data analysis. Most importantly, the data obtained and analyzed for the above programs indicate that they are serving students well in terms of both learning outcomes and program objectives; that the data collection schemes are sustainable or have been sustained and so assessment is incorporated into the natural life of the department; and that results are being shared and used to try to improve curricular offerings.

It is also important to note some innovations that might be applicable to other programs: 1) collection by an unaligned faculty member of course evaluation data during the regular observation period, 2) automated collection of exit survey information during the final grad check advisement, both of these by the psychology department, and 3) assessment of one's own course by the faculty member together with grade distribution and submission of a representative sample of graded papers to a small faculty committee for reliability check, by the Sociology Department. With a large number of adjunct or junior faculty taught courses at all levels, completion of a form evaluating assignments, syllabi and classroom management during the regular observation period, the Psychology Department was able to evaluate very efficiently courses at all levels with respect to how Department Learning Objectives (DLOs) and Course Learning Objectives (CLOs) are taught. This has been implemented as well in other departments. For the last cycle, students waiting for grad checks completed on-line the exit surveys, results of which are exported to Excel and summarized automatically, requiring very little additional manpower. The Sociology Department's Direct Measure ensures that the person best able to evaluate course purpose and learning effectiveness does so, with a broad view as to how students as a whole benefit, but also with some check on objectivity of the report. A fourth outcome that might be generalized is to follow the Masters in Public Service Management lead and use assessment results for fund-raising, perhaps tailoring assessment activities in part to interests of potential donors.

Finally, with respect to direct measures, programs have generally done three things: 1) analyze non-randomly selected papers, theses, presentations... submitted for awards (the evaluations are undertaken anyway to determine who gets an award, so the addition of evaluation with respect to DLOs is efficient, but by and large it is only the "best" work that is under consideration), 2) have faculty members select a small sample of graded papers and submit these along with grade distribution to a small committee of other faculty for reliability assessment, and 3) collect work as requested by the administration, to be evaluated if and when additional resources are provided to compensate adjuncts for the time spent performing the evaluation. It should be noted that evaluation of the best work will indicate if the program is falling short in any area if DLOs are not met, but does not indicate either whether good performance is a result of program efforts, or whether students not at the top levels are also being reached. To more equitably evaluate a stratified sample on an ongoing basis, the Division estimated that $15,000 annually would be needed, based on the scheme and rates paid by the General Education program. At this point, several departments/programs have collected the papers and could analyze for a first cycle if money were forthcoming.

What follows is an executive summary for each program, organized alphabetically. For programs that submitted an annual report, the report is appended, and the summary was abstracted from it.

Programs

Anthropology: The department updated its mission statement, program objectives and course grid this year. It also set out its first assessment schedule, and is in the process of analyzing the first year's data. Anthropology assessed one learning objective (cultural anthropology) in 2006, and is assessing a different one (human biological evolution), this year. Direct evidence was collected in the spring in the form of an exam question to senior students, which will be compared with responses to the same question to beginning students in the fall (analysis is therefore in process). The department also prepared a senior exit survey from which it is analyzing the first results, and evaluated teaching and syllabi in the adjunct taught classes, with excellent reviews. 91% of courses submitted syllabi; 75% contained DLOs.

Black Studies: Draft Mission Statement, Learning Objectives and Course grid were submitted Oct. 13. The program is in flux and may be moving to the Division of Humanities and Arts. At this point no further information has been provided, nor have the draft statements been finalized.

Economics: Economics updated its Mission statement, Learning Objectives and Course Grid in the Fall, and supplied same for its Masters programs. More importantly, in January of 2012 the department instituted a new curriculum, in part resulting from "closing the loop", information obtained from the Middle States assessments performed in previous years. The department has also created a default syllabus template and started a database for syllabus collection, so by next

year Economics will be able to provide syllabus compliance numbers. The Department's "action plan" for assessing the program includes administering an exit survey to graduating seniors each year, and evaluating work collected from each of the four hierarchical tiers: Principles Level, Major Core, Major Electives and Capstone. Papers were collected from samples of three of the four levels (Major Electives excepted), to be scored and analyzed if resources are forthcoming. Samples will be rotated in future years. *Interim report for the Masters Program was not submitted.*

International Relations*:* Mission Statement, Objectives and Course Grid were submitted in the Fall, by the interim director. Full assessment activities are expected to be undertaken for the 2012-2013 year, when the permanent director is in place.

International Studies*:* Mission Statement, Learning Objectives, Course Grid and this year's assessment schedule, which includes collecting and evaluating syllabi and teaching observations, selecting both a direct and indirect learning measure for this year, collecting Fall theses for measurement, and completing the direct assessment, were submitted by winter 2012. Results of these activities showed: 1) 95% of courses submitted syllabi, which were generally aligned with DLOs, but need explicit statements thereof for the future. 2) Half of the classes taught were observed by full-time faculty members, with feedback (closing the loop) provided, when needed. 3) 82% of the 68 students who enrolled in the required senior thesis/capstone course completed it (the remainder are likely to complete the work next semester), with upward of 85% proficiency on the DLO skill areas of Writing, Research, Synthesis and Evaluation, Theory, and Analytic Skills. However, many students were noted to have issues in writing and analytic skills particularly with regard to quantitative data. To close that loop, the program is instituting a new research methods class, hiring graduate student tutors to help with the thesis process individually, and organizing a half-day faculty retreat before the start of classes to review DLOs and improve their incorporation into all classes.

Latin-American and Latino Studies*:* Mission Statement, Learning Objectives, Course Grid and assessment schedule were prepared in the Fall, 2011. LALS is collecting papers and assessing one objective per year, this year, Outcome#2, "Summarize or and written assignments to demonstrate analytic capacity," which was examined in papers from two courses. The rubrics for evaluating this direct evidence were reliable. It will be 3 years before all outcomes are evaluated. As a small program, mostly with minors, and with limited vertical structure, it is hard to gauge progress through the program or to tap "senior" courses. LALS also examined its courses on the annual Faculty Survey, and found that for the indirect measure of whether the course was worth the time and effort, the program ranked 4.5 out of 5.0. They are considering adopting this as a regular indirect measure and at increasing program "community" with a guest speaker series for next year during Hispanic Heritage Month.

Legal Studies – nothing submitted

Political Science: Missions Statement, Learning Objectives and Course Grid were revised. Two outcomes have been being measured (one writing and one an exit survey) and data were submitted (Oct. 8). An annual report was submitted Oct. 30. Papers have been evaluated by the assessment committee re the objective of making an ideological argument or presenting research data to support a hypothesis. The committee reports their rubrics are reliable. They are also collecting data from a student exit survey. A cycle will be complete in 2013. All faculty submitted syllabi and there was good coordination between DLOs and CLOs. The assessment committee's findings and recommendations were presented at a faculty meeting, and were adopted, closing the loop: There will be more advisement (all full-time faculty will be available for 2-hr shifts in advising during peak registration); a new methods course is being piloted and will be made permanent if it seems effective; and the exit survey given to seniors is being modified to include questions about political and volunteer activities, and to be given earlier in the term, before graduation. The senior survey administered had 72% of respondents saying their experience at CCNY was good to excellent.

Psychology: Mission Statement, Program Objectives and Course Grid were revised. An annual assessment calendar was prepared, and two indirect measures - an exit survey for graduating seniors and an evaluation by full-time faculty of adjunct and junior faculty courses during the observation period - were prepared. The latter was piloted in the Fall and both were implemented in the Spring. The graduating senior survey was analyzed for 68 participants, and showed that they uniformly believed that they were well educated by the department with average scores over 4 (out of 5) in all learning areas, and just under 4 (3.98) for their general CCNY experience.

Syllabi were collected from 100% of the courses both semesters and scored against a syllabus checklist, showing compliance in syllabus features for over half. The Chair is planning a training session this summer for new faculty and all adjuncts to raise awareness and compliance.

The course evaluations likewise showed good compliance across sections on stating DLOs appropriate for each course and teaching/assigning to them. The assessment yielded one course out of compliance, provoking a mid-semester correction, "closing the loop." As a group they showed some weakness in dealing with ethics across the board, and dealing with experimental design in the 300-level seminars.

The Department collected as direct measures of student learning (quantitative and analytic) 10 Statistics finals, all papers from a 200-level gateway course, and 15 papers from Experimental (required middle) and Capstone courses (end) this fall and next spring. The plan had been to analyze these for writing, critical thinking, and knowledge, but resources to pay the independent graders never were delivered. Two faculty evaluated 8 posters from Experimental students who volunteered their submission. Two raters reliably considered that these adequately (at least 2.5 on a 5-scale) reflected mastery of the literature, writing, graphics and mathematics communication, and experimental design/critical thinking. Ethics in human subjects/patients, one of the DLOs, did not fare so well.

The Department will be discussing the results at the first faculty meeting to close the loop, since ethics also scored low on the indirect measure of the faculty-scored course evaluations. The Department has also voted to make Experimental a pre- or co-requisite for all its 300-level seminars and will be urging teachers of the latter to more strongly channel design principles in their courses.

Psychology General Masters Program: The General Psychology Masters program prepared a mission statement, learning objectives, Course Grid and assessment calendar for the first time in the Fall. As part of the regular department assessment cycle, masters classes taught by adjuncts were observed and evaluated by a full-time faculty member for teaching to program learning objectives; likewise syllabi were collected for all classes and evaluated against a syllabus checklist, showing as did the undergraduate syllabi, 100% compliance in syllabus submission and appropriate syllabus construction (over half the features were present on all syllabi).

In addition a brief exit survey was prepared and offered to all (6) fall graduates; half returned the survey, ranking the program 3.9 out of 5 in general satisfaction, and highly in all areas specifically assessed, but for the opportunity to "practice." All the returned surveys were from students who had elected to do thesis and were continuing either in a job they had at entry or to doctoral programs. Average completion time for the program was 2.6 years with average number of hours worked outside the program, 18 hours a week.

Direct measures included two faculty evaluating the theses submitted for the department award (3 theses, high reliability between raters and all program goals evidenced in the work), and a different two faculty evaluating oral presentations of their term work of 5 students in a select section of the required research design course. While these 8 students represent only " the best," the high scores in all areas show that the program is fostering success at least in the most motivated and capable students.

The program plans to evaluate the required Statistics course in the Fall and to encourage all faculty to more greatly emphasize research design in the content seminar courses.

Psychology Mental Health Counseling Masters Program: Mission statement, program learning objectives and Course Grid were promised for January, but never materialized. Classes taught by adjunct or junior faculty were evaluated along with those of the rest of the department in the Spring Observation cycle, and syllabi were collected and analyzed for syllabus features. The course evaluations were not analyzed. 100% of the syllabi were collected and demonstrated at least half of the syllabus features. Since Program Learning Objectives were never proposed it cannot be stated whether the courses are achieving those objectives. The MHC program will be encouraged to move toward assessment this year.

Public Service Management Masters Program: The program is a new one, having graduated its third group of students in May, 2012. It is largely self-funded and consequently undertook assessment from its inception, to raise money and report to donors. Its 2011 annual report was replete with indirect measures showing success: 76% of its degrees went to minority students (more than twice the percentage of comparable programs), it had a 78% retention and 72% graduation rate, and all its graduates from the first class had obtained full-time employment. The program had undertaken an exit survey and determined that internship experiences were desired; closing the loop, these have been implemented. The program also had surveyed the current employers and as a consequence of feedback, updated the curriculum to provide a gateway course in public administration, an additional course in program evaluation and additional work in Excel.

In response to the College-wide assessment process, the Program provided Mission Statement, Learning Objectives, Course Grid, and Assessment Achedule for this year. Further the Program has incorporated now direct measures into the assessment process. These include: 1) conducting a before and after mathematics and statistics exam with a preparatory course in between, showing improvement by every student following the course, 2) conducting a diagnostic writing exam to be followed by writing practice (underway) and retest next spring for signs of efficacy, and 3) assessment of capstone projects vis-à-vis program goals. The program also implemented new indirect measures including a curriculum guide to direct syllabus construction (syllabi will be collected and evaluated in 2012), survey of students' internship supervisors for their consideration of adequacy of preparation, a similar survey for Capstone sponsors, focus groups of current student satisfaction and issues, and faculty evaluation of courses during the observation period.

The annual report for 2012 indicated continued success

in admissions, diversity, retention, employment and supervisor satisfaction for the second graduating class.

Sociology: Mission Statement, Learning Objectives and Course Grid were revised in October. Sociology had an assessment calendar with a three-year cycle; the first complete cycle has ended with all Department Learning Objectives assessed in the three years, through examination of three courses (one each at the 100-level, 200-level and 300-level each semester). Faculty members from the selected courses self-assessed with respect to the DLOs and submitted 5 randomly sampled student works to support the assessment along with the grades for the entire class. An assessment committee reviewed the submissions and found them to be consistent. Students who did not meet the DLOs were in general found to be poorly motivated or overburdened with responsibilities outside of school, resulting in poor attendance, etc.

In addition the Department has revised its exit survey, last performed in 2007, and will be administering it to students in the same courses being evaluated in a given cycle, identifying the respondent as major or non-major.

There was 100% compliance on syllabus submission, with perfect alignment of CLOs and DLOs.

The findings have been shared with the faculty, and some are implementing measures to try to improve student performance with more checkpoints in exams and clear and firm deadlines.

Sociology Masters Program: Mission Statement, Program Objectives, Course Grid and Assessment Calendar were submitted this year, along with an exit survey to be given to graduates. The first assessments will be conducted in Fall, 2012.

Women's Studies – nothing submitted.

ANNUAL ASSESSMENT REPORT:

2011-12

Department/Program: Anthropology

Departmental Representative/Author of Report: Diana Wall

Chair: Diana Wall

Date Submitted: April 2012

Please answer every question. Use bold type or box your answers to make reading easier. *Remember, you must evaluate each DLO by TWO measures; at least one must be DIRECT, and the other is usually indirect.*

I.   *Department Learning Outcomes (DLOs)*

a.   Which Departmental Learning Outcome(s) did you assess in 2011-12? List below: **We plan to assess the students' understanding of human biological evolution.**

b. How many DLOs have you assessed since this process began in Fall 2006?

List all below, including repeats: **One, that I am aware of, on cultural anthropology.**

c. Have you gone through a full cycle? **no**

d. How much data was collected for this report? Did you evaluate senior student work only? Why or why not? **We have not yet collected any data for this part of the report; we plan to evaluate senior and beginning work in regard to this outcome.**

e. What DIRECT EVIDENCE of student learning did you evaluate? Direct evidence refers to student work: essays, exams, presentations, performances, exhibitions, internships, portfolios, etc. *(Please attach any rubrics or other evaluative tools.)*

We will administer an exam question on the DLO to advanced students this spring and to introductory students in early fall to give us a base for comparison. That question will be: What is biological evolution? How does it work - what roles do genetics and natural selection play in the process? Is the process directed or does it proceed by chance? Does it apply to humans, and if so, how?

f. Was your rubric for evaluating this material reliable? That is, were the scores relatively consistent for each trait among faculty evaluators? [include rubric in your report submission]. **The material has not yet been evaluated; the rubric is attached.**

ANNUAL ASSESSMENT REPORT: 2011-12, Anthropology

continued

g.   What are your findings from direct evidence? How do they compare to earlier evaluations of direct evidence? **The material has not yet been evaluated.**

h.   What INDIRECT EVIDENCE did you use? Indirect evidence includes students' reflections on their own work in the form of surveys, questionnaires, focus groups, and one-minute essays as well as other evidence, such as admission rates to graduate programs, career placement rates, voluntary gifts from alumni, etc. *(Please attach surveys, focus group or essay questions, etc.)* **We are administering an exit survey for seniors; we have sent it out with a May 3rd deadline for submission.**

i.   What are your findings from indirect evidence? How do they compare to earlier results? **The material has not yet been evaluated; we have no earlier results.**

2.   Assessing Teaching Efficacy:

a. Permanent faculty evaluations of Adjuncts**: Members of the permanent faculty sat in on the classes of three of the four adjunct faculty in the fall 2011 term to evaluate the teaching (copy of form used attached); on the whole the teaching of the adjuncts received excellent reviews. The results of the spring evaluation are not yet completed.**

3.   Course Learning Outcomes

a.   What percentage of faculty members complied with your request to submit syllabi with Course Learning Outcomes (CLOs) in the academic year 2011-2012? **Faculty submitted syllabi for over 91% of the 24 courses offered in academic year 2011-2012; all but four of them included CLOs.**

b.   Who examines the syllabi? Check all that apply:

__X__   Chair

_____ Executive Committee

_____ Curriculum Committee

_____ Departmental Representative

ANNUAL ASSESSMENT REPORT: 2011-12, Anthropology
continued

c. Are faculty proficient in composing CLOs? Are they able to align their CLOs with the DLOs? If not, how do you plan to address issues of faculty compliance and

competence in this area**? For the most part, the faculty are proficient. However, they do need guidance in aligning the CLOs with the DLOs.**

e. Has your department developed uniform CLOs for courses with multiple sections? If not, how and when will it do so? **Yes we have; see attached grid. The only course for which we have multiple sections is our introductory course, Anthropology 10100.**

III. _2011-12 Assessment Plan vs. 2010-11 Assessment Report_

a. Have you deviated from the 2011-12 Assessment Plan submitted as part of your 2008-2010 Assessment Plan? If so, how—and why? **To my knowledge, we did not submit a 2008-10 Assessment Plan.**

IV.   *Recommendations and Actions*

a.   When will you share the 2011-12 assessment report with stakeholders? What opportunities will you or your Chair provide for faculty to discuss the findings? **At our May faculty meeting.**

b.   Are you piloting any new courses or proposing any curricular changes, minor or major, based on your assessment thus far? If so, please describe. **No specific plans so far. We plan to review the curriculum in the fall, when we are being joined by a new faculty member. As a small department, we want to incorporate her ideas into such changes.**

c.   Other information you consider relevant to your department's assessment efforts.   **We think that we will have no trouble in moving ahead, assuming we can get some support.**

Interim Progress Report on Middle States Evaluations

Department of Economics and Business

prepared by K Foster, May 2012

The department has been steadily moving forward on assessing the teaching and learning in classes and closing the loop to use this information. In January 2012 the department instituted a new curriculum for all majors: the structure of all of the courses was re-fashioned to ensure that students had appropriate prerequisites and to ensure that graduates had a broad and deep knowledge base.

Syllabus Collection

The department is creating a database built upon collection of class syllabuses in each semester. Realizing the significant disparities in the existing syllabuses of different classes, we have created a default template. This template includes learning objectives as well as standard policies on attendance, academic integrity, and disability services.

Survey of Graduating Students

The department has developed a survey to administer to graduating seniors, to collect their opinions about what they learned. We ask them to self-evaluate the degree to which they believe they have achieved department learning outcomes, ask what career they foresee pursuing, ask their satisfaction with department, then give a space for general unstructured text answers. These answers will be analyzed as we evaluate the new curricular requirements.

There are four stages to evaluate student learning, correlating to the four steps of the curriculum: Principles courses (100-level), Major Core courses (200-level), Major Electives (200- and 300-level) and Capstone/Honors Thesis (400-level). We will regularly rotate through the courses to be able to have a good understanding of student learning at each level.

Principles-level

We are collecting examples of student work from the Principles of Micro class this year (Eco 102). There are three sections of the course but most students take the one large lecture hall version (250 students) not the small sections (35 each) so we

concentrate on the big section. Students in the lecture hall class are graded based on exams and homework assignments. We collect the full answers of 10 randomly-selected students.

Major Core

We are collecting examples of student work from the Statistics (Eco 201) class this academic year. There are two sections of the course but this work is from the larger (double-sized) section. Students are graded based on 3 exams, more than a dozen homework assignments, and a final group project.

Major Electives

We are not currently evaluating any of the advanced courses yet.

Capstone/Honors

This academic year is the first that the department has had an honors thesis class where each student writes a substantial research report. The report is graded by the capstone instructor. We plan to have the projects read by other department faculty to assess how well some of the best students in the department meet our learning outcomes. This assessment will be made over the summer, completed by August 1.

International Studies Program
City College of New York
ASSESSMENT REPORT 2011---2012
  Assessment Activities During the 2011---
12 academic year, the Director of the International Studies Program carried out the follo
wing activities to assess the quality of instruction and student learning:
1) Collection and evaluation of syllabi 2) Observation of teaching 3)
Indirect assessment of student learning (successful completion of final thesis) 4)
Direct assessment of learning by evaluating 5 primary INTL learning outcomes
  Collection and evaluation of syllabi During the 2011---
2012 academic year, the International Studies Program offered 19 classes to more than
550 students. The Program Director collected syllabi from 18 classes. In general, syllabi ar
e generally aligned with the Program␣s eight learning outcomes. However, syllabi could
be improved by specifically identifying course objectives and how these objectives contrib
ute to students␣ learning.   Observation of teaching During the 2011---
2012 academic year, the Program Director observed teaching and learning in 10 classes.
The quality of instruction in IS classes is generally good. Faculty, both full and part---
time, appear to be committed to student learning and classes and classroom instruction
is also aligned with course objectives and learning outcomes. Based on observation of te
aching, the Program Director met with and offered feedback to three instructors (respon
sible for 10 classes) in the IS Program during the 2011---
12 academic year.   Indirect assessment of student learning The International Studies Pr
ogram is unique in that it requires all students to complete a Senior Thesis with a grade
 of C or better. The thesis serves as a capstone and successful completion of the thesis
implies that students demonstrate proficiency in the five basic skill areas required of all I
NTL majors (Writing, Research, Synthesis and evaluation, Theory and Analytical skills). Dur
ing the 2011---
12 academic year, 68 students enrolled in Senior Thesis and 56 students successfully co
mpleted the course, for a completion rate of 82 percent. The vast majority of students
 who failed to complete the thesis received an incomplete in the course. Based on previ
ous experience, the majority of students will successfully complete remaining requiremen
ts by the tenth week of the subsequent semester. In future semesters, the Program Dire
ctor and staff will work to improve this completion rate (see below).   Table 1. *Direct As
sessment of Student Learning*

Table 1. *Direct Assessment of Student Learning*

Skill Area	Min. Proficiency	2012 Average	Pct Proficient
Writing	8	9.2	91%
Research	6	7.3	100%
Synthesis and evaluation	6	7.3	100%
Theory	8	8.7	86%
Analytical skills	6	6.9	100%
Overall	34	39.3	

Direct assessment of student learning During Spring 2012, 32 students registered in Seni
or Thesis (INTL322) and 23 student successfully completed the thesis requirement. Direct
 assessment of student learning outcomes, based on the International Studies Program

Assessment Rubric (attached), focuses on this cohort of IS students. Summary statistics a re offered above followed by a brief discussion of results.   During the Spring 2012 sem ester, 72 percent of students completed a Senior Thesis demonstrating overall proficiency in the five skill areas identified above (receiving 34 or more points on the rubric). One student (3 percent) failed the class due to plagiarism and remaining students received an incomplete and are expected to complete remaining requirements in the coming weeks. In general, among those completing the thesis, direct assessment of learning outcomes r eveals three areas of weakness among INTL majors. On the one hand, many students co ntinue to have issues with writing skills, particularly grammar. In addition, students␣ abili ty to apply, interpret and evaluate theory is also somewhat weak. Finally, analytical skills are generally mediocre, particularly in the skill area of representing quantitative and/or qualitative information (as in tables and graphs).   Recommendations/Closing the loop

1)
In order to address the concerns revealed through indirect and direct assessment, the IS

Program will begin offering its own research methods class and develop additional theory classes, particularly in the Culture and Communication and Development concentrations, during the 2012---13 academic year.

2)
In order to assist students with the research and writing of their senior theses (and to h elp students achieve IS Program competencies), 2---
3 graduate student tutors will work with the instructor teaching the thesis class (INTL322) starting in Fall 2012. In particular, tutors will focus on writing and analytical skills.

3) With the participation of all full and part---
time faculty, the program director will organize a half---
day program retreat in August 2012, prior to the start of the Fall Semester. During this meeting, program staff will review learning outcomes and competencies and discuss how core INTL contribute to student learning objectives. The results of this assessment proce ss will be shared with staff and participants will discuss possible revisions to the assessm ent plan, if needed, and strategies to improve student achievement of learning outcomes .

ANNUAL ASSESSMENT REPORT 2010-2011
LALS
Author: Baver
Director: Baver
Date: 11/18/11

Program Learning Outcomes
The LALS Assessment Committee (Baver and Lopez) held its 2010-11 meeting Nov. 3, 2011. This was our first assessment. Given that we have four learning outcomes, we have three more years before we complete a full cycle. We collected data/papers from three mid-level to upper level courses, not necessarily with even largely senior work. Given that we offer few courses under the LALS heading (roughly eight per semester), we do not have course only for seniors. Also, our senior major's project involves a 3-4 credit independent study research paper, and we have only 1-2 of these per year. In contrast, we have many students completing a minor concentration in our program.

This round we chose to examine Outcome#2, "Summarize or and written assignments to demonstrate analytic capacity." For this, we examined papers from LALS 13100 "Hispanic Urban Child," LALS 31300, "Latinas and Reproductive Rights," and LALS/PSC 23600 "Latin American Politics." We found that our rubrics for evaluating this direct evidence were reliable.

Recommendations and Actions
As a general program review conclusion, the Director reviewed the annual evaluations of professors (indirect evidence), and specifically looked at Q#10 "Was this class woth the time and effort compared ot others?" On this measure, LALS professors ranked around 4.5. Perhaps we can adopt this as one of our yearly indirect measures. We are also planning more extra-curricular activities for the program, for example, guest lecturers during the 2012 Hispanic Heritage Month.

Annual Assessment Report 2010-2011
Political Science
Author: Baver
Chair: Krinsky
Date 10/20/11

Departmental Learning Outcomes (DLOs)
a. On 10/17/11, the 2010-11 Assessment Committee (Baver, DiSalvo, Staszek) assessed our primary guideline—constructing papers that either made an ideological/philosophical argument (Prof. Berman's papers) or papers that presented data in a research effort to support a hypothesis—by examining papers from colleagues upper level classes based on our grading rubric (Diaz and Boudreau's papers). We assessed additional outcomes in the following ways. Students would differentiate different subfields of political science by demonstrating at their graduation check with the Chair that they had met the course distribution requirements. Students would differentiate political institutions in the U.S. and cross-nationally and/or globally. The committee read a selection of papers from Prof. Diaz's class (U.S. institutions) and papers from Prof. Boudreau's class (Cross-national and global institutions).
b. We have assessed the primary guideline annually as well as outcomes 1 & 3. We need to assess outcome 2 that was scheduled for 2010.
c. We have not gone through a full cycle. Outcome #4, Describe Political Behavior and Processes… is scheduled for 2012. Outcome #5, Compare/contrast/critique political ideas, philosophies, processes…is scheduled for 2013 as is outcome#6, citizen involvement at local, national, and global levels….
d. We collected a selection of papers from three upper level courses (Berman, Boudreau, and Diaz). We know that many seniors are in upper level courses but we have no capstone course that all senior majors must take.
e. Our DIRECT EVIDENCE was student papers from three upper level courses.
f. The committee read all papers and scored them against our agreed-upon departmental rubrics. While each grader did not have exactly the same numerical grade for each paper (1-14 scale), we all had the same ranking of rudimentary, superior, exceptional. So are findings are relatively reliable.
g. While we don't have previous yearly assessments that follow this specific template, two earlier committees (Baver, Cronin, Morgenstern-2009) and (Baver, DiSalvo,Dodd-2010) found the rubrics relatively reliable in assessing student papers from upper level courses.
h. Our INDIRECT EVIDENCE was an 2011 senior major exit survey, which we could compare with the 2010 survey. While neither survey was statistically significant (21 responses-2010—we don't have a total major count for 2010); (11 responses-2011—out of 49 graduating majors), we found some answers interesting, especially the substantive text responses. In 2010, about 72% of respondents said they had an excellent or good educational experience at CCNY (most said good.) in 2011, 56% answered excellent to good. On the substantive text responses, we saw an improvement in perceptions re: advising; this may have something to do with improvements in departmental communications. We now have a student listserv and the departmental website is being updated more frequently. Still, two substantive concerns were more/better advising and

more night classes. Presumably the night classes issue can be addressed by prevailing on GTFs and adjuncts to be more flexible. On advising, since assigning students to specific faculty members has not seemed to work, **we strongly recommend that all faculty should be required to be available for 1 two-hour shift during registration periods, when students are especially in need of guidance.**

We also noted that the 2010 survey was administered in July, after graduation, and the 2011 survey, I September, also after graduation. We strongly recommend the surveys be administered in April or May, before students graduate to get a higher response rate. Specifically regarding the survey questions, under Q4 "What type of career are you interested in?," we would like govt. & politics to be combined as one category and remove "administrative" as a category.

Part II. Course Learning Outcomes (CLOs)

The Chair examines all syllabi for CLOs and there was full compliance from full-time faculty in including course leaning objectives on syllabi. The faculty are competent in aligning CLOs with Departmental Learning Objectives (DLOs).

Part III. The Political Science Department has not deviated from its 2009-10 Assessment Plan.

Part IV. The Assessment Committee shared the 2010-11 report at the October 20, 2011 Faculty meeting. We discussed and approved the main findings/recommendations. The Chair will try to make more night courses available for students and may adopt the requirement that all full-time faculty are available for advising (in 2-hour shifts) during the peak registration time as well as holding 1-2 advising sessions for majors during each semester.

The department is piloting a new methods course (taught now by J. Krinsky). After an evaluation by Prof. Krinsky, the Dept. will decide how often to offer the course and if it should be made a requirement. Finally, as an early discussion of how we will evaluate we would like to evaluate **DLO#6** ("Identify how ordinary people may become politically involved…") in 2013, we propose 3 questions be added to our annual Graduating Seniors Survey.

1- "While at City College did you participate in a political activity? Yes/No"
2- How would you describe the activity: Rally, demonstration, political campaign, student club, volunteer effort, other?
3—Was there a connection between you Political Science education and your activism Yes/No?   If yes, describe.

Finally, on the matter of acquiring the names for the **Senior Majors Exit Survey,** the Registrar's Office found this a very unusual request to handle, commenting that we were the first Department to ask for such information. Perhaps the College Assessment Director might meet with a representative of the Registrar's Office to streamline the process; this information should be sent automatically to all Departments and Programs each Spring.

ANNUAL ASSESSMENT REPORT:

ANNUAL ASSESSMENT REPORT:

2011-2012 (specify the reporting cycle)

Department/Program: Psychology

Departmental Representative/Author of Report: Vivien Tartter

Chair: Robert Melara

Date Submitted: 06/15/2012

Please answer every question. Use bold type or box your answers to make reading easier. *Remember, you must evaluate each DLO by TWO measures; at least one must be DIRECT, and the other is usually indirect.*

I.   Department Learning Outcomes (DLOs)

a.   Which Departmental Learning Outcome(s) did you assess in 2011-2012 [insert years assessed]? List below: **Evaluated all on good indirect measures, and on one weak (only 6 samples of work) direct measure. Have collected papers from students at beginning, middle and endpoints that could be evaluated whenever funding is made available to pay for the evaluators.**

b.   How many DLOs have you assessed since this process began in Fall 2006 [insert accurate representation of years assessed]?

        List all below, including repeats: **This is the first year for courses beyond introductory psych, which is being evaluated as part of the Gen Ed assessment.**

c.   Have you gone through a full cycle? **We have gone through all objectives. Will not be going through all courses, but are randomly sampling at each level (introduction, 200-level gateways, 215 (required Statistics), 321 (required Experimental), 300-level advanced seminars, and 400-level capstones.**

d. How much data was collected for this report? Did you evaluate senior student work only? Why or why not? **15 papers were collected from each of the following: 1) 200-level gateway, 2) 321, 3) a 400-level capstone. In addition, we got scores from the Fall FIQWIS psych papers and could get scores from the Fall Intro psych papers. None of the papers have been scored since the promised funding was never delivered; a rubric will be prepared and the papers scored if and when it materializes.**

In addition, for direct measures we had 6 summary posters from 32100 evaluated, rubric attached. And we had an outside evaluator rate on the basis of syllabi, assignments and attending one class: 3 intro sections, 3 200-level gateways, 10 300-level advanced seminars, and 1 321 course. Rubric also attached.

e. What DIRECT EVIDENCE of student learning did you evaluate? Direct evidence refers to student work: essays, exams, presentations, performances, exhibitions, internships, portfolios, etc. *(Please attach any rubrics or other evaluative tools.)* **Two raters evaluated 6 student-volunteered posters from the required Experimental Psychology course (32100).**

f. Was your rubric for evaluating this material reliable? That is, were the scores relatively consistent for each trait among faculty evaluators? [include rubric in your report submission]. **Yes, there was consistency from the two raters.**

g. What are your findings from direct evidence? How do they compare to earlier evaluations of direct evidence? **We had no earlier evaluations. The current evaluation, on a 5 (top) scale, found all measures besides ethics adequate: Literature review competency (2.5), Ethical Sensitivities [combined] (1.9), Mathematical Mastery (2.9), Graphics Mastery (2.8), Critical Thinking/Experimental Design (3.6), Writing Competence (2.8).**

h. What INDIRECT EVIDENCE did you use? Indirect evidence includes students' reflections on their own work in the form of surveys, questionnaires, focus groups, and one-minute essays as well as other evidence, such as admission rates to graduate programs, career placement rates, voluntary gifts from alumni, etc. *(Please attach surveys, focus group or essay questions, etc.)* **Indirect evidence was presented in two forms: exit survey (attached) and a faculty member evaluating the syllabus and assignments from adjunct and junior faculty courses, form also attached. All students now fill out exit surveys on-line as they await and to qualify for their final grad check advisement.**

i. What are your findings from indirect evidence? How do they compare to earlier results? **We have not done this previously, so can make no comparisons.**

    With respect to the course evaluations, we had 3 forms completed for 10200, 4 for 200-level gateway courses, 6 for the required Statistics course, 1 for 321 (the large lecture with break-out sections) and 10 for the 300-level seminars. Note that this is a rough vertical structure, and that Statistics should reflect more mathematics objectives and less writing objectives by design. In fact, the ratings were quite supportive of department goals with the exception of treatment of ethics and math in higher level courses after statistics. Results are shown on the Table below, with the "n" at each course level indicated in parenthesis:

102 (3)   203 (1) 200level(3)   215 (6) 321(1) 300Level (10)

Conceptual Knowledge

Basic Theory	3*	3	3	1.7	2	2.9
Basic Concepts	3*	3	3	1.7	3	2.9
Breadth/Scope	3 *	3	2.5	2	3	2.8
Advanced Theory		2	2	.6	1	2.1
Advanced Concepts		2	2	.6	1	2.0
Practical Experience	1.5*		2	1.5	.6	2	2.4
Ethics	0	2	.5	.5	2	1.7
Communication						
Oral	2	2	3	1.3	2	2.4
	net=0					
Written	3	2	3	.3	3	2.4
	net=2					
Math/Graphic	0	1.5	1.5	2.6	1.5	.5
Analytic (research design/critical thinking)	0	2	2	1	2	1.4

NB: Scores are averages of 1-3, with 3 highest and best. There was one "net" intro section, which is indicated separately and by * on concepts, where scores were omitted. There was one rating sheet for a 200-level course that is omitted from calculation because it revealed that the instructor was off-base and merited a mid-semester correction (closing the loop) in her course. The low scores on hers were therefore considered outliers and are handled here in this footnote.

Review of the syllabus checklist across courses for the Fall indicated that over half of all 78 sections were in compliance on all measures except final exams, disability policy and WU policy and extra credit. The importance of meeting on the final exam date and mention of the disability policy will be stressed. Extra credit and WU for absences are optional.

1. Title		44
2. Instructor Info	71	
3. Room	69	
4. Class Hours	71	
5. Office Hours	62	
6. Description		61
7. Objectives	65	
8. Textbook	67	
9. WU	22	
10. Attendance	62	
11. BB	55	
12. Final Grade	22	
13. Grade Scheme	55	
14. Assignement Details	50	
15. Exam Dates	59	
16. Assignment Dates	65	
17. Course Agenda	75	
18. Final Exam	38	
19. E.C.	29	
20. Dishonesty	62	
21. Disabilities	41	

Summary data from the 68 exit surveys collected in Spring 2012 displayed below speak well to the program's performance in the eyes of its consumers.

Out of a possible high score of 5 (excellent), the lowest scores were for facilities (~3.5) with scores over 4.0 for all areas of student learning, and just under 4.0 (3.98) for City College experience.

Spring 2012 Graduating Psychology Senior Survey

1.	**How strongly did the Psychology Department educate you in each of the following areas?** (Please circle one: 1= Poorly educated or not at all, 2 = Not quite satisfactory, 3 = Adequate, 4 = Good, 5 = Excellent)	
		AVERAGE RESPONSE (n= 68 respondents)
a.	Observe behavior carefully and with an eye to produce reliable and communicable descriptions of behavior	4.093
b.	Have an informed view of the impact of environmental conditions on human development	4.187
c.	Have an informed view of biological determinants of behavior	4.095
d.	Critically evaluate scientific claims	4.082
e.	Communicate ideas in writing	4.2
f.	Communicate ideas orally	4.12
g.	Apply qualitative reasoning skills	4.243
h.	Carry out and evaluate elementary research behavior	4.147
i.	Be prepared for advanced study and/or careers using psychological knowledge	4.227

		M
2.	**How do you rate each of the following areas?** (Please circle one: 1= Poorly educated or not at all, 2 = Not quite satisfactory, 3 = Adequate, 4 = Good, 5 = Excellent)	
a.	The academic facilities of the Psychology Department (e.g. computer facilities, classrooms)	3.707
b.	The faculty of the Psychology Department	4.093
c.	The student facilities of the Psychology Department (e.g. copiers, society offices, student lounge)	3.594
d.	The social support you have received from the Psychology Department	3.72
e.	The student facilities at the City College (similar to c.)	3.787
f.	The student/faculty relationships in the Psychology Department	3.853
g.	The administration of the Psychology Department	3.92
h.	The helpfulness of the staff of the Psychology Department	4.067
i.	The administration of the Division of Social Science	3.773
j.	Your overall experience as a student at the City College of New York	3.987

3.	Would you recommend the Psychology Department to current students or prospective students? Yes: 69%			
	Please circle one:	Yes: 69%	No	Maybe/Doubt

ANNUAL ASSESSMENT REPORT: 2011-12 [insert accurate dates], continued

II. *Course Learning Outcomes*

b.   What percentage of full-time faculty members complied with your request to submit syllabi with Course Learning Outcomes (CLOs) in the spring of 2012 [insert accurate date]? **100%**

b.   What was the annual (2011-2012) [insert accurate date] percentage of compliance? **100%**

c.   Who examines the syllabi? Check all that apply:

___X_ Chair

_____ Executive Committee

_____ Curriculum Committee

__X__ Departmental Representative

d. Are faculty proficient in composing CLOs? Are they able to align their CLOs with the DLOs? If not, how do you plan to address issues of faculty compliance and competence in this area? **Faculty have been instructed to import DLOs as fit to their syllabi. Adjuncts are in compliance and will be attending a training session before each semester which will cover objectives and syllabus construction, to insure compliance. There is no way to enforce beyond encouragement FT faculty compliance, but the results will be discussed in a department meeting and FT faculty further encouraged.**

e. Has your department developed uniform CLOs for courses with multiple sections? If not, how and when will it do so? **Yes. This has occurred over the past two years for two classes of sections. First, all adjunct taught sections of the same course use the same syllabus, text, etc. Second, for the large intro, 200-level gateway classes and 321 with breakout sections, there is uniformity across the sections and compliance with DLOs and CLOs. For individual FT faculty smaller classes there is no way to enforce compliance.**

III.   *2011-12 Assessment Plan*

 This was the first year we had a full assessment plan. The only deviance has been that we collected, but did not evaluate 75 papers, at different levels, for writing and critical thinking because no money was forthcoming to implement the scoring.

IV.   *Recommendations and Actions*

a. When will you share the 2011-2012 assessment report with stakeholders? What opportunities will you or your Chair provide for faculty to discuss the findings? **Assessment report will be shared at the first faculty meeting in the Fall, and at the adjunct training session this summer. Additional opportunities for discussion will be provided if there is demand.**

b.   Are you piloting any new courses or proposing any curricular changes, minor or major, based on your assessment thus far? If so, please describe. **As a consequence of this year's assessment activities we are examining both the net intro and hybrid statistics courses as student performance in the latter was significantly poorer (based on comparison of final exam grades) than in the non-on-line courses, and the net intro class seemed to not meet many CLOs. We also intervened mid-term in one class that was clearly off the mark. We need to consider as a department how to: 1) allow more oral communication practice in net/hybrid courses, 2) implement consideration of ethics in human subjects and patient treatment more broadly in courses, and 3) implement graphics and research design considerations in more of the 300-level advanced seminar courses. The department has ruled that 321, the required research course be pre or co-requisite to taking the advanced seminars, which will allow all faculty to channel the design skills in the seminars.**

c.   Other information you consider relevant to your department's assessment efforts.

Poster Evaluation Form

Poster topic: _____

For each category please score the thesis on a scale of 0 (not applicable) or
1(weakly supports) to 5 (strongly supports).

A. Literature review reflects mastery of the subfield, topic per se _____

B. Poster reflects professional understanding in dealing with patients, clients or
human subjects _____

C. Poster reflects command of ethics in scholarship (citations)   _____
treatment of human subjects and IRB interface _____
treatment of patients/clients _____

D. Poster reflects mathematical competency, statistics mastery _____

E. Poster reflects good writing communication skills _____

F. Poster reflects good graphics communication skills _____

G. Poster reflects mastery of research design, critical thinking _____

Course #_____   Course Level (UG or G) _____   Course Type
_____

CONCEPTUAL KNOWLEDGE (score each from 0-3, where 0 implies none to minimum and 3 implies extensive. Basic entails review and testing of items that appear as marginalia or study terms in a text; advanced implies consideration of most recent findings, gray areas and conflicts)

        Basic Theory   _____

        Basic Concepts   _____

        Breadth/Scope   _____

        Advanced Theory   _____

        Advanced Concepts _____

  Comment?

PRACTICAL EXPERIENCE (score from 0 to 3) where 0 means none, 1 entails demonstration or research subject participation, discussion of current events, 2 => Case discussion or participation, and 3=> testing Ss or seeing patients/clients under supervision)

                _____

Comment?

ETHICS (score from 0-3) where 0 means not relevant , 1 => participates as research subject, discussion of ethics in research, scholarship and/or clinic , 2 => CITI IRB required of students, ethical guidelines with respect to human or animal subjects or in practice is considered with respect to the knowledge base of the field, 3=> ethics needed in design of own project or patient/client interaction, or personal ethical guidelines in controversial areas are developed)

                _____

Comment?

COMMUNICATION (ORAL) (score from 0-3 where 0 means no or little student speech, 1 => class participation encouraged in question-answer, 2=> class participation required for grade and perhaps groups present, 3=> class participation required with individual presentations critiqued)

_____

Comment?

COMMUNICATION (WRITTEN) (score 0-3 where 0 => multiple choice responses only, 1 => minimum writing <500 words required, 2=> at least one short paper or essay 1-2 pages required, 3=> at least one 10 page paper required)

_____

Comment?

COMMUNICATION (MATH/GRAPHIC) (score 0 -3 where 0 => none, 1=> some interpretation of data at least with respect to central tendency and variance, 2=> interpretation of others' results including statistical tests and some data translation from numbers or graphs to words or conversely; 3=> own computations and analyses and displays required , consideration of both qualitative and quantitative data)

_____

Comments?

ANALYTIC (RESEARCH DESIGN) (score 0-3 where 0=> none; 1 => formulation of questions with broad ways to answer, understanding of difference between theory and fact; 2=> critique of others' research, understanding of confounds and lack of controls, and of operational definitions and kinds of variables; 3=> creation of novel individual or group design, possible presentation to IRB and execution and analysis)

_____

Comments

Psychology Department Syllabus Checklist (*as of August 2011*)

Instructor's Name _____

Course Name _____ Course # _____ Section _____

___Fall ___Winter ___Spring ___Summer 20 ___

Does the syllabus include: Comments:

___Y ___N 1. Course title (number and section)   _____

___Y ___N 2. Instructor's name and contact information   _____

___Y ___N 3. Room location   _____

___Y ___N 4. Class hours   _____

___Y ___N 5. Office hours and office location   _____

___Y ___N 6. Course description   _____

___Y ___N 7. Course objectives   _____
            (In keeping with Dept's Learning Objectives, attached.)

___Y ___N 8. Textbook information   _____

___Y ___N 9. Policy on WU   _____

___Y ___N 10. Policy on attendance, absences, lateness   _____

___Y ___N 11. Blackboard access   _____

___Y ___N 12. Contributions to final grade/grading policy   _____

___Y ___N 13. Grading scheme (e.g. A+=97-100%, A=94-96%, etc.)   _____

___Y ___N 14. Details on written assignments   _____

___Y ___N 15. Dates of exams   _____

___Y ___N 16. Due dates of assignments   _____

___Y ___N 17. Schedule of topics and reading assignments   _____

___Y ___N 18. Final exam scheduled during **Finals Week** (not last week of semester)_____

___Y ___N 19. Extra credit options   _____

___Y ___N 20. Policy on academic dishonesty (including plagiarism)_____

___Y ___N 21. Accommodations for students with disabilities   _____

Reviewed by: _____   Date: _____

Graduating Senior Survey   Psychology

This survey provides feedback essential to the on-going assessment process of improving the Psychology Department at the City College of New York. The estimated time to complete all questions is less than 10 minutes. Thank you for your interest in and support of this effort. If you have any questions concerning this survey, please contact the Assistant Learning Assessment Director, Dr. Kathy Powell-Manning (Office A-216) by phone at (212)650-6041 or email: kpowell-manning@ccny.cuny.edu

1.   *How strongly did the Psychology Department educate you in each of the following areas?*

(Please circle one: 1= Poorly educated or not at all, 2 = Not quite satisfactory, 3 = Adequate, 4 = Good, 5 = Excellent)

		Poor		**Adequate**	**Excellent**	
a.	Observe behavior carefully and with an eye to produce reliable and communicable descriptions of behavior	1	2	3	4	5
b.	Have an informed view of the impact of environmental conditions on human development	1	2	3	4	5
c.	Have an informed view of biological determinants of behavior	1	2	3	4	5
d.	Critically evaluate scientific claims	1	2	3	4	5
e.	Communicate ideas in writing	1	2	3	4	5
f.	Communicate ideas orally	1	2	3	4	5
g.	Apply qualitative reasoning skills	1	2	3	4	5
h.	Carry out and evaluate elementary research behavior	1	2	3	4	5
i.	Be prepared for advanced study and/or careers using psychological knowledge	1	2	3	4	5

2. *How do you rate each of the following areas?*

(Please circle one: 1= Poorly educated or not at all, 2 = Not quite satisfactory, 3 = Adequate, 4 = Good, 5 = Excellent)

		Poor		Adequate		Excellent
a.	The academic facilities of the Psychology Department (e.g. computer facilities, classrooms)	1	2	3	4	5
b.	The faculty of the Psychology Department	1	2	3	4	5
c.	The student facilities of the Psychology Department (e.g. copiers, society offices, student lounge)	1	2	3	4	5
d.	The social support you have received from the Psychology Department	1	2	3	4	5
e.	The student facilities at the City College (similar to c.)	1	2	3	4	5
f.	The student/faculty relationships in the Psychology Department	1	2	3	4	5
g.	The administration of the Psychology Department	1	2	3	4	5
h.	The helpfulness of the staff of the Psychology Department	1	2	3	4	5
i.	The administration of the Division of Social Science	1	2	3	4	5
j.	Your overall experience as a student at the City College of New York	1	2	3	4	5

3. Would you recommend the Psychology Department to current students or prospective students?

Please circle one: Yes   No   Maybe/Doubt

4. ***What type of career are you interested in?*** (Please circle all that apply; more than one answer is possible)

Academics	Arts	Education	Industry/Business	Psycho-social care	Health-care

Finance	Government	Non-profit	Administrative	Other: ………………..…	……………………

5. ***What is your present situation and what are your plans for the near future?*** (Please circle Yes or No)

a. Are you currently employed?   Yes   No

If Yes,

- Do you have a job related to your major?   Yes   No

- If Yes, Which employer?
  Name:

  Location:

  Job title:

If no, are you actively looking for employment?

         Yes   No

b. Are you enrolled in, accepted to, or applying for , graduate school   Yes   No

If Yes, which school? Name:

If No, are you considering grad school in the future?   Yes   No

c.   When did you graduate/do you plan to graduate?   Year: _____
Month: _____

d.   If you are currently employed, is what you learned in Psychology   Yes   No   Partially
relevant to your work?

e.   Have you taken, or are you planning to take, any of the following
standardized tests? *Check all that apply*

GRE   Yes   No

GRE Psychology Subject Test   Yes   No

LSAT   Yes   No

MCAT   Yes   No

TOEFL   Yes   No

Other (please specify):   Yes   No

I don't plan to take any tests   Check: ____

6.   Were you employed while you were a student?   Yes   No   Sometimes   Not at all

(please circle one)

- If yes, please complete the last page of this survey.

7.   Please identify any areas of concern that you feel the Psychology Department should address to provide a better education.

8. Please identify the strengths of the Psychology Department.

9. Please identify areas of concern, if any, with the General Education (Core) component of your education at City College.

10. Is there anything else the Psychology Department should know?

If you were employed while you were a student, please fill out the following:

		On –campus or off campus?		Full-time or part-time?	
Semester:	_____	On	Off	Full:	Part:
				Hours per week: _____	Hours per week: _____
Semester:	_____	On	Off	Full:	Part:
				Hours per week: _____	Hours per week: _____
Semester:	_____	On	Off	Full:	Part:
				Hours per week: _____	Hours per week: _____
Semester:	_____	On	Off	Full:	Part:
				Hours per week: _____	Hours per week: _____
Semester:	_____	On	Off	Full:	Part:
				Hours per week: _____	Hours per week: _____
Semester:	_____	On	Off	Full:	Part:
				Hours per week: _____	Hours per week: _____
Semester:	_____	On	Off	Full:	Part:
				Hours per week: _____	Hours per week: _____
Semester:	_____	On	Off	Full:	Part:
				Hours per week: _____	Hours per week: _____

Semester:	_____	On	Off	Full:	Part:
				Hours per week: _____	Hours per week: _____
Semester:	_____	On	Off	Full:	Part:
				Hours per week: _____	Hours per week: _____
Semester:	_____	On	Off	Full:	Part:
				Hours per week: _____	Hours per week: _____

Please answer every question. Use bold type or box your answers to make reading easier. *Remember, you must evaluate each DLO by TWO measures; at least one must be DIRECT, and the other is usually indirect.*

I.   *Department Learning Outcomes (DLOs)*

a.   Which Departmental Learning Outcome(s) did you assess in 2011-12 [insert years assessed]? List below:

   All outcomes were assessed at least indirectly.

b.   How many DLOs have you assessed since this process began in Fall 2006 [insert accurate representation of years assessed]?

   List all below, including repeats: **All.**

c.   Have you gone through a full cycle? **No. Required Statistics course will be assessed in the Fall, 2012.**

d.   How much data was collected for this report? Did you evaluate senior student work only? Why or why not? **Exit surveys were requested of the 6 students filing for graduation in the Fall; half were completed. Exit surveys have been requested from the 20 students graduating in the Spring. Two faculty evaluated the oral presentations (final**

projects) of all (select) students in the required Advanced Experimental Class, on the basis of all objectives, rubric attached. The students were a mix of first and second year students, none first term. Course evaluations for two elective courses, based on syllabi, assignments and a class audit were completed. Two faculty evaluated the theses of three students submitted as best thesis, rubric attached.

e.   What DIRECT EVIDENCE of student learning did you evaluate? Direct evidence refers to student work: essays, exams, presentations, performances, exhibitions, internships, portfolios, etc. *(Please attach any rubrics or other evaluative tools.)* **As per d, presentations of second-fourth term students were evaluated, and theses of finishing students were evaluated.**

f.   Was your rubric for evaluating this material reliable? That is, were the scores relatively consistent for each trait among faculty evaluators? [include rubric in your report submission]. **Yes. The two auditors used the scales differently (one "graded" harder) but followed the same trajectory within and between students.**

g.   What are your findings from direct evidence? How do they compare to earlier evaluations of direct evidence? **There are no earlier findings. Direct evidence indicates that the best students (all we measured) are meeting learning objectives, scoring better than 3.5 on all objectives based on the oral evaluations, and better than 4.3 on all objectives based on the thesis evaluations (with oral mastery and patient treatment categories each not applicable). 5 is the highest evaluation possible.**

h.   What INDIRECT EVIDENCE did you use? Indirect evidence includes students' reflections on their own work in the form of surveys, questionnaires, focus groups, and one-minute essays as well as other evidence, such as admission rates to graduate programs, career placement rates, voluntary gifts from alumni, etc. *(Please attach surveys, focus group or essay questions, etc.)* **We used exit surveys, following this definition. We also had faculty evaluate course syllabi and instruction for adequacy, which we were told is indirect.**

i.   What are your findings from indirect evidence? How do they compare to earlier results? **From evaluation of the single elective course by an outside faculty member, all program objectives were met adequately (between 2 and 3), with the exception of analytic, research design. We will try to ensure that all courses consider that some, although there are courses where it may be less appropriate. Exit survey results showed an average time to complete of 2.6 yrs with students working an average of 18 hours at the same time. (Program is designed for 2 years, so this is good.) All of the students had jobs or continued graduate work (PhD program) for next year, with an average program satisfaction of 3.9. All had sampled widely in areas of psychology (a program goal) with coverage in each area ranging from a mean rating of 2.7 (fair-good) to 4.3 (excellent, 5 is highest) with the exception of "Practice" (2.1). We will try to provide more practice-related experience in at least some classes going forward.**

II.   *Course Learning Outcomes*

c.   What percentage of full-time faculty members complied with your request to submit syllabi with Course Learning Outcomes (CLOs) in the spring of 2012: **100%.**

b.   What was the annual (2011-2012) percentage of compliance? **100% up from 95% in 2010.**

c.   Who examines the syllabi? Check all that apply:

__X__   Chair

_____ Executive Committee

_____ Curriculum Committee

__X__ Departmental Representative

d.   Are faculty proficient in composing CLOs? Are they able to align their CLOs with the DLOs? If not, how do you plan to address issues of faculty compliance and competence in this area?

e.   Has your department developed uniform CLOs for courses with multiple sections? If not, how and when will it do so? **At the graduate level there are no courses with multiple sections.**

III. *2011-12 Assessment Plan vs. 2009-10 Assessment Report* [insert accurate dates

a. Have you deviated from the 2009-10 Assessment Plan submitted as part of your 2008-2010 Assessment Plan? If so, how—and why? **No plan was submitted prior to this year for the graduate program. We deviated from the plan only insofar as we planned to collect student papers from one class (direct measure) and have them evaluated by a small committee for writing and critical thinking measures. When no money was forthcoming for paying adjuncts for doing that evaluation, we dropped the plan.**

IV. *Recommendations and Actions*

a. When will you share the 2011-12 assessment report with stakeholders? **At the first faculty meeting in the Fall.** What opportunities will you or your Chair provide for faculty to discuss the findings? **There will be opportunity to discuss at that meeting, and anyone interested will be encouraged to join a small curriculum committee for further discussion.**

b. Are you piloting any new courses or proposing any curricular changes, minor or major, based on your assessment thus far? If so, please describe. **We will try to emphasize that all courses besides Statistics and those that deal directly with patients should be including discussions of research design, as that was the only objective that seemed weak in the seminar evaluated. We will also take the opportunity to congratulate people on their extensive inclusion of oral communication skills, and remind all that writing as well needs to be practiced in each course.**

c. Other information you consider relevant to your department's assessment efforts.

Thesis Evaluation Form

Thesis topic: _____

For each category please score the thesis on a scale of 0 (not applicable) or 1(weakly supports) to 5 (strongly supports).

A. Literature review reflects mastery of the subfield, thesis topic per se _____
   (e.g., thesis topic is positive emotion and attention; thesis topic is alcohol use in college students)

B. Literature review reflects mastery of a general field in psychology _____
   (e.g., the general fields are motivation and emotion, cognition)

C. Thesis reflects professionalism in dealing with patients, clients, or human subjects
   _____

D. Thesis reflects command of ethics in scholarship (citations)   _____
   treatment of human subjects and IRB interface _____
   treatment of patients/clients _____

D. Thesis reflects good writing _____

E. The thesis includes one or more hypotheses that follow from a psychological

   theory and/or the literature reviewed _____

F. Thesis reflects mathematical competency, statistics mastery _____

F. Thesis reflects good graphics communication skills _____

G. Thesis reflects mastery of research design, critical thinking _____

Oral Evaluation Form

Oral topic: _____

For each category please score the thesis on a scale of 0 (not applicable) or
1(weakly supports) to 5 (strongly supports).

    C. Literature review reflects mastery of the subfield, topic per se _____

    D. Talk reflects professional understanding in dealing with patients, clients or human
        subjects _____

    C. Talk reflects command of ethics in scholarship (citations)   _____
        treatment of human subjects and IRB interface _____
        treatment of patients/clients _____

    D. Talk reflects mathematical competency, statistics mastery _____

    E. Talk reflects good oral communication skills _____

    F. Oral reflects good graphics communication skills _____

    G. Oral reflects mastery of research design, critical thinking _____

General Masters in Psychology – Exit Survey

Please evaluate your experience in the Masters Program.

How long did it take you to complete your MA degree? _____

Did you do a thesis _____ or the 40-credit all course option? _____

Were you working at the same time? ____

On average, how many hours a week? ____

During your time with us did you TA ____

If so, which course(s)? _____

On a 5-point scale where 5=excellent experience, 3= Adequate and 1= poor experience please rate your teaching experience: _____

Comment? _____

During your time with us did you do independent research? On a 5-point scale where 5=excellent experience, 3= Adequate and 1= poor experience please rate your research experience: _____

Was it on-campus _____or off-campus?_____

With respect to your coursework *as a whole* on a 5-point scale where 5=excellent experience, 3= Adequate and 1= poor experience, please indicate the general content areas of psychology where you feel better prepared:

Human Development _____

Biological Foundations and Neuroscience _____

Cognition (Perception, Attention, Language, Problem-solving) _____

Social and Group Behavior _____

Health and Mental Health Issues and Treatment _____

Personality and Psychopathology _____

Practice _____

Comments and room for improvement:

With respect to the program *as a whole* on a 5-point scale where 5=very well, 3= Adequate and 1= poorly, please indicate whether you have been better trained in:

Critical thinking _____

Scientific inquiry _____

Ethics (research) _____ (practice) _____

Practical applications of psychology _____

Comments? _____

On a five point scale, where 5=excellent, 3 =adequate and 1=poor, how was the advisement you received ? _____

Comments? _____

What are your plans after graduation?

_____

Please rate your overall satisfaction with the program where 5=excellent and 1=poor _____

Comments for improving the program? _____

General MA Evaluation Data 2011-2012

Scores on single elective evaluated in Spring during observations (0-3, 3 excellent)

Basic concepts/theory: 2,9

Advanced concepts/theory 2,0

Practical Experience: 2

Ethics: 3

Oral, Math: 2

Written: 3

Analytic = 0

Average Scores on Orals (5) Theses (3) for Spring 2012 (0-5, 5 Excellent) (each with 2 raters)

	Orals	Theses
Lit Review Mastery	4	4.8 (specific) 4.3 (general
Ethics (Subjects esp.)	4.4	4.6
Ethics in Scholarship	4	5
Ethics in patient	3.6	0 (NA)
Math Competency	3.9	4.3
Oral Competency	4.3	0 (NA)
Graphics Competency	3.9	4.3
Writing Competency	0 (NA)	4.3
Research Design/Crit Thinking	4.1	4.7

Exit Survey Results for Fall (3 of 6 returned)

Ave time: 2,6 yrs

Thesis 2 of 3

Work off campus = ave= 18 hrs

TA : 3/3 all intro – all loved it

Research – 2/3, on campus – excellent

Background in courses 1-5:

       Development= 3

       Bio Foundation= 2.7

       Cognitive areas = 2.7

       Social = 4.3

       Personality/Psychpathology = 4

       Practice = 2.1

Progress as a whole:

       Critical thinking = 4

       Scientific Inquiry =4.3

       Ethics = 3.1

Advisement = 3.1

Program Satisfaction = 3.9

Of the three one has a full-time job, not in the field, one is going to a Psy D program and one to a PhD program.

Public Service Management Program: Assessment of Performance

2011

Introduction

The mission of the Public Service Management (PSM) Program at the City College of New York is to:

- o Prepare students, including those from groups traditionally underrepresented in public service, for management careers in government agencies and non-profit organizations at the local, state and national levels;

- o Combine a structured, rigorous academic program with high levels of mentoring, financial, and academic support designed to ensure success;

- o Serve as a site for discussion, engagement, and study of issues of public importance to New York, Harlem and the world beyond; and

- o Combine theory and practice to develop public managers with a deep knowledge of national and community challenges and the tools to address them.

The program awards a master's degree in public administration (MPA). It is a new program; the third group of students is scheduled to graduate in May 2012. Thirty one students are currently enrolled in the two-year program. In addition to a basic MPA curriculum, the program offers internships, scholarships, tutoring, enrichment, service learning, research assistantships and workshops.

How We Performed

Diversity of Graduates:

Through summer of this year, the PSM program has awarded 76 percent of its degrees to minority students. That figure compares to 34 percent for all similar programs nationwide and 26 percent for all master's programs nationwide.

Retention Rate:

For the most recent period, the PSM program has a retention rate after one year of 100 percent, compared to 78 percent for all CCNY master's programs.

Graduation Rate:

For the most recent cohort, the PSM program had a graduation rate after two-years of 72 percent. For all CCNY master's programs, the graduation rate after six years is 65 percent.

Placement:

The program has graduated only two cohorts of students. All students from the first graduating class in 2010 have full-time employment in public service at the local level. All but two of the 22 students graduated in 2011 have found full-time positions, and one of those is free-lancing in policy editing and has delayed a full-time job search for possible re-location to London.

Graduates of the program have held jobs with the Manhattan Borough President's Office, the Office of Council Member Inez Dickens, Council of State Governments Justice Center, the Harlem Children's Zone, The Harlem Education Activities Fund and Phipps Community Development Center. In summer 2010, the program had City College's first ***White House*** intern. Two students in affiliated under-graduate programs were named ***Truman Fellows*** last spring, and one PSM graduate was named ***Franklin Williams Fellow*** at the Council on Foreign Relations. In February 2012, graduate student Irene Castro was selected for a highly competitive, ***New York City Urban Fellowship***.

Measures Taken to Improve Our Performance

The PSM program is new. As with many other aspects of our program, our performance assessment efforts are just getting off the ground. We have focused thus far primarily on outcomes of interest to major donors. As time progresses, we plan on having a more complete assessment program. Below is a list of the most noteworthy changes to our program.

Internships:
We conducted various analyses aimed at understanding how to improve the internship experiences of our students and changed our program accordingly.

For example, we surveyed a group of students after the completion of their internship requirement. In addition, last summer a group of PSM students directed by Adriana Espinosa and Washington Center's Jennifer Clinton, surveyed over 500 interns in Washington DC[1]. Among other things, the surveys revealed the importance of a structured preparation, mentoring and college involvement in shaping the overall internship experience. As a result, we developed a series of training workshops, which are offered to students the semester prior to their departure for their summer internships, and continue to offer mentoring services to our students throughout their internship experience. The first set of workshops was offered in May 3, 2012.

Finally, we are currently working on a set of projects that aim at understanding the factors within internships that help promote civic engagement and interest in public sector careers. These analyses will be ongoing, and will allow us to better define the type of internship services we provide to our students.

Curriculum:
We conducted a review of the literature concerning employer priorities when hiring MPA graduates. We also held informal roundtables with faculty and with students from the first graduating cohort. On the basis of what we learned, we completed a basic overhaul of the curriculum that involved the following:

- Added a formal "gateway" course designed to introduce students to the field of public administration;

- Strengthened the set of core requirements by adding courses in program evaluation and human resources management;

- Incorporated workshops on skill sets such as Grant Writing and using Excel;

- Converted a non-credit math preparatory class into a credit core course in basic quantitative methods; and

- Developed a Professional Development Series which provide students with career counseling and information on writing resumes and cover letters, career fairs, techniques for job interviews and applying for Federal jobs.

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[1] Mapping the Quality of Summer Internships in Washington D.C., The Washington Center for Internships and Academic Seminars, October 2011.

Writing and Mathematics/Statistics

Math and writing are areas of competency of great concern to employers and which present a great challenge for MPA programs. We devote considerable resources to building skills in these areas, including core courses, tutoring, and workshops.

To help us identify areas of strength and weakness in math instruction and tutoring, we completed our first before-and-after testing for basic mathematics and statistics last fall. The results show an improvement rate of 100%, meaning that all students who took this course exhibited a substantial increase in their diagnostic exam score[2].

We also administered a writing diagnostic exam during the summer 2011. On this basis, we devised specific writing programs for students based on individual needs. Participants will be tested again at the end of the spring 2012 semester to assess if improvement is evident.

PSM Admissions

One of our primary goals going forward is to give more weight in admissions to factors shown to contribute or relate to success in the program. In the fall 2011 we conducted a survey of 26 PSM students to assess factors that influence success, including student GPA, number of quantitative courses taken as an undergraduate, hours worked per week, hours spent on schoolwork and proximity to campus.

Preliminary results show that undergraduate GPA is a significant indicator for graduate GPA. The study revealed weaker but still important links between success in the PSM program and taking quantitative courses as an undergraduate and avoiding full-time work during graduate study.

Based on those results, we revised our recent admissions process to give more careful consideration to grades and quality of the quantitative courses applicants have taken as undergraduates. We also made more effort in admissions interviews to set the proper expectations about the workload students will face in the PSM program.

Workshops and Online Information

In February we conducted our first focus group designed to learn what graduates

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[2] Average increase was 28 percentage points. These results are significant at the 0.01 level (p-value < 0.01).

thought we could do to improve the education and training we provide. In response, we plan to add more skill oriented workshops such as learning SPSS, GIS and other relevant software in lieu of guest speakers. In addition, students expressed frustration about the lack of detailed information on courses. Also in response, our website now includes better descriptions of core courses and sample syllabuses.

New Undergraduate Program

This year we created a new undergraduate Public Management Fellows (PMF) Program designed to prepare undergraduates for study in the graduate PSM program. The purpose is to help ensure a pool of well-trained and diverse applicants to the graduate program. The PMF program requires students to complete a policy minor and an internship. Students who complete the program are guaranteed admission to the PSM program.

Measures To Improve Future Assessments

New Curriculum Guide
In October 2011, we completed a guide describing the learning objectives and competencies for each core course. On that basis, we plan to start evaluating syllabuses for each course, starting with the Fall 2012 semester.

Better Internship Surveys
We are developing a better survey to distribute to our interns' supervisors. Those will ask employers to evaluate student interns with regard to specific learning objectives and competencies. We will conduct the first survey after summer 2012 internships.

New Capstone Evaluations
Capstones are the culminating experience of our program, one in which students apply all they have learned to real-world problems. We are developing a survey for Capstone sponsors, which will ask how our students perform with regard to basic competencies. We will also conduct an independent assessment of student projects. This effort will apply to the spring 2012 semester Capstone projects.

More Analysis of Admissions
We will continue to study factors that influence student success and use that

information to refine our admissions process. We hope a larger sample will yield more conclusive results.

More Focus Groups
We plan on continuing to conduct focus groups of PSM graduates.

Observing Faculty
As yet we have not conducted observations of adjunct faculty. We plan to start those in the fall 2012 semester.

Mark Musell and Adriana Espinosa
May 15, 2012

ANNUAL ASSESSMENT REPORT:
2011-2012
Department/Program: Sociology
Departmental Representative/Author of Report: Maritsa Poros
Chair: Maritsa Poros
Date Submitted: April 3, 2012

Please answer every question. Use bold type or box your answers to make reading easier. *Remember you must evaluate each DLO by TWO measures; at least one must be DIRECT, and the other is usually indirect.*

1.   Department Learning Outcomes (DLOs)
a. Which departmental Learning Outcome(s) did you assess in 2009-10? List below:
Students should be able to:
1) Understand different sociological perspectives and be able to apply these to specific topics.
2) Understand the ethical issues and main methods of sociological research and be able to apply these to specific topics.
3) Understand the basic concepts and explanations of sociological theory.
4) Be able to communicate effectively about various sociological issues in written and/or oral form.

b. How many DLOs have you assessed since this process began in Fall 2006 [insert accurate representation of years assessed]? List all below, including repeats:
We have assessed all DLOs for the following academic years: 2009-2010 and 2010-2011. 2011-2012 is in progress.

c. Have you gone through a full cycle?
Yes

d. How much data was collected for this report? Did you evaluate senior student work only? Why or why not?
We collected data on 3 courses each semester (e.g. a 100-, a 200-, and a 300-level course) for a total of 6 courses each academic year. We did not evaluate senior work only because we wanted to assess a wider range of sociology majors (or in the case of Introduction to Sociology, potential majors) at different levels of completion.

e. What DIRECT EVIDENCE of student learning did you evaluate? Direct evidence refers to student work: essays, exams, presentations, performances, exhibitions, internships, portfolios, etc. (Please attach any rubrics or other evaluative tools.)
Three courses were assessed every semester at the 100, 200, 300 levels of our curriculum. Each faculty member who was assigned to provide assessment for that semester returned a form detailing the DLOs and whether a random sample of 5

students in the class had achieved the DLOs. Each professor determined the nature of direct evidence to be assessed (e.g. exams, research papers, homework, class discussion, class presentations, etc.). The grade distribution for each course was also included. Finally, there is a comments section for the instructor to reflect on the assessment results and indicate changes for future courses. Please see Appendix 1 as an example of our direct evidence.

f. Was your rubric for evaluating this material reliable? That is, were the scores relatively consistent for each trait among faculty evaluators? [include rubric in your report submission].
Yes, the assessment committee reviewed the completed assessments and found them to be consistent. See Appendix 1 for the rubric.

g. What are your findings from direct evidence? How do they compare to earlier evaluations of direct evidence?
Several patterns appeared for students who did not meet the DLOs. Generally these patterns include poor attendance, frequent lateness, late or missing assignments, or difficulties with understanding course materials. There were also several instances where a student's written communication skills were inadequate. In one case, a student refused to consider issues from a sociological perspective, and as a result caused his grade to suffer.

In general, these findings could partially be explained by students' competing responsibilities (part-time or fulltime work, child care or elder care) or life circumstances (returning veteran, health issues, loss of family member, loss of home). These other responsibilities affected students' ability to spend adequate time on coursework or attend class; as a result, they may perform poorly in comparison with students who do not have these responsibilities or circumstances. That being said, many students seem committed to their education, and some perform better than one might expect given their challenges and circumstances.

h. What INDIRECT EVIDENCE did you use? Indirect evidence includes students' reflections on their own work in the form of surveys, questionnaires, focus groups, and one-minute essays as well as other evidence, such as admission rates to graduate programs, career placement rates, voluntary gifts from alumni, etc. (Please attach surveys, focus group or essay questions, etc.)
We conducted exit surveys of selected courses in Fall 2007. We revised those surveys which we will implement starting Spring 2012 in a selected sample of courses, which will be the same ones that are doing the DLO assessments. See attached course exit survey.

i. What are your findings from indirect evidence? How do they compare to earlier results?
In Fall 2007, we administered exit surveys in 7 courses where students evaluated their own fulfillment of the course outcomes. The overall scores for this survey were generally quite good. The scores ranged from a 79 or "very satisfactory" (which is

less than "good") to a 90 or "excellent" with the median at 83 or "good" overall (see Appendix 3). It was recommended that a follow-up assessment of the survey might include a breakdown of both majors and non-majors in sociology.

II.   *Course Learning Outcomes*

a. What percentage of full-time faculty members complied with your request to submit syllabi with Course Learning Outcomes (CLOs) in the spring of 2011?
100% of the full-time faculty complied with the request to submit syllabi with CLOs.

b. What was the annual (2009-2010; 2010-2011) percentage of compliance?
100% of the full-time faculty complied with the request to submit syllabi with CLOs for both academic years.

c. Who examines the syllabi? Check all that apply:
X   Chair
         Executive Committee
X   Curriculum Committee
         Departmental Representative

d. Are faculty proficient in composing CLOs? Are they able to align their CLOs with the DLOs? If not, how do you plan to address issues of faculty compliance and competence in this area?
Yes, the faculty are proficient in composing CLOs because the CLOs are aligned with the DLOs.

e. Has your department developed uniform CLOs for courses with multiple sections? If not, how and when will it do so?
Yes, we have developed uniform CLOs for courses with multiple sections because we use the same assessment forms for all courses.

III.   *2009-2011 Assessment Plan vs. 2009-2011 Assessment Report*

a. Have you deviated from the 2009-2011 Assessment plan submitted as part of your 2008-2010 Assessment Plan? If so, how – and why?
No, we have not deviated from the plan.

IV.   *Recommendations and Actions*

a. When will you be sharing the 2009-2011 assessment report with stakeholders? What opportunities will you or your Chair provide for faculty to discuss the findings?
We will be sharing this assessment report with the entire faculty via e-mail and will discuss any possible changes and feedback at a departmental faculty meeting.

b. Are you piloting any new courses or proposing any curricular changes, minor or major, based on your assessments thus far? If so, please describe.

Several professors are proactively taking measures to ensure that in future courses, their students are more able to achieve the course objectives. For some courses, that requires altering the syllabus to allow for more class time to go over specific concepts or readings, class discussion, and exam mentoring. For several other courses, adding more short answers and essays to more accurately gauge a student's reading comprehension and writing skills may be beneficial. For two courses in particular, putting hard rather than open-ended deadlines on papers and journal entries will give students greater incentives to hand in papers on time.

c. Other information you consider relevant to your department's assessment efforts.

ASSESSMENT OF SOCIOLOGY LEARNING OUTCOMES

Indicate whether the selected students have achieved the learning outcomes - yes or no - appropriate to the level of course. Base your assessment on the students' performance on the assessment methods and instruments used in the course (examinations, written assignments, group projects, class participation, and so on).

Record each student's final grade. If needed, in the "Optional Comments" section space, provide a brief explanation for cases in which there is a discrepancy between the course grade and the achievement of the learning outcomes.

The selected students are anonymous and should not be identified by their names.

For instructors in SOC105:

At the beginning of the semester, determine which students are declared sociology majors and which intend to declare. Select five for assessment. Students shall be assessed on all four learning outcomes.

For instructors in upper-level courses:

At the beginning of the semester, determine which students are second-semester junior or senior sociology majors. Select five for assessment.

For instructors in SOC237: Students shall be assessed for learning outcomes 1 and 3.

For instructors in SOC232, 230, 231, and 238: Students shall be assessed for learning outcomes 1 and 2.

For instructors in all other upper-level courses: Students shall be assessed for learning outcomes 1 and 4.

ASSESSMENT FORM

Course and course number: _____   Academic year: _____

SOCIOLOGY LEARNING OUTCOMES:

1) Understand different sociological perspectives and be able to apply these to specific topics.

2) Understand the ethical issues and main methods of sociological research and be able to apply these to specific topics.

3) Understand the basic concepts and explanations of sociological theory.

4) Be able to communicate effectively about various sociological issues in written and/or oral form.

Directions: In the below table, mark whether each student has met the outcome designated for this course (Y = yes, N = no), and what grade each student received for the course.

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Grade
Student 1					
Student 2					
Student 3					
Student 4					
Student 5					

COMMENTS IF THERE IS A DISCREPANCY BETWEEN OUTCOMES AND GRADES:

Student 1	
Student 2	
Student 3	
Student 4	
Student 5	

ASSESSMENT FORM

Course and course number: Academic year:

Grade distribution for course

Grade	Number of Students	% of Students
A+		
A		
A-		
B+		
B		
B-		
C+		
C		
C-		
D		
F		
INC		
W		
WU		

Use of Assessment Results for Future Courses

COURSE FEEDBACK SURVEY   THE CITY UNIVERSITY OF NEW YORK

(END-OF-COURSE SURVEY)   THE CITY COLLEGE

Semester: Year: DEPARTMENT OF SOCIOLOGY

SOC XXX: Title, section

In this survey you are asked to evaluate the course you are going to complete. Your answers provide feedback essential to the ongoing process of improving the curriculum in Sociology. The estimated time to complete all questions is 2-3 minutes.

Thank you for helping us evaluate and improve this course.

Course Outcome	A Lot	Some	Very Little	Not At All
1. Before you took this course, did you understand the different sociological perspectives and were you able to apply these perspectives to specific topics?				
2. Have you developed a better understanding of the issues raised in question #1 above, now that you've completed this course?				
3. Before you took this course, were you able to communicate effectively about various sociological issues in written and/or oral form?				
4. As a result of taking this course, are you able to communicate effectively about various sociological issues in written and/or oral form?				

If you have other comments about SOC xxx please add them here:

SOC 105: Introduction to Sociology

In this survey you are asked to evaluate the course you are going to complete. Your answers provide feedback essential to the ongoing process of improving the curriculum in Sociology. The estimated time to complete all questions is 2-3 minutes.

Thank you for helping us evaluate and improve this course.

Course Outcome	A Lot	Some	Very Little	Not At All
1. Before you took this course, did you understand the different sociological perspectives and were you able to apply these perspectives to specific topics?				
2. Have you developed a better understanding of the issues raised in question #1 above, now that you've completed this course?				
3. Before you took this course, were you able to communicate effectively about various sociological issues in written and/or oral form?				
4. As a result of taking this course, are you able to communicate effectively about various sociological issues in written and/or oral form?				

If you have other comments about SOC 105 please add them here:

THE CITY UNIVERSITY OF NEW YORK

THE CITY COLLEGE

DEPARTMENT OF SOCIOLOGY

SOC 232: Sociological Research Methods

In this survey you are asked to evaluate the course you are going to complete. Your answers provide feedback essential to the ongoing process of improving the curriculum in Sociology. The estimated time to complete all questions is 2-3 minutes.

Thank you for helping us evaluate and improve this course.

Course Outcome	A Lot	Some	Very Little	Not At All
1. Before you took this course, did you understand the ethical issues and main methods of sociological research and were you able to apply these to specific topics?				
2. Have you developed a better understanding of sociological methods and its ethical issues, now that you've completed this course?				
3. Before you took this course, were you able to communicate effectively about various sociological issues in written and/or oral form?				
4. As a result of taking this course, are you able to communicate effectively about various sociological issues in written and/or oral form?				

If you have other comments about SOC 232 please add them here:

SOC 237: Classical Sociological Theory

In this survey you are asked to evaluate the course you are going to complete. Your answers provide feedback essential to the ongoing process of improving the curriculum in Sociology. The estimated time to complete all questions is 2-3 minutes.

Thank you for helping us evaluate and improve this course.

Course Outcome	A Lot	Some	Very Little	Not At All
1. Before you took this course, did you understand the basic concepts and explanations of sociological theory?				
2. Have you developed a better understanding of theoretical concepts and explanations in sociology, now that you've completed this course?				
3. Before you took this course, were you able to communicate effectively about various sociological issues in written and/or oral form?				
4. As a result of taking this course, are you able to communicate effectively about various sociological issues in written and/or oral form?				

If you have other comments about SOC 237 please add them here:

F.30. Sophie Davis School of Biomedical Education (SBE) (19 March 2013)

The Sophie Davis School of Biomedical Education (SBE) offers a unique seven-year integrated academic program leading to the BS/MD degrees and a similarly structured 29-month long Physician Assistant (PA) Program leading to a BS degree in Health Sciences. The overall mission of the Sophie Davis School is to expand access to medical school and physician assistant education for talented inner-city youth, many of whom are from under-represented minorities and/or from families with limited financial resources.

This mission is consistent with the definition of "under-represented groups in Medicine" by the American Association of Medical Colleges. In June 2003, the AAMC Executive Council adopted the following definition: *"'Under-represented in medicine' means those racial and ethnic populations that are under-represented in the medical profession relative to their numbers in the general population [within specific geographic regions]."* Consistent with this definition and the overall mission of CCNY, the Sophie Davis School educates and trains primary care physicians and physician assistants to practice in underserved communities in New York State. SBE's main goals are:

Goal I: Expand access to medical school education for talented inner-city youths many of whom are minorities and from families with limited financial resources.

Goal II: Encourage graduates to pursue careers in the primary care medical specialties of internal medicine, including geriatrics, pediatrics, obstetrics/gynecology, and family medicine.

Goal III: Increase the availability of primary care services in physician-shortage areas of New York State (Service Agreement).

In 2008, SBE established the four strategic priorities:
1. Expand teaching and learning activities:
   - Create a multi-year hiring plan with increasing emphasis on research and scholarship, particularly in the areas of Physiology & Pharmacology, Neuropsychiatry, Clinical Neuroscience, and Community Health.
   - Renovate at least three research laboratories and improve startup resources in order to recruit and hire highly qualified faculty candidates and expand hands-on student training in basic science research.
2. Explore the potential affiliation with a four-year accredited Medical School (SUNY Downstate). This would increase the quality of clinical training to our students, and provide School access to federal financial resources that require accreditation by the Liaison Committee on Medical Education (LCME).
3. Enhance teaching of biomedical majors with study abroad.
4. Information Technology
   - Improve websites, centralize email, increase availability of computers for faculty/staff, and students.

- Increase training in technology for students and staff.
- Increase availability of smart classrooms.

This report summarizes major developments, changes and challenges in the implementation of these priorities from 2008-2012.

Focus on Teaching and Research: Expanding Teaching and Learning Activities

During the period of 2008-2012, the SBE faculty and staff were engaged in four major activities: (1) teaching, (2) research, (3) scholarly works, and (4) administration. Significant structural and functional changes aimed at improving the integration of faculty and maximization of resources include:

- merged the Chemistry Program with the Department of Physiology, Pharmacology, and Neuroscience;
- dissolved the Department of Behavioral Medicine and reallocated faculty to existing departments;
- hired ten new faculty members in Anatomy and Cell Biology; Physiology, Pharmacology, and Neuroscience; Community Health and Social Medicine; and the PA Program

These changes have increased SBE's control of its medical courses by reducing dependency on adjunct teachers and increasing faculty diversity. In addition, these faculty hires have strengthened SBE's teaching portfolio in the research areas of health services, trans cranial magnetic stimulation (TMS), Muscular Dystrophy, and Parkinson's disease. SBE is currently in the process of reassessing faculty and staff needs in the departments of Cell Biology & Anatomy and Microbiology & Immunology to prioritize future hires.

A major course offering change during the 2008-2012 period has been the development of a new Gross Anatomy course for students of the Physician Assistant Program. Previously, Biomedical and Physician Assistant students shared the same dissection-based course. Creation of the course was determined by curricular changes in the Physician Assistant Program. Yet, no new faculty hiring has occurred for this specific course.

Between 2008 and 2012, SBE's scholarly productivity—journal publications, manuscripts, books and book chapters, and presentations at professional meetings—increased by 58 percent. The new faculty hires also have contributed to SBE's research productivity and funding, with faculty research funding increasing by approximately 80 percent. Furthermore, with the increased research focus in neuroscience and clinical medicine, SBE faculty will be better positioned for future collaborative scholarly activity. With the goal of promoting student and faculty research exchanges and potential collaboration and support, the SBE established the Faculty Research Series. A minimum of one presentation per month has been planned and implemented since the fall of 2008. In addition, special sessions have been conducted by outside speakers, based on faculty interest. In addition, SBE faculty members, particularly the new hires, have made their knowledge available to the scientific community with the creation of the SBE Research Series.

In terms of metrics, SBE has used faculty mid-tenure evaluations, grants awarded, and articles published to examine faculty productivity. One of the newly-hired faculty members was granted tenure during this period, while two others have passed mid-term tenure evaluations. Two other faculty members will undergo that evaluation process this year. During the 2008-2012 period, three faculty members retired—including the Dean of SBE who served for 19 years—and one faculty member, from the Department of Physiology, Pharmacology, and Neuroscience, did not pass mid-term tenure evaluation and was dismissed.

New hires also present some challenges, such as laboratory readiness, facilitation, and availability of startup funding. In addition, they place an added burden on departmental infrastructure, *e.g.*, administrative demands, integration of personnel. SBE departments also are challenged by the non-reappointment of research associates, with a detrimental effect on opportunities for Independent Research Study of Biomed students, and the departure of full-time college office assistants who have not been replaced. SBE has worked with the College to minimize these barriers to faculty research and teaching productivity.

Success should be credited to the valuable experience and dedication of faculty and staff who maintain and enhance teaching, engage in scholarly activities, and observe research standards while confronting decreasing budgetary and research funding and increasing needs. This is especially true in terms of teaching. Despite current restrictions, 280 students were placed in associated medical schools for the completion of their clinical medical training during 2008-2012. In addition, both Biomedical and PA students have achieved high scores in standardized examinations throughout these years.

Table F30.1: Biomedical Program Graduates by Medical School Placement, 2000-2011

Medical School	Year of Graduation					
	2008	2009	2010	2011	2012	Total
Albany Medical Center	9	6	10	9	9	43
NY Medical College	8	7	8	6	6	35
New York University	5	5	5	5	7	27
SUNY Downstate	21	23	30	27	20	121
SUNY Stony Brook	8	9	6	5	5	33
Dartmouth Medical School	5	4	6	3	2	20
Commonwealth Medical College					1	1
Total	56	54	65	55	50	280

Note: In 2012, eight students had to delay entry to clinical training because of reduced slots at SBE's cooperating medical schools.

Chart F30.1: US Medical Licensing Examination Results for SBE, 2000-2012
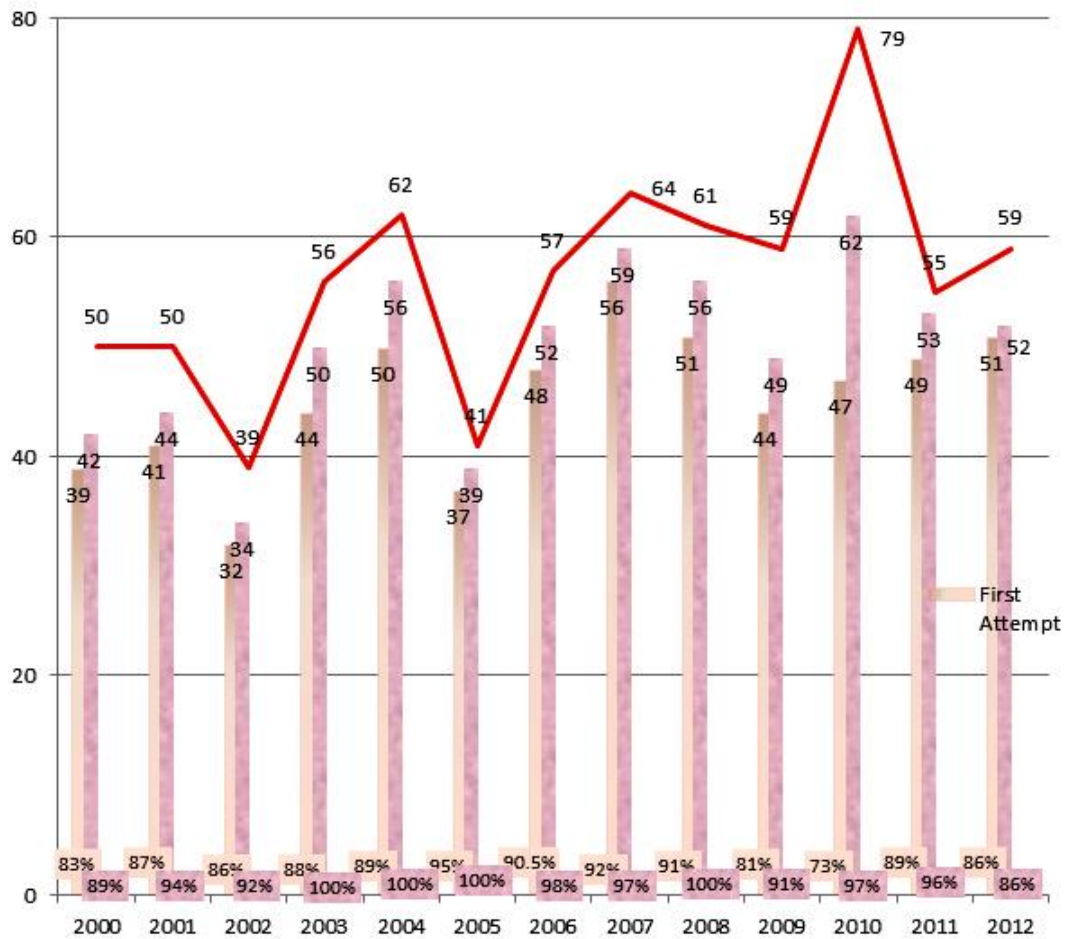
Note: Individual USMLE Scores are missing for the following cohorts: 2000: 4; 2001: 2; 2002: 2; 2007: 1; 2009: 1; 2010: 2; 2012: 6. In addition 11 students admitted in 2005 graduated in 2011. Of those, 8 were eligible to take the USMLE, Part I and 5 passed it (1st attempt). Also, one student was not eligible to take the exam in

Table F30.2: Cumulative Physician Assistant National Certifying Examination

Program Performance Report for SBE PA Program

Group	Mean Score	Standard Deviation	Percent of Candidates Certified
All Programs			
All Exams	477	123	85%
First-time Takers	504	112	92%
SBE PA Program			
All Exams	397	124	65%
First-time Takers	487	112	92%

Despite these successes, the SBE programs still faces challenges: achieving a smooth transition from senior faculty to junior faculty to meet teaching demands and pursue new directions in medical

education; and implementing a computer-based examination format, current in most medical educational schools. SBE is addressing these challenges by proposing a new structure for academic departments to facilitate and foster junior faculty mentoring and collaborative research. In the area of computerization of exams, SBE is renovating three instructional labs to allow for internet connectivity and direct access to the website of the National Board of Medical Examiners.

Explore the Affiliation with an Accredited 4-year Medical School

SBE went through a preliminary assessment of the feasibility of becoming a regional campus of the SUNY Downstate Medical School. A group of external reviewers—professionals from nationally-recognized medical institutions—conducted site visits, and defined the steps required to pursue accreditation by the Liaison Committee on Medical Education (LCME). These recommendations included the revision of the SBE curriculum to align with the changes taking place at national medical schools, *e.g.*, integration of clinical and basic science education in the first years of medical studies, effective cross-course coordination.

Following this preliminary assessment, the new Dean of SBE initiated a thorough strategic planning process in 2011. The SBE faculty assessed the current state of the School and considered ways of meeting current challenges and pursuing future opportunities. Key findings include:

1. There is a compelling case for sustaining and expanding SBE.
   - The Association of American Medical Colleges predicts that the US will soon face a healthcare crisis: an overall shortage of physicians and an even greater lack of physicians from culturally and ethnically diverse backgrounds.
   - Fifteen million more people will become Medicare eligible in the same time period.
   - By 2015, there will be a nation-wide shortage of 63,000 physicians, which will worsen by 2025.
   - One-third of current physicians will retire in the next decade.
   - Increasing the number of minority medical school students and future physicians has three main benefits: improved access to health care for the under-served, increased patient satisfaction, and enhanced culturally competent care.
2. Sophie Davis is extraordinarily well positioned to leverage its mission, history, knowledge, programs, and experience to address significant societal issues:
   - relieve severe shortages of primary care physicians that are projected for the region, state, and nation over the next two decades, particularly in under-served areas
   - ensure access to medical education for students of limited financial resources and with backgrounds under-represented in the medical profession
   - overcome the current "cooperating school model," which jeopardizes SBE and its mission
   - alleviate student anxiety, which is particularly high among fourth- and fifth-year students
   - enhance future recruitment and admission efforts

Thoughts of changing the current model toward becoming a fully accredited medical degree granting program have been considered in the past but have lacked the commitment and leadership necessary to do so.

3. New aspirational leadership within the CCNY and SBE are prepared to meet the societal challenges described and create a new sustainable model for the next generation of SBE students.

   - To achieve a new sustainable operating model, SBE will need to challenge the status quo and address gaps in its funding, operations, curriculum, research, productivity, technology, facilities, and culture.
   - To generate new sources of revenue, SBE and the College must design and implement a dedicated and focused fundraising effort.
   - To achieve economies of scale and new efficiencies, SBE should consider restructuring and adding new IT products.
   - To increase opportunities for students and enhance SBE's reputation, greater focus on research is needed.
   - To overcome cultural barriers to progress, SBE should pursue enhanced accountability, transparency, and collaboration.

The SBE strategic planning process generated a set of recommendations from its faculty, staff, and students, as well as from external reviewers:

1. Further define and develop a model for becoming a fully accredited medical school, including:
   - preserving and leveraging the Sophie Davis mission
   - articulating the need and rationale for full accreditation
   - determining the required costs and investments
   - exploring and assessing options for affiliations and partnerships
   - identifying the human resources necessary for clinical training
   - ascertaining educational and research infrastructure and facility needs
   - developing a comprehensive plan and timeline for achieving the model
   - assessing faculty growth needs
   - developing a promotion and tenure track for clinical and research faculty
   - assessing the benefits and risks of the model
2. Comprehensively review the current curriculum and develop recommendations for improving medical education in the context of different models for LCME accreditation by:
   - assessing curriculum content, structure, and delivery methods
   - seeking an external perspective and review
   - calculating future demands and reviewing emerging medical education curriculum models
   - pursing trans-disciplinary integration

- considering clinical integration
- identifying options for expanding clinical training
- creating a curricular path to allow students to achieve a four-year BS degree
- designing a plan and process for evaluating academic programs
- developing a path for addressing curricular issues in the context of the contingency plans

3. In order for SBE to reach its aspirational goals, it will need to increase its financial resources from all potential sources, including:
   - enhanced public support (either direct subsidy or project specific)
   - increased public and private grants and contracts
   - enhanced philanthropy and private gifts
   - developed clinical practice plans and new revenue streams
   - improved critical infrastructure to adequately pursue additional revenue streams

4. Develop effective and meaningful ways to evaluate the quality of all student services and programs:
   - create effective measures of success for each student service
   - develop corresponding processes for evaluating success against those measures
   - assess and identify the type and quality of services and support that students need to achieve success in medicine

5. In terms of organizational culture and functioning, the strategic planning process led to the following recommendations:
   - promote greater accountability, *i.e.*, creating a formal performance planning process and reward system; providing clear job descriptions, expectations, and accountabilities for all positions
   - Enhance leadership, *i.e.*, identifying and articulating attributes and behaviors required for effective leadership; developing and implementing professional development and mentorship programs
   - Increase transparency, *i.e.*, coördinating and enhancing school-wide communications; creating opportunities, processes and structures to collect diverse opinions about significant issues affecting specific units and SBE
   - Improve individual and group recognition, *i.e.*, developing a formal rewards and recognition program
   - Increase engagement and interaction, *i.e.*, funding morale and team building activities, promoting and marketing the campus Employee Assistance Program

Furthermore, it was recommended that SBE engage an external review group to examine all functions of the School, to build support, and to gain advice and expertise as SBE moves towards the LCME accreditation as a full medical school. Among the external reviewers participating in this strategic planning process were Louise Arnold, PhD, Associate Dean for Research in Medical Education,

University of Missouri-Kansas City School of Medicine; Gary C. Butts, MD, Associate Dean for Diversity Programs And Policy, **Mount Sinai School of Medicine Center for Multicultural and Community Affairs**; William Galey, PhD, Program Director, Graduate and Medical Science Education, **Howard Hughes Medical Institute**; and Carol Storey-Johnson, MD, Senior Associate Dean for Education, **Weill Cornell Medical College**.

Enhance Teaching of Biomedical Majors with Study Abroad

The Mack Lipkin Broader Horizons Fellowships were established in honor of Dr. Mack Lipkin '26, with the support from the Sergei S. Zlinkoff Fund for Medical Research and Education, the Ruth W. Dolen Foundation, and Friends and Family of Dr. Mack Lipkin. They fund international summer study and travel for several outstanding students per year. Through participation in a variety of activities sponsored by foreign institutions, students are exposed to diverse cultural and health care traditions and strategies for addressing health care problems. Approximately 90 percent of SBE students are either first- or second-generation immigrants, who may benefit from the knowledge and understanding of health beliefs among people within their ethnic/national groups. The main objectives of the Lipkin Fellowships at the SBE are:

- exposure to globalization in medical care among Biomedical majors
- broadening the scope of fellowship opportunities for students studying abroad
- providing student support and mentorship on research projects

Unfortunately, the Lipkin Fellowship is offered only to third- and fourth-year students, who must design a research project and submit a proposal to a panel of judges. Since funding is limited, the number of fellowships per year is dependent on the budgets of the top ranked proposals. After having completed their time abroad, students present their findings to members of the SBE faculty and students. However, the program funds the entire experience, including airfare, lodging, food, project-related costs, and incidentals. From the time of its inception, more than 120 students—approximately six to eight students per year—have benefited from the opportunity to "broaden their horizons." To date, students have traveled to every continent of the world except Antarctica, and a Sophie Davis alum has donated $5,000 to fund one additional Lipkin Fellow since 2010.

Table F30.3: Placement of SBE Lipkin Fellows, Summer 2008-2012

Location	Institution
Oaxaca, Mexico	Universidad Autónoma Metropolitana
Beijing, China	various Chinese hospitals (Peking University Health Science Center)
Gifu, Japan	Ashai University School of Dentistry
Hong Kong, China	Chinese University of Hong Kong
Barcelona, Spain	Public Health Service
Sydney, Australia	Cell Block Youth Health Center
Melbourne, Australia	Royal Melbourne Hospital
London, England	London School of Tropical Medicine & Hygiene
Prague, Czech Republic	Institute of Chemical Technology

Location	Institution
Guateng Province, South Africa	Medical University of Southern Africa
Osaka, Japan	Osaka University
Yin Chuan City, China	People's First Hospital
London, England	Greater Ormond Street Hospital for Children, University Central London
London, England	London School of Tropical Medicine & Hygiene
Prague, Czech Republic	Institute of Chemical Technology
Dhaka, Bangladesh	Center for Health & Population Research
Guateng Province, South Africa	Medical University of Southern Africa
Lahore, Pakistan	Lahore General Hospital
London, England	Queen Mary's School of Medicine & Dentistry
Visakhapatnam, India	Prema Hospital
New Delhi, India	Family Planning Services Project Agency
Taipei, Taiwan	Academia Sinica
Vitoria, Brazil	Vitoria State Medical School
Nicosia, Cyprus	The Cyprus Cardiovascular Disease Educational and Research Trust, Department of Computer Science, University of Cyprus

Funded projects have included "Development of a Method to Measure T Cell Activation in vivo," "Measuring Modified Nucleosides in Urine to Monitor Various Aspects of Metabolism," "Prevalence of Symptoms of Depression among Female Sex-Workers in Bangladesh," and participation in the Medical University of South Africa (MEDUNSA)'s public health research project, "Assessment of the Provision of HIV/AIDS Care Among Diverse Populations in Primary Care Settings."

During the next three years, SBE intends to increase student access to additional international programs and/or institutions and to strengthen faculty mentorship and advising to SBE students studying abroad.

Additional Learning Strategies: Student and Community Co-Curricular Activities

SBE students participate in a variety of co-curricular activities, including student clubs and athletics. Within SBE, chapters of all of the major nationally affiliated organizations for medical students are available: American Medical Student Association, Latino Students' Medical Association, Student National Medical Association, American Medical Women's Association, and a local chapter of Physician's for a National Health Program. Other student organizations include Vision Latina, Biomed Asian Health Coalition, and Students Helping Out. All organizations within the program are overseen by a student government structure consisting of a president, vice-president/treasurer, secretary, and two representatives from each class.

Throughout their studies at CCNY, SBE students also are committed to sustained volunteer work with the American Red Cross, Reading for the Blind, Reach Out & Read, volunteer ambulance corps, and area hospitals.

As medical and PA students, "Sophies" experience the common "rights-of-passage" ceremonies. The White Coat Ceremony at the beginning of a traditional medical school program is conducted prior to the beginning of the Gross Anatomy course for the SBE students, marking the beginning of medical school for SBE students. Following the anatomy course, SBE students organize the Appreciation Ceremony, an important part of the co-curricular program at SBE and traditional medical schools. The Class Day

Ceremony for the graduating students is scheduled on the afternoon of the CCNY commencement.

Information Technology (IT)
Improve website, centralize email, increase availability of computers and "smart" classrooms for faculty, staff, and students.

To achieve its ambition of becoming a fully accredited medical school, SBE must provide state-of-the-art computing services. Consistent with this goal, SBE has proposed to:

- identify the systems, hardware, and software necessary to provide outstanding academic experiences, maintain student records, etc.
- develop a model in which IT services are "cutting edge" and responsive to faculty, staff and student demands
- provide and expertise in multiple operating systems (PC and MAC)
- invest in IT skills training to leverage existing software

Since 2008, SBE has expanded the computer infrastructure throughout the SBE facility, with a particular emphasis on the Learning Resource Center (LRC) and the teaching labs. These improvements were intended to provide overall support for faculty teaching and research and to promote student success. Specifically, SBE faculty and students now have local access to academic subscriptions licensed to CCNY, expanded internet access for research purposes, and improved availability of a variety of online, course-specific learning materials and resources. Moreover, the SBE faculty are now able to access and store information through a secure server system, which includes centralized email and internet access.

Learning Resource Center (LRC)

By 2006, the SBE had purchased new computers and software packages to its Learning Resources Center (LRC), which increased student access to computerized learning resources in the SBE facility. However, the use of technology in medical education has evolved rapidly, and SBE responded in spring 2013 by upgrading the LRC to better meet student needs. In particular, the LRC now has eighty laptops formatted to accommodate the National Board of Medical Examiners (NBME) online examinations.

In addition to the LRC computer lab upgrade and the creation of a dedicated examination rooms, SBE also has inventoried and upgraded computing and other equipment in the research laboratories at a rate commensurate with new faculty hires, thus expanding hands-on student training in basic science research.

To ensure access to learning resources for student training, course-related research, and other learning strategies, the LRC remains open, at minimum, two evenings each week.

Conclusion

Since 2008, SBE has benefitted from both institutional- and school-level changes and from the SBE strategic planning process, which is defining the development of SBE a full-fledged medical school with integrated basic-clinical sciences education. Under the leadership of Dr. Maurizio Trevisan, a physician with extensive knowledge of national trends in medical education and expertise in course integration, SBE is well positioned to attain its goal. Its new faculty hires will contribute to SBE's future teaching programs while strengthening funded research and increasing opportunities for Biomedical and Physician Assistant students to work with full-time faculty who can bridge basic, clinical, and community perspectives in medical education and research.

Table F30.4: Sophie Davis School of Biomedical Education, Fall 2008 and Fall 2012 Comparison

Attribute	Group	2008			2012		
Full-Time Faculty	Medical	26			27		
	FT	1			1		
	Lecturer	4			5		
Faculty Recruitment	Total	31			33		
	Resigned/NR	2					
	Retired	0					
	Recruited	4			2		
Under-represented Faculty	American Indian						
	Asian	5			7		
	Black	4			4		
	Hispanic	4			5		
	Italian	2			2		
Women Faculty	Behavioral Medicine	12			15		
Part-Time Faculty	Adjuncts	45			42		
	Part-time Medical	36			65		
		LD	UP	MA	LD	UP	MA
F/PT Faculty: Courses Taught	Part-time	2	31		4	22	
	Full-time	6	25		9	32	2
	LD = lower division, UP = upper division, MA = master-level						
Faculty Scholarship	Journals	46			52		
	Books	2			2		
	Book Chapters	3			2		
	Presentation	26			66		
External Funding	Biomedical	$1,968			$3,664		
Student Head Count	Undergraduate	461			432		
Mean SAT scores for Freshmen	Regular	1294			1294		
	Seek	N/A			N/A		
Undergraduate Student Ethnicity	American Indian						
	Asian	20%			27%		
	Black	38%			31%		
	Hispanic	13%			14%		
	White	10%			14%		
Admitted & Registered Students	Admitted	96			93		
	Registered	79			77		

Table F30.5: Physician Assistant Program, Sufficiency and Effectiveness of Faculty and Staff

Year	2009	2010	2011	2012
Students Enrolled	48	56	69	67
Core Faculty	5	5	5	6
Student-Faculty Ratio	12.00	11.20	13.80	11.17
Clinical Sites	30	31	29	34
Staff	3	3	4	5

F.31. **Sophie Davis School of Biomedical Education MSCHE Progress Report (2008-2012)**

Sophie Davis School of Biomedical Education (SBE)

Middle States Accreditation Progress Report 2008-2012

Background

The Sophie Davis School of Biomedical Education (SBE) offers a unique seven-year integrated academic program leading to the BS/MD degrees and a similarly structured 29-month long Physician Assistant program leading to a BS degree in Health Sciences.

The overall mission of the Sophie Davis School is to expand access to medical school and physician assistant education for talented inner-city youth, many of whom are from underrepresented minorities and/or from families with limited financial resources. The School's mission is achieved through two main programmatic areas: The Biomedical Education and the Physician Assistant Program.

This mission is consistent with the definition of 'underrepresented groups in Medicine' by the American Association of Medical Colleges. In June 2003, the AAMC Executive Council adopted the following definition: *"'Underrepresented in medicine' means those racial and ethnic populations that are underrepresented in the medical profession relative to their numbers in the general population [within specific geographic regions]."*

Consistent with this definition and the overall mission of The City College, the Sophie Davis School educates and trains primary care physicians and physician assistants to practice in underserved communities in New York State. Our main goals include:

> Goal I: Expand access to medical school education for talented inner-city youths many of whom are minorities and from families with limited financial resources.

> Goal II: Encourage graduates to pursue careers in the primary care medical specialties of internal medicine, including geriatrics, pediatrics, obstetrics/gynecology, and family medicine.

> Goal III: Increase the availability of primary care services in physician-shortage areas of New York State (Service Agreement).

In 2008, The Sophie Davis School of Biomedical Education established the following strategic priorities:

1. Expand Teaching & Learning Activities
   ➢ Create a multi-year hiring plan with increasing emphasis on research and scholarship, particularly in the areas of Physiology & Pharmacology, Neuropsychiatry, Clinical Neuroscience, and Community Health.
   ➢ Renovate at least three research laboratories and improve startup resources in order to recruit and hire highly qualified faculty candidates and expand hands-on student training in basic science research.

2. Explore the potential affiliation with a 4-year accredited Medical School (SUNY Downstate). This would increase the quality of clinical training to our students, and provide School access to financial Federal resources that require accreditation by the Liaison Committee on Medical Education (LCME).

3. Enhance teaching of biomedical majors with study abroad.

4. IT: Improve websites, centralize e-mail, increase availability of computers for faculty/staff, and students. Increase training in technology for students and staff. Increase availability of smart classrooms.

This report summarizes major developments, changes and challenges in the implementation of these priorities from 2008-2012.

1. **Focus on Teaching and Research: Expanding Teaching & Learning Activities.**

During the period of 2008-2012, the faculty and staff at the Sophie Davis School were engaged in four major activities:

(1) Teaching   (3) Scholarly Works

(2) Research   (4) Administration

Since 2008, the School has made significant structural and functional changes aimed at improving the integration of faculty and maximization of resources. These changes include:

a. Merge of the Chemistry Program with the department of Physiology, Pharmacology and Neuroscience;
b. Dissolution of the department of Behavioral Medicine and reallocation of faculty to existing departments (Dr. Joao Nunes, to the department of Physiology, Pharmacology and Neuroscience; Dr. George Brandon to the department of Community Health and Social Medicine);
c. Hire of ten new faculty members: Cigdem Erkuran Yilmaz (Anatomy and Cell Biology); Andre Ragnauth, Itzak Mano, John Martin, Kaliris Salas-Ramirez (Physiology, Pharmacology & Neuroscience); Darwin Deen, Theresa Montini, Christine Sheffer, Rosa Lee (Community Health and Social Medicine), and Tracy Jackson (PA Program).

These changes impacted the work of the School greatly. The new faculty hires since 2008 have increased our control of the medical courses we teach by reducing reliance on adjunct teachers and have brought additional diversity to our faculty body, thus resulting in the improved teaching, nurturing and mentoring of our students. In addition, the hiring of faculty strengthened the School's teaching portfolio in the research areas of health services, transcranial magnetic stimulation (TMS), Muscular Dystrophy, and Parkinson's disease. We are now in the process of reassessing faculty and staff needs in the departments of Cell Biology & Anatomy and Microbiology & Immunology to determine the prioritization of new hires.

A major course offering change during the 2008-2012 period has been the creation of a new Gross Anatomy course for students of the Physician Assistant Program. Previously, Biomed students and Physician Assistant students shared the same dissection-based course. Creation of a new course was determined by curricular changes in the Physician Assistant Program. Yet, no new faculty hiring occurred for this specific course.

In terms of scholarly productivity, the School saw a 58% increase in the overall amount of scholarly works by faculty between 2008-12, including journal publications, manuscripts, books and book chapters, and presentations at professional meetings. The new hires have also increased the School's research productivity and funding, with faculty research funding increasing by about 80% throughout this time period. Furthermore, with the increased research focus in neuroscience and clinical medicine, SBE faculty will hopefully be better positioned for future collaborative scholarly activity.

With the goal of promoting student and faculty research exchanges and potential collaboration and support, the SBE conceptualized and began implementation of the Faculty Research Series. A minimum of one presentation per month has been planned and implemented since the fall of 2008. In addition, special

sessions have been conducted by outside speakers, based on faculty interest. SBE faculty members, particularly the new hires, make their knowledge available to the scientific community with the creation of the SBE Research Series. We expect the seminars to augment future collaboration within the School, the College, and the University.

In terms of metrics, we have used faculty mid-tenure evaluations, grants awarded, and articles published to examine faculty productivity. One of the newly-hired faculty members was granted tenure during this period while two others have passed mid-term tenure evaluations. Two other faculty members will undergo that evaluation process this year. Moreover, during this period, three existing faculty members retired (including the Dean of the School who served for 19 years), and one faculty member, from the Physiology, Pharmacology and Neuroscience department, did not pass mid-term tenure evaluation and was dismissed.

New hires also present some challenges. These include laboratory readiness, facilitation and availability of startup funding as well as the added burden on Departmental infrastructure, including administrative demands and integration of personnel at all levels. Some of the challenges faced by SBE departments include the non-reappointment of research associates (with a detrimental effect on opportunities for Independent Research Study of Biomed students) and the departure of full-time college office assistants who have not been replaced. The School has worked with the College to attempt to minimize these barriers to faculty research and teaching productivity.

Success should be credited to the valuable experience and dedication of faculty and staff to maintain and enhance teaching, scholarly, and research standards while confronting decreasing budgetary and research funding in relation to the increasing needs. This is especially true in terms of teaching. Despite current restrictions, 280 students have been placed in associated medical schools for the completion of their clinical medical training between 2008-2012. In addition, both Biomedical and PA students have performed high in standardized examinations throughout these years, as illustrated in the tables below.

Number of Biomedical Program Graduates by Medical School Placement, 2000-2011

MEDICAL SCHOOL	YEAR OF GRADUATION					
	2008	2009	2010	2011	2012	TOTAL
Albany Medical Center	9	6	10	9	9	43
NY Medical College	8	7	8	6	6	35
New York University	5	5	5	5	7	27
SUNY Downstate	21	23	30	27	20	121
SUNY Stony Brook	8	9	6	5	5	33
Dartmouth Medical School	5	4	6	3	2	20
Commonwealth Medical College					1	1
TOTAL	56	54	65	55	50	280

Note: In 2012, eight students have had delayed entry to clinical training because of reduced slots at our cooperating medical schools.

The Sophie Davis School of Biomedical Education
USMLE Results
Class of 2000-2012
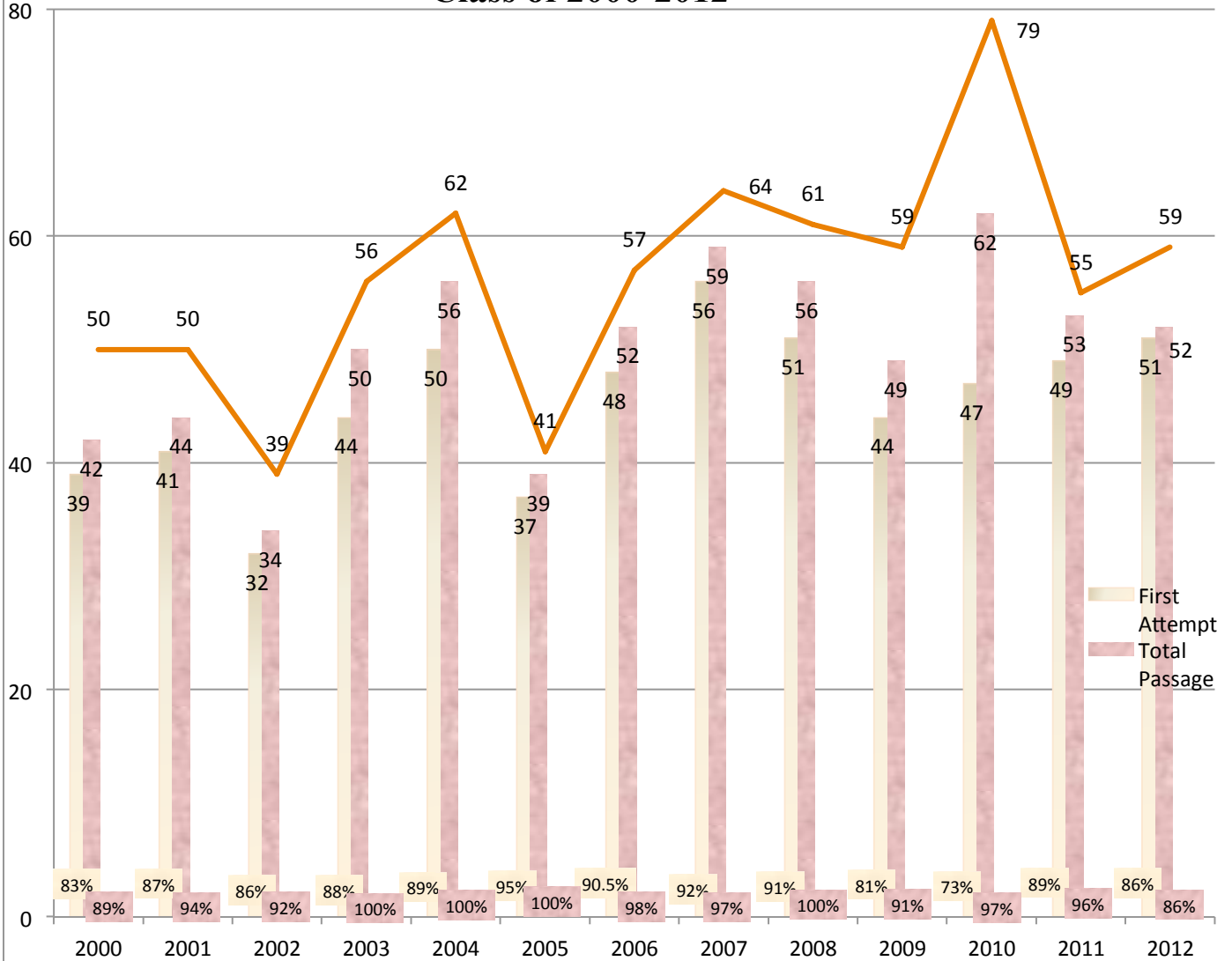
Note: Individual USMLE Scores are missing for the following cohorts: 2000: 4; 2001: 2; 2002: 2; 2007: 1; 2009: 1; 2010: 2; 2012: 6. In addition 11 students admitted in 2005 graduated in 2011. Of those, 8 were eligible to take the USMLE, Part I and 5 passed it (1st attempt). Also, one student was not eligible to take the exam in 2012.

Cumulative Physician Assistant National Certifying Examination
Program Performance Report
SBE PA Program Summary Table

Group	Mean Score	St. Deviation	Percent of Candidates Certified
All Programs:			
All Exams:	477	123	85%
First Takers	504	112	92%
SBE PA Program:			
All Exams:	397	124	65%
First Time Takers	487	112	92%

Despite these successes, the SBE programs still face some challenges. Main unfulfilled challenges include: (1) our inability to establish a smooth transition from senior faculty to junior faculty to continue and enhance the teaching demands and confront new directions of medical education; and (2) the lack of a transition to a computer-based examination format, current in most medical educational schools.

We are in the process of addressing these challenges by proposing a new structure for academic departments to facilitate and foster junior faculty mentoring and collaborative research. In the area of computerization of exams, the School is currently renovating three instructional labs to allow for internet connectivity and direct access to the website of the National Board of Medical Examiners, which will allow us to undertake computer-based examinations.

2. **Explore the potential affiliation with a 4-year accredited Medical School**

The Sophie Davis School went through a preliminary assessment of the feasibility of becoming a regional campus of the SUNY Downstate Medical School. A group of external reviewers (professionals from nationally-recognized medical institutions) conducted site visits to the School and provided recommendations regarding the steps that would be required for the future pursuit of accreditation by the Liaison Committee on Medical Education (LCME). These recommendations included the revision of our curriculum to best adjust to changes taking place at medical schools nationally (e.g., integration of clinical and basic science education in the first years of medical studies and better cross-course coordination).

In an attempt to follow up on this preliminary assessment, the new Dean of the School initiated a thorough strategic planning process in 2011 to discuss and evaluate the current state of the School and consider a wide range of ideas for confronting current challenges and pursuing future opportunities.

Key findings from the strategic planning process include:

I.   There is a compelling case that sustaining and growing the School is needed now more than
ever

- The Association of American Medical Colleges predicts that the US will soon face a healthcare crisis on two fronts: an overall shortage of physicians and an even greater lack of physicians from culturally and ethnically diverse backgrounds
- 15 million more people will become Medicare eligible in the same time period
- Nationwide shortage of 63,000 physicians by 2015 and worsening by 2025
- One third of current physicians will retire in the next decade
- Increasing the number of minority medical school students and future physicians has three main benefits: Improved access to health care for the underserved, increased patient satisfaction, and culturally competent care

II.   Sophie Davis is extraordinarily well positioned to leverage its mission, history, knowledge, programs and experience to address significant societal issues:

- The severe shortages of primary care physicians that are projected for our region, state and nation over the next two decades, particularly in underserved areas
- Access to medical education to students of limited financial resources and of backgrounds underrepresented in the medical profession
- Unfortunately, the current 'cooperating school model' places undue risk to the School and its mission and is likely unsustainable for the long-term
- Student anxiety is high, particularly among 4th and 5th year students
- May impact future recruitment and admission efforts
- Thoughts of changing the current model toward becoming a fully accredited medical degree granting program have been considered in the past but have lacked the commitment and leadership necessary to do so

III.   New aspirational leadership within the College and at the School are well positioned to meet the societal challenges outlined above and create a new sustainable model for the next generation of Sophie Davis students

- To achieve a new sustainable operating model, the School will need to challenge the status quo and address gaps in its funding, operations, curriculum, research, productivity, technology, facilities and culture
- *A dedicated and focused fundraising effort can generate new sources of revenue for the School*
- *Economies of scale and new efficiencies are available through restructuring and adding new IT*
- *A few excellent research efforts are underway but a greater focus on research is needed*
- *Cultural barriers to progress can be overcome through enhanced accountability, transparency and collaboration*

The strategic planning process generated a set of recommendations of SBE faculty, staff, students as well as external reviewers. These recommendations were primarily in the areas of:

1. Further define and develop a model for becoming a fully accredited medical school, including;

   - Preserving and leveraging the Sophie Davis mission
   - Articulating the need and rationale for full accreditation
   - Identifying the required costs and investments
   - Identifying and assessing options for affiliations and partnerships
   - Identifying the human resources necessary for clinical training
   - Identifying educational and research infrastructure and facility needs
   - Developing a comprehensive plan and timeline for achieving the model
   - Assessment of faculty growth needs
   - Developing a promotion and tenure track for clinical and research faculty
   - Assessment of the benefits and risks of the model

2. Comprehensively review the current curriculum and develop recommendations for improving medical education in the context of different models for LCME accreditation

   - Assess curriculum content, structure and delivery methods
   - Seek an external perspective and review
   - Assess future demands and review emerging medical education curriculum models
   - Trans-disciplinary integration
   - Clinical integration
   - Identify options for expanding clinical training
   - Create a path to allow students to achieve a four year BS degree
   - Design a plan and process for evaluating academic programs
   - Develop a path for addressing curricular issues in the context of the contingency plans

3. In order for Sophie Davis to reach its aspirational goals, it will need to increase its financial resources from all potential sources, including:

   - Enhanced public support (either direct subsidy or project specific)
   - Increased public and private grants and contracts
   - Enhanced philanthropy and private gifts
   - Creating clinical practice plans and new revenue streams
   - Improvement of critical infrastructure necessary to adequately pursue these additional revenue streams

4. Develop effective and meaningful ways to evaluate the quality of all student services and programs:

   - Create effective measures of success for each student service
   - Develop corresponding process for evaluating success against those measures
   - Further assess and identify the type and quality of services and support that students need to be successful in medicine

5. In terms of organizational culture and functioning, the strategic planning process led to the following recommendations:
    *   Enhancing accountability (i.e., create a formalized performance planning process and reward system; create clear job descriptions and accountabilities for all positions)
    *   Enhancing leadership (i.e., identifying and articulating attributes and behaviors required for effective leadership; developing and implementing professional development and mentorship programs)
    *   Increasing transparency (i.e., coordinating school-wide communications and developing tools and process for enhancing communications; creating opportunities, processes and structures to collect broad opinions relative to significant issues impacting specific units and the School)
    *   Enhancing individual and group recognition (i.e., developing a formalized rewards and recognition program; creating and implementing training and development on effective rewarding and recognition of employees)
    *   Increasing engagement and interaction (i.e., appropriately fund morale and team building activities, promoting and marketing the campus Employee Assistance Program).

Furthermore, it was recommended that we engage an external review group to further examine all functions of the School and build support and gain their advice and expertise as we move toward the LCME accreditation as a full medical school. The external reviewers participating in this strategic planning process included:

Louise Arnold, PhD, Associate Dean for Research in Medical Education, University of Missouri-Kansas City School of Medicine

Gary C. Butts, MD, Associate Dean For Diversity Programs And Policy, Mount Sinai School of Medicine Center for Multicultural and Community Affairs

Maurice Clifton, MD, MSEd, Senior Associate Dean For Academic Affairs, The Commonwealth Medical College

Richard Coico, PhD, Vice Dean for Scientific Affairs, SUNY Downstate College of Medicine

Ellen Cosgrove, MD, Vice Dean for Academic Affairs, University of Washington School of Medicine

William Galey, PhD, Program Director, Graduate and Medical Science Education, Howard Hughes Medical Institute.

Carol Storey-Johnson, MD, Senior Associate Dean for Education, Weill Cornell Medical College, Office of Academic Affairs

3. Enhance teaching of biomedical majors with study abroad.

The Mack Lipkin Fellowships were established in honor of Mack Lipkin, MD, CCNY 1926, with the support of the Sergei S. Zlinkoff Fund for Medical Research and Education, the Ruth W. Dolen Foundation, and Friends and Family of Dr. Mack Lipkin.

The Mack Lipkin Broader Horizons program at the SBE provides several outstanding students per year the opportunity to travel somewhere in the world for a six to eight week summer study experience. Through participation in a variety of activities sponsored by foreign institutions, students are exposed to and learn about diverse cultural traditions and strategies for addressing health care problems.

Moreover, the Mack Lipkin Broader Horizons Fellowship opportunity provided SBE students with the option to explore health care traditions in countries of interest to them. It is interesting to note that approximately 90% of SBE students are either first or second generation immigrants, who may benefit from the knowledge and understanding of health beliefs among people within their ethnic/national groups.

Since 2008, the main objectives of the Mac Lipkin program at the SBE included:

➔ To promote exposure to globalization in medical care among Biomedical majors

➔ To offer a broad scope of fellowship opportunities to students while abroad

➔ To provide student support and mentorship on research projects

The Mack Lipkin Fellowship is unfortnately only offerred to third or fourth years, who must design a research project and submit a proposal to a panel of judges. Since funding is limited, the number of fellowships per year is dependent on the budgets of the top ranked proposals (up to $30,000 per year). After having completed their time abroad, they present their findings to members of the faculty and other students.

The Mack Lipkin Broader Horizons program pays for the whole experience including airfare, lodging, food, project-related costs and incidentals. From the time of its inception, more than 120 students (about 6-8 students per year) have benefited from the opportunity to "broaden their horizons." Students have traveled to every continent of the world except Antarctica.

The location and institutional placement of fellows during the summers of 2008-12 included:

Oaxaca, Mexico	Universidad Autónoma Metropolitana
Beijing, China	Various Chinese hospitals (Peking University Health Science Center)
Gifu, Japan	Ashai University School of Dentistry
Hong Kong, China	Chinese University of Hong Kong
Barcelona, Spain	Public Health Service

Sydney, Australia	Cell Block Youth Health Center
Melbourne, Australia	Royal Melbourne Hospital
London, England	London School of Tropical Medicine & Hygiene
Prague, Czech Republic	Institute of Chemical Technology
Guateng Province, South Africa	Medical University of Southern Africa
Osaka, Japan	Osaka University
Yin Chuan City, China	People's First Hospital
London, England	Greater Ormond Street Hospital for Children – University Central London
London, England	London School of Tropical Medicine & Hygiene
Prague, Czech Republic	Institute of Chemical Technology
Dhaka, Bangladesh	Center for Health & Population Research
Guateng Province, South Africa	Medical University of Southern Africa
Lahore, Pakistan	Lahore General Hospital
London, England	Queen Mary's School of Medicine & Dentistry
Visakhapatnam, India	Prema Hospital
New Delhi, India	Family Planning Services Project Agency
Taipei, Taiwan	Academia Sinica
Paris, France	
Vitoria, Brazil	Vitoria State Medical School
Nicosia, Cyprus	The Cyprus Cardiovascular Disease Educational and Research Trust, Department of Computer Science, University of Cyprus, Nicosia, Cyprus

The purpose of funded projects varied in range and topic area. Below is a summary of funded projects goals:

To conduct an immunological research project entitled: *Development of a method to measure T cell activation in vivo.*
To engage in a project entitled *Measuring modified nucleosides in urine to monitor various aspects of metabolism.*
To conduct a project aimed at analyzing the efforts by the tobacco industry to influence tobacco control policies in selected countries, regions and worldwide.
To study microbiology and food science in a project entitled "Optimizing conditions for the development of a standard polymerase chain reaction (PCR) test to detect and quantify Listeria monocytogenes in food products."
To carry out a project entitled *Prevalence of Symptoms of Depression among Female Sex-Workers in Bangladesh*.
To participate in a Medical University of South Africa (MEDUNSA) public health research project entitled *Assessment of the provision of HIV/AIDS care among diverse populations in primary care settings.*
To conduct cell biology research on the *Regulation of Organogenesis by Growth Factors: The ErbB System in Fetal Development.*
To complete a study entitled *Comparing Factors Governing Patients*. Decision to Use Traditional or Western Medicine in China.
To document the customs of traditional 'curanderos' (healers) and to erect a viable greenhouse to be of use to the village healers.
To assess the health status of hospitalized patients with respiratory disease who are treated with integrative medicine and compare the results with those patients treated solely with Western medicine.
To establish which intracellular signaling cascades are activated by epidermal growth factor (EGF) during the development of exocrine glands.
To work on a project involving the silencing of the BRE gene in C2C12 myogenic cells.
To determine lack of public health services by examining what health services are administered at the municipal level and at the basic health zone level. These findings will be used to determine how to integrate services that are missing at the level of the basic health zones.
To develop a database to determine the usefulness and effectiveness of services being provided to homeless youth in the community of Sydney, Australia. Patient chart reviews will also be conducted to determine levels of concerns that need to be addressed.

To investigate the interaction between Mycobacterium ulcerans and the human immune system with particular reference to the innate immune system.
To assess the availability and quality of sexuality education programs for adolescents and young adults.
To examine the impact of type of relationship on adolescents' reproductive health.
To investigate the possible correlation between plaque movement and CVD symptoms.

The Mac Lipkin Fellowship program has met its target during the last 5 years. Outstanding 6-8 students per year have been selected to pursue their summer study programs in a variety of countries and institutional settings. They were mentored by various SBE faculty members with expertise in their areas of study. Furthermore, since 2010, one Sophie Davis alum has donated $5,000 specifically marked to fund one additional Mac Lipkin fellow.

During the next three years, the SBE aims to:

➜ Increase student access to additional foreign programs and/or institutions

➜ Strengthen faculty mentorship and advice provided to students while pursuing study abroad

Additional Learning Strategies:

Student & Community Co-Curricular Activities:
Sophie Davis students have participated in a variety of co-curricular activities in the last five years. Students participate in many of the City College athletics programs and many of the numerous clubs available on the campus. Within the Sophie Davis program itself students have chapters of all of the major nationally affiliated organizations for medical students. All organizations within the program are overseen by a student government structure consisting of a president, vice-president/treasurer, secretary and two representatives from each class.

Organizations with national affiliates include American Medical Student Association, Latino Students' Medical Association, Student National Medical Association, American Medical Women's Association and a local chapter of Physician's For a National Health Program. Other student organizations include Vision Latina, Biomed Asian Health Coalition, and Students Helping Out. These organizations plan and implement most of the major student activities during the year with both social and good works in the community.

Besides the programs carried out by many of the Sophie Davis clubs, it is important to mention that many students carry out sustained volunteer work throughout their time in the program. Popular volunteer venues among Sophie Davis students include the American Red Cross, Reading for the Blind, Reach Out & Read programs, volunteer ambulance corps and hospitals.

As medical and PA students, Sophie Davis students receive the benefits of the common "rights-of-passage" ceremonies seen at other schools. The White Coat Ceremony that is commonly conducted at the very

beginning of a traditional medical school program is done just prior to the beginning of the Gross Anatomy course for the Sophie Davis students. This represents the beginning of medical school for our students and this important ceremony serves much the same purpose for our students as for others around the country. Following the anatomy course, our students organize and conduct their own Appreciation Ceremony, which is also seen increasingly as an important part of the co-curricular program at many schools. We also organize and hold a Class Day Ceremony for the graduating students in the afternoon of the same day as the morning City College graduation ceremony.

4. IT: Improve website, centralize email, increase availability of computers for faculty/staff, and students. Increase availability of smart classrooms.

State of the art IT services are required to build the competencies necessary to reach the aspiration of becoming a fully accredited medical school. Consistent with this goal, the SBE has proposed to:

- Identify the systems, hardware and software necessary to conduct medical school education, maintain student records, etc.

- Develop a model in which IT services are delivered more rapidly
    — Additional IT support to address faculty , staff and student issues
    — Leverage CCNY IT services but deliver IT services locally
    — Develop expertise in multiple operating systems (PC and MAC)

- Invest in IT skills training to leverage existing software
    — Explore CCNY training

As part of the initiatives implemented towards meeting these goals between 2008-2012, the SBE has expanded the computer infrastructure throughout the school, with a particular emphasis on the Learning Resource Center (LRC) and the teaching labs. These improvements were intended to provide overall support for faculty teaching and research as well as student learning. Specifically, SBE faculty and students are now able to have local access to academic subscriptions licensed to CCNY, browse the internet for research purposes, and log onto a variety of course-specific learning materials and resources. Moreover, the SBE faculty are now able to access and store information through a secure server system, which includes centralized email and internet access.

Learning Resource Center (LRC)

By 2006, the SBE had purchased new computers and different software packages to update equipment capability and functioning at the LRC. This update has allowed for increased student access to computerized learning resources on site. Identified equipment included: 15 desktop computers (to replace outdated equipment), 3 Laptop computers, 1 Medical Media Systems Software package (up to 150 users), and 15 Kaplan Q-Bank Software packages (for Step 1 Overview), shared subscription for LRC/Student Study Area. These renovations were successfully completed, with the implementation of a computer lab (i.e., computer equipment and software packages installed and functional). In addition, the Center is now open in the evenings twice a week to expand student access to learning resources for student training, coursework-related research, and other learning resource strategies.

The use of technology in medical education, however, has evolved rapidly and we are in the process of again assessing the computer capabilities of our LRC to better meet our students' needs. In addition, with the change by the National Board of Medical Examiners (NBME) to have all exams administered electronically, the SBE has had to assess its capacity and take appropriate actions to meet this demand. At this time, a provisional space has been created for electronic examinations (three of our teaching labs), and 80 laptops have been purchased and appropriately formatted for use during NBME exams. We will soon assess the feasibility of creating a permanent exam room for our students.

In addition to the LRC computer lab upgrade and the creation of a dedicated examination rooms, the SBE also need to inventory and upgrade computer and other equipment in the research laboratories at a rate commensurate to new faculty hires to expand hands-on student training in basic science research. We maintain our renewed goal of renovating at least one research laboratory in the next two years to expand hands-on student training in basic science research, particularly in the areas of Neuropsychiatry and Clinical Research.

Conclusion

The opportunities derived from the changes in the last five years and the strategic planning process the School has undertaken create many possibilities leading to the future prospect of bringing the Sophie Davis School to the realization of its potential as a full-fledged medical school with integrated basic-clinical sciences education.

This effort will be strengthened by the guidance and supervision to be provided by our new Dean since 2011, Dr. Maurizio Trevisan, a physician with a clear vision of course integration engaged in articulating national trends in medical education at Sophie Davis. Accordingly, the School structure and the hiring of new faculty should take into consideration their potential contribution to this future teaching program at Sophie Davis while strengthening funded research. The education of Biomedical and Physician Assistant students will be strongly enhanced by close and lasting contact with full-time faculty who can bridge basic, clinical, and community perspectives in medical education and research.

Appendix
Sophie Davis School of Biomedical Education
Summary Information, 2008 and 2012

		2008	**2012**
Full-Time Faculty			
	Medical	26	27
	FT	1	1
	Lecturer	4	5
Faculty Recruitment			
	Total	31	33
	Resigned/NR	2	
	Retired	0	
	Recruited	4	2
Underrepresented Faculty			
	Amerind		
	Asian	5	7
	Black	4	4
	Hispanic	4	5
	Italian	2	2
Women Faculty			
	Behaviorial Med	12	15
Part-Time Faculty			
	Adjuncts	45	42
	PT Medical	36	65

F/PT Faculty: Courses Taught		LD	UP	MA	LD	UP	MA
	Part-Time	2	31		4	22	
	Full-Time	6	25		9	32	2

		2008	**2012**
Faculty Scholarship			
	Journals	46	52
	Books	2	2
	Book Chapters	3	2
	Presentation	26	66
External Funding			
	Biomedical	$1,968	$3,664
Student Head Count	Undergrad	461	432
Mean SAT scores for Freshmen			
	Regular	1294	1294
	Seek	N/A	N/A

Undergraduate Student Ethnicity

	White	10%	14%
	Black	38%	31%
	Hispanic	13%	14%
	Asian	20%	27%
	Amerind		

Admitted & Registered Students

	Admitted	96	93
	Registered	79	77

LD=Lower Division
UP=Upper Division
MA=Masters Level

THE CITY COLLEGE OF NEW YORK/SDSBE
PHYSICIAN ASSISTANT PROGRAM
SUFFICIENCY AND EFFECTIVENESS OF FACULTY & STAFF

	Year			
	2009	**2010**	**2011**	**2012**
Students Enrolled	48	56	69	67
Core Faculty	5	5	5	6
Student Faculty Ratio	12.00	11.20	13.80	11.17
Clinical Sites	30	31	29	34
Staff	3	3	4	5

F.32. Sophie Davis School of Biomedical Education ARC-PA Certificate of Accreditation (2011)

ARC-PA

Accreditation Review Commission on Education
for the Physician Assistant, Inc.

Certificate of Accreditation
Awarded to

**The City College of New York
Sophie Davis School of Biomedical Education**
Physician Assistant Program at Harlem Hospital Center
New York, New York

Awarded: **September 2011**
Next Review: **September 2014**

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James B. Hammond, MA, PA-C
Chair, ARC-PA

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John E. McCarty
Executive Director, ARC-PA

F.34. School of Education Summary Report (May 2013)

The City College of New York
School of Education
May 2013

The School of Education (SoE) continues to embody the dual principles of access and excellence that are central to all education at City College.

SoE remains committed to high quality programs that prepare educational professionals to serve in urban settings and, in particular, in New York City.

- According to NYC Department of Education indicators, SoE continues to prepare a substantial number of highly qualified minority teachers who apply to and are hired by the city, often in some of the most challenging school districts, such as the South Bronx.

- SoE's programs are responsive to national and state trends that are aimed at the improvement of teacher preparation (including the development of performance assessments that are linked to teacher certification.) SoE is NCATE accredited and is actively engaged in the creation of data collection systems that will enable the School to track the performance of its students during their initial professional practice.

- SoE exists in a turbulent policy environment that also shapes its priorities. For example, its enrollment reflects the fact that the New York City Department of Education has also reduced its commitment to alternative teacher preparation via the Teaching Fellows.

- SoE has increased capacity in those programs preparing teachers to assume roles in "shortage" areas that are critical for NYC public education (i.e., special education, bilingual education, TESOL and bilingual special education) and are exploring how SoE might enhance current programs in early childhood education to respond to needs for expertise in the areas of leadership and special education in this field.

- SoE has developed areas of strength in the arts (including an Educational Theatre program, a continued connection to the Lincoln Center Institute for the Arts, and a

newly approved concentration for Childhood Education majors: Art in its Cultural Context.

- SoE maintains connections to community through several after-school programs, most notably in Literacy and in Educational Theatre, that serve the dual purposes of enriching children's educational opportunities and providing real-world settings in which SoE's aspirant teachers can engage in mentored practice.

SoE embraces its rôle as a professional school in a research-intensive university, and continues to develop its capacity for peer-reviewed scholarship that inquires about the most pressing issues in our field.

- Publication of books and journal articles among SoE faculty remains robust. Their scholarship encompasses critical issues in science education, mathematics education, the history of education, linguistics and language instruction. They also address questions germane to early childhood education, the assessment and preparation of K-12 teachers, multiple dimensions of special education and the needs of exceptional children, as well as issues of social justice as they relate to the education of both children and the professionals who teach them.

- Faculty members are presenting their work at national, peer-reviewed conferences, i.e., fourteen faculty will present at the 2013 American Educational Research Association, and serve as consultants to state policy organizations, national teacher education organizations, the New York City Department of Education and charter school management organizations.

- Several faculty members in critical areas have achieved tenure since the last MSCHE report in 2008. At present, SoE is in the process of enhancing the mentorship programs now in place to stress inclusive excellence for all faculty members, and to ensure that associate and assistant professors with tenure are promoted successfully.

- Through the CUNY Compact, SoE recruited two new faculty members in 2012, and searches for four additional position are in progress.

- Sponsored research and training grants, especially in mathematics and science education, continue to grow. The National Science Foundation (NSF) recently

awarded a grant for [Robert Noyce Teacher Scholars](#) in STEM teaching fields to a cross-school team of scholars. The Kaplan Foundation has funded a Technology Initiative that will enable our faculty to use and inquire about mobile technology in the preparation of K-12 professionals. NSF funding also supports faculty research in mathematics and science education, and several faculty members have successfully competed for CCNY SEED grants.

- *The New Educator*, a peer-reviewed journal housed at City College with an advisory board of nationally recognized scholars, is once again sponsored by the Association of Teacher Educators and is actively working to meet the standards required for inclusion in major education indices.

Enrollment Changes

SoE has attached the most recent Title II report that provides information about current enrollment.

Several factors have affected SoE's overall enrollment. The diminution of the New York City Teaching Fellows Program over time has resulted in fewer MA students in SoE's alternative teacher education program. (*A new cohort will not be awarded as a result of the most recent competition, and a relatively small cohort enrolled in Cohort 23 in the summer of 2012.*) A TOPS grant that supported students in the master's program in Transformation Literacy also has concluded. However, since the last MSCHE report. SoE has seen an overall growth in demand for candidate programs in shortage areas, notably special education (MA), bilingual education (MA and undergraduate) and TESOL. The School is in the process of developing and/or marketing existing programs that facilitate the process through which students earning certification in other areas can "extend" their certificate to include bilingual education or special education. SoE also is working with the NYC DoE to re-train currently employed and certified teachers in these shortage areas through an extension program for in-service teachers. The School's conversations with the DoE's Office of Teacher Recruitment and Retention have been very productive in this regard, and SoE's Director of the Office of Clinical Services serves on an advisory board that is responding to local and state workforce needs and trends. Finally, the School added a program in Educational Theatre, which provides training for certification in this

area as well as preparation for non-certified teaching artists who are employed by a variety of educational organizations.

Passing Rates on Teachers Examinations

At the time of the last MSCHE report, the pass rate for the School program was already 96-98 percent for most program completers. SoE's stated goal was a one percent increase. The Title II report presents rates from the teacher candidates completing in 2011-2012.

SoE notes additional assessment measures that are currently projected for its certification program.

Changes in Leadership

In August 2102, a new Dean was hired for the School, replacing an Acting Dean, who had been in place for three years. In November 2012, an Acting Associate Dean was appointed. This position had been vacant since the former Associate Dean assumed the Acting Dean position in 2009. Pending CUNY approval, the current Director of Admissions and Student Services will be appointed as the Assistant Dean for Enrollment and Student Services, reflecting an enhanced portfolio of responsibilities relative to student success and enrollment management.

Full-time Faculty

The number of faculty has remained relatively stable over the past five years: 39 faculty in fall 2007 as compared to 42 faculty in fall 2012. While CUNY Compact faculty hires have added to the faculty, several recent retirements have reduced the "gain" this year.

In addition, some professorial lines have been converted to lecturer lines, especially in areas of high instructional demand, *e.g.*, bilingual education; special education. These lines have faculty with much-needed school experience.

Searches are underway in two high-needs areas: special education and field liaison/supervision. In addition searches for a new senior position in Leadership and a faculty line that will be shared between SoE and the Division of Interdisciplinary Studies (College of Liberal Arts and Sciences) at the Center for Worker Education underway.

Grant Activity

Math for America, a nationally known master-level mathematics educator preparation program, was recruited to the School of Education by the Acting Dean in 2011-2012. This grant will provide support for a cohort of 20-25 new graduate students per year for the next five years; and also offers support for students during their first five years of practice. The National Science Foundation (NSF) awarded a [Robert Noyce Teacher Scholarship Grant](#) for the support and preparation of STEM teachers to the School of Education in 2012. This grant also provides support during a graduate's first years of teaching.

The changing landscape of professional development in New York City has limited the School's ability to continue the kinds of professional development activities in mathematics previously supported by the Petrie and Kaplan Foundations. However, the Kaplan Foundation has agreed to provide $125,000 for the Kaplan Technology Initiative, a grant that will enable the purchase of mobile technology and research related to its use in professional preparation.

Technology

The school continues to maintain and enhance two centers devoted to technology for its students—the SoE Multi-media Lab and the Learning and Technology Center. Recent New York State certification requirements for videotaped on-site performance assessments have made necessary an upgrade in both our video capabilities and the equipment and training available for students who must complete the [edTPA](#), beginning in spring 2014.

Curriculum Changes

Several curriculum changes are notable in the time frame since the last report:

- We have created a new program in Educational Theater that enrolls 35 students a year. This program has both certification and non-certification tracks. Students are extremely active in a variety of community activities and a partnership with PS 161, a neighborhood public school, is being developed to mutual benefit..

- Three science courses for undergraduates (and graduates) have been developed and are being taught by SoE science education faculty, *i.e.*, life sciences, physical science, and earth science. These courses combine clinically rich practice with the development of content area knowledge and pedagogy.

- In addition, the science education faculty has developed courses for a middle school science program.

- The CUNY-wide [Pathways Initiative](#) has required SoE to align its core liberal arts courses in the undergraduate Childhood Education and Bilingual Childhood Education curricula with Pathways requirements. In addition, curricular revisions also acknowledge New York State's liberal arts requirements for teacher certification.

- A decline in the number of available candidates for the district certification and a change in the Leadership faculty has resulted in a temporary suspension of the District Leader Program while the program is reviewed and revised in light of New York State and New York City organizational changes.

- SoE continues to review data about the hiring patterns of the DoE in non-shortage areas, resulting in the possible suspension—or modification—of the Childhood Education Advanced Certificate Program, due to reduced hiring of grade 1-6 teachers by the New York City DoE. However, most recent data do show that the School's teachers are hired in small numbers in high-needs schools, and SoE is working to revise its field placements.

Student Services

Exemplary work by the current Director of Admissions and Student Services will be recognized through the creation of an Assistant Dean position, with an enhanced and revised portfolio.

Orientations are now being held for students applying for admission to student teaching and are critical to SoE's plans for improving the availability of high quality field placements for all SoE students. Orientations for newly admitted students are continuing and being improved.

SoE faculty members continue to do extensive advisement, registration, and graduation checks and to have one of the highest graduate advising loads in the College. While these practices work extremely well with respect to student retention and success, SoE continues to explore the ways in which essential clerical support can be provided to assist in this process.

The Assessment of Unit

The School of Education (SoE) is subject to review by the [National Council for Accreditation of Teacher Education (NCATE)](#), as well as by CCNY. Through NCATE's

performance-based system of accreditation, the quality of teaching and teacher preparation at the College is assessed and confirmed. In 2009, SoE earned reaccreditation, and almost all individual programs have earned national accreditation from their respective professional associations. NCATE has combined with the Teacher Education Accreditation Council (TEAC) to create a new accreditation unit, the Council for the Accreditation of Educator Preparation (CAEP). (*CAEP standards, and its status with respect to NYS certification, are currently pending review*.) Currently, SoE faculty are preparing specialized professional association (SPA) reports—due in September 2013—for its next accreditation visit. As part of accreditation requirements, course and student evaluations are collected from all SoE courses. In addition, peer evaluations are completed for all full-time faculty and a rotating number of adjunct instructors. Evaluation information is reviewed annually by SoE's dean and chairs, and is included as part of all dossiers for any personnel action.

At present, New York State is piloting "report cards" that assess the performance of graduates in their first years of teaching. Title II and the American Association of Colleges for Teacher Education (AACTE) reporting now have similar requirements. Therefore, the SoE is developing the means to follow its graduates on a regular basis and to access information about their effectiveness as teachers, which is collected by the New York City Department of Education (DoE) and New York State.

Other Major Developments

The faculty member who had been serving as coordinator of College Now, the Early College Initiative, the City College Arts Academy and the Middle Grade Initiative/Gear Up is no longer a member of the SOE. However, a permanent director has recently been hired for these outreach efforts and this person coordinates regularly with the Dean of education on grant activity and other collaborative activities.

Community Liaison Activity

The School continues to have several activities that coördinate in a regular way with the community. For example, an after school program in literacy is conducted by the Literacy Program and serves as a practicum for graduate Literacy majors. Math in the City conducts training in mathematics for New York City teachers. The Educational Theater Program conducts a Family Arts Day and works with the PS 161 school arts program. All activities are in addition

to the SoE's systematic connections to the New York City schools. SoE's student teachers are placed in four of the New York City's five boroughs, *i.e.*, 200 per semester, with 50 percent in local schools. The Leadership Program has candidates who as part of their registered program serve 450 hours as administrative interns in the New York City public schools.

Diversity

The SoE strives to achieve faculty diversity. Since the last MCHE, the School has moved from a 2:1 male to female faculty ratio to one that is 2:1 female to male. In addition, African American faculty now account for 21 percent of the School's full-time faculty. The CCNY Office of Affirmative Action, Compliance, and Diversity's review of the School had no diversity goals for two of the three departments. While diversity has been increased with recent hires in the Secondary Education Department, a more racially and ethnically diverse faculty in this department remains a goal.

Challenges

- Support for associate professors in their promotions to full professor and support for the promotion of "long-term" assistant professors to the associate professor title
- Budgetary decisions informed by a review of courses, rôles of field supervisors, and level of support for the Teaching Fellows Program
- Effects of recession and changes in NYC DoE hiring practices and organization on enrollment, in particular graduate enrollment
- Decrease in numbers and discipline areas of new cohorts of Teaching Fellows
- Major changes in New York Teacher certification examinations, with very little time to prepare faculty and students for the new exams
- Changes in standards for national accreditation that demand more and different kinds of data, which will be difficult and expensive to collect
- Enlargement of SoE mission, *e.g.*, doctoral programs; review/renew program in Educational Leadership
- Review of organization of the SoE departments and offices

F.36. School of Education NCATE Accreditation Action Report (2009)

NCATE
National Council for Accreditation of Teacher Education

ACCREDITATION ACTION *Report*

The City College of New York
New York, New York

October 2009

ACCREDITATION DECISION

Accreditation is continued at the initial teacher preparation and advanced preparation levels. The next on-site visit will take place in **Spring 2016**.

Please refer to the Board of Examiners report for strengths of the unit and for additional information on findings and areas for improvement.

STANDARDS SUMMARY

Standards	Initial Teacher Preparation (ITP)	Advanced Preparation (ADV)
★ 1 Candidate Knowledge, Skills, and Professional Dispositions	Met	Met
★ 2 Assessment System and Unit Evaluation	Met	Met
★ 3 Field Experiences and Clinical Practice	Met	Met
★ 4 Diversity	Met	Met
★ 5 Faculty Qualifications, Performance, and Development	Met	Met
★ 6 Unit Governance and Resources	Met	Met

AREAS FOR IMPROVEMENT

The following areas for improvement (AFIs) should be addressed before the unit's next on-site visit by NCATE. Progress made toward eliminating them should be reported in Part C of the unit's annual report to NCATE. The Board of Examiners (BOE) team will indicate in its report at the next visit whether the institution has adequately addressed each of the AFIs.

There were no areas for improvement (AFIs) cited.

NOTE: Neither NCATE staff, team members, nor other agents of NCATE are empowered to make or modify Unit Accreditation Board decisions. These remain the sole responsibility of the Unit Accreditation Board itself. This Accreditation Action Report is available to members of the public upon receipt of a request in writing.

November 6, 2009

Dr. Gregory H.
Williams President
The City College of New York
Administrative Building 300
138th Street and Convent Avenue
New York, NY 10031

Dear Dr. Williams:

At its October 19-23, 2009 meeting in Bethesda, Maryland, the Unit Accreditation Board of the National Council for Accreditation of Teacher Education (NCATE) considered the application for continuing accreditation of the School of Education as the unit that oversees the professional education offerings at The City College of New York. I am pleased to inform you of the Unit Accreditation Board's decision to continue the accreditation of the School of Education at The City College of New York at the initial teacher preparation and advanced preparation levels. This accreditation decision indicates that the unit and its programs meet rigorous standards set forth by the professional education community. The copy of this letter sent to the head of your professional education unit includes a certificate in acknowledgement of the unit's accomplishment.

Let me take this opportunity to express my appreciation for the cooperation received from the faculty, staff, and administration at your institution. I recognize the time and effort it took to prepare for the onsite visit, and would like to thank the faculty for assisting NCATE as we continue to streamline the accreditation process through the use of technology.

Special congratulations are in order because the Unit Accreditation Board has cited no official areas for improvement relative to any of the standards. Strengths noted in the Board of Examiners report have not been reiterated in this report, but are certainly considered part of the institution's accreditation visit record. You may use the information provided in the Board of Examiners report at your discretion.
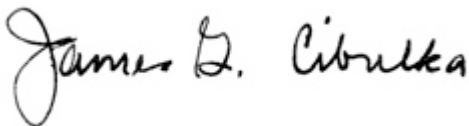
The next NCATE visit is scheduled for **Spring 2016**. You will begin to receive materials for that visit approximately two years prior to the visit. (In partnership states, the actual date of the visit must be determined jointly by the state and NCATE.) In addition, your institution will be required to complete Parts A, B, and C of the AACTE/NCATE annual report each year during the accreditation period, except during the calendar year of an accreditation visit. You are required to report specifically on progress in the areas for improvement cited. During the accreditation period, you will be expected to report evaluations and changes in relation to the six standards.

Enclosed is a copy of NCATE's Policies on Dissemination of Information, which describe the terms and dates by which your current accreditation action becomes a matter of public record and lists other parties who will be notified of accreditation action. If your state has a partnership agreement with NCATE, the state agency with program approval authority receives a copy of this letter.

To celebrate your accreditation, I encourage you to use the online press packet on NCATE's website. (From the homepage, click on "Institutions," then "Resources," then "Press Packet" under the subhead "Celebrating Accreditation.") The packet includes a sample press release announcing a school of education's accreditation status to the media, as well as samples of announcements that can be sent to P-12 schools, foundations, businesses, policymakers, and other stakeholders in your area. Other strategies are also included for garnering media attention throughout the year. In addition, because you are professionally accredited, we encourage you to use the NCATE logo on print materials such as brochures and catalogs, as well as on your school of education's website. (The logo can be found at the link just above "Press Packet" under the subhead "Celebrating Accreditation" as noted above.) It is a distinctive mark which demonstrates that you have met demanding national professional standards for educator preparation. Congratulations!

Should you have any questions regarding NCATE's action or the items reported herein, please do not hesitate to contact us.

Sincerely,

James G. Cibulka
President

Enclosures

cc: Dr. Doris Cintron, School of Education
        Ms. Barbara Meinert, New York State Education Department
        Mr. Richard D. Gervais, New York State Education
        Department Board of Examiners Team

F.38. Grove School of Engineering Overview

In August 2008, Governor David A. Paterson authorized CCNY to grant doctoral (PhD) degrees in five engineering programs, effective fall 2008. This resolution had been approved by the Faculty Senate of CCNY in May 2007, followed by the CUNY Board of Trustees, the New York State Board of Regents, and the State Education Department. The affected doctoral programs are Biomedical Engineering, Chemical Engineering, Civil Engineering, Electrical Engineering, and Mechanical Engineering.

The change formalized what had been the *de facto* organization of engineering doctoral education at CCNY and CUNY since 1963. Although the CUNY Graduate Center follows a consortial model for its doctoral education, which involves active participation by doctoral faculty from across the CUNY colleges, the engineering program has been, from its inception, located only at CCNY.

Governor Paterson also authorized CCNY and the CUNY Graduate Center to grant *jointly* doctoral (PhD) degrees in four science programs—Biology, Biochemistry, Chemistry, and Physics—in August 2008. This resolution, too, was approved by the Faculty Senate of CCNY, the CUNY Board of Trustees, the New York State Board of Regents, and the State Education Department.

In contrast to engineering, *joint* CUNY and CCNY degree-granting authority for doctoral education in the sciences does follow the traditional consortial model, with active participation by doctoral faculty from across the CUNY colleges. However, CCNY is the only college to be granted the authority to offer joint PhD degrees in the sciences with the CUNY's Graduate School in recognition of CCNY's unique strengths in doctoral education in the sciences.

In response to a request from the Middle States Commission on Higher Education (MSCHE), CCNY submitted a <u>Progress Report (March 2011)</u> describing the changes and significant developments; the relevance of the two models of doctoral education in learning outcomes assessment at CCNY; and progress, as of spring 2011.

The MSCHE progress report followed the Grove School of Engineering's successful ABET accreditation visit in October 2010. For over a decade, ABET accreditation has required that each program provide a self-study, documenting educational objectives, program and course learning outcomes, program assessment, and evidence that assessment is used to improve the program. During the ABET accreditation visit, evidence—including randomly selected student transcripts and course work, was inspected by the ABET evaluation team. This process ensures that all Engineering faculty are well acquainted with learning outcomes assessment, that all undergraduate courses and syllabi have student-centered learning outcomes aligned with program outcomes, and that the learning outcomes are assessed directly and indirectly on a regular basis. As a result, a culture of assessment was already in place when the Grove School of Engineering initiated learning outcomes assessment in the PhD programs.

Links to supporting documents, including an in-progress update for ABET, follow:

- ABET 2010 Institutional Update (2013, *in progress*)
- Grove School of Engineering Academic Assessment Summary and Reports (*draft*, 2011-2013)
- Biomedical Engineering Assessment Plan and Reports (*draft*, 2011-2013)
- Chemical Engineering Assessment Plan and Reports (*draft*, 2011-2013)
- Civil Engineering Assessment Plan and Reports (*draft*, 2011-2013)
- Electrical Engineering Assessment Plan and Reports (*draft*, 2011-2013)
- Mechanical Engineering Assessment Plan and Reports (*draft*, 2011-2013)

F.39. **Grove School of Engineering ABET Institutional Report (2010, with 2013 updates)**

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APPENDIX D – INSTITUTIONAL SUMMARY

A. The Institution

1. **Name:** The City College of the City University of New York

   160 Convent Avenue, New York, NY 10031

2. **Chief Executive Officer:** Dr. Robert Paaswell, Interim President November 2009-July 2010

   Dr. Lisa Staiano-Coico, as of August 2010

B. Type of Control

The City College of New York is a public institution governed by the Board of Trustees of the City University of New York, a body with representatives appointed by the Governor of the State of New York and the Mayor of the City of New York. Dr. Matthew Goldstein is Chancellor of the City University of New York. Other state supported colleges and universities in New York, both 2 and 4-year schools, are structured under the State University of New York (SUNY) system, governed by a separate Board of Trustees that is appointed by the Governor of the State of New York.

C. History of Institution

The City College of New York, (CCNY) established in 1847, is the oldest campus of the City University of New York (CUNY) system and continues to be CUNY's flagship. The City College is one of 23 campuses in CUNY. The CUNY system has approximately 250,000 students in over 300 majors leading to the associate, baccalaureate or graduate degree. Over 4,000 courses are offered on CUNY campuses.

The CCNY Grove School of Engineering (GSOE) is the principal entity for engineering education within CUNY. Effective September 1962, the Board of Higher Education approved a change in the name of the School of Technology to the School of Engineering and Architecture. Later, effective July 1968, the Board of Higher Education approved the separation of the School of Engineering and the School of Architecture. In November 2005, the CUNY Board of Trustees approved a change in the name of the School of Engineering to the Grove School of Engineering.

The GSOE origins date from 1916, when the Board of Trustees authorized a curriculum leading to the Diploma of Junior Civil Engineer. In 1917, more extensive courses in chemical, civil, electrical, and mechanical engineering were established within the natural science curriculum of the College of Liberal Arts and Sciences. In 1919, the School of Technology was established with four engineering programs leading to the degrees of Chemical Engineer, Civil Engineer, Electrical Engineer, and Mechanical Engineer, as well as the degree of Bachelor of Science in Engineering. After 1936, the latter degrees were replaced by the degrees of Bachelor of Chemical Engineering, Bachelor of Civil Engineering, Bachelor of Electrical Engineering, and Bachelor of Mechanical Engineering. Beginning September 1968, The GSOE began offering a four-year curriculum leading to a Bachelor of Science degree in Computer Science. The Biomedical Engineering program was approved in 1999.

Since September 1963, under the auspices of the Graduate Center of CUNY, the GSOE began offering advanced study leading to the degree of Doctor of Philosophy in Chemical, Civil, Electrical and Mechanical Engineering and starting in 1969 a Master of Science degree in Computer Science was offered.

In recent years, the following programs have been approved: Master of Science in Biomedical Engineering (September 1999), Master of Engineering in Biomedical Engineering (September 2000), Bachelor of Engineering in Computer Engineering (September 2001), Bachelor of Engineering in Biomedical Engineering (September 2002), Bachelor of Engineering in Earth System Science and Environmental Engineering (September 2006), and a Master of Science in Sustainability in the Urban Environment (September 2009.) Beginning fall 2008, the City College of New York (CCNY) became a Ph.D. granting institution offering the Doctor of Philosophy degree (M.Phil./Ph.D.) in Biomedical, Chemical, Civil, Electrical, and Mechanical Engineering. Through the CUNY Graduate Center, a Doctor of Philosophy in Computer Science is also available.

In 1936, the Engineers Council for Professional Development (a predecessor organization of ABET) began a program of engineering accreditation. City College programs in Chemical, Civil, Electrical and Mechanical Engineering were accredited that same year. In 1992, the Computer Science program was CSAB accredited. In 2004, the Computer Engineering program was ABET accredited.

Grove School of Engineering Mission

The mission of the Grove School of Engineering is:

I. To be a School of national preeminence among public schools of engineering and computer science recognized for the excellence of its instructional and research programs;

II. To provide readily accessible, quality undergraduate and graduate education in a broad range of fields to a highly diverse student body, including traditionally underrepresented minorities and women, working adults, and immigrants;

III. To maintain and expand the program of fundamental and applied research in areas of national interest, particularly in technologies with relevance to New York City, its metropolitan region and New York State;

IV. To provide public service and continuing professional education opportunities to New York City and State, the local community in which the institution resides, the engineering and computer science professions, and society at large.

Grove School of Engineering Goals

The goals of the Grove School of Engineering are to:

1. Attract and maintain a world class faculty devoted to the synergistic activities of teaching and research;

2. Increase the competitive position of the School for attracting high achieving students;

3. Educate students to achieve the outcomes set forth by each program;

4. Continuously enhance the quality and technological relevance of graduate education and research programs;

5. Implement appropriate instructional delivery and support systems that facilitate access for a highly diverse student body;

6. Encourage multi-disciplinary approaches to both teaching and research in keeping with current technological progress in today's world;

7. Develop partnerships with industry, government, and other external organizations that will enhance the School's educational and research activities;

8. Attract the external resources necessary to support cutting-edge research;

9. Offer support in the preparation of K-14 students to enter engineering and computer science majors; and

10. Provide continuing education, technological expertise and public service to the engineering and computer science professions, the local community, and the city and state and governments.

D. Student Body

The Grove School of Engineering (GSOE) is one of seven schools and divisions at City College and is the College's second largest academic unit. With 2167 undergraduate engineering students, this represents 16.5% of CCNY's total undergraduate enrollment. The GSOE has 428 Master's students, the third largest enrollment at this level at the College. As of Fall 2012 there were 203 doctoral students in Engineering: (25 under the CUNY Graduate Center, and 178 at City College). In Computer Science, there were 23 students at the CUNY Graduate Center.

As of Fall 2012, women comprised 17.7% of undergraduate engineering majors and 23,1% of graduate engineering majors (USA citizens and permanent residents only). Among undergraduate engineering students in Fall 2012, 35.5% were Asian, 18.1% were Hispanic, 12.4% were Black, 17.8% were White, and 16.2% were nonresident Aliens. The demographic breakdown percentages for graduate engineering students included 17.5% Asians, 24.1% White, 13.0% Hispanic, 10.4% Black, and 35.0% nonresident Aliens.

Student Accomplishments 2011-2012

City College's Engineering students have always been well represented among the recipients of prestigious awards and participants in rigorous competitions in which they often place highly. They perform and publish original research, contribute to student life and society, and mentor younger students and often continue on to graduate studies in well regarded institutions. Grove students are generally a well-rounded, diverse and creative group who set high expectations for themselves and work diligently to achieve their goals. A number of recent accomplishments of undergraduate and graduate students are presented below.

Johnson Shiuan-Jiun Ho (Biomedical Engineering) was selected as the 2012 Valedictorian of the Grove School of Engineering. His achievements include the design of a new electrode technology for non-invasive electrotherapy, which has been published and patented and is in investigational use at major clinical centers. In mid-August, Johnson entered the MD/PhD program at SUNY Downstate Medical Center College of Medicine, where he is pursuing his interest in Neural and Behavioral Science. "I consider Johnson's most unique trait his passion for applying engineering to solve medical problems, with the very specific goal of healing. Johnson is not just a gifted biomedical engineering student; he is humanitarian to the core," says his advisor Dr. Bikson.

In 2011, the first Kaylie Prize for Entrepreneurship led to a burst of creativity among CCNY engineering and science students, as they rose to the challenge of generating ideas and translating them into marketable products. Harvey Kaylie '60 EE had endowed the competition with a $3 million gift.A team made up of computer engineering seniors Daniel Zuleta, Frank Palmer, Cindy Rodriguez and Javier Montesino, and psychology graduate student, Lei Ai, won the 2012 Kaylie competition. They

received a $50,000 cash prize from Harvey Kaylie '60 EE, to help translate their prototype called VISTA (Vibro Tactile Intelligent System for Travelling Aid), into a marketable product.

Graduate students Elliot Schrock, Jeff LeBlanc, and Franqueli Mendez and undergraduates Johnny Huang and Crae Sosa of the team, "Julintani," won the $12,000 Dean's Prize for their development of a cellphone microdonation app for alumni.

Adam Atia (Environmental Engineering and Earth System Science) has participated in the Trans-Atlantic Aerosol & Ocean Science Expedition (AEROSE-V), in which he traveled across the Atlantic Ocean aboard a NOAA vessel to characterize the evolution of trans-Atlantic Saharan dust aerosols. Under the auspices of the DAAD German Academic Exchange Service, he has done research at the Leibniz Institute of Marine Sciences at the University of Kiel, in Germany, performing trace metal analysis to estimate residence times of dissolved aluminum concentrations in sea water after desert dust deposition. And most recently, for his capstone design project, he has engaged in the design, planning, and deployment of a hydro-climatic sensor network transecting the Neyba mountain range, north of Lake Enriquillo in the Dominican Republic.

Michael Cheng (Electrical Engineering) has done research in the Physics Department at Brooklyn College, at the Dartmouth College Center for Nanomaterials Research, and in the Grove School Chemical Engineering Department, where his three-year project focused on enhancing current distribution uniformity in electrochemical systems. During an internship at General Electric Transportation, he worked on the development of Tier 3 and Tier 4 locomotives. This confirmed his desire to go into industry. "I enjoyed being involved in innovative projects which yielded practical results," he says. Michael established the first chapter of the American Society of Engineering Education on campus, and gained teaching experience by leading engineering workshops for summer campers in the Thayer School of Engineering Science Program. Under Macaulay Honors College auspices, he spent a semester studying in Barcelona, Spain.

In the 2011 Supermileage Competition, the CCNY team led by Glen Kleinsasser (Mechanical Engineering) placed 5th in design out of 32 engineering schools. Next, came the 2012 SAE Baja Competition in Alabama. "Although we have a small and relatively inexperienced team," Glen said, "we have come up with a very innovative design that will hopefully translate into a much higher placement than past CCNY vehicles." The team finished 21st overall out of 100 teams, up from 50th the last time CCNY competed, and 18th in the main endurance event.

Brigitte Liu (Computer Science) took part in the prestigious NSF REU MERIT Biosystems Internships for Engineers program at the University of Maryland. There, she implemented a biometrics recognition/verification system using face as modality and analyzed the performance of different security methods ranging from cryptography to signal processing, based on communication bandwidths, runtime, and matching accuracy. With her eye on homeland security, Brigitte has developed a working knowledge of five foreign languages which are critical to the Department of Defense.

Arash Nowbahar is (Chemical Engineering) has a 4.0 average. He likes his research to be "math intensive." He is heading to UC Santa Barbara for his PhD, where he plans to do fundamental research in complex fluids and transport phenomena. At City, he acquired a broad ChE background and did research with Dr. Raymond Tu, in which he characterized and controlled fractal structures with applications in electronics. He also studied with Dr. Jeffrey Morris of the Levich Institute, the principal investigator of NSF PREM (Partnership for Research and Education in Materials) at CCNY, a collaboration with the University of Chicago MRSEC (Materials Research Science & Engineering Center). Under PREM auspices, Arash spent a summer in Chicago, analyzing the propagation of elastic-flexural vibrations on an ice shelf containing a random distribution of crevasses. Arash has also been an explainer at the New York Hall of Science. This convinced him that he would like to combine teaching with his research career.

For the past two years, Cynthia Wang (Civil Engineering) has been president of the GSOE's Concrete Canoe Club. In 2011, under her leadership, the Grove School placed first in the ASCE Metropolitan Region Concrete Canoe Competition. A member of the CCNY Honors Program, Cynthia excels in her courses and still finds time to volunteer for Habitat for Humanity. "Engineers should have an understanding of construction means and methods," she says, "so that they can make designs efficient and economical." As to the future, Cynthia intends to work in structural engineering before going on to her master's.

Daniel Zegel (Computer Engineering) has worked with another student to design a teaching tool that helps students understand the behavior of filters. He has also participated in a workshop on computational modeling and analysis of complex systems in which he was part of a three-person team that worked to model the first activation probability time distribution of a protein complex in the signaling pathway of a cancer cell. "I brought my knowledge of computer engineering to the team, and the other two members contributed their expertise in math and biology. It was an interdisciplinary effort that I found very rewarding," he says. Daniel is continuing his study of Talmud that he started in Israel, and he has tutored at the College's Accessibility Center, assisting a handicapped student in learning calculus.

Four Grove School students received a prestigious NSF Graduate Research Fellowship in 2012, out of 16 students CUNY-wide:

In Columbia University's Neurotrauma & Repair Laboratory, Christopher Hue '08 is continuing work in biomedical engineering in which he excelled at City. His GSOE education included collaborative work with surgeons at Memorial Sloan-Kettering Cancer Center.

Charles Corredor's doctoral work at the University of Washington in Seattle involves applications of micro and nano scale transport physics at the interface of chemistry, materials, and biology. He is studying nanotoxicity, i.e., how engineered nanomaterials can cause disruption of, and passive transport through, simplified models of artificial cell membranes. As a chemical engineering undergraduate, Charles did research at CUNY's prestigious Energy Institute and its Center for Analysis of Structures and Interfaces (CASI).

Stephen Ma '11 is a doctoral student in chemical engineering at the University of Delaware, where he is currently designing better pressure sensitive adhesives (PSAs), using covalent adaptable networks (CANs). PSAs stick to a surface with the application of pressure and are used in products such as sticky notes and paint tape. "My research at City gave me excellent techniques, and taught me how to pick up new material quickly," he says, "and the summer research I did in China, thanks to Dr. Lombardi, developed the skills which I am using in my doctoral project."

Jaeseung Hahn '12 is pursuing his doctorate in Harvard and MIT's joint program in medical engineering and medical physics. His goal is to develop a new type of branched gold nanoparticle for use in cancer detection and treatment. Jaeseung started research as a freshman with the encouragement of Dr. Yuying Gosser. He began his work on gold nanoparticles as a summer research intern in Germany, and continued it at Memorial Sloan-Kettering Cancer Center and in the Grove School lab of Dr. Sihong Wang.

Other high achieving graduate students are:

Joseph Badami (Chemical Engineering), who thanks to the wide network of colleagues of Grove's Dr. Raymond Tu, is working under Dr. Mark Borden of Columbia University, a leader in the field of interfacial science.

Mohammed Benalla (Biomedical Engineering), whose research will lead to a greater understanding of how to treat osteoporosis, prevent bone loss in long-term manned spaceflights and how to design better

prostheses. During much of his time at CCNY, Mohammed has been an adjunct professor at Citytech, teaching Fluid Power, Engineering Design, Statics, and Strength of Materials.

Samleo Joseph (Electrical Engineering) is part of a group of professors and students, led by Drs. Jizhong Xiao and Ying-Li Tian, who are perfecting a system to help visually challenged and blind people navigate interior and outdoor spaces. He is leading a team of students from a variety of engineering majors who are engaged in developing the software algorithms and the hardware, which includes audio and tactile feedback, to make products to help the blind less expensive, more comfortable and more accurate.

Lauren Patrin (Mechanical Engineering) has already published two papers under the guidance of professor Feridun Delale, on research to develop lighter weight armor for military vehicles. Her research will provide valuable knowledge to make commercial vehicles lighter and more affordable, cutting down on fuel consumption. After her doctorate, Lauren is headed for the transportation industry, where she plans to use her knowledge of composites in the manufacturing of planes, trains or cars.

Irripuge Milinda Perrera (Computer Science) is doing doctoral research with Dr. Nelly Fazio in the area of Anonymous Broadcast Encryption. In a paper presented at PKC 2012, the 15th IACR International Conference on Practice and Theory of Public-Key Cryptography in Darmstadt, Germany, Milinda and Dr. Fazio proposed the first broadcast encryption scheme with sublinear ciphertexts to attain meaningful guarantees of receiver anonymity.

(add recent CHE student accomplishments).

Recent History of the Grove School's Admissions Requirement

The City College of New York (CCNY) Mission Statement states in part:

"City College's mission emphasizes access and excellence in undergraduate and graduate education and research. Requiring demonstrated potential for admission and a high level of accomplishment for graduation, the college provides a diverse student body with exceptional opportunities in creative intellectual pursuits."

The Grove School of Engineering values the City College's mission with its emphasis on access and excellence. However, access is meaningful only if the ultimate goal of graduation is attainable for the student. It is imperative that our newly entered students be properly prepared in order to reap the full benefits of a quality education. To ensure that students are prepared for success, we studied the academic background and demographics of our engineering students that best determined long-term retention and graduation rates. We found that retention of transfer students was best predicted by: 1) the number of math and science credits transferred, and 2) the grade point average at the previous school. For the retention of freshmen, we found that the best predictors were: 1) the math level of students entering engineering, and 2) the student's gender (female students were retained at a higher level compared to male students). Based on this data and other historical data related to student retention at the City College, the GSOE decided to change its admission criteria in fall of 2005.

For entering freshmen, previously an admissions index that considered numerous academic parameters, such as the student's College Admissions Average (CAA), SAT (Scholastics Aptitude Test) scores and when applicable, TOEFL scores, were used to determine admission to the Grove School. If a student received an index number over a certain minimum score they were admitted. In fall 2006, a new

criterion was included for admission into the GSOE for entering freshmen. In addition to a minimum index score, placement in pre-calculus or higher was required. For transfer students, the new criteria required the completion of Calculus I with a C or higher, an overall GPA of 2.50 or higher, and demonstrated proficiency in mathematics and science. Since 2006, admissions requirements for entering freshmen have increased slightly over several years, with careful monitoring of the impact of the change on enrollment and the demographics of the entering class. A summary of the progression of new/additional admissions requirements for new freshmen in the Grove School is as follows:

2006: Students must satisfy the index requirement and place into pre-calculus or higher.
2008: Students must have the appropriate high school average, SAT score, units of math and science courses as shown in the table below.

GSOE Fall 2008 Admissions Requirements			
HS average	Min SAT	English units (or min SAT 500)	Math units (or min SAT 550)
78	900	2	3
75	950	2	3
90	700	2	3

2009: Students must have the appropriate high school average, SAT score, units of math and science courses as shown in the table below,

GSOE Fall 2009 Admissions Requirements				
HS average	Min SAT	English units (or min SAT 500)	Math units (or min SAT 550)	Science Units
< 85	1000	2	3 and math avg >= 80	3 (includes Chem or Phys)
>= 85		2	3 and math avg >= 80	3 (includes Chem or Phys)

2010: Freshman students applied directly to the Grove School for fall 2010 admissions and were admitted based on the fall 2009 admissions requirements.

The impact on undergraduate enrollment is shown in the table below where we can see a more even distribution of students with respect to their academic level in 2009 in comparison with the distribution in 2002.

Full-time Fall Undergraduate Enrollment by Year and Class Standing				
Year: Part-Time	Freshman	Sophomore	Junior	Senior
2002: PT=415	624	375	378	316
2003: PT=521	641	413	331	354
2004: PT=541	716	431	347	336
2005: PT=530	699	454	343	311
2006: PT=443	435	387	361	318
2007: PT=405	423	360	362	373

2008: PT=383	479	351	344	354
2009: PT=416	490	413	348	358
2010: PT=436	500	411	401	383
2011: PT=558	520	349	335	444
2012: PT=487	459	360	393	468

A more striking illustration of this evening out effect can be seen in the graph below.
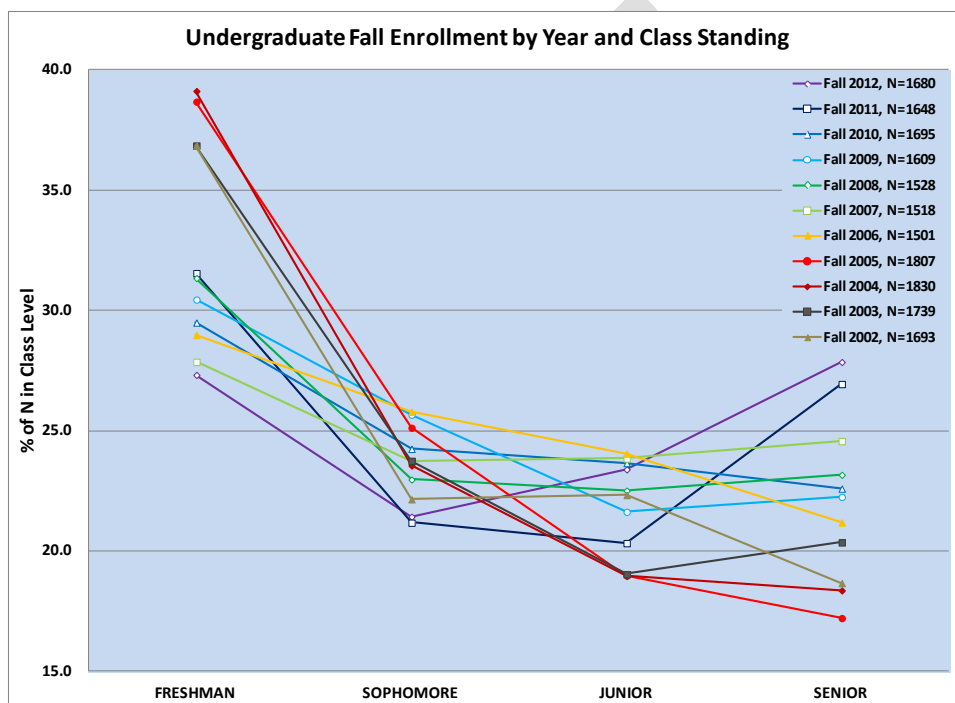
The percentage increase in juniors and seniors in the context of a growing overall enrollment since the implementation of new admissions criteria in Fall 2006, indicates that retention has improved. This is a positive development, but it also implies a growing demand for the discipline specific courses offered by the Grove School of Engineering, since most discipline specific courses in the engineering curriculum are offered in the senior and junior years. This causes considerable pressure on resources and personnel, exacerbated by the college's recent budget deficits and the challenges in funding the PhD programs in Engineering.

The increase in the retention rates of "First – Time, Full – Time" regular students is shown in the next table The six year graduation+retention rate improved with 10% for the first cohort (fall 2006) under the new admissions criteria. Later cohorts show greatly improved retention rates after 4 and 6 semesters. The

retention rates in Engineering are (still) lower than the college retention rates, but they do not negatively impact these rates since many students who leave engineering move to another major at CCNY and graduate. Including this group would show higher retention rates than for the college overall. Based on further studies, the School is now considering to reserve freshmen matriculation in Engineering to those who are ready to take Calculus 1 or higher level math.

First-Time, Full-Time Retention Rates of Regular Engineering Students Entering as Freshmen (% of N returning or graduated after n semesters)						
Cohort (# Students)	2 semesters	4 semesters	6 semesters	8 semesters*	10 semesters*	12 semesters*
Fall 2005 (N=316)	66	45	33	28 (3)	26 (17)	26 (21)
Fall 2006 (N=177)	73	58	47	40 (7)	40 (21)	36 (27)
Fall 2007 (N=260)	77	57	48	39 (9)	35 (24)	
Fall 2008 (N=279)	79	58	46	43 (6)		
Fall 2009 (N=307)	77	62	55			
Fall 2010 (N=299)	85	64				
Fall 2011 (N=262)	80					

* Total percentage retained plus graduated before. % Graduated in parentheses.

E. Regional or Institutional Accreditation

The City College of new York is accredited by the Middle States Association of Colleges and Secondary Schools to award Bachelors, Masters and Doctoral degrees. Accreditation was first granted in 1921 and has continued without interruption. The most recent renewal of accreditation to the College was granted by Middle States in 2008. The City College is also accredited by the New York State Department of Education, and by the Association of American Universities.

F. Personnel and Policies

1. Promotion and Tenure System

The general standards and qualifications for promotion in the professorial titles and for tenure can be found in the CUNY Bylaws. Criteria used in the professional evaluation of faculty are contained in the collective bargaining agreement between CUNY and the Professional Staff Congress (PSC), the union

representing faculty. These policies are quite general and have been supplemented at CCNY by extensive guidelines reflecting broad consideration of teaching, research and professional service. The materials submitted for evaluation of candidates include a curriculum vitae, peer and student evaluations of teaching and letters of external reference.

The tenure system provides for the following:

a) Appointments of non-tenured faculty are on an annual basis. Recommendations for reappointment or non-reappointment are initiated by the department's Executive Committee.
b) For persons serving in the professional ranks, tenure, if approved, is granted with the sixth reappointment.
c) For persons promoted to the rank of Professor, tenure, if approved, is granted after four years of faculty service.

On matters of promotion and tenure, the process flows from the department Promotions Committee in the case of promotions, to the departmental Executive Committee in the case of tenure to the GSOE Personnel and Budget (P&B) Committee, to the Deans and Provost sitting as voting members of the CCNY Review Committee, to the President. The Department Chairperson provides a written evaluation for the candidate's dossier and makes an oral presentation on the candidate to the P&B Committee. The Dean makes an oral presentation to the Review Committee. Reappointment is an annual course of action with decisions following the same process as hiring with a recommendation originating with the departmental Executive Committee.

The review process under (b) above is awarded in fall of the sixth academic year of employment by the departmental Executive Committee (the process under (c) above is begun earlier, if applicable). If the vote is positive, the Departmental Chairperson forwards the matter with an evaluation of the candidate to the GSOE Personnel and Budget (P&B) Committee. The GSOE P&B Committee consists of the Dean (presides), Associate and Assistant Deans and Department Chairpersons. Only Department Chairpersons have vote. If the P&B votes favorably, the matter is then forwarded to the College wide Personnel and Budget Committee known as the College Review Committee (CRC). The CRC is comprised of the Provost (presides), Vice Presidents, full Deans, Chairs of The Faculty Senate and Faculty Committee on Personnel Matters, Chief Librarian and Director of the SEEK Program (higher education opportunity program for economically and educationally disadvantaged students.) For faculty personnel deliberations, the College Review Committee consists of the Provost (as Chair) and the full Deans, all with vote, as well as the Chairs of the Faculty Senate and College Committee on Personnel Matters, without vote. The Deans present and discuss the candidates from their respective units. The Review Committee then votes on the candidates and forwards their favorable decisions to the President. The President then forwards his/her recommended candidates to CUNY's central administration for ultimate final approval by the CUNY Board of Trustees.

Comment [MSOffice2]: Update necessary?

Appeal of a denial of tenure can be made by the candidate at any stage of the evaluation process at the College.

The promotion and early tenure system is similar to the tenure process described above, but involves an early screening of all eligible faculty in the department. Early tenure is granted only in extraordinary circumstances. Promotion to Associate Professor and tenure can be considered concurrently at the discretion of the department.

2. **Determining Faculty Salaries**

Faculty salary schedules are determined through collective bargaining negotiation with the Professional Staff Congress (PSC)-CUNY faculty union, the CUNY and the State. Annual advancement within salary schedule is normally automatic. Upon recommendation by the President, the Board of Trustees grants additional increments within schedule for exceptionally meritorious faculty. Table D - 6 (page Appendix D - 54) shows faculty salary data of the College as a whole, the GSOE, and the Departments.

The Department Chairperson is required to observe the teaching skills and practices of all non-tenured members of the instructional staff by means of announced, periodic observation visits to the classrooms of the individuals concerned. The tenured members of the faculty, who send their reports to the chairperson, normally make these visits each semester. On the basis of these reports, along with student evaluations and the record of teaching, research and service, an evaluation conference with each non-tenured faculty member is held by the Chairperson and is documented with a written conference summary. The Dean and the Review Committee review the evaluation before writing letters of reappointment.

3. **Faculty Benefits**

Faculty benefits are provided through the benefit programs of the PSC. These include retirement benefits under which faculty select either the New York City Teachers retirement system or the TIAA/CREF Retirement Program. Health insurance coverage is provided by the City of New Employee Health Benefits Program. Disability, dental, optical and group life insurance are available as well.

At CCNY, the fellowship (sabbatical) leave program provides full-year (at 80% pay) leaves after every six years of continuous service. Faculty are encouraged to avail themselves of these leave opportunities and unpaid leaves, where another institution or government agency will host them and pay their full salary. On average, 8-9% of faculty is on leave at any given time.

Consulting or other outside employment activities that strengthen professional competence are encouraged, provided they do not exceed one day a week. Disclosure of such activities is required and the activities are subject to approval by the departmental Executive Committee, the Department Chairperson and the Dean (acting for the President).

Faculty participation in externally funded research is encouraged and expected. The usual practice is for the College to provide at least a 50% cost-sharing match toward released time during the academic year. The maximum additional compensation from grant-funded summer salary is one-third of the academic-year salary.

Comment [AA3]: Update needed?

G. Educational Unit

Regarding the College's reporting structure, each Department Chair reports to the Dean of Engineering. The Dean of Engineering reports to the Provost and Senior Vice President of The City College. The Provost reports to the President of City College. The President of City College reports to the Chancellor of the City University of New York.

As shown in the GSOE organizational chart (Table I), there are six academic departments, with corresponding academic programs and two jointly administered (JA) programs in the School:

Biomedical Engineering	Electrical Engineering
Chemical Engineering	Mechanical Engineering
Civil Engineering	Computer Science
Computer Engineering (JA)	Earth System & Environmental Engineering (JA)

The Department of Electrical Engineering and the Department of Computer Science jointly administer the undergraduate program in computer engineering. The Grove School of Engineering and the Division of Science jointly administer the undergraduate program in Earth System Science and Environmental Engineering.

The Ph.D. programs in the GSOE are administered at the City College. The administrative head of these programs is the Associate Dean for Graduate Studies in the GSOE.

Administration of the School (including key staff members)

Dean of Engineering	Dr. Joseph Barba
Associate Dean, Office of Graduate Studies (acting)	Dr. Ardie Walser
Assistant Dean, Office of Undergraduate Academic Affairs (acting)	Dr. Laurent Mars
Deputy to the Dean	Ms. Leslie Galman
Director, Office of Assessment & Institutional Studies (OASIS)	Dr. Annita Alting
Senior Administrative Officer, Facilities Management	Dr. Fred Brodzinski
Chair, Biomedical Engineering	Dr. John Tarbell
Chair, Chemical Engineering	Dr. Jeffrey Morris
Chair, Civil Engineering	Dr. Julio Davalos
Chair, Computer Science	Dr. Douglas Troeger
Chair, Electrical Engineering	Dr. Roger Dorsinville
Chair, Mechanical Engineering	Dr. Feridun Delale
Director, Earth System Science & Environmental Engineering	Dr. Fred Moshary
Administrative Director, Computer Engineering	Dr. Sam Fenster
Director, Benjamin Levich Institute for Physiochemical Hydrodynamics	Dr. Morton Denn
Director, NY Center for Biomedical Engineering	Dr. Mitchell B. Schaffler
Director, CUNY Env. Science and Engineering (ENSE) Institute	Dr. Samir Ahmed
Director, Center for Water Resources and Environmental Research	Dr. Reza Khanbilvardi
Director, Institute of Transportation Systems	Dr. Neville Parker
Director, Center for Networking and Telecommunications	Dr. Tarek Sadaawi
Director, Energy Institute	Dr. Sanjoy Banerjee
Director, Center for Algorithms and Interactive Scientific Software	Dr. Rosario Gennaro
Director, CUNY Institute of Urban Systems	Dr. Robert Paaswell
Director, Institute for Ultrafast Spectroscopy and Lasers	Dr. Robert Alfano
Director, Center for Analysis of Structures and Interfaces	Dr. Daniel Akins
Director, Center for Advanced Technology	Dr. David Crouse
Director, Office of Student Development	Mr. Rawlins Beharry
Director, Office of Student Research & Scholarship	Dr. Yuying Gosser
Administrative Director, Biomedical Engineering	Dr. Phillip Payton
ABET specialist and Administrative Coord., Chemical Engineering	Mr. Nicholas Cromie
ABET Specialist and Educational Advisor, Electrical Engineering	Mr. Edward Baurin

Senior Administrative Director, ABET Specialist, Computer Science	Dr. Edward Camp
Administrative Director, Earth System Science and Env. Engineering	vacancy
ABET Specialist for CE/ME/ESE; Coord. Joint/Dual Degree Programs	Dr. Meg Krudysz
Upper Level Academic Advisor, Office of Academic Affairs	Ms. Debbie Moore
Upper Level Academic Advisor, Office of Academic Affairs	Dr. Gulam Mustafa
Freshmen Academic Advisor (GSOE funded), Office of Student Devt.	Ms. Lauren Shuman
Computer System Manager, GSOE	Dr. Shaoquan Lin
Accounting Assistant, Dean's Office	Ms. Yvette Forehand
Administrative Assistant, Dean's Office	Ms. Detra Mack-Mitchell
Administrative Assistant, Dean's Office	Ms. Margaret Diaz

Engineering Leadership Council Members, 2011-2012

Aziz Ahmad CEO UTC Associates, Inc.	Milovan Blair Vice President, Systems and Transmission Operations Con Edison	Paul V. DeLuca Chairman Telecom Consultants
Jacob Feinstein Vice President (Retired) Con Edison	Ronald A. Gottlieb Consultant (Retired) Skanska	Rich Hohlman Vice President National Grid
Harvey Kaylie President & CEO Mini-Circuits	Ira Levy Senior Vice President AECOM	Jeffrey M. Levy President & CEO RailWorks Corporation
Norman A. Nadel Chairman (Retired) Nadel Associates	Michael Pope President & CEO, Robbins, Pope & Griffis	Ronald Rosenzweig Chairman Anadigics
Edward Plotkin (ex officio) President Engineering School Alumni	Joseph Barba (ex officio) Dean Grove School of Engineering (GSOE)	Karen Wenderoff (ex officio) Vice President Devt. and Inst. Advancement CCNY

Diversity in Engineering Advisory Board, Members, 2011-2012

Neal R. Coy Senior Recruiter Exelon Corporation	Kimberly J. Demko College Relation Human Resources Toyota	Karl J. Duvalsaint Director Next Generation Systems IBM
James Feeley Management Analyst U.S. EPA	Omar Gould *(chair)* Collider-Accelerator Department Brookhaven National Laboratory	Timothy J. Indiveri Section Manager Recruitment Consolidated Edison Company of NY
Linda Johnson Human Resource Partner National Grid	Howard Kuritzky Director, Next Generation Computing Systems Air Products and Chemicals	Frank LaPlaca Manager of Operations AECOM Transportation New York, NY
Deborah Thomas Lawal Global Supply Manager Merck & Co. Inc	Margaret M. Lively Director, Human Resources E-J Electric Installation Company	Monica Lugo Diversity and Internship Program Manager Malcolm Pirnie / ARCADIS
Patricia C. Miller Business Partner Verizon Communications	Isaac F. Washington Administrative Manager, TB/RI MTA Bridges & Tunnels	Linda Wilson Vice President of Inclusion and Diversity Malcolm Pirnie

I. Research Centers and Institutes

- Benjamin Levich Institute for Physicochemical Hydrodynamics,
- NY Center for Biomedical Engineering (NYCBE),
- CUNY Environmental Science and Engineering (ENSE) Institute,
- Center for Water Resources and Environmental Research
- CUNY Institute for Transportation Systems (ITS),
- Center for Information Networking and Telecommunications (CINT),
- Energy Institute,
- CUNY Institute of Urban Systems (CIUS),
- Institute for Ultrafast Spectroscopy and Lasers,
- The Center for Algorithms and Interactive Scientific Software (CAISS).

In addition, GSOE faculty participate in the administration and research activities of two research centers housed in the Science Division, the Institute for Ultrafast Spectroscopy and Lasers and the Center for the Analysis of Structures and Interfaces. What follows is a brief synopsis of these centers and institutes.

The Benjamin Levich Institute for Physicochemical Hydrodynamics is an internationally reputed research institute for the study of fundamental problems of flow and transport in complex fluid, fluid-like media and interface systems. It has involvement of faculty researchers from Chemical Engineering, and Mechanical Engineering as well as a few from Physics in the Division of Sciences. In addition, there are normally a number of visitors, postdoctoral research associates and Ph.D. students. With the Institute's excellent laboratory and computational facilities, their current scope of research is: granular flow, low Reynolds number hydrodynamics, non-Newtonian fluid mechanics, computational fluid mechanics, and transport along interface. The Institute has an independent research and staff budget provided by the College and substantial external research funding.

The New York Center for Biomedical Engineering (NYCBE) is a research unit established in 1994. The Center has involvement of faculty researchers from Biomedical, Chemical, Electrical, and Mechanical Engineering, as well as from the Department of Biology in the Division of Sciences. The Center operates in partnership with several prominent New York City biomedical research organizations and hospitals. Up until the formation of the Department of Biomedical Engineering and initiation of a stand-alone baccalaureate program in biomedical engineering, the Center coordinated the offering of undergraduate concentrations in biomedical engineering in all engineering programs in the School and operated interdisciplinary MS, and Ph.D. programs. Many of the biomedical engineering undergraduate and graduate students are involved as researchers with the Center or with its partner institutions. The Institute has substantial external funding from government agencies and private foundations. It also has an administrative staff budget provided by the College.

The Environmental Science and Engineering Institute (ESEI) established in 2008, has focused its initial activities on remote sensing of the environment, an area where CUNY's research has become increasingly multidisciplinary and collaborative. ESEI provides an effective and existing multi-disciplinary platform for fostering CUNY wide interactions and collaborations between science and engineering disciplines which can leverage, capitalize and exploit the strength of CUNY research in

these areas, which has achieved increasingly widespread international recognition. Much of this research strength, in particular the multi-disciplinary team approach which environmental research mandates, was initially built up on long term funding from NOAA and NASA. The collaborations and scope of activities have now greatly expanded. They continue to exploit CUNY strengths in environmental remote sensing, with work on the atmospheric, oceanic and terrestrial environments, and anthropogenic, climate, weather and pollution impacts on these, in conjunction with Local, State and other Federal agencies, including EPA, DOD and NSF (and continuing with NOAA and NASA) as well as collaborations with other universities and international agencies.

The Center for Water Resources and Environmental Research (CWRER) conducts research on a considerable variety of topics in the water resources/environmental area including natural hazards, pollution movement, surface water and groundwater cleanup, wetland preservation, reservoir protection, watershed management, the hydraulics and hydrology of natural flow systems, non-point source pollution, ecology preservation, and other related subjects. Both the technical and sociopolitical issues arising from these studies are addressed. The Center offers regular research seminars on water resources, environmental engineering, and environmental ecology. The research, educational, and training programs are being carried out in close cooperation with the city, state, and federal agencies responsible for overseeing the nation's water and environmental resources as well as non-governmental organizations representing the public interest.

The CUNY Institute for Transportation Systems (ITS) is comprised primarily of faculty from the Civil Engineering, and Computer Science. The Institute is the lead organization in the federally funded **University Transportation Research Center**, which involves ten other universities. Research is being conducted in a wide range of transportation areas, including road systems, public transportation and multi-modal systems. The Department of Civil Engineering offers transportation concentrations at the undergraduate and doctoral programs and a distinctive Master's program in Transportation. ITS has a separate College budget for administration.

Center for Information Networking and Telecommunications (CINT) focuses on research and development in the fields of high-speed, multi-media, multi-service, integrated wired/wireless networks, mobility in IP and ATM networks, secure communications, and information distribution networks. We also offer courses and labs in these areas to train undergraduate and graduate students to be the leaders of this information era. These research and educational activities have been funded by government agencies and industries including: US Army, National Science Foundation, Telcordia (formerly Bellcore), Panasonic, NY State, NY Department of Transportation, and AT&T.

The Energy Institute was formed in 2008 to consider new approaches to large-scale energy production and storage. It serves and comprises of researchers from all campuses of the City University of New York, with a mission to create, evaluate, and provide a seed for the implementation of advanced energy technologies. These technologies would provide low cost, sustainable energy solutions tailored for the various environs that make up New York State, from preserving the serenity of the Adirondack region to meeting challenges of powering New York City. The Energy Institute takes a comprehensive approach to this problem, combining fundamental studies of emission-free energy production and energy storage through new materials and mechanisms.

CUNY Institute for Urban Systems (CIUS) is a multi-campus CUNY institute that investigates urban infrastructure using themes of new technology, infrastructure, institutions and finance. The

Institute combines engineering and social science research in addressing major problems in urban areas.

The Institute for Ultrafast Spectroscopy and Lasers is a research unit that also houses the New York State Center for Ultrafast Photonic Materials and Applications. This interdisciplinary Institute is housed in the Science Division but one component of the Institute, the Photonics Application Laboratory, is housed within the GSOE. Research is in the areas of ultrafast phenomena, new laser sources, nonlinear optics, imaging, optical communication, optical storage, optical remote sensing and microstructures. A large number of engineering undergraduates and graduate students are involved in Institute research projects. The Institute has an independent research budget from the College.

Center for Analysis of Structures and Interfaces (CASI) involves materials science researchers in the GSOE and in the Science Division. One of CASI's principal objectives is to increase the number of minority engineers and scientists trained to conduct high-level research. It provides undergraduate research experiences to many minority undergraduate engineering students. CASI receives administrative budgetary support from the College.

The Center for Algorithms and Interactive Scientific Software (CAISS) is a research center where mathematicians and computer scientists come together to collaborate on different projects. It grew out of work on a graphically driven, easy to use, software package called MAGNUS, designed to answer questions about and to carry out experiments with finitely presented groups. In addition, CAISS is developing new games or puzzles, based on group theory. CAISS also manages the New York Group Theory Cooperative, which organizes the NY Group Theory Seminar at the Graduate Center. The facilities of CAISS include a 132 node Beowulf cluster, which is being used for work in computational biology and group theory and a small computer lab equipped with CAISS developed software.

There are many strong multi-faculty research areas within the GSOE that are not yet separately organized. These include earthquake engineering in Civil Engineering, and image processing in Biomedical Engineering, Computer Sciences, and Electrical Engineering.

The CCNY Office of Research Administration encourages, develops budgets for and administers most regulatory aspects of research grants and contracts. It provides a local interface to the Research Foundation of CUNY, the fiscal custodian of all CUNY research grants.

II. Office of Student Development of the Grove School of Engineering

The Office of Student Development (OSD), previously identified as the Office of Student Programs (OSP) was re-structured to focus more on the provision of academic advising, academic monitoring and registration services to lower-division students (students with less than 45 credits). The OSD continues to provide critical academic support to freshmen and sophomores, and in many cases, to student at all levels. Programs and services provided through the Office for Student development are: the OSD are:

- Academic Advisement for students with less than 45 credits

- Academic Monitoring

- New Student Orientation

- Registration

- Probation/Dismissal Workshops

- Tutorial Services

- Counseling

- Career and Professional Development

- Cooperative Education and Internship Referral

- Undergraduate Research Referral

- Engineering Student Organizations and Clubs

- Women in Engineering Initiatives

- GSOE Student Surveys

- Freshmen Retention Data Collection and Analyses

- Pre-College Outreach

- Special GSOE Events

Working in collaboration with GSOE departments and key campus-wide offices and programs, efforts are made to ensure engineering students' academic, professional and career development, as well as leadership and community service. The Office also plays a major role in identifying recipients for top academic scholarships, undergraduate research experiences, internship opportunities, and the planning of strategic events to enhance faculty and student relationships and interactions. It serves as a "home base" to students where they can study and work together, learn about various opportunities, receive broad support, and informally interact in a supportive learning environment.

The OSD oversees engineering student societies, organizations and clubs to ensure close inter/intra collaboration to offer a wide range of academic, professional, social and other community-building activities throughout the academic year. These efforts also help to strengthen the School's student outreach and retention efforts.

The OSD helps to coordinate GSOE pre-college outreach events and activities. As part of the School's recruitment effort, the GSOE offers three Summer Programs for pre-college students that focus on boosting their interest in STEM fields and increasing proficiency in mathematics and science to better prepare for college STEM majors. Descriptions of these programs can be found in the Appendix.

III. *Office of Academic Affairs of the Grove School of Engineering*

The Office of Undergraduate Affairs (OUA) is the primary source in the Grove School of Engineering for information on issues concerning the school's academic policies, admissions, curriculum and graduation requirements.

One of the major roles of the OUA is the advisement of engineering and computer science students in conjunction with the OSD. The Grove School of Engineering (GSOE) organizational structure for advising is a modified Split Model, where the advising duties are split between two central offices (the OSD and OUA) with professional advisors and faculty members from the departments. Students who have earned 44 credits or less receive academic advisement from professional counselors through the OSD. Students with 45 credits or more are advised by a faculty member in their department, along with a professional counselor from the OUA.

The faculty member's strength as an advisor is in their experience as an educator and a professional in their area of expertise (e.g., electrical, civil, chemical engineering). They help the student make informed decisions in choosing a career path that suits their interest and talents. The professional counselor tends to be more versed in the policies and procedures of the college and they aid the student in avoiding costly mistakes that can either cost them additional money or delay their graduation or cause them to be dismissed all together.

The duties of the counselors in the OUA extend beyond advisement. They perform other important functions such as making sure that students have the proper requisites for courses, verifying that a graduating senior has fulfilled all degree requirements, as well as performing transfer credit evaluations for students from other academic institutions who wish to transfer to the GSOE.

A summary of the duties and the support services provided to students by the OUA are as follows:

1. Admissions

2. Advisement for students with 45 credits or more,

3. Academic Policies

4. Transfer Course Evaluation

5. Committee on Course and Standing

6. Curriculum Requirements

7. Graduation Certification

8. Management of Joint/Dual Degree Engineering Programs

9. Articulation Agreements

10. Probation & Dismissal

IV. Office of Student Research and Scholarship

It has been recognized that early exposure to science &engineering research has a profound impact on students' professional and career development. As such, the GSOE established the Student Research & Scholarship Center (SRSC) in 2008 to provide students early exposure to research experiences.

The mission of the SRSC is to work in close collaboration with GSOE faculty to promote student participation in research. Working also in collaboration with the OSD, the SRSC offers a research training program to prepare students, in particular freshmen, for their research experiences by having students actively participate in Center-sponsored activities and program, such as:

1. The Science and Engineering Communication Workshops, which started in academic year 2008- 2009, introduces faculty researchers to students to help them become more familiar

with faculty research fields. These workshops assists students with applying for internal and external research fellowships internships, as well as facilitates a better understanding of the process of presenting oral and poster presentations to showcase their research progress.

2. The Nationwide Genome Science Education program prepares students for newly emerged research fields, such as biomedical engineering, environmental engineering, bio-inspired material science, and other pertinent areas. This program was also offered to select high school students through the CUNY College Now program, a program to better prepare students to enter college as engineering, science, and other STEM-related majors.

3. Computer programming based on the "Art of Science and Engineering" program improves students' programming skills and data visualization capability, as well as communication skills. Students' creative STEM-themed artworks are showcased in the Annual Art of Science and Engineering Exhibition that has created a broad impact in the CCNY community.

4. Submissions to the *Journal of Student Research* to showcase students' research achievements and faculty mentoring efforts. In the 2009 edition of the Journal, 13 articles related to student and faculty research were selected for publication covering a broad range of research topic areas.

The SRSCS plays a critical role in promoting student research participation in an exciting academic environment, as well as enhancing the publicity of the GSOE as a premier research institution.

V. *Cooperative Education Engineering*

The Cooperative Education Engineering (COOP/ENG) Program is administered through the Office of Student Development (OSD). This is an optional program offered to engineering students that provides alternate semesters of academic study with semesters of full-time employment in engineering positions related to students' academic or career interests. Assignment locations are both local and national. Student participants in COOP/ENG can expect to benefit from the experience in several ways, including:

- Application of classroom knowledge to real-world experiences
- Enhancement of knowledge, capability, and leadership skills
- Expanded motivation and stimulation to continue academic studies
- Increased maturity, practicality, and responsibility
- Expanded job opportunities upon graduation.

To participate in the COOP/ENG program, students must have completed a minimum of 30 credits toward their degree and met required academic standards. Students must also submit a report on COOP/ENG progress and accomplishments for each work period.

It is important for students to note the following:

- In many cases, no academic credit is given for the COOP/ENG work experience.
- In order for a student to receive credit for the work experience as an independent study, a proposal for a specific project must be approved by a faculty mentor/advisor, the department chair, the Associate Dean and a manager/mentor at the company where the student will be working.
- Participation in this program normally extends the time needed to complete degree requirements.
- The type of COOP/ENG experience a student has is largely structured by the specific company/organization offering the program.
- Work periods are not just summer jobs, although the summer may be included in a fall or spring work assignment.

Most recent cooperative education employers have included governmental agencies such as NASA and Brookhaven Laboratories, large private corporations such as IBM and General Electric, and local agencies such as the MTA. Each year, a significant number of students participate in this effort

VI. Recent Faculty Accomplishments

Faculty Accomplishments 2011-present

GSOE Faculty obtained a record amount of grants, a number of which are listed below.

It has been a longstanding City College priority to increase the number of students who graduate in STEM disciplines. Now, a **$4 million grant from the US Department of Education** is giving that effort a big boost. Recognizing that retention of transfer students is a key issue and that many of these students come from CUNY's community colleges, the funds will be used to establish CILES (Alliance for Continuous Innovative Learning Environments in STEM) to enhance articulation in STEM between CCNY and Hostos and LaGuardia Community Colleges. Dr. Jorge Gonzalez, NOAA-CREST Professor of Mechanical Engineering, is spearheading the effort, which will be headquartered in the CUNY-CREST Institute. The CILES leadership includes co-PIs Dr. Yaseer Hassebo of LaGuardia, Dr. Nieve Anguo of Hostos, and Dr. Jeff Steiner of City, as well as Drs. Fred Moshary, Barry Gross, and Karin Block of NOAA-CREST.

NSF's prestigious CAREER award supports "early career development activities of those teacher-scholars who most effectively integrate research and education within the mission of their organization." Dr. Sihong Wang is receiving $400,000 over five years to perfect a device which has the potential to transform cancer drug screening and ensuing treatment. In addition to being a stellar researcher, Dr. Wang is a teacher and mentor of note. Her CAREER project will incorporate up-to-date biotechnologies into the CCNY BME curriculum and provide undergraduate research opportunities, which prepare students for BME careers. For high school students, research experiences will build scientific knowledge and encourage them to major in BME.

Associate Professor Debra Auguste (Biomedical Engineering) is a recent **NSF CAREER Award** winner (along with Sihong Wang). The award honors Auguste as one of the most promising up-and-coming researchers in her field and provides an **annual grant of $100,000** to support up to five years of laboratory research and educational outreach. The grant supports research on drug-delivery vehicles at the molecular level. Dr. Auguste also received in 2012 the very prestigious **NIH Director's New Innovator Award**, that supports exceptionally creative new investigators who propose highly innovative projects that have the potential for unusually high impact. Her project "*Personalized therapeutics for inhibiting breast cancer metastasis*", was awarded **$2,295,000.**

Zhigang Zhu, Professor of Computer Science, YingLi Tian, Professor of Electrical Engineering, both at the Grove School, and Tony Ro, Professor of Psychology and Director of the CUNY Cognitive Neuroscience Doctoral Program, secured a **$2 million project, supported by the NSF Emerging Frontiers in Research and Innovation program**, on which they are collaborating with Kok-Meng Lee, Professor of Mechanical Engineering and Director of Georgia Tech's Advanced Intelligent Mechatronics Research Laboratory, and Boris Prilutsky, Associate Professor of Applied Physiology at Georgia Tech. The objective is to develop cost-effective mechatronic devices to assist visually impaired people in achieving mobility functions comparable to people with normal vision.

The CUNY Remote Sensing Earth System Institute (CUNYCREST), established in 2001, is now positioned to become the center of excellence for environmental remote sensing for the northeastern United States, funded from 2011 to 2016 by a **new $15 million grant from NOAA**. CREST research focuses on four themes: climate; weather and atmosphere; water resources and land processes; and ocean and coastal waters. According to Dr. Khanbilvardi, leader of NOAA-CREST: "Our research products are being used not only by NOAA, but by other agencies at the federal, state and local level, such as NASA and the EPA." NOAA-CREST's top-flight research goes hand-in-hand with its commitment to education. It has produced more than 500 graduates, 75 percent of whom are from groups underrepresented in the remote sensing sciences.

The Advanced Research Projects Agency - Energy (ARPA - E) has awarded the Energy Institute $4.6 million over three years to fund two projects which are revolutionizing energy storage. Through the first project, with $3 million in support, Dr. Banerjee is leading the development of a low-cost, grid-scale electrical storage system using a flow-assisted, rechargeable zinc-manganese oxide battery. Ultralife Corp. is a partner in the project. The second project, with $1.6 million in funding, is led by Associate Professor of Chemistry Stephen O'Brien. In conjunction with Columbia University and the University of California Berkeley, it aims to develop less expensive, more efficient, smaller, and longer-lasting power converters for energy-efficient LED lights.

At the Center for Information Networking and Telecommunications (CINT), Professor of Electrical Engineering Tarek Saadawi and his team perform critical research into multimedia, multiservice, integrated wired and wireless networks, sensor networks, and network security. The Center's work on telecommunications and information distribution has attracted **$2.5 million from the U.S. Army Research Laboratory (ARL).** In addition to its ground-breaking research, CINT has partnered with the Institute of Strategic Studies at the Army War College to organize the **2009, 2011 and 2012 Cyber Infrastructure Protection Conferences**, held at City College, and chaired by Dr. Saadawi and Colonel Louis Jordan of the Army War College's Strategic Studies Institute. Dr. Saadawi and Colonel Jordan have also served as **co-editors** of "Cyber Infrastructure Protection." Recently, Dr. Saadawi received a **National Science Foundation grant** to promote international cooperation in cyber security research between the US and Egypt. Under the grant, he will organize the first US-Egypt Workshop on Cyber Security by May 2013.

H. Credit Unit

The basic unit of academic credit at the City College is the semester hour. This normally represents one hour of lecture or recitation or two hours of laboratory per week.

Further, in cases where the criteria specify curricular content in terms of years, one year is equivalent to either 32 semester hours (48 quarter hours) or the quotient of the number of credits required for graduation divided by the nominal length of the program in years, whichever is less. Thus, for programs with 128 semester hours (192 quarter credits) or greater, one year is 32 semester hours (48

quarter hours). For programs with less than 128 semester hours (192 quarter credits), one year is the number of credits required for graduation divided by the nominal length of the program in years.

I. Instructional Modes

Engineering courses are traditional and on-campus. The College has a number of "Smart Classrooms" available and enables instructors to conduct multi-media presentations. In addition, the Center for Excellence in Teaching and Learning provides instruction in "Blackboard" technology and a variety of other tools for faculty and teaching enhancement. CCNY has offered a limited number of hybrid/online courses to date. However, with the support of a new administration and stipends for faculty development, we expect that hybrid and online courses will see significant increases in the future.

J. Grade-Point Average (GPA) Required for Graduation

One requirement for graduation is an average of C (GPA of 2.0) or better for all courses relevant to the student's degree. Calculation of the GPA is described in *The City College Undergraduate Bulletin 2009-2011* (page 289). Note that once a student passes a course, only the first passing grade is counted in the GPA. Since a grade of D is passing, students who receive a grade of D and subsequently retake the course will not have the new grade included in the GPA except for courses requiring a minimum grade of C. In these courses all grades will count, up to the including the C.

Another requirement for graduation is a Quality Point Accumulation (QPA) of zero or better in the student's major courses. Unless stated otherwise, major courses include only courses offered by the student's department and no other courses. For example, computer science courses, although required for the civil, electrical, and mechanical engineering degrees, are not included in QPA calculations for those majors. QPA calculation in the computer engineering degree counts all computer science and electrical engineering courses.

In calculating QPA, the following weighting factors apply:

$$A = +2$$
$$B = +1$$
$$C = \ \ 0$$
$$D = -1$$
$$F = \ -2$$

A grade of F represents all failing grades including F, FAB, FIN, FPN, WF, and WU. The weighting factors are multiplied by the number of credits for each major course, and the results of all multiplications are added together. A final score of zero is equivalent to a C average. Negative scores are equivalent to averages lower than C; positive scores are equivalent to averages higher than C. One advantage of this method is that it allows failing or marginal students to determine the grades required in their remaining major courses to graduate.

Note that the CUNY-wide "F" Repeat policy, described in *The City College Undergraduate Bulletin 2007-2009* (page 295), does not apply to Engineering QPA calculations. All engineering programs have additional requirements concerning grades that are required in certain courses taken either within or outside the major. These additional requirements are specified in the relevant section of the Self-Study

Report for that program. The additional requirements are also listed in the section of the Undergraduate Catalog where the degree program is described.

K. Academic Supporting Units

Information on academic departments that provide required instruction in support of one or more engineering curricula is shown in Table II

L. Non-Academic Supporting Units

Library

The City College of New York library system includes: the Morris Raphael Cohen Library (North Academic Center), the Science/Engineering Library (Marshak 29), the Music Library (Shepard 160), the Architecture Library (Spitzer 101), the Art Visual Resources Library (Compton Goethals 245A), the Architecture Visual Resources Library (Spitzer 104), the Center for Worker Education Library (25 Broadway) and the Dominican Studies Institute Library (North Academic Center 2/202).

The CCNY library collections, the largest in CUNY system, total more than 1.44 million volumes, 85,000 e-books, 901,000 microforms, 34,000 scores and recordings, 7,800 films and videos, and 1.3 million digital images. Designated a Federal depository in 1884, the library has 232,000 government documents. Online periodical holdings include 55,000 electronic subscriptions. The library serves the instructional and research needs of students at the undergraduate through doctoral levels, supports faculty research and provides information literacy instruction at all levels. Our program of "individualized library service" connects library faculty to each department, its faculty and its majors. The library hosts a full calendar of exhibitions, readings, lectures and programs in multiple venues.

The CUNY Plus on-line catalog provides access to library holdings both at CCNY and all the libraries in CUNY, and is available worldwide on the web. The CCNY library web site at http://www1.ccny.cuny.edu/library provides up-to-the-minute information and our "Databases A-Z" site at http://134.74.20.33/resources/databases.jsp provides quick and easy access to myriad digital resources in all subjects, most with full text. Of relevance to Engineering are offerings such as EI Engineering Village, IEEE Xplore, ASME. ASCE, ACM, ScienceDirect, MathSciNet, ACS, AIP, APS, SpringerLink, Wiley-Blackwell, Web of Science, ASTI, BioOne, Medline, PubMed and more.

Computing

Infrastructure Improvement

In 2001, the College began a radical upgrade of the campus network and academic computing resources. These upgrades were the results of a number of initiatives:

- A three-year, $3.4 million, network infrastructure initiative funded by CUNY;
- $805,000 in Equipment Replacement fund (2000-02) to upgrade facilities;
- Establishment (2001-02) of a student technology fee with estimated revenue of $1.2 million/year for CCNY which has now grown to $2.4 million;
- A $295,000 fund from the Borough of Manhattan President's Office to develop information kiosk systems and smart classrooms;
- Startup funds ($90,000) to participate in NYSERNet's Dark Fiber project linking research/educational institution in New York City to commercial and research networks.

In 2001, in phase I, the College replaced the T1 connection to its Internet provider by a new ATM circuit and upgraded the campus network to a Gigabit backbone (1000 Mb/sec) with a star topology (from 10Mb/sec fiber ring). It has provided the College with a stable and secure foundation for our emerging computing network environment. Since then the aging ATM has been retired and replaced with two 1 Gigabit per second SONET circuits over the abovementioned NYC Dark Fiber network. Additional 100 Mb/sec Verizon EVPL service will be installed to provide a backup connection, to prevent against the College being disconnected from CUNY central and the Internet in the case of damage to the NYC fiber network.

The current network expansion plans include: upgrading some of the campus backbone connectivity to 10 Gb/sec; creating a dual star topology providing every building with logical and physical safety against a single point of failure causing any network disconnection; expanding the campus network to the new south campus Science complex; establishing a second entry point to campus from the NYC Dark Fiber; establishing Gigabit microwave connectivity to certain buildings which have a single fiber connectivity to the core; expanding wireless network to every building and outside area serving the College community; establishing new network security measures to protect the College assets.

In addition to these investments in the data network, the College has made improvements in a number of other infrastructure areas: The aging Siemens Rolm telephone system was replaced with a state of the art, $2.2 million NEC switch and telephones which support Voice over IP connections in addition to traditional analog and digital services. Indeed, all of the new buildings being developed on the South campus will be served using VoIP, as is the newly renovated Spitzer School of Architecture building there. A newly established Compact fund has enabled the College to put A/V equipment in nearly all registrar-managed classrooms, and to continue to expand this design to all teaching facilities.

Between the summer 2002 and spring 2003, the College distributed over 600 computers (over 400 new acquisitions) to student laboratory facilities, faculty and staff. During the summer 2003, another 350 additional computers were distributed to student laboratory facility and new faculty. This effort included upgrading of computer laboratories in the departments of computer science, and electrical engineering, and establishment of a new general computer lab for the School of Engineering.

Computing Systems Administration

The CCNY Information Technology and Computer Services Department provides computing facilities and services for the college's teaching, research, public service, and administrative activities. It maintains several general computer labs available to all CCNY students, faculty and staff members, and many special-purpose computer labs available to students in selected courses. CCNY's primary mail server provides an e-mail account to every member of the CCNY community. The CCNY Data Center in the NAC building which houses all the servers providing these services, is also used for high performance computing facilities (including SGI, SUN, Dell, Apple clusters) for selected, grant funded projects. This data center recently underwent an assessment to determine the necessary HVAC, electrical, cabling, room design, security, and safety improvements, as well as measures to improve energy efficiency. A multi-year Data Center renovation plan is underway. Much of the centrally provided services are being migrated to blade servers using VMware technology.

Software available on the Windows, MAC, and UNIX computers at CCNY includes most of the commonly used compilers and interpreters, and a large number of programs for statistical, mathematical, engineering, operations research, and graphics applications. CUNY has purchased many software licenses to be used throughout the College. CUNY participates in educational programs sponsored by Apple, IBM, SGI and SUN providing software packages at reduced or no cost. CUNY has also arranged for discounted volume purchase pricing of other software programs as well. As a senior

college, CCNY takes full advantage of these programs. Mr. Kent Eng is the site license coordinator at CCNY.

Engineering Computer Facilities

The client-server networks in the departments of the School of Engineering (SOE) are the primary computational resource for the School. Currently, SOE has a total of approximately 1160 networked machines, among them 40 SUN workstations, 950 networked PC's, 60 networked MAC's and 110 other workstations, and network printers.

Most of these machines are maintained in the departments, research centers and institutes of the SOE. Some systems are located in their computational laboratories, experimental laboratories and faculty and administration offices. About 45 machines are configured as servers. Most of them are UNIX machines and a few are windows based servers. They are multi-purposed servers; serving as file servers, application servers, mail servers, web servers, network information servers, etc. Additionally, a school-wide computing laboratory is located at Steinman T-B2 and is open to all engineering students.

These networked computers are connected via the networking infrastructure for the SOE, and are then connected to other parts of the College via the College's network facilities Fiber backbone - which supports 1 GB of data. All rooms in the engineering building - Steinman Hall, have networked outlets for Internet/Network connectivity. Each room for the building is connected via Cat5+ UTP cable to a Cisco switch located in the IDF closest on each floor. Each switch is then connected via fiber cables to a Cisco 4000 series router located on the first floor – MDF room. All traffic to the rest of the campus and public Internet is routed at this location.

The local area networks (LANs) in the building are mainly 100 MB Fast Ethernet; with the exception of a few servers which are connected to a switch via gigabit Ethernets. The gigabit campus backbone links the individual units of City College, and is connected to the CUNY Central (CIS), via a 1 Gb/sec optical dual ring network. CUNY Central is current operating two connections to the commercial Internet running at 1 Gb/sec speed each. In addition a 100Mb/sec Internet2 connection is available for the CUNY research community. With the establishment of the College of Staten Island CUNY High Performance Computing Facility and the recent upgrade of its connectivity to CUNY Central, a shared cluster is now available to students and researchers with computational needs but without access to such facilities at CCNY or elsewhere.

The Computer Sciences Department, which is the only department in the GSOE not located in Steinman Hall (engineering building) has a similar network infrastructure in the NAC building.

The computer facilities in each department are under the control of the individual departments. Day-to-day system administration functions are performed by the department. Each department maintains its own user accounts and installs the application software in its particular fields on its servers. All students, faculty and staff have their departmental computer accounts, which can be used for their computation and Internet needs on all UNIX or Window NT computers in the department. Since most networked computers in the School are connected to the Internet, users can also access these computers remotely through any Internet service provider. Temporary accounts in some computational laboratories for a specific course are assigned to students from different departments.

The computer systems manager of the GSOE (Dr. Shaoquan Lin) and his team (comprising of selected faculty/staff member from each department) oversees the School's network, its inter-connectivity on the campus, and the Internet connection of the College. They design, install and configure the computer systems; install major application software packages, such as AutoCAD, ANSYS, ASPEN, Fluent,

IMSL, Maple, MATLAB, Mathematica, and ProE etc.; and provide technical support and second-level help for the departments. They also control the key equipment in the departments, such as the servers.

The Grove School's own computer facilities have become the primary computational resource for the SOE. The hardware in terms of the number of computers is adequate. The School has been replacing equipment on a lab-by-lab basis as funds become available. This approach has been adequate to replace the outmoded student instructional laboratories as well as of faculty machines.

Accessibility of Computer Facilities

Computer facilities are maintained by individual departments with the schedules and other operational policies, processes and procedures set according to the needs of the individual departments and they differ among departments.

There has been an explosion in use of the network for e-mail communication, Internet access and academic computing by faculty. Likewise, students are introduced to networked computing in their freshman design course and take full advantage of the system thereafter. Access to computer labs is provided and controlled by the departments. Laboratory access is not a problem during the day and generally there is little or no wait for students to access a computer. After-hours accessibility is somewhat limited. Generally student assistants are used to staff and monitor laboratories after hours.

Instructional Computing Services Cost

The short life span of computer hardware and software requires continuous investment. Computers become obsolete in every few years, and in every few months new versions of software appear. No separate budget allocation to the School is provided for instructional computing services or equipment in support of undergraduate instruction for its majors. It is completely funded from the School of Engineering budget. Since the 2001-02 academic years, the newly instituted technology fee of $75 per student ($37.50 for part-time students) per semester has allowed for upgrades and replacement of equipment. In 2007-08 this fee was increased to $100 per full time student and $50 per part-time student per semester.

Administrative Computing

In spring 2000, the CCNY implemented the computerized SIMS (Student Information Management System) to replace the antiquated IBM mainframe-based computer system for student advising and registration. Once assigned a user account, any faculty or academic adviser can easily access this system from a PC or a UNIX workstation. Depending on the level of authorization, a SIMS user can track any student's transcript and registration as well as any course's enrolled roster. All pre- and co-requisites have been incorporated into the SIMS; thus ensuring students' academic progress following closely his/her program's curricular design.

Since then, SIMS has become the core student administration system of CUNY, but has been enhanced by a number of initiatives. A single-sign-on user interface under the CUNY portal allows access to eSIMS; as well as Degreeworks, which tracks the course requirements from any College degree and discipline; CUNY Alert to register for the emergency notification system; and Blackboard, CUNY's Learning Management System. eSIMS allows for online registration, paying of bills and a number of other administrative student services.

It should be pointed out that new and re-entering students (including freshmen and transfer) are required to do in-person registration to ensure they receive high quality person-to-person advising before taking any CCNY course. Students who are on probation are also required to do in-person registration to ensure that their academic progress is closely monitored.

Since 2007, CUNY has embarked upon the ambitious, multiyear "CUNY First" project to upgrade all of its major administrative systems using PeopleSoft technology. The first stage of this upgrade started with General Ledger becoming available in July 2008; next the Human Resources systems (Human Capital Management and Talent Acquisition Module) became operational in 2009. Procurement and Accounts Payable (other components of the PeopleSoft Financials package) to became available soon after, in (year). The Student System (Campus Solutions) is expected to become operational for CCNY in Fall 2013 (?) . The latter will replace a number of legacy systems including SIMS (Student Information Systems) and a number of admissions and financial aid support systems. The City College has designed and operates a CUNY First training facility for all Manhattan CUNY campuses.

Additional Non-Academic Supporting Units

The City College has several programs that provide non-academic support to students. All students at the College, including engineering students, can access and benefit from services offered through these units.

The primary non-academic support units at the College are:

- Office of Student Services
- Office of Students with Disabilities
- Office of International Student and Scholar Services
- Wellness and Counseling Center
- Psychological Center
- John Finley Student Center
- Career Center
- Child Development and Family Service Center
- Veteran's Affairs
- Campus Safety
- Food Services
- The Towers (on-campus housing)
- Fitness Center

Offices that provide services to special populations, including engineering students, are:
- McCauley Honors College
- CCCNY Honors Program
- SSSP (Student Support Services Program
- SEEK (Search for Education, Elevation and Knowledge Program.

The primary programs listed are described in the Student Services section of *The City College Undergraduate Bulletin* and is posted at the websitehttp://www.ccny.cuny.edu/registrar/bulletins.cfm. . In this same source, other special population program descriptions can be found on: McCauley Honors Program and CCNY Honors Program (page 283); SEEK (Page 186); ad SSP (Page 186)

M. Faculty Workload

The maximum faculty teaching load is prescribed by the PSC-CUNY collective bargaining agreement as 21 contact hours per academic year. This is the workload basis. Faculty are given released time from teaching for significant administrative or guidance tasks, supervision of Masters or Ph.D. students,

sponsored research, curriculum and research development, and class sizes greater than 35 students. Beginning GSOE faculty members are assigned no more than six contact hours for each of their first two years. Typical teaching loads for research-active faculty with external support range from six to twelve contact hours per year. In general, all faculty, except new faculty, distinguished professors and department chairperson, are required to teach at least three courses per year.

N. Tables

Table D-1. Programs Offered by the Educational Unit

Table D-2. Degrees Awarded and Transcript Designations by Educational Unit

Table D-3a through D3g. Support Expenditures by unit

Table D-4a through D4g. Personnel and Students

Table D-5. Program Enrollment and Degree Data

Table D-6. Faculty Salary Data

N.1 Charts

Chart 1. Organization Chart of Grove School of Engineering

Chart 2. List of Supporting Departments

Table D-1. Programs Offered by the Educational Unit

1 Program Title	2 Modes Offered					3 Nominal Years to Complete	4 Administrative Head	5 Administrative Unit or Units (e.g. Dept.) Exercising Budgetary Control	6 Accredited		7 Assessment Protocol	
	Day	Co-op	Off Campus	Alt. Mode	Other				ABET	Middle States	ABET	Middle States
Biomedical Engineering (BE)	X					4	Dr. John Tarbell	Biomedical Engineering	X	X	X	*
Chemical Engineering (BE)	X					4	Dr. Jeffrey Morris	Chemical Engineering	X	X	X	*
Civil Engineering (BE)	X					4	Dr. Julio Davalos	Civil Engineering	X	X	X	*
Computer Engineering (BE)	X					4	Dr. Roger Dorsinville& Dr. Douglas Troeger	Computer Science & Electrical Engineering	X	X	X	*
Computer Science (BS)	X					4	Dr. Douglas Troeger	Computer Science	X	X	X	*
Earth System Science and Environmental Engineering (BE)	X					4	Dr. Fred Moshary	GSOE & Division of Science	X	X	X	*
Electrical Engineering (BE)	X					4	Dr. Roger Dorsinville	Electrical Engineering	X	X	X	*
Mechanical Engineering (BE)	X					4	Dr. FeridunDelale	Mechanical Engineering	X	X	X	*
Biomedical Engineering (MS)	X					2	Dr. John Tarbell	Biomedical Engineering		X		X
Chemical Engineering (ME)	X					2	Dr. Jeffrey Morris	Chemical Engineering		X		X
Civil Engineering (ME)	X					2	Dr. Julio Davalos	Civil Engineering		X		X
Computer Science (MS)	X					2	Dr. Douglas Troeger	Computer Science		X		X
Electrical Engineering (ME)	X					2	Dr. Roger Dorsinville	Electrical Engineering		X		X
Engineering (MS)	X					2	Dr. Ardie Walser	School of Engineering		X		X
Mechanical Engineering (ME)	X					2	Dr. FeridunDelale	Mechanical Engineering		X		X
Information Systems	no				Eve	2	Dr. Akira Kawaguchi	Computer Science		X		X
Sustainability in the Urban Environment (MS)	X					2	Dr. Alan Feigenberg (Arch.)	GSOE, Sch. Architecture, Div. of Science		**		**

Program Title	Day	Co-op	Off-Campus	Alt. Mode	Other	Review	Name	Location				
Doctoral Programs (Ph.D.), Graduate Office *	X					3+	Dr. Ardie Walser	Graduate Center and CCNY / CCNY (from fall 2013)				X
Biomedical Engineering (Ph.D.)	X					3+	Dr. John Tarbell	CCNY				
Chemical Engineering (Ph.D.)	X					3+	Dr. Jeffrey Morris	CCNY				
Civil Engineering (Ph.D.)	X					3+	Dr. Julio Davalos	CCNY				
Electrical Engineering (Ph.D.)	X					3+	Dr. Roger Dorsinville	CCNY				
Mechanical Engineering (Ph.D.)	X					3+	Dr. Feridun Delale	CCNY				

* Accreditation requirement fulfilled hrough ABET accreditation.
** Interdisciplinary Programs Reviewed and Assessed by Provost Office.
*** Doctoral program in Computer Science is a CUNY-wide program and its Executive Officer resides outside of CCNY.

Table D-2. Degrees Awarded and Transcript Designations by Educational Unit*

1	2					3	4
Program Title	Modes Offered					Name of Degree(s) Awarded	Designation on Transcript
	Day	Co-op	Off-Campus	Alt. Mode	Other		
Biomedical Engineering	X					Bachelor of Engineering (BME)	
Chemical Engineering	X					Bachelor of Engineering (Ch.E.)	
Civil Engineering	X					Bachelor of Engineering (C.E.)	
Computer Engineering	X				**	Bachelor of Engineering (Cp.E.)	
Computer Science	X				**	Bachelor of Engineering (C.Sc.)	
Earth System Science and Environmental Engineering	X					Bachelor of Engineering (EvE)	
Electrical Engineering	X				**	Bachelor of Engineering (E.E.)	
Mechanical Engineering	X					Bachelor of Engineering (M.E.)	
Biomedical Engineering	X					Master of Science: M.S. (BME)	

Comment [AA6]: complete table

Chemical Engineering	X					Master of Engineering: M.E. (Ch.E.) (Professional Master's Degree),; Master of Science: M.S. (Engineering) ***	
Civil Engineering	X					Master of Engineering: M.E. (C.E.) (Professional Master's Degree),; Master of Science: M.S. (Engineering) ***	
Computer Science	X					Master of Science: M.S. (C.Sc.)	
Electrical Engineering	X					Master of Engineering: M.E. (E.E.) (Professional Master's Degree),; Master of Science: M.S. (Engineering) ***	
Interdisciplinary Program in Engineering	X					Master of Science (I.E.P.))	
Mechanical Engineering	X					Master of Engineering: M.E.(M.E.) (Professional Master's Degree),; Master of Science: M.S. (Engineering) ***	
Information Systems	no				Eve.	Master of Science (M.I.S.)	
Sustainability in the Urban Environment	X					Master of Science: M.S. (M.S.)	
Biomedical Engineering	X					Doctor of Philosophy in Biomedical Engineering (Ph.D.) ****	
Chemical Engineering	X					Doctor of Philosophy in Chemical Engineering (Ph.D.) ****	
Civil Engineering	X					Doctor of Philosophy in Civil Engineering (Ph.D.) ****	
Electrical Engineering	X					Doctor of Philosophy in Electrical Engineering (Ph.D.) ****	
Mechanical Engineering	X					Doctor of Philosophy in Mechanical Engineering (Ph.D.) ****	

*   Doctoral degrees in Biomedical, Chemical, Civil, Electrical, and Mechanical Engineering and Computer Science are awarded through the CUNY Graduate Center to students starting before fall 2008 and finishing before fall 2013. Doctoral degrees are awarded by CCNY to students starting in or transferring to CCNY from fall 2008 onward

**   Day or Evening designation is indicated upon enrollment and does not restrict course selection to day or evening hours.

*** M.S. Degree is awarded to students who do not have a bachelor's degree in engineering.

**** Upon Advancement to the Candidacy students receive the Master of Philosophy (M.Phil.) Degree.

Table D-3a-i. Support Expenditures

TABLE D-3a SUPPORT EXPENDITURES OF ENGINEERING
School of Engineering

Fiscal Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-2013
Expenditure Category	(4 yr. prior to previous year)	(3 yr. prior to previous year)	(2 yr. prior to previous year)	(1 yr. prior to previous year)	(previous year)	(current year)	(next year prognosis)
Operations (1) (not including staff)	$380,000 OTPS $70,195 Addl. OTPS $59,115 TS $286,128 Sur Ch	$380,000 OTPS $222,994 Addl. OTPS $94,393 TS $351,969 Sur Ch	$380,000 OTPS $864,460 Addl. OTPS $134,502 TS $330,868 Sur Ch	$380,000 OTPS $160,567 Addl. OTPS $178,337 TS Sur Ch in Add OTPS/TS			
Travel (2)	$16,067	$14,519	$17,376	$15,567			
Equipment (3)							
(a) Institutional Funds	$33,500	$144,000	$103,200	$873,350			
(b) Grants and Gifts (4)	$961,100	$1,302,020	$230,741	$428,012			
GRTI Equipment**	$262,000	$410,000	$657,000	$642,500			
Grad.Teaching Assistant (5)	$195,000	$222,000	$676,000	$779,000			
GC Fellowships***	$1,031,000	$920,000	$512,000	$276,000 GC 988,000 CCNY			
Part-time Assistance (6)	$223,000	$184,000	$217,000				

(1) **Central operations and equipment, excluding telephone, postage, faculty recruitment and research related expenses.**
(2) **Centrally administered School of Engineering pool, does not include grant/contract-related travel.**
(3) **Major equipment, excluding equipment primarily used for research.**
(4) **Including special (not part of institution's annual state appropriation) non-recurring equipment purchase programs.**
(5) **Includes all institutionally funded service-connected graduate student support other than institutional fellowship support**
(6) **Does not include graduate teaching and research assistant or permanent part-time personnel.**
* **$9,100 of which was provided from OTPS fund.**
** **Equipment procured through Graduate Research and Training Initiative (GRTI) is used for both research and teaching purposes.**
*** **A portion of Graduate Center (GC) fellowships (~15%) provides instruction support through the use of graduate teaching fellows.**

TABLE D-3b SUPPORT EXPENDITURES OF ENGINEERING
Biomedical Engineering

Fiscal Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-2013
Expenditure Category	(4 yr. prior to previous year)	(3 yr. prior to previous year)	(2 yr. prior to previous year)	(1 yr. prior to previous year)	(previous year)	(current year)	(next year prognosis)
Operations (1) (not including staff)	$36,988 OTPS $18,036 Addl. OTPS $0 TS $16,721 Sur Ch	$51,572 OTPS $0 Addl. OTPS $0 TS $17,009 Sur Ch	$39,778 OTPS $36,174 Addl. OTPS $0 TS $0 Sur Ch	$39,778 OTPS $13,402 Addl. OTPS $0 TS Sur Ch in Add OTPS			
Travel (2)	$1,432	$1,152	$1,366	$1,600			
Equipment (3)							
(a) Institutional Funds (Tech Fee)	$0	$22,000	$26,2000	$235,026			
(b) Grants and Gifts (4)	$178,790	$183,334	$52,338	$153,651			
GRTI Equipment*			$200,000	$150,000			
Graduate Teaching Assistant (5)	$28,000	$32,000		$27,000			
GC Fellowships**	$139,000	$160,000	$86,000	$26,000 GC $152,000 CCNY			
Part-time Assistance (6)	$36,000	$36,000	$45,000				

(1) Central operations and equipment, excluding telephone, postage, faculty recruitment and research related expenses.
(2) Centrally administered School of Engineering pool, does not include grant/contract-related travel.
(3) Major equipment, excluding equipment primarily used for research.
(4) Including **special** (not part of institution's annual state appropriation) non-recurring equipment purchase programs.
(5) Includes all institutionally funded service-connected graduate student support other than institutional fellowship support
(6) Does not include graduate teaching and research assistant or permanent part-time personnel.
* Equipment procured through Graduate Research and Training Initiative (GRTI) is used for both research and teaching purposes.
** A portion of Graduate Center (GC) fellowships (~15%) provides instruction support through the use of graduate teaching fellows.

TABLE D-3c SUPPORT EXPENDITURES OF ENGINEERING
Chemical Engineering

Fiscal Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-2013
Expenditure Category	(4 yr. prior to previous year)	(3 yr. prior to previous year)	(2 yr. prior to previous year)	(1 yr. prior to previous year)	(previous year)	(current year)	(next year prognosis)
Operations (1) (not including staff)	$38,124 OTPS $0 Addl. OTPS $0 TS $17,082 Sur Ch	$42,060 OTPS $5,008 Addl. OTPS $7,299 TS $20,334 Sur Ch	$40,746 OTPS $423,980 Addl. OTPS $0 TS $0 Sur Ch	$40,746 OTPS $11,666 Addl. OTPS $0 TS Sur Ch in Add OTPS			
Travel (2)	$2,227	$1,725	$2,389	$2,037			
Equipment (3)							
(a) Institutional Funds	$0	$0	$0	$101,251			
(b) Grants and Gifts (4)	$74,873	$211,894	$7,251	$39,458			
GRTI Equipment*	$138,000			$150,000			
Graduate Teaching Assistant (5)	$42,000	$48,000	$42,000	$24,000			
GC Fellowships**	$192,000	$157,000	$99,000	$37,000 GC $228,000 CCNY			
Part-time Assistance (6)	$47,000	$28,000	$41,000				

(1) Central operations and equipment, excluding telephone, postage, faculty recruitment and research related expenses.
(2) Centrally administered School of Engineering pool, does not include grant/contract-related travel.
(3) Major equipment, excluding equipment primarily used for research.
(4) Including special (not part of institution's annual state appropriation) non-recurring equipment purchase programs.
(5) Includes all institutionally funded service-connected graduate student support other than institutional fellowship support
(6) Does not include graduate teaching and research assistant or permanent part-time personnel.
*   Equipment procured through Graduate Research and Training Initiative (GRTI) is used for both research and teaching purposes.
**   A portion of Graduate Center (GC) fellowships (~15%) provides instruction support through the use of graduate teaching fellows.

TABLE D-3d SUPPORT EXPENDITURES OF ENGINEERING
<u>**Civil Engineering**</u>

Fiscal Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-2013
Expenditure Category	(4 yr. prior to previous year)	(3 yr. prior to previous year)	(2 yr. prior to previous year)	(1 yr. prior to previous year)	(previous year)	(current year)	(next year prognosis)
Operations (1) (not including staff)	$63,734 OTPS $0 Addl. OTPS $0 TS $39,068 Sur Ch	$61,744 OTPS $20,871 Addl. OTPS $0 TS $34,002 Sur Ch	$68,426 OTPS $3,334 Addl. OTPS $18,290 TS $20,000 Sur Ch	$68,426 OTPS $73,895 Addl. OTPS $0 TS Sur Ch in Add OTPS			
Travel (2)	$2,386	$2,443	$2,235	$2,473			
Equipment (3)							
(a) Institutional Funds	$0	$45,000	$0	$149,914			
(b) Grants and Gifts (4)	$162,254	$299,395	$80,681	$28,591			
GRTI Equipment*			$100,000	$171,639			
Graduate Teaching Assistant (5)	$28,000	$32,000	$154,000	$198,000			
GC Fellowships**	$256,000	$228,000	$125,000	$44,000 GC $152,000 CCNY			
Part-time Assistance (6)	$31,000	$33,000	$33,000	$67,802			

(1) Central operations and equipment, excluding telephone, postage, faculty recruitment and research related expenses.
(2) Centrally administered School of Engineering pool, does not include grant/contract-related travel.
(3) Major equipment, excluding equipment primarily used for research.
(4) Including special (not part of institution's annual state appropriation) non-recurring equipment purchase programs.
(5) Includes all institutionally funded service-connected graduate student support other than institutional fellowship support
(6) Does not include graduate teaching and research assistant or permanent part-time personnel.
*   Equipment procured through Graduate Research and Training Initiative (GRTI) is used for both research and teaching purposes.
**   A portion of Graduate Center (GC) fellowships (~15%) provides instruction support through the use of graduate teaching fellows.

TABLE D-3e SUPPORT EXPENDITURES OF ENGINEERING

Computer Engineering *

* This is an interdisciplinary program, not a department. It is funded by the Grove School of Engineering, but does not have a separately administered budget. It draws on the faculty and facilities of two departments, Computer Science and Electrical Engineering; and has one dedicated line, the administrative director. There are no other dedicated Computer Engineering program expenses, and since Table D-3 does not include administrative and staff expenses, it would be entirely empty for the program.

The program does, however, exist based on the resources of the two departments, in all of the categories shown in their Tables D-3 (*q.v.*).

TABLE D-3f SUPPORT EXPENDITURES OF ENGINEERING
Computer Science

Fiscal Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-2013
Expenditure Category	(4 yr. prior to previous year)	(3 yr. prior to previous year)	(2 yr. prior to previous year)	(1 yr. prior to previous year)	(previous year)	(current year)	(next year prognosis)
Operations (1) (not including staff)	$53,338 OTPS $32,783 Addl. OTPS $8,000 TS $26,900 Sur Ch	$52,213 OTPS $0 Addl. OTPS $6,150 TS $25,247 Sur Ch	$57,284 OTPS $7,219 Addl. OTPS $9,280 TS $0 Sur Ch	$47,384 OTPS $49,270 Addl. OTPS $2,337 TS Sur Ch in Add OTPS			
Travel (2)	$3,659	$3,162	$5,673	$3,201			
Equipment (3)							
(a) Institutional Funds	$16,500	$0	$18,500	$60,427			
(b) Grants and Gifts (4)	$30,089	$18,545	$1,134	$22,173			
GRTI Equipment*	$40,000			$77,861			
Graduate Teaching Assistant (5)	$26,880	$40,451	$43,125	$33,149			
GC Fellowships**	-	-	-	-			
Part-time Assistance (6)	$0	$0	$0				

(1) Central operations and equipment, excluding telephone, postage, faculty recruitment and research related expenses.
(2) Centrally administered School of Engineering pool, does not include grant/contract-related travel.
(3) Major equipment, excluding equipment primarily used for research.
(4) Including special (not part of institution's annual state appropriation) non-recurring equipment purchase programs.
(5) Includes all institutionally funded service-connected graduate student support other than institutional fellowship support
(6) Does not include graduate teaching and research assistant or permanent part-time personnel.
*   Equipment procured through Graduate Research and Training Initiative (GRTI) is used for both research and teaching purposes.
**   Graduate Center (GC) fellowships for computer science is not CCNY-focused but it is CUNY-wide.

TABLE D-3g SUPPORT EXPENDITURES OF ENGINEERING
Electrical Engineering

Fiscal Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-2013
Expenditure Category	(4 yr. prior to previous year)	(3 yr. prior to previous year)	(2 yr. prior to previous year)	(1 yr. prior to previous year)	(previous year)	(current year)	(next year prognosis)
Operations (1) (not including staff)	$82,310 OTPS $38,500 Addl. OTPS $9,614 TS $26,486 Sur Ch	$87,340 OTPS $68,000 Addl. OTPS $9,000 TS $30,932 Sur Ch	$74,748 OTPS $223,376 Addl. OTPS $9,280 TS $0 Sur Ch	$74,748 OTPS $50,709 Addl. OTPS $35,000 TS Sur Ch in Add OTPS			
Travel (2)	$3,977	$3,737	$3,478	$3,783			
Equipment (3)							
(a) Institutional Funds	$0	$13,000	$0	$146,574			
(b) Grants and Gifts (4)	$171,294	$333,876	$13,552	$39,625			
GRTI Equipment*	$71,500	$0	$0	$93,000			
Grad.Teaching Assistant (5)	$70,000	$80,000	$250,000	$126,000			
GC Fellowships**	$247,000	$218,000	$108,000	$113,000 GC $266,000 CCNY			
Part-time Assistance (6)	$66,000	$47,000	$129,664	$180,000			

(1) **Central operations and equipment, excluding telephone, postage, faculty recruitment and research related expenses.**
(2) **Centrally administered School of Engineering pool, does not include grant/contract-related travel.**
(3) **Major equipment, excluding equipment primarily used for research.**
(4) **Including special (not part of institution's annual state appropriation) non-recurring equipment purchase programs.**
(5) **Includes all institutionally funded service-connected graduate student support other than institutional fellowship support**
(6) **Does not include graduate teaching and research assistant or permanent part-time personnel.**
* **Equipment procured through Graduate Research and Training Initiative (GRTI) is used for both research and teaching purposes.**
** **A portion of Graduate Center (GC) fellowships (~15%) provides instruction support through the use of graduate teaching fellows.**

TABLE D-3h SUPPORT EXPENDITURES OF ENGINEERING

Earth System Science and Environmental Engineering

This is an interdisciplinary program, not a department. The majority of the program's support is leveraged from other participating departments (mainly through course instruction). It draws on the faculty and facilities of seven departments; and has one dedicated line, the administrative director. The program receives additional support through the Gove School of Engineering, the Division of Sciences, and through external grants as indicated in the table below.

Fiscal Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-2013
Expenditure Category	(4 yr. prior to previous year)	(2 yr. prior to previous year)	(3 yr. prior to previous year)	(1 yr. prior to previous year)	(previous year)	(current year)	(next year prognosis)
Additional Support	$5,000 (NOAA-CREST)	$6,000 + $2,000 (NOAA-CREST)	$10,000 (CCNY)	$14,599			
Operations (1) (not including staff)							
Travel (2)							
Equipment (3)				$13,000			
(a) Institutional Funds (Tech Fee)							
(b) Grants and Gifts (4)							
GRTI Equipment*							
Grad.Teaching Assistant (5)							
GC Fellowships**							
Part-time Assistance (6)							

(1) Central operations and equipment, excluding telephone, postage, faculty recruitment and research related expenses.
(2) Centrally administered School of Engineering pool, does not include grant/contract-related travel.
(3) Major equipment, excluding equipment primarily used for research.
(4) Including special (not part of institution's annual state appropriation) non-recurring equipment purchase programs.
(5) Includes all institutionally funded service-connected graduate student support other than institutional fellowship support
(6) Does not include graduate teaching and research assistant or permanent part-time personnel.
*   Equipment procured through Graduate Research and Training Initiative (GRTI) is used for both research and teaching purposes.
**   A portion of Graduate Center (GC) fellowships (~15%) provides instruction support through the use of graduate teaching fellows.

TABLE D-3i SUPPORT EXPENDITURES OF ENGINEERING
Mechanical Engineering

Fiscal Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-2013
Expenditure Category	(4 yr. prior to previous year)	(3 yr. prior to previous year)	(2 yr. prior to previous year)	(1 yr. prior to previous year)	(previous year)	(current year)	(next year prognosis)
Operations (1) (not including staff)	$59,504 OTPS $0 Addl. OTPS $11,945 TS $23,743 $0 Sur Ch	$50,882 OTPS $8,000 Addl.OTPS $34,844 TS $20,342 $0 Sur Ch	$49,018 OTPS $32,604 Addl. OTPS $12,000 TS $0 Sur Ch	$49,018 OTPS $21,589 Addl. OTPS $0 TS Sur Ch in Add OTPS			
Travel (2)	$2,386	$2,300	$2,235	$2,473			
Equipment (3)							
(a) Institutional Funds	$17,000	$57,000	$58,000	$180,158			
(b) Grants and Gifts (4)	$103,563	$17,889	$20,393	$47,482			
GRTI Equipment*	$71,750	$88,162	$35,670	$0			
Grad. Teaching Assistant (5)	$14,000	$16,000	$149,000	$166,000			
GC Fellowships**	$197,000	$157,000	$94,000	$56,000 GC $190,000 CCNY			
Part-time Assistance (6)	$43,000	$40,000	$146,731	$89,317			

(1) Central operations and equipment, excluding telephone, postage, faculty recruitment and research related expenses.
(2) Centrally administered School of Engineering pool, does not include grant/contract-related travel.
(3) Major equipment, excluding equipment primarily used for research.
(4) Including **special** (not part of institution's annual state appropriation) non-recurring equipment purchase programs.
(5) Includes all institutionally funded service-connected graduate student support other than institutional fellowship support
(6) Does not include graduate teaching and research assistant or permanent part-time personnel.
*   Equipment procured through Graduate Research and Training Initiative (GRTI) is used for both research and teaching purposes.
**   A portion of Graduate Center (GC) fellowships (~15%) provides instruction support through the use of graduate teaching fellow

Table D-4a. Personnel and Students

School of Engineering

Fall 2009, Fall 2012

Comment [AA8]: Verification needed for 2012 data

TYPE	HEAD COUNT 2009		FTE	RATIO TO FACULTY	HEAD COUNT 2012		FTE	RATIO TO FACULTY
	FT	**PT**						
Administrative	19		19					
Faculty (tenure-track)	113		113					
Other Faculty (excluding Student Assistants)								
Student Teaching Assistants (excludes institutional fellowships)		23	11.5					
Student Research Assistants								
Technicians/Specialists	14		14					
Office/Clerical Employees	12	2	13					
Others (Research Associates)	5		5					
Advisors	3		3					
Undergraduate Student Enrollment (Lower / Upper / All)								
Master's Student Enrollment								
Doctoral Student Enrollment (GC / GSOE / All)								

FTEs are calculated by dividing total credit+hours by 15 for undergraduates and by 12 for Master's students. Doctoral students are considered 1.0 FTE on average.

Table D-4b. Personnel and Students

Biomedical Engineering

Fall 2009, Fall 2012

TYPE	HEAD COUNT 2009		FTE	RATIO TO FACULTY	HEAD COUNT 2012		FTE	RATIO TO FACULTY
	FT	PT			FT	PT		
Administrative	1		1		1	0	1	
Faculty (tenure-track)	10		10		13	0	13	
Other Faculty (excluding Student Assistants)		1	.5		1	9	3	
Student Teaching Assistants (excludes institutional fellowships)	0	0	0		0	0	0	
Student Research Assistants (2012)					0	25		
Technicians/Specialists	1		1		1	0	1	
Office/Clerical Employees	1	1	1.5		1	2	2	
Others (Research Associates)	1				10	6	13	
Advisors					0	0	0	
Undergraduate Student Enrollment (Lower / Upper / All)	81/48/129	5/7/12	129		103/88/191	6/17/23	190	
Master's Student Enrollment	33		18		26		17	
Doctoral Student Enrollment (GC / GSOE / All)	27/10/37		37		6/34/40		40	

Table D-4c. Personnel and Students

Chemical Engineering

Fall 2009, Fall 2012

TYPE	HEAD COUNT 2009		FTE	RATIO TO FACULTY	HEAD COUNT 2012		FTE	RATIO TO FACULTY
	FT	**PT**			**FT**	**PT**		
Administrative	1		1		1	0	1	
Faculty (tenure-track)	15		15		15	0	15	
Other Faculty (excluding Student Assistants)		2	1		0	0	0	
Student Teaching Assistants (excludes institutional fellowships)		5	2.5		0	0	0	
Student Research Assistants (in Research Centers)					0	10		
Technicians/Specialists	2		2	0.17	2	0	2	
Office/Clerical Employees	1		1	0.08	1	1	1.5	
Others (Research Associates)	1				3	0	3	
Advisors	0	0	0		0	0	0	
Undergraduate Student Enrollment (Lower / Upper / All)	56/74/130	6/15/21	136		61/89/150	7/19/26	157	
Master's Student Enrollment	32		21		8		5	
Doctoral Student Enrollment (GC / GSOE / All)	24/13/37		37		4/39/43		43	

Table D-4d. Personnel and Students

Civil Engineering
Fall 2009, Fall 2012

TYPE	HEAD COUNT 2009		FTE	RATIO TO FACULTY	HEAD COUNT 2012		FTE	RATIO TO FACULTY
	FT	PT			FT	PT		
Administrative	1	0	1		1	0	1	
Faculty (tenure-track)	19		19		24	0	24	
Other Faculty (excluding Student Assistants)		7	3.5		0	9	3	
Student Teaching Assistants (excludes institutional fellowships)		3	1.5		0	11		
Student Research Assistants					0	21		
Technicians/Specialists	3		3		3	0	3	
Office/Clerical Employees	2		2	0.12	2	0	2	
Others (Research Associates)	1		1		2	0	2	
Advisors								
Undergraduate Student Enrollment (Lower / Upper / Total)	174/113/287	37/62/99	304		149/122/271	44/72/116	297	
Master's Student Enrollment	91		42		128		64	
Doctoral Student Enrollment (GC / GSOE / All)	19/12/31		31		2/33/35		35	

Table D-4e. Personnel and Students

<div align="center">

Computer Engineering

Fall 2009, Fall 2012

</div>

Note: This is an interdisciplinary program, not a department. It draws on the faculty, staff and facilities of two departments, Computer Science and Electrical Engineering; and has one dedicated line, the administrative director.
• Numbers in (parentheses) count faculty from the two departments that have been officially designated as additionally serving the Computer Engineering program.
• Numbers in {braces} are total contributing personnel from both departments. Each does work that serves a department and also the program, without separate hours. Thus, no attempt is made to prorate.
• Unenclosed numbers count people exclusive to the program.

TYPE	HEAD COUNT 2009		FTE	RATIO TO FACULTY	HEAD COUNT 2012		FTE	RATIO TO FACULTY
	FT	**PT**						
Administrative	1 + {2}		1 + {2}					
Faculty (tenure-track)	(18)		(18)					
Other Faculty (excluding Student Assistants)		{18}	{9}					
Student Teaching Assistants (excludes institutional fellowships)		{9}	{4.5}					
Student Research Assistants								
Technicians/Specialists	{6}		{6}					
Office/Clerical Employees	{3}	{1}	{3.5}					
Others (Research Associates)								
Advisors								
Undergraduate Student Enrollment (Lower / Upper / All)	125/65/190	26/21/47	196		111/70/181	27/26/53	191	
Master's Student Enrollment	n.a.				n.a.			
Doctoral Student Enrollment (GC / GSOE / All)	n.a.				n.a.			

Table D-4f. Personnel and Students

Computer Science

Fall 2009, Fall 2012

TYPE	HEAD COUNT 2009		FTE	RATIO TO FACULTY	HEAD COUNT 2012		FTE	RATIO TO FACULTY
	FT	PT			FT	PT		
Administrative	3	2			2	0	2	
Faculty (tenure-track)	22		22		19	0	19	
Other Faculty (excluding Student Assistants)		7	3.5			14		
Student Teaching Assistants (excludes institutional fellowships)		3	1.75		0	0		
Student Research Assistants					0	0		
Technicians/Specialists					0	0		
Office/Clerical Employees	1		1		2	1	2.5	
Others (Research Associates)	2		2		2	0	2	
Advisors								
Undergraduate Student Enrollment (Lower / Upper / All)	84/60/144	15/21/36	146		78/66/144	23/28/51	155	
Master's Student Enrollment (incl. MIS)	112		63		99		56	
Doctoral Student Enrollment (GC /)	n.a.		n.a.		23		23	

Table D-4g Personnel and Students

Electrical Engineering

Fall 2009, Fall 2012

TYPE	HEAD COUNT 2009		FTE	RATIO TO FACULTY	HEAD COUNT 2012		FTE	RATIO TO FACULTY
	FT	**PT**			**FT**	**PT**		
Administrative	1		1		1	0	1	
Faculty (tenure-track)	26		26		27	0	27	
Other Faculty (excluding Student Assistants)		11	5.5		1	13	4.5	
Student Teaching Assistants (excludes institutional fellowships)		6	3		0	15		
Student Research Assistants					0	22		
Technicians/Specialists	4		4	0.19	5	0		
Office/Clerical Employees	2	1	2.5	0.10	2	1		
Others (Research Associates)	1				2	0		
Advisors								
Undergraduate Student Enrollment (Lower / Upper / All)	193/176/369	50/66/116	398		133/198/331	40/75/114	358	
Master's Student Enrollment	108		60		88		50	
Doctoral Student Enrollment (GC / GSOE / All)	43/21/64		54		10/44/54		33	

Table D-4h Personnel and Students

Earth Science and Environmental Engineering

Fall 2009-2012

Note: This is an interdisciplinary program, not a department. It draws on the faculty, staff and facilities of seven departments, Civil Engineering, Chemical Engineer, Mechanical Engineering, Computer Science, Electrical Engineering, Earth and Atmospheric Sciences, and the Chemistry department; and has one dedicated line, the administrative director.
• Numbers in (parentheses) count faculty from one of these departments that have been officially designated as additionally serving the ESE program.
• Numbers in {braces} are total contributing personnel from the participating departments. Each does work that serves a department and also the program, without separate hours. Thus, no attempt is made to prorate.
• Unenclosed numbers count people exclusive to the program

TYPE	HEAD COUNT 2009		FTE	RATIO TO FACULTY	HEAD COUNT 2012		FTE	RATIO TO FACULTY
	FT	**PT**			**FT**	**PT**		
Administrative	1	(1)	1 + (0.3)					
Faculty (tenure-track)		+ {30}	(0.3)					
Other Faculty (excluding Student Assistants)		{4}						
Student Teaching Assistants (excludes institutional fellowships)								
Student Research Assistants								
Technicians/Specialists		{3}						
Office/Clerical Employees		{2}						
Others (Research Associates)		{12}						
Advisors								
Undergraduate Student Enrollment (Lower / Upper / All)	17/15/32	2/9/11	35		21/38/59	2/14/16	64	
Master's Student Enrollment	n.a.				n.a.			
Doctoral Student Enrollment (GC / GSOE / All)	n.a.				n.a.			

Table D-4i. Personnel and Students

Mechanical Engineering

Fall 2009, Fall 2012

TYPE	HEAD COUNT 2009		FTE	RATIO TO FACULTY	HEAD COUNT 2012		FTE	RATIO TO FACULTY
	FT	**PT**			**FT**	**PT**		
Administrative					1	0	1	
Faculty (tenure-track)	21		21		17	0	17	
Other Faculty (excluding Student Assistants)					1	22	12	
Student Teaching Assistants (excludes institutional fellowships)		6	3.0			7		
Student Research Assistants						23		
Technicians/Specialists	4		4	0.25	3	0	3	
Office/Clerical Employees	2		2	0.13	2	0	2	
Others (Research Associates)					0	0	0	
Advisors								
Undergraduate Student Enrollment (Lower / Upper / All)	173/155/328	34/40/74	336		163/190/353	34/53/87	370	
Master's Student Enrollment	49		28		59		31	
Doctoral Student Enrollment (GC / GSOE / All)	21/10/31		29		2/28/30		23	

Table D-5. Program Fall Enrollment and Academic Year Degree Data
sources: CUNY IR database, SIMS and Grad. Center

School of Engineering

Academic Year	Class Standing					Total Undergrad	Master	Doctoral	Degrees Conferred		
	FT 1st	FT 2nd	FT 3rd	FT 4th	PT ALL				Bachelor	Master	Doctor
2012-2013	459	360	393	468	487	2167	408	178/226	n.a.	n.a.	n.a.
2011-2012	520	349	335	444	558	2206	445	151/234	251	134	31
2010-2011	500	411	401	383	436	2131	460	117/222	261	144	32
2009-2010	490	413	348	358	416	2025	425	69/211	283	142	27
2008-2009	479	351	344	354	383	1911	424	27/205	249	183	24
2007-2008	423	360	362	373	405	1923	515	0/194+csc	291	137	33
2006-2007	435	387	361	318	443	1944	405	0/202+csc	225	155	21
2005-2006	699	454	343	311	530	2337	429	0/193+csc	204	141	27
2004-2005	716	431	347	336	541	2371	433	0/201+csc	248	162	23
2003-2004	641	413	331	354	521	2260	448	0/192+csc	205	147	13

Masters enrollment excl. walk-in graduates. Doctoral enrollment: GSOE/Total, incl. Computer Science at Grad Center.

Biomedical Engineering

Academic Year	Class Standing					Total Undergrad	Master	Doctoral	Degrees Conferred		
	FT 1st	FT 2nd	FT 3rd	FT 4th	PT ALL				Bachelor	Master	Doctor
'2012-2013	67	36	37	51	23	214	27	34/40	n.a.	n.a.	n.a.
2011-2012	52	36	35	39	26	188	38	26/39	17	14	3
2010-2011	46	44	36	35	15	176	40	21/34	23	11	5
2009-2010	44	37	24	24	12	141	33	10/31	10	11	4
2008-2009	50	30	20	28	11	139	30	5/34	19	15	5
2007-2008	42	19	28	38	9	136	22	0/33	28	5	2
2006-2007	30	29	37	17	15	128	21	0/32	13	12	0
2005-2006	47	41	21	16	15	140	18	0/30	10	3	2
2004-2005	52	30	19	0	8	109	25	0/34	0	4	0
2003-2004	29	21	3	0	0	53	23	0/30	0	6	0

Chemical Engineering

Academic Year	Class Standing					Total Undergrad	Master	Doctoral	Degrees Conferred		
	FT 1st	FT 2nd	FT 3rd	FT 4th	PT ALL				Bachelor	Master	Doctor
2012-2013	32	29	41	48	26	176	8	39/43	n.a.	n.a.	n.a.
2011-2012	30	31	33	35	34	163	10	34/40	24	6	7
2010-2011	30	32	35	44	30	171	24	25/40	36	10	5
2009-2010	30	26	37	37	21	151	32	13/30	20	12	5
2008-2009	26	27	35	22	21	131	32	6/31	14	10	5
2007-2008	29	32	25	30	16	132	27	0/32	27	6	7
2006-2007	24	20	26	34	17	121	16	0/35	28	8	3
2005-2006	30	27	33	20	26	136	14	0/33	12	10	4
2004-2005	27	30	31	15	21	124	21	0/30	13	14	7
2003-2004	23	23	15	21	20	102	22	0/30	16	7	2

Civil Engineering

Academic Year	Class Standing					Total Undergrad	Master	Doctoral	Degrees Conferred		
	FT 1st	FT 2nd	FT 3rd	FT 4th	PT ALL				Bachelor	Master	Doctor
2012-2013	87	62	61	61	116	387	128	33/35	n.a.	n.a.	n.a.
2011-2012	103	58	56	68	127	412	118	23/32	28	24	7
2010-2011	104	84	67	57	104	416	113	18/30	24	27	5
2009-2010	84	90	60	53	99	386	91	12/31	44	22	1
2008-2009	88	69	52	37	96	342	82	6/27	21	21	2
2007-2008	81	66	74	44	99	364	75	0/26	34	17	2
2006-2007	77	83	60	42	86	348	71	0/24	15	14	6
2005-2006	110	70	56	40	90	366	77	0/25	16	17	4
2004-2005	103	65	48	40	82	338	100	0/26	28	20	3
2003-2004	96	46	40	39	73	294	101	0/22	20	21	2

Computer Engineering

Academic Year	Class Standing					Total Undergrad	Master	Degrees Conferred		
	FT 1st	FT 2nd	FT 3rd	FT 4th	PT ALL			Bachelor	Master	Doctor
2012-2013	70	41	35	35	53	234	0	n.a.	0	0
2011-2012	85	31	33	47	48	244	0	22	0	0
2010-2011	77	37	37	29	49	229	0	17	0	0
2009-2010	74	51	40	25	47	237	0	23	0	0
2008-2009	79	49	20	34	37	219	0	23	0	0
2007-2008	70	34	37	40	38	219	0	27	0	0
2006-2007	71	53	27	43	57	251	0	26	0	0
2005-2006	154	72	46	42	85	399	0	23	0	0
2004-2005	162	76	38	39	80	395	0	17	0	0
2003-2004	142	52	39	19	54	306	0	9	0	0

Computer Science

Academic Year	Class Standing					Total Undergrad	Master*	Doctoral	Degrees Conferred		
	FT 1st	FT 2nd	FT 3rd	FT 4th	PT ALL				Bachelor	Master	Doctor
2012-2013	47	31	34	32	51	195	99	25	n.a.	n.a.	n.a.
2011-2012	36	29	24	37	57	183	114	21	30	22	0
2010-2011	36	34	37	29	42	178	100	21	17	35	2
2009-2010	53	31	33	27	36	180	112	n.a.	28	41	0
2008-2009	42	33	28	24	46	173	122	18	19	60	1
2007-2008	38	33	27	38	50	186	170	n.a.	33	48	3
2006-2007	52	23	29	33	63	200	134	n.a.	20	51	1
2005-2006	88	50	50	41	99	328	139	n.a.	49	39	1
2004-2005	107	80	69	90	118	464	119	n.a.	76	52	2
2003-2004	143	117	106	112	155	633	123	n.a.	66	46	1

* incl. Master in Information Systems from AY 2009-2010 and later. Doctoral: at GSOE only.

Electrical Engineering

Academic Year	Class Standing					Total Undergrad	Master	Doctoral	Degrees Conferred		
	FT 1st	FT 2nd	FT 3rd	FT 4th	PT ALL				Bachelor	Master	Doctor
2012-2013	67	66	76	122	115	446	88	44/55	n.a.	n.a.	n.a.
2011-2012	84	73	79	111	129	476	98	38/64	71	43	10
2010-2011	88	83	102	96	121	490	118	31/75	75	39	10
2009-2010	98	95	79	97	116	485	108	21/73	87	38	11
2008-2009	115	73	107	104	101	500	109	7/68	87	52	6
2007-2008	90	106	79	102	114	491	150	0/77	81	30	17
2006-2007	106	90	103	91	128	518	99	0/91	76	45	10
2005-2006	143	104	91	100	128	566	118	0/85	62	54	10
2004-2005	137	87	90	98	130	542	115	0/90	68	53	8
2003-2004	106	103	82	109	132	532	114	0/97	66	35	4

Earth System Science and Environmental Engineering

Academic Year	Class Standing					Total Undergrad	Total Grad	Degrees Conferred		
	FT 1st	FT 2nd	FT 3rd	FT 4th	PT ALL			Bachelor	Master	Doctor
2012-2013	7	14	16	22	16	75	0	n.a.	n.a.	n.a.
2011-2012	18	12	10	19	18	77	0	6	0	0
2010-2011	14	15	14	11	9	63	0	8	0	0
2009-2010	13	4	4	11	11	43	0	9	0	0
2008-2009	7	3	9	12	3	34	0	4	0	0
2007-2008	8	2	7	7	5	29	0	7	0	0
2006-2007	1	4	6	4	2	17	0	0	0	0
2005-2006	0	0	0	0	0	0	0	0	0	0
2004-2005	0	0	0	0	0	0	0	0	0	0
2003-2004	0	0	0	0	0	0	0	0	0	0

Mechanical Engineering

Academic Year	Class Standing					Total Undergrad	Master	Doctoral	Degrees Conferred		
	FT 1st	FT 2nd	FT 3rd	FT 4th	PT ALL				Bachelor	Master	Doctor
2012-2013	82	81	93	97	87	440	59	28/30	n.a.	n.a.	n.a.
2011-2012	112	79	65	88	119	463	67	29/37	52	24	4
2010-2011	105	82	73	82	66	408	65	21/31	62	15	4
2009-2010	94	79	71	84	74	402	49	10/25	63	18	6
2008-2009	72	67	73	93	68	373	49	2/26	60	26	5
2007-2008	65	68	85	74	74	366	71	0/26	45	32	2
2006-2007	74	85	73	54	75	361	64	0/24	44	26	1
2005-2006	127	90	46	52	87	402	64	0/26	33	18	6
2004-2005	128	63	52	54	102	399	58	0/32	39	19	3
2003-2004	102	51	46	54	87	340	72	0/28	26	32	4

Table D-6. Faculty Salary Data[1]

A. Institution as a Whole 2008-2009 *

	Clinical Med. Prof.	Non-clinical Med. Prof.	Professor	Associate Professor	Assistant Professor	Instructor
Number	10		195	141	133	35
High	167,800		$214,776	$104,760	$91,079	$62,665
Mean	$126,355		$137,710	$80,041	$69,010	$52,528
Low	$94,754		$72,181	$69,003	$47,181	$42,390

* Institutional salary follows the scale as established through PSC/CUNY collective bargaining unit.

B. School of Engineering as a Whole 2009-2010*

	Clinical Med. Prof.	Non-clinical Med. Prof.	Professor (Inc.Dist. Prof)	Associate Professor	Assistant Professor	Instructor
Number	0	0	64	28	21	0
Average	-	-	$122,946	$89,917	$78,176	-
Max	-	-	$214,776	$104,740	$91,079	-
Min	-	-	$99,274	$79,902	$71,974	-

* Include Deans and department chairs holding academic rank. These need not be specifically identified.

C. Departmental Salaries (2009-2010)

BME	Professor (inc. Distinguished)	Associate	Assistant	Instructor
Average	$150,744	$94,755	$81,645	
Number	4	6	1	
Max	$192,001	$96,635	$81,645	
Min	$116,364	$85,356	$81,645	

ChE	Professor (inc. Distinguished)	Associate	Assistant	Instructor
Average	$124,606	$111,129	$89,060	
Number	11	1	3	
Max.	$214,776	$111,129	$93,892	
Min.	$98,431	$111,129	$81,645	

CE	Professor (inc. Distinguished)	Associate	Assistant	Instructor
Average	$132,665.29	$96,635	$80,706	
Number	10	1	8	
Max	$170,731	$96,635	$81,645	
Min	$116,364	$96,635	$74,133	

[1] Also support through other departments. Refer to expenditure tables specific to each of the participating departments

CSc	Professor (inc. Distinguished)	Associate	Assistant	Instructor
Average	$116,823	$93,554	$85,393	
Number	11	8	4	
Max	$145,818	$91,635	$96,635	
Min	$102,253	$88,418	$81,645	

CPE	Professor (inc. Distinguished)	Associate	Assistant	Instructor
Average	$117,250	$93,348	$81,645	
Number	10*	5*	1*	
Max	$145,818	$96,635	$81,865	
Min	$101,071	$88,418	$81,645	

* Faculty from CSc & EE Dept.

EE	Professor (inc. Distinguished)	Associate	Assistant	Instructor
Average	$120,970	$91,761	$81,645	
Number	15	8	3	
Max	$174,468	$96,635	$81,645	
Min	$106,071	$85,356	$81,645	

ENV	Professor (inc. Distinguished)	Associate	Assistant	Instructor
Average	$124,714	$90,646	$81,645	
Number	12*	6*	1*	
Max	$170,731	$96,635	$81,645	
Min	$98,431	$85,356	$81,645	

* Faculty from ChE, CE, CSc, & EE
Departments & Science Division.

ME	Professor (inc. Distinguished)	Associate	Assistant	Instructor
Average	$127,020	$95,165	$81,645	
Number	15	4	2	
Max	$185,864	$96.656	$81,645	
Min	$109,674	$90,756	$81,645	

CHART 1. Organization Chart of the Grove School of Engineering

Acting Provost
M. Trevisan

Diversity in Engineering Advisory Board

Dean
J. Barba

Engineering Leadership Council

Department Biomedical Engr.
J. Tarbell, Chair,
Philip Payton HEA

Department Chemical Engr.
A.Couzis, Chair
N. Cromie, HEa

Department Civil Engr.
C.McKnight, Chair

Department Computer Science
D. Troeger, Chair

Department Electrical Engr.
R. Dorsinville, Chair

Department Mechanical Engr.
F. Delale, Chair

Program Computer Engr.
S. Fenster, Coord.

Program Envir. Sci. Engr.
F. Moshary, vacancy, Coord.

Graduate Studies
Associate Dean
A. Walser

Dep. Exec Officer
G. Tardos

Assistant to Associate Dean
B. Bodre, HEa

CUNY Office Asst.
(name)

Undergraduate
Associate Dean
L. Mars

Academic Advisor
G. Mustafa, HEa

Academic Advisor
D. Moore, HEa

AcademicAdvisor/ Dir. Dual/Joint Programs
M. Krudysz, HEa

ABET - EE
E. Baurin, HEa

ABET - CSc
E. Camp, HEO

ABET - ChE
N. Cromie

Admin. Asst.
J. Gonzalez

Office Student Development
Director
R. Beharry

Advisor/Co-Op/Eng
L. Shuman, aHEo

Advisor/AMPCoord
Nadine Bennett

Student Res. & Sch.
Y.Q. Gosser, RA

Admin. Asst.
R. Pierce, AA

Dep. to Dean
L. Galman

Inst. Effectiveness
A. Alting, Dir.

Accounting
Y. Forehand

Systems Admin.
S. Lin

Facilities Management
F. Brodzinski

Admin. Asst.
D. Mack
M. Diaz

Levich Institute
M. Denn, Dir
M. Wright Asst. Dir

Energy Institute
S. Banerjee, Dir.

Center Water Res. & Environment
R. Khanbilvardi, Dir.

Envir. Sci. & Engr. Institute
S. Ahmed, Dir.

Inst. Urban Sys.
C.Kamga, Dir .

Info. Network & Telecomm. Ctr.
T. Saadawi, Dir.

Inst. Transportation Systems,
N. Parker, Dir.

Center For Algorithms and Interactive Scientific Software (CAISS)
R. Gennaro, Dir.

Research Support Staff

J. Mao, RA; Levich Institute

Y. Ito RA; Energy Institute

M. Nyce RA; Energy Institute

M. Temimi, RA; NOAA-CREST M.

S.B. Merchant, RA; NOAA-CREST

R.J. Majeska, RA; BME

P. Bueno RA ChE

N. Jaikaran, Ra; Computer Science

Y. Bryukhov, RA; CIASS

M. Arend, RA; NETMET

Krudysz, RA; Envir. Sci. Engr

Y.Q. Gosser, RA; Stu Res. & Sch.

RA; Nano. Fab. Vacant

D. Harbottle Materials/ChE

CHART 2. List of Supporting Departments

Department or Unit	1 Full-Time Head Count	2 Part-time Faculty Head Count	3 FTE Faculty	Teaching Assistants Head Count	FTE*	Average Section Sizes 6 Lecture	7 Lab	8 Recitation
Department of Chemistry	23	12		10		25		
Department of Computer Science	24	5		3		25		
Department of English	29	88				23		
Department of Mathematics	23	34				27		
Department of Physics	26	17		8		25		
Department of Biology								

In column 1 give the number of full-time faculty members (tenure track plus other teaching faculty, as classified in Table II-1) exclusive of teaching assistants.

In column 2 give the number of part-time, adjunct, or visiting teaching faculty members, exclusive of teaching assistants.

In column 3 give the sum of column 1 plus FTE* of column 2.

F.40.   Grove School of Engineering Academic Assessment Plan (draft, 2013)

APPENDIX E - ACADEMIC ASSESSMENT SUMMARY AND REPORTS

The Grove School of Engineering is engaged in a continuous and rigorous process of program review, including academic assessment of its eight undergraduate programs in Biomedical Engineering, Chemical Engineering, Civil Engineering, Computer Engineering,Computer Science, Electrical Engineering, Earth Systems Science and Environmental Engineering, and Mechanical Engineering. All undergraduate programs underwent ABET accreditation in fall 2010 and obtained full accreditation until the next visit in fall 2016. Therefore, in this report we focus on academic assessment of our graduate programs.

Master's programs:
The Grove School of Engineering has Master's programs in Biomedical, Chemical, Civil, Electrical and Mechanical Engineering, Computer Science, and Information Systems. In spring 2013, there is also a small number of students enrolled in Advanced Certificate programs in Chemical Engineering (2), Civil Engineering (1) and Engineering Management (1).

Ph.D. programs:
Since fall 2008 the Ph.D. programs in engineering, formerly offered through the CUNY Graduate Center, are being offered at CCNY. The five Ph.D. programs are: Biomedical, Chemical, Civil, Electrcial and Mechanical Engineering.

In Fall 2012, the Dean of Graduate studies retired and was succeeded by prof. A. Walser (acting), formerly Dean of Undergraduate Affairs. He met with departmental representatives and identified a number of challenges and possible solutions.

Summary of the Departmental Assessment Activities and Use of the Findings

All Ph.D. and Master's programs in Engineering have Program Learning Outcomes (PLOs) aligned with their departmental Missions and the Mission of the Grove School of Engineering. They completed Curriculum Grids in which courses and other learning activities are aligned with the PLOs. Since the spring of 2011, all Ph.D. students, whether enrolled at the CUNY Graduate Center or at CCNY, were assessed continuously when they took the second exam (proposal) and third exam (thesis & defense), by a panel of three to seven experts in the field, often including outside evaluators. Some of the programs also assessed the Qualifying Exam.

The Electrical Engineering department has implemented a progress review similar to a personnel evaluation each semester for their doctoral students, to determine achievement of goals and collect feedback from their students. The Biomedical Engineering program also plans to implement (as of fall 2013) a progress review using the learning outcomes assessment tools ("Exam Forms") as guidelines to focus the discussion.

The new (acting) Dean of the Office of Graduate Studies is reviewing admissions, advising and funding policies with the department chairs and coordinators for the graduate programs (Ph.D. and Master's). The data are collected, analyzed and reported by the GSOE Office of Assessment and Institutional Studies and the GSOE Office of Graduate Studies.

The Master's PLOs are assessed with course embedded assessments, by aligning assignments, projects and exam questions with the course learning outcomes (CLOs) which in turn are aligned with the PLOs. The Master's programs have started this activity and at present, have assessed two to six courses each. The plan is to assess a number of courses each semester such that after two to three years all courses have been assessed and a complete program assessment can be performed by aggregating the data.

The instructors who assessed their courses made changes where appropriate (e.g., change emphasis on topics in class and homework assignments).

The Master's programs also provide the coursework for the first phase of the Ph.D. program. Many doctoral students transfer in their coursework however, therefore Ph.D. program outcomes are assessed through the exams in the doctoral phase.

Indirect measures used as of now are retention and graduation rates in all Ph.D. programs and selected Master's programs (BME and CSc), student surveys on achievement of CLOs (CE), academic standing in the Master's program (ChE) and study progress including student reflections in the progress reviews with students (EE).

The findings until now are reported in the attached assessment reports and plans.

Challenges

There are challenges within and outside of the PhD program from funding, to advising, to the development of a common culture between the five distinct programs.

Funding or the lack of funding at a more appropriate and sustainable level is the biggest challenge to date, along with a less than ideal level of support staff for managing the graduate programs (Ph.D. and Masters). We have already begun addressing some of the advising challenges such as keeping a closer watch on the progress of Ph.D. candidates through the program.

To address the funding problems, Deans Barba and Walser attended a meeting arranged by VP Posman with CUNY Associate Vice Chancellor for Budget and Finance Matthew Sapienza regarding the Ph.D. programs, early January 2013. The Deans argued for parity for the engineering Ph.D. funding with the CUNY Science Ph.D. programs. The Deans were able to produce many supporting documents that this was the intention at the time of the transfer of the Ph.D. programs in Engineering from the Graduate Center to CCNY in fall 2008. However, this meeting confirmed that the College administration did not follow through on the (ongoing in November 2009) negotiations with CUNY needed to establish the funding model. The program is now $1.3 million in debt, a level that is unsustainable. Discussions are ongoing.

Activities and Further Plans for Improvement

The Graduate Office is working with department chairs, Ph.D. advisors and Ph.D. mentors on developing ways that the five programs can take advantage of each others experiences and share best practices. The acting dean of Graduate Affairs (Walser) recently met with the Ph.D. advisors (in Structures, Transportation, and Water Resources) for Civil Engineering (CE) to discuss the process for admission to the three different Ph.D. concentrations in CE. The main topics of discussion were based on specific cases and are as follows:

1. Admission to Ph.D. (CE) - Developing a consistent protocol for responding to students seeking admission to the CE Ph.D. who do not have a CE degree or background.

    a. Possible solutions:

        i   Establishing appropriate and executable conditions for admission to the Ph.D. (CE) program such as the number and types of undergraduate courses.

        ii. Limiting the number of required undergraduate courses so that the student is able to complete them in one year or require that all undergraduate courses be completed before taking graduate courses.

2. Establishment of a protocol for course evaluation and transfer for students with graduate courses from disciplines other than traditional engineering or STEM areas.

Reports

The following five reports describe more in detail what each department has done in academic assessment of their master's and doctoral programs. It should be noted that the doctoral program in Computer Science is administered through the CUNY Graduate Center and falls under the Middle States accreditation of the Graduate Center. Reviewers are welcome to request any additional information they may need.

Grove School of Engineering
Assessment Plan & Reports for Graduate Programs in Engineering
2011-2013

Department: Biomedical Engineering
Department representative: Schaffler, Parra
Chair's signature: *[signature]*
Date Submitted: 4/10/13

Attach the Course vs. Program Outcomes Curriculum Matrices (Master's and PhD if applicable) to this report.
Please answer all questions and make sure you can substantiate claims with documentation.

Assessment Report Academic Year 2011-2012

1. Please check your assessment activities in and before 2011-2012 and submit this page to Annita Alting, director of Institutional Effectiveness, Rm. T137 (Dean's Office) by June 22, 2012.

Activity	*Check*
Reviewed / developed program learning outcomes (PhD)	*x*
Reviewed / developed program learning outcomes (Master's)	*x*
Developed Curriculum Matrix / Map (PhD)	*x*
Developed Curriculum Matrix / Map (Master's)	*x*
Developed assessment tools for Doctoral assessment	*x*
Developed assessment tools for Master's assessment	*x*
Reviewed / developed course learning outcomes and included them on syllabi	*partial*
Collected assessment data (PhD)	*x*
Collected assessment data (Masters)	*x*
Analyzed and discussed assessment data (PhD)	*x*
Analyzed and discussed assessment data (Master's)	*x*
Other:reviewed assessment approaches with director of inst. effectiveness in meetings	*x*

Use of assessment data for improvement in 2011-2012:	*Check*
a. We made changes in course content	
b. We made changes in course delivery and/or pedagogy	
c. We added and/or deleted courses	
d. We made changes in pre / co-requisites	
e1. We made changes in degree requirements (PhD)	
e2. We made changes in degree requirements (Master's)	
f. We made changes in the emphasis for new / vacant faculty positions	
h. We included assessment results in faculty meetings / retreats, curriculum committee meetings, etc.	
i. We made changes in degree programs and the development of new degree program options	
j.We were able to justify past curriculum changes and show program improvement resulting from those changes	
k.We made changes in the advising processes	
l.We developed academic services for students	
m.We developed new career explorations and/or career services for students	
n.We made changes to student academic facilities such as labs and study areas	
o. We developed / improved academic and program information to students	x
p.We shared assessment information with alumni and review/advising boards	
q.We further refined the assessment methods or implemented new assessment methods	x

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r. *We made chamges in instucttional / mentoring emphasis for current faculty*
s. *We changed our admissions criteria*
t. *Other:*

Assessment <u>Plan</u> Academic Year 2012-2013

Department: Biomedical Engineering
Department representative: Schaffler, Parra
Chair's signature:
Date Submitted: 4/10/13

Please answer all questions and submit this plan to Annita Alting, Rm T137 (Dean's Office) by <u>October 15, 2012.</u>

1. Which Program Learning Outcome(s) do you plan to assess in 2012-2013? List Below:
2. Check all the assessment methods you plan to employ in 2012-2013 and the semester in which you will collect the data:

Direct Methods	*Fall 2012*	*Spring 2013*
PhD Qualifying Exam		
PhD Proposal	*x*	*x*
PhD Dissertation & Defense	*x*	*x*
Master's Thesis or Other Capstone Experience		*x*
Course-embedded assessment of Program Learning Outcome(s)	*x (master's)*	*x (master's)*
Lab reports		
Other Method:		

Indirect Methods	*Fall 2012*	*Spring 2013*
Student Course Survey		
Progress Review Form (PhD)		*x*
Exit Survey or Interview		
Student-Faculty Mixer(s)		
Focus Group		
PhD program acceptance rates	*x (GSOE wide)*	
Job placements		
Alumni Feedback		
Employer Feedback		
Grade Analyses / Course or Exam Pass Rates		
Retention and Graduation Analyses	*x*	
Enrollment analysis (e.g., effect of admissions criteria)		
Other Method:Semesterly meetings with all students		*x*

3. Have you discussed your plans with the instructors of the courses that will be assessed? **Yes**
4. List the faculty members and/or departmental committee(s) who will participate in assessing the data:
   - **BME Graduate Curriculum Committee**
   - **Professor Lucas Parra (Master's Program Coordinator)**
   - **Distinguished Professor Mitchell Schaffler (Doctoral Progam Coordinator)**
   - **Professor Simon Kelly - Course: Neural Systems & Behavior**
   - **Professor Steven Nicoll - Course: Advanced Biomaterials**
   - **Professor Maribel Vazquez - Course: Microfluidic Devices**
   - **Professor Sihong Wong - Course: Laboratory in Cellular and Molecular Engineering**

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5. When will data collected in the Fall 2012 be analyzed? **Spring 2013**
6. When will data collected in the Spring 2013 be analyzed? **After finals of spring 2013**
7. Who will write the 2012-2013 assessment report? **PhD and Master's coordinators, faculty in courses being assessed and dir. of Inst.**

Effectiveness.
8. When will the report be shared with stakeholders? **Edn of April 2013.**

9. Other comments:

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Assessment Report Academic Year 2012-2013- Interim for PRR

Department:	Biomedical Engineering
Department representative: Schaffler, Parra	
Chair's signature: *[signature]*	
Date Submitted: 4/10/13 March 15, 2013 (interim)	

Please answer all questions and submit this report to Annita Alting, Rm T137 (Dean's Office) by October 15, 2013. (For 2013 only: please provide interim report on the questions below by March 15, 2013, to Annita Alting, T137, for inclusion in Middle States Periodic Review Report due June 1, 2013)

I. Program Learning Outcomes (PLOs)

a. Which Program Learning Outcome(s) did you assess in 2012-13? List below or refer to the plan 2012-2013.

- Masters Program / PhD level 1 (Fall 2012):
- Gain exposure to biological and physiological problems and concepts so that existing skills can be applied in a biomedical context
- Develop analytic skills and the ability to critically evaluate relevant scientific literature.
- Develop ability to effectively present technical material, orally and in writing in an advanced research context.
- Establish core technical know-how and practical skills in biomedical and engineering disciplines.

PhD Program (Fall 2011-Fall 2012): See the attached Activities vs. Outcomes Grid

b. How many PLOs have you assessed since this process began in Spring 2011?
List all below, including repeats:
Masters program / PhD level 1: See above - Direct assessment started in Fall 2012, after a period of preparation
PhD progam: All PLOs have been assessed on an ongoing basis since spring 2011.

c. How much data was collected for this report?
Master's Program / PhD level 1: During Fall 2012, four courses were assessed on the course learning outcomes related to the program outcomes mentioned under I.a., two lecture-based courses and two lab courses. Participation ranged from 14 to 20 students per course. Courses are attended by both Master's and PhD students and on occasion advanced undergraduate students with permission to take a Master's level course. Some courses are also taken by students from other Engineering majors. Assignments and/or exam questions were aligned with the course learning outcomes and graded to obtain a class average for each course learning outcome. Doctoral Program: All students taking the second exam (proposal) and third exam (dissertation & defense) were evaluated using "exam forms" on which the evaluators scored the candidate on each of the learning outcomes for the exam. Over the period Spring 2011- Spring 2013, eight students submitted the proposal and seven students submitted and defended their thesis.

d. What DIRECT EVIDENCE of student learning did you evaluate? Direct evidence refers to student work: essays, exams, presentations, performances, exhibitions, internships, portfolios, etc. (Please attach any rubrics or other evaluative tools.)

Course / Exam	N students (Masters/PhD)	Direct evidence
BME G3200: Neural Systems and Behavior (Kelly)	20 (12/5)*	Quizes, selected questions on final exam, home project, homework assignments
BME G6000: Advanced Biomaterials (Nicoll)	20 (11/9)	Homework assignments, class presentation, term paper
BME I7700: Microfluidic devices (Vazquez)	18** (6/12)	Lab exercises and written report, Design poster presentation
BME I7000: Laboratory in Cellular and Molecular Engineering (Wang)	14 (6/7)***	Individual and Group lab assignments
PhD Proposal	8	Written Proposal and presentation to a panel of experts in the field
PhD Dissertation / Defense	7	Written thesis and presentation to committee of experts in the field

* 3 undergraduate seniors, ** 1 Master's and 9 PhD students in Chemical Engineering included, 1 undergr. senior, 1 Mech. and 1 Chem. engr. PhD.

e. Was your rubric for evaluating this material reliable? That is, were the scores relatively consistent for each trait among faculty evaluators?
The coursework was evaluated by the instructor using standard grading techniques for the outcome-related assignments and exam questions. Beforehand, the instructor decided on a target (expected grade demonstrating proficiency - either the percentage of students scoring higher than a certain minimum grade and/or a minimum average class grade, for each learning outcome). Since there was only one evaluator, consistency between evaluators was not determined.

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The PhD proposals and dissertation & defense were evaluated by four to five evaluators per student and in this case consistency could be determined. The proposal showed generally consistent scoring, except for the evaluation of the abiltity to write a successful research proposal, where three out of seven students had evaluations differing two or more points between evaluators. The outcome is probably formulated too broadly, encompassing skills that should be evaluated independently, e.g., clarity and comprehensiveness. The dissertation & defense outcomes were also scored fairly consistently, except outcome 5, with four out of seven students receiving evaluations differing two or more points between evaluators. Outcome five addressed the quality of writing and chapter layout.

f. What are your findings from direct evidence? How do they compare to earlier evaluations of direct evidence?
Since there were no earlier evaluations, comparisons with earlier evaluations cannot be made yet.

Course / Exam	Findings	Analysis and Follow-up
BME G3200: Neural Systems and Behavior (Kelly)	Three of the five learning outcomes showed a mean class grade that was slightly lower than the target, which was set at 82.5 (B+). The two remaining course outcomes met the target.	The instructor taught the course for the first time. His analysis and ideas for follow-up: Including Outcome 4 might be a bit ambitious given the focus of the course on psychophysics and modeling. It is indeed a necessary part of the class, because they need introductions to techniques in order to comprehend some of the literature covered. However, proficiency might be too much to expect. I will not drop the outcome for now, and will reconsider the issue after I have taught the course a second time. I wish to add a 6th learning outcome that naturally arose as an important one over the course of this first teaching of the course: - 6. develop the ability to comprehend and critique experimental design issues. This was assessed through all of the above methods: quizzes, a homework programming assignment and the final exam, and the average score worked out at 82.2, my target score indicating proficiency.
BME G6000: Advanced Biomaterials (Nicoll)	All five learning outcomes showed mean class grades demonstrating proficiency. The target was set at B+/A- for the mean.	No changes are necessary for now.
BME I7700: Microfluidic devices (Vazquez)	Two out of 18 students did not meet the target score of 90% on lab exercises and written report. Only 6 out of 18 students met the target score of 90% on the design poster presentation.	Still to be determined. Course content changes rapidly as new technology evolves.
BME I7000: Laboratory in Cellular and Molecular Engineering (Wang)	Conclusion, as individuals 43% of them met the expectation. One of the four groups did not meet expected proficiency level as a group.	Fewer students in each group will force more students to learn the experimental protocol design independently during each lab practices. Since the groups were 3 to 4 students, this means creating pairs of students to work on the assignments next time around.
PhD Proposal	Student scores ranged from (less than) adequate to excellent on outcomes 1 to 3, and from weak to near excellent on outcome 4. The writing outcome showed some inconsistent scoring between evaluators of the same student. On each learning outcome, five out of eight students (63%) scored '"4" or higher. Three out of eight students scored lower than 3.5 on two or more of the four outcomes.	The "writing" outcome should be formulated more clearly. Targets still need to be decided, for the average of each learning outcome across students, and for the percentage of students meeting each learning outcome at the desired level. Based on comments provided by evaluators on the scoring forms, a score of 3 (adequate) should often be interpreted as "barely passing". A target for each learning outcome could be 80% of students scoring "4" or higher, and all scores higher than 3.0. A target for each student could be no more than one learning outcome with a score lower than 3.50.
PhD Dissertation / Defense	All students received an average score of "fairly good" to "excellent" on all 9 learning outcomes.The writing outcome showed some inconsistent scoring between evaluators of the same student. On four learning outcomes (1,2,4,7) all students scored "4" or higher, on three learning outcomes (3,6,8), six students (86%) scored "4" or higher, and on two outcomes (5,9) five students (71%) scored '4" or higher. There were no students with more than one score lower than 3.50 on the nine	The "writing" outcome should be formulated more clearly. Targets still need to be decided, for the average of each learning outcome across students, and for the percentage of students meeting each learning outcome at the desired level. A target for each learning outcome could be 80% of students scoring "4" or higher, and all scores higher than 3.0. A target for each student could be no more than two learning outcomes with a score lower than 3.50.

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learning outcomes.

g. What INDIRECT EVIDENCE did you use? Indirect evidence includes students' reflections on their own learning in the form of surveys, questionnaires, focus groups, and one-minute essays as well as other evidence, such as admission rates to graduate programs, career placement rates, voluntary gifts from alumni, etc. (Please attach surveys, focus group or essay questions, etc.)

A first analysis of retention of PhD students starting at CCNY since fall 2008 though fall 2012, shows that none of the 33 students had left the program as of fall 2012, one had obtained the PhD degree and all were in good academic standing (Cum. GPA 3.00 or higher).

The PhD coordinator, prof. Schaffler, is creating a system for twice a year progress meetings with all PhD students to diagnose lack of progress early on. The plan is to use the exam forms to organize discussion and provide direction for advising students. The meetings will provide additional indirect evidence in the future.

MS students meet with the MS advisor each semester to determine their progress and to assure that they are placed in a timely fashion in a research lab to perform their Thesis or Project. A common problem is a delay of the MS thesis, and therefore students are carefully monitored on their progress. In addition MS student expressed an interest in more flexible course requirements to permit a more narrow specialization for potential job opportunities.   Thus We made course selection for MS degree more flexible to permit specialization as desired.

We plan to perform a similar analysis of retention and academic standing for the Master's students. Courses feedback is identical to the PhD program as all graduate students take the same courses.

h. What are your findings from indirect evidence? How do they compare to earlier results?

See the above.

II. Course Learning Outcomes
a. What percentage of full-time faculty members complied with your request to submit syllabi with Course Learning Outcomes (CLOs) in the spring of 2013?

Faculty provided syllabi for 18 out of the 20 courses in the BME graduate curriculum taught by BME department. Analysis of the syllabi on course learning outcomes is in progress. Course learning outcomes for Fall 2012 (4 courses) were completed.

b. What was the annual (2012-13) percentage of compliance?

Compliance is at 90%.

c. Are faculty proficient in composing CLOs? Are they able to align their CLOs with the PLOs? If not, how do you plan to address issues of faculty compliance and competence in this area?

Because of their experience with ABET, all faculty know how to compose CLOs and align CLOs with the PLOs. Graduate committee will meet with the Faculty of the Fall 2012 courses and evaluate the need for modifications in these courses, based on the assessed outcomes. Principal emphasis will be on new courses offered for the first time. The BME faculty has generally been very open to suggestions and advice on assessment matters.

III. 2012-13 Assessment Plan vs. 2012-13 Assessment Report
a. Have you deviated from the 2012-13 Assessment Plan? If so, how—and why?

No.

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IV. Recommendations and Actions

a. When will you share the 2012-13 assessment report with stakeholders? What opportunities will you or your Chair provide for faculty to discuss the findings?

The report may be shared with stakeholders after it has been discussed in the regular meetings of faculty and curriculum committee. This interim report has been provided as evidence for the PRR 2013.

b. Are you piloting any new courses or proposing any curricular changes, minor or major, based on your assessment thus far? If so, please describe and fill out the checklist below.

Use of assessment data for improvement in 2012-2013:	*Check*
a. We made changes in course content	
b. We made changes in course delivery and/or pedagogy	
c. We added and/or deleted courses	
d. We made changes in pre / co-requisites	
e1. We made changes in degree requirements (PhD)	
e2. We made changes in degree requirements (Master's) (see section 1G above)	*x*
f. We made changes in the emphasis for new / vacant faculty positions	
h. We included assessment results in faculty meetings / retreats, curriculum committee meetings, etc.	
i. We made changes in degree programs and the development of new degree program options	
j. We were able to justify past curriculum changes and show program improvement resulting from those changes	
k. We made changes in the advising processes (see section 1G above)	*x*
l. We developed academic services for students	
m. We developed new career explorations and/or career services for students	
n. We made changes to student academic facilities such as labs and study areas	
o. We developed / improved academic and program information to students **(continuously update online program guidelines for curriculum and timelines)**	*x*
p. We shared assessment information with alumni and review/advising boards	
q. We further refined the assessment methods or implemented new assessment methods **ongoing process for all courses.**	*x*
r. We made chamges in instructional / mentoring emphasis for current faculty	
s. We changed our admissions criteria	
t. Other:	

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A: Outcome is Assessed (Exam, Assignment, Presentation, Thesis). X: Opportunity to develop the ability / knowledge addressed in the learning outcome, F: Formative Evaluation of student progress & feedback to student for improvement

OBJECTIVE	PROGRAM LEARNING OUTCOME	PREVIOUS WORK / TESTS		DOCTORAL PROGRAM ACTIVITIES					
		Master's work (at CCNY or transferring institution)	Standardized Tests (GRE, etc.,)	BME I0000 Biomedical Engineering Seminars	1st exam	2nd exam	Thesis & Defense	Dissertation Supervision	BME J9903 / J9906 / J9909 Dissertation Research
A. Comprehension of the fundamentals of Biomedical Engineering as covered by an ABET accredited curriculum	1. The student is able to apply the fundamentals of Biomedical Engineering to solve new problems	X	(TBD)	(TBD)	A			F	X
B. Preparedness to Conduct Ph.D. level research	2. The student comprehends specific topics of current interest in Biomedical Engineering Research	X	(TBD)	(TBD)	A			F	X
	3. The student shows potential for conducting Ph.D. level research	X	(TBD)	(TBD)	A			F	X
C. Effective Communication Skills	4. The student is able to effectively present technical material to peers and faculty, orally and in writing	X		X	A	A	A	F	
D. Other, if applicable	5. Specification								
E. Ability to conduct a literature survey in order to identify and investigate a new research problem	1. The student has identified a new research topic for the Ph.D. degree			(TBD)	A	A		F	X
F. Competence in using the tools of research in the field	2. The student uses and applies such tools of research as are necessary to conduct research in the field (e.g., computer languages, novel experimental techniques, statistics, etc.)			(TBD)		A		F	X
G. Evaluation, comparison and choice of appropriate methods(s) of solution	3. The student has evaluated and compared several solution methodologies and chosen an appropriate approach			(TBD)		A		F	X
H. Ability to write a successful research proposal	4. The student has written a clear, comprehensive, and accurate proposal describing the planned research for the Ph.D. degree			(TBD)		A		F	X
I. Effective communication skills	5. The student is able to effectively present technical material to peers and faculty, orally and in writing			(TBD)		A	F	F	X
J. Statement of the problem	1. The problem clearly stated			(TBD)			A	F	X
	2. The student has provided a motivation for the work and a need for a solution.			(TBD)		A	A	F	X
	3. Is the title appropriate?			(TBD)			A	F	X

appendix doctoral activities & outcomes

					(TBD)		A	F	X
K. Survey of Previous and Related Work	4. Has the student analyzed previous and related work and provide the reasons for the proposed solution of the problem?				(TBD)		A	F	X
	5. Has the student defined the objectives and goals of the work?				(TBD)		A	F	X
L. Objectives and Goals	6. Are there measures of success to evaluate the work?				(TBD)		A	F	X
	7. Have the goals been achieved?				(TBD)		A	F	X
	8. Is there a comparison with existing similar work?				(TBD)		A	F	X
M. Solution	8. Is the solution provided technically sound?				(TBD)		A	F	X
	9. Does the solution confirm to professional standards?				(TBD)		A	F	X
	10. Is the solution novel?				(TBD)		A	F	X
	11. Does it (the solution) have other implications, tecnological or otherwise?				(TBD)		A	F	X
N. Quality of Writing and Chapter Layout	12. The dissertation is acceptable as is				(TBD)		A	F	X
	13. The dissertation is acceptable with minor revisions				(TBD)		A	F	X
	14. The dissertation is acceptable with major revisions				(TBD)		A	F	X
O. Bibliography	15. Is the list of references provided relevant to the work?				(TBD)		A	F	X
P. Oral Presentation	16. Did the student provide a well-prepared and clear oral overview of the work?				(TBD)		A	F	X
Q. Ability to Answer Questions	17. Did the student understand the questions and answer them in a satisfactory manner?				(TBD)		A	F	X
R. Publication Record	18. E.g., publication in peer-reviewed journal, at a conference, internal report, etc.,				(TBD)		A	F	X
S. Other, if applicable	19. Specification				(TBD)		A	F	X

appendix doctoral activities & outcomes continued.

OBJECTIVES (The expected accomplishments of graduates from the Master's program): **The programs of course offerings at the master's level fulfill three vital current needs A, B and C (Bulletin 2008-2010):**

A: To provide qualified engineering and non-engineering graduates with the opportunity to continue their professional training at an advanced level.

B: To provide graduates with a firm grounding in the theoretical foundations and advanced skills necessary to conduct cutting-edge research on biomedical problems in an academic or industry setting.

INSTRUCTIONS: Fill in an "X" if the course addresses / contributes to, the learning outcome. Fill in an "A" if the program outcome will be assessed in the course. Add the semester in which the assessment will take place. The assessment needs to be done based on student work (direct assessment), and on indirect assessment (e.g., grades, pass rates, surveys, focus groups, etc). Choose the assessments such that over a period of five years (coinciding with Middle States visit and PRR), all PLO's have been assessed the results used for program improvement, and any improvements implemented. Document the results, e.g., externally in the GSOE annual reports, internally in the office of assessment & institutional studies and department. Comprehensive theses or research reports or capstone courses are an excellent way to summatively evaluate program effectiveness on all learning outcomes

NUMBER	TITLE	INSTRUCTOR	SEMESTER OFFERED	SYLLABUS (with course learning outcomes)	Attain focus and depth in a specialized area of BME, and become an expert in that area	Gain exposure to biological and physiological problems and concepts so that existing skills can be applied in a biomedical context	Gain practical experience and research training in a research laboratory either at a clinical research center through the NYCBE	Establish core didactic knowledge in biomedical and engineering subjects	Establish core technical know-how and practical skills in biomedical and engineering disciplines	Develop analytic skills and the ability to critically evaluate relevant scientific literature	Develop skills in experimental design and data collection in a directed research setting using state-of-the-art engineering and biological approaches	Develop ability to effectively present technical material, orally and in writing in an advanced research context
								LEARNING OUTCOMES (A)			LEARNING OUTCOMES (B)	
	ALUMNI SURVEY											
BME I0000	SEMINAR: BMED ENGR	WANG	FA, SP			X		X	X	X		X
BME I9800	PROJECT	FACULTY	FA, SP		X	X		X	X	X		X
BME I9903, BME I9906	THESIS RESEARCH	FACULTY	FA, SP		X	X	X	x	x	X	X	X
BME I7100	CELL & TISSUE MECH	COWIN	FA	Knowledge of the mechanical properties of hard and soft tissue are presented with emphasis on the stress adaptive processes that enable cells to adapt the mechanical/structural properties of tissues in which they live to the environment they experience. Applications to whole body biomechanics, occupational, sports and injury, impact biomechanics, tissue level biomechanics. The biomechanics of implants and cell biomechanics and their interrelationship explored. The mechanical properties of tissues, with an emphasis on the structure-function relationship. The stress adaptive mechanisms of tissues, with special emphasis on the stress adaptation observed in bone (Wolff's law) and in the arterial wall (Murray's law). The structural properties of cells, including their strength, deformability and adhesive properties, as well as the chemical adaptation of cell structural properties, cell receptors and cell-signaling mechanisms.	X	X		X	X	X	X	X
BME I7300	CEL-TIS BIOMAT INTR	NICOLL	SP			A, Sp 13	A, Sp 13	X	X	A, Sp 13		A, Sp 13
BME I2000	CELL & TISSUE ENGRN	WANG	SP			X		X	X	X	X	X
BME I2200	CELL & TISSUE TRNSP	FU	FA			X		X	X	X	X	X
BME I5000	MEDCL IMAG-IMAG PROC	PARRA	SP			X		X	X	X		
BME I5100	BIOMED SIGNAL PROC	PARRA	FA			X		X	X	X	X	
BME I4300	PHYSIOLOGY BMED ENGR	CHAN	FA					x	X	x		
BME I3000	NEUR ENG-APP BIOELEC	BIKSON	FA, SP	Students will 1) acquire basic knowledge of sensory and cognitive neural systems, 2) learn the fundamentals of psychophysics and signal detection theory; 3) design and program a psychophysical task, and record and analyze the data; 4) gain a general knowledge of neural recording techniques and analyses; 5) learn to develop basic models of perceptual and cognitive processes		X		X	X	X	X	X
BME G3200	NEUR SYSTEMS BEHAV	KELLY	FA		X	X		X	X	X	X	X
BME I7000	LAB CEL&MOLECLAR ENG	WANG, MAJESKA	FA		X	X		X	X	X	X	X

appendix Masters Courses vs PLOs (handwritten)

OBJECTIVES (The expected accomplishments of graduates from the Master's program): **The programs of course offerings at the master's level fulfill three vital current needs A, B and C (Bulletin 2008-2010):**

A: To provide qualified engineering and non-engineering graduates with the opportunity to continue their professional training at an advanced level.

B: To provide graduates with a firm grounding in the theoretical foundations and advanced skills necessary to conduct cutting-edge research on biomedical problems in an academic or industry setting.

INSTRUCTIONS: Fill in an "X" if the course addresses / contributes to. the learning outcome. Fill in an "X" if the program outcome will be assessed in the course. Add the semester in which the assessment will take place. The assessment needs to be done based on student work (direct assessment), and on indirect assessment (e.g., grades, pass rates, surveys, focus groups, etc). Choose the assessments such that over a period of five years (coinciding with Middle States visit and PRR), all PLO's have been assessed. the results used for program improvement, and any improvements implemented. Document the results, e.g., externally in the GSOE annual reports, internally by office of assessment & institutional studies and department. Comprehensive theses or research reports or capstone courses are an excellent way to summatively evaluate program effectiveness on all learning outcomes.

NUMBER	TITLE	INSTRUCTOR	SEMESTER OFFERED	SYLLABUS (with course learning outcomes)	LEARNING OUTCOMES (A) — Attain focus and depth in a specialized area of BME, and become an expert in that area	LEARNING OUTCOMES (A) — Gain exposure to biological and physiological problems and concepts so that existing skills can be applied in a biomedical context	LEARNING OUTCOMES (A) — Gain practical experience and training in a research laboratory either at CCNY or at a clinical research center through the NYCBE	LEARNING OUTCOMES (A) — Establish core knowledge in biomedical and engineering disciplines	LEARNING OUTCOMES (B) — Establish core technical know-how and practical skills in	LEARNING OUTCOMES (B) — Develop analytic skills and the ability to critically evaluate relevant scientific literature	LEARNING OUTCOMES (B) — Develop skills in experimental design and data collection in a directed research setting using state-of-the-art engineering and biological approaches	LEARNING OUTCOMES (B) — Develop ability to effectively present technical material, orally and in writing in an advanced research context
BME I8000	BONE PHYSIOLOGY & BIOMECHANICS	SCHAFFLER	SP		X	X		X	X	X		X
BME I9000	SK SOFT TIS BME/PHYS	SCHAFFLER	SP		X	X		X	X	X		X
BME I7700	MICROFLUIDIC DEV BIOTECH	VAZQUEZ	FA		X	X	X	X			X	X
BME I4200	ORGAN TRANSPORT & PHARMACOKINETICS	FU			X	X		X	X	X		X
ENGR I7500	POROELASTICITY	COWIN	FA	Biot poroelasticity is a model for interaction of stress and fluid flow in a porous medium incorporating elastic solid properties and Darcy's law. The Biot model is used to solve quasistatic problems containing creep, stress relaxation and consolidation as well as wave propagation problems, including the "second sound" prediction and verification. The Biot model is extended as a continuum mixture model suitable for a description of the mechano-electro-chemical behaviors associated with deformation and fluid flow in charged-hydrated porous materials. This mixture model provides a flexible and general basis that permits the development of a unified viewpoint for many diverse and simultaneously occurring phenomena.	X	X		X	X	X		X
ENGR I4200	CONTINUUM MECHANICS	COWIN	SP	Continuum kinematics, formulation of physical principles in the continuum context, the formulation of constitutive equations, the theories of elastic solids, viscous fluids and viscoelastic solids.	X	X		X	X	X		X
BME G6000	ADVANCED BIOMATERIALS	NICOLL	FA		X	A, F12		X	X	A, F12		A, F12
BME I9300	SCIENTIFIC ETHICS	FRITTON, FU	SP									X
BME I9500	ENTREP & FIN ECONOMICS	CAPE	SP		X			X				
ENGR I1100	INTRO TO ENGR ANALYSIS	MORRIS	FA, SP		X			X				
ENGR I1500	INTRO TO NUMERICAL METHODS				X			X				
BIO V8201	BIOSTATISTICS 1				X			X				
PHYS V0100	MATH METHODS IN PHYSICS				X			X				
ENGR I1400	APPLIED PARTIAL DIFFERENTIAL EQNS	GANATOS	SP		X			X				
ENGR I1700	FINITE ELEMENT METHODS	ELVIN	FA		X			X				X

appendix Masters Courses US PLOS, contd.

Grove School of Engineering
Assessment Plan & Reports for Graduate Programs in Engineering
2011-2013

Department: Civil Engineering
Department representative:
Chair's signature: (first report signed by prof. McKnight)
Date Submitted:

Attach the Course vs. Program Outcomes Curriculum Matrices (Master's and PhD if applicable) to this report. Please answer all questions and make sure you can substantiate claims with documentation.

Assessment Report Academic Year 2011-2012

1. Please check your assessment activities in and before 2011-2012 and submit this page to Annita Alting, director of Institutional Effectiveness, Rm. T137 (Dean's Office) by June 22, 2012.

Activity	Check
Reviewed / developed program learning outcomes (PhD)	✓
Reviewed / developed program learning outcomes (Master's)	✓
Developed Curriculum Matrix / Map (PhD)	
Developed Curriculum Matrix / Map (Master's)	✓
Developed assessment tools for Doctoral assessment	✓
Developed assessment tools for Master's assessment	
Reviewed / developed course learning outcomes and included them on syllabi	✓
Collected assessment data (PhD)	✓
Collected assessment data (Masters)	
Analyzed and discussed assessment data (PhD)	
Analyzed and discussed assessment data (Master's)	
Other:	

Use of assessment data for improvement in 2011-2012:	Check
a. We made changes in course content	
b. We made changes in course delivery and/or pedagogy	
c. We added and/or deleted courses	
d. We made changes in pre / co-requisites	
e1. We made changes in degree requirements (PhD)	
e2. We made changes in degree requirements (Master's)	
f. We made changes in the emphasis for new / vacant faculty positions	
h. We included assessment results in faculty meetings / retreats, curriculum committee meetings, etc.	
i. We made changes in degree programs and the development of new degree program options	
j. We were able to justify past curriculum changes and show program improvement resulting from those changes	
k. We made changes in the advising processes	
l. We developed academic services for students	
m. We developed new career explorations and/or career services for students	
n. We made changes to student academic facilities such as labs and study areas	
o. We developed / improved academic and program information to students	✓
p. We shared assessment information with alumni and review/advising boards	
q. We further refined the assessment methods or implemented new assessment methods	✓
r. We made changes in instructional / mentoring emphasis for current faculty	
s. We changed our admissions criteria	
t. Other:	

1

Assessment __Plan__ Academic Year 2011-2013

Department: Civil Engineering
Department representative: Julio F. Davalos, Chair
Chair's signature: *Julio F. Davalos,* 4/18/13
Date Submitted:

Please answer all questions and submit this plan to Annita Alting, Rm T137 (Dean's Office) by __October 15, 2012.__

1. Which Program Learning Outcome(s) do you plan to assess in 2011-2013? List Below:

Master's program (✓ assessed through course assessment):
  A. Understands and can apply the fundamentals of specialization
  B. Demonstrates advanced engineering and related skills in specialization ✓
  C. Is able to identify and adopt new developments in specialization.✓
  D. Is able to communicate clearly the concepts and technical details of specialization✓

PhD Program:
1. Have breadth of knowledge in Civil Engineering
   o thesis/defense LO1,2,6 (motivation & rationale, literature survey, bibliography)
2. Be an expert in his/her field of CE
   o proposal LO1 (expertise in specialization)
   o thesis/defense LO9 (publication record)
3. Be capable of developing research at frontier of his/her field including: problem identification; research method; proposal
   o proposal LO2, LO3 (ability to develop original research project, good research skills)
   o thesis/defense LO 1,3,4 (problem statement, literature survey, objectives, goals and targets, quality and novelty of solution)
4. Be able to conduct research in an ethical and professional manner
   o proposal LO3 (good research skills)
   o thesis/defense LO4 (professional standards, technological and other implications of solution)
5. Be able to articulate complex ideas clearly in writing, including papers that are publishable in academic journals
   o proposal LO4 (writing skills)
   o thesis/defense LO5, 9 (quality of writing, publication record)
6. Be able to articulate complex ideas in speech, including making presentations at academic conferences and lecturing to students in his/her field.
   o proposal LO5 (oral skills)
   o thesis/defense LO 7,8 (oral presentation, question answering)

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2. *Check all the assessment methods you plan to employ in 2011-2013 and the semester in which you will collect the data:*

Direct Methods	Fall 2012	Spring 2013
PhD Qualifying Exam		
PhD Proposal	x	x
PhD Dissertation & Defense	x	x
Master's Thesis or Other Capstone Experience		
Course-embedded assessment of Program Learning Outcome(s)	x	x
Lab reports		
Other Method:		

Indirect Methods	Fall 2012	Spring 2013
Student Course Survey	x (also one course in spring 2011)	x
Progress Review Form (PhD)		
Exit Survey or Interview		
Student-Faculty Mixer(s)	x	x
Focus Group		
PhD program acceptance rates	x (GSOE-wide)	
Job placements		
Alumni Feedback		
Employer Feedback		
Grade Analyses / Course or Exam Pass Rates		
Retention and Graduation Analyses	x	x
Enrollment analysis (e.g., effect of admissions criteria)		
Other Method:		

3. *Have you discussed your plans with the instructors of the courses that will be assessed?*

Yes, individually and in two faculty meetings with the director of inst. effectiveness.

4. *List the faculty members and/or departmental committee(s) who will participate in assessing the data:*

Prof. Claire McKnight (former chair), prof Julio Davalos (current chair), prof. Anil Agrawal (PhD advisor), profs Tang, McKnight and Lin(master's advisors), PhD exam committees, prof. Wittig (course instructor)

5.*When will data collected in the Fall 2012 be analyzed?*

Spring 2013

6. *When will data collected in the Spring 2013 be analyzed?*

Early fall 2013

7. *Who will write the 2012-2013 assessment report?*

Chair & dept. faculty, dir. of inst. effectiveness (draft)

8. *When will the report be shared with stakeholders?* **(For 2013 only: please provide interim report by March 15, 2013, to Annita Alting, T137, for inclusion in Middle States PRR- see next page)**
Fall 2013.

9. Other comments:

For completeness, we will also report on an indirect course assessment in Spring 2011.

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Assessment Report Academic Years 2011-2013

Department: Civil Engineering	
Department representative:	*Julio F. Davalos, chair*
Chair's signature:	*Julio F. Davalos, 4/18/13*
Date Submitted:	

Please answer all questions and submit this report to Annita Alting, Rm T137 (Dean's Office) by October 15, 2013.
(For 2013 only: please provide interim report on the questions below by March 15, 2013, to Annita Alting, T137, for inclusion in Middle States Periodic Review Report due June 1, 2013)

I. Program Learning Outcomes (PLOs)
a. Which Program Learning Outcome(s) did you assess in 2011-13? List below or refer to the plan 2011-2013.

Master's program (✓ assessed through course assessment):
- A. Understands and can apply the fundamentals of specialization
- B. Demonstrates advanced engineering and related skills in specialization ✓
- C. Is able to identify and adopt new developments in specialization. ✓
- D. Is able to communicate clearly the concepts and technical details of specialization ✓

PhD Program:
1. Have breadth of knowledge in Civil Engineering
2. Be an expert in his/her field of CE
3. Be capable of developing research at frontier of his/her field including: problem identification; research method; proposal
4. Be able to conduct research in an ethical and professional manner
5. Be able to articulate complex ideas clearly in writing, including papers that are publishable in academic journals
6. Be able to articulate complex ideas in speech, including making presentations at academic conferences and lecturing to students in his/her field

b. How many PLOs have you assessed since this process began in Spring 2011?
List all below, including repeats:
> see the above.

c. How much data was collected for this report?
We assessed two courses in the Master's program: Transport Project Evaluation (Spring 2011, indirect evaluation), with 19 students enrolled, and Transportation Safety (Fall 2012), with 25 students enrolled.
Five (5) students took the second exam (proposal) and assessment forms were completed by on average 3.2 evaluators per student and nine (9) students took the third exam (thesis & defense), which was assessed by on average 5.1 evaluators per student.

d. What DIRECT EVIDENCE of student learning did you evaluate? Direct evidence refers to student work: essays, exams, presentations, performances, exhibitions, internships, portfolios, etc. (Please attach any rubrics or other evaluative tools.)

Course / Exam	N students (Masters/PhD)	Direct evidence
PhD Proposal	5	Written Proposal and presentation to a panel of experts in the field
PhD Dissertation / Defense	9	Written thesis and presentation to committee of experts in the field
Course: CE G3500, Transportation Safety (McKnight) PLOs B,C,D	24/1	How well the 8 course objectives were achieved was measured by student performance (i.e., grades) on specific questions on the midterm and final exam and the grade on the project. The standard for achievement for a question (or set of questions) was an average grade of 85 or higher for all students who answered the question and whether 90% of the students achieved a grade of 85 or higher.

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e. Was your rubric for evaluating this material reliable? That is, were the scores relatively consistent for each trait among faculty evaluators?

The Transportation Safety course was assessed by the instructor, based on midterm and final and project. Specific questions were aligned with the course and program outcomes.

The PhD proposals and dissertation & defense were evaluated by three to six evaluators per student and in this case consistency could be determined.
The proposal showed consistent scoring for all five students, i.e., less than 2 pts. difference between different evaluators of the same student. This implies a good agreement between evaluators on the meaning and standards for each learning outcome.
Seven of the dissertation & defense outcomes were also scored fairly consistently, except for outcomes 2, literature survey, and 3, objectives and goals. Three out of the nine students had scores differing two or more points between evaluators for both outcomes. Outcome three consists of a number of different indicators (definition of goals, measures of success, achievement of goals and comparison with other work) which may benefit from being scored separately.
Outcome 2 also has two parts: analysis of the literature and justification of the proposed work based on the literature.
In addition, one student had strong variations in scores between evaluators, with one (external) evaluator giving "less than adequate" scores on five of the nine learning outcomes. This finding probably indicates a difference in standards between this particular evaluator and the rest, more than a lack of clarity in the formulation of the learning outcomes.

f. What are your findings from direct evidence? How do they compare to earlier evaluations of direct evidence?
Since there were no earlier evaluations, comparisons with earlier evaluations cannot be made yet.

Course / Exam	Findings	Analysis and Follow-up
PhD Proposal	All 5 students received a score of 4="good" to 5="excellent" from each evaluator on each of the five learning outcomes. Averaged across students, the learning outcomes scores ranged from 4.2 to 4.7. Scoring was consistent among different evaluators of the same student. The fact that no single evaluator assigned scores lower than "4" means that 100% of students scored "4" or higher, there were no scores lower than 3 and there were no students scoring lower than 3.50 averaged over evaluators.	Targets still need to be decided, for the average of each learning outcome across students, and for the percentage of students meeting each learning outcome at the desired level. Based on comments provided by evaluators on the scoring forms, a score of 3 (adequate) should often be interpreted as "barely passing". A target for each learning outcome could be 80% of students scoring "4" or higher and no scores lower than 3. A target for each student could be no more than one learning outcome with a score lower than 3.50.
PhD Dissertation / Defense	Scores on the nine learning outcomes ranged from "more than adequate" to "excellent". One student, who was evaluated by 6 evaluators, had 7 out of a total of 54 scores lower than 3, on outcomes 2-5, 8 and 9. One other student also had a score lower than 3 on outcome 9 (publications). Outcomes 5 (quality of writing), 8 (Questions answering) and 9 (publications) had less than 80% of students scoring "4' or higher. The percentages were 67%, 78% and 56% respectively. There were no students with more than two learning outcomes scored lower than 3.50.	Outcomes with inconsistent scoring (scores between evaluators of the same student differing 2 pts. or more) need to be reviewed and more accurately formulated. A target for each learning outcome could be 80% of students scoring "4" or higher (averaged over evaluators) and no individual evaluator scores lower than 3. A target for each student could be no more than two learning outcomes with a score lower than 3.50 (averaged over evaluators).
Course: CE G3500, Transportation Safety (McKnight)	The midterm measured 6 of the 8 learning outcomes and three of them met the standard for achievement. The final exam measured the two remaining course outcomes and repeated measurement for two outcomes of the midterm. All four outcomes on the final exam met the standard, including one outcome that did not meet the standard on the midterm. The project measured one outcome: the ability to conduct a road safety audit,	The standard for achievement for a question (or set of questions covering an outcome) was an average grade of 85 or higher for all students who answered the question and whether 90% of the students achieved a grade of 85 or higher. The response to the findings in the future for the first (multidisciplinary/multi-institutional nature of transportation safety) of the two unmet objectives

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	which was measured more theoretically on the midterm, and the standard for this outcome was met in both cases. In the end, the overall results show that the course did not meet two objectives: •Explain the multidisciplinary/multi-institutional nature of transportation safety •Evaluate an analysis of crash data The report from the instructor is included at the end of this report.	is to spend additional time on this topic in class (in this semester it was covered in part of the first class) and provide a handout that would summarize the institutions and their functions as well as providing web addresses for the institutions. The response for the second unmet objective would be to assign homework that would require the students to apply the statistical analysis methods.

g. What INDIRECT EVIDENCE did you use? Indirect evidence includes students' reflections on their own learning in the form of surveys, questionnaires, focus groups, and one-minute essays as well as other evidence, such as admission rates to graduate programs, career placement rates, voluntary gifts from alumni, etc. (Please attach surveys, focus group or essay questions, etc.)

We determined retention and graduation of the PhD students starting at CCNY from fall 2008 though fall 2010. We administered end-of-course surveys for two courses, Transportation Project Evaluation and Transportation Safety.

h. What are your findings from indirect evidence? How do they compare to earlier results?

Since there were no earlier evaluations, comparisons with earlier evaluations cannot be made yet.
A first analysis of retention of PhD students starting at CCNY since fall 2008 through fall 2010, shows that of the 23 students 15 (65%) were still in the program as of fall 2012 and one had graduated, which brings the total retention + graduation rate as of fall 2012 to 70%. All 15 still retained were in good academic standing (cum. GPA 3.00 or higher). The new (acting) dean of Graduate Studies is currently reviewing admissions criteria, advising/mentoring practices and financing of PhD students, in cooperation with the departments.

Students in two Master's courses were asked how much they had learned about each of the course learning outcomes, by means of an "End-of-Course" survey. These kind of surveys are routinely used in the undergraduate courses to provide indirect assessment material for ABET accreditation and curriculum improvement. The findings are provided in the tables below.

Outcome	CE G3500, Transportation Safety (McKnight) N respondents = 19 As a result of the course, how well can you:	Average score on question	Number of Scores ≤ 2	Achieved standards
1	Explain the multidisciplinary/multi-institutional nature of transportation safety	3.74		YES
2	Explain the state of safety of various transportation modes with emphasis on highway safety	3.63	1	YES
3	Identify major safety data sources and explain their problems and limitations	3.56		NO
4	Evaluate an analysis of crash data	3.63	1	YES
5	Explain specific safety problems such as drunk driving, speeding, etc.	3.95		YES
6	Identify safety countermeasures effective for specific circumstances	3.72		YES
7	Conduct a road safety audit	3.63	1	YES
8	Explain different safety policies	3.47	2	NO
overall	Average over all learning outcomes	3.66	84.2% ≥ 3.30	NO
Proposed Standards 1. Average score >=3.60 2. Percent with 3.30 or higher score on overall assessment >= 90% Score 1= (learned) Not at All, 2= Very Little, 3 = Some, 4= (learned) a Lot				

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There are differences between students' perceptions of what they learned most of and what the instructor found in her diret assessment. E.g., Course outcome 1 received a high student score, but according to the instructor's direct assessment it did not meet the standard. The same holds for outcome 4.

The other course, CE I2900, was only assessed indirectly, so we cannot compare with direct assessments of student work. Two learning outcomes and the overall assessment did not quite meet the standards, but they were close. The findings are provided in the table below.

Outcome	CE I2900, Transportation Project Evaluation (Wittig) N respondents = 16	Average score on question	Number of Scores ≤ 2	Achieved standards
	As a result of the course:			
1	Can you conduct a cost benefit analysis?	3.87		
2	As part of the cost benefit analysis, can you identify the impacts of a transportation project?	3.69		
3	Can you explain the conventional methods for establishing the monetary value of typical impacts of transportation projects?	3.69		
4	As part of the cost benefit analysis, can you discount the value of future impacts using the concepts of engineering economy?	3.87		
5	As part of the cost benefit analysis, can you set the scope and analysis period for the evaluation of a transportation project?	3.56		NO
6	As part of the cost benefit analysis, can you perform a sensitivity analysis, including determining which impacts to check and how much they might vary?	3.81		
7	Can you describe the different methods for comparing alternatives?	3.50	1	NO
8	Can you explain how to compare alternatives with differing lives to determine the best alternative to recommend?	3.69		
9	Can you explain the strengths and weaknesses of cost benefit analyses?	3.75		
10	Can you explain the methods for accounting for risk and uncertainty in the evaluation of transportation projects?	3.63		
overall	Average over all learning outcomes	3.71	87.5% $\geq$ 3.30	
Proposed Standards 1. Average score >=3.60 2. Percent with 3.30 or higher score on overall assessment >= 90% Score 1= (learned) Not at All, 2= Very Little, 3 = Some, 4= (learned) a Lot				

II. Course Learning Outcomes
a. What percentage of full-time faculty members complied with your request to submit syllabi with Course Learning Outcomes (CLOs) in the spring of 2013?

Eight out of twelve (75%) of FT faculty in Water Resources, for both spring and fall semesters - many syllabi already had LOs before spring 2013. Four out of five FT faculty in Transportation (80%) submitted syllabi, and four out of six (67%) of faculty in Structures submitted syllabi. The syllabi already had learning outcomes well before spring 2013.

b. What was the annual (2012-13) percentage of compliance?

ca. 75%

c. Are faculty proficient in composing CLOs? Are they able to align their CLOs with the PLOs? If not, how do you plan to address issues of faculty compliance and competence in this area?

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Because of their experience with ABET, all faculty know how to compose CLOs and align CLOs with the PLOs. If the analysis of learning outcomes on syllabi shows any need for improvement this will be addressed by the director of institutional effectiveness and/or the graduate coordinators and chair.

III. 2012-13 Assessment Plan vs. 2012-13 Assessment Report
a. Have you deviated from the 2012-13 Assessment Plan? If so, how—and why?

Yes.

We intended to assess courses in the Structures and Water Resources specializations as well, but this proved too ambitious. Therefore, we plan to give priority to these two specializations in the Fall 2013 assessments, using prof. McKnight's approach as a model for other course-embedded assessments.

IV. Recommendations and Actions

a. When will you share the 2012-13 assessment report with stakeholders? What opportunities will you or your Chair provide for faculty to discuss the findings?

b. Are you piloting any new courses or proposing any curricular changes, minor or major, based on your assessment thus far? If so, please describe and fill out the checklist below.

Use of assessment data for improvement in 2012-2013:	Check
a. We made changes in course content	x
b. We made changes in course delivery and/or pedagogy	
c. We added and/or deleted courses	
d. We made changes in pre / co-requisites	
e1. We made changes in degree requirements (PhD)	
e2. We made changes in degree requirements (Master's)	
f. We made changes in the emphasis for new / vacant faculty positions	
h. We included assessment results in faculty meetings / retreats, curriculum committee meetings, etc.	x
i. We made changes in degree programs and the development of new degree program options	
j. We were able to justify past curriculum changes and show program improvement resulting from those changes	
k. We made changes in the advising processes	
l. We developed academic services for students	
m. We developed new career explorations and/or career services for students	
n. We made changes to student academic facilities such as labs and study areas	
o. We developed / improved academic and program information to students	
p. We shared assessment information with alumni and review/advising boards	
q. We further refined the assessment methods or implemented new assessment methods	x
r. We made changes in instructional / mentoring emphasis for current faculty	
s. We changed our admissions criteria	
t. Other: The director of institutional effectiveness presented the course assessment approach used by prof. Claire McKnight at one of the twice semester's CUNY Assessment seminars for faculty across CUNY. The seminars are organized by the CUNY Assessment Council to provide opportunities for faculty to share and discuss good practices in learning outcomes assessment. The response from faculty and program administrators to prof. McKnight's useful and efficient approach to course assessment and how it could be embedded in program assessment, was very favorable. Four participants requested more information and were interested in trying out the approach themselves.	x

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Appendix. Achievement of the objectives of CE G3500 (Transportation Safety), by Claire McKnight

Explanation and response

The course has eight objectives (See below). How well they were achieved was measured by student performance (i.e., grades) on specific questions on the midterm and final exam and the grade on the project. The standard for achievement for a question (or set of questions) was an average grade of 85 or higher for all students who answered the question and whether 90% of the students achieved a grade of 85 or higher. The evaluation of the achievement was analyzed on the associated spread sheet. The results are shown in the table below.

Evaluation of Achievement of Course Objectives for CE G3500 (Transportation Safety)
As taught in Fall 2012

Objectives	MIDTERM	FINAL EXAM	PROJECT	Overall
Explain the multidisciplinary/multi-institutional nature of transportation safety	NO			NO
Explain the state of safety of various transportation modes with emphasis on highway safety	NO	YES		YES*
Identify major safety data sources and explain their problems and limitations	YES			YES
Evaluate an analysis of crash data	NO			NO
Explain specific safety problems such as drunk driving, speeding, etc.		YES		YES
Identify safety countermeasures effective for specific circumstances	YES	YES		YES
Conduct a road safety audit	YES		YES	YES
Explain different safety policies		YES		YES

*The average of the statistics for the two exams for questions relevant to this objective met the standard.

The results show that the course did not meet two objectives:
- Explain the multidisciplinary/multi-institutional nature of transportation safety
- Evaluate an analysis of crash data

The response to this in the future for the first (multidisciplinary/multi-institutional nature of transportation safety) of the two unmet objectives is to spend additional time on this topic in class (in this semester it was covered in part of the first class) and provide a handout that would summarize the institutions and their functions as well as providing web addresses for the institutions.
The response for the second unmet objective would be to assign homework that would require the students to apply the statistical analysis methods.

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Grove School of Engineering
Assessment Plan & Reports for Graduate Programs in Engineering
2011-2013

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Department: Chemical Engineering
Department representative: Jeffrey Morris, Chair (acting)
Chair's signature: *[signature]*
Date Submitted: *April 17, 2013*

Attach the Course vs. Program Outcomes Curriculum Matrices (Master's and PhD if applicable) to this report.
Please answer all questions and make sure you can substantiate claims with documentation.

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Assessment Report *Academic Year 2011-2012*

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1. Please check your assessment activities in and before 2011-2012 and submit this page to Annita Alting, director of Institutional Effectiveness, Rm. T137 (Dean's Office) by June 22, 2012.

Activity	Check
Reviewed / developed program learning outcomes (PhD)	x
Reviewed / developed program learning outcomes (Master's)	
Developed Curriculum Matrix / Map (PhD)	x
Developed Curriculum Matrix / Map (Master's)	
Developed assessment tools for Doctoral assessment	x
Developed assessment tools for Master's assessment	
Reviewed / developed course learning outcomes and included them on syllabi	partial
Collected assessment data (PhD)	x
Collected assessment data (Masters)	
Analyzed and discussed assessment data (PhD)	tbd
Analyzed and discussed assessment data (Master's)	
Other:	

Use of assessment data for improvement in 2011-2012:	Check
a. We made changes in course content	
b. We made changes in course delivery and/or pedagogy	
c. We added and/or deleted courses	
d. We made changes in pre / co-requisites	
e1. We made changes in degree requirements (PhD)	
e2. We made changes in degree requirements (Master's)	
f. We made changes in the emphasis for new / vacant faculty positions	
h. We included assessment results in faculty meetings / retreats, curriculum committee meetings, etc.	
i. We made changes in degree programs and the development of new degree program options	
j.We were able to justify past curriculum changes and show program improvement resulting from those changes	
k.We made changes in the advising processes	
l.We developed academic services for students	
m.We developed new career explorations and/or career services for students	
n.We made changes to student academic facilities such as labs and study areas	
o. We developed / improved academic and program information to students	x
p.We shared assessment information with alumni and review/advising boards	
q.We further refined the assessment methods or implemented new assessment methods	x
r.We made chamges in instucttional / mentoring emphasis for current faculty	
s.We changed our admissions criteria	
t. Other:	

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Assessment _Plan_ Academic Year 2012-2013

Department: Chemical Engineering
Department representative: Jeffrey Morris. Chair
Chair's signature: _JMorris_
Date Submitted: 2/17/2013

Please answer all questions and submit this plan to Annita Alting, Rm T137 (Dean's Office) by October 15, 2012.

1. Which Program Learning Outcome(s) do you plan to assess in 2012-2013? List Below:

PhD:

I.   Apply knowledge of mathematics, science, and engineering to solve engineering problems and undertake teaching and research;

     Qualifying Exam (form A):-The student is able to apply the fundamentals of Chemical Engineering to solve new problems;
         - The student comprehends specific topics of current interest in Chemical Engineering Research;
         - The student shows potential for conducting Ph.D. level research.
     Proposal (FormB):   _- The student uses and applies such tools of research as are necessary to conduct research in the field (e.g., computer languages, novel experimental techniques, statistics, etc.,);_

II.   Demonstrate potential leadership skills to succeed in the profession _(not yet assessed)._

III. Communicate effectively both as individuals and leaders of multidisciplinary and multicultural teams in a diverse global economy;

     Qualifying Exam (form A): _- The student is able to effectively present technical materials to peers and faculty, orally and in writing;_
     Proposal (Form B):   _- The student has written a clear, comprehensive, and accurate proposal describing the planned research for the Ph.D. degree;_
     Dissertation & defense: _- Exam topics 5,7,8 (quality of writing, oral presentation, question answering)_
     (form C)

IV.   Demonstrate the ability to engage in life-long learning as independent scholars;
     Dissertation & defense   _- Exam topics 1, 2,3, 6 (problem statement, literature survey/bibliography and objectives & goals)_

V.   Understand the importance of the ethical, safety, socio-economic, and environmental issues related to the Chemical Engineering profession;
     Dissertation & Defense   _- Exam topic 4 (technical soundness, professional standards and implications of solution)_

VI.   Plan and conduct scholarly activities that make original contributions to the knowledge base in one ore more areas of specialization within the Chemical Engineering discipline.
     Proposal (Form B):   _- The student has identified a new research topic for the Ph.D. degree;_
          - The student has evaluated and compared several solution methodologies and chosen an appropriate approach;
          - The student has written a clear, comprehensive, and accurate proposal describing the planned research for the Ph.D. degree.
     Dissertation & Defense: _- Exam topics 4, 9 (novelty of solution, publication record)_

No Master's learning outcomes were assessed this semester.

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2. Check all the assessment methods you plan to employ in 2012-2013 and the semester in which you will collect the data:

Direct Methods	Fall 2012	Spring 2013
PhD Qualifying Exam	x	
PhD Proposal	x	x
PhD Dissertation & Defense	x	x
Master's Thesis or Other Capstone Experience		
Course-embedded assessment of Program Learning Outcome(s)		
Lab reports		
Other Method:		

Indirect Methods	Fall 2012	Spring 2013
Student Course Survey		
Progress Review Form (PhD)		
Exit Survey or Interview		
Student-Faculty Mixer(s)		
Focus Group		
PhD program acceptance rates	x (GSOE wide)	
Job placements		
Alumni Feedback		
Employer Feedback		
Grade Analyses / Course or Exam Pass Rates		
Retention and Graduation Analyses		x
Enrollment analysis (e.g., effect of admissions criteria)		
Other Method:		

3. Have you discussed your plans with the instructors of the courses that will be assessed?

No courses were assessed - PhD LOs were assessed through the exams. Master's program has only 6 students.

4. List the faculty members and/or departmental committee(s) who will participate in assessing the data:

Chair and Graduate program advisors, exam committees, PhD mentors

5. When will data collected in the Fall 2012 be analyzed? Spring 2013

6. When will data collected in the Spring 2013 be analyzed? Early Fall 2013

7. Who will write the 2012-2013 assessment report?

The report will be drafted by the director of inst. assessment based on the data collected and other materials provided, and finalized by the Chair and faculty involved in the assessments.

8. When will the report be shared with stakeholders? (For 2013 only: please provide interim report by March 15, 2013, to Annita Alting, T137, for inclusion in Middle States PRR- see next page)

Fall 2013

9. Other comments:

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Assessment Reports Academic Year 2011-2013

Department: Chemical Engineering
Department representative: Jeffrey Morris, Chair
Chair's signature: ~~JMorris~~
Date Submitted: 4/14/2013

Please answer all questions and submit this report to Annita Alting, Rm T137 (Dean's Office) by October 15, 2013.
(For 2013 only: please provide interim report on the questions below by March 15, 2013, to Annita Alting, T137, for
inclusion in Middle States Periodic Review Report due June 1, 2013)

I. Program Learning Outcomes (PLOs)
a. Which Program Learning Outcome(s) did you assess in 2012-13? List below or refer to the plan 2012-2013.

see plan

Master's PLOs were assessed indirectly only, because of the small number of students in the Master's.

b. How many PLOs have you assessed since this process began in Spring 2011?
List all below, including repeats:

see plan

c. How much data was collected for this report?

We assessed the results of the qualifying exam taken by 7 students in the spring of 2011 and assessed by on average 1.9
evaluators per student.
A total of 8 students took the second exam (proposal) in the period august 2011-september 2012, and the assessment
forms were completed by on average 3.9 evaluators per student
A total of 9 students took the third exam (thesis & defense) in the period june 2011-november 2012, which was assessed
by on average 3.9 evaluators per student.
We also determined retention and graduation for all Phd students in ChE who started at CCNY from fall 2008 through fall
2010.
We checked academic standing of the six Master's students enrolled in spring 2013.

d. What DIRECT EVIDENCE of student learning did you evaluate? Direct evidence refers to student work: essays, exams,
presentations, performances, exhibitions, internships, portfolios, etc. (Please attach any rubrics or other evaluative tools.)

Course / Exam	N students (Masters/PhD)	Direct evidence
PhD Qualifying Exam	7	Students' completed exams
PhD Proposal	8	Written Proposal and presentation to a panel of experts in the field
PhD Dissertation / Defense	9	Written thesis and presentation to committee of experts in the field

e. Was your rubric for evaluating this material reliable? That is, were the scores relatively consistent for each trait among
faculty evaluators?

To determine consistency, we did a simple analysis by looking at the number of students out of the total assessed for each
exam, who received scores differing 2 or more points (on the 5 pt. scale) for a particular learning outcome. A more
rigorous statistical analysis of consistency/reliability, using data from all programs together, is provided in the executive
summary in the institutional report for the Grove School of Engineering.

The results can be summarized as follows:

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Qualifying exam (form A):
Learning outcomes 1, 3 and 4 each had one student out of seven with scores between evaluators differing 2 points.
Learning outcome 2 had no students with scores between evaluators differing 2 or more points.

Proposal (form B):
None of the learning outcomes showed scores for one student differing 2 or more points between evaluators.

Dissertation/Defense (form C):
Learning outcome 7, Oral presentation, had 3 out of 9 students with scores that differed 2 pts between evaluators.
Learning outcome 9, Publications, had 2 out of 9 students with inconsistent scores.
Outcomes 2,3,4,6, and 8 each had one student wit inconsistent scores.
Outcomes 1 and 5 showed no inconsistent scoring patterns.

Theconclusion is that generally scoring patterns were reasonably consistent, except for "oral presentation" and perhaps to some extent "publications" on the dissertation & defense exam.

f. What are your findings from direct evidence? How do they compare to earlier evaluations of direct evidence?
There are no earlier evaluations of direct evidence so no comparisons can be made yet.

Course / Exam	Findings	Analysis and Follow-up
PhD Qualifying Exam	LOs 1,2, 3 and 4 had 14, 57, 42, 42% of the seven students scoring "4" or higher respectively, averaged over evaluators. Only LO4 had all student scores higher than "3". Three out of the seven students had more than one learning outcome with a score lower than 3.50. (LO1: apply fundamentals of ChE; LO2: comprehend specific ChE topics; LO3: show potential for PhD research; LO4: communication)	Targets still need to be decided, for the average of each learning outcome across students, and for the percentage of students meeting each learning outcome at the desired level. Based on comments provided by evaluators on the scoring forms, a score of 3 (adequate) should often be interpreted as "barely passing". A target for each learning outcome could be 80% of students scoring "4" or higher, and all scores higher than 3.0. A target for each student could be no more than one learning outcome with a score lower than 3.50. The findings show that these proposed targets were not met but we need more data to understand why.
PhD Proposal	Student scores ranged from satisfactory (3.6) to excellent (5) on all four outcomes. Two LOs had all students scoring "4" or higher, the other two had 83% scoring "4" or higher. There were no students with scores lower than 3.5 on any of the four outcomes.	Targets still need to be decided, for the average of each learning outcome across students, and for the percentage of students meeting each learning outcome at the desired level. Based on comments provided by evaluators on the scoring forms, a score of 3 (adequate) should often be interpreted as "barely passing". A target for each learning outcome could be 80% of students scoring "4" or higher, and all scores higher than 3.0. A target for each student could be no more than one learning outcome with a score lower than 3.50. The findings show that all LOs and all students met the minimum standards.
PhD Dissertation / Defense	All students received an average score of "satisfactory" (3.5) to "excellent" (5.0) on all but the ninth learning outcome. The 9th learning outcome had one student with a score of less than adequate (2.75). LOs 8 and 9 had less than 80% of students scoring "4" or higher: 56 and 78% respectively. There were no students with more than one score lower than 3.50 on the nine learning outcomes.	Targets still need to be decided, for the average of each learning outcome across students, and for the percentage of students meeting each learning outcome at the desired level. A target for each learning outcome could be 80% of students scoring "4" or higher, and all scores higher than 3.0. In that case, outcomes 8 and 9 did not meet the target. A target for each student could be no more than two learning outcomes with a score lower than 3.50. In that case, all students met the target. The "oral" presentation outcome may need a more detailed description or scoring guide.

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g. What INDIRECT EVIDENCE did you use? Indirect evidence includes students' reflections on their own learning in the form of surveys, questionnaires, focus groups, and one-minute essays as well as other evidence, such as admission rates to graduate programs, career placement rates, voluntary gifts from alumni, etc. (Please attach surveys, focus group or essay questions, etc.)

Retention and graduation in the PhD program since it came to CCNY in fall 2008.
Academic standing of PhD and Master's students in fall 2008.

h. What are your findings from indirect evidence? How do they compare to earlier results?

A first analysis of retention of the 25 PhD students starting in CHE since fall 2008 though fall 2010, 23 students (92%) were still enrolled in the program in fall 2012, and all were in good academic standing (Cum. GPA 3.00 or higher).

Except for one re-entry student, all 6 Master's students are in good to excellent academic standing. From the transcript of the re-entry student it appears that he is able to do very well, but may have encountered some personal hardship causing a drop in GPA (e.g., economical or family cisrcumstances).

II. Course Learning Outcomes
a. What percentage of full-time faculty members complied with your request to submit syllabi with Course Learning Outcomes (CLOs) in the spring of 2013?

Syllabi with learning outcomes have been in place long before spring of 2013, although not for all courses and not all learning outcomes were explicitly formulated in terms of demonstrated student knowledge and behavior.
About 54% of FT faculty had syllabi with learning outcomes.

b. What was the annual (2012-13) percentage of compliance?

see the above.

c. Are faculty proficient in composing CLOs? Are they able to align their CLOs with the PLOs? If not, how do you plan to address issues of faculty compliance and competence in this area?

Because of their experience with ABET, all faculty know how to compose CLOs and align CLOs with the PLOs. If the anaysis of learning outcomes on syllabi shows any need for improvement this will be addressed by the director of institutional effectiveness and/or the graduate coordinators.

III. 2012-13 Assessment Plan vs. 2012-13 Assessment Report
a. Have you deviated from the 2012-13 Assessment Plan? If so, how—and why?   No.

IV. Recommendations and Actions
a. When will you share the 2012-13 assessment report with stakeholders? What opportunities will you or your Chair provide for faculty to discuss the findings?

Fall 2013 - faculty meetings

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b. Are you piloting any new courses or proposing any curricular changes, minor or major, based on your assessment thus far? If so, please describe and fill out the checklist below.

Use of assessment data for improvement in 2012-2013:	Check
a. We made changes in course content	
b. We made changes in course delivery and or pedagogy	
c. We added and or deleted courses	
d. We made changes in pre / co-requisites	
e1. We made changes in degree requirements (PhD)	
e2. We made changes in degree requirements (Master's)	
f. We made changes in the emphasis for new / vacant faculty positions	
h. We included assessment results in faculty meetings / retreats, curriculum committee meetings, etc.	x
i. We made changes in degree programs and the development of new degree program options	
j. We were able to justify past curriculum changes and show program improvement resulting from those changes	
k. We made changes in the advising processes	
l. We developed academic services for students	
m. We developed new career explorations and/or career services for students	
n. We made changes to student academic facilities such as labs and study areas	
o. We developed / improved academic and program information to students	x
p. We shared assessment information with alumni and review/advising boards	
q. We further refined the assessment methods or implemented new assessment methods	x
r. We made changes in instuctional / mentoring emphasis for current faculty	
s. We changed our admissions criteria	
t. Other: Meetings with new Dean of graduate studies to review admissions, advising and funding of graduate students	x

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Grove School of Engineering
Assessment Plan & Reports for Graduate Programs in Engineering
2011-2013

Department: Computer Science
Department representative: Dr. Edward Camp
Chair's signature: (signed June 15, 2012)
Date Submitted: June 15, 2012

Attach the Course vs. Program Outcomes Curriculum Matrices (Master's and PhD if applicable) to this report.
Please answer all questions and make sure you can substantiate claims with documentation.

Assessment Report Academic Year 2011-2012

1. Please check your assessment activities in and before 2011-2012 and submit this page to Annita Alting, director of Institutional Effectiveness, Rm. T137 (Dean's Office) by June 22, 2012.

Activity	Check
Reviewed / developed program learning outcomes (PhD)	
Reviewed / developed program learning outcomes (Master's)	X
Developed Curriculum Matrix / Map (PhD)	
Developed Curriculum Matrix / Map (Master's)	
Developed assessment tools for Doctoral assessment	
Developed assessment tools for Master's assessment	X
Reviewed / developed course learning outcomes and included them on syllabi	X
Collected assessment data (PhD)	
Collected assessment data (Masters)	X
Analyzed and discussed assessment data (PhD)	
Analyzed and discussed assessment data (Master's)	X
Other:	

Use of assessment data for improvement in 2011-2012:	Check
a. We made changes in course content	
b. We made changes in course delivery and/or pedagogy	
c. We added and/or deleted courses	
d. We made changes in pre / co-requisites	
e1. We made changes in degree requirements (PhD)	
e2. We made changes in degree requirements (Master's)	
f. We made changes in the emphasis for new / vacant faculty positions	
h. We included assessment results in faculty meetings / retreats, curriculum committee meetings, etc.	X
i. We made changes in degree programs and the development of new degree program options	
j. We were able to justify past curriculum changes and show program improvement resulting from those changes	
k. We made changes in the advising processes	
l. We developed academic services for students	
m. We developed new career explorations and/or career services for students	
n. We made changes to student academic facilities such as labs and study areas	
o. We developed / improved academic and program information to students	
p. We shared assessment information with alumni and review/advising boards	
q. We further refined the assessment methods or implemented new assessment methods	
r. We made chamges in instucttional / mentoring emphasis for current faculty	
s. We changed our admissions criteria	
t. Other:	

Assessment Plan Academic Year 2012-2013

1

Department: Computer Science
Department representative: Dr. Edward Camp
Chair's signature: signed June 15, 2012
Date Submitted: June 15, 2012

Please answer all questions and submit this plan to Annita Alting, Rm T137 (Dean's Office) by <u>October 15, 2012</u>.

1. Which Program Learning Outcome(s) do you plan to assess in 2012-2013? List Below:

From Masters of Science (MS program)

a) **An ability to apply knowledge of computing and mathematics appropriate to the discipline.**
b) **An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution.**
c) **An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.**
d) **An ability to function effectively on teams to accomplish a common goal.**
e) **An understanding of professional, ethical, legal, security and social issues and responsibilities.**
f) **An ability to communicate effectively with a ranges of audiences.**
g) **An ability to analyze the local and global impact of computing on individuals, organizations, and society.**
h) **--**
i) **An ability to use current techniques, skills, and tools necessary for computing practice.**
j) **An ability to apply mathematical foundations, alogorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices.**
k) **An ability to apply design and development principles in the construction of software systems of varying complexity.**

From Masters of Information Systems (MIS program)

a) **An ability to analyze a problem, and identify and define the system requirements appropriate to its solution;**
b) **An ability to design, implement and evaluate a computer-based information system to meet desired needs;**
c) **An ability to function effectively on teams to accomplish a common goal;**
d) **An awareness of professional, ethical, legal, security, and social issues and responsibilities;**
e) **Recognition of the need for, and an ability to engage in, continuing professional development;**
f) **An ability to communicate effectively with a range audiences;**
g) **An ability to use current techniques, skills, and tools necessary for information systems practices;**
h) **An ability to apply design and development principles in the construction of information systems of varying complexity.**

2. Check all the assessment methods you plan to employ in 2012-2013 and the semester in which you will collect the data:

Direct Methods	Fall 2012	Spring 2013
Master's Thesis or Other Capstone Experience		
Course-embedded assessment of Program Learning Outcome(s)	X	X
Lab reports		
Other Method:		
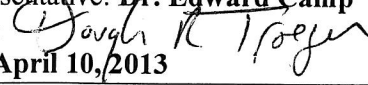
Indirect Methods	Fall 2012	Spring 2013
Student Course Survey		X
Progress Review		
Exit Survey or Interview		
Student-Faculty Mixer(s)		
Focus Group		
PhD program acceptance rates		
Job placements		
Alumni Feedback		X

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Employer Feedback		X
Grade Analyses / Course or Exam Pass Rates		
Retention and Graduation Analyses		
Enrollment analysis (e.g., effect of admissions criteria)		
Other Method:		

3. Have you discussed your plans with the instructors of the courses that will be assessed? **Yes**

4. List the faculty members and/or departmental committee(s) who will participate in assessing the data: **Department Assessment Committee**

5.When will data collected in the Fall 2012 be analyzed?   **May 2013**

6. When will data collected in the Spring 2013 be analyzed?   **August 2013**

7. Who will write the 2012-2013 assessment report?   **Chair and Assessment Officer**

8. When will the report be shared with stakeholders? (For 2013 only: please provide interim report by March 15, 2013, to Annita Alting, T137, for inclusion in Middle States PRR- see next page)

9. Other comments:

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Department: **Computer Science**
Department representative: **Dr. Edward Camp**
Chair's signature: *(signature)*
Date Submitted: **April 10, 2013**

Please answer all questions and submit this report to Annita Alting, Rm T137 (Dean's Office) by October 15, 2013.
(For 2013 only: please provide interim report on the questions below by March 15, 2013, to Annita Alting, T137, for inclusion in Middle States Periodic Review Report due June 1, 2013)

I. Program Learning Outcomes (PLOs)

a. Which Program Learning Outcome(s) did you assess in 2012-13? List below or refer to the plan 2012-2013.
a. through k except for e and h of Masters and a through h of MIS
MS Program Outcomes
a) **An ability to apply knowledge of computing and mathematics appropriate to the discipline.**
b) **An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution.**
c) **An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.**
d) **An ability to function effectively on teams to accomplish a common goal.**
e) **An understanding of professional, ethical, legal, security and social issues and responsibilities.**
f) **An ability to communicate effectively with a ranges of audiences.**
g) **An ability to analyze the local and global impact of computing on individuals, organizations, and society.**
h) **--**
i) **An ability to use current techniques, skills, and tools necessary for computing practice.**
j) **An ability to apply mathematical foundations, alogorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices.**
k) **An ability to apply design and development principles in the construction of software systems of varying complexity.**

MIS Program Outcomes
a) **An ability to analyze a problem, and identify and define the system requirements appropriate to its solution;**
b) **An ability to design, implement and evaluate a computer-based information system to meet desired needs;**
c) **An ability to function effectively on teams to accomplish a common goal;**
d) **An awareness of professional, ethical, legal, security, and social issues and responsibilities;**
e) **Recognition of the need for, and an ability to engage in, continuing professional development;**
f) **An ability to communicate effectively with a range audiences;**
g) **An ability to use current techniques, skills, and tools necessary for information systems practices;**
h) **An ability to apply design and development principles in the construction of information systems of varying complexity.**

b. How many PLOs have you assessed since this process began in Spring 2011?
MS - 9, MIS - 8

List all below, including repeats:
see above

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c. How much data was collected for this report?

We assessed two courses in the CSC Master's program: Web / Geographical Info Systems (12 students, of whom 4 undergraduates) and Database Systems 1 (20 students). We assessed two courses in the MIS program (Master's in Information Systems): Statistics and Decison Analysis (24 students) and System Analysis and Design (13 students). We conducted retention and graduation analyses on the cohorts of academic years 2004 through 2010, for CSC and MIS Master's programs.

d. What DIRECT EVIDENCE of student learning did you evaluate? Direct evidence refers to student work: essays, exams, presentations, performances, exhibitions, internships, portfolios, etc. (Please attach any rubrics or other evaluative tools.)

Course / Exam	N students	Direct evidence
CSC I0802: Web/Geogrph Info Sys (Zhang). PLOs a,b,c,d,f, g, i, k (MS)	12 (incl. 4 undergrad.)	Projects, Midterm Exam, Term Project (group-based)
CSC I1000 Database Systems 1 (Wei). PLOs a, b, c, i, j (MS)	20	Assignments, quizzes, midterm, projects, final exam, team project
MIS G1010: Stats & Dec. Analysis (Mowshowitz) PLO a, h, j (MIS)	24	Students' answers to four questions on the first and second tests that were aligned with the learning outcomes of the course.
MIS G4010: System Analysis and Design (Kawaguchi). PLOs b,c,i,j,k (MIS)	13	Project assignments and closed-book exams.

e. Was your rubric for evaluating this material reliable? That is, were the scores relatively consistent for each trait among faculty evaluators?

The coursework was evaluated by the instructor of each course using standard grading techniques for the outcome-related assignments and exam questions. There was one evaluator per course.

f. What are your findings from direct evidence? How do they compare to earlier evaluations of direct evidence?

Since there were no earlier evaluations, comparisons with earlier evaluations cannot be made yet.
The findings are still being reviewed to determine what follow-up is needed if any. The course assessments for each learning outcome provided by the instructors of the course show that they set detailed targets for below, meeting and exceeding expectations, and explained how the assignments, exams and projects measured specific learning outcomes. The table below shows a summary of the findings.

Course / Exam	Findings: % of students in the course who meet or exceed the expectation.		Analysis and Follow-up
CSC I0802: Web/Geogrph Info Sys (Zhang)	CLO1: Knowledge of the basic concepts, principles, technologies and best practices of Web-GIS [a,b,c,g,i,k]	85%	under review
	CLO2: Ability to analyze and implement real world Web-GIS applications [a,b,c,k]	90%	
	CLO3: Ability to collaborate effectively in small teams and complete Web-GIS related projects both individually and in teams and, gain confidence in seeking GIS and Web-GIS related jobs in government agencies and industries [d, f]	97%	
CSC I1000: Database Systems 1 (Wei)	CLO1: Knowledge of relational data model and Entity-Relation data model [a, i ,j]	80%	under review
	CLO2: Knowledge of relational algebra [a, b]	83%	
	CLO3: Knowledge of database manipulation and definition language SQL [a, i]	90%	
	CLO4: Knowledge of database constraints and triggers [a, i, j]	90%	
	CLO5: Knowledge of efficient database organization and processing techniques [a, i, j]	83%	

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MIS G1010: Stats & Dec. Analysis (Mowshowitz)	CLO1: Ability to display and interpret statistical data [a, b, i]	86%	
	CLO2: Ability to apply the common discrete and continuous probability models [a, b, i]	36%	Need to give more exercises involving normal distributions
	CLO3: Ability to develop linear regression models [a, b, i]	58%	More practice exercises needed on regression problems
	CLO4: Ability to apply hypothesis testing and compute confidence intervals [a, b, i]	79%	
MIS G4010: System Analysis and Design (Kawaguchi)	CLO1: Knowledge of the standard process model known as a systems development life cycle (SDLC), both from system analyst and stakeholder standpoint and from general organizational context [a, c]	85%	
	CLO2: Knowledge of key technical elements to perform requirements analysis, requirements definition and validation, and project planning and management [a, b]	85%	
	CLO3: Ability to utilize various modern CASE tools for system analysis and design [a, b, c]	77%	under review
	CLO4: Ability to perform feasibility assessment and cost analysis for information systems project [a, b, d, f, g]	85%	
	CLO5: Knowledge of critical analysis/design techniques such as Unified Modeling Language (UML) and Business Process Modeling and Notation (BPMN) [a, b, f]	77%	
	CLO6: Ability to identify, propose, and initiate an information systems project in a formal way [a,b,c,d,e,f,g]	85%	

g. What INDIRECT EVIDENCE did you use? Indirect evidence includes students' reflections on their own learning in the form of surveys, questionnaires, focus groups, and one-minute essays as well as other evidence, such as admission rates to graduate programs, career placement rates, voluntary gifts from alumni, etc. (Please attach surveys, focus group or essay questions, etc.)

Student Retention and Graduation Rates, for cohorts starting in academic years 2004 through 2010.

h. What are your findings from indirect evidence? How do they compare to earlier results?

Retention rates are at a high level.

Table 1 shows that in Computer Science, 54-67% or more obtained the Master's degree within 3 years (150% of the nominal curriculum length). Of those who did not graduate, those in good standing may have continued their studies as Ph.D. students, either at the CUNY Graduate Center or elsewhere, so the final "success" rate is probably higher than what the tables show.

The MIS retention and graduation rates in Table 2 show that two thirds of the Fall 2009 cohort graduated within three years, and the same proportion of the Fal 2010 cohort graduated within two years. The MIS program has no first time spring enrollments. The graduation rates are very good, considering that the MIS program is a rigorous evening program aimed at working professionals with a background in engineering or science who wish to develop their careers in information management.

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	Table 1. Retained and Graduated CSC Master's, % of N						
Cohort	Start	1st-2nd	2nd-3rd	3rd-4th	4th-5th	5th-6th	6th-7th
AY04, N=64	100	73	68	71	69	71	69
graduated	0	10	42	63	66	68	68
AY05, N=90	100	83	72	76	74	77	77
graduated	0	9	56	67	72	77	77
AY06, N=85	100	69	64	64	59	61	
graduated	0	1	36	55	58	60	
AY07, N=91	100	62	58	54	55		
graduated	0	0	37	52	54		
AY08, N=35	100	74	69	63			
graduated	0	0	57	60			
AY09, N=47	100	77	55				
graduated	0	2	34				
AY10, N=43	100	67					
graduated	0	0					

	Table 2. Retained and Graduated MIS Master's, % of N						
Cohort	Start	1st-2nd	2nd-3rd	3rd-4th	4th-5th	5th-6th	6th-7th
Fa09, N=12	100	83	67	67			
graduated	0	0	0	67			
Fa10, N=12	100	75	67				
graduated	0	0	67				
Fa11, N=17	100	71					
graduated	0	0					
Fa12, N=24	100						
graduated	0						

II. Course Learning Outcomes

a. What percentage of full-time faculty members complied with your request to submit syllabi with Course Learning Outcomes (CLOs) in the spring of 2013?

ca. 50%

b. What was the annual (2012-13) percentage of compliance?

tbd

c. Are faculty proficient in composing CLOs? Are they able to align their CLOs with the PLOs? If not, how do you plan to address issues of faculty compliance and competence in this area?

The inclusion of learning outcomes on syllabi shows a need for improvement, which the Department Chair is addressing.
We will improve the quantity and quality of assessments as faculty become more familiar with the process.

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III. 2012-13 Assessment Plan vs. 2012-13 Assessment Report
a. Have you deviated from the 2012-13 Assessment Plan? If so, how—and why?

Yes, instead of alumni and employer surveys for indirect assessment, we conducted retention and graduation analyses because we really wanted t o know how we were doing in that area.

IV. Recommendations and Actions

a. When will you share the 2012-13 assessment report with stakeholders? What opportunities will you or your Chair provide for faculty to discuss the findings?

Fall 2013, in Assessment Committee and departmental faculty meeting.

b. Are you piloting any new courses or proposing any curricular changes, minor or major, based on your assessment thus far? If so, please describe and fill out the checklist below.

Use of assessment data for improvement in 2012-2013:	Check
a. We made changes in course content	
b. We made changes in course delivery and/or pedagogy	X
c. We added and/or deleted courses	
d. We made changes in pre / co-requisites	
e1. We made changes in degree requirements (PhD)	
e2. We made changes in degree requirements (Master's)	
f. We made changes in the emphasis for new / vacant faculty positions	
h. We included assessment results in faculty meetings / retreats, curriculum committee meetings, etc.	X
i. We made changes in degree programs and the development of new degree program options	
j. We were able to justify past curriculum changes and show program improvement resulting from those changes	
k. We made changes in the advising processes	
l. We developed academic services for students	
m. We developed new career explorations and/or career services for students	
n. We made changes to student academic facilities such as labs and study areas	
o. We developed / improved academic and program information to students	
p. We shared assessment information with alumni and review/advising boards	
q. We further refined the assessment methods or implemented new assessment methods	
r. We made chamges in instucttional / mentoring emphasis for current faculty	
s. We changed our admissions criteria	
t. Other:	

8

Grove School of Engineering
Assessment Plan & Reports for Graduate Programs in Engineering
2011-2013

Department: Electrical Engineering
Department representative: Prof. Roger Dorsinville, Chair
Chair's signature:
Date Submitted:

Attach the Course vs. Program Outcomes Curriculum Matrices (Master's and PhD if applicable) to this report.
Please answer all questions and make sure you can substantiate claims with documentation.

Assessment Report Academic Years 2011-2012

1. Please check your assessment activities in and before 2011-2012 and submit this page to Annita Alting, director of Institutional Effectiveness, Rm. T137 (Dean's Office) by June 22, 2012.

Activity	Check
Reviewed / developed program learning outcomes (PhD)	x
Reviewed / developed program learning outcomes (Master's)	x
Developed Curriculum Matrix / Map (PhD)	x
Developed Curriculum Matrix / Map (Master's)	x
Developed assessment tools for Doctoral assessment	x
Developed assessment tools for Master's assessment	
Reviewed / developed course learning outcomes and included them on syllabi	partial
Collected assessment data (PhD)	x
Collected assessment data (Masters)	
Analyzed and discussed assessment data (PhD)	x
Analyzed and discussed assessment data (Master's)	
Other:	

Use of assessment data for improvement in 2011-2013:	Check
a. We made changes in course content	
b. We made changes in course delivery and/or pedagogy	
c. We added and/or deleted courses	
d. We made changes in pre / co-requisites	
e1. We made changes in degree requirements (PhD)	
e2. We made changes in degree requirements (Master's)	
f. We made changes in the emphasis for new / vacant faculty positions	
h. We included assessment results in faculty meetings / retreats, curriculum committee meetings, etc.	x
i. We made changes in degree programs and the development of new degree program options	
j.We were able to justify past curriculum changes and show program improvement resulting from those changes	
k.We made changes in the advising processes	
l.We developed academic services for students	
m.We developed new career explorations and/or career services for students	
n.We made changes to student academic facilities such as labs and study areas	
o. We developed / improved academic and program information to students	
p.We shared assessment information with alumni and review/advising boards	
q.We further refined the assessment methods or implemented new assessment methods	
r.We made chamges in instructional / mentoring emphasis for current faculty	
s.We changed our admissions criteria	
t. Other:	

Assessment __Plan__ Academic Year 2012-2013

Department: Electrical Engineering
Department representative: Prof. Roger Dorsinville, Chair
Chair's signature:
Date Submitted:

Please answer all questions and submit this plan to Annita Alting, Rm T137 (Dean's Office) by __October 15, 2012.__

1. Which Program Learning Outcome(s) do you plan to assess in 2012-2013? List Below:

Masters:

A. Apply knowledge of mathematics, science, and engineering to solve engineering problems
   1. Apply Mathematical techniques and skills to engineering problems
   2. Understand the underlying physical principles behind specific engineering devices and systems.
   3. Demonstrate strong computer programming and simulation skills
   4. Demonstrate the ability to utilize technical skills to design systems / components.
B. Demonstrate engineering expertise in an area of concentration in order to solve contemporary engineering issues
C. Communicate effectively both as individuals and leaders of multidisciplinary and multicultural teams in a diverse global economy
D. Recognize the need for and engage in life-long learning as independent professionals
E. Understand the importance of the ethical, safety,socio-economic, and environmental issues in the Electrical Engineering Profession.

PhD:

- Apply knowledge of mathematics, science, and engineering to solve engineering problems and undertake teaching and research;
  - *Qualifying Exam (form A):*
    - *The student is able to apply the fundamentals of Electrical Engineering to solve new problems;*
    - *The student is able to apply mathematical techniques and skills in solving Electrical Engineering problems;*
    - *The student is able to apply physical principles to solve Electrical Engineering problems;*
    - *The student comprehends specific topics of current interest in Electrical Engineering research;*
    - *The student shows potential for conducting Ph.D. level research.*
  - *Proposal (formB):*
    - *The student uses and applies such tools of research as are necessary to conduct research in the field (e.g., computer languages, novel experimental techniques, statistics, etc.,);*
- Demonstrate potential leadership skills to succeed in the profession;
  - *Progress review (form D):*
    - *Review of extracurricular activities, teaching, mentoring, etc.,*
- Communicate effectively both as individuals and leaders of multidisciplinary and multicultural teams in a diverse global economy;
  - *Proposal (Form B):*
    - *The student has written a clear, comprehensive, and accurate proposal describing the planned research for the Ph.D. degree;*
    - *The student is able to effectively present technical material to peers and faculty, orally and in writing.*
  - *Dissertation & defense:*
    - *Exam topics 5,7,8 (quality of writing, oral presentation, question answering)*
- Demonstrate the ability to engage in life-long learning as independent scholars;
  - *Dissertation & defense:*
    - *Exam topics 1, 2,3, 6 (problem statement, literature survey/bibliography and objectives & goals)*
- Understand the importance of the ethical, safety, socio-economic, and environmental issues related to the Electrical Engineering profession;
  - *Dissertation & Defense*
    - *Exam topic 4 (technical soundness, professional standards and implications of solution)*
  - *Progress review:*
    - *Review of participation in / awareness of ethical research conduct training and regulations.*

- Plan and conduct scholarly activities that make original contributions to the knowledge base in one or more areas of specialization within Electrical Engineering discipline;
  - o *Proposal (Form B):*
    - *The student has identified a new research topic for the Ph.D. degree;*
    - *The student has evaluated and compared several solution methodologies and chosen an appropriate approach;*
    - *The student has written a clear, comprehensive, and accurate proposal describing the planned research for the Ph.D. degree.*
  - o *Dissertation & Defense:*
    - *Exam topics 4, 9 (novelty of solution, publication record)*

2. Check all the assessment methods you plan to employ in 2012-2013 and the semester in which you will collect the data:

Direct Methods	Fall 2012	Spring 2013
PhD Qualifying Exam (see also 9. Other Comments)	x	
PhD Proposal	x	x
PhD Dissertation & Defense	x	x
Master's Thesis or Other Capstone Experience		
Course-embedded assessment of Program Learning Outcome(s)		
Lab reports		
Other Method:		

Indirect Methods	Fall 2012	Spring 2013
Student Course Survey		
Progress Review Form (PhD)	x	
Exit Survey or Interview		
Student-Faculty Mixer(s)		
Focus Group		
PhD program acceptance rates	x (GSOE wide)	
Job placements		
Alumni Feedback		
Employer Feedback		
Grade Analyses / Course or Exam Pass Rates	x	
Retention and Graduation Analyses	x	
Enrollment analysis (e.g., effect of admissions criteria)		
Other Method:		

3. Have you discussed your plans with the instructors of the courses that will be assessed?
Yes, and all PhD advisors were asked to evaluate progress with their PhD students over the Fall 2012 semester.

4. List the faculty members and/or departmental committee(s) who will participate in assessing the data:
EE Chairman prof. Dorsinville, PhD coordinator(s) Profs Xiao and Tian, Master's coordinator prof. Gross, curriculum committee, PhD exam committees, PhD student mentors. Courses taught by Prof. Gross , Dr. Camp and Prof Myung Lee will be assessed.

5.When will data collected in the Fall 2012 be analyzed? Early Spring 2013

6. When will data collected in the Spring 2013 be analyzed?
After finals, Late May / Early June 2013, part of it also for this interim report.

7. Who will write the 2012-2013 assessment report?
PhD and Master's coordinators, and Dir. of Inst. Effectiveness (draft),

8. When will the report be shared with stakeholders? **(For 2013 only: please provide interim report by March 15, 2013, to Annita Alting, T137, for inclusion in Middle States PRR- see next pages)**
Interim report for PRR June 2013, final report Fall 2013 with other stakeholders

9. Other comments:

The Qualifying Exam can be considered a comprehensive evaluation of the ability of the student to "Apply knowledge of mathematics, science, and engineering to solve contemporary engineering problems", which is the first PLO of the Master's program and/or PhD coursework, whether completed at CCNY or elsewhere.

Assessment Report Academic Year 2012-2013

Department: Electrical Engineering
Department representative: Prof. Roger Dorsinville, Chair
Chair's signature:
Date Submitted:

Please answer all questions and submit this report to Annita Alting, Rm T137 (Dean's Office) by October 15, 2013.
(For 2013 only: please provide interim report on the questions below by March 15, 2013, to Annita Alting, T137, for inclusion in Middle States Periodic Review Report due June 1, 2013)

I. Program Learning Outcomes (PLOs)
a. Which Program Learning Outcome(s) did you assess in 2012-13? List below or refer to the plan 2012-2013.

See Plan 2012-2013

b. How many PLOs have you assessed since this process began in Spring 2011?
List all below, including repeats:

We assessed all five program outcomes of the PhD program continuously since Spring 2011.

Of the Master's program, we are in the process of assessing:

A. Apply knowledge of mathematics, science, and engineering to solve engineering problems
    A1 Apply Mathematical techniques and skills to engineering problems
    A2 Understand the underlying physical principles behind specific engineering devices and systems.
    A3 Demonstrate strong computer programming and simulation skills
    A4 Demonstrate the ability to utilize technical skills to design systems / components.
B. Demonstrate engineering expertise in an area of concentration in order to solve contemporary engineering issues
C. Communicate effectively both as individuals and leaders of multidisciplinary and multicultural teams in a diverse global economy
D. Recognize the need for and engage in life-long learning as independent professionals
E. Understand the importance of the ethical, safety,socio-economic, and environmental issues in the Electrical Engineering Profession.

Of the PhD program we assessed all program outcomes through the three exams and advising progress forms.
c. How much data was collected for this report?

We assessed the results of the qualifying exam taken by 16 students in September 2012.
A total of 16 students took the second exam (proposal) and assessment forms were completed by on average 3.5 evaluators per student and 17 students took the third exam (thesis & defense), wich was assessed by on average 5.1 evaluators per student.
PhD students' progress was evaluated during November and December 2012. Progress forms completed by their mentors for 25 PhD students. The students also provided their own feedback and reflections on the forms.
Three courses in the Master's program were / are being assessed: Remote sensing, Project Management and Wireless Communications.
Engineering Management had 28 students who took the course in fall 2012, Remote Sensing has 9 enrolled in spring 2013, and Wireless Communications 17 in fall 2012.

d. What DIRECT EVIDENCE of student learning did you evaluate? Direct evidence refers to student work: essays, exams, presentations, performances, exhibitions, internships, portfolios, etc. (Please attach any rubrics or other evaluative tools.)

Course / Exam	N students (Masters/PhD)	Direct evidence
PhD Qualifying Exam	16	Students' completed exams (n=10 for outcome evaluation)
PhD Proposal	16	Written Proposal and presentation to a panel of experts in the field
PhD Dissertation / Defense	17	Written thesis and presentation to committee of experts in the field
Course: EE G6902, Remote Sensing-survey	6/2 (plus 1 undergrad)	Midterm and final exams, final team report, final team project
Course: ENGR 8500: Project Management	23/3 (plus 1 undergrad and 1 adv. crt.)	Homework assignments, class discussions, Weekly written and oral presentations of case studies, weekly team based assignments and project presentation. Final project and presentation.
Course: EE F6300, Wireless Communications	12/0	Midterm and final exams, final team report

e. Was your rubric for evaluating this material reliable? That is, were the scores relatively consistent for each trait among faculty evaluators?

The qualifying exams were evaluated on achievement of the learning outcomes by one evaluator. Before evaluation, specific questions were aligned with the learning outcomes and the scores on the questions were used to determine the student score on the learning outcome.

The PhD proposals and dissertation & defense were evaluated by four to five evaluators per student and in this case consistency could be determined. The proposal showed mostly consistent scoring, i.e., less than 2 pts difference between different evaluators of the same student. One student each (out of 16) received scores differing 2 pts on learning outcomes 3 (choice of method) and 4 (write and plan proposal). Two students out of 16 received scores differing 2 point between evaluators on outcome 1, the identification of a new research topic. This implies reasonable agreement beteen evaluators on the meaning and standards for each learning outcome.

Six of the dissertation & defense outcomes were also scored fairly consistently. Outcome 6, relevance of the bibliography, had six out of 17 students with evaluations differering 2 points. Outcome 2, literature survey, had 5 students with inconsistent scoring, and outcome 3, clear objectives & goals, showed that four out of 17 students had inconsistent scores. The inconsistent scores on the "literature" outcomes 2 and 6 may reflect differences in expertise among the evaluators more than a poor formulation of the outcome, but outcome 3 could benefit from being split up in its four subcomponents so they are scored independently.

The three courses were / are being assessed by their instructors, based on assignments, projects, presentations and exams/quizzes, aligned with the course and program outcomes.

f. What are your findings from direct evidence? How do they compare to earlier evaluations of direct evidence?
Since there were no earlier evaluations, comparisons with earlier evaluations cannot be made yet.

Course / Exam	Findings	Analysis and Follow-up
Qualifying Exam	All 16 students who took the exam in September 2012 passed. Ten exams were used for determining achievement of the learning outcomes. All students scored "4" or higher on all of the five learning outcomes.	Most of the learning outcomes were scored based on application of math, science and electrical engineering fundamentals. However, the potential to do PhD level work was often determined based on other observations, such as having published already, having obtained important research results, self-directedness and a high cum GPA in the coursework.
PhD Proposal	All 16 students received a score of "adequate" to "excellent" on each of the four learning outcomes.	Targets still need to be decided, for the average of each learning outcome across students, and

	Averaged accross students, the learning outcomes scores ranged from 4.3 to 4.5. Scoring was reasonably consistent among different evaluators of the same student. 75% of the students scored "4" or higher on each of the outcomes "identification of research topic", "choice of approach" and "written proposal". On "mastery of research tools", all except one student (94%) scored "4" or higher. There was one student with a score lower than 3.50 on more than one learning outcome.	for the percentage of students meeting each learning outcome at the desired level. Based on comments provided by evaluators on the scoring forms, a score of 3 (adequate) should often be interpreted as "barely passing". A target for each learning outcome could be 80% of students scoring "4" or higher and no scores lower than 3. A target for each student could be no more than one learning outcome with a score lower than 3.50.
PhD Dissertation / Defense	Scores on the nine learning outcomes ranged from "(barely) adequate" to "excellent", with one student scoring lower than "3" on each of the outcomes "problem statement", "literature survey" and "objectives and goals". The other six outcomes had no students scoring lower than 3. Averaged accross students, the learning outcomes scores ranged from 4.2 to 4.5. 82% of the students scored "4" or higher on seven of the nine outcomes, 88% did so on outcome 4 (solution), and 71% on outcome 9 (publications). Two students had scores lower than 3.50 on more than two learning outcomes.	Outcomes with inconsistent scoring (scores between evaluators of the same student differing 2 pts or more) need to be reviewed and more accrately formulated. A target for each learning outcome could be 80% of students scoring "4" or higher and no scores lower than 3. A target for each student could be no more than two learning outcomes with a score lower than 3.50.
EE G6902, Remote Sensing - survey (Gross)	in progress, see appendix for preliminary findings and assessment approach	
ENGR G8500, Proj. Management (Camp)	in progress, see appendix for preliminary findings and assessment approach	
EE F6300, Wireless Communications	in progress, see appendix for preliminary findings and assessment approach	

g. What INDIRECT EVIDENCE did you use? Indirect evidence includes students' reflections on their own learning in the form of surveys, questionnaires, focus groups, and one-minute essays as well as other evidence, such as admission rates to graduate programs, career placement rates, voluntary gifts from alumni, etc. (Please attach surveys, focus group or essay questions, etc.)

A first analysis of retention of PhD students starting at CCNY since fall 2008 through fall 2010, shows that of the 33 students 28 (85%) were still in the program as of fall 2012 and none had graduated yet. All 28 were in good academic standing (cum. GPA 3.00 or higher). Of the five not retained, three graduated with a Master's degree, one left in excellent academic standing to complete his degree (probably, from transcript request) elsewhere and one could not maintain good academic standing.

Twenty-five PhD students met with their mentors at the end of the fall 2012 semester, to review their progress and accomplishments and plan for the next semester. Together with their mentor they answered six questions and gave their own feedback. All students had satisfactory progress and had positive feedback on their experience. More details are provided in the next section.

h. What are your findings from indirect evidence? How do they compare to earlier results?
Since there were no earlier evaluations, comparisons with earlier evaluations cannot be made yet.

Question	Findings
What progress has your student made in the previous semester toward the Ph.D.? (e.g., courses and exams taken and passed, lectures, field trip for data collection, etc.,).	All 25 students had satisfactory progress in fall 2012. They showed progress in at least one of the categories: course(s) completed, exams passed, internal presentations given, research, field trips, publications in progress. The six students with progress in only one area, were concentrating on research (4), passing an exam (1) and preparing a publication (1).
Please state any important accomplishments your student has made during the previous semester (e.g., oral or poster presentation at a conference, paper in journal, course instruction, research progress, thesis progress, etc.,)	The mentors mentioned at least one important accomplishment for 21 of the 25 students. Of the remaining four, two students just started, one student is in the last phase of the Ph.D., and one had no main accomplishments due to family circumstances. Important accomplishments can be: teaching a course (28%), having a paper accepted/submitted (72%), presenting at a conference (28%), and important research progress (36%).
What extracurricular activities has your student been involved in which demonstrate leadership skills? (e.g., supervising student research, mentor/teach undergraduate/high school students, participate/mentor competition teams, student clubs, etc.,).	Seventeen students (68%) demonstrated leadership skills in the fall 2012 semester, through teaching, mentoring, active participation in student organizations and professional activities.
Did your student review and demonstrate an understanding of the material regarding he importance of the ethical, safety, socio-economic and environmental issues and be compliant with the regulations regarding responsible conduct of research? (e.g., IEEE ethic code, safety training, RCR workshop, IRB certification, etc.)	Twenty four (97%) students are considered at least aware of responsible research conduct, and examples to support this were mentioned for 17 (68%) students. The question was not answered for one student.
If applicable, what courses will your student take in the next semester? How will these courses help in his/her research and/or career pursuits?	Ten students plan on taking one or more courses the next semester, fifteen on carrying out research, and eight on working on their thesis. Five plan both coursework and research in the next semester, and five others research and thesis writing. Two have no specific plans but to increase their skills in preparation for their research.
Your advice to the student about the professional development plan for the next semester....	analysis in progress
Student Feedback: Please have your student provide his/her opinion on their progress and overall experience.	analysis in progress

II. Course Learning Outcomes
a. What percentage of full-time faculty members complied with your request to submit syllabi with Course Learning Outcomes (CLOs) in the spring of 2013?

tbd

b. What was the annual (2012-13) percentage of compliance?

tbd

c. Are faculty proficient in composing CLOs? Are they able to align their CLOs with the PLOs? If not, how do you plan to address issues of faculty compliance and competence in this area?
Because of their experience with ABET, all faculty know how to compose CLOs and align CLOs with the PLOs. If the anaysis of learning outcomes on syllabi shows any need for improvement this will be addressed by the director of institutional effectiveness and/or the graduate coordinators. The EE faculty has generally been very open to suggestions and advice on assessment matters.

III. 2012-13 Assessment Plan vs. 2012-13 Assessment Report
a. Have you deviated from the 2012-13 Assessment Plan? If so, how—and why?

No.

IV. Recommendations and Actions

a. When will you share the 2012-13 assessment report with stakeholders? What opportunities will you or your Chair provide for faculty to discuss the findings?

Early fall 2013, in graduate curriculum meetings and faculty meetings.

b. Are you piloting any new courses or proposing any curricular changes, minor or major, based on your assessment thus far? If so, please describe and fill out the checklist below.

Use of assessment data for improvement in 2012-2013:	Check
a. We made changes in course content	
b. We made changes in course delivery and/or pedagogy	
c. We added and/or deleted courses	
d. We made changes in pre / co-requisites	
e1. We made changes in degree requirements (PhD)	
e2. We made changes in degree requirements (Master's)	
f. We made changes in the emphasis for new / vacant faculty positions	
h. We included assessment results in faculty meetings / retreats, curriculum committee meetings, etc.	x
i. We made changes in degree programs and the development of new degree program options	
j.We were able to justify past curriculum changes and show program improvement resulting from those changes	
k.We made changes in the advising processes	x
l.We developed academic services for students	
m.We developed new career explorations and/or career services for students	
n.We made changes to student academic facilities such as labs and study areas	
o. We developed / improved academic and program information to students	x
p.We shared assessment information with alumni and review/advising boards	x
q.We further refined the assessment methods or implemented new assessment methods	x
r.We made chamges in instucttional / mentoring emphasis for current faculty	x
s.We changed our admissions criteria	
t. Other:	

APPENDIX. EE Department Assessment Approach and Results (preliminary) for Masters Sp 2013

In assessing the Masters program, we are relying fundamentally on the lecture courses that the students are taking. In addition, to better isolate the problem areas in the more technical area, we have broken up Program Outcome A into 4 sub-outcomes as depicted below.

   A. Apply knowledge of mathematics, science, and engineering to solve engineering problems

   A1 Apply Mathematical techniques and skills to engineering problems

   A2 Understand the underlying physical principles behind specific engineering devices and systems.

   A3 Demonstrate strong computer programming and simulation skills

   A4 Demonstrate the ability to utilize technical skills to design systems / components.

   B. Demonstrate engineering expertise in an area of concentration in order to solve contemporary engineering issues

   C. Communicate effectively both as individuals and leaders of multidisciplinary and multicultural teams in a diverse global economy

   D. Recognize the need for and engage in life-long learning as independent professionals

   E. Understand the importance of the ethical, safety,socio-economic, and environmental issues in the Electrical Engineering Profession.

For this assessment, we have focused on the following courses

   1. EE G6902 (Earth Surveillance 6 Masters Students) Sp 2013
   2. EE F6300 (Wireless Communications 12 masters) Fall 2012
   3. Engr 8500 (Project Management 19 Masters) Fall 2012

The general approach is as follows

   1. Assign course outcomes and determine which assessment tools are being used.
   2. Determine which assessment tools address each course outcome and which Program outcome is addressed by the particular assessment tool (see section xxx)
   3. Assign weights to each assessment tool based on the instructor grading system
   4. Determine in a quantitative way for each student the effective numerical performance from each program outcome as $\frac{\sum_i w_i \, s_i}{\sum_i w_i}$ where w_i is the weight assigned to the ith assessment tool and S_i is the score of the assessment tool.
   5. A threshold for each outcome is determined and statistics of exceeding or meeting expectations is determined.

It should be pointed out that the Project Management course is not technical in the strict sense and is only being used for Outcomes C,D and E. Also, the matrix approach we used for the technical courses is not used for the project management course.

EE F6300 Assessment Tools

Exams (midterm and final). Ex: E1P2 (Midterm Exam, Problem 2), E2P3 (Final Exam, Problem 3)

Final Team Report(FR), Final Team Project (FP)

Course Outcomes	A1	A2	A3	A4	B
Understanding of the evolution of cellular technologies	E1P5, E1P1				
Analysis of cellular system topologies	E1P2	E1P3, E1P4		E1P4	
Analysis of capacity of cellular system	E1P2	E1P2			
Understanding of co-channel interference and adjacent channel interference		E1P4		E1P2, E1P3, E1P4	
Understanding the tradeoff issues in capacity improvement technqiues	E1P2	E1P2		E1P3, E1P5	
Understanding/analysis of Large scale fading models and theie applications		E1P3			
Understanding/analysis Small scale fading models and their applications (multipath, Doppler)	E2P1, E2P2	E2P1, E2P2, E2P6			
Digital modulation and its performance analysis		E2P6			
Understanding/Analysis of optimal filters		E2P3, E2P4			
Understanding/Analysis of Direct Sequence Spread Spectrum System and Frequency Hopping System.		E2P4			
Understanding/Analysis of Multiple access techniques	E2P5				
Understanding/Simulation of a CDMA communication system with additive and multiplicative noise	FP	FP	FP	FP	FP

EE F6300 Course Weights and Program Evaluation by student.

	E1P1	E1P2	E1P3	E1P4	E1P5	E2P1	E2P2	E2P3	E2P4	E2P5	E2P6	FP	A1	A2	A3	A4	B
Course Weights	4%	8%	12%	8%	8%	8%	8%	8%	6%	4%	6%	20%					
Student #1	0.50	0.60	0.37	0.40	0.60	0.65	0.75	0.80	0.40	1.00	0.80	0.60	0.65	0.59	0.60	0.52	0.60
Student #2	0.20	0.15	0.47	0.15	0.30	0.15	0.55	0.30	0.47	1.00	0.13	0.40	0.37	0.33	0.40	0.33	0.40
Student #3	0.00	0.35	0.53	0.60	0.40	0.60	0.45	0.30	0.33	1.00	0.27	0.55	0.49	0.47	0.55	0.50	0.55
Student #4	0.60	0.55	0.33	0.55	0.55	0.40	0.65	0.00	0.33	1.00	0.53	0.40	0.53	0.41	0.40	0.45	0.40
Student #5	0.40	0.30	0.30	0.55	0.30	0.35	0.60	0.40	0.33	0.20	0.67	0.50	0.41	0.44	0.50	0.41	0.50
Student #6	1.00	0.45	0.67	0.45	0.25	0.30	0.55	0.20	0.47	1.00	0.33	0.55	0.52	0.47	0.55	0.50	0.55
Student #7	0.40	0.50	0.50	0.65	0.35	0.45	0.75	0.00	0.47	0.70	0.47	0.60	0.55	0.50	0.60	0.54	0.60
Student #8	0.20	0.70	0.67	0.15	0.65	0.70	0.50	0.80	0.73	0.80	0.80	0.25	0.49	0.54	0.25	0.45	0.25
Student #9	1.00	0.65	0.60	1.00	0.40	0.45	0.60	0.60	0.67	0.90	0.67	0.60	0.59	0.64	0.60	0.64	0.60
Student #10	0.50	0.50	0.73	0.20	0.35	0.70	0.70	1.00	0.40	0.60	0.67	0.70	0.63	0.64	0.70	0.56	0.70
Student #11	0.40	0.60	0.83	1.00	0.25	0.65	0.80	1.00	0.53	0.60	0.53	0.50	0.54	0.70	0.50	0.62	0.50
Student #12	0.10	0.30	0.50	0.40	0.15	0.25	0.40	0.40	0.40	0.70	0.40	0.20	0.27	0.32	0.20	0.30	0.20

Program Outcome values

9/11 exceed

EE G6902 Assessment Tools

Exams (midterm and final). Ex: E1P2

Final Team Report(FR), Final Team Project (FP)

Course Outcomes

Course Outcomes	A1	A2	A3	A4	B	C	D	E
Understanding Basics of Optics	E1P1	E1P1		E1P1				
Understanding Radiometric Quantities	E1P2,E1P3	E1P2,E1P3						
Basics or Miultispectral Remote Sensing		E1P4						
Black Body Radiation	E1P5,E1P6,E1P8	E1P8						
Understanding Atmospheric effects on Satellite Observations	E1P9							
Understand Noise and how to account for noise in interpreting measurements								
Learn to approximate answers to challenging technical problems	E1P3	E1P3						
Integrate Theory into System Design to Meet Specifications					FR,FP			
Be able to understand real world costs and constraints						FR,FP	FR,FP	FR,FP
Work as a team including division of Labor						FR		
Present work authoritatively						FR,FP	FR,FP	FR,FP
Present work authoritatively						FP		

EE G6902 Course Weights and Program Evaluation by student.

	E1P1	E1P2	E1P3	E1P4	E1P5	E1P6	E1P7	E1P8	E1P9	E2	FR	FP	A1	A2	A3	A4	B	C	D	E
							Individual Assessment Tools													
Course Weights	2.88	1.92	2.88	2.88	1.92	2.88	2.88	1.92	4.81		25.00	25.00								
	2.88	1.92	2.88	2.88	1.92	2.88	2.88	1.92	4.81		25.00	25.00								
	2.88	1.92	2.88	2.88	1.92	2.88	2.88	1.92	4.81		25.00	25.00								
	2.88	1.92	2.88	2.88	1.92	2.88	2.88	1.92	4.81		25.00	25.00								
	2.88	1.92	2.88	2.88	1.92	2.88	2.88	1.92	4.81		25.00	25.00								
	2.88	1.92	2.88	2.88	1.92	2.88	2.88	1.92	4.81		25.00	25.00								
	13.75	10.00	13.88	15.00	10.00	15.00	15.00	10.00	4.00											
	12.50	10.00	9.00	0.00	6.33	11.63	0.00	7.50	5.00											
	13.75	10.00	7.50	11.25	10.00	5.72	13.65	3.75	13.50											
	6.25	10.00	3.75	10.50	6.67	8.25	9.00	10.00	13.00											
	13.75	10.00	12.75	15.00	10.00	15.00	0.00	10.00	0.00											
	15.00	2.50	9.38	9.00	10.00	13.99	5.40	8.75	19.50											
Student #1	91.67	100.00	92.50	100.00	100.00	100.00	100.00	100.00	16.00				76.63	96.35		91.67				
Student #2	83.33	100.00	60.00	0.00	63.33	77.50	0.00	75.00	20.00				61.96	60.00		83.33				
Student #3	91.67	100.00	50.00	75.00	100.00	38.13	91.00	37.50	54.00				64.22	71.15		91.67				
Student #4	41.67	100.00	25.00	70.00	66.67	55.00	60.00	100.00	52.00				57.92	62.31		41.67				
Student #5	91.67	100.00	85.00	100.00	100.00	100.00	0.00	100.00	0.00				71.50	94.62		91.67				
Student #6	100.00	25.00	62.50	60.00	100.00	93.25	36.00	87.50	78.00				79.11	68.65		100.00				
													Program Outcome values							

Engr G8500 Assessment Tools and Results

COURSE OUTCOMES AND PROGRAM CRITERIA

COURSE #: ENGR 8500	CATALOG DESCRIPTION:
COURSE TITLE: Project Management	This course investigates the increasing use of projects to accomplish
CATEGORY: ENGINEERING MANAGEMENT	important organizational goals and the unique style of administration
TERM OFFERED: Fall 2010,2011,2012	required to manage them. The course focuses both on science of project
PRE-REQUISITES: Bachelors Degree	management and the art of managing projects. To illustrate and reinforce
PRE/CO-REQUISITES: N/A	course concepts, a variety of projects, organizational settings, and issues
ACADEMIC LOAD:	will be investigated through case studies. Topics to be addressed include
COURSE COORDINATOR: Prof. Camp	the selection of projects, the role of the project manager, how to organize

MASTERS' PROGRAM OUTCOMES	A: Apply knowledge of mathematics, science, and engineering to solve engineering problems. B: Demonstrate engineering expertise in an area of concentration in order to solve the contemporary C: Communicate effectively both as individuals and leaders of multidisciplinary and multicultural team D: Recognize the need for and engage in life-long learning as independent professionals. E: Understand the importance of the ethical, safety, socio-economic, and environmental issues in the

POSSIBLE ASSESSMENT TOOLS	AT 1: Homework assignments and class discussions. AT 2: Weekly written and oral presentations of case studies. AT 3: Weekly team based assignments, and project presentation. AT 4: Final project and presentation.

COURSE OUTCOMES	[CO1] Clear understanding of how project management is different from management in general. . [CO2] Knowledge of the tools of project management and competence in using them. [CO3] Competence in understanding where Project Management is needed and used in engineering [CO4] Team work experience from effective c [CO5] Writing and presentation skills..

OURSE OUTCOMES: Links shown marked with a letter correspond to the **MASTERS' PROGRAM OUTCOME** that applies.

	A	B	C	D	E	Meeting Expectation
CO1			AT2	AT1		69%
CO2				AT1		90%
CO3					AT1	100%
CO4			AT3			100%
CO5			AT2,AT3,AT4			87%

Meeting Expectations by Program Outcome			85%	79.50%	100%	

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The above preliminary assessment using the following three classes can be broken up into the following 2 sets

1) The technical outcomes as measured by 2 courses illustrates that for A1-A4, B, we are meeting expectations fairly evenely (9/11) for F6300 and (5/6) for G6902. G6902 evaluation is still ongoing with end of semester projects

2) Regarding the "soft" skills (C,D,E) as assessed using G8500 (Project Management), it seems that the main issue which requires further investigation is out come D (Recognize the need for and engage in life-long learning as independent professionals).

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Grove School of Engineering
Assessment Plan & Reports for Graduate Programs in Engineering
2011-2013

Department: Mechanical Engineering
Department representative: Prof. Andreopoulos (PhD programs), Prof. Bapat (Master's programs), Prof. Delale (Chair)
Chair's signature: *Feridun Delale*
Date Submitted: April 16, 2013

**Attach the Course vs. Program Outcomes Curriculum Matrices (Master's and PhD if applicable) to this report.
Please answer all questions and make sure you can substantiate claims with documentation.**

*Assessment **Report** Academic Year 2011-2012*

*1. Please check your assessment activities in and before 2011-2012 and submit this page to Annita Alting, director of Institutional Effectiveness, Rm. T137 (Dean's Office) by **June 22, 2012.***

Activity	Check
Reviewed / developed program learning outcomes (PhD)	x
Reviewed / developed program learning outcomes (Master's)	x
Developed Curriculum Matrix / Map (PhD)	x
Developed Curriculum Matrix / Map (Master's)	x
Developed assessment tools for Doctoral assessment	x
Developed assessment tools for Master's assessment	x
Reviewed / developed course learning outcomes and included them on syllabi	partial
Collected assessment data (PhD)	x
Collected assessment data (Masters)	x
Analyzed and discussed assessment data (PhD)	x
Analyzed and discussed assessment data (Master's)	x
Other: Evaluation of Nuclear Engineering Concentration for Funding Agency	x

Use of assessment data for improvement in 2011-2012:	Check
a. We made changes in course content	x
b. We made changes in course delivery and/or pedagogy	
c. We added and/or deleted courses	x
d. We made changes in pre / co-requisites	x
e1. We made changes in degree requirements (PhD)	
e2. We made changes in degree requirements (Master's)	
f. We made changes in the emphasis for new / vacant faculty positions	
h. We included assessment results in faculty meetings / retreats, curriculum committee meetings, etc.	
i. We made changes in degree programs and the development of new degree program options	x
j. We were able to justify past curriculum changes and show program improvement resulting from those changes	
k. We made changes in the advising processes	
l. We developed academic services for students	
m. We developed new career explorations and/or career services for students	
n. We made changes to student academic facilities such as labs and study areas	
o. We developed / improved academic and program information to students	
p. We shared assessment information with alumni and review/advising boards	
q. We further refined the assessment methods or implemented new assessment methods	x
r. We made chamges in instucttional / mentoring emphasis for current faculty	
s. We changed our admissions criteria	
t. Other: Published paper in Advances in Engineering Education about a systemic reform of the Mechanical Engineering program at CCNY: " Infusion of Emerging Technologies and New Teaching Methods into The Mechanical Engineering Curriculum at The City College of New York". (Delale, Liaw, Jiji, Voicolescu and Yu). The paper describes the NSF funded project and outcomes assessment results gained from ABET mandated learning outcomes assessments.	x

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*Assessment **Plan** Academic Year 2012-2013*

Department: Mechanical Engineering
Department representative: Prof. Andreopoulos, Prof. Bapat
Chair's signature: *Feridun Delale*
Date Submitted: April 16, 2013

Please answer all questions and submit this plan to Annita Alting, Rm T137 (Dean's Office) by <u>October 15, 2012.</u>

1. Which Program Learning Outcome(s) do you plan to assess in 2012-2013? List Below:

PhD:

I. Apply knowledge of mathematics, science, and engineering to solve engineering problems and undertake teaching and research;

 Qualifying Exam (form A): - *The student is able to apply the fundamentals of Mechanical Engineering to solve new problems;*
  - *The student is able to apply analytical skills in solving Mechanical Engineering problems;*
  - *The student shows potential for conducting Ph.D. level research.*
 Proposal (FormB): - *The student uses and applies such tools of research as are necessary to conduct research in the field (e.g., computer languages, novel experimental techniques, statistics, etc.,);*

II. Demonstrate potential leadership skills to succeed in the profession *(not yet assessed).*

III. Communicate effectively both as individuals and leaders of multidisciplinary and multicultural teams in a diverse global economy;
 Proposal (Form B): - *The student has written a clear, comprehensive, and accurate proposal describing the planned research for the Ph.D. degree;*
  - *The student is able to effectively present technical material to peers and faculty, orally and in writing.*
 Dissertation & defense - *Exam topics 5,7,8 (quality of writing, oral presentation, question answering)*

IV. Demonstrate the ability to engage in life-long learning as independent scholars;
 Dissertation & defense - *Exam topics 1, 2,3, 6 (problem statement, literature survey/bibliography and objectives & goals)*

V. Understand the importance of the ethical, safety, socio-economic, and environmental issues related to the Mechanical Engineering profession;
 Dissertation & Defense - *Exam topic 4 (technical soundness, professional standards and implications of solution)*

VI. Plan and conduct scholarly activities that make original contributions to the knowledge base in one ore more areas of specialization within Mechanical Engineering discipline.
 Proposal (Form B): - *The student has identified a new research topic for the Ph.D. degree;*
  - *The student has evaluated and compared several solution methodologies and chosen an appropriate approach;*
  - *The student has written a clear, comprehensive, and accurate proposal describing the planned research for the Ph.D. degree.*
 Dissertation & Defense - *Exam topics 4, 9 (novelty of solution, publication record)*

Master's:
A. Apply knowledge of mathematics, science and engineering to solve contemporary engineering problems. ***
B. Provide engineering expertise to solve community, regional, national and global problems. *
C. Communicate effectively as individuals and as leaders of multidisciplinary teams in a diverse global economy *(not assessed yet)*
D. Recognize the need for and engage in life-long learning as independent professionals. **
E. Engage in highly ethical and professional practices that account for the global, environmental and societal impact of engineering decisions. *(not assessed yet)*
*Note. * Some of the assessed courses addressed the outcome weakly, the others not at all. ** One course addressed the outcome strongly. *** All assessed courses addressed the outcome strongly. Outcome C & E were not assessed.

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2. Check all the assessment methods you plan to employ in 2012-2013 and the semester in which you will collect the data:

Direct Methods	Fall 2012	Spring 2013
PhD Qualifying Exam	x	
PhD Proposal	x	x
PhD Dissertation & Defense	x	x
Master's Thesis or Other Capstone Experience		
Course-embedded assessment of Program Learning Outcome(s)	x	
Lab reports		
Other Method:		

Indirect Methods	Fall 2012	Spring 2013
Student Course Survey		
Progress Review Form (PhD)		
Exit Survey or Interview		
Student-Faculty Mixer(s)		
Focus Group		
PhD program acceptance rates		
Job placements		
Alumni Feedback		
Employer Feedback		
Grade Analyses / Course or Exam Pass Rates	x	x
Retention and Graduation Analyses		x
Enrollment analysis (e.g., effect of admissions criteria)		
Other Method: Evaluation of long-term NSF funded project "Bridges to Engineering. Success for Transfers" - report to NSF, paper in progress to 2013 annual ASEE conference, Atlanta.	x	x

3. Have you discussed your plans with the instructors of the courses that will be assessed?

Yes, in several faculty meetings, in which the director of Institutional Effectiveness was invited.

4. List the faculty members and/or departmental committee(s) who will participate in assessing the data:

Prof. Delale (Chair), Prof. Andreopoulos (Ph.D. advisor), Prof. Bapat (Master's advisor), Profs. Jiji, Liaw, Andreopoulos, Ganatos and Elvin (course assessments); PhD mentors, Ph.D. exam committees (proposal and thesis & defense).

5. When will data collected in the Fall 2012 be analyzed?

Early Spring 2013.

6. When will data collected in the Spring 2013 be analyzed?

Early Fall 2013.

7. Who will write the 2012-2013 assessment report?

Prof. Delale and Dr. Alting

8. When will the report be shared with stakeholders? *(For 2013 only: please provide interim report by March 15, 2013, to Annita Alting, T137, for inclusion in Middle States PRR- see next page)*

Fall 2013.

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9. *Other comments:*

Although this assessment report focuses mainly on the Master's and Ph.D. programs in Engineering, the Mechanical Engineering department takes pride in its strong tradition of curriculum improvement in its undergraduate programs and success in obtaining funding for significant educational projects. Evaluation and assessment is an integral part of these projects. A sample of some early and more recent initiatives:

- Ecsel (Engineering Coalition of Schools for Excellence in Education and Leadership), promoting the concept of "Design Accross the Curriculum" (early 1990s. PI for CCNY: Dagan)
- Home Experiments in Mechanical Engineering (http://www-me.engr.ccny.cuny.edu/homeexp/homexp.html) (mid 1990s. PIs: Jiji, Delale and Liaw)
- Systemic Reform of Mechanical Engineering Curriculum (late 1990s, early 2000s. PI: Delale)
- Bridges to Engineering. Success for Transfers (2004-2012. PIs: Barba, Delale)
- Nuclear Engineering Concentration in Mechanical Engineering(2010-2012. PIs: Andreopoulos, Kawaji)
- CILES - Alliance for Continuous Innovative Learning Environments in STEM- (present. PI: Gonzalez)
- PPOHA - Opportunities for Hispanic Americans (present. PI: Gonzalez)

From: " Infusion of Emerging Technologies and New Teaching Methods into The Mechanical Engineering Curriculum at The City College of New York". (Delale, Liaw, Jiji, Voicolescu and Yu).

" The Mechanical Engineering Department, as many departments in the country, is engaged in a continuing effort to review and upgrade its curriculum. The impetus for this has always been the ever-changing nature of the profession. However, in recent years a confluence of circumstances has accelerated these changes, requiring urgent and comprehensive curriculum reform. There are two distinct currents that are driving ME programs to reform their curricula.

- First, is the emergence of new technologies that are revolutionizing the practice of engineering. The miniaturization of mechanical devices, the advent of nanotechnology, the advances in information technologies, the emergence of intelligent systems, the introduction of new and advanced materials, the development of sophisticated software and finally the revolution in biology cannot be ignored in designing a modern mechanical engineering curriculum......
- The second current compelling reform is the new trend in pedagogy that is gaining currency among science and engineering educators. According to this reform movement, engineering education must take into consideration industry needs, must be based on cognitive science, and should promote technological literacy.

....

At the time of implementation the Mechanical Engineering department at the City College had 17 full time faculty members, 16 of whom participated in the reform effort. Since its completion, the reformed curriculum affects approximately 350 mechanical engineering majors yearly.

....

Also, we are cognizant of the fact that many ME programs are undertaking similar efforts to introduce emerging technologies and new teaching methodologies into their curricula, and could benefit from our experiences as described in this paper."

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Assessment Report Academic Years 2011-2013

Department: Mechanical Engineering
Department representative: Prof. Andreopoulos, Prof. Bapat
Chair's signature: *Feridun Delale*
Date Submitted: April 16, 2013

Please answer all questions and submit this report to Annita Alting, Rm T137 (Dean's Office) by October 15, 2013.
(For 2013 only: please provide interim report on the questions below by March 15, 2013, to Annita Alting, T137, for inclusion in Middle States Periodic Review Report due June 1, 2013)

I. Program Learning Outcomes (PLOs)
a. Which Program Learning Outcome(s) did you assess in 2011-13? List below or refer to the plan 2012-2013.

see plan

b. How many PLOs have you assessed since this process began in Spring 2011? **Eleven**
List all below, including repeats: **see plan**

c. How much data was collected for this report?

Master's Program / PhD level 1: From fall 2011 through fall 2012, six courses were assessed on the course learning outcomes related to the program outcomes mentioned under I.a. Participation ranged from 8 to 37 students per course. Both Master's and PhD students attended, and on occasion also advanced undergraduate students with permission to take a Master's level course. A fair amount of students from other Engineering majors took the courses as well.

Doctoral Program: Some students taking the first exam (qualifying exam) and all students taking the second exam (proposal) and third exam (dissertation & defense) were evaluated using "exam forms" on which the evaluators scored the candidate on each of the learning outcomes for the exam. Over the period Spring 2011-Spring 2013, Three students were assessed on the qualifying exam, eleven students submitted the proposal and seven students submitted and defended their thesis.

d. What DIRECT EVIDENCE of student learning did you evaluate? Direct evidence refers to student work: essays, exams, presentations, performances, exhibitions, internships, portfolios, etc. (Please attach any rubrics or other evaluative tools.)

Course / Exam	N students (Masters/PhD)	Direct evidence
ME I6200, Advanced Mechanical Vibrations (A, B, D)	(12/10), plus1 undergrad	students' homework, mid-term and final exams, classroom discussion, and office-hour consultation
ME G4000, Applied Stress Analysis (A,B,D)	(29/4), plus 1 undergrad	students' homework, finite-element projects, mid-term and final exams, classroom discussion, and office-hour consultation
ENGR I6400, Wave Propagation in Solids (A, B, D)	(4/7)	students' homework, finite-element projects, classroom discussion, and office-hour consultation
ENGR I1100, Engineering Analysis (A,D)	(32/5)	student homework, midterm exam and final exam
ENGR I1400, Applied Partial Differential Equations (A)	(2/12)	students' homework, mid-term and final exams, classroom discussion, and office-hour consultation
ME I3700, Convection Heat Transfer (A, D)	(3/5)	students' homework, finite-element projects, classroom discussion, and office-hour consultation
PhD Qualifying Exam (I)	3	Student work
PhD Proposal (I, III, VI)	11	Written Proposal and presentation to a panel of experts in the field
PhD Dissertation / Defense (III, IV, V, VI)	7	Written thesis and presentation to committee of experts in the field

Note. ENGR I1100 and ENGR I1400 have significant participation of students from other engineering majors. E.g., ENGR I1100 had 8 EE and 6 BME Master's students enrolled, and ENGR I1400 had 5 ChE PhD students enrolled.

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e. Was your rubric for evaluating this material reliable? That is, were the scores relatively consistent for each trait among faculty evaluators?

Assignments, projects, and/or exam questions were aligned with the course learning outcomes and graded to obtain a class average for each course learning outcome, which was then classified as "Strong Knowledge" (strong achievement of course learning outcome), "Partial Knowledge" (some achievement of course learning outcome but there is room for improvement), and "No Knowledge" (unsatisfactory achievement of course learning outcome). Since there was only one evaluator for each course, consistency between evaluators was not determined. The qualifying exams were also evaluated by one evaluator.

The PhD proposals and dissertation & defense were evaluated by three to five evaluators per student and in this case consistency could be determined.
The proposal showed generally consistent scoring on the four of the five learning outcomes, but "effective communication skills" had four out of eleven students with evaluations differing two or more points between evaluators. The "ability to write a successful research proposal" was scored most consistently, with no students with inconsistent eveluations. The remaining three had each one student with an inconstent evaluation. In fact, there appeared to be significant variation between evaluators on four of the five learning outcomes for one particular student. The "communication skills" outcome is probably formulated too broadly, encompassing oral and written presentation skills to peers and faculty, that might benefit from being evaluated independently. The dissertation & defense outcomes were all scored fairly consistently. Outcomes 1,2,3 and 6 had no inconsistent scores, outcome 5 had one student (out of 7) with scores ranging from 3 to 5, and outcomes 4, 7, 8 and 9 had two students each with scores ranging from 3 to 5.

f. What are your findings from direct evidence? How do they compare to earlier evaluations of direct evidence?

Course / Exam	Findings	Analysis and Follow-up
ME I6200, Advanced Mechanical Vibrations - Liaw (A, B, D)	On average, students showed strong achievement of three of the four course outcomes. The fourth course outcome, covering more complex vibrational behaviors in "real-life" situations, was on average "partially" achieved.	1. Decide on targets for each learning outcome (e.g., in the context of the program outcomes, is "partial achievement" sufficient or is improvement needed? If so, what improvements? If not, does it fall under program outcome D and do students realize the need for life-long learning? 2. Decide on the minimum percentage of students we wish to see achieving each learning outcome at the desired level. 3. In future assessments, compare with student feedback.
ME G4000, Applied Stress Analysis - Liaw (A,B,D)	On average, students showed strong achievement of two of the three course outcomes. The third course outcome, covering applications of analysis techniques to practical design problems, was on average "partially" achieved.	see above.
ENGR I6400, Wave Propagation in Solids - Liaw (A, B, D)	On average, students showed strong achievement of three of the four course outcomes. The fourth course outcome, covering application of FE programs and comparing the findings to theoretical solutions, was on average "partially" achieved.	see above.
ENGR I1100, Engineering Analysis - Elvin (A,D)	On average, students showed strong achievement of three of the four course outcomes. The fourth course outcome, covering appreciation of the role of differential equations in engineering practice, was on average "partially" achieved.	1. Decide on targets for each learning outcome (e.g., in the context of the program outcomes, is "partial achievement" sufficient or is improvement needed? If so, what improvements? If not, is there a follow-up course in which the outcome will be addressed again? e.g., "Applied Differential Equations?" 2. Decide on the minimum percentage of students we wish to see achieving each learning outcome at the desired level. 3. In future assessments, compare with student feedback.
ENGR I1400, Applied Partial Differential Equations - Ganatos (A)	On average, students showed strong achievement of five of the six course outcomes. The fifth course outcome, covering methods for the solution of mixed boundary	see above. Considering the learning outcomes, this course does not offer a further exploration of the "partially" achieved fourth learning outcome of the previous course. Would this be worth considering and/or feasible?

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	value problems, was on average "partially" achieved.	
ME I3700, Convection Heat Transfer - Jiji (**A, D**)	On average, students showed strong achievement of all four course outcomes.	1. Decide on targets for each learning outcome. 2. Decide on the minimum percentage of students we wish to see achieving each learning outcome at the desired level. 3. In future assessments, compare with student feedback.
The course assessments show an overall pattern of relatively weak "application" outcomes compared to "theoretical" outcomes. This is an interesting finding that needs further exploration, to determine what the follow-up needs to be.		
PhD Qualifying Exam	Three students were evaluated and their scores ranged from 4 to 5 on each of the learning outcomes.	Targets still need to be decided, for the percentage of students meeting each learning outcome at the desired level.
PhD Proposal	Averaged over evaluators, student scores ranged from good to excellent on outcomes 1 to 3, from fairly good to excellent on outcome 4, and from adequate to excellent on outcome 5. The "communication" outcome 5 showed some inconsistent scoring between evaluators of the same student. On learning outcomes 1-3 , all 11 students scored '"4" or higher. Learning outcome 5 had one student with a score of "3", averaged over evaluators. There were no students scoring lower than 3.50 on two or more learning outcomes.	The "communication" outcome should be formulated more clearly, e.g., by splitting it up in oral and written communication. Targets still need to be decided, for the average of each learning outcome across students, and for the percentage of students meeting each learning outcome at the desired level. Based on comments provided by evaluators on the scoring forms, a score of 3 (adequate) should often be interpreted as "barely passing". A target for each learning outcome could be a minimum of 80% of students scoring "4" or higher, and all scores higher than 3.0. A target for each student could be no more than one learning outcome with a score lower than 3.50.
PhD Dissertation / Defense	All students scored "good" or better on learning outcomes 3, 4, 5 and 7. Students scored adequate / near good or better on the other five outcomes. Scoring was reasonably consistent between evaluators of the same students for all learning outcomes. Learning outcomes 2 (literature survey) and 8 (question answering) had five out of seven students (72%) scoring "4" or higher, and outcome 9 (publications) only four out of seven (57%). There were no students scoring lower than 3.50 on three or more learning outcomes.	Targets still need to be decided, for the average of each learning outcome across students, and for the percentage of students meeting each learning outcome at the desired level. A target for each learning outcome could be 80% of students scoring "4" or higher, and all scores higher than 3.0. A target for each student could be no more than two learning outcomes with a score lower than 3.50.

g. What INDIRECT EVIDENCE did you use? Indirect evidence includes students' reflections on their own learning in the form of surveys, questionnaires, focus groups, and one-minute essays as well as other evidence, such as admission rates to graduate programs, career placement rates, voluntary gifts from alumni, etc. (Please attach surveys, focus group or essay questions, etc.)

A first analysis of retention of the 23 PhD students starting at CCNY from fall 2008 though fall 2010, shows that 15 of the 23 students (65%) were still retained as of fall 2012, and none had obtained the PhD degree yet. All retained students were in good academic standing (Cum. GPA 3.00 or higher).

Given the relatively high attrition, the recommendation would be to review the advising process with all PhD students to diagnose lack of progress and possible causes of attrition early on. The new (acting) dean of Graduate Studies, Associate Dean Walser, has started reviewing advising and admission processes in the PhD programs with all departments, to determine what needs to be improved.

We plan to perform a similar analysis of retention, study progress and academic standing for the Master's students and collect their input as well.

h. What are your findings from indirect evidence? How do they compare to earlier results?

See the above.

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II. Course Learning Outcomes

a. What percentage of full-time faculty members complied with your request to submit syllabi with Course Learning Outcomes (CLOs) in the spring of 2013?

tbd – but (near) full compliance is expected

b. What was the annual (2012-13) percentage of compliance?

tbd – but (near) full compliance is expected

c. Are faculty proficient in composing CLOs? Are they able to align their CLOs with the PLOs? If not, how do you plan to address issues of faculty compliance and competence in this area?

Because of their experience with ABET, all faculty know how to compose CLOs and align CLOs with the PLOs. If the anaysis of learning outcomes on syllabi shows any need for improvement this will be addressed by the director of institutional effectiveness and/or the graduate coordinators. The ME faculty has generally been very open to suggestions and advice on assessment matters.

III. 2012-13 Assessment Plan vs. 2012-13 Assessment Report
a. Have you deviated from the 2012-13 Assessment Plan? If so, how—and why? **No.**

IV. Recommendations and Actions

a. When will you share the 2012-13 assessment report with stakeholders? What opportunities will you or your Chair provide for faculty to discuss the findings?

June 2013 (ASEE Annual Conference), Fall 2013: faculty meetings

b. Are you piloting any new courses or proposing any curricular changes, minor or major, based on your assessment thus far? If so, please describe and fill out the checklist below.

(planned) Use of assessment data for improvement in 2012-2013:	Check
a. We made changes in course content	
b. We made changes in course delivery and/or pedagogy	
c. We added and/or deleted courses	*x*
d. We made changes in pre / co-requisites	
e1. We made changes in degree requirements (PhD)	
e2. We made changes in degree requirements (Master's)	
f. We made changes in the emphasis for new / vacant faculty positions	
h. We included assessment results in faculty meetings / retreats, curriculum committee meetings, etc.	*x*
i. We made changes in degree programs and the development of new degree program options	*x*
j. We were able to justify past curriculum changes and show program improvement resulting from those changes	
k. We made changes in the advising processes	*x*
l. We developed academic services for students	
m. We developed new career explorations and/or career services for students	
n. We made changes to student academic facilities such as labs and study areas	
o. We developed / improved academic and program information to students	
p. We shared assessment information with alumni and review/advising boards	
q. We further refined the assessment methods or implemented new assessment methods	*x*
r. We made chamges in instucttional / mentoring emphasis for current faculty	
s. We changed our admissions criteria	
t. Other: Dissemination of experiences and findings of Bridges to Engineering project to audience of peers at Annual ASEE conference in Atlanta	

8

F.43. Coördinated Undergraduate Education (CUE)

The CUNY Office of Undergraduate Studies convenes the deans and directors of undergraduate education from across CUNY's 18 undergraduate colleges to share expertise, resources and high impact practices. The goal is to better coordinate the undergraduate experience in support of student success. For information about CUE at CUNY, visit http://www.cuny.edu/about/administration/offices/ue/cue.html. CCNY's annual CUE report for 2012 follows, and conforms to CUNY's prescribed report format.

CUE Funding Report for 2012

Note: *The purposes of this report are to specify institutional priorities for CUE funding, document CUE-funded activities, and report on progress towards goals and challenges related to CUE-funded activities. This report is not intended to provide a comprehensive account of undergraduate priorities, high impact practices, or progress toward particular institutional goals, other than those established specifically for CUE-funded activities.*

COLLEGE: The City College of New York (CCNY)
REPORT SUBMITTED BY: Joshua Wilner and Ana Vasović
DATE SUBMITTED: July 31, 2012

Table F43.1: ENROLLMENT DATA (source: OIRA)

	Fall 2009	Fall 2010	Fall 2011
undergraduate enrollment (headcount)	12,878	12,263	12,863
undergraduate enrollment (FTE)	10,082	9,809	10,089

Table F43.2: PERSISTENCE/BASIC SKILLS DATA (source: OIRA 2011-2012 Preliminary PMP)

Entering Class	Fall 2008	Fall 2009	Fall 2010
one-year retention rate (baccalaureate programs)	79.5	83.3	85.7
non-ESL SEEK students who pass all basic skills tests within one year (baccalaureate programs)	93.1	91.3	98.4
Entering Class	**Fall 2007**	**Fall 2008**	**Fall 2009**
ESL students who pass all basic skills tests within two years (baccalaureate programs)	92.3	95.2	87.5

Table F43.3: GRADUATION DATA (source: OIRA 2011-2012 Preliminary PMP)

	Entering Class of Fall 2003	Entering Class of Fall 2004	Entering Class of Fall 2005
six-year graduation rate (baccalaureate programs, institution rate)	35.0	38.9	40.0

CUE BUDGET REPORT

Table F43.4: TOTAL 2011-2012 CUE ALLOCATION: $593,529 (source: OAA)

Program*	CUE allocation	Total program costs+
Immersion (summer)	$ 5,174	$ 5,174
Immersion (summer enrichment)	18,688	18,688
Immersion (summer other costs)	28,171	28,171
Immersion (winter)	NA	NA
Immersion (winter enrichment)	19,739	19,739
Immersion (winter other costs)	29,280	29,280
Immersion-Other (fall, spring, June)	22,941	22,941
Immersion-Other (fall, spring, June enrichment)	28,539	28,539
Immersion-Other (fall, spring, June other costs)	145,059	145,059
Summer Programs: SEEK/CD *(sponsored by Gateway Academic Center)*	25,115	25,115
Writing Across the Curriculum (WAC) Writing in the Disciplines (WID)		100,000
Center for Teaching and Learning (CETL)	80,000	188,000
Learning Communities (other than first-year)		
General Education Reform/Assessment	25,000	25,000
Undergraduate Research		
Academic Support (learning/ writing/ math centers; other tutoring, supplemental instruction or advising not associated with specific programs) *SSSP/Gateway Sponsored Enrichment Courses* *Writing Center/Gateway* *Writing Center*	2,311 4,124 90,500	2,311 4,124 236,025
College-Specific Programs-Other (FIQWS faculty training, peer mentoring, etc.)	38,000	38,000

*   Include program costs related to faculty development (other than direct allocation to Center for Teaching and Learning), curriculum development and assessment. **Do not include any CUE funding received in January 2011 for special projects**. Enter "N/A" if CUE funding was not allocated to a particular program area.

\+   Estimated total program costs are based on available data.

OVERALL CUE FUNDING: INTENDED OUTCOMES AND PRIORITIES

Provide a brief overview of your priorities and intended outcomes for 2010-2011 CUE funding, as established at the beginning of the funding period:

The principal targets of CUE funding were the College's Writing Center, Gateway Academic Center (GAC), and Center for Excellence in Teaching and Learning (CETL), with a smaller amount used for General Education assessment and teacher training.

Gateway Academic Center (GAC) Intended Outcomes

- To connect the GAC student securely to the collegiate environment
- To mentor the GAC student in determining a degree plan that is based on academic strengths but also a reflection of personal and professional aspirations

Writing Center Intended Outcomes

- To provide tutoring services aligned with and supportive of the General Education and departmental learning outcomes and coordinated with other student support services

Center for Excellence in Teaching and Learning (CETL) Intended Outcomes

- To provide full- and part-time faculty development in collaboration with the General Education committee, the Office of Assessment, the Office of Research Administration, the Office of Student Affairs, the Office of Enrollment Management, and the Provost's Office
- To work with faculty to convert courses to hybrid/online formats and incorporate instructional technologies into the curriculum

General Education Intended Outcomes

- To assess the effectiveness of specific elements of the General Education curriculum in furthering broad learning objectives and share findings with departments to inform pedagogical improvements
- To assist faculty in developing materials and methods conducive to General Education outcomes

CUE-FUNDED PROGRAMS: DETAILED REPORTING

Detailed reporting frameworks are provided for Immersion and WAC/WID programs below. For all other CUE-funded program areas as indicated in your college's specific budget report above, provide a brief description of activities/ participants, intended outcomes for the program area, evidence of progress toward outcomes and challenges.

IMMERSION

Table F43.5: ENROLLMENT AND PERSISTENCE DATA (source: OIRA/ OAA)

	# Seats	# Headcount	% Immersion need*	% Completed	# / % Enrolled (fall semester)	% Immersion need*
summer 2010	260	254	32.9	56.9	227 / 89.4	6.5
summer 2011	424	412	22.7	76.7	398 / 96.6	7.9

* % Immersion need initially vs. % Immersion need at start of fall semester

Table F43.6: DETAILED PROGRAM COSTS

	Instruction	Tutoring	Administrative	OTPS*	Total
Summer 2011	23,862	9,071	16,272	2,828	52,033
Fall 2011	18,926	9,834	22,005	5,130	55,895
Winter 2012	19,739	10,083	17,127	2,070	49,019
Spring 2012	21,795	16,559	33,731	14,351	86,437
June 2012	10,758	9,444	17,580	16,425	54,207
SEEK/Gateway (summer 2011)	25,115	NA	NA	NA	25,115
Student Support Services/Gateway	2,311	NA	NA	NA	2,311
Writing Center/Gateway	NA	NA	4,124	NA	4,124

+ Other Than Personnel Services (OTPS)

Intended Outcomes for Immersion

- Ready entering students for college-level work in math, reading, and/or writing, and thus prepare them not only to pass the exit exams in the workshops, but also to progress in a timely fashion throughout the entire sequence of requisite coursework.

Evidence of Progress Towards Outcomes

- There has been an incremental increase in the pass rate in developmental math coursework from 37 percent in 2010 to 50 percent in 2011. This is a dramatic increase. CCNY attributes it to the new tutoring procedures and the Peer-Led Undergraduate Study Hall (PLUSH). PLUSH mandates student attendance at daily homework labs, which are closely supervised by a senior tutor and several subordinate tutors. Math 71 Workshop pass rates have increased from 38 percent in 2010 to 46 percent in 2011. Math 80 Workshop pass rates are inching upwards (~50 percent).

- The Reading and Writing pass rates decreased from 54 percent in 2010 to 34 percent in 2011. This may be due to a change in the reading and writing components of the CUNY Assessment Tests (CATS). CCNY is currently reviewing the workshop syllabi in order to address this issue.

Challenges

- The poor math skills of incoming students intent on STEM careers is a perennial issue. The brevity of the immersion session is problematic in preparing students with serious deficits for careers in the sciences or engineering.

- The poor study skills of the students are a persistent issue, as are the distractions of work and/or family obligations.

- To allow students greater access, the GAC should be open evenings and weekends.

CUE-FUNDED PROGRAM AREA: Gateway Academic Center (*other than* **Immersion**)

Description of Activities/Participants

The Gateway Academic Center (GAC) is dedicated to serving students who have not yet decided on a major. The center provides ongoing advising and mentoring as well as an array of services, such as group advising, skills workshops, special topic sessions, and orientation seminars.

Intended Outcomes for the Program Area

- To familiarize students, through individual and group advising, with information that facilitates timely progress towards a degree
- To connect students securely to the collegiate environment through tutoring, preparatory workshops, and special events
- To assist students in determining a degree plans that are based on academic strengths and a reflection of personal and professional aspirations
- To improve pass rates in developmental coursework offered through the GAC, including Math 71, Math 80, ESL Reading and Writing 60, and non-ESL Reading and Writing 60

Evidence of Progress Towards Outcomes

- The GAC advises approximately 2,100 students, with more than 8,500 visits logged in year 2011-2012.
- Students who attended the sequential academic skills workshops from 2010 to 2011 increased their overall GPAs by 155 percent.
- The first-year persistence rate improved from 79.5 percent in 2008 to 83.3 percent in 2009; in addition, the average number of credits earned by first-time freshmen rose from 23.2 credits in 2009 to 24.1 credits in 2010.
- Approximately 900-1,000 students participated in workshops, tutoring, and special events in year 2011-2012.

Challenges

The greatest challenge is the number of students who are determined to pursue STEM careers, even though they are below college math proficiency level and repeatedly fail to meet minimum standards to pursue those fields. The challenge of the GAC is to redirect these students to majors that they can complete successfully before they exhaust their financial aid and morale. At this juncture, the resources are lacking to do an in-depth study tracking the success of pre-engineering students who switch degree goals and undecided students who make a decision after their tenure in the GAC. The goals of the coming fiscal year are the installation of an ACCESS database tracking the GAC cohort and the securing of adequate resources adequate for an in-depth evaluation.

WRITING ACROSS THE CURRICULUM (WAC) and WRITING IN THE DISCIPLINES (WID)

Table F43.7: WRITING INTENSIVE (WI) COURSE INFORMATION (Fall 2010 source: OAA)

	Fall 2010	Fall 2011
# WI courses required for graduation	4-10 (depending on degree)	4-10 (depending on degree)
Faculty certified to teach WI (yes/no)	No	Yes
# faculty certified to teach WI courses	N/A	4 full-time, 14 part-time
Courses certified as WI (yes/no)	No	Yes
# courses designated as WI	59	59 designated, 11 certified
# of WI courses offered	40	40
# of students in WI courses	8,934	8,968

* Data includes enrollment in FIQWS (Freshman Inquiry Writing Seminar).

Using CCNY definition of WAC certified

Table F43.8: DETAILED PROGRAM COSTS

WAC/WID activities were not funded through CUE in 2011-2012.

	Personnel	OTPS	Total
fall 2011	N/A	N/A	N/A
spring 2012	N/A	N/A	N/A
other	N/A	N/A	N/A
Total	N/A	N/A	N/A

Intended Outcomes for WAC/WID

 N/A

Evidence of Progress Towards Intended Outcomes

N/A

Challenges

N/A

OTHER CUE-FUNDED PROGRAMS

For all other CUE-funded program areas as indicated in your budget report above, provide a brief description of activities/ participants, intended outcomes for the program area, evidence of progress toward outcomes and challenges. *Provide information only for programs funded by CUE.*

CUE-Funded Program Area: Center for Excellence in Teaching and Learning (CETL)

Faculty Development Initiatives

Description of Activities/Participants

- CETL expanded its program offerings, increased participation in its workshops, explored new technologies for teaching and learning, and continued its collaborations with departments and other college-wide initiatives.

- CETL conducts twelve program series in many areas of faculty development in collaboration with the General Education committee, the Office of Assessment, the Office of Research Administration, the Office of Student Affairs, the Office of Enrollment Management, IT, and the Provost's Office.

- In addition to these workshops, CETL offers one-on-one faculty assistance in technology implementation and Blackboard™, screen capture software, and webinars. Faculty also may arrange appointments with CETL staff to review teaching strategies and observe their classroom teaching. CETL plans to increase its services to faculty in the next year with instruction on making digital learning objects, using Web 2.0 and social networking tools, and creating e-books for their courses.

Intended Outcomes for the Program Area

- Outreach to faculty and departments concerning faculty training
- Increase the duration of CETL workshops and programs (semester-long)
- Expand hybrid/and online in terms of faculty trained and courses offered
- Explore new technologies for teaching and learning
- Develop a comprehensive and detailed strategic plan for CETL
- Target adjunct faculty with specific programs for their needs

Evidence of Progress Towards Outcomes

- Over 1,300 participants attended 110 workshops
- Expanded Advisory Board membership with greater faculty participation
- Conducted and archived workshops using webinar software
- Completed technology training room for hands-on workshops
- Started second year of faculty cohorts (three cohorts of ten instructors each) exploring hybrid teaching
- Started a strategic planning process for the hybrid/online initiative

Challenges

- Significant staffing and budgetary constraints limit what CETL can do to support faculty

- Currently CETL is largely staffed by students, who support the work of a director and one full-time instructional technologist. CETL is seeking the addition of a full-time Blackboard™ support person and a second instructional technologist to supplement the work of student CETL technologists. CETL also is proposing a student technology mentoring program to assist faculty in and out of the classroom
- Attracting participants to CETL events remains a problem given competition with many other campus events, departmental meetings, and classes held during CETL workshop hours

CUE-Funded Program Area: Writing Center

Description of Activities/Participants

The Writing Center serves more than 3,000 students per year. Students visited the Center for one-on-one tutoring 7,540 times in AY 2011-2012. An expanded series of writing workshops drew 541 participants during the spring 2012 semester, with more than half of the total number of students attending two or more workshops.

Intended Outcomes for the Program Area

- Align services with, and in supportive of, the General Education and departmental learning outcomes in writing
- Certification of tutors in accordance with College Reading and Learning Association (CRLA) standards
- Offer additional tutoring during peak periods, including spring break, Fridays, and Saturdays, and the final exam period.

Evidence of Progress Towards Outcomes

- A working group charged with revising the Writing Center's instructional and tutor training materials has inventoried and assessed all existing materials and has started reworking materials as required to align them with the General Education writing rubric.
- A working group charged with developing the tutor certification program has outlined the "Level I" tutor training curriculum and is drafting learning objectives and workshop materials. The first cohort of tutors will be trained fall 2012.
- The Center was open for tutoring: during spring break; on Fridays and Saturdays during the fall and spring semesters; and for four days beyond the last day of classes.

Challenges

- Adequate technical support for TutorTrac™, the newly-implemented tutoring management software.

CUE-Funded Program Area: General Education

Description of Activities/Participants

- Outcomes assessment in General Education courses (*Participants are full- and part-time faculty.*)
- FIQWS faculty development workshops (*Participants are full- and part-time faculty, General Education director and coordinator.*)
- Peer mentoring for new students (*Participants are incoming first-time freshmen and peer leaders.*)
- FIQWS enrichment activities, *e.g.*, guest speakers, 92 Street Y events, museum visits (*Participants are students and faculty.*)
- Steering of CUNY Pathways planning and processing, in coordination with faculty governance bodies *(Participants are General Education director and coördinator, faculty, and college office assistants.)*

Intended Outcomes for the Program Area

- Continue assessment of student progress relative to General Education learning outcomes in FIQWS and selected Perspective courses.
- Share assessment findings with departments to inform pedagogical improvements.
- Introduce FIQWS faculty to course-wide goals, structures, resources, and strategies for successful collaboration; initiate collaboration sessions for syllabus development to improve communication and coordination between FIQWS co-teachers.
- Provide peer mentoring to new freshman at orientation and during the first semester of study.
- Expand tutoring support for General Education offerings.
- Offer enrichment opportunities for FIQWS students.
- Collaborate with faculty and chairs to develop plan for submission of materials; assist faculty in form completion; submit materials to the CUNY SharePoint system.

Evidence of Progress Towards Outcomes

- Assessment data were used to develop recommendations for course/pedagogy improvements. The latter were then approved by the General Education Committee and introduced in faculty development sessions.
- Seventy FIQWS faculty, including 86 percent of all new FIQWS faculty, have thus far participated in faculty orientation sessions. There will be one more orientation session in August.
- A handbook for FIQWS instructors was shared with instructors during the workshops in preparation for the fall semester.
- Peer mentors provided over 300 hours of mentoring during the fall semester.
- Eight FIQWS sections participated in activities, such as museum visits, 92 Street Y events, Broadway performances, and guest speakers in class.

- As of the end of June, approximately 25 percent of the College's Pathways curriculum will have been submitted to the SharePoint for approval. Most of the other submissions will be completed by late summer or early fall. The College also has prepared and submitted for approval a list of "STEM waiver courses."

Challenges

- Maintaining a high level of full-time faculty participation in FIQWS.
- Providing the right number of seats in General Education courses, given limits on space, funding, and trained faculty, as well as variability in student demand.
- Ensuring a cohesive and effective writing intensive curriculum.
- Strengthening interactive pedagogy in science courses for non-majors.

F.44. **Collegiate Learning Assessment (CLA) Report (Spring 2012 Pilot)**

The City College of
New York

2011-2012 CLA INSTITUTIONAL REPORT

Your 2011-2012 results consist of two components:

- CLA Institutional Report and Appendices
- CLA Student Data File

Report

The report introduces readers to the CLA and its methodology (including an enhanced value-added equation), presents your results, and offers guidance on interpretation and next steps.

1 Introduction to the CLA (p. 3)
2 Methods (p. 4-5)
3 Your Results (p. 6-10)
4 Results Across CLA Institutions (p. 11-14)
5 Sample of CLA Institutions (p. 15-18)
6 Moving Forward (p. 19)

Appendices

The report appendices offer more detail on CLA tasks, scoring and scaling, value-added equations, and the Student Data File.

A Task Overview (p. 20-23)
B Diagnostic Guidance (p. 24)
C Task Development (p. 25)
D Scoring Criteria (p. 26-28)
E Scoring Process (p. 29)
F Scaling Procedures (p. 30-31)
G Modeling Details (p. 32-36)
H Percentile Lookup Tables (p. 37-42)
I Student Data File (p. 43)
J CAE Board of Trustees and Officers (p. 44)

Student Data File

Your Student Data File was distributed separately as a password-protected Excel file. Your Student Data File may be used to link with other data sources and to generate hypotheses for additional research.

Assessing Higher-Order Skills

The Collegiate Learning Assessment (CLA) is a major initiative of the Council for Aid to Education. The CLA offers a value-added, constructed-response approach to the assessment of higher-order skills, such as critical thinking and written communication. Hundreds of institutions and hundreds of thousands of students have participated in the CLA to date.

The institution—not the student—is the primary unit of analysis. The CLA is designed to measure an institution's contribution, or value added, to the development of higher-order skills. This approach allows an institution to compare its student learning results on the CLA with learning results at similarly selective institutions.

The CLA is intended to assist faculty, school administrators, and others interested in programmatic change to improve teaching and learning, particularly with respect to strengthening higher-order skills.

Included in the CLA are Performance Tasks and Analytic Writing Tasks. Performance Tasks present realistic problems that require students to analyze complex materials. Several different types of materials are used that vary in credibility, relevance to the task, and other characteristics. Students' written responses to the tasks are graded to assess their abilities to think critically, reason analytically, solve problems, and write clearly and persuasively.

The CLA helps campuses follow a continuous improvement model that positions faculty as central actors in the link between assessment and the teaching and learning process.

The continuous improvement model requires multiple indicators beyond the CLA because no single test can serve as the benchmark for all student learning in higher education. There are, however, certain skills deemed to be important by most faculty and administrators across virtually all institutions; indeed, the higher-order skills the CLA focuses on fall into this category.

The signaling quality of the CLA is important because institutions need to have a frame of reference for where they stand and how much progress their students have made relative to the progress of students at other colleges. Yet, the CLA is not about ranking institutions. Rather, it is about highlighting differences between them that can lead to improvements. The CLA is an instrument designed to contribute directly to the improvement of teaching and learning. In this respect it is in a league of its own.

CLA Methodology

The CLA uses constructed-response tasks and value-added methodology to evaluate your students' performance reflecting the following higher-order skills: Analytic Reasoning and Evaluation, Writing Effectiveness, Writing Mechanics, and Problem Solving.

Schools test a sample of entering students (freshmen) in the fall and exiting students (seniors) in the spring. Students take one Performance Task or a combination of one Make-an-Argument prompt and one Critique-an-Argument prompt.

The interim results that your institution received after the fall testing window reflected the performance of your entering students.

Your institution's interim institutional report presented information on each of the CLA task types, including means (averages), standard deviations (a measure of the spread of scores in the sample), and percentile ranks (the percentage of schools that had lower performance than yours). Also included was distributional information for each of the CLA subscores: Analytic Reasoning and Evaluation, Writing Effectiveness, Writing Mechanics, and Problem Solving.

This report is based on the performance of both your entering and exiting students.* Value-added modeling is often viewed as an equitable way of estimating an institution's contribution to learning. Simply comparing average achievement of all schools tends to paint selective institutions in a favorable light and discount the educational efficacy of schools admitting students from weaker academic backgrounds. Value-added modeling addresses this issue by providing scores that can be interpreted as relative to institutions testing students of similar entering academic ability. This allows all schools, not just selective ones, to demonstrate their relative educational efficacy.

The CLA value-added estimation approach employs a statistical technique known as hierarchical linear modeling (HLM).** Under this methodology, a school's value-added score indicates the degree to which the observed senior mean CLA score meets, exceeds, or falls below expectations established by (1) seniors' Entering Academic Ability (EAA) scores*** and (2) the mean CLA performance of freshmen at that school, which serves as a control for selection effects not covered by EAA. Only students with EAA scores are included in institutional analyses.

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* Note that the methods employed by the Community College Learning Assessment (CCLA) differ from those presented here. A description of those methods is available upon request.

** A description of the differences between the original OLS model and the enhanced HLM model is available in the Frequently Asked Technical Questions document distributed with this report.

*** SAT Math + Critical Reading, ACT Composite, or Scholastic Level Exam (SLE) scores on the SAT scale. Hereinafter referred to as Entering Academic Ability (EAA).

When the average performance of seniors at a school is substantially better than expected, this school is said to have high "value added." To illustrate, consider several schools admitting students with similar average performance on general academic ability tests (e.g., the SAT or ACT) and on tests of higher-order skills (e.g., the CLA). If, after four years of college education, the seniors at one school perform better on the CLA than is typical for schools admitting similar students, one can infer that greater gains in critical thinking and writing skills occurred at the highest performing school. Note that a low (negative) value-added score does not necessarily indicate that no gain occurred between freshman and senior year; however, it

does suggest that the gain was lower than would typically be observed at schools testing students of similar entering academic ability.

Value-added scores are placed on a standardized (z-score) scale and assigned performance levels. Schools that fall between -1.00 and +1.00 are classified as "near expected," between +1.00 and +2.00 are "above expected," between -1.00 and -2.00 are "below expected," above +2.00 are "well above expected," and below -2.00 are "well below expected." Value-added estimates are also accompanied by confidence intervals, which provide information on the precision of the estimates; narrow confidence intervals indicate that the

estimate is more precise, while wider intervals indicate less precision.

Our analyses include results from all CLA institutions, regardless of sample size and sampling strategy. Therefore, we encourage you to apply due caution when interpreting your results if you tested a very small sample of students or believe that the students in your institution's sample are not representative of the larger student body.

Moving forward, we will continue to employ methodological advances to maximize the precision of our value-added estimates. We will also continue developing ways to augment the value of CLA results for the improvement of teaching and learning.

Value-Added and Precision Estimates

3.1

	Performance Level	Value-Added Score	Value-Added Percentile Rank	Confidence Interval Lower Bound	Confidence Interval Upper Bound	Expected Mean CLA Score
Total CLA Score	N/A	N/A	N/A	N/A	N/A	N/A
Performance Task	N/A	N/A	N/A	N/A	N/A	N/A
Analytic Writing Task	N/A	N/A	N/A	N/A	N/A	N/A
Make-an-Argument	N/A	N/A	N/A	N/A	N/A	N/A
Critique-an-Argument	N/A	N/A	N/A	N/A	N/A	N/A

Seniors: Unadjusted Performance

3.2

	Number of Seniors	Mean Score	Mean Score Percentile Rank	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CLA Score	103	1234	82	1138	1332	135
Performance Task	50	1237	77	1120	1339	146
Analytic Writing Task	53	1232	83	1171	1306	124
Make-an-Argument	53	1214	78	1132	1291	122
Critique-an-Argument	53	1250	83	1193	1377	167
EAA	103	1146	81	960	1300	214

Freshmen: Unadjusted Performance

3.3

	Number of Freshmen	Mean Score	Mean Score Percentile Rank	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CLA Score	N/A	N/A	N/A	N/A	N/A	N/A
Performance Task	N/A	N/A	N/A	N/A	N/A	N/A
Analytic Writing Task	N/A	N/A	N/A	N/A	N/A	N/A
Make-an-Argument	N/A	N/A	N/A	N/A	N/A	N/A
Critique-an-Argument	N/A	N/A	N/A	N/A	N/A	N/A
EAA	N/A	N/A	N/A	N/A	N/A	N/A

3.4 Student Sample Summary

	Number of Freshmen	Freshman Percentage	Average Freshman Percentage Across Schools*	Number of Seniors	Senior Percentage	Average Senior Percentage Aross Schools
Transfer						
Transfer Students	N/A	N/A	N/A	0	0	17
Non-Transfer Students	N/A	N/A	N/A	103	100	83
Gender						
Male	N/A	N/A	38	47	46	36
Female	N/A	N/A	61	54	52	63
Decline to State	N/A	N/A	1	2	2	1
Primary Language						
English Primary Language	N/A	N/A	87	53	51	87
Other Primary Language	N/A	N/A	13	50	49	13
Field of Study						
Sciences and Engineering	N/A	N/A	22	44	43	21
Social Sciences	N/A	N/A	12	19	18	18
Humanities and Languages	N/A	N/A	11	11	11	17
Business	N/A	N/A	12	2	2	15
Helping / Services	N/A	N/A	26	21	20	22
Undecided / Other / N/A	N/A	N/A	17	6	6	7
Race / Ethnicity						
American Indian / Alaska Native	N/A	N/A	1	0	0	1
Asian / Pacific Islander	N/A	N/A	7	32	31	7
Black, Non-Hispanic	N/A	N/A	14	25	24	10
Hispanic	N/A	N/A	15	18	17	11
White, Non-Hispanic	N/A	N/A	59	12	12	63
Other	N/A	N/A	3	11	11	4
Decline to State	N/A	N/A	2	5	5	4
Parent Education						
Less than High School	N/A	N/A	6	11	11	5
High School	N/A	N/A	23	14	14	16
Some College	N/A	N/A	24	23	22	28
Bachelor's Degree	N/A	N/A	28	28	27	29
Graduate or Professional Degree	N/A	N/A	20	27	26	22

* Average percentages across schools are not reported by transfer status because institutions do not necessarily define freshman transfers the same way.

Performance Compared to Other Institutions

Figure 3.5 shows the performance of all four-year colleges and universities,* relative to their expected performance as predicted by the value-added model. The vertical distance from the diagonal line indicates the value added by the institution; institutions falling above the diagonal line are those that add more value than expected based on the model. Your institution is highlighted in red. See Appendix G for details on how the Total CLA Score value-added estimates displayed in this figure were computed.

3.5 Observed CLA Scores vs. Expected CLA Scores
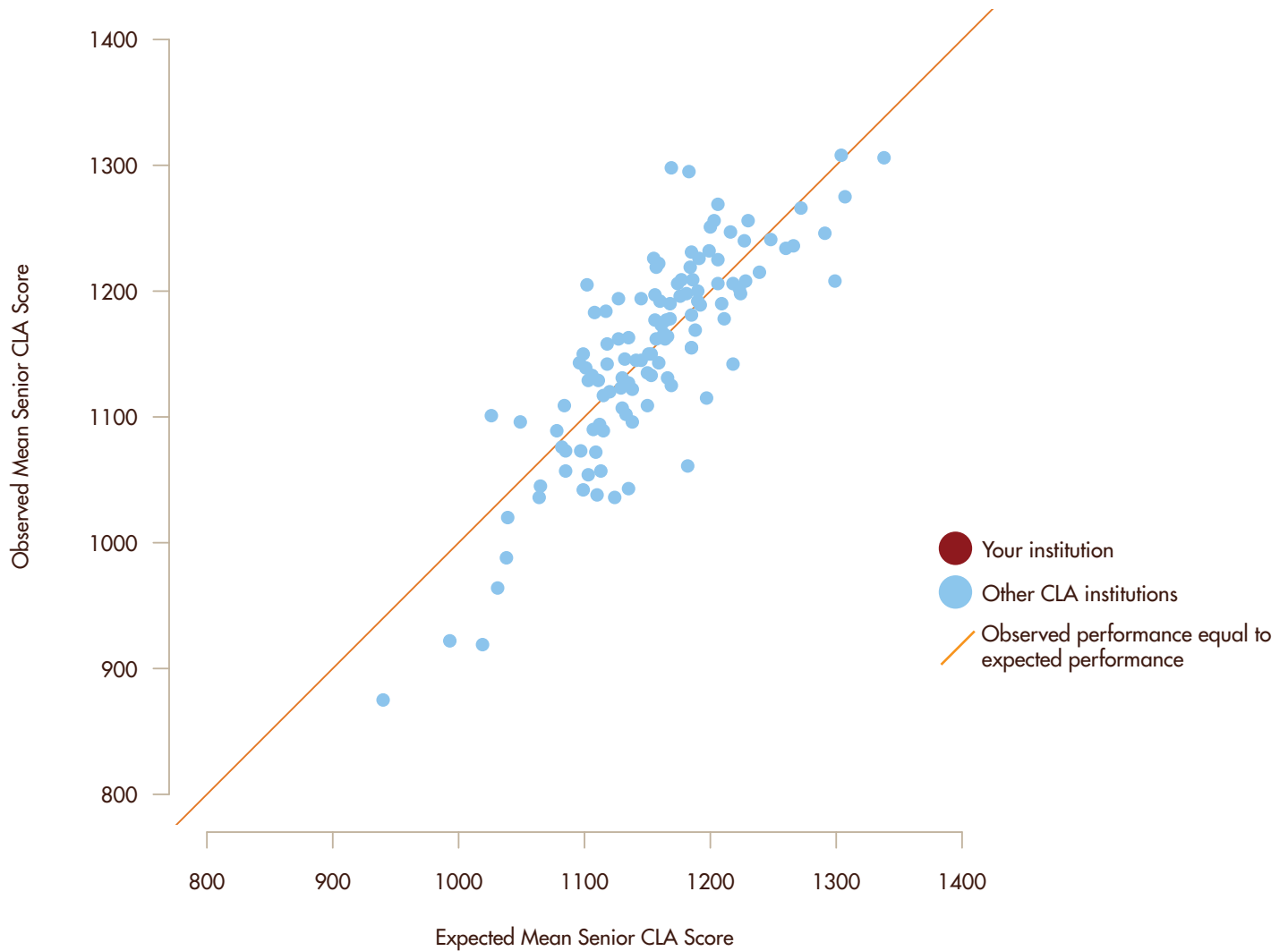
* Due to the low statistical reliability of small sample sizes, schools that tested fewer than 50 students are not included in Figure 3.5.

Subscore Distributions

Figures 3.6 and 3.8 display the distribution of your students' performance in the subscore categories of Analytic Reasoning and Evaluation, Writing Effectiveness, Writing Mechanics, and Problem Solving. The numbers on the graph correspond to the percentage of *your* students that performed at each score level. The distribution of subscores across *all* schools is presented for comparative purposes. The score levels range from 1 to 6. Note that the graphs presented are not directly comparable due to potential differences in difficulty among task types and among subscore categories. See *Diagnostic Guidance* and *Scoring Criteria* for more details on the interpretation of subscore distributions. Tables 3.7 and 3.9 present the mean and standard deviation of each of the subscores across CLA task types—for your school and all schools.

3.6 Seniors: Distribution of Subscores
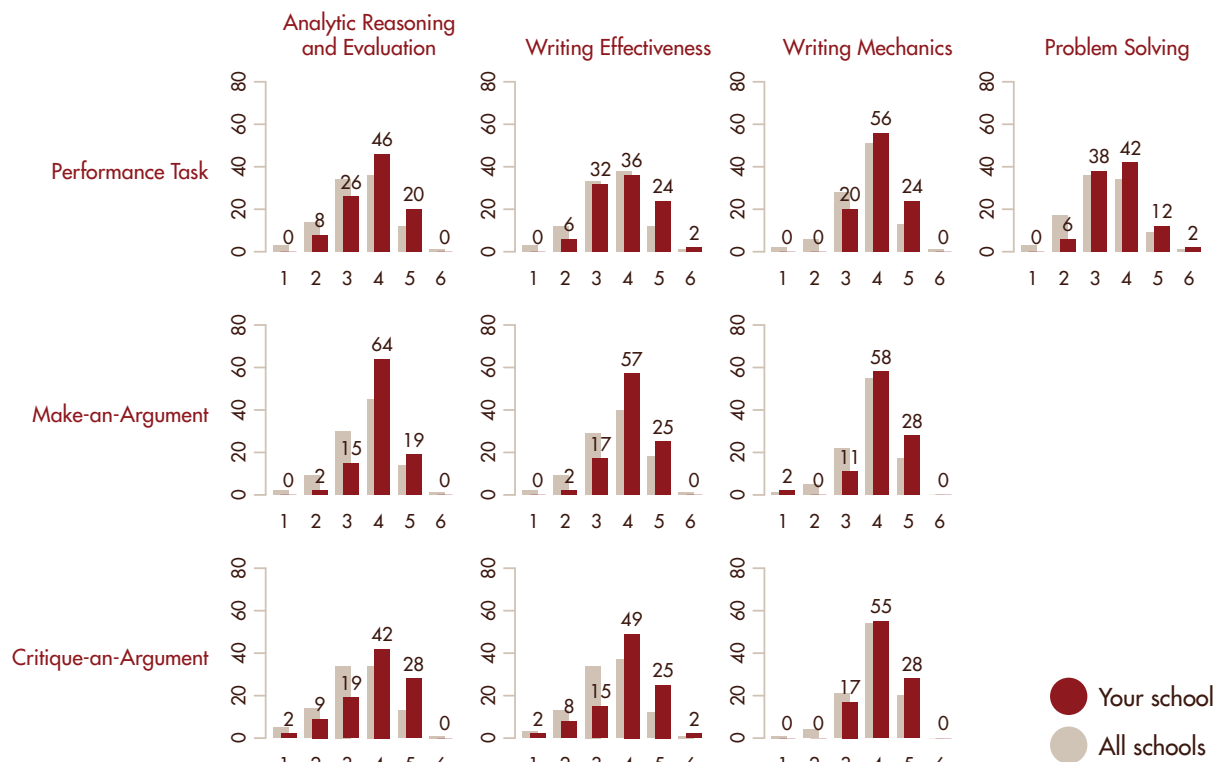
3.7 Seniors: Summary Subscore Statistics

		Analytic Reasoning and Evaluation		Writing Effectiveness		Writing Mechanics		Problem Solving	
		Your School	All Schools	Your School	All Schools	Your School	All Schools	Your School	All Schools
Performance Task	Mean	3.8	3.4	3.8	3.5	4.0	3.7	3.7	3.3
	Standard Deviation	0.9	0.9	0.9	0.9	0.7	0.8	0.8	0.9
Make-an-Argument	Mean	4.0	3.6	4.0	3.7	4.1	3.8		
	Standard Deviation	0.7	0.8	0.7	0.9	0.8	0.7		
Critique-an-Argument	Mean	3.8	3.4	3.9	3.5	4.1	3.9		
	Standard Deviation	1.0	0.9	1.0	0.9	0.7	0.7		

3.8 Freshmen: Distribution of Subscores

Analytic Reasoning and Evaluation | Writing Effectiveness | Writing Mechanics | Problem Solving

Performance Task | Make-an-Argument | Critique-an-Argument

● Your school
● All schools
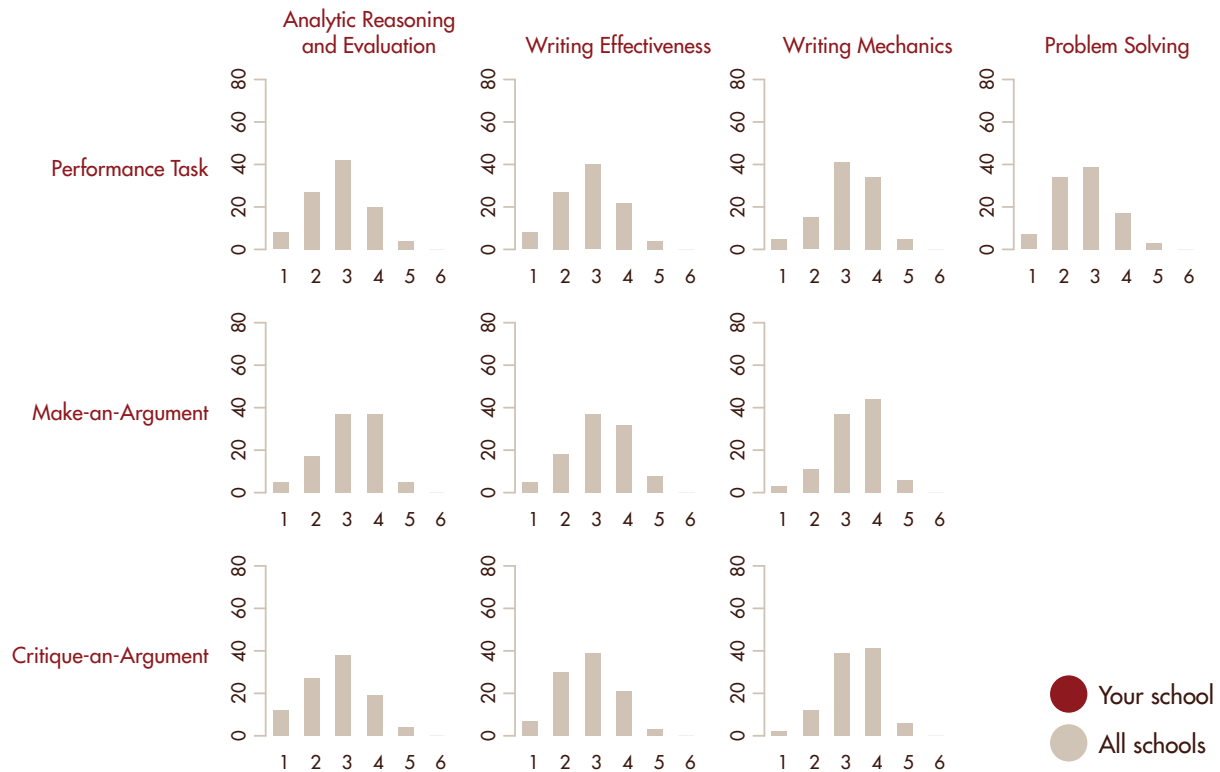
3.9 Freshmen: Summary Subscore Statistics

		Analytic Reasoning and Evaluation		Writing Effectiveness		Writing Mechanics		Problem Solving	
		Your School	All Schools	Your School	All Schools	Your School	All Schools	Your School	All Schools
Performance Task	Mean	N/A	2.9	N/A	2.9	N/A	3.2	N/A	2.7
	Standard Deviation	N/A	0.8	N/A	0.9	N/A	0.8	N/A	0.8
Make-an-Argument	Mean	N/A	3.2	N/A	3.2	N/A	3.4		
	Standard Deviation	N/A	0.8	N/A	0.9	N/A	0.8		
Critique-an-Argument	Mean	N/A	2.8	N/A	2.8	N/A	3.4		
	Standard Deviation	N/A	0.9	N/A	0.8	N/A	0.8		

Performance Distributions

Tables 4.1 and 4.2 show the distribution of performance on the CLA across participating institutions. Note that the unit of analysis in both tables is schools, not students.

Figure 4.3, on the following page, shows various comparisons of different groups of institutions. Depending on which factors you consider to define your institution's peers, these comparisons may show you how your institution's value added compares to those of institutions similar to yours.

4.1 Seniors

	Number of Schools*	Mean Score	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CLA Score	172	1162	1108	1220	87
Performance Task	171	1165	1115	1229	95
Analytic Writing Task	172	1157	1107	1214	84
Make-an-Argument	172	1142	1084	1201	86
Critique-an-Argument	172	1170	1126	1226	91
EAA	172	1062	1009	1115	102

4.2 Freshmen

	Number of Schools*	Mean Score	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CLA Score	169	1048	991	1110	93
Performance Task	167	1048	985	1117	98
Analytic Writing Task	169	1048	995	1106	89
Make-an-Argument	169	1047	997	1110	96
Critique-an-Argument	169	1046	987	1102	88
EAA	169	1031	968	1094	110

* 158 institutions tested both freshmen and seniors.

4.3 Peer Group Comparisons

Insitution Size
(Number of FTE undergraduates)

⬤ Small (up to 3,000)

▲ Midsized (3,001-10,000)

◼ Large (10,001 or more)

Minority-Serving Institutions

▲ Non-minority-serving institutions

⬤ Minority-serving institutions
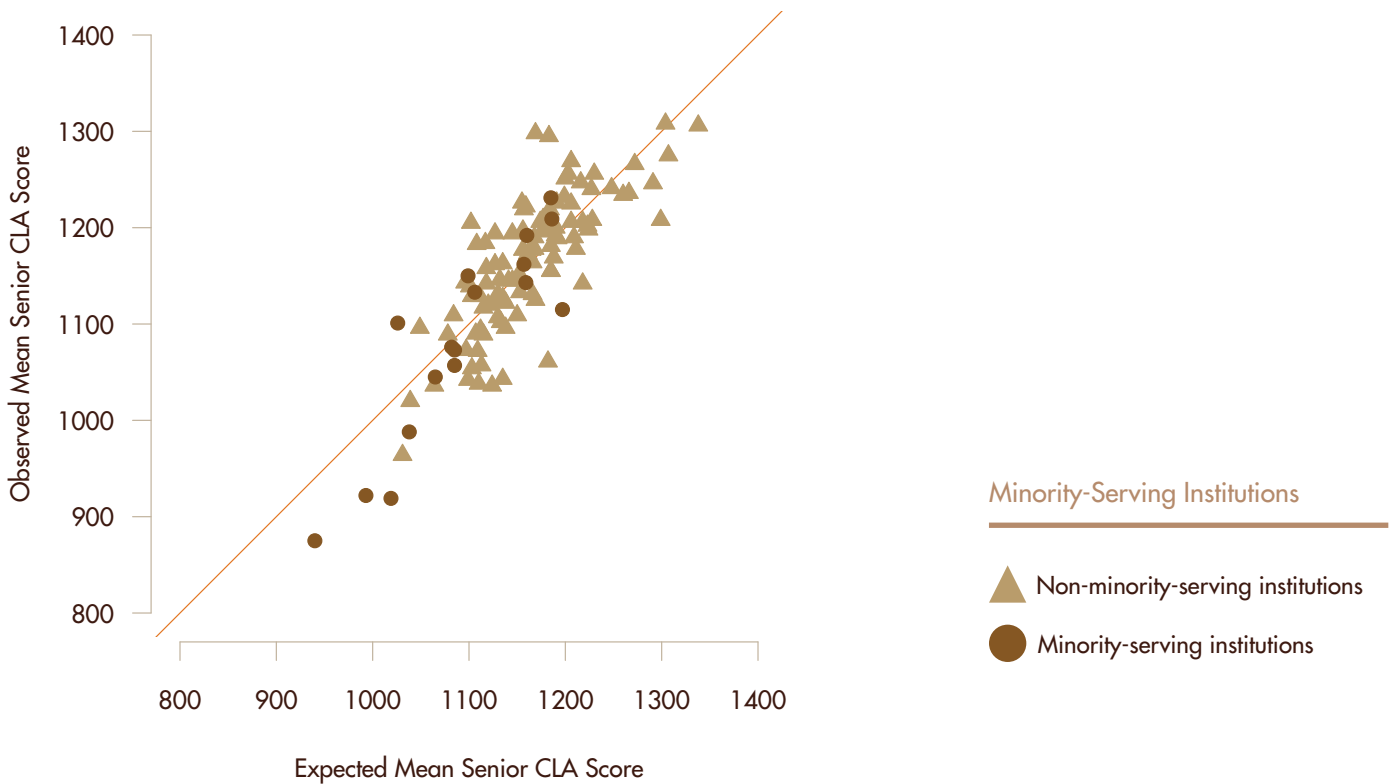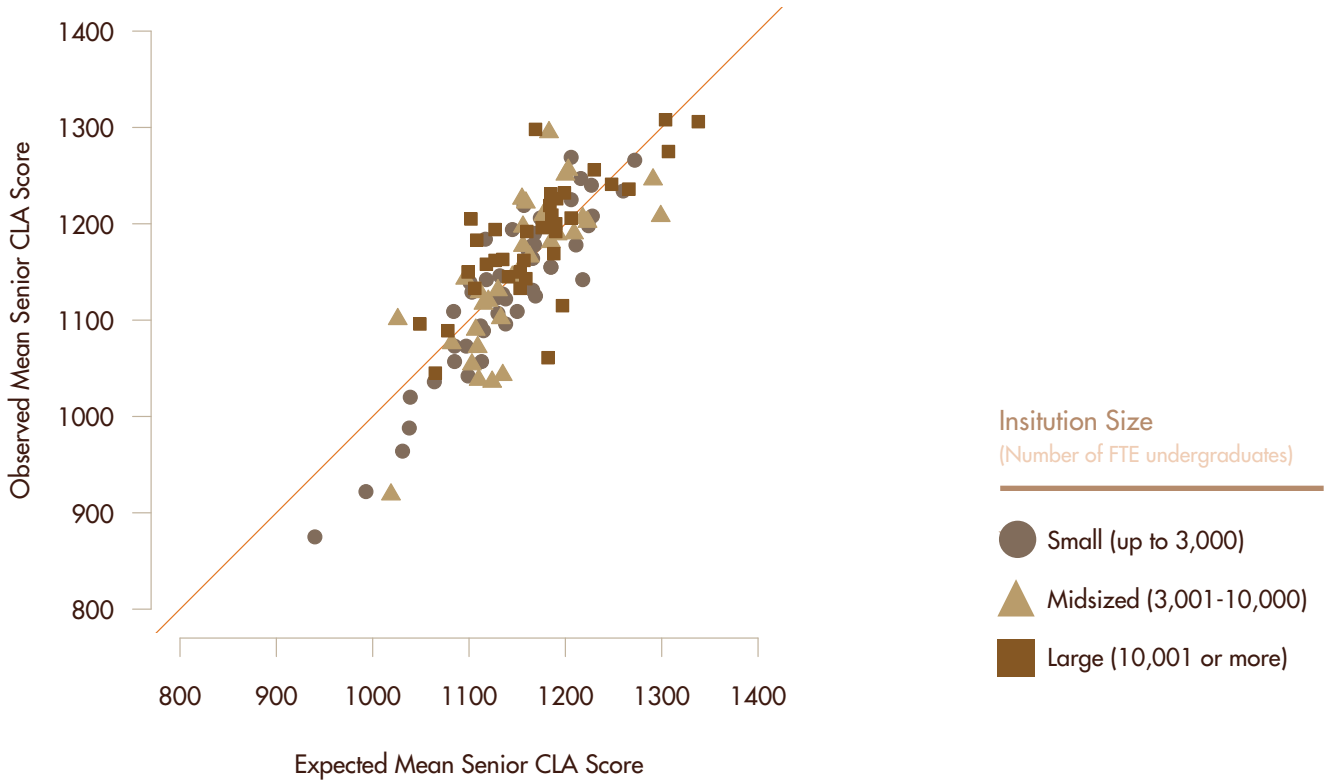
4.3 Peer Group Comparisons (continued)

Insitution Type

- Doctoral
- Masters
- Bachelors

Sector

- Public
- Private
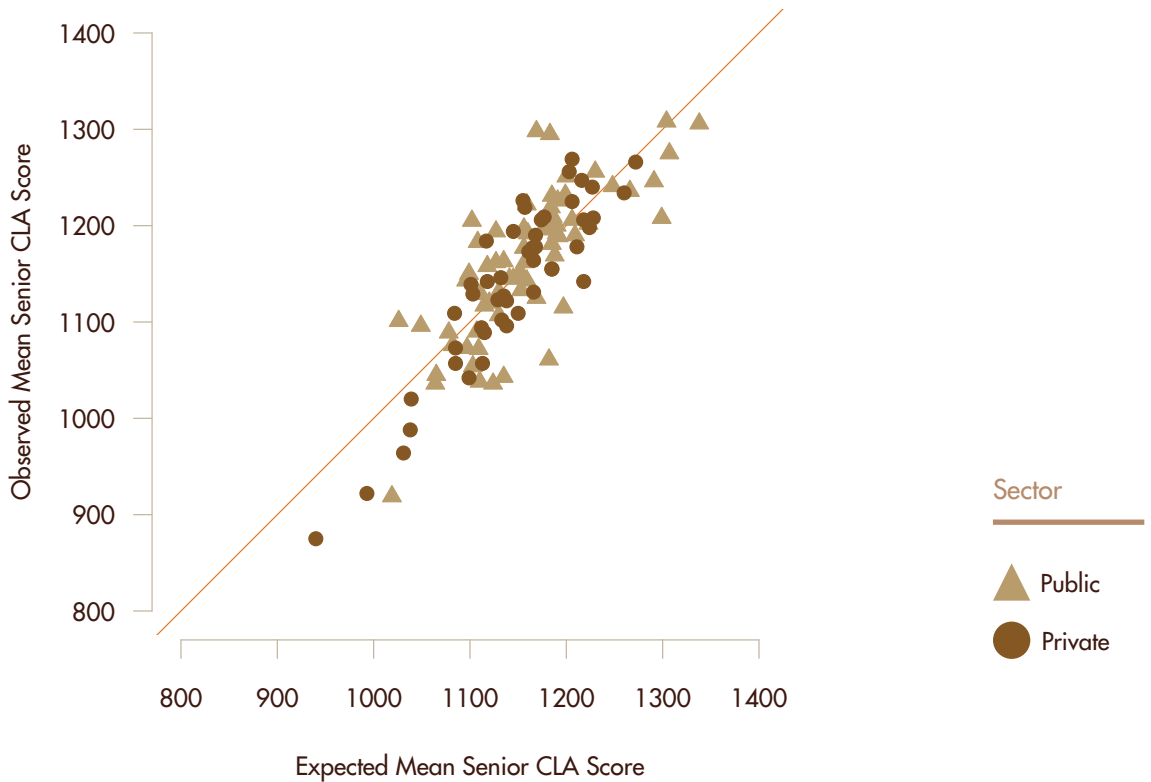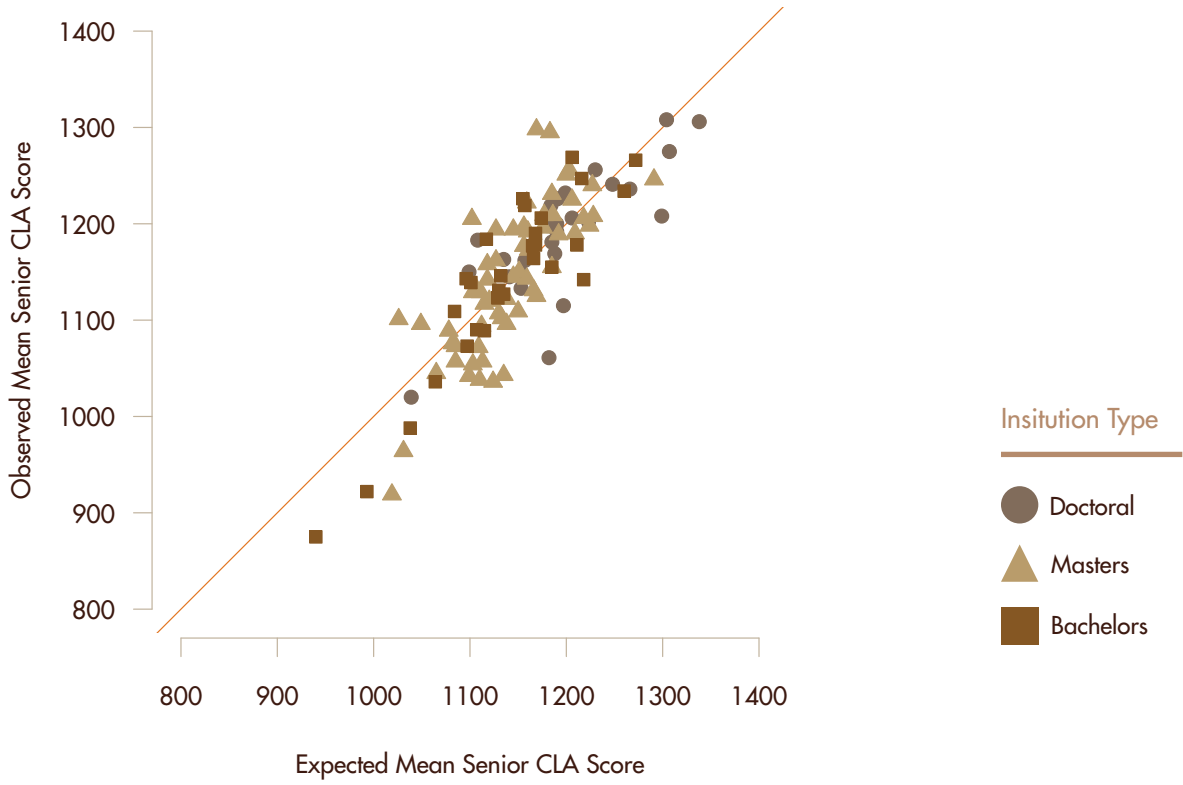
Sample Representativeness

CLA-participating students appeared to be generally representative of their classmates with respect to entering ability levels as measured by Entering Academic Ability (EAA) scores.

Specifically, across institutions, the average EAA score of CLA seniors (as verified by the registrar) was only 23 points higher than that of the entire senior class*: 1070 versus 1047 ($n = 155$ institutions). Further, the correlation between the average EAA score of CLA seniors and their classmates was high ($r = 0.85$, $n = 155$ institutions).

The pattern for freshmen was similar. The average EAA score of CLA freshmen was only 6 points higher than that of the entire freshman class (1032 versus 1026, over $n = 156$ institutions), and the correlation between the average EAA score of CLA freshmen and their classmates was similarly high ($r = 0.92$, $n = 156$ institutions).

These data suggest that as a group, CLA participants were similar to all students at participating schools. This correspondence increases confidence in the inferences that can be made from the results with the samples of students that were tested at a school to all the students at that institution.

* As reported by school registrars.

Carnegie Classification

Table 5.1 shows CLA schools grouped by Basic Carnegie Classification. The spread of schools corresponds fairly well with that of the 1,587 four-year, not-for-profit institutions across the nation.

Table 5.1 counts exclude some institutions that do not fall into these categories, such as Special Focus Institutions and institutions based outside of the United States.

5.1 Carnegie Classification of Institutional Sample

Carnegie Classification	Nation (n = 1,587)		CLA (n = 161)	
	Number	Percentage	Number	Percentage
Doctorate-granting Universities	275	17	30	19
Master's Colleges and Universities	619	39	81	50
Baccalaureate Colleges	693	44	50	31

Source: Carnegie Foundation for the Advancement of Teaching, Carnegie Classifications Data File, February 11, 2010.

School Characteristics

Table 5.2 provides statistics on some important characteristics of colleges and universities across the nation compared with CLA schools. These statistics suggest that CLA schools are fairly representative of four-year, not-for-profit institutions nationally. Percentage public and undergraduate student body size are exceptions.

5.2 School Characteristics of Institutional Sample

School Characteristic	Nation	CLA
Percentage public	32	54
Percentage Historically Black College or University (HBCU)	5	6
Mean percentage of undergraduates receiving Pell grants	31	34
Mean six-year graduation rate	51	50
Mean Barron's selectivity rating	3.6	3.1
Mean estimated median SAT score	1058	1028
Mean number of FTE undergraduate students (rounded)	3,869	6,504
Mean student-related expenditures per FTE student (rounded)	$12,330	$10,107

Source: College Results Online dataset, managed by and obtained with permission from the Education Trust, covers most 4-year Title IV-eligible higher-education institutions in the United States. Data were constructed from IPEDS and other sources. Because all schools did not report on every measure in the table, the averages and percentages may be based on slightly different denominators.

The institutions listed here in alphabetical order agreed to be identified as participating schools and may or may not have been included in comparative analyses.

CLA Schools

Alaska Pacific University
Arizona State University
Augsburg College
Averett University
Baker University
Barton College
Bellarmine University
Bethel University
Bluefield State College
Bowling Green State University
Brooklyn College
Burlington College
Cabrini College
California Baptist University
California Maritime Academy
California State Polytechnic University, Pomona
California State Polytechnic University, San Luis Obispo
California State University, Bakersfield
California State University, Channel Islands
California State University, Chico
California State University, Dominguez Hills
California State University, East Bay
California State University, Fresno
California State University, Fullerton
California State University, Long Beach
California State University, Los Angeles
California State University, Monterey Bay
California State University, Northridge
California State University, Sacramento
California State University, San Bernardino
California State University, San Marcos
California State University, Stanislaus
Carlow University
Carthage College
Central Connecticut State University
Charleston Southern University
Clarke University
College of Our Lady of the Elms
College of Saint Benedict / St. John's University
Concord University
Culver-Stockton College
Delaware State University
Dillard University
Dominican University
Earlham College
East Carolina University
Eastern Connecticut State University
Eastern Illinois University
Elizabethtown College
Emory & Henry College

Emporia State University
Fairmont State University
Fayetteville State University
Flagler College
Florida International University Honors College
Florida State University
Fort Hays State University
Glenville State College
Gordon College
Greenville College
Hardin-Simmons University
Hawaii Pacific University College of Natural and Computational Sciences
Holy Spirit College
Hong Kong Baptist University
Humboldt State University
Illinois College
Indiana University of Pennsylvania
Indiana Wesleyan University
Jacksonville State University
Jamestown College
Kansas State University
Keene State College
Kent State University
King's College
LaGrange College
Lane College
Lewis University
Louisiana Tech University
Loyola University of New Orleans
Luther College
Lynchburg College
Lynn University
Macalester College
Marshall University
McMaster University, Faculty of Social Sciences
Mills College
Minot State University
Misericordia University
Monmouth University
Morgan State University
Morningside College
Mount St. Mary's College
New Mexico State University
New York Institute of Technology
New York University - Abu Dhabi
Newman University
Nicholls State University
Norfolk State University Department of Interdisciplinary Studies
Northern Illinois University
Northwestern State University
Notre Dame Maryland University

Oakland University
Our Lady of the Lake University
Pittsburg State University
Point Loma Nazarene University
Presbyterian College
Queen's University, Faculty of Engineering and Applied Science
Ramapo College of New Jersey
Randolph-Macon College
Rhodes College
Rice University
Robert Morris University
Roger Williams University
Rutgers University-New Brunswick
Saginaw Valley State University
Saint Paul's College
Saint Xavier University
San Diego State University
San Francisco State University
San Jose State University
San Jose State University History Department
Seton Hill University
Shepherd University
Sheridan College Institute of Technology and Advanced Learning, Four-Year Bachelor's Degree Programs
Slippery Rock University
Sonoma State University
Southern Cross University
Southern Oregon University
Southwestern University
St. Ambrose University
St. Cloud State University
Stonehill College
SUNY College at Oneonta
Texas A&M University-Kingsville
Texas Lutheran University
Texas State University San Marcos
Texas Tech University
The Citadel
The City College of New York
The College of Idaho
The College of St. Scholastica
The College of Wooster
The University of British Columbia - Okanagan
The University of Montana
Transylvania University
Trinity Christian College
Truman State University
University of Baltimore
University of Bridgeport
University of Charleston
University of Evansville

University of Georgia
University of Great Falls
University of Guelph, Bachelor of Arts, Honours
   & Bachelor of Science, Honours
University of Hawaii at Hilo College of Business
   and Economics
University of Houston
University of Kentucky
University of Massachusetts, Amherst
University of Missouri - St. Louis
University of New Hampshire
University of Pittsburgh
University of Saint Mary
University of San Diego School of Business
   Administration
University of St. Thomas (TX)
University of Texas - Pan American
University of Texas at Arlington
University of Texas at Austin
University of Texas at Dallas
University of Texas at El Paso
University of Texas at San Antonio
University of Texas at Tyler
University of Texas of the Permian Basin
University of the Virgin Islands
University of Vermont
University of Washington Bothell
University of Wyoming
Upper Iowa University
Ursuline College
Weber State University
Wesley College
West Liberty University
West Virginia State University
West Virginia University
West Virginia University Institute of Technology
Western Carolina University
Western Governors University
Western Michigan University
Westminster College (MO)
Westminster College (UT)
Wichita State University
William Paterson University
William Peace University
Winston-Salem State University
Wisconsin Lutheran College
Wofford College
Wright State University
Wyoming Catholic College

CWRA Schools

Abington Friends School
Akins High School
Albemarle County Public Schools
American Canyon High School
Anson New Tech High School

Asheville School
Barrie School
Bayside High School
Beaver Country Day School
Brimmer and May School
Catalina Foothills High School
Collegiate School
Colorado Academy
Crystal Springs Uplands School
Culver Academies
Currey Ingram Academy
Da Vinci Charter Academy
Eagle Rock School
First Colonial High School
Floyd Kellam High School
Frank W. Cox High School
Friends School of Baltimore
Gilmour Academy
Graettinger-Terril High School
Green Run High School
Greensboro Day School
Hebron Academy
Heritage Hall
Hillside New Tech High School
Illinois Mathematics and Science Academy
James B. Castle High School
Kahuku High & Intermediate School
Ke Kula O Samuel M Kamakau
Kempsville High School
Kimball Union Academy
Lake Forest Academy
Lakeview Academy
Landstown High School
Le Jardin Academy
Los Angeles School of Global Studies
Maryknoll School
Math, Engineering, Technology, and Science
   Academy (METSA)
McKinley Academy
Mead High School
Menlo School
Metairie Park Country Day School
Mid-Pacific Institute
Moorestown Friends School
Moses Brown School
Mount Vernon Presbyterian School
Mt. Spokane High School
Nanakuli High and Intermediate School
Napa High School
Napa New Tech High School
New Tech at Ruston
Newell-Fonda High School
Ocean Lakes High School
Palisades High School
Parish Episcopal School
Porterville Unified School District
Princess Anne High School

Ramsey High School
Regional School Unit 13
Renaissance Academy
Riverdale Country School
Sacramento City Unified School District
Sacramento New Tech High School
Sacred Hearts Academy
Salem High School
San Francisco Day School
Sandia Preparatory School
School of IDEAS
Severn School
Sonoma Academy
St. Andrew's School
St. Christopher's School
St. George's Independent School
St. Gregory College Preparatory School
St. Luke's School
St. Margaret's Episcopal School
St. Mark's School
Staunton River High School
Stevenson School
Stuart Country Day School
Tallwood High School
Tech Valley High School
Tesseract School
The Haverford School
The Hotchkiss School
The Hun School of Princeton
The Lawrenceville School
The Lovett School
The Sustainability Workshop
The Webb School
Tilton School
Traverse Bay Area Intermediate School District
Trinity School of Midland
Upper Arlington High School
Vintage High School
Waianae High School
Wardlaw-Hartridge School
Warren New Tech High School
Warwick Valley High School
Watershed School
Westtown School
Wildwood School
York School

CCLA Schools

Arizona Western College
Bronx Community College
Collin College
Fanshawe College of Applied Arts and
   Technology, Health Science Program
Howard Community College
LaGuardia Community College
Middlesex County College
Northern Marianas College

Using the CLA to Improve Institutional Performance

The information presented in your institutional report—enhanced most recently through the provision of subscores (see pages 9-10)—is designed to help you better understand the contributions your institution is making toward your students' learning gains. However, the institutional report alone provides but a snapshot of student performance.

When combined with the other tools and services the CLA has to offer, the institutional report can become a powerful tool in helping you and your institution target specific areas of improvement, while effectively and authentically aligning teaching, learning, and assessment practices in ways that may improve institutional performance over time.

We encourage institutions to examine performance across CLA tasks and communicate the results across campus, link student-level CLA results with other data sources, pursue in-depth sampling, collaborate with their peers, and participate in professional development offerings.

Student-level CLA results are provided for you to link to other data sources (e.g., course-taking patterns, grades, portfolios, student surveys, etc.). These results are strengthened by the provision of additional scores in the areas of Analytic Reasoning and Evaluation, Writing Effectiveness, Writing Mechanics, and Problem Solving to help you pinpoint specific areas that may need improvement. Internal analyses, which you can pursue through in-depth sampling, can help you generate hypotheses for additional research.

While peer-group comparisons are provided to you in this report (see pages 12-13), the true strength of peer learning comes through collaboration. CLA facilitates collaborative relationships among our participating schools by encouraging the formation of consortia, hosting periodic web conferences featuring campuses doing promising work using the CLA, and sharing school-specific contact information (where permission has been granted) via our CLA contact map (*www.collegiatelearningassessment.org/contact*).

Our professional development services shift the focus from general assessment to the course-level work of faculty members. Performance Task Academies—two-day hands-on training workshops—provide opportunities for faculty to receive guidance in creating their own CLA-like performance tasks, which can be used as classroom or homework assignments, curriculum devices, or even local-level assessments (see: *www.claintheclassroom.org*).

Through the steps noted above, we encourage institutions to move toward a continuous system of improvement stimulated by the CLA. Our programs and services—when used in combination—are designed to emphasize the notion that, in order to successfully improve higher-order skills, institutions must genuinely connect their teaching, learning, and assessment practices in authentic and effective ways.

Without your contributions, the CLA would not be on the exciting path that it is today. We look forward to your continued involvement!

An Introduction to the CLA Tasks

The CLA consists of a Performance Task and an Analytic Writing Task. Students are randomly assigned to take one or the other. The Analytic Writing Task includes a pair of prompts called Make-an-Argument and Critique-an-Argument.

All CLA tasks are administered online and consist of open-ended prompts that require constructed responses. There are no multiple-choice questions.

The CLA requires that students use critical thinking and written communication skills to perform cognitively demanding tasks. The integration of these skills mirrors the requirements of serious thinking and writing tasks faced in life outside of the classroom.

Performance Task

Each Performance Task requires students to use an integrated set of critical thinking, analytic reasoning, problem solving, and written communication skills to answer several open-ended questions about a hypothetical but realistic situation. In addition to directions and questions, each Performance Task also has its own Document Library that includes a range of information sources, such as: letters, memos, summaries of research reports, newspaper articles, maps, photographs, diagrams, tables, charts, and interview notes or transcripts. Students are instructed to use these materials in preparing their answers to the Performance Task's questions within the allotted 90 minutes.

The first portion of each Performance Task contains general instructions and introductory material. The student is then presented with a split screen. On the right side of the screen is a list of the materials in the Document Library. The student selects a particular document to view by using a pull-down menu. A question and a response box are on the left side of the screen. There is no limit on how much a student can type. Upon completing a question, students then select the next question in the queue.

No two Performance Tasks assess the exact same combination of skills. Some ask students to identify and then compare and contrast the strengths and limitations of alternative hypotheses, points of view, courses of action, etc. To perform these and other tasks, students may have to weigh different types of evidence, evaluate the credibility of various documents, spot possible bias, and identify questionable or critical assumptions.

Performance Tasks may also ask students to suggest or select a course of action to resolve conflicting or competing strategies and then provide a rationale for that decision, including why it is likely to be better than one or more other approaches. For example, students may be asked to anticipate potential difficulties or hazards that are associated with different ways of dealing with a problem, including the likely short- and long-term consequences and implications of these strategies. Students may then be asked to suggest and defend one or more of these approaches. Alternatively, students may be asked to review a collection of materials or a set of options, then analyze and organize them on multiple dimensions, and ultimately defend that organization.

Performance Tasks often require students to marshal evidence from different sources; distinguish rational arguments from emotional ones and fact from opinion; understand data in tables and figures; deal with inadequate, ambiguous, and/or conflicting information; spot deception and holes in the arguments made by others; recognize information that is and is not relevant to the task at hand; identify additional information that would help to resolve issues; and weigh, organize, and synthesize information from several sources.

Analytic Writing Task

Students write answers to two types of essay tasks: a Make-an-Argument prompt that asks them to support or reject a position on some issue; and a Critique-an-Argument prompt that asks them to evaluate the validity of an argument made by someone else. Both of these tasks measure a student's skill in articulating complex ideas, examining claims and evidence, supporting ideas with relevant reasons and examples, sustaining a coherent discussion, and using standard written English.

Make-an-Argument

A Make-an-Argument prompt typically presents an opinion on some issue and asks students to write, in 45 minutes, a persuasive analytic essay to support a position on the issue. Key elements include: establishing a thesis or a position on an issue; maintaining the thesis throughout the essay; supporting the thesis with relevant and persuasive examples (e.g., from personal experience, history, art, literature, pop culture, or current events); anticipating and countering opposing arguments to the position; fully developing ideas, examples, and arguments; organizing the structure of the essay to maintain the flow of the argument (e.g., paragraphing, ordering of ideas and sentences within paragraphs, use of transitions); and employing varied sentence structure and advanced vocabulary.

Critique-an-Argument

A Critique-an-Argument prompt asks students to evaluate, in 30 minutes, the reasoning used in an argument (rather than simply agreeing or disagreeing with the position presented). Key elements of the essay include: identifying a variety of logical flaws or fallacies in a specific argument; explaining how or why the logical flaws affect the conclusions in that argument; and presenting a critique in a written response that is grammatically correct, organized, well-developed, and logically sound.

Example Performance Task

You advise Pat Williams, the president of DynaTech, a company that makes precision electronic instruments and navigational equipment. Sally Evans, a member of DynaTech's sales force, recommended that DynaTech buy a small private plane (a SwiftAir 235) that she and other members of the sales force could use to visit customers. Pat was about to approve the purchase when there was an accident involving a SwiftAir 235.

Example Document Library

Your Document Library contains the following materials:

- Newspaper article about the accident

- Federal Accident Report on in-flight breakups in single-engine planes

- Internal correspondence (Pat's email to you and Sally's email to Pat)

- Charts relating to SwiftAir's performance characteristics

- Excerpt from a magazine article comparing SwiftAir 235 to similar planes

- Pictures and descriptions of SwiftAir Models 180 and 235

Example Questions

- Do the available data tend to support or refute the claim that the type of wing on the SwiftAir 235 leads to more in-flight breakups?

- What is the basis for your conclusion?

- What other factors might have contributed to the accident and should be taken into account?

- What is your preliminary recommendation about whether or not DynaTech should buy the plane and what is the basis for this recommendation?

Example Make-an-Argument

There is no such thing as "truth" in the media. The one true thing about information media is that it exists only to entertain.

Example Critique-an-Argument

A well-respected professional journal with a readership that includes elementary school principals recently published the results of a two-year study on childhood obesity. (Obese individuals are usually considered to be those who are 20% above their recommended weight for height and age.) This study sampled 50 schoolchildren, ages five to 11, from Smith Elementary School.

A fast food restaurant opened near the school just before the study began. After two years, students who remained in the sample group were more likely to be overweight—relative to the national average. Based on this study, the principal of Jones Elementary School decided to confront her school's obesity problem by opposing any fast food restaurant openings near her school.

Interpreting CLA Results

CLA results operate as a signaling tool of overall institutional performance on tasks that measure higher-order skills. Examining performance across CLA task types can serve as an initial diagnostic exercise. The three types of CLA tasks—Performance Task, Make-an-Argument, and Critique-an-Argument—differ in the combination of skills necessary to perform well.

The Make-an-Argument and Critique-an-Argument tasks measure Analytic Reasoning and Evaluation, Writing Effectiveness, and Writing Mechanics. The Performance Task measures Problem Solving in addition to the three aforementioned skills. Each of the skills are assessed in slightly different ways within the context of each task type. For example, in the context of the Performance Task and the Critique-an-Argument task, Analytic Reasoning and Evaluation involves interpreting,

analyzing, and evaluating the quality of information. In the Make-an-Argument task, Analytic Reasoning and Evaluation involves stating a position, providing valid reasons to support the writer's position, and considering and possibly refuting alternative viewpoints.

Subscores are assigned on a scale of 1 (lowest) to 6 (highest). Subscores are not directly comparable to one another because they are not adjusted for difficulty like CLA scale scores. The subscores remain unadjusted because they are intended to facilitate criterion-referenced interpretations. For example, a "4" in Analytic Reasoning and Evaluation means that a response had certain qualities (e.g., "Identifies a few facts or ideas that support or refute all major arguments"), and any adjustment to that score would compromise the interpretation.

The ability to make claims like, "Our students seem to be doing better in Writing Effectiveness than in Problem Solving on the Performance Task" is clearly desirable. This can be done by comparing each subscore distribution to its corresponding reference distribution displayed in Figures 3.6 and 3.8 of your institutional report. You can support claims like the one above if you see, for example, that students are performing above average in Writing Effectiveness, but not in Problem Solving on the Performance Task.

Please examine the results presented in Figures 3.6 & 3.8 and Tables 3.7 & 3.9 in combination with the *Scoring Criteria* in the next section to explore the areas where your students may need improvement.

Iterative Development Process

A team of researchers and writers generates ideas for Make-an-Argument and Critique-an-Argument prompts and Performance Task storylines, and then contributes to the development and revision of the prompts and Performance Task documents.

For Analytic Writing Tasks, multiple prompts are generated, revised and pre-piloted, and those prompts that elicit good critical thinking and writing responses during pre-piloting are further revised and submitted to more extensive piloting.

During the development of Performance Tasks, care is taken to ensure that sufficient information is provided to permit multiple reasonable solutions to the issues present in the Performance Task. Documents are crafted such that information is presented in multiple formats (e.g., tables, figures, news articles, editorials, letters, etc.).

While developing a Performance Task, a list of the intended content from each document is established and revised. This list is used to ensure that each piece of information is clearly reflected in the document and/or across documents, and to ensure that no additional pieces of information are embedded in the document that were not intended. This list serves as a draft starting point for the analytic scoring items used in the Performance Task scoring rubrics.

During revision, information is either added to documents or removed from documents to ensure that students could arrive at approximately three or four different conclusions based on a variety of evidence to back up each conclusion. Typically, some conclusions are designed to be supported better than others.

Questions for the Performance Task are also drafted and revised during the development of the documents. The questions are designed such that the initial questions prompt students to read and attend to multiple sources of information in the documents, and later questions require students to evaluate the documents and then use their analyses to draw conclusions and justify those conclusions.

After several rounds of revision, the most promising of the Performance Tasks and the Make-an-Argument and Critique-an-Argument prompts are selected for pre-piloting. Student responses from the pre-pilot test are examined to identify what pieces of information are unintentionally ambiguous, and what pieces of information in the documents should be removed. After revision and additional pre-piloting, the best-functioning tasks (i.e., those that elicit the intended types and ranges of student responses) are selected for full piloting.

During piloting, students complete both an operational task and one of the new tasks. At this point, draft scoring rubrics are revised and tested in grading the pilot responses, and final revisions are made to the tasks to ensure that the task is eliciting the types of responses intended.

Scoring Criteria Performance Task

	Analytic Reasoning & Evaluation	Writing Effectiveness	Writing Mechanics	Problem Solving
	Interpreting, analyzing, and evaluating the quality of information. This entails identifying information that is relevant to a problem, highlighting connected and conflicting information, detecting flaws in logic and questionable assumptions, and explaining why information is credible, unreliable, or limited.	Constructing organized and logically cohesive arguments. Strengthening the writer's position by providing elaboration on facts or ideas (e.g., explaining how evidence bears on the problem, providing examples, and emphasizing especially convincing evidence).	Facility with the conventions of standard written English (agreement, tense, capitalization, punctuation, and spelling) and control of the English language, including syntax (sentence structure) and diction (word choice and usage).	Considering and weighing information from discrete sources to make decisions (draw a conclusion and/or propose a course of action) that logically follow from valid arguments, evidence, and examples. Considering the implications of decisions and suggesting additional research when appropriate.
6	• Identifies most facts or ideas that support or refute all major arguments (or salient features of all objects to be classified) presented in the Document Library. Provides analysis that goes beyond the obvious. • Demonstrates accurate understanding of a large body of information from the Document Library. • Makes several accurate claims about the quality of information.	• Organizes response in a logically cohesive way that makes it very easy to follow the writer's arguments. • Provides valid and comprehensive elaboration on facts or ideas related to each argument and clearly cites sources of information.	• Demonstrates outstanding control of grammatical conventions. • Consistently writes well-constructed, complex sentences with varied structure and length. • Displays adept use of vocabulary that is precise, advanced, and varied.	• Provides a decision and a solid rationale based on credible evidence from a variety of sources. Weighs other options, but presents the decision as best given the available evidence. When applicable: • Proposes a course of action that follows logically from the conclusion. Considers implications. • Recognizes the need for additional research. Recommends specific research that would address most unanswered questions.
5	• Identifies several facts or ideas that support or refute all major arguments (or salient features of all objects to be classified) presented in the Document Library. • Demonstrates accurate understanding of much of the Document Library content. • Makes a few accurate claims about the quality of information.	• Organizes response in a logically cohesive way that makes it fairly easy to follow the writer's arguments. • Provides valid elaboration on facts or ideas related to each argument and cites sources of information.	• Demonstrates very good control of grammatical conventions. • Consistently writes well-constructed sentences with varied structure and length. • Uses varied and sometimes advanced vocabulary that effectively communicates ideas.	• Provides a decision and a solid rationale based largely on credible evidence from multiple sources and discounts alternatives. When applicable: • Proposes a course of action that follows logically from the conclusion. May consider implications. • Recognizes the need for additional research. Suggests research that would address some unanswered questions.
4	• Identifies a few facts or ideas that support or refute all major arguments (or salient features of all objects to be classified) presented in the Document Library. • Briefly demonstrates accurate understanding of important Document Library content, but disregards some information. • Makes very few accurate claims about the quality of information.	• Organizes response in a way that makes the writer's arguments and logic of those arguments apparent but not obvious. • Provides valid elaboration on facts or ideas several times and cites sources of information.	• Demonstrates good control of grammatical conventions with few errors. • Writes well-constructed sentences with some varied structure and length. • Uses vocabulary that clearly communicates ideas but lacks variety.	• Provides a decision and credible evidence to back it up. Possibly does not account for credible, contradictory evidence. May attempt to discount alternatives. When applicable: • Proposes a course of action that follows logically from the conclusion. May briefly consider implications. • Recognizes the need for additional research. Suggests research that would address an unanswered question.
3	• Identifies a few facts or ideas that support or refute several arguments (or salient features of all objects to be classified) presented in the Document Library. • Disregards important information or makes minor misinterpretations of information. May restate information "as is." • Rarely, if ever, makes claims about the quality of information and may present some unreliable evidence as credible.	• Provides limited or somewhat unclear arguments. Presents relevant information in each response, but that information is not woven into arguments. • Provides elaboration on facts or ideas a few times, some of which is valid. Sources of information are sometimes unclear.	• Demonstrates fair control of grammatical conventions with frequent minor errors. • Writes sentences that read naturally but tend to have similar structure and length. • Uses vocabulary that communicates ideas adequately but lacks variety.	• Provides or implies a decision and some reason to favor it, but the rationale may be contradicted by unaccounted for evidence. When applicable: • Briefly proposes a course of action, but some aspects may not follow logically from the conclusion. • May recognize the need for additional research. Any suggested research tends to be vague or would not adequately address unanswered questions.
2	• Identifies very few facts or ideas that support or refute arguments (or salient features of all objects to be classified) presented in the Document Library. • Disregards or misinterprets much of the Document Library. May restate information "as is." • Does not make claims about the quality of information and presents some unreliable information as credible.	• Provides limited, invalid, overstated, or very unclear arguments. May present information in a disorganized fashion or undermine own points. • Any elaboration on facts or ideas tends to be vague, irrelevant, inaccurate, or unreliable (e.g., based entirely on writer's opinion). Sources of information are often unclear.	• Demonstrates poor control of grammatical conventions with frequent minor errors and some distracting errors. • Consistently writes sentences with similar structure and length, and some may be difficult to understand. • Uses simple vocabulary, and some vocabulary may be used inaccurately or in a way that makes meaning unclear.	• Provides or implies a decision, but very little rationale is provided or it is based heavily on unreliable evidence. When applicable: • Briefly proposes a course of action, but some aspects do not follow logically from the conclusion. • May recognize the need for additional research. Any suggested research is vague or would not adequately address unanswered questions.
1	• Does not identify facts or ideas that support or refute arguments (or salient features of all objects to be classified) presented in the Document Library or provides no evidence of analysis. • Disregards or severely misinterprets important information. • Does not make claims about the quality of evidence and bases response on unreliable information.	• Does not develop convincing arguments. Writing may be disorganized and confusing. • Does not provide elaboration on facts or ideas.	• Demonstrates minimal control of grammatical conventions with many errors that make the response difficult to read or provides insufficient evidence to judge. • Writes sentences that are repetitive or incomplete, and some are difficult to understand. • Uses simple vocabulary, and some vocabulary is used inaccurately or in a way that makes meaning unclear.	• Provides no clear decision or no valid rationale for the decision. When applicable: • Does not propose a course of action that follows logically from the conclusion. • Does not recognize the need for additional research or does not suggest research that would address unanswered questions.

Scoring Criteria Make-an-Argument

	Analytic Reasoning & Evaluation	Writing Effectiveness	Writing Mechanics
	Stating a position, providing valid reasons to support the writer's position, and demonstrating an understanding of the complexity of the issue by considering and possibly refuting alternative viewpoints.	Constructing an organized and logically cohesive argument. Strengthening the writer's position by elaborating on the reasons for that position (e.g., providing evidence, examples, and logical reasoning).	Facility with the conventions of standard written English (agreement, tense, capitalization, punctuation, and spelling) and control of the English language, including syntax (sentence structure) and diction (word choice and usage).
6	• Asserts an insightful position and provides multiple (at least four) sound reasons to justify it. • Provides analysis that reflects a thorough consideration of the complexity of the issue. Possibly refutes major counterarguments or considers contexts integral to the issue (e.g., ethical, cultural, social, political).	• Organizes response in a logically cohesive way that makes it very easy to follow the writer's argument. • Provides valid and comprehensive elaboration on each reason for the writer's position.	• Demonstrates outstanding control of grammatical conventions. • Consistently writes well-constructed, complex sentences with varied structure and length. • Displays adept use of vocabulary that is precise, advanced, and varied.
5	• States a thoughtful position and provides multiple (at least three) sound reasons to support it. • Provides analysis that reflects some consideration of the complexity of the issue. Possibly considers contexts integral to the issue (e.g., ethical, cultural, social, political).	• Organizes response in a logically cohesive way that makes it fairly easy to follow the writer's argument. • Provides valid elaboration on each reason for the writer's position.	• Demonstrates very good control of grammatical conventions. • Consistently writes well-constructed sentences with varied structure and length. • Uses varied and sometimes advanced vocabulary that effectively communicates ideas.
4	• States a clear position and some (two to three) sound reasons to support it. • Provides some careful analysis, but it lacks consideration of the issue's complexity.	• Organizes response in a way that makes the writer's argument and its logic apparent but not obvious. • Provides valid elaboration on reasons for the writer's position several times.	• Demonstrates good control of grammatical conventions with few errors. • Writes well-constructed sentences with some varied structure and length. • Uses vocabulary that clearly communicates ideas but lacks variety.
3	• States or implies a position and provides few (one to two) reasons to support it. • Provides some superficial analysis of the issue.	• Provides a limited or somewhat unclear argument. Presents relevant information, but that information is not woven into an argument. • Provides valid elaboration on reasons for the writer's position a few times.	• Demonstrates fair control of grammatical conventions with frequent minor errors. • Writes sentences that read naturally but tend to have similar structure and length. • Uses vocabulary that communicates ideas adequately but lacks variety.
2	• States or implies a position and provides vague or very few reasons to support it. • Provides little analysis, and that analysis may reflect an oversimplification of the issue.	• Provides limited, invalid, overstated, or very unclear argument. May present information in a disorganized fashion or undermine own points. • Any elaboration on reasons for the writer's position tend to be vague, irrelevant, inaccurate, or unreliable (e.g., based entirely on writer's opinion).	• Demonstrates poor control of grammatical conventions with frequent minor errors and some distracting errors. • Consistently writes sentences with similar structure and length, and some may be difficult to understand. • Uses simple vocabulary, and some vocabulary may be used inaccurately or in a way that makes meaning unclear.
1	• States an unclear position (if any) and fails to provide reasons to support it. • Provides very little evidence of analysis. May not understand the issue.	• Fails to develop a convincing argument. The writing may be disorganized and confusing. • Fails to provide elaboration on reasons for the writer's position.	• Demonstrates minimal control of grammatical conventions with many errors that make the response difficult to read or provides insufficient evidence to judge. • Writes sentences that are repetitive or incomplete, and some are difficult to understand. • Uses simple vocabulary, and some vocabulary is used inaccurately or in a way that makes meaning unclear.

Analytic Reasoning & Evaluation	Writing Effectiveness	Writing Mechanics
Interpreting, analyzing, and evaluating the quality of information. This entails highlighting conflicting information, detecting flaws in logic and questionable assumptions, and explaining why information is credible, unreliable, or limited.	Constructing organized and logically cohesive arguments. Strengthening the writer's position by elaborating on deficiences in the argument (e.g., providing explanations and examples).	Facility with the conventions of standard written English (agreement, tense, capitalization, punctuation, and spelling) and control of the English language, including syntax (sentence structure) and diction (word choice and usage).

6

- Demonstrates accurate understanding of the complete argument.
- Identifies many (at least five) deficiencies in the argument and provides analysis that goes beyond the obvious.

- Organizes response in a logically cohesive way that makes it very easy to follow the writer's critique.
- Provides valid and comprehensive elaboration for each identified deficiency.

- Demonstrates outstanding control of grammatical conventions.
- Consistently writes well-constructed, complex sentences with varied structure and length.
- Displays adept use of vocabulary that is precise, advanced, and varied.

5

- Demonstrates accurate understanding of much of the argument.
- Identifies many (at least four) deficiencies in the argument.

- Organizes response in a logically cohesive way that makes it fairly easy to follow the writer's critique.
- Provides valid elaboration for each identified deficiency.

- Demonstrates very good control of grammatical conventions.
- Consistently writes well-constructed sentences with varied structure and length.
- Uses varied and sometimes advanced vocabulary that effectively communicates ideas.

4

- Demonstrates accurate understanding of several aspects of the argument, but disregards a few.
- Identifies several (at least three) deficiencies in the argument.

- Organizes response in a way that makes the writer's critique and its logic apparent but not obvious.
- Provides valid elaboration on identified deficiencies several times.

- Demonstrates good control of grammatical conventions with few errors.
- Writes well-constructed sentences with some varied structure and length.
- Uses vocabulary that clearly communicates ideas but lacks variety.

3

- Disregards several aspects of the argument or makes minor misinterpretations of the argument.
- Identifies a few (two to three) deficiencies in the argument.

- Provides a limited or somewhat unclear critique. Presents relevant information, but that information is not woven into an argument.
- Provides valid elaboration on identified deficiencies a few times.

- Demonstrates fair control of grammatical conventions with frequent minor errors.
- Writes sentences that read naturally but tend to have similar structure and length.
- Uses vocabulary that communicates ideas adequately but lacks variety.

2

- Disregards or misinterprets much of the information in the argument.
- Identifies very few (one to two) deficiencies in the argument and may accept unreliable evidence as credible.

- Provides limited, invalid, overstated, or very unclear critique. May present information in a disorganized fashion or undermine own points.
- Any elaboration on identified deficiencies tends to be vague, irrelevant, inaccurate, or unreliable (e.g., based entirely on writer's opinion).

- Demonstrates poor control of grammatical conventions with frequent minor errors and some distracting errors.
- Consistently writes sentences with similar structure and length, and some may be difficult to understand.
- Uses simple vocabulary, and some vocabulary may be used inaccurately or in a way that makes meaning unclear.

1

- Disregards or severely misinterprets important information in the argument.
- Fails to identify deficiencies in the argument or provides no evidence of critical analysis.

- Fails to develop a convincing critique or agrees entirely with the flawed argument. The writing may be disorganized and confusing.
- Fails to provide elaboration on identified deficiencies.

- Demonstrates minimal control of grammatical conventions with many errors that make the response difficult to read or provides insufficient evidence to judge.
- Writes sentences that are repetitive or incomplete, and some are difficult to understand.
- Uses simple vocabulary, and some vocabulary is used inaccurately or in a way that makes meaning unclear.

E

Scoring CLA Responses

The CLA uses a combination of automated and human scoring. Since fall 2010, we have relied primarily on Intelligent Essay Assessor (IEA) for scoring. IEA is the automated scoring engine developed by Pearson Knowledge Technologies to evaluate the meaning of text, not just writing mechanics. Pearson has trained IEA for the CLA using a broad range of real CLA responses and scores to ensure its consistency with scores generated by human scorers.

Though the majority of scoring is handled by IEA, some responses are scored by trained human scorers. IEA identifies unusual responses, which are automatically sent to the human scoring queue. In addition, ten percent of responses are scored by both IEA and humans in order to continually evaluate the quality of scoring.

All scorer candidates undergo rigorous training in order to become certified

CLA scorers. Training includes an orientation to the prompts and scoring rubrics/guides, repeated practice grading a wide range of student responses, and extensive feedback and discussion after scoring each response. To ensure continuous human scorer calibration, CAE developed the E-Verification system for the online Scoring Interface. The E-Verification system was developed to improve and streamline scoring. Calibration of scorers through the E-Verification system requires scorers to score previously-scored results or "Verification Papers"* when they first start scoring, as well as throughout the scoring window. The system will periodically present Verification Papers to scorers, though the scorers are not alerted to the Verification Papers. The system does not indicate when a scorer has successfully scored a Verification Paper, but if the scorer fails to accurately score a series of Verification Papers, he or she will be removed from scoring and must

participate in a remediation process. At this point, scorers are either further coached or removed from scoring.

Each response receives subscores in the categories of Analytic Reasoning and Evaluation, Writing Effectiveness, and Writing Mechanics. An additional scale, Problem Solving, is used to evaluate only the Performance Tasks. Subscores are assigned on a scale of 1 (lowest) to 6 (highest). For all task types, blank responses or responses that are entirely unrelated to the task (e.g., writing about what they had for breakfast) are flagged for removal from results.

Because the prompts (specific tasks within each task type) differ in the possible arguments and pieces of information students can or should use in their responses, prompt-specific guidance is provided to scorers in addition to the scoring criteria that appear in the previous section.

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* The Verification Papers were drawn from responses collected during the 2010-2011 administration that were scored by both human scorers and the automated scoring engine. Each Verification Paper and its scores were reviewed by a lead scorer prior to being designated as a Verification Paper.

Scaling EAA Scores

To facilitate reporting results across schools, ACT scores are converted (using the ACT-SAT crosswalk to the right) to the scale of measurement used to report SAT scores.

For institutions where a majority of students did not have ACT or SAT scores (e.g., two-year institutions and open admission schools), we make available the Scholastic Level Exam (SLE), a short-form cognitive ability measure, as part of the CLA. The SLE is produced by Wonderlic, Inc. SLE scores are converted to SAT scores using data from 1,148 students participating in spring 2006 that had both SAT and SLE scores.

These converted scores (both ACT to SAT and SLE to SAT) are referred to simply as entering academic ability (EAA) scores.

Standard ACT to SAT Crosswalk

ACT	to	SAT
36		1600
35		1560
34		1510
33		1460
32		1420
31		1380
30		1340
29		1300
28		1260
27		1220
26		1190
25		1150
24		1110
23		1070
22		1030
21		990
20		950
19		910
18		870
17		830
16		790
15		740
14		690
13		640
12		590
11		530

Source:

ACT (2008). *ACT/College Board Joint Statement*. Retrieved from http://www.act.org/aap/concordance/pdf/report.pdf

Converting Scores to a Common Scale

For each task, raw subscores are summed to produce a raw total score. Because not all tasks have the exact same level of difficulty, raw total scores from the different tasks are converted to a common scale of measurement. This process results in scale scores that reflect comparable levels of proficiency across tasks. For example, a given CLA scale score indicates approximately the same percentile rank regardless of the task on which it was earned. This feature of the CLA scale score allows combining scores from different tasks to compute a school's mean scale score for each task type as well as a total average scale score across types.

A linear scale transformation is used to convert raw scores to scale scores. This process results in a scale score distribution with the same mean and standard deviation as the SAT (or converted ACT) scores of the college freshmen who took that measure. This type of scaling preserves the shape of the raw score distribution and maintains the relative standing of students. For

example, the student with the highest raw score on a task will also have the highest scale score on that task, the student with the next highest raw score will be assigned the next highest scale score, and so on.

This type of scaling makes it such that a very high raw score earned on the task (not necessarily the highest possible score) corresponds approximately to the highest SAT (or converted ACT) score of any freshman who took that task. Similarly, a very low raw score earned on a task would be assigned a scale score value that is close to the lowest SAT (or converted ACT) score of any freshman who took that task. On rare occasions that students achieve exceptionally high or low raw scores, this scaling procedure may produce scale scores that fall outside the normal SAT (Math + Critical Reading) score range of 400 to 1600.

From fall 2006 to spring 2010, CAE used the same scaling equations for each assessment cycle in order to

facilitate year-to-year comparisons. With the introduction of new scoring criteria in fall 2010, raw scores are now on a different scale than they were in previous years, which makes it necessary to revise the scaling equations. Under the new scaling equations, fall 2010 responses tend to receive somewhat lower scores than responses of the same quality would have received in previous years. If you are interested in drawing comparisons between the average CLA scale scores in your current institutional report and those reported prior to fall 2010, we encourage you to use the equation below to convert pre-fall 2010 scale scores to current scale scores. The correlation between institution average scores on the old and new score scales is .99, and this equation characterizes the strong linear relationship between those scores. The equation can apply to all institution-level score types: Total, Performance Task, Analytic Writing Task, Make-an-Argument, and Critique-an-Argument.

$$score_{new} = 102.29 + (0.8494 \cdot score_{old})$$

Modeling Student-Level Scores

Within each school, an equation like the following is used to model the relationship between senior students' EAA scores and their CLA scores:

$$CLA_{ij} = \overline{CLA}_j$$
$$+ 0.43(EAA_{ij} - \overline{EAA}_j) + r_{ij}$$

(Note that coefficients are for illustrative purposes only; see p. 35 for the coefficients used in this year's analysis.)

In this equation, CLA_{ij} is student i in school j's CLA score, and this is modeled as a function of school j's average senior CLA score ($\overline{CLA}_j$) and student i's EAA score (EAA_{ij}) minus the average EAA score of participating

seniors at school j. Specifically, a student's CLA score equals (a) the school's average senior CLA score plus (b) an adjustment based on the student's EAA score relative to the average among senior participants in school j and (c) a residual term r_{ij} equal to the difference between a student's observed and expected CLA performance, with positive numbers meaning "better than expected." Here, the student-level slope coefficient for EAA is 0.43, which indicates that for every 1 point difference in EAA, one would expect a 0.43 point difference in CLA performance. To illustrate the use of this equation for computing a

student's expected CLA score, consider a school with an average senior CLA score of 1200 and an average EAA score of 1130. A senior student in this school with an EAA score of 1080 would be expected to have a CLA score of 1200 + 0.43(1080 - 1130) = 1179. If this student actually scored a 1210 on the CLA, the residual term r_{ij} would be +31 because this student scored 31 points higher than one would expect given his or her EAA. Using the equation described here would produce student-level deviation scores that differ slightly from those that inform the performance levels reported in your Student Data File.

Modeling School-Level Scores

Institutional value-added scores are derived from the school-level equation of the HLM, which takes the form

$$\overline{CLA}_j = 355 + 0.32(\overline{EAA}_j)$$
$$+ 0.45(\overline{CLA}_{fr,j}) + u_j$$

where $\overline{CLA}_{fr,j}$ is the average CLA score of participating freshmen at school j, and u_j is that school's value-added score estimate ($\overline{CLA}_j$ and $\overline{EAA}_j$ are defined the same as in the student-level equation). Specifically, u_j is the

difference between a school's observed and expected average senior CLA performance. In this equation, 355 is the school-level intercept, 0.32 is the school-level slope coefficient for average EAA, and 0.45 is the school-level slope coefficient for average freshman CLA. Combined with average EAA and average freshman CLA scores, these coefficients allow for computing expected senior average CLA scores.

It may seem unconventional to use the average freshman CLA score from a different group of students as a predictor of the average senior CLA score, but analyses of CLA data consistently indicate that average freshman CLA performance adds significantly to the model. That is, average EAA and average freshman CLA account for different but nevertheless important characteristics of students as they enter college. Moreover,

this model would not be credible as a value-added model for CLA scores if there was no control for CLA performance at the start of college.

As a conceptual illustration of this approach, consider several schools administering the CLA to groups of seniors that had similar academic skills upon entering college—as indicated by average SAT or ACT scores and average freshman CLA scores. If, at the time of graduation, average CLA performance at one school is greater than average performance at the other schools testing groups of students with similar entering characteristics, one can infer that greater gains in critical thinking and written communication skills occurred at this school. That is, this school has greater value added than the other schools.

To illustrate the use of the school-level equation for estimating value-added scores, consider a school with an average freshman CLA score of 1050, an average senior CLA score of 1200, and an average senior EAA score of 1130. According to the school-level equation, one would expect the senior average CLA performance at this school to be $355 + 0.32(1130) + 0.45(1050) = 1189$. The observed senior average CLA performance was 1200, which is 11 points higher than the typical school testing students with similar EAA and freshman CLA scores. Converted to a standard scale, the value-added score would be 0.28, which would place the school in the "Near Expected" performance category of value added.

Value-added scores are properly interpreted as senior average CLA performance relative to the typical school testing students with similar academic skills upon entering college. The proper conditional interpretation of value-added scores is essential. First, it underscores the major goal of value-added modeling: obtaining a benchmark for performance based on schools admitting similar students. Secondly, a high value-added score does not necessarily indicate high absolute performance on the CLA. Schools with low absolute CLA performance may obtain high value-added scores by performing well relative to expected (i.e., relative to the typical school testing students with similar academic skills upon entering college). Likewise, schools with high absolute CLA performance may obtain low value-added scores by performing poorly relative to expected. Though it is technically acceptable to interpret value-added scores as relative to all other schools participating in the CLA after controlling for entering student characteristics, this is not the preferred interpretation because it encourages comparisons among disparate institutions.

Interpreting Confidence Intervals

It is important to keep in mind that value-added scores are estimates of unknown quantities. Put another way, the value-added score each school receives is a "best guess" based on the available information. Given their inherent uncertainty, value-added scores must be interpreted in light of available information about their precision. HLM estimation (described in the *Methods* section of this report) provides standard errors for value-added scores, which can be used to compute a unique 95% confidence interval for each school. These standard errors reflect within- and between-school variation in CLA and EAA scores, and they are most strongly related to senior sample size. Schools testing larger samples of seniors obtain more precise estimates of value added and therefore have smaller standard errors and corresponding 95% confidence intervals.

With a senior sample size near 100, our example school has a standard error of 0.35 (on the standardized value-added score scale). This school's 95% confidence interval has a range from -0.41 to 0.97, which was calculated as the value-added estimate plus or minus 1.96 multiplied by the standard error.

To provide some perspective, consider that the confidence interval would have been about 30% larger (from -0.60 to 1.16) if this school tested half as many students. If this school tested twice as many students, the confidence interval would have been about 20% smaller (from -0.26 to 0.83).

Unfortunately, inaccurate interpretations of confidence intervals are common. It is *not* correct to say that "there is a 95% chance that my school's 'true' value-added score is somewhere between -0.41 and 0.97" because it is either in the interval or it is not in the interval. Unfortunately, we cannot know which. The confidence interval reflects uncertainty in the estimate of the true score (due to sampling variation), not uncertainty in the true score itself. Correctly interpreted, a 95% confidence interval indicates the variation in value-added scores we should expect if testing were repeated with different samples of students a large number of times. It may be stated that, "if testing were repeated 100 times with different samples of students, about 95 out of the 100 resulting confidence intervals would include my school's 'true' value-added score."

Using conventional rules for judging statistical significance, one could draw several inferences from this school's 95% confidence interval. First, it can be said that this school's value-added score is significantly different from value-added scores lower than -0.41 and greater than 0.97. Second, because 0 is within the range of the 95% confidence interval, it may be said that this school's value-added score is not significantly different from 0. Note that a value-added score of 0 does *not* indicate zero learning; it instead indicates typical (or "near expected") senior average CLA performance, which implies learning typical of schools testing students with similar academic skills upon entering college.

Statistical Specification of the CLA Value-Added Model

Level 1 (Student Level): $CLA_{ij} = \beta_{0j} + \beta_{1j}(EAA_{ij} - \overline{EAA}_j) + r_{ij}$

- CLA_{ij} is the CLA score of student i at school j.

- EAA_{ij} is the Entering Academic Ability score of student i at school j.

- $\overline{EAA}_j$ is the mean EAA score at school j.

- β_{0j} is the student-level intercept (equal to the mean CLA score at school j).

- β_{1j} is the student-level slope coefficient for EAA at school j (assumed to be the same across schools).

- r_{ij} is the residual for student i in school j, where $r_{ij} \sim N(0, \sigma^2)$ and σ^2 is the variance of the student-level residuals (the pooled within-school variance of CLA scores after controlling for EAA).

Level 2 (School Level): $\beta_{0j} = \gamma_{00} + \gamma_{01}(\overline{EAA}_j) + \gamma_{02}(\overline{CLA}_{\text{fr},j}) + u_{0j}$ and $\beta_{1j} = \gamma_{10}$

- $\overline{CLA}_{\text{fr},j}$ is the mean freshman CLA score at school j.

- γ_{00} is the school-level value-added equation intercept.

- γ_{01} is the school-level value-added equation slope coefficient for senior mean EAA.

- γ_{02} is the school-level value-added equation slope coefficient for freshman mean CLA.

- γ_{10} is the student-level slope coefficient for EAA (assumed to be the same across schools).

- u_{0j} is the value-added equation residual for school j (i.e., the value-added score), where $u_{0j} \sim N\left(\begin{bmatrix} 0 \\ 0 \end{bmatrix}, \begin{bmatrix} \tau_{00} & 0 \\ 0 & 0 \end{bmatrix}\right)$ and τ_{00} is the variance of the school-level residuals (the variance in mean CLA scores after controlling for mean EAA and mean freshman CLA scores).

Mixed Model (combining the school- and student-level equations):

$CLA_{ij} = \gamma_{00} + \gamma_{01}(\overline{EAA}_j) + \gamma_{02}(\overline{CLA}_{\text{fr},j}) + \gamma_{10}(EAA_{ij} - \overline{EAA}_j) + u_{0j} + r_{ij}$

Estimated Parameters for Value-Added Model

	γ_{00}	γ_{10}	γ_{01}	γ_{02}	Standard Deviation
Total Score	341.48	0.40	0.46	0.31	50.11
Performance Task	331.73	0.43	0.53	0.25	60.22
Analytic Writing Task	372.61	0.36	0.38	0.36	50.48
Make-an-Argument	350.18	0.36	0.35	0.40	52.82
Critique-an-Argument	390.98	0.37	0.46	0.27	58.51

The table above shows the estimated parameters for the value-added model. Using these estimated parameters and the instructions below (also described in the statistical models on the previous page), one can compute the expected senior CLA score for a given school. In combination with the observed mean score for seniors at that school, this can be used to compute the school's value-added score. These values can also be used to perform subgroup analyses.

How to Calculate CLA Value-Added Scores

To calculate value-added scores for subgroups of students, you need:

- Samples of entering and exiting students with CLA and EAA scores (see your CLA Student Data File)

- The estimated parameters for the value-added model (see table above)

1. Refer to your CLA Student Data File to identify your subgroup sample of interest. The subgroup must contain freshmen and seniors with CLA scores (Performance Task or Analytic Writing Task) and EAA scores (entering academic ability).

2. Using your CLA Student Data File, compute:

   - The mean EAA score of seniors (exiting students) in the sample

   - The mean CLA score of freshmen (entering students) in the sample

   - The mean CLA score of seniors (exiting students) in the sample

3. Calculate the senior subgroup sample's expected mean CLA score, using the parameters from the table above. Please note that the same equation can be used for individual task types, as well as for the total CLA score. Simply replace any "total score" parameters with those from the appropriate task type row in the table above.

   - The expected senior mean CLA score = $\gamma_{00} + \gamma_{01} \cdot (\text{senior mean EAA}) + \gamma_{02} \cdot (\text{freshman mean CLA})$

4. Use your expected score to calculate your subgroup sample's value-added score in standard deviation units:

   - Value-added score = $\dfrac{(\text{observed senior mean CLA score}) - (\text{expected senior mean CLA score})}{\text{standard deviation}}$

H.1 Freshman CLA Scores, 50th-99th Percentiles

Percentile	Total CLA Score	Performance Task	Analytic Writing Task	Make-an-Argument	Critique-an-Argument	EAA
99	1275	1288	1262	1259	1270	1304
98	1243	1244	1242	1234	1248	1266
97	1201	1213	1216	1221	1247	1251
96	1196	1202	1201	1202	1208	1233
95	1188	1200	1193	1187	1178	1222
94	1186	1197	1174	1176	1175	1206
93	1181	1181	1171	1172	1169	1200
92	1176	1168	1169	1170	1168	1176
91	1170	1166	1159	1155	1157	1159
90	1156	1163	1151	1151	1151	1154
89	1150	1162	1149	1150	1146	1148
88	1144	1157	1146	1147	1139	1147
87	1142	1156	1143	1142	1137	1144
86	1136	1151	1134	1140	1136	1142
85	1135	1145	1133	1133	1133	1135
84	1133	1140	1132	1132	1131	1133
83	1130	1134	1130	1131	1128	1129
82	1126	1133	1125	1130	1127	1128
81	1123	1132	1124	1128	1123	1125
80	1121	1124	1115	1125	1122	1109
79	1116	1122	1114	1123	1120	1108
78	1112	1121	1112	1118	1115	1105
77	1111	1121	1108	1114	1109	1103
76	1110	1120	1107	1113	1105	1098
75	1110	1117	1106	1109	1102	1093
74	1109	1115	1105	1102	1099	1092
73	1107	1111	1104	1102	1099	1088
72	1103	1110	1103	1101	1098	1082
71	1102	1106	1101	1100	1094	1081
70	1101	1103	1097	1099	1093	1080
69	1100	1102	1096	1098	1091	1079
68	1099	1097	1095	1094	1090	1078
67	1098	1096	1094	1093	1089	1076
66	1096	1091	1092	1091	1085	1073
65	1087	1088	1087	1088	1084	1071
64	1086	1087	1081	1085	1076	1070
63	1085	1086	1079	1084	1070	1067
62	1082	1084	1073	1081	1066	1064
61	1080	1078	1072	1075	1064	1060
60	1079	1077	1070	1075	1063	1059
59	1078	1073	1069	1074	1061	1056
58	1074	1069	1067	1073	1057	1055
57	1070	1064	1065	1072	1055	1050
56	1065	1062	1061	1070	1054	1049
55	1062	1060	1060	1068	1053	1048
54	1057	1059	1057	1062	1050	1046
53	1055	1058	1055	1059	1049	1042
52	1053	1056	1047	1057	1047	1038
51	1048	1055	1044	1053	1045	1032
50	1047	1052	1043	1048	1043	1031

Freshman CLA Scores, 1st-49th Percentiles

Percentile	Total CLA Score	Performance Task	Analytic Writing Task	Make-an-Argument	Critique-an-Argument	EAA
49	1042	1050	1042	1045	1039	1027
48	1038	1049	1039	1042	1036	1025
47	1037	1046	1038	1041	1035	1024
46	1036	1037	1033	1037	1034	1022
45	1035	1036	1032	1036	1032	1020
44	1034	1033	1032	1036	1031	1017
43	1034	1031	1031	1035	1028	1016
42	1033	1026	1029	1032	1028	1015
41	1030	1025	1028	1029	1027	1013
40	1027	1024	1027	1028	1025	1012
39	1026	1021	1023	1025	1022	1011
38	1025	1018	1021	1023	1020	1010
37	1023	1014	1020	1022	1017	1009
36	1017	1013	1019	1019	1013	1005
35	1014	1011	1017	1015	1010	997
34	1012	1008	1013	1013	1008	993
33	1009	1004	1013	1012	1005	992
32	1004	997	1012	1011	1004	988
31	1000	995	1010	1010	1002	987
30	998	993	1007	1008	1001	984
29	997	990	1005	1005	1000	982
28	995	988	1004	1005	993	978
27	994	986	1003	1004	992	977
26	992	985	1000	1002	987	972
25	989	984	993	997	984	969
24	988	982	993	996	982	968
23	983	980	992	987	976	961
22	980	978	981	983	975	954
21	978	971	980	982	974	951
20	975	964	978	980	973	946
19	974	961	976	976	972	936
18	969	958	967	970	971	932
17	963	957	966	966	962	924
16	961	955	961	964	961	921
15	958	951	959	950	956	917
14	949	946	956	948	954	916
13	934	927	954	939	949	903
12	929	921	946	933	941	896
11	926	919	945	923	931	894
10	924	917	928	914	923	880
9	917	901	920	903	915	865
8	916	893	918	902	911	864
7	900	878	907	900	904	857
6	890	874	897	899	900	853
5	883	861	891	882	887	852
4	871	851	888	875	881	835
3	863	837	870	860	876	833
2	835	811	838	794	839	742
1	773	753	793	758	804	703

H.3 Senior CLA Scores, 50th-99th Percentiles

Percentile	Total CLA Score	Performance Task	Analytic Writing Task	Make-an-Argument	Critique-an-Argument	EAA
99	1354	1379	1370	1315	1485	1428
98	1327	1360	1326	1291	1347	1292
97	1313	1325	1316	1285	1337	1276
96	1308	1323	1302	1284	1323	1272
95	1304	1318	1292	1277	1311	1253
94	1295	1310	1278	1258	1306	1242
93	1287	1307	1268	1255	1285	1231
92	1275	1306	1266	1254	1278	1225
91	1266	1290	1265	1253	1276	1195
90	1264	1279	1258	1249	1272	1192
89	1258	1274	1247	1244	1263	1180
88	1257	1271	1244	1238	1262	1175
87	1256	1269	1243	1234	1256	1170
86	1251	1266	1242	1233	1254	1160
85	1246	1260	1241	1230	1253	1158
84	1241	1254	1236	1228	1252	1154
83	1236	1253	1232	1226	1250	1150
82	1234	1249	1231	1224	1243	1148
81	1232	1246	1226	1220	1236	1143
80	1231	1245	1225	1219	1235	1141
79	1228	1242	1223	1216	1233	1133
78	1226	1238	1222	1214	1232	1132
77	1225	1237	1218	1206	1230	1124
76	1223	1234	1217	1203	1229	1123
75	1221	1229	1214	1202	1228	1116
74	1219	1226	1213	1198	1222	1114
73	1217	1225	1208	1196	1218	1111
72	1216	1222	1206	1195	1217	1109
71	1215	1218	1205	1189	1217	1106
70	1209	1215	1202	1188	1216	1104
69	1208	1210	1198	1187	1213	1099
68	1207	1210	1197	1185	1212	1097
67	1206	1209	1195	1182	1211	1095
66	1205	1208	1193	1180	1209	1094
65	1200	1207	1191	1179	1208	1090
64	1199	1205	1190	1178	1207	1089
63	1198	1204	1189	1175	1205	1088
62	1196	1204	1188	1174	1203	1086
61	1194	1203	1185	1173	1199	1085
60	1192	1202	1182	1172	1197	1084
59	1190	1198	1181	1170	1193	1082
58	1187	1197	1179	1164	1190	1079
57	1184	1194	1178	1163	1189	1077
56	1183	1189	1176	1162	1187	1076
55	1181	1186	1172	1161	1186	1074
54	1178	1183	1171	1154	1184	1073
53	1177	1179	1170	1153	1181	1069
52	1175	1178	1169	1152	1180	1068
51	1173	1175	1168	1151	1179	1063
50	1166	1173	1166	1150	1176	1062

H.4 Senior CLA Scores, 1st-49th Percentiles

Percentile	Total CLA Score	Performance Task	Analytic Writing Task	Make-an-Argument	Critique-an-Argument	EAA
49	1164	1172	1164	1148	1175	1056
48	1163	1171	1162	1146	1172	1053
47	1162	1168	1160	1145	1168	1049
46	1158	1160	1157	1144	1166	1044
45	1155	1158	1156	1141	1163	1043
44	1153	1156	1154	1140	1162	1042
43	1150	1153	1152	1138	1159	1038
42	1146	1152	1150	1138	1158	1031
41	1145	1147	1149	1137	1157	1030
40	1144	1145	1148	1136	1156	1029
39	1143	1144	1146	1133	1154	1026
38	1142	1140	1146	1131	1152	1025
37	1139	1139	1145	1130	1148	1024
36	1137	1139	1140	1127	1146	1023
35	1133	1138	1135	1121	1141	1022
34	1132	1137	1132	1119	1139	1021
33	1131	1135	1126	1117	1137	1019
32	1129	1131	1123	1114	1135	1018
31	1127	1128	1120	1111	1133	1017
30	1125	1125	1115	1101	1132	1016
29	1122	1124	1114	1099	1130	1015
28	1120	1120	1112	1098	1129	1014
27	1115	1119	1109	1090	1128	1012
26	1109	1117	1107	1085	1127	1009
25	1107	1112	1104	1081	1124	1006
24	1104	1101	1098	1079	1123	1004
23	1102	1099	1095	1076	1114	1003
22	1101	1093	1092	1074	1109	1000
21	1096	1089	1089	1072	1107	993
20	1095	1081	1088	1071	1106	987
19	1094	1076	1085	1070	1100	986
18	1090	1074	1083	1068	1098	982
17	1085	1072	1082	1067	1095	974
16	1079	1063	1080	1064	1089	970
15	1073	1060	1076	1052	1084	965
14	1067	1057	1073	1047	1079	955
13	1061	1054	1070	1046	1075	954
12	1057	1051	1063	1044	1070	953
11	1054	1050	1059	1040	1069	949
10	1045	1042	1057	1029	1067	943
9	1042	1037	1047	1020	1054	933
8	1038	1028	1045	1010	1053	920
7	1036	1024	1031	1006	1045	894
6	1020	1017	1020	1001	1021	893
5	1002	982	996	991	995	861
4	988	980	970	986	961	857
3	922	913	935	915	933	853
2	875	846	905	874	896	778
1	837	841	832	795	769	750

Value-Added Scores, 50th-99th Percentiles

H.5

Percentile	Total CLA Score	Performance Task	Analytic Writing Task	Make-an-Argument	Critique-an-Argument
99	3.25	3.15	3.71	2.35	4.92
98	2.23	2.50	2.02	1.82	1.70
97	2.17	2.48	2.00	1.81	1.63
96	2.05	2.07	1.49	1.68	1.44
95	1.50	2.04	1.40	1.66	1.34
94	1.50	1.69	1.38	1.63	1.34
93	1.35	1.45	1.35	1.39	1.09
92	1.34	1.33	1.31	1.35	1.06
91	1.27	1.27	1.19	1.30	1.04
90	1.24	1.27	1.11	1.25	0.95
89	1.14	1.19	1.11	1.24	0.93
88	1.04	1.02	1.06	1.22	0.91
87	1.01	1.02	1.04	1.22	0.88
86	0.98	1.00	1.00	1.13	0.87
85	0.93	0.95	0.94	1.02	0.81
84	0.92	0.94	0.86	1.01	0.80
83	0.81	0.89	0.83	0.99	0.79
82	0.80	0.88	0.81	0.94	0.77
81	0.77	0.83	0.79	0.79	0.71
80	0.76	0.81	0.69	0.74	0.71
79	0.74	0.79	0.68	0.74	0.68
78	0.71	0.70	0.68	0.73	0.67
77	0.70	0.68	0.65	0.72	0.67
76	0.69	0.66	0.59	0.69	0.60
75	0.64	0.62	0.57	0.66	0.58
74	0.63	0.58	0.56	0.60	0.57
73	0.61	0.53	0.51	0.53	0.56
72	0.60	0.52	0.50	0.49	0.56
71	0.53	0.51	0.49	0.45	0.54
70	0.52	0.50	0.45	0.42	0.51
69	0.50	0.46	0.44	0.42	0.49
68	0.49	0.44	0.42	0.40	0.44
67	0.45	0.40	0.39	0.37	0.42
66	0.45	0.35	0.39	0.36	0.38
65	0.41	0.35	0.37	0.35	0.35
64	0.40	0.33	0.34	0.35	0.35
63	0.38	0.29	0.33	0.33	0.33
62	0.33	0.28	0.28	0.31	0.29
61	0.29	0.24	0.28	0.30	0.28
60	0.24	0.23	0.28	0.27	0.24
59	0.23	0.22	0.28	0.25	0.23
58	0.21	0.21	0.21	0.23	0.20
57	0.20	0.20	0.19	0.19	0.17
56	0.19	0.17	0.15	0.18	0.14
55	0.08	0.15	0.11	0.18	0.13
54	0.07	0.15	0.09	0.17	0.11
53	0.06	0.10	0.09	0.17	0.09
52	0.04	0.06	0.08	0.13	0.08
51	0.03	0.00	0.07	0.13	0.06
50	0.01	0.00	0.04	0.09	0.05

H.6 Value-Added Scores, 1st-49th Percentiles

Percentile	Total CLA Score	Performance Task	Analytic Writing Task	Make-an-Argument	Critique-an-Argument
49	0.00	0.00	0.04	0.09	0.04
48	-0.01	-0.01	0.01	0.07	0.04
47	-0.03	-0.05	-0.05	0.05	0.00
46	-0.05	-0.11	-0.07	0.03	-0.01
45	-0.06	-0.11	-0.08	0.00	-0.05
44	-0.08	-0.14	-0.11	-0.03	-0.08
43	-0.11	-0.14	-0.14	-0.08	-0.13
42	-0.15	-0.16	-0.15	-0.17	-0.18
41	-0.15	-0.16	-0.18	-0.17	-0.18
40	-0.23	-0.18	-0.18	-0.23	-0.20
39	-0.24	-0.24	-0.19	-0.24	-0.22
38	-0.30	-0.24	-0.22	-0.24	-0.23
37	-0.33	-0.27	-0.24	-0.28	-0.25
36	-0.34	-0.29	-0.25	-0.28	-0.25
35	-0.38	-0.34	-0.28	-0.31	-0.27
34	-0.38	-0.35	-0.28	-0.32	-0.30
33	-0.40	-0.35	-0.29	-0.33	-0.30
32	-0.41	-0.37	-0.30	-0.36	-0.33
31	-0.41	-0.40	-0.31	-0.36	-0.35
30	-0.48	-0.42	-0.37	-0.38	-0.35
29	-0.51	-0.44	-0.39	-0.40	-0.41
28	-0.52	-0.45	-0.39	-0.43	-0.42
27	-0.52	-0.48	-0.43	-0.44	-0.46
26	-0.55	-0.50	-0.44	-0.47	-0.46
25	-0.56	-0.52	-0.51	-0.53	-0.51
24	-0.60	-0.53	-0.52	-0.56	-0.54
23	-0.61	-0.53	-0.54	-0.61	-0.55
22	-0.64	-0.62	-0.61	-0.67	-0.57
21	-0.64	-0.63	-0.61	-0.73	-0.58
20	-0.66	-0.64	-0.64	-0.74	-0.71
19	-0.70	-0.83	-0.68	-0.77	-0.76
18	-0.74	-0.89	-0.68	-0.78	-0.76
17	-0.82	-0.95	-0.79	-0.85	-0.79
16	-0.84	-0.98	-0.84	-0.85	-0.79
15	-0.90	-1.00	-0.88	-0.91	-0.85
14	-0.99	-1.03	-0.94	-0.98	-0.89
13	-1.06	-1.11	-1.03	-1.01	-1.00
12	-1.14	-1.18	-1.08	-1.02	-1.03
11	-1.19	-1.34	-1.08	-1.06	-1.08
10	-1.34	-1.38	-1.17	-1.20	-1.17
9	-1.34	-1.44	-1.23	-1.30	-1.25
8	-1.43	-1.46	-1.33	-1.53	-1.28
7	-1.52	-1.57	-1.62	-1.66	-1.44
6	-1.63	-1.62	-1.67	-1.72	-1.46
5	-1.82	-1.79	-1.75	-1.89	-1.50
4	-1.99	-1.87	-1.99	-2.16	-1.70
3	-2.42	-1.89	-2.45	-2.16	-1.70
2	-2.75	-2.46	-3.64	-3.10	-3.91
1	-2.88	-2.49	-3.66	-4.09	-4.10

In tandem with your report, we provide a CLA Student Data File, which includes variables across three categories: self-reported information from students in their CLA online profile; CLA scores and identifiers; and information provided by the registrar.

We provide student-level information for linking with other data you collect (e.g., from NSSE, CIRP, portfolios, local assessments, course-taking patterns, participation in specialized programs, etc.) to help you hypothesize about factors related to institutional performance.

Student-level scores are not designed to be diagnostic at the individual level and should be considered as only one piece of evidence about a student's skills. In addition, correlations between individual CLA scores and other measures would be attenuated due to unreliability.

Self-Reported Data

- Name (first, middle initial, last)
- Student ID
- Email address
- Date of birth
- Gender
- Race/ethnicity
- Parent education
- Primary and secondary academic major (36 categories)
- Field of study (six categories; based on primary academic major)
- English as primary language
- Attended school as freshman, sophomore, junior, senior
- Local survey responses (if applicable)

CLA Scores and Identifiers

- For Performance Task, Analytic Writing Task, Make-an-Argument, and Critique-an-Argument (depending on the tasks taken and completeness of responses):
  - CLA scores
  - Performance Level categories (i.e., well below expected, below expected, near expected, above expected, well above expected)*
  - Percentile rank across schools and within your school (among students in the same class year, based on score)
- Subscores in Analytic Reasoning and Evaluation, Writing Effectiveness, Writing Mechanics, and Problem Solving
- SLE score (if applicable, 1-50)
- Entering Academic Ability (EAA) score
- Unique CLA numeric identifiers
- Year, test window (fall or spring), date of test, and time spent on test

Registrar Data

- Class standing
- Transfer student status
- Program code and name (for classification of students into different colleges, schools, fields of study, programs, etc., if applicable)
- SAT Total (Math + Critical Reading)
- SAT I Math
- SAT I Critical Reading (Verbal)
- SAT I Writing
- ACT Composite
- GPA (not applicable for entering students)

* The residuals that inform these levels are from an OLS regression of CLA scores on EAA scores, across all schools. Roughly 20% of students (within class) fall into each performance level.

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F.45. **Collegiate Learning Assessment (CLA) Preliminary Report (Fall 2012)**

1 Your School

Table 1 presents summary statistics for your school: numbers of freshmen tested, mean scores, mean score percentile ranks relative to other schools, 25th and 75th percentile scores, and standard deviations.

	Number of Freshmen	Mean Score	Percentile Rank*	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CLA Score	100	1161	89	1082	1251	149
Performance Task	52	1159	89	1063	1282	173
Analytic Writing Task	48	1163	89	1087	1240	120
Make-an-Argument	49	1159	87	1094	1220	135
Critique-an-Argument	48	1167	89	1086	1266	146
EAA**	101	1137	82	990	1280	178

2 All CLA Schools

Table 2 presents statistics for all CLA schools.

	Number of Schools	Mean Score	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CLA Score	161	1055	989	1115	89
Performance Task	161	1050	991	1113	97
Analytic Writing Task	161	1060	997	1117	86
Make-an-Argument	161	1059	1006	1114	88
Critique-an-Argument	161	1056	988	1112	89
EAA**	161	1039	964	1112	112

3 Student Sample Summary

Table 3 summarizes the student sample used to populate Tables 1 and 2. Percentages may not sum to 100% due to rounding.

		Your Freshman Sample Size	Your Freshman Percentage	Average Percentage Across Schools
Gender	Male	41	41	38
	Female	57	57	61
	Decline to State	2	2	0
Primary Language	English	59	59	84
	Other	41	41	16
Field of Study	Sciences and Engineering	67	67	24
	Social Sciences	5	5	12
	Humanities and Languages	5	5	10
	Business	2	2	11
	Helping / Services	11	11	25
	Undecided / Other / N/A	10	10	18
Race / Ethnicity	American Indian / Alaska Native	0	0	1
	Asian / Pacific Islander	38	38	9
	Black, Non-Hispanic	14	14	11
	Hispanic	26	26	16
	White, Non-Hispanic	7	7	55
	Other	11	11	4
	Decline to State	4	4	4
Parent Education	Less than High School	13	13	6
	High School	21	21	23
	Some College	28	28	23
	Bachelor's Degree	17	17	27
	Graduate or Professional Degree	21	21	21

* Refer to Section 8 of the Fall 2012 CLA Overview for the percentile rank lookup tables.

** Entering Academic Ability (EAA) represents SAT Math + Verbal, ACT Composite, or Scholastic Level Exam (SLE) scores reported on the SAT scale.

4   Distribution of Subscores

Figure 4 displays the distribution of your students' performance in the subscore categories of Analytic Reasoning and Evaluation, Writing Effectiveness, Writing Mechanics, and Problem Solving. The numbers on the graph correspond to the percentage of *your* students that performed at each score level. The distribution of subscores across *all* schools is presented for comparative purposes. The score levels range from 1 to 6. Note that the graphs presented are not directly comparable due to potential differences in difficulty among task types and among subscore categories. For example, it may be more difficult to obtain a high score in Writing Effectiveness on the Performance Task than it is on the Make-an-Argument. Within a task, it may be easier to obtain a high Writing Mechanics score than it is to obtain a high Analytic Reasoning and Evaluation score. See the *Diagnostic Guidance* and *Scoring Criteria* sections of the Fall 2012 CLA Overview for more details on the interpretation of subscore distributions.
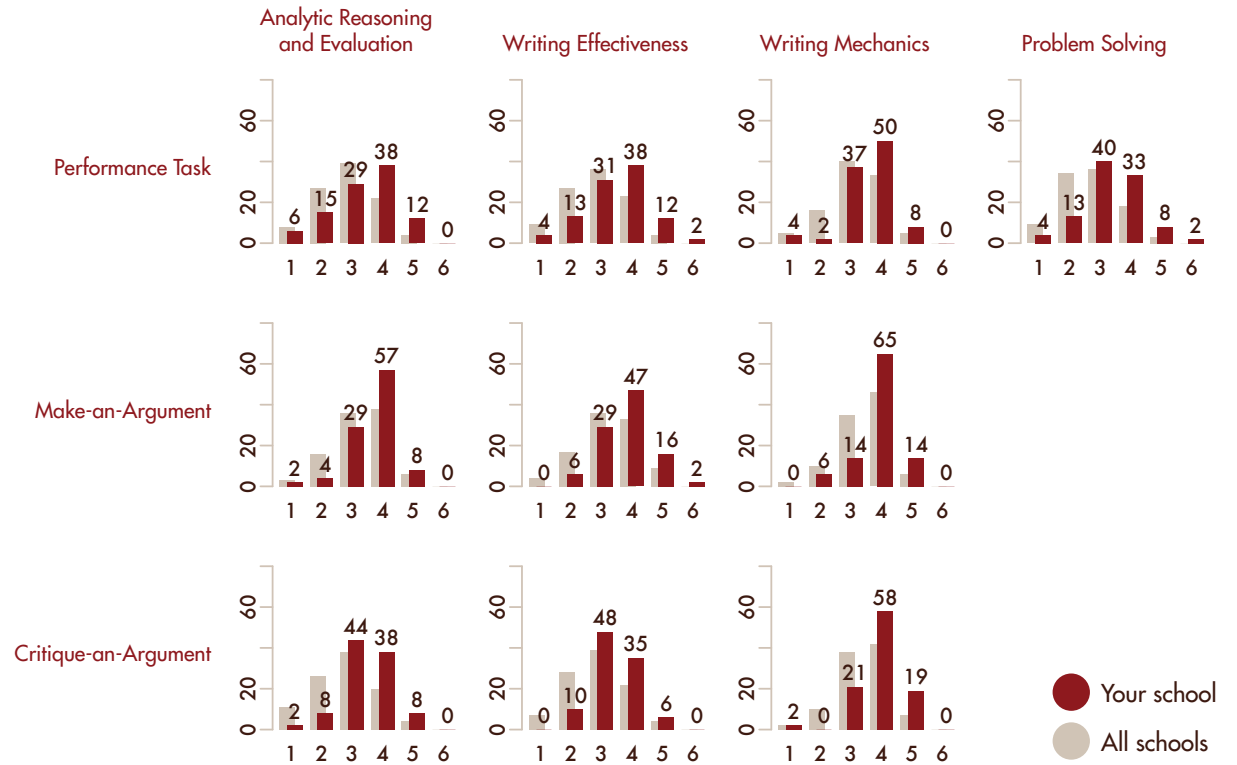
5   Summary Subscore Statistics

Table 5 presents the mean and standard deviation for each of the subscores across CLA task types—for your school and all schools.

		Analytic Reasoning and Evaluation		Writing Effectiveness		Writing Mechanics		Problem Solving	
		Your School	All Schools	Your School	All Schools	Your School	All Schools	Your School	All Schools
Performance Task	Mean	3.3	2.9	3.5	2.9	3.6	3.2	3.3	2.7
	Standard Deviation	1.1	0.9	1.1	0.9	0.8	0.9	1.0	0.8
Make-an-Argument	Mean	3.7	3.3	3.8	3.3	3.9	3.4		
	Standard Deviation	0.8	0.8	0.9	0.9	0.7	0.8		
Critique-an-Argument	Mean	3.4	2.8	3.4	2.9	3.9	3.4		
	Standard Deviation	0.8	0.9	0.8	0.9	0.8	0.8		

G.3. Middle States Institutional Profile (2012-2013)

Middle States Commission on Higher Education
Institutional Profile 2012-13

[0279] **City College of New York of the City University of New York, The**
Printed on 5/9/2013

A. General Information

	Data on File (as of 4/18/2013)	**IP Data (2012-13)**
Institution Name	City College of New York of the City University of New York, The	City College of New York of the City University of New York, The
Address	160 Convent Ave New York, NY 10031	160 Convent Ave New York, NY 10031
Telephone	212 650 7000	212 650 7000
Fax	212 650 7680	212 650 7680
Website	www.ccny.cuny.edu	www.ccny.cuny.edu
Control	Public	Public
Carnegie Classification	Master's - Larger Programs	Master's - Larger Programs
Calendar	Semester	Semester
Degree Granting Authority	New York	New York
Licensed to Operate in	NY	NY

Degrees/Certificates Offered

	Data on File		**IP Data**	
	Offered	**Programs**	**Offered**	**Programs**
Postsecondary Certificate (< 1 year)	no	0	no	0
Postsecondary Certificate (>=1 year, < 2 years)	no	0	no	0
Associate's	no	0	no	0
Postsecondary Certificate (>= 2 years, < 4 years)	no	0	no	0
Bachelor's	yes	81	yes	161
Postbaccalaureate Certificate	yes	18	yes	29
Master's	yes	88	yes	109
Post-Master's Certificate	no	0	no	0
Doctor's - Professional Practice	no	0	no	0
Doctor's - Research/Scholarship	yes	9	yes	9
Doctor's - Other	no	0	no	0

Related Entities

Name, State, Country	none	none
Initial Accreditation	1921	1921
Last Reaffirmed	2008	2008
Next Self-Study Visit	2017-18	2017-18
Next Periodic Review Report (PRR)	June 2013	June 2013
CHE Staff Liaison	Dr. Mary Ellen Petrisko	Dr. Mary Ellen Petrisko

Notes

Middle States Commission on Higher Education
Institutional Profile 2012-13

[0279] **City College of New York of the City University of New York, The**

B. Key Contacts

Key Contact	Data on File (as of 4/18/2013)	IP Data (2012-13)
System/District Chief Exec Officer	Dr. Matthew Goldstein *Chancellor* 205 East 42nd St. New York, NY 10017 Phone: 212 794 5311 Fax: 212 794 5671 Email: barbara.cura@mail.cuny.edu	Dr. Matthew Goldstein *Chancellor* 535 E. 80th Street New York, NY 10075 Phone: 646 664 9100 Fax: none Email: barbara.cura@cuny.edu
Chief Executive Officer	Dr. Lisa Staiano-Coico *President* 160 Convent Ave A300 New York, NY 10031 Phone: 212 650 7285 Fax: 212 650 7680 Email: president@ccny.cuny.edu	Dr. Lisa Staiano-Coico *President* 160 Convent Ave A300 New York, NY 10031 Phone: 212 650 7285 Fax: 212 650 7680 Email: president@ccny.cuny.edu
Chief Academic Officer	Dr. Maurizio Trevisan *Interim Provost* 160 Convent Ave New York, NY 10031 Phone: 212 650 8261 Fax: none Email: provost@ccny.cuny.edu	Dr. Maurizio Trevisan *Interim Provost* 160 Convent Ave New York, NY 10031 Phone: 212 650 8261 Fax: none Email: provost@ccny.cuny.edu
Chief Financial Officer	Mr. Jerald Posman *Chief Financial Officer* 160 Convent Avenue New York, NY 10031 Phone: 212 650 7401 Fax: 212 650 5068 Email: jposman@ccny.cuny.edu	Mr. Jerald Posman *Chief Financial Officer* 160 Convent Avenue New York, NY 10031 Phone: 212 650 7401 Fax: 212 650 5068 Email: jposman@ccny.cuny.edu
Chief Information Technology Officer	Dr. Ken Ihrer *Interim Chief Information Officer* 160 Convent Ave New York, NY 10031 Phone: 212 650 8313 Fax: none Email: kihrer@ccny.cuny.edu	Mr. Praveen Panchal *Chief Information Technology Officer* 899 10th Avenue New York, NY 10019 Phone: 212 237 8907 Fax: 212 237 8015 Email: ppanchal@jjay.cuny.edu
Accreditation Liaison Officer	Dr. Doris Cintron *Sr. Associate Provost* 160 Convent Ave New York, NY 10031 Phone: 212 650 5922 Fax: none Email: dcintron@ccny.cuny.edu	Dr. Doris Cintron *Sr. Associate Provost* 160 Convent Ave New York, NY 10031 Phone: 212 650 5922 Fax: none Email: dcintron@ccny.cuny.edu

Coordinator of Distance Education	Prof. Juan Mercado *Dean CWE* 25 BROADWAY New York, NY 10031 Phone: 212 925 6625 Fax: none Email: jmercado@ccny.cuny.edu	Prof. Juan Mercado *Dean CWE* 25 BROADWAY New York, NY 10031 Phone: 212 925 6625 Fax: none Email: jmercado@ccny.cuny.edu
Coordinator of Outcomes Assessment	Ms. Kathy Powell-Manning *Assistant Director of Assessment* 160 Convent Ave New York, NY 10031 Phone: 212 650 6041 Fax: none Email: kpowell-manning@ccny.cuny.edu	Ms. Kathy Powell-Manning *Assistant Director of Assessment* 160 Convent Ave New York, NY 10031 Phone: 212 650 6041 Fax: none Email: kpowell-manning@ccny.cuny.edu
Coordinator of Institutional Research Functions	Mr. Edward J. Silverman *Director Institutional Research* 160 Convent Ave A210 New York, NY 10031 Phone: 212 650 6480 Fax: 212 650 6425 Email: ESILVERMAN@CCNY.CUNY.EDU	Mr. Edward J. Silverman *Director Institutional Research* 160 Convent Ave A210 New York, NY 10031 Phone: 212 650 6480 Fax: 212 650 6425 Email: ESILVERMAN@CCNY.CUNY.EDU
Chair: Self-Study Steering Committee	Ms. Leslie Galman *Assistant to the Provost* 160 Convent Avenue Room A218 New York, NY 10031 Phone: 212 650 8443 Fax: 212 650 6425 Email: lgalman@ccny.cuny.edu	Dr. Doris Cintron *Sr. Associate Provost* 160 Convent Ave New York, NY 10031 Phone: 212 650 5922 Fax: none Email: dcintron@ccny.cuny.edu
Co-Chair: Self-Study Steering Committee	none	Dr. Doris Cintron *Sr. Associate Provost* 160 Convent Ave New York, NY 10031 Phone: 212 650 5922 Fax: none Email: dcintron@ccny.cuny.edu
Person in the President's Office To Whom MSCHE Invoices Should be Sent	Mrs. Teresa Flemming *Executive Secretary to the President* 160 Convent Ave A300 New York, NY 10031 Phone: 212 650 7285 Fax: 212 650 7680 Email: tflemming@ccny.cuny.edu	Mrs. Teresa Flemming *Executive Secretary to the President* 160 Convent Ave A300 New York, NY 10031 Phone: 212 650 7285 Fax: 212 650 7680 Email: tflemming@ccny.cuny.edu
Person Who Should Receive a Copy of MSCHE Invoices (Optional)	none	none
Person Completing IP Financials	Dr. Eileen Wei *Financial Analyst* Office of the University Controller	Ms. Joanna Chen *Associate Director of Financial Reporting and Analysis, Office of the University Controller*

	230 West 41st Street, 5th FL. New York, NY 10021 Phone: 212 397 5673 Fax: 212 397 5685 Email: Eileen.Wei@mail.cuny.edu	230 West 41st Street, 5th Fl. New York, NY 10036 Phone: 212 397 5635 Fax: 212 397 5685 Email: Joanna.Chen@mail.cuny.edu
Person Completing IP (Key User)	Mr. Edward J. Silverman *Director Institutional Research* 160 Convent Ave A210 New York, NY 10031 Phone: 212 650 6480 Fax: 212 650 6425 Email: ESILVERMAN@CCNY.CUNY.EDU	Mr. Edward J. Silverman *Director Institutional Research* 160 Convent Ave A210 New York, NY 10031 Phone: 212 650 6480 Fax: 212 650 6425 Email: ESILVERMAN@CCNY.CUNY.EDU

C. Graduation Data

Awards Granted

Report all degrees or other formal awards conferred by your institution between July 1, 2011, and June 30, 2012. If an individual received two degrees at different levels during the specified time period, report each degree in the appropriate category.

Please see the instructions for specific inclusions and exclusions.

Awards	Data on File (as of 4/18/2013)	IP Data (2012-13)
Postsecondary Certificate (less than 1 year)	0	0
Postsecondary Certificate (>= 1 year, < 2 years)	0	0
Associate's	0	0
Postsecondary Certificate (>= 2 years, < 4 years)	0	0
Bachelor's	1918	1975
Postbaccalaureate Certificate	4	0
Master's	1070	909
Post-Master's Certificate	0	8
Doctor's - Professional Practice	0	0
Doctor's - Research/Scholarship	0	2
Doctor's - Other	0	0
Screening Questions		
Does your institution have undergraduate programs?	yes	yes
Does your institution serve only transfer students? See instructions if the answer is yes.	no	no

Completers

This section requests completion data on two separate cohorts (150% and 200%) of full-time, first-time, degree/certificate-seeking undergraduate students enrolled in your institution during the specified fall term or academic year. Students must be enrolled full-time in courses that lead to a credit-bearing degree, diploma, certificate or other formal award. Count completers only once and indicate the highest degree level earned. Report the status of these students as of August 31 of the reporting year. Please see the instructions to identify students for inclusion in the specific cohorts.

Completers of Programs of <= 2 Years	Data on File (as of 4/18/2013)	IP Data (2012-13)
150% of expected time to completion		
Total number of students in the Fall 2009 cohort	0	0
Number completed within 150%	0	0
Total transfers out	0	0

Total number of Fall 2009 cohort still enrolled	0	0
200% of expected time to completion		
Total number of students in the Fall 2008 cohort	0	0
Number completed within 200%	0	0
Total transfers out	0	0
Total number of Fall 2008 cohort still enrolled	0	0
Completers of Programs of > 2 and <= 4 Years		
150% of expected time to completion		
Total number of students in the Fall 2006 cohort	1278	1529
Number completed within 150%	511	642
Total transfers out	426	485
Total number of Fall 2006 cohort still enrolled	95	147
200% of expected time to completion		
Total number of students in the Fall 2004 cohort	1124	1124
Number completed within 200%	94	506
Total transfers out	344	0
Total number of Fall 2004 cohort still enrolled	27	33

Notes

CCNY has 9 Doctor's - Research/Scholarship programs. This is the first year two students graduated.

Middle States Commission on Higher Education
Institutional Profile 2012-13

D. Enrollment (Unduplicated)

Total Enrollment

	Data on File (as of 4/18/2013)		IP Data (2012-13)	
	Undergraduate	Graduate	Undergraduate	Graduate
Total credit hours of all part-time students	21076	15450	25993	15361
Minimum credit load to be considered a full time student	15	12	15	12
Full-Time Head Count	9555	446	9524	474
Part-Time Head Count	3383	2705	3589	2574

Credit Enrollment

	Data on File (as of 4/18/2013)	IP Data (2012-13)
Number of Students matriculated, enrolled in degree programs (Undergraduate + Graduate)	14971	14991
Number of Students not matriculated, enrolled in credit-bearing courses	1034	1170

Non-Credit Enrollment

	Data on File (as of 4/18/2013)	IP Data (2012-13)
Number of Students enrolled in non-credit, graduate level courses	0	0
Number of Students enrolled in non-credit, undergraduate level and other continuing education (excluding avocational) courses	3482	4949
Number of Students in non-credit avocational continuing education courses	882	1213

Notes

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[0279] **City College of New York of the City University of New York, The**

E. Distance and Correspondence Education

Distance education means education that uses one or more technologies to deliver instructions to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor. See the Instructions for a full explanation.

Part 1. Distance Education

	Data on File (as of 4/18/2013)	IP Data (2012-13)
Did your institution, in the most recent prior year (July 1, 2011 - June 30, 2012), offer distance education courses, as defined in the Instructions?	Yes	Yes

Provide: (a) the unduplicated headcount of all students in the most recent prior year (July 1, 2011 - June 30, 2012) who took distance education courses for credit by your institution; and (b) the total number of registrations of all students. The registrations may be duplicated if a student enrolls in more than one course.

Provide an explanation in the Notes context box if this reporting year's total is greater than the prior year and you have significant growth in distance learning enrollment.

	Data on File (as of 4/18/2013)	IP Data (2012-13)
Headcount	271	261
Total Registrations	271	261

Programs

Programs. Report the number of degree or certificate programs offered during the previous year (July 1, 2011 - June 30, 2012) for which students could meet at least 50% of their requirements for any of the programs by taking distance education courses.

	Data on File (as of 4/18/2013)	IP Data (2012-13)
Programs	0	0

Part 2. Correspondence Education

See the Instructions for a definition of Correspondence Education.

	Data on File (as of 4/18/2013)	IP Data (2012-13)
Did your institution, in the most recent prior year (July 1, 2011 - June 30, 2012), offer Correspondence education courses?	No	No

Notes

F. Regional, National, and Specialized Accreditation

Please list the name of the regional, national, and specialized accrediting organizations that accredit your institution or its programs.
It is not necessary to report the Middle States Commission on Higher Education, and it is excluded from this list.

Data on File (as of 4/18/2013)	IP Data (2012-13)
Accreditors Recognized by U.S. Secretary of Education	**Accreditors Recognized by U.S. Secretary of Education**
▪ National Council for Accreditation of Teacher Education	▪ National Council for Accreditation of Teacher Education ▪ New York State Board of Regents, and the Commissioner of Education

Other Accreditors

Please list any other accrediting organizations that accredit your institution or its programs.
Please separate each accreditor by semi-colon (;).

Accreditation Board for Engineering and Technology [ABET] National Architectural Accrediting Board [NAAB] National Council for Accreditation of Teacher Education

Middle States Commission on Higher Education
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[0279] **City College of New York of the City University of New York, The**

G. Instructional Personnel (as of Fall 2012)

	Data on File (as of 4/18/2013)		IP Data (2012-13)	
	Full-Time Headcount	**Part-Time Headcount**	**Full-Time Headcount**	**Part-Time Headcount**
Total Faculty	581	959	599	991

Notes

Information from IPEDS HR summary data for Fall2012

H. Related Educational Activities

H-1. Study Abroad

This section is only required if your institution's Self-Study Visit is scheduled for 2013-14 or 2014-15.

Note:
Your institution's next Self-Study Visit is scheduled for 2017-18.

H-2. Branch Campuses

Data on File (as of 4/18/2013)	IP Data (2012-13)
No Branch Campuses.	No Branch Campuses.

H-3. Additional Locations

	Data on File (as of 4/18/2013)	**IP Data (2012-13)**
Name	Center for Worker Education	Center for Worker Education
Street Address, City, State, Postal	25 Broadway 7th Floor New York, NY 10004	25 Broadway 7th Floor New York, NY 10004
Status	Active	Active
Number of degree programs for which 50% of the program may be completed at this location		
Postsecondary Certificate (< 1 year)	0	0
Postsecondary Certificate (>=1 year, < 2 years)	0	0
Associate's	0	0
Postsecondary Certificate (>= 2 years, < 4 years)	0	0
Bachelor's	7	7
Postbaccalaureate	0	0
Master's	1	1
Post-Master's	0	0
Doctor's - Professional Practice	0	0
Doctor's: Research/Scholarship	0	0
Doctor's: Other	0	0
Full-time Headcount at this location		
Graduate	0	2
Undergraduate	0	313
Part-time Headcount at this location		
Graduate	25	25
Undergraduate	599	291

H-4. Other Instructional Sites

Data on File (as of 4/18/2013)	IP Data (2012-13)
No Other Instructional Sites.	

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[0279] **City College of New York of the City University of New York, The**

I. Financial Information (Part 1)

REMINDER: Please make sure to use the TAB key instead of the ENTER key to navigate from field to field. The ENTER key will cause the data to be submitted (i.e., clicking on the Update button).

Report the same data for Educational and General (E&G) expenses on the Institutional Profile that your institution reports to the Integrated Postsecondary Higher Education Data Systems (IPEDS). The IPEDS Part and Line numbers are noted for each data element listed.

Verify the beginning and ending date for your institution's fiscal year. The default dates are 7/1/2011 through 6/30/2012 (the most recent year for which you would have audited financial statements). If your institution uses different dates, please change the default dates accordingly. For example, enter 1/1/2012 through 12/31/2012.

Report financial data in whole dollars. Round cents to the nearest whole dollar. For example, enter 124, not 123.65.
Do not enter data in thousands of dollars. For example, enter 1,250,000, not 1,250.
Enter negative numbers using a minus sign. For example, enter -100,000, not (100,000).

Complete every field for which you have financial data. Fields marked with an asterisk are required. You will not be able to "lock down" your data and submit the Institutional Profile if these fields are not completed.

Shaded information cannot be modified online. * denotes a required field.

	Data on File Fiscal Year Ending 2011	IP Data Fiscal Year Ending 2012

Which reporting standard is used to prepare your institution's financial statements? Your selection determines the value in the column IPEDS Part-Line below.
    FASB (Financial Accounting Standards Board)
    GASB (Governmental Accounting Standards Board)
 	
Note: For Private and International institutions the value is set automatically and the field is disabled. The FASB Reporting Standard is the approximate equivalent of the standard used by International institutions.
	GASB	GASB

Is your institution's Auditor's report on financial statements Qualified or Unqualified?	Unqualified	Unqualified
Fiscal Year Begin	7/1/2010	7/1/2011
Fiscal Year End	6/30/2011	6/30/2012
Does your institution allocate Operation & Maintenance of Plant expense?	Yes	Yes
Does your institution allocate Depreciation Expense?	Yes	Yes

	IPEDS Part-Line	Data on File Fiscal Year Ending 2011		IP Data Fiscal Year Ending 2012	
		Expenses	Includes O&M	Expenses	Includes O&M
1. Instruction	C-01	$149,637,067	$6,322,096	$146,161,761	$5,856,504
2. Research	C-02	$49,322,354	$2,483,513	$44,262,576	$2,295,883
3. Public Services	C-03	$2,865,892	$1,040,004	$3,077,323	$964,404
4. Academic Support	C-05	$31,875,974	$8,175,578	$29,657,457	$7,588,428
5. Student Services	C-06	$20,271,671	$2,157,165	$20,578,287	$2,055,616
6. Institutional Support	C-07	$65,105,550	$15,213,737	$62,597,994	$14,075,632
7. Scholarships and Fellowships	C-10	$28,811,395	$0	$28,481,540	$0
8. Operation and Maintenance of Plant	C-Col 4		$35,392,093		$32,836,467
Total E&G Expenses*		$347,889,903		$334,816,938	

Notes

Joanna Chen CUNY will send the Deposits held by trustee, DASNY debt principal payment and related interest expense to the Middle States representative [Kathie Jeffries].

Middle States Commission on Higher Education
Institutional Profile 2012-13

[0279] **City College of New York of the City University of New York, The**

I. Financial Information (Part 2)

REMINDER: Please make sure to use the TAB key instead of the ENTER key to navigate from field to field. The ENTER key will cause the data to be submitted (i.e., clicking on the Update button).

Report the same data on the Institutional Profile in Section 2A below that your institution reports to IPEDS. The IPEDS Part and Line numbers are noted for each data element listed.

Report the data on the Institutional Profile in Section 2B below which can be obtained from your institution_s audited financial statements and/or supporting documents.

Report financial data in whole dollars. Round cents to the nearest whole dollar. For example, enter 124, not 123.65.
Do not enter data in thousands of dollars. For example, enter 1,250,000, not 1,250.

Complete every field for which you have financial data. Fields marked with an asterisk are required. You will not be able to "lock down" your data and submit the Institutional Profile if these fields are not completed.

Shaded information cannot be modified online.

	IPEDS Part-Line	Data on File Fiscal Year Ending 2011	IP Data Fiscal Year Ending 2012
SECTION 2A -- Data from IPEDS			
Depreciable Capital Assets, net	**A-31**	$328,485,200	$332,884,160
Total Assets	**A-06**	$704,137,451	$78,998,065
Long-Term Debt (Current Portion)	**A-07**	$9,904,179	$78,345,481
Long-Term Debt (Non-Current)	**A-10**	$548,367,073	$582,245,299
Unrestricted Net Assets	**A-17**	($42,996,782)	($44,407,610)
Restricted Net Assets (Expendable)		$33,500,093	$30,439,843
Restricted Net Assets (Non-Expendable)		$15,978,346	$16,053,915
Invested in Capital Assets, net of related debt	**A-14**	$50,127,674	$70,337,594
Change in Net Assets	**D-03**	$14,299,019	$23,380,841
Net Assets (Beginning of Year)	**D-04**	$10,334,508	$56,609,331
Adjustment to Net Assets (Beginning of Year)	**D-05**	$31,975,804	($7,566,430)
Net Assets (End of Year)	**D-06**	$56,609,331	$72,423,742
Discounts/Allowances (Applied to Tuition & Fees)	**E-08**	$31,449,948	$37,444,806
Tuition and Fees Revenue (Net of Discounts/Allowances)	**B-01**	$51,330,498	$55,419,307
Depreciation Expense	**C-Col 5**	$29,150,546	$29,428,830
SECTION 2B -- Data from Audited Financial Statements and Supporting Documents			
Total Operating Revenue		$166,221,734	$136,309,592
Total Operating Expense		$350,381,501	$364,331,978
Operating Income/Loss		$161,342,659	$161,342,659

Deposits Held by Bond Trustees		$0	$0
Principal Payments on Long Term Debt		$0	$41,019,255
Interest Expense on Long Term Debt		$22,817,108	$16,610,588

Notes

Joanna Chen CUNY will send the Deposits held by trustee, DASNY debt principal payment and related interest expense to the Middle States representative [Kathie Jeffries].

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K. Required Attachments

Please upload the required attachments listed below **as soon as all of the items are available** but no later than **April 19, 2013 (extended one week)**.

- A digital/ electronic copy of the institution's fiscal year 2012 audited financial statements, including any management letter that the auditors may have attached to the statements.

- A digital/ electronic copy of the finance section of the institution_s IPEDS submission for fiscal year 2012 (if you submit annual financial data to IPEDS).

- A word document with the url of the institution's current catalog. Please copy and paste the url into a Word document and upload the Word document. If the catalog is not posted online, please upload a digital copy (.pdf format preferred). If the catalog is not available in any digital/electronic format, please contact Amy Shew at ashew@msche.org.

Uploaded Files

File Name	File Type	File Size	Last Updated
CUNY-Consolidated AFS.pdf	Adobe Acrobat Document	684.76 KB	4/18/2013 3:07:53 PM
IPEDS_FIN_2013_CTY.pdf	Adobe Acrobat Document	181.94 KB	4/30/2013 10:22:05 PM

If you are not able to upload the required attachments, please contact:

Mr. Tze Joe
Information Associate
Middle States Commission on Higher Education
tjoe@msche.org

H.4.   CUNY Year-End Financial Report (FY 2012)

The City University of New York

FY2012 Year End Financial Report

University Budget Office

November 14, 2012

The City University of New York
Financial Report Overview

The Financial Report provides expenditure, revenue, enrollment, and staffing data for the individual colleges as well as University totals. This information is presented both graphically and in tabular format.

Comparison of Expenditures to Resources

The comparison of total expenditures to total revenue provides the projected year-end condition of each college. Total resources include tax-levy allocations, non tax levy funds, and Compact philanthropy. Non tax levy funds for the senior colleges includes Research Foundation funds, legislative initiatives, and Income Fund Reimbursable (IFR) resources, which are made up of self-supporting programs, including Adult and Continuing Education and technology fees. Ledger three community college funds include revenues from language immersion programs and non-miscellaneous income. Community college Adult and Continuing Education (ACE) revenue and expenditures are excluded from this report.

City University Tuition Reimbursable Account (CUTRA) and reserve balances are used to offset expenditures above total resources. CUTRA and reserve funds are unexpended tuition revenue collections above target for previous years.

Expenditures

Year end 2011-12 tax levy expenditures are compared to 2010-11 tax levy expenditures in total and by category.

Revenue

Revenue data provided includes the FY2011 and FY2012 targets, and a comparison of FY2012 collections to FY2011 collections.

Enrollment

FY2012 annual average headcount and FTE enrollment are compared to FY2011 and FY2010 annual averages. These figures were provided by the Office of Institutional Research and Analysis.

Staffing

Full-time staff figures are provided for I&DR Teaching, Librarians & Counselors, Total Faculty, I&DR Support, Non-Instructional, and Civil Service staff for Spring 2012, Fall 2011 and Fall 2010. Comparisons among these figures are provided. The sources for these numbers are the FISM115V and FISM115Z reports (the average salary reports). They do not include IFR positions.

EXPENDITURES

The City University of New York
2011-2012 Year-End Financial Report

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Compact Philanthropy	Non Tax Levy Funds/Ledger 3	Technology Fee	Tuition Revenue Above Target	Total Resources	Expenditures[1]	(Over)/Under Expenditure	Prior Year CUTRA & Reserves	Year-end Balance
Baruch	109,540.2	1,970.7	0.0	2,889.0	870.8	115,270.7	116,106.4	(835.7)	4,176.8	3,341.1
Brooklyn	115,630.1	1,477.7	0.0	2,579.1	59.8	119,746.7	119,666.6	80.1	3,163.4	3,243.5
City	131,929.7	2,154.5	0.0	3,123.8	3,376.6	140,584.7	142,087.9	(1,503.2)	2,783.9	1,280.6
Hunter	148,572.8	1,915.2	0.0	2,829.6	3,636.6	156,954.2	159,268.8	(2,314.6)	5,732.9	3,418.4
John Jay	89,208.5	739.6	0.0	2,220.1	137.9	92,306.1	92,233.8	72.2	2,612.0	2,684.2
Lehman	81,864.5	621.6	0.0	1,663.8	1,642.7	85,792.7	85,625.0	167.6	558.2	725.8
Medgar Evers	50,251.8	291.0	0.0	723.6	3,159.1	54,425.5	54,781.5	(356.0)	1,967.7	1,611.7
NYCCT	77,371.9	633.6	0.0	2,479.0	4,985.1	85,469.6	88,484.4	(3,014.8)	5,124.6	2,109.7
Queens	122,311.3	1,668.2	0.0	3,918.9	(1,888.7)	126,009.7	127,231.9	(1,222.2)	2,806.9	1,584.7
CSI	87,508.3	663.8	0.0	1,881.9	4,082.1	94,136.1	94,177.8	(41.7)	1,615.8	1,574.1
York	50,467.9	333.8	182.0	1,047.7	2,446.2	54,477.6	54,529.1	(51.5)	69.0	17.5
Graduate School	106,171.6	651.4	0.0	596.9	(532.9)	106,887.1	106,626.0	261.2	2,932.3	3,193.4
Law School	16,569.3	126.4	0.0	199.8	322.8	17,218.3	17,833.2	(614.9)	623.2	8.3
School of Journalism	4,309.8	0.0	0.0	27.6	508.1	4,845.6	4,867.6	(22.0)	458.5	436.5
School of Professional Studies	9,812.4	0.0	0.0	309.5	337.0	10,458.9	10,704.9	(246.0)	585.3	339.2
Senior College Total	**1,201,520.4**	**13,247.6**	**182.0**	**26,490.4**	**23,143.1**	**1,264,583.5**	**1,274,225.0**	**(9,641.5)**	**35,210.3**	**25,568.8**
BMCC	116,591.5	1,103.7	500.7	3,997.8	2,624.8	124,818.4	124,599.5	218.9	3,397.8	3,616.7
Bronx	64,905.6	625.6	1,568.4	1,365.9	2,641.1	71,106.6	69,396.9	1,709.7	367.4	2,077.1
Hostos	48,681.7	391.5	1,011.9	1,008.3	4.3	51,097.7	51,014.9	82.8	1,450.9	1,533.7
Kingsborough	90,659.6	835.0	2,382.5	2,630.9	366.9	96,874.9	96,567.8	307.2	535.0	842.2
LaGuardia	99,170.7	842.2	1,644.0	2,621.0	569.9	104,847.7	104,289.8	558.0	2,176.6	2,734.6
Queensborough	79,927.5	1,036.0	778.0	2,416.0	1,614.4	85,771.9	85,064.2	707.7	1,821.7	2,529.4
Community College Total	**499,936.6**	**4,834.0**	**7,885.5**	**14,039.8**	**7,821.4**	**534,517.3**	**530,933.0**	**3,584.3**	**9,749.4**	**13,333.7**
University Total	**1,701,457.0**	**18,081.6**	**8,067.5**	**40,530.2**	**30,964.5**	**1,799,100.8**	**1,805,158.0**	**(6,057.2)**	**44,959.7**	**38,902.5**

Notes:
1. Expenditures include Compact philanthrophy and technology fees.

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FY2012 Expenditure Detail

	FY2012 Tax Levy Expenditures	Compact Philanthropy	Technology Fee	Total
Baruch	111,246.7	1,970.7	2,889.0	116,106.4
Brooklyn	115,609.8	1,477.7	2,579.1	119,666.6
City	136,809.5	2,154.5	3,123.8	142,087.9
Hunter	154,524.0	1,915.2	2,829.6	159,268.8
John Jay	89,274.2	739.6	2,220.1	92,233.8
Lehman	83,339.6	621.6	1,663.8	85,625.0
Medgar Evers	53,766.9	291.0	723.6	54,781.5
NYCCT	85,371.8	633.6	2,479.0	88,484.4
Queens	121,644.9	1,668.2	3,918.9	127,231.9
CSI	91,632.1	663.8	1,881.9	94,177.8
York	53,147.6	333.8	1,047.7	54,529.1
Graduate Center	105,377.6	651.4	596.9	106,626.0
Law School	17,506.9	126.4	199.8	17,833.2
School of Journalism	4,840.0	-	27.6	4,867.6
School of Professional Studies	10,395.4	-	309.5	10,704.9
Senior College Total	**1,234,487.0**	**13,247.6**	**26,490.4**	**1,274,225.0**
BMCC	119,498.0	1,103.7	3,997.8	124,599.5
Bronx	67,405.4	625.6	1,365.9	69,396.9
Hostos	49,615.1	391.5	1,008.3	51,014.9
Kingsborough	93,101.9	835.0	2,630.9	96,567.8
LaGuardia	100,826.5	842.2	2,621.0	104,289.8
Queensborough	81,612.2	1,036.0	2,416.0	85,064.2
Community College Total	**512,059.2**	**4,834.0**	**14,039.8**	**530,933.0**
University Total	**1,746,546.2**	**18,081.6**	**40,530.2**	**1,805,158.0**

The City University of New York
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Tax-Levy Expenditures Comparison: FY2011 vs FY2012

	FY2011	FY2012	Difference	% Change
Baruch	106,402.7	111,246.7	4,844.0	4.6%
Brooklyn	115,756.4	115,609.8	(146.6)	-0.1%
City	135,666.0	136,809.5	1,143.5	0.8%
Hunter	149,354.0	154,524.0	5,169.9	3.5%
John Jay	83,243.4	89,274.2	6,030.8	7.2%
Lehman	85,480.1	83,339.6	(2,140.5)	-2.5%
Medgar Evers	50,566.7	53,766.9	3,200.2	6.3%
NYCCT	80,836.2	85,371.8	4,535.6	5.6%
Queens	126,594.9	121,644.9	(4,950.0)	-3.9%
CSI	87,774.5	91,632.1	3,857.6	4.4%
York	52,223.0	53,147.6	924.6	1.8%
Graduate Center	105,316.7	105,377.6	60.9	0.1%
Law School	16,195.6	17,506.9	1,311.3	8.1%
School of Journalism	4,705.9	4,840.0	134.1	2.8%
School of Professional Studies	9,011.6	10,395.4	1,383.8	15.4%
Senior College Total	**1,209,127.9**	**1,234,487.0**	**25,359.1**	**2.1%**
BMCC	114,464.4	119,498.0	5,033.6	4.4%
Bronx	66,701.5	67,405.4	703.9	1.1%
Hostos	47,671.1	49,615.1	1,944.0	4.1%
Kingsborough	90,033.2	93,101.9	3,068.7	3.4%
LaGuardia	96,789.1	100,826.5	4,037.5	4.2%
Queensborough	79,278.6	81,612.2	2,333.6	2.9%
Community College Total	**494,937.9**	**512,059.2**	**17,121.3**	**3.5%**
University Total	**1,704,065.8**	**1,746,546.2**	**42,480.4**	**2.5%**

Tax-Levy Expenditures Comparison: FY2011 vs FY2012 by Major Object

	FY2011 Expenditures						FY2012 Expenditures					
	PS Regular	Adjunct/ Summer	Temp Service	Total PS	OTPS	Total Exp	PS Regular	Adjunct/ Summer	Temp Service	Total PS	OTPS	Total Exp
Baruch	85,087.4	10,821.5	4,402.7	100,311.6	6,091.1	106,402.7	83,866.0	12,100.4	5,289.6	101,256.0	9,990.7	111,246.7
Brooklyn	86,762.4	12,137.0	10,153.5	109,052.9	6,703.5	115,756.4	88,814.2	11,960.6	9,623.0	110,397.8	5,212.0	115,609.8
City	103,048.3	12,455.7	7,892.4	123,396.4	12,269.6	135,666.0	104,726.1	12,060.3	7,909.0	124,695.4	12,114.1	136,809.5
Hunter	110,750.3	21,039.9	7,633.3	139,423.5	9,930.6	149,354.0	117,169.0	20,247.0	6,672.2	144,088.2	10,435.7	154,524.0
John Jay	59,895.6	11,767.3	7,236.9	78,899.8	4,343.6	83,243.4	60,875.7	13,628.8	8,508.3	83,012.9	6,261.3	89,274.2
Lehman	64,826.2	9,778.4	4,021.5	78,626.2	6,853.9	85,480.1	65,448.1	8,599.0	3,529.8	77,576.9	5,762.7	83,339.6
Medgar Evers	38,334.3	7,263.5	667.4	46,265.2	4,301.5	50,566.7	41,072.3	5,921.1	2,480.1	49,473.5	4,293.4	53,766.9
NYCCT	57,428.5	15,593.9	3,516.9	76,539.3	4,297.0	80,836.2	57,565.8	16,931.8	3,179.8	77,677.5	7,694.4	85,371.8
Queens	93,377.6	13,649.5	8,026.7	115,053.8	11,541.1	126,594.9	93,552.2	13,386.2	6,272.5	113,210.9	8,434.0	121,644.9
CSI	62,129.1	11,880.2	7,120.5	81,129.8	6,644.7	87,774.5	65,128.9	11,721.4	6,596.1	83,446.4	8,185.7	91,632.1
York	40,413.1	6,008.2	2,571.4	48,992.7	3,230.3	52,223.0	40,818.5	6,970.5	2,190.9	49,979.8	3,167.8	53,147.6
Graduate Center	62,132.8	973.8	23,474.5	86,581.0	18,735.7	105,316.7	61,339.6	1,046.2	22,529.3	84,915.0	20,462.6	105,377.6
Law School	11,983.3	792.2	1,423.9	14,199.5	1,996.1	16,195.6	12,585.6	1,029.2	1,542.4	15,157.2	2,349.8	17,506.9
School of Journalism	3,512.8	291.2	313.2	4,117.3	588.7	4,705.9	3,376.7	368.5	351.0	4,096.2	743.8	4,840.0
School of Professional Studies	5,098.2	1,914.4	587.7	7,600.3	1,411.3	9,011.6	5,499.9	2,196.2	720.5	8,416.6	1,978.8	10,395.4
Senior College Total	**884,779.9**	**136,366.7**	**89,042.6**	**1,110,189.2**	**98,938.7**	**1,209,127.9**	**901,838.6**	**138,167.1**	**87,394.6**	**1,127,400.3**	**107,086.7**	**1,234,487.0**
BMCC	62,760.1	20,702.5	4,865.2	88,327.9	26,136.6	114,464.4	64,162.9	21,556.5	5,097.9	90,817.4	28,680.7	119,498.0
Bronx	50,391.9	7,571.0	2,976.1	60,939.0	5,762.5	66,701.5	50,821.6	8,252.6	3,273.7	62,347.9	5,057.5	67,405.4
Hostos	34,718.3	5,157.7	1,988.0	41,863.9	5,807.2	47,671.1	34,627.7	5,839.7	1,982.7	42,450.1	7,165.1	49,615.1
Kingsborough	57,688.8	14,068.2	9,330.9	81,087.9	8,945.3	90,033.2	58,549.4	14,432.9	9,342.0	82,324.3	10,777.6	93,101.9
LaGuardia	59,612.8	16,078.1	5,148.3	80,839.2	15,949.8	96,789.1	59,403.0	17,924.9	5,551.5	82,879.3	17,947.2	100,826.5
Queensborough	56,744.8	14,408.8	3,273.4	74,427.0	4,851.6	79,278.6	56,519.3	15,209.8	3,406.9	75,135.9	6,476.3	81,612.2
Community College Total	**321,916.7**	**77,986.3**	**27,581.9**	**427,484.9**	**67,453.0**	**494,937.9**	**324,083.9**	**83,216.3**	**28,654.6**	**435,954.8**	**76,104.4**	**512,059.2**
University Total	**1,206,696.6**	**214,353.0**	**116,624.4**	**1,537,674.1**	**166,391.8**	**1,704,065.8**	**1,225,922.5**	**221,383.4**	**116,049.2**	**1,563,355.1**	**183,191.1**	**1,746,546.2**

Tax-Levy Expenditures Comparison: Percent of Total Expenditure by College

	FY2011 Expenditures						FY2012 Expenditures					
	PS Regular	Adjunct/ Summer	Temp Service	Total PS	OTPS	Total Exp	PS Regular	Adjunct/ Summer	Temp Service	Total PS	OTPS	Total Exp
Baruch	80.0%	10.2%	4.1%	94.3%	5.7%	100%	75.4%	10.9%	4.8%	91.0%	9.0%	100.0%
Brooklyn	75.0%	10.5%	8.8%	94.2%	5.8%	100%	76.8%	10.3%	8.3%	95.5%	4.5%	100.0%
City	76.0%	9.2%	5.8%	91.0%	9.0%	100%	76.5%	8.8%	5.8%	91.1%	8.9%	100.0%
Hunter	74.2%	14.1%	5.1%	93.4%	6.6%	100%	75.8%	13.1%	4.3%	93.2%	6.8%	100.0%
John Jay	72.0%	14.1%	8.7%	94.8%	5.2%	100%	68.2%	15.3%	9.5%	93.0%	7.0%	100.0%
Lehman	75.8%	11.4%	4.7%	92.0%	8.0%	100%	78.5%	10.3%	4.2%	93.1%	6.9%	100.0%
Medgar Evers	75.8%	14.4%	1.3%	91.5%	8.5%	100%	76.4%	11.0%	4.6%	92.0%	8.0%	100.0%
NYCCT	71.0%	19.3%	4.4%	94.7%	5.3%	100%	67.4%	19.8%	3.7%	91.0%	9.0%	100.0%
Queens	73.8%	10.8%	6.3%	90.9%	9.1%	100%	76.9%	11.0%	5.2%	93.1%	6.9%	100.0%
CSI	70.8%	13.5%	8.1%	92.4%	7.6%	100%	71.1%	12.8%	7.2%	91.1%	8.9%	100.0%
York	77.4%	11.5%	4.9%	93.8%	6.2%	100%	76.8%	13.1%	4.1%	94.0%	6.0%	100.0%
Graduate Center	59.0%	0.9%	22.3%	82.2%	17.8%	100%	58.2%	1.0%	21.4%	80.6%	19.4%	100.0%
Law School	74.0%	4.9%	8.8%	87.7%	12.3%	100%	71.9%	5.9%	8.8%	86.6%	13.4%	100.0%
School of Journalism	74.6%	6.2%	6.7%	87.5%	12.5%	100%	69.8%	7.6%	7.3%	84.6%	15.4%	100.0%
School of Professional Studies	56.6%	21.2%	6.5%	84.3%	15.7%	100%	52.9%	21.1%	6.9%	81.0%	19.0%	100.0%
Senior College Total	**73.2%**	**11.3%**	**7.4%**	**91.8%**	**8.2%**	**100.0%**	**73.1%**	**11.2%**	**7.1%**	**91.3%**	**8.7%**	**100.0%**
BMCC	54.8%	18.1%	4.3%	77.2%	22.8%	100.0%	53.7%	18.0%	4.3%	76.0%	24.0%	100.0%
Bronx	75.5%	11.4%	4.5%	91.4%	8.6%	100.0%	75.4%	12.2%	4.9%	92.5%	7.5%	100.0%
Hostos	72.8%	10.8%	4.2%	87.8%	12.2%	100.0%	69.8%	11.8%	4.0%	85.6%	14.4%	100.0%
Kingsborough	64.1%	15.6%	10.4%	90.1%	9.9%	100.0%	62.9%	15.5%	10.0%	88.4%	11.6%	100.0%
LaGuardia	61.6%	16.6%	5.3%	83.5%	16.5%	100.0%	58.9%	17.8%	5.5%	82.2%	17.8%	100.0%
Queensborough	71.6%	18.2%	4.1%	93.9%	6.1%	100.0%	69.3%	18.6%	4.2%	92.1%	7.9%	100.0%
Community College Total	**65.0%**	**15.8%**	**5.6%**	**86.4%**	**13.6%**	**100.0%**	**63.3%**	**16.3%**	**5.6%**	**85.1%**	**14.9%**	**100.0%**
University Total	**70.8%**	**12.6%**	**6.8%**	**90.2%**	**9.8%**	**100.0%**	**70.2%**	**12.7%**	**6.6%**	**89.5%**	**10.5%**	**100.0%**

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Tax-Levy Expenditures by Major Object: Numerical Change, FY2011 - FY2012

	Expenditures					
	PS Regular	Adjunct/ Summer	Temp Service	Total PS	OTPS	Total Exp
Baruch	(1,221)	1,279	887	944	3,900	4,844
Brooklyn	2,052	(176)	(531)	1,345	(1,492)	(147)
City	1,678	(395)	17	1,299	(155)	1,143
Hunter	6,419	(793)	(961)	4,665	505	5,170
John Jay	980	1,861	1,271	4,113	1,918	6,031
Lehman	622	(1,179)	(492)	(1,049)	(1,091)	(2,140)
Medgar Evers	2,738	(1,342)	1,813	3,208	(8)	3,200
NYCCT	137	1,338	(337)	1,138	3,397	4,536
Queens	175	(263)	(1,754)	(1,843)	(3,107)	(4,950)
CSI	3,000	(159)	(524)	2,317	1,541	3,858
York	405	962	(381)	987	(63)	925
Graduate Center	(793)	72	(945)	(1,666)	1,727	61
Law School	602	237	119	958	354	1,311
School of Journalism	(136)	77	38	(21)	155	134
School of Professional Studies	402	282	133	816	567	1,384
Senior College Total	**17,059**	**1,800**	**(1,648)**	**17,211**	**8,148**	**25,359**
BMCC	1,403	854	233	2,489	2,544	5,034
Bronx	430	682	298	1,409	(705)	704
Hostos	(91)	682	(5)	586	1,358	1,944
Kingsborough	861	365	11	1,236	1,832	3,069
LaGuardia	(210)	1,847	403	2,040	1,997	4,037
Queensborough	(226)	801	133	709	1,625	2,334
Community College Total	**2,167**	**5,230**	**1,073**	**8,470**	**8,651**	**17,121**
University Total	**19,226**	**7,030**	**(575)**	**25,681**	**16,799**	**42,480**

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Tax-Levy Expenditures by Major Object: Percentage Change FY2011 - FY2012

	Expenditures					
	PS Regular	Adjunct/ Summer	Temp Service	Total PS	OTPS	Total Exp
Baruch	-1.4%	11.8%	20.1%	0.9%	64.0%	4.6%
Brooklyn	2.4%	-1.5%	-5.2%	1.2%	-22.2%	-0.1%
City	1.6%	-3.2%	0.2%	1.1%	-1.3%	0.8%
Hunter	5.8%	-3.8%	-12.6%	3.3%	5.1%	3.5%
John Jay	1.6%	15.8%	17.6%	5.2%	44.1%	7.2%
Lehman	1.0%	-12.1%	-12.2%	-1.3%	-15.9%	-2.5%
Medgar Evers	7.1%	-18.5%	271.6%	6.9%	-0.2%	6.3%
NYCCT	0.2%	8.6%	-9.6%	1.5%	79.1%	5.6%
Queens	0.2%	-1.9%	-21.9%	-1.6%	-26.9%	-3.9%
CSI	4.8%	-1.3%	-7.4%	2.9%	23.2%	4.4%
York	1.0%	16.0%	-14.8%	2.0%	-1.9%	1.8%
Graduate Center	-1.3%	7.4%	-4.0%	-1.9%	9.2%	0.1%
Law School	5.0%	29.9%	8.3%	6.7%	17.7%	8.1%
School of Journalism	-3.9%	26.5%	12.1%	-0.5%	26.4%	2.8%
School of Professional Studies	7.9%	14.7%	22.6%	10.7%	40.2%	15.4%
Senior College Total	**1.9%**	**1.3%**	**-1.9%**	**1.6%**	**8.2%**	**2.1%**
BMCC	2.2%	4.1%	4.8%	2.8%	9.7%	4.4%
Bronx	0.9%	9.0%	10.0%	2.3%	-12.2%	1.1%
Hostos	-0.3%	13.2%	-0.3%	1.4%	23.4%	4.1%
Kingsborough	1.5%	2.6%	0.1%	1.5%	20.5%	3.4%
LaGuardia	-0.4%	11.5%	7.8%	2.5%	12.5%	4.2%
Queensborough	-0.4%	5.6%	4.1%	1.0%	33.5%	2.9%
Community CollegeTotal	**0.7%**	**6.7%**	**3.9%**	**2.0%**	**12.8%**	**3.5%**
University Total	**1.6%**	**3.3%**	**-0.5%**	**1.7%**	**10.1%**	**2.5%**

REVENUE

The City University of New York
2011-2012 Year-End Financial Report

Tuition Revenue Summary ($000)

	FY2011 Target	FY2012 Target	FY2011 Actual	FY2012 Actual	Tuition Revenue Change FY2011 - FY2012	% Change FY2011 FY2012	Collections Over FY2012 Target
Baruch	100,096	114,993	102,654	115,864	13,210	12.9%	871
Brooklyn	79,552	88,695	81,193	88,755	7,562	9.3%	60
City	72,985	80,710	77,085	84,087	7,002	9.1%	3,377
Hunter	110,462	123,831	114,761	127,468	12,706	11.1%	3,637
John Jay	69,012	76,442	71,052	76,580	5,529	7.8%	138
Lehman	50,150	55,850	54,358	57,493	3,134	5.8%	1,643
Medgar Evers	25,750	28,806	26,275	31,965	5,690	21.7%	3,159
NYCCT	57,793	64,512	64,523	69,497	4,974	7.7%	4,985
Queens	92,303	102,897	95,759	101,008	5,248	5.5%	(1,889)
CSI	57,746	64,596	62,354	68,678	6,324	10.1%	4,082
York	29,771	33,027	30,782	35,473	4,691	15.2%	2,446
Graduate Center	22,432	24,908	22,432	24,375	1,944	8.7%	(533)
Law School	4,721	5,318	4,900	5,640	740	15.1%	323
School of Journalism	874	1,205	1,499	1,713	214	14.3%	508
School of Professional Studies	3,502	7,685	6,482	8,022	1,540	23.8%	337
Senior College Total	**777,150**	**873,476**	**816,110**	**896,619**	**80,509**	**9.9%**	**23,143**
BMCC	71,702	81,722	74,575	84,346	9,771	13.1%	2,625
Bronx	30,980	33,325	30,991	35,966	4,975	16.1%	2,641
Hostos	16,637	21,034	19,444	21,039	1,594	8.2%	4
Kingsborough	44,541	48,064	44,748	48,431	3,683	8.2%	367
LaGuardia	43,738	51,650	47,260	52,220	4,960	10.5%	570
Queensborough	43,027	48,061	43,630	49,676	6,046	13.9%	1,614
Community College Total	**250,625**	**283,857**	**260,648**	**291,678**	**31,030**	**11.9%**	**7,821**
University Total	**1,027,774**	**1,157,333**	**1,076,758**	**1,188,297**	**111,539**	**10.4%**	**30,965**

Technology Fee Summary ($000)

	Initial Balance[1]	FY2012 Projections			FY2012 Actuals					
		Revenue[1]	Expenditures[1]	(Over) / Under Expenditure	Revenue[2]	% of Proj. Revenue	Expenditures[2]	% of Proj. Expenditures	Expenditures as % of Revenue	Total Yr. End Surplus/(Shortfall)[3]
Baruch	131.0	3,650.0	3,786.0	(5.0)	3,410.6	90%	2,889.0	76%	85%	521.6
Brooklyn	211.6	2,257.2	2,415.1	53.6	3,075.2	125%	2,579.1	107%	84%	496.1
City	1,174.0	2,800.0	3,874.0	100.0	3,852.6	97%	3,123.8	81%	81%	728.8
Hunter	1,090.0	2,847.9	3,934.0	3.9	5,023.6	128%	2,829.6	72%	56%	2,194.0
John Jay	434.5	2,618.9	2,645.7	407.7	3,054.3	100%	2,220.1	84%	73%	834.2
Lehman	168.3	2,000.0	2,168.5	(0.1)	2,088.3	96%	1,663.8	77%	80%	424.5
Medgar Evers	1,403.2	1,149.1	2,552.5	(0.2)	2,570.7	101%	723.6	28%	28%	1,847.1
NYCCT	412.0	2,188.0	2,653.0	(53.0)	3,048.0	117%	2,479.0	93%	81%	569.0
Queens	1,939.0	3,436.0	4,212.8	1,162.2	5,579.9	104%	3,918.9	93%	70%	1,661.0
CSI	63.0	2,371.0	2,290.0	144.0	2,446.9	101%	1,881.9	82%	77%	564.9
York	180.0	1,200.0	1,229.9	150.1	1,521.6	110%	1,047.7	85%	69%	473.9
Graduate Center	391.2	885.0	1,299.8	(23.6)	1,202.3	94%	596.9	46%	50%	605.4
Law School	93.0	107.0	199.8	0.2	145.3	73%	199.8	100%	138%	(54.5)
School of Journalism	23.0	23.2	45.7	0.5	51.1	111%	27.6	60%	54%	23.5
School of Professional Studies	326.7	225.0	338.3	213.5	587.0	106%	309.5	92%	53%	277.4
Senior College Total	**8,040.5**	**27,758.3**	**33,645.0**	**2,153.7**	**37,657.2**	**105%**	**26,490.4**	**79%**	**70%**	**11,166.8**
BMCC	1,486.0	3,945.6	3,997.8	1,433.8	5,628.1	104%	3,997.8	100%	71%	1,630.4
Bronx	-	1,425.0	1,425.0	0.0	1,725.0	121%	1,365.9	96%	79%	359.1
Hostos	-	971.0	971.0	0.0	1,099.9	113%	1,008.3	104%	92%	91.6
Kingsborough	-	2,650.0	2,650.0	0.0	2,650.0	100%	2,630.9	99%	99%	19.1
LaGuardia	-	2,550.0	2,550.0	0.0	2,635.4	103%	2,621.0	103%	99%	14.3
Queensborough	-	2,400.0	2,400.0	0.0	2,416.2	101%	2,416.0	101%	100%	0.2
Community College Total	**1,486.0**	**13,941.6**	**13,993.8**	**1,433.8**	**16,154.6**	**105%**	**14,039.8**	**100%**	**87%**	**2,114.8**
University Total	**9,526.5**	**41,699.9**	**47,638.8**	**3,587.6**	**53,811.8**	**105%**	**40,530.2**	**85%**	**75%**	**13,281.6**

[1] Source: college financial plans
[2] Source: BUD049/SFS for SC, FMS for CC
[3] Year cash balances are under reivew and subject to change.

The City University of New York
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Senior Colleges IFR¹ Summary ($000)

	FY2012 Projections			FY2012 Actuals				
	Initial Balance	Revenue²	Expenditures³	(Over) / Under Expenditure	Revenue⁴	% of Proj. Revenue	Expenditures	Expenditures as % of Revenue	Total Yr. End Surplus
Baruch	36.0	4,785.0	4,821.0	0.0	5,363.5	111%	3,454.9	72%	1,908.6
Brooklyn	926.1	833.7	1,435.7	324.1	2,113.7	120%	1,186.5	83%	927.2
City	922.3	1,545.0	1,121.1	1,346.2	2,611.7	106%	2,427.6	217%	184.1
Hunter	1,013.8	5,136.3	6,150.1	0.0	7,279.9	118%	5,176.1	84%	2,103.7
John Jay	461.6	801.9	961.2	302.3	1,307.5	103%	839.6	87%	467.9
Lehman	784.5	2,160.9	2,704.6	240.8	4,117.8	140%	2,569.4	95%	1,548.4
Medgar Evers	21.9	199.5	221.1	0.4	847.4	383%	221.3	100%	626.1
NYCCT	1,051.3	(46.0)	1,005.0	0.4	1,770.6	176%	801.9	80%	968.7
Queens	22.0	3,554.7	3,522.7	54.0	3,603.3	101%	3,177.8	90%	425.4
CSI	240.0	964.6	1,054.7	149.8	1,020.3	85%	809.6	77%	210.7
York	272.6	1,693.3	1,505.6	460.3	1,183.2	60%	915.3	61%	267.9
Graduate Center	681.6	1,250.0	1,304.0	627.6	784.9	41%	118.2	9%	666.7
Law School	0.0	0.0	0.0	0.0	0.0	0%	0.0	0%	0.0
School of Journalism	15.0	34.4	2.9	46.5	45.0	91%	30.0	1028%	15.0
School of Professional Studies	1,023.3	0.0	1,023.3	0.0	1,182.0	116%	558.1	55%	623.9
Senior College Total	**7,472.1**	**22,913.4**	**26,833.1**	**3,552.3**	**33,230.8**	**109%**	**22,286.6**	**83%**	**10,944.2**

¹ Excludes technology fee, CUTRA and EOC
² Net of cost recoveries. Source: college financial plans
³ Includes fringes and overhead. Source: college financial plans
⁴ Includes initial balance

The City University of New York
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Community Colleges ACE Summary ($000)

	FY2012 Projections				FY2012 Actuals					
	Revenue[1]	Expenditures[1]	17.50% City Surcharge	(Over) / Under Expenditure	Revenue	% of Proj. Revenue	Expenditures	% of Proj. Expenditures	17.50% City Surcharge	Revenue Surplus / (Shortfall)
BMCC	996.9	797.0	139.5	60.4	496.8	50%	433.1	54%	75.8	(12.0)
Bronx	529.0	450.0	78.8	0.3	386.6	73%	331.4	74%	58.0	(2.8)
Hostos	721.0	614.0	107.5	(0.5)	685.0	95%	577.9	94%	101.1	5.9
Kingsborough	3,525.0	3,000.0	525.0	0.0	3,652.5	104%	3,102.0	103%	542.8	7.7
LaGuardia	3,803.5	3,237.0	566.5	0.0	3,160.3	83%	2,699.5	83%	472.4	(11.6)
Queensborough	1,635.0	1,391.4	243.5	0.1	1,185.7	73%	1,009.6	73%	176.7	(0.6)
Community College Total	**11,210.4**	**9,489.4**	**1,660.6**	**60.3**	**9,566.9**	**85%**	**8,153.4**	**86%**	**1,426.8**	**(13.4)**

[1] Source: college financial plans

ENROLLMENT

The City University of New York
2011-2012 Year-End Financial Report

Enrollment : FY2011 vs. FY2012

	Headcount				FTE			
	FY2011	FY2012	# Change	% Change	FY2011	FY2012	# Change	% Change
Baruch	17,187	17,794	608	3.5%	13,397	13,865	468	3.5%
Brooklyn	16,828	16,599	(229)	-1.4%	12,203	12,210	7	0.1%
City	15,373	15,741	368	2.4%	11,460	11,643	183	1.6%
Hunter	22,358	22,693	336	1.5%	16,015	16,567	553	3.4%
John Jay	14,836	14,538	(298)	-2.0%	11,356	11,175	(181)	-1.6%
Lehman	12,281	12,279	(2)	0.0%	8,384	8,234	(150)	-1.8%
Medgar Evers	6,795	6,854	59	0.9%	5,157	5,177	20	0.4%
NYCCT	15,270	15,608	338	2.2%	11,139	11,565	426	3.8%
Queens	20,724	20,354	(370)	-1.8%	15,242	14,794	(449)	-2.9%
Staten Island	13,772	13,944	172	1.2%	10,607	10,785	178	1.7%
York	7,768	8,219	452	5.8%	5,485	5,816	331	6.0%
Graduate Center	4,544	4,588	44	1.0%	3,601	3,648	47	1.3%
Law School	430	470	40	9.3%	522	569	47	8.9%
School of Journalism	138	151	13	9.4%	162	174	12	7.4%
School of Professional Studies	1,827	1,900	73	4.0%	802	837	36	4.4%
Senior College Total	**170,127**	**171,729**	**1,602**	**0.9%**	**125,530**	**127,055**	**1,526**	**1.2%**
Borough of Manhattan	22,975	24,201	1,226	5.3%	17,135	18,209	1,074	6.3%
Bronx	10,922	11,581	659	6.0%	7,848	8,329	481	6.1%
Hostos	6,739	6,890	151	2.2%	4,807	4,876	70	1.4%
Kingsborough	18,882	20,083	1,201	6.4%	14,084	14,379	295	2.1%
LaGuardia	17,312	18,342	1,030	5.9%	13,188	13,729	541	4.1%
Queensborough	15,119	16,307	1,188	7.9%	10,676	11,454	778	7.3%
Community College Total	**91,948**	**97,402**	**5,454**	**5.9%**	**67,737**	**70,975**	**3,238**	**4.8%**
University Total	**262,075**	**269,131**	**7,056**	**2.7%**	**193,267**	**198,030**	**4,763**	**2.5%**

Source: CUNY Office of Institutional Research & Analysis

Number changes may differ slightly due to rounding

FULL TIME STAFFING

The City University of New York
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Total Full Time Staffing: Fall 2010, Fall 2011, Spring 2012

Senior Colleges	College Totals						
	Fall 2010	Fall 2011	Fall 2010 to Fall 2011	% Change	Spring 2012	Fall 2011 to Spring 2012	% Change
Baruch	1,069	1,024	(45)	-4.2%	1,034	10	1.0%
Brooklyn	1,202	1,173	(29)	-2.4%	1,184	11	0.9%
City	1,333	1,288	(45)	-3.4%	1,301	13	1.0%
Hunter	1,465	1,446	(19)	-1.3%	1,479	33	2.3%
John Jay	767	770	3	0.4%	814	44	5.7%
Lehman	907	867	(40)	-4.4%	863	(4)	-0.5%
Medgar Evers	522	524	2	0.4%	519	(5)	-1.0%
NYCCT	855	834	(21)	-2.5%	830	(4)	-0.5%
Queens	1,284	1,211	(73)	-5.7%	1,205	(6)	-0.5%
CSI	874	858	(16)	-1.8%	857	(1)	-0.1%
York	609	579	(30)	-4.9%	578	(1)	-0.2%
Graduate Center	672	661	(11)	-1.6%	655	(6)	-0.9%
Law School	132	132	0	0.0%	127	(5)	-3.8%
School of Journalism	45	43	(2)	-4.4%	48	5	11.6%
School of Professional Studies	65	70	5	7.7%	71	1	1.4%
SC Sub Total	**11,801**	**11,480**	**(321)**	**-2.7%**	**11,565**	**85**	**0.7%**

Community Colleges *							
BMCC	890	870	(20)	-2.2%	938	68	7.8%
Bronx	748	731	(17)	-2.3%	739	8	1.1%
Hostos	523	509	(14)	-2.7%	528	19	3.7%
Kingsborough	870	869	(1)	-0.1%	884	15	1.7%
Laguardia	876	843	(33)	-3.8%	862	19	2.3%
Queensborough	836	804	(32)	-3.8%	821	17	2.1%
CC Sub Total	**4,743**	**4,626**	**(117)**	**-2.5%**	**4,772**	**146**	**3.2%**
Grand Total	**16,544**	**16,106**	**(438)**	**-2.6%**	**16,337**	**231**	**1.4%**

Notes:

1. Graduate Assistants are excluded from the Senior and Community College Totals; IFR employees are exluded.

Source: Average Salary Report, FISM115 V&Z (Excludes IFR positions)

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Instructional Teaching Staff: Fall 2010, Fall 2011, Spring 2012
Faculty, Librarians, and Counselors

Senior Colleges	Fall 2010			Fall 2011					Spring 2012				
	I&DR Teaching	Librarians and Counselors	Total	I&DR Teaching	Librarians and Counselors	Total	Fall 2010 to Fall 2011	% Change	I&DR Teaching	Librarians and Counselors	Total	Fall 2011 to Spring 2012	% Change
Baruch	444	35	479	421	30	451	(28)	-5.9%	428	31	459	8	1.8%
Brooklyn	500	30	530	488	24	512	(18)	-3.4%	484	25	509	(3)	-0.6%
City	530	32	562	524	32	556	(6)	-1.1%	520	31	551	(5)	-0.9%
Hunter	635	29	664	630	32	662	(2)	-0.3%	634	32	666	4	0.6%
John Jay	369	25	394	348	26	374	(20)	-5.1%	351	25	376	2	0.5%
Lehman	355	14	369	338	16	354	(15)	-4.1%	335	15	350	(4)	-1.1%
Medgar Evers	173	14	187	160	17	177	(10)	-5.3%	159	14	173	(4)	-2.3%
NYCCT	392	19	411	380	20	400	(11)	-2.7%	382	20	402	2	0.5%
Queens	582	22	604	552	18	570	(34)	-5.6%	545	17	562	(8)	-1.4%
CSI	337	15	352	332	12	344	(8)	-2.3%	334	12	346	2	0.6%
York	214	14	228	198	12	210	(18)	-7.9%	199	10	209	(1)	-0.5%
Graduate Center	345	8	353	338	5	343	(10)	-2.8%	332	5	337	(6)	-1.8%
Law School	39	0	39	36	0	36	(3)	-7.7%	33	0	33	(3)	-8.3%
School of Journalism	29	0	29	25	1	26	(3)	-10.3%	30	1	31	5	19.2%
School of Professional Studies	3	4	7	3	3	6	(1)	-14.3%	4	3	7	1	16.7%
SC Sub Total	**4,947**	**261**	**5,208**	**4,773**	**248**	**5,021**	**(187)**	**-3.6%**	**4,770**	**241**	**5,011**	**(10)**	**-0.2%**
Community Colleges													
BMCC	401	26	427	407	26	433	6	1.4%	452	26	478	45	10.4%
Bronx	280	25	305	271	25	296	(9)	-3.0%	281	23	304	8	2.7%
Hostos	167	16	183	161	10	171	(12)	-6.6%	167	10	177	6	3.5%
Kingsborough	329	14	343	341	15	356	13	3.8%	341	15	356	0	0.0%
LaGuardia	305	30	335	301	25	326	(9)	-2.7%	305	26	331	5	1.5%
Queensborough	339	18	357	327	16	343	(14)	-3.9%	337	16	353	10	2.9%
CC Sub Total	**1,821**	**129**	**1,950**	**1,808**	**117**	**1,925**	**(25)**	**-1.3%**	**1,883**	**116**	**1,999**	**74**	**3.8%**
Grand Total	**6,768**	**390**	**7,158**	**6,581**	**365**	**6,946**	**(212)**	**-3.0%**	**6,653**	**357**	**7,010**	**64**	**0.9%**

Notes:
1. Graduate Assistants are excluded from the Senior and Community College Totals; IFR employees are exluded.

Source: Average Salary Report, FISM115 V&Z (Excludes IFR positions)

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I&DR Support Staff: Fall 2010, Fall 2011, Spring 2012
Executives, HEO's, Gittlesons, and CLT's

Senior Colleges	Fall 2010	Fall 2011	Fall 2010 to Fall 2011	% Change	Spring 2012	Fall 2011 to Spring 2012	% Change
Baruch	94	86	(8)	-8.5%	88	2	2.3%
Brooklyn	144	144	0	0.0%	147	3	2.1%
City	205	201	(4)	-2.0%	206	5	2.5%
Hunter	175	177	2	1.1%	173	(4)	-2.3%
John Jay	90	90	0	0.0%	93	3	3.3%
Lehman	138	132	(6)	-4.3%	133	1	0.8%
Medgar Evers	68	64	(4)	-5.9%	65	1	1.6%
NYCCT	91	91	0	0.0%	90	(1)	-1.1%
Queens	143	129	(14)	-9.8%	132	3	2.3%
CSI	117	124	7	6.0%	126	2	1.6%
York	82	76	(6)	-7.3%	76	0	0.0%
Graduate Center	75	73	(2)	-2.7%	72	(1)	-1.4%
Law School	18	16	(2)	-11.1%	16	0	0.0%
School of Journalism	2	2	0	0.0%	2	0	0.0%
School of Professional Studies	29	39	10	34.5%	39	0	0.0%
SC Sub Total	**1,471**	**1,444**	**(27)**	**-1.8%**	**1,458**	**14**	**1.0%**

Community Colleges							
BMCC	80	81	1	1.3%	84	3	3.7%
Bronx	76	74	(2)	-2.6%	78	4	5.4%
Hostos	52	50	(2)	-3.8%	55	5	10.0%
Kingsborough	91	88	(3)	-3.3%	86	(2)	-2.3%
LaGuardia	116	103	(13)	-11.2%	106	3	2.9%
Queensborough	108	114	6	5.6%	119	5	4.4%
CC Sub Total	**523**	**510**	**(13)**	**-2.5%**	**528**	**18**	**3.5%**

| **Grand Total** | **1,994** | **1,954** | **(40)** | **-2.0%** | **1,986** | **32** | **1.6%** |

Source: Average Salary Report, FISM115 V&Z (Excludes IFR positions)

The City University of New York
2011-2012 Year-End Financial Report

Non-Teaching Instructional Staff: Fall 2010, Fall 2011, Spring 2012
Executives and HEO's in all Major Purposes except I&DR

Senior Colleges	Fall 2010	Fall 2011	Fall 2010 to Fall 2011	% Change	Spring 2012	Fall 2011 to Spring 2012	% Change
Baruch	184	188	4	2.2%	187	(1)	-0.5%
Brooklyn	177	172	(5)	-2.8%	181	9	5.2%
City	202	194	(8)	-4.0%	208	14	7.2%
Hunter	218	212	(6)	-2.8%	218	6	2.8%
John Jay	140	142	2	1.4%	146	4	2.8%
Lehman	128	127	(1)	-0.8%	126	(1)	-0.8%
Medgar Evers	115	117	2	1.7%	115	(2)	-1.7%
NYCCT	115	108	(7)	-6.1%	109	1	0.9%
Queens	194	186	(8)	-4.1%	187	1	0.5%
CSI	110	110	0	0.0%	107	(3)	-2.7%
York	100	98	(2)	-2.0%	99	1	1.0%
Graduate Center	136	137	1	0.7%	135	(2)	-1.5%
Law School	41	47	6	14.6%	46	(1)	-2.1%
School of Journalism	11	12	1	9.1%	11	(1)	-8.3%
School of Professional Studies	25	21	(4)	-16.0%	21	0	0.0%
SC Sub Total	**1,896**	**1,871**	**(25)**	**-1.3%**	**1,896**	**25**	**1.3%**

Community Colleges							
BMCC	131	119	(12)	-9.2%	120	1	0.8%
Bronx	112	112	0	0.0%	110	(2)	-1.8%
Hostos	99	99	0	0.0%	100	1	1.0%
Kingsborough	150	149	(1)	-0.7%	157	8	5.4%
LaGuardia	178	179	1	0.6%	181	2	1.1%
Queensborough	117	106	(11)	-9.4%	109	3	2.8%
CC Sub Total	**787**	**764**	**(23)**	**-2.9%**	**777**	**13**	**1.7%**

| **Grand Total** | **2,683** | **2,635** | **(48)** | **-1.8%** | **2,673** | **38** | **1.4%** |

Source: Average Salary Report, FISM115 V&Z (Excludes IFR positions)

The City University of New York
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Civil Service Staff: Fall 2010, Fall 2011, Spring 2012
Excludes all Civil Service Staff in I&DR, which would fall under I&DR Support

Senior Colleges	Fall 2010	Fall 2011	Fall 2010 to Fall 2011	% Change	Spring 2012	Fall 2011 to Spring 2012	% Change
Baruch	312	299	(13)	-4.2%	300	1	0.3%
Brooklyn	351	345	(6)	-1.7%	347	2	0.6%
City	364	337	(27)	-7.4%	336	(1)	-0.3%
Hunter	408	395	(13)	-3.2%	422	27	6.8%
John Jay	143	164	21	14.7%	199	35	21.3%
Lehman	272	254	(18)	-6.6%	254	0	0.0%
Medgar Evers	152	166	14	9.2%	166	0	0.0%
NYCCT	238	235	(3)	-1.3%	229	(6)	-2.6%
Queens	343	326	(17)	-5.0%	324	(2)	-0.6%
CSI	295	280	(15)	-5.1%	278	(2)	-0.7%
York	199	195	(4)	-2.0%	194	(1)	-0.5%
Graduate Center	108	108	0	0.0%	111	3	2.8%
Law School	34	33	(1)	-2.9%	32	(1)	-3.0%
School of Journalism	3	3	0	0.0%	4	1	33.3%
School of Professional Studies	4	4	0	0.0%	4	0	0.0%
SC Sub Total	**3,226**	**3,144**	**(82)**	**-2.5%**	**3,200**	**56**	**1.8%**

Community Colleges							
BMCC	252	237	(15)	-6.0%	256	19	8.0%
Bronx	255	249	(6)	-2.4%	247	(2)	-0.8%
Hostos	189	189	0	0.0%	196	7	3.7%
Kingsborough	286	276	(10)	-3.5%	285	9	3.3%
LaGuardia	247	235	(12)	-4.9%	244	9	3.8%
Queensborough	254	241	(13)	-5.1%	240	(1)	-0.4%
CC Sub Total	**1,483**	**1,427**	**(56)**	**-3.8%**	**1,468**	**41**	**2.9%**

| **Grand Total** | **4,709** | **4,571** | **(138)** | **-2.9%** | **4,668** | **97** | **2.1%** |

Numerical and Percentage Change: Fall 2010, Fall 2011, Spring 2012

Senior Colleges	Faculty				I&DR Support Staff				Non-Instructional Staff				Civil Service Staff			
	Fall 2010 to Fall 2011	% Change	Fall 2011 to Spring 2012	% Change	Fall 2010 to Fall 2011	% Change	Fall 2011 to Spring 2012	% Change	Fall 2010 to Fall 2011	% Change	Fall 2011 to Spring 2012	% Change	Fall 2010 to Fall 2011	% Change	Fall 2011 to Spring 2012	% Change
Baruch	(28)	-5.9%	8	1.8%	(8)	-8.5%	2	2.3%	4	2.2%	(1)	-0.5%	(13)	-4.2%	1	0.3%
Brooklyn	(18)	-3.4%	(3)	-0.6%	0	0.0%	3	2%	(5)	-2.8%	9	5.2%	(6)	-1.7%	2	0.6%
City	(6)	-1.1%	(5)	-0.9%	(4)	-2.0%	5	2.5%	(8)	-4.0%	14	7.2%	(27)	-7.4%	(1)	-0.3%
Hunter	(2)	-0.3%	4	0.6%	2	1.1%	(4)	-2.3%	(6)	-2.8%	6	2.8%	(13)	-3.2%	27	6.8%
John Jay	(20)	-5.1%	2	0.5%	0	0.0%	3	3.3%	2	1.4%	4	2.8%	21	14.7%	35	21.3%
Lehman	(15)	-4.1%	(4)	-1.1%	(6)	-4.3%	1	0.8%	(1)	-0.8%	(1)	-0.8%	(18)	-6.6%	0	0.0%
Medgar Evers	(10)	-5.3%	(4)	-2.3%	(4)	-5.9%	1	1.6%	2	1.7%	(2)	-1.7%	14	9.2%	0	0.0%
NYCCT	(11)	-2.7%	2	0.5%	0	0.0%	(1)	-1.1%	(7)	-6.1%	1	0.9%	(3)	-1.3%	(6)	-2.6%
Queens	(34)	-5.6%	(8)	-1.4%	(14)	-9.8%	3	2.3%	(8)	-4.1%	1	0.5%	(17)	-5.0%	(2)	-0.6%
CSI	(8)	-2.3%	2	0.6%	7	6.0%	2	1.6%	0	0.0%	(3)	-2.7%	(15)	-5.1%	(2)	-0.7%
York	(18)	-7.9%	(1)	-0.5%	(6)	-7.3%	0	0.0%	(2)	-2.0%	1	1.0%	(4)	-2.0%	(1)	-0.5%
Graduate Center	(10)	-2.8%	(6)	-1.8%	(2)	-2.7%	(1)	-1.4%	1	0.7%	(2)	-1.5%	0	0.0%	3	2.8%
Law School	(3)	-7.7%	(3)	-8.3%	(2)	-11.1%	0	0.0%	6	14.6%	(1)	-2.1%	(1)	-2.9%	(1)	-3.0%
School of Journalism	(3)	-10.3%	5	19.2%	0	0.0%	0	0.0%	1	9.1%	(1)	-8.3%	0	0.0%	1	33.3%
School of Professional Studies	(1)	-14.3%	1	16.7%	10	34.5%	0	0.0%	(4)	-16.0%	0	0.0%	0	0.0%	0	0.0%
Sr Sub Total	**(187)**	**-3.6%**	**(10)**	**-0.2%**	**(27)**	**-1.8%**	**14**	**1.0%**	**(25)**	**-1.3%**	**25**	**1.3%**	**(82)**	**-2.5%**	**56**	**1.8%**
Community Colleges																
BMCC	6	1.4%	45	10.4%	1	1.3%	3	3.7%	(12)	-9.2%	1	0.8%	(15)	-6.0%	19	8.0%
Bronx	(9)	-3.0%	8	2.7%	(2)	-2.6%	4	5.4%	0	0.0%	(2)	-1.8%	(6)	-2.4%	(2)	-0.8%
Hostos	(12)	-6.6%	6	3.5%	(2)	-3.8%	5	10.0%	0	0.0%	1	1.0%	0	0.0%	7	3.7%
Kingsborough	13	3.8%	0	0.0%	(3)	-3.3%	(2)	-2.3%	(1)	-0.7%	8	5.4%	(10)	-3.5%	9	3.3%
LaGuardia	(9)	-2.7%	5	1.5%	(13)	-11.2%	3	2.9%	1	0.6%	2	1.1%	(12)	-4.9%	9	3.8%
Queensborough	(14)	-3.9%	10	2.9%	6	5.6%	5	4.4%	(11)	-9.4%	3	2.8%	(13)	-5.1%	(1)	-0.4%
CC Sub Total	**(25)**	**-1.3%**	**74**	**3.8%**	**(13)**	**-2.5%**	**18**	**3.5%**	**(23)**	**-2.9%**	**13**	**1.7%**	**(56)**	**-3.8%**	**41**	**2.9%**
Grand Total	**(212)**	**-3.0%**	**64**	**0.9%**	**(40)**	**-2.0%**	**32**	**1.6%**	**(48)**	**-1.8%**	**38**	**1.4%**	**(138)**	**-2.9%**	**97**	**2.1%**

UNIVERSITY SUMMARIES

The City University of New York
2011-2012 Year-End Financial Report
University Totals

Tuition Revenue: Target vs Collection, Year to Year Change

Target	Target	Actual	Actual
FY2011	FY2012	FY2011	FY2012
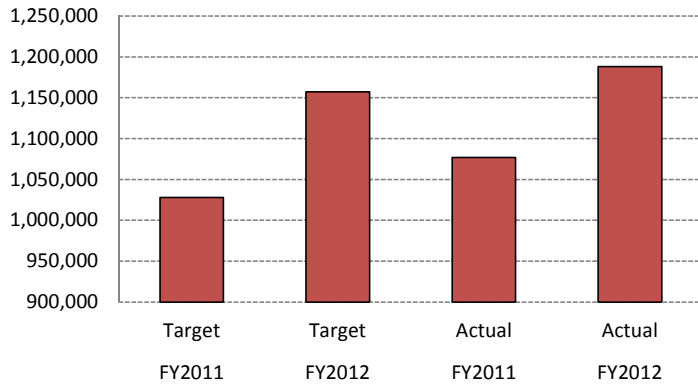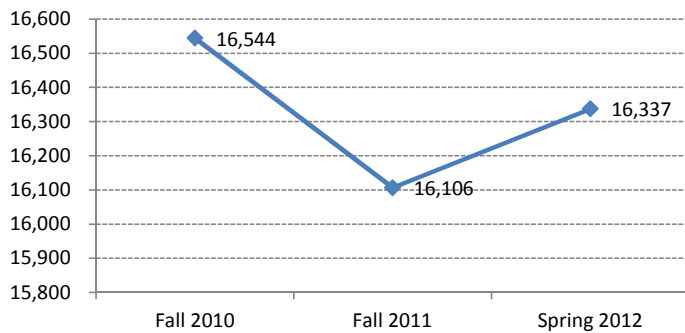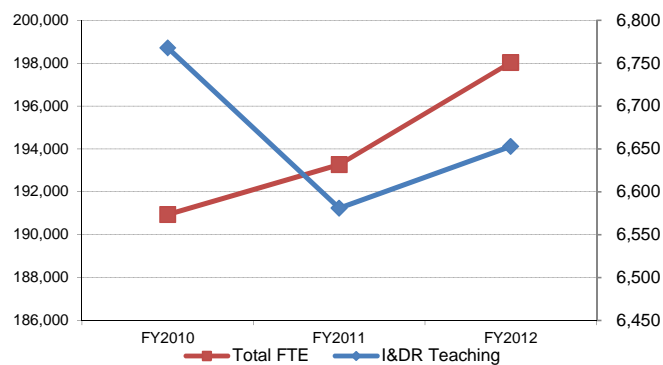
Expenditures vs Resources ($000)

Total Resources*	1,799,100.8
Total Expenditures	1,805,158.0
(Over)/Under Expenditures	(6,057.2)
CUTRA	44,959.7
Total Year-End Balance	38,902.5

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support tax levy operation.

Full Time Staffing Change: Fall 2010 - Spring 2012

Tax-Levy Expenditures ($000): Dollars & Percent Change FY2011 to FY2012

	FY2011	FY2012	$ Change	% Change
PS Regular	1,206,696.6	1,225,922.5	19,225.9	1.6%
Adjuncts	214,353.0	221,383.4	7,030.4	3.3%
Temporary Service	116,624.4	116,049.2	(575.2)	-0.5%
Total PS	1,537,674.1	1,563,355.1	25,681.1	1.7%
OTPS	166,391.8	183,191.1	16,799.3	10.1%
Total	1,704,065.8	1,746,546.2	42,480.4	2.5%

*Expenditures include technology fee costs and Compact philanthropy.

FTE Enrollment vs. Full-time Faculty: FY2010 - FY2012

FY2012 Tax-Levy Expenditures by Major Object

- OTPS 10.5%
- Temporary Service 6.6%
- Adjuncts 12.7%
- PS Regular 70.2%

The City University of New York
2011-2012 Year-End Financial Report
University Totals

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above/(Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Year-end Balance
FY2011 - FY2012	1,701,457.0	0.1	18,081.6	8,067.5	40,530.2	30,964.5	1,799,100.8	1,805,158.0	(6,057.2)	44,959.7	38,902.5

Expenditures ($000)

	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2012	FY2011 Tax-Levy Expenditures	# Change (Tax-Levy Expenditures)	% Change (Tax-Levy Expenditures)
PS Regular	1,225,922.5	-	3,828.3	1,229,750.8	1,206,696.6	19,226	1.6%
Adjuncts	221,383.4	-	-	221,383.4	214,353.0	7,030	3.3%
Temporary Service	116,049.2	320.0	7,351.9	123,721.1	116,624.4	(575)	-0.5%
Total PS	1,563,355.1	320.0	11,180.2	1,574,855.4	1,537,674.1	25,681	1.7%
OTPS	183,191.1	17,761.6	29,349.9	230,302.6	166,391.8	16,799	10.1%
Total	1,746,546.2	18,081.6	40,530.2	1,805,158.0	1,704,065.8	42,480	2.5%

Tuition Revenue ($000)

FY2011 Target	FY2012 Target	FY2011 Actual	FY2012 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
1,027,774	1,157,333	1,076,758	1,188,297	111,539	10.4%	30,965

Enrollment

	FY2010	FY2011	FY2012	Change FY2011 - FY2012 #	Change FY2011 - FY2012 %
FTE Undergraduate	170,417	172,466	177,783	5,317	3.1%
FTE Graduate	20,525	20,801	20,247	(554)	-2.7%
Total FTE	190,942	193,267	198,030	4,763	2.5%
Headcount	259,553	262,075	269,131	7,056	2.7%

Staffing

	Fall 2010	Fall 2011	Spring 2012	Change Fall 2010 - Fall 2011 #	Change Fall 2010 - Fall 2011 %	Change Fall 2011 - Spring 2012 #	Change Fall 2011 - Spring 2012 %
I&DR Teaching	6,768	6,581	6,653	(187)	-2.8%	72	1.1%
Counselors & Librarians	390	365	357	(25)	-6.4%	(8)	-2.2%
Total Faculty	7,158	6,946	7,010	(212)	-3.0%	64	0.9%
I&DR Support	1,994	1,954	1,986	(40)	-2.0%	32	1.6%
Non-Instructional	2,683	2,635	2,673	(48)	-1.8%	38	1.4%
Civil Service	4,709	4,571	4,668	(138)	-2.9%	97	2.1%
Total Full-time	16,544	16,106	16,337	(438)	-2.7%	231	1.4%

Tuition Revenue: Target vs Collection, Year to Year Change
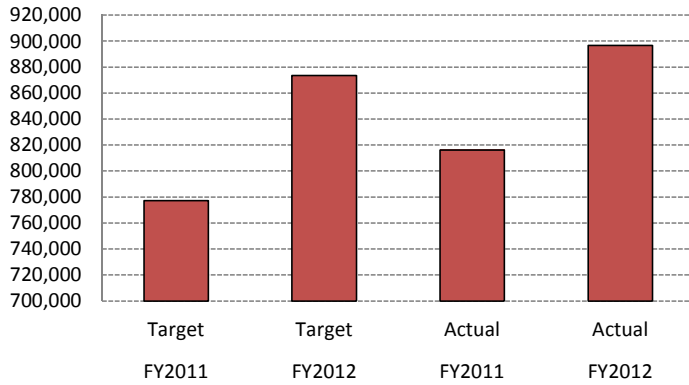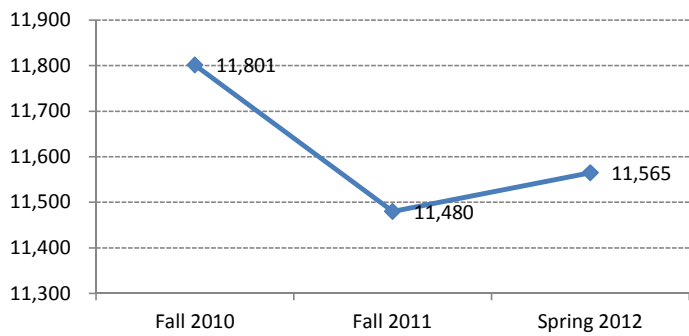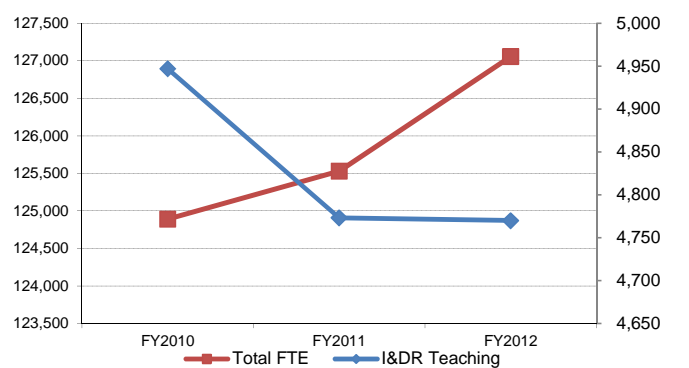
Expenditures vs Resources ($000)

Total Resources*	1,264,583.5
Total Expenditures	1,274,225.0
(Over)/Under Expenditures	(9,641.5)
CUTRA	35,210.3
Total Year-End Balance	25,568.8

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support tax levy operation.

Full Time Staffing Change: Fall 2010 - Spring 2012

Tax-Levy Expenditures ($000): Dollars & Percent Change FY2011 to FY2012

	FY2011	FY2012	$ Change	% Change
PS Regular	884,779.9	901,838.6	17,058.7	1.9%
Adjuncts	136,366.7	138,167.1	1,800.4	1.3%
Temporary Service	89,042.6	87,394.6	(1,648.0)	-1.9%
Total PS	1,110,189.2	1,127,400.3	17,211.2	1.6%
OTPS	98,938.7	107,086.7	8,148.0	8.2%
Total	1,209,127.9	1,234,487.0	25,359.1	2.1%

*Expenditures include technology fee costs and Compact philanthropy.

FTE Enrollment vs. Full-time Faculty: FY2010 - FY2012

FY2012 Tax-Levy Expenditures by Major Object

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Year-end Balance
FY2011 - FY2012	1,201,520.4	0.0	13,247.6	182.0	26,490.4	23,143.1	1,264,583.5	1,274,225.0	(9,641.5)	35,210.3	25,568.8

Expenditures ($000)

	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2012	FY2011 Tax-Levy Expenditures	# Change (Tax-Levy Expenditures)	% Change (Tax-Levy Expenditures)
PS Regular	901,838.6	-	2,638.4	904,477.0	884,779.9	17,059	1.9%
Adjuncts	138,167.1	-	-	138,167.1	136,366.7	1,800	1.3%
Temporary Service	87,394.6	-	5,115.7	92,510.3	89,042.6	(1,648)	-1.9%
Total PS	1,127,400.3	-	7,754.1	1,135,154.4	1,110,189.2	17,211	1.6%
OTPS	107,086.7	13,247.6	18,736.3	139,070.6	98,938.7	8,148	8.2%
Total	1,234,487.0	13,247.6	26,490.4	1,274,225.0	1,209,127.9	25,359	2.1%

Tuition Revenue ($000)

FY2011 Target	FY2012 Target	FY2011 Actual	FY2012 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
777,150	873,476	816,110	896,619	80,509	9.9%	23,143

Enrollment

	FY2010	FY2011	FY2012	Change FY2011 - FY2012 #	Change FY2011 - FY2012 %
FTE Undergraduate	104,365	104,729	106,809	2,080	2.0%
FTE Graduate	20,525	20,801	20,247	(554)	-2.7%
Total FTE	124,890	125,530	127,055	1,526	1.2%
Headcount	169,177	170,127	171,729	1,602	0.9%

Staffing

	Fall 2010	Fall 2011	Spring 2012	Change Fall 2010 - Fall 2011 #	Change Fall 2010 - Fall 2011 %	Change Fall 2011 - Spring 2012 #	Change Fall 2011 - Spring 2012 %
I&DR Teaching	4,947	4,773	4,770	(174)	-3.5%	(3)	-0.1%
Counselors & Librarians	261	248	241	(13)	-5.0%	(7)	-2.8%
Total Faculty	5,208	5,021	5,011	(187)	-3.6%	(10)	-0.2%
I&DR Support	1,471	1,444	1,458	(27)	-1.8%	14	1.0%
Non-Instructional	1,896	1,871	1,896	(25)	-1.3%	25	1.3%
Civil Service	3,226	3,144	3,200	(82)	-2.5%	56	1.8%
Total Full-time	11,801	11,480	11,565	(321)	-2.7%	85	0.7%

Tuition Revenue: Target vs Collection, Year to Year Change
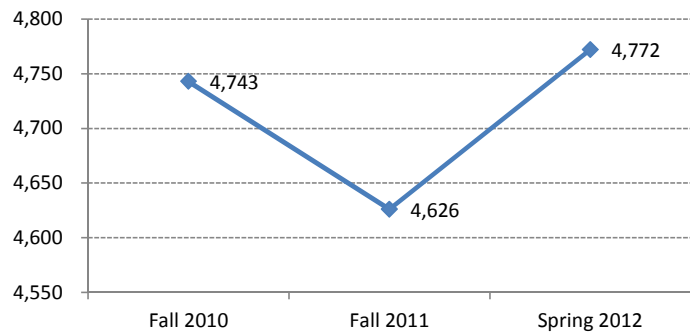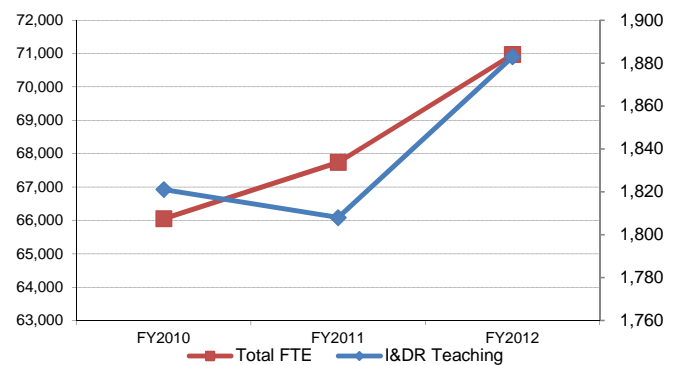
Expenditures vs Resources ($000)

Total Resources*	534,517.3
Total Expenditures	530,933.0
(Over)/Under Expenditures	3,584.3
CUTRA	9,749.4
Total Year-End Balance	13,333.7

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support tax levy operation.

Full Time Staffing Change: Fall 2010 - Spring 2012

Tax-Levy Expenditures ($000): Dollars & Percent Change FY2011 to FY2012

	FY2011	FY2012	$ Change	% Change
PS Regular	321,916.7	324,083.9	2,167.2	0.7%
Adjuncts	77,986.3	83,216.3	5,230.0	6.7%
Temporary Service	27,581.9	28,654.6	1,072.7	3.9%
Total PS	427,484.9	435,954.8	8,469.9	2.0%
OTPS	67,453.0	76,104.4	8,651.3	12.8%
Total	494,937.9	512,059.2	17,121.3	3.5%

*Expenditures include technology fee costs and Compact philanthropy.

FTE Enrollment vs. Full-time Faculty: FY2010 - FY2012

FY2012 Tax-Levy Expenditures by Major Object

The City University of New York
2011-2012 Year-End Financial Report
Community Colleges

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Year-end Balance
FY2011 - FY2012	499,936.6	0.0	4,834.0	7,885.5	14,039.8	7,821.4	534,517.3	530,933.0	3,584.3	9,749.4	13,333.7

Expenditures ($000)

|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2012	FY2011 Tax-Levy Expenditures	# Change (Tax-Levy Expenditures)	% Change (Tax-Levy Expenditures)
PS Regular	324,083.9	-	1,189.9	325,273.8	321,916.7	2,167	0.7%
Adjuncts	83,216.3	-	-	83,216.3	77,986.3	5,230	6.7%
Temporary Service	28,654.6	320.0	2,236.2	31,210.9	27,581.9	1,073	3.9%
Total PS	435,954.8	320.0	3,426.1	439,701.0	427,484.9	8,470	2.0%
OTPS	76,104.4	4,514.0	10,613.7	91,232.0	67,453.0	8,651	12.8%
Total	512,059.2	4,834.0	14,039.8	530,933.0	494,937.9	17,121	3.5%

Tuition Revenue ($000)

FY2011 Target	FY2012 Target	FY2011 Actual	FY2012 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
250,625	283,857	260,648	291,678	31,030	11.9%	7,821

Enrollment

	FY2010	FY2011	FY2012	Change FY2011 - FY2012 #	Change FY2011 - FY2012 %
FTE Undergraduate	66,052	67,737	70,975	3,238	4.8%
FTE Graduate	0	0	0	0	0.0%
Total FTE	66,052	67,737	70,975	3,238	4.8%
Headcount	90,376	91,948	97,402	5,454	5.9%

Staffing

	Fall 2010	Fall 2011	Spring 2012	Change Fall 2010 - Fall 2011 #	Change Fall 2010 - Fall 2011 %	Change Fall 2011 - Spring 2012 #	Change Fall 2011 - Spring 2012 %
I&DR Teaching	1,821	1,808	1,883	(13)	-0.7%	75	4.1%
Counselors & Librarians	129	117	116	(12)	-9.3%	(1)	-0.9%
Total Faculty	1,950	1,925	1,999	(25)	-1.3%	74	3.8%
I&DR Support	523	510	528	(13)	-2.5%	18	3.5%
Non-Instructional	787	764	777	(23)	-2.9%	13	1.7%
Civil Service	1,483	1,427	1,468	(56)	-3.8%	41	2.9%
Total Full-time	4,743	4,626	4,772	(117)	-2.5%	146	3.2%

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The City University of New York
2011-2012 Year-End Financial Report
Baruch College

Tuition Revenue: Target vs Collection, Year to Year Change
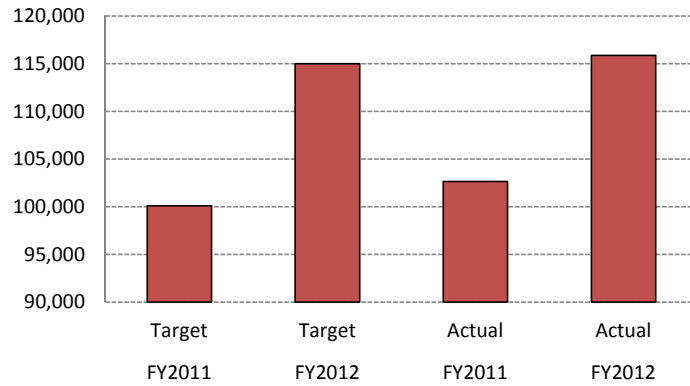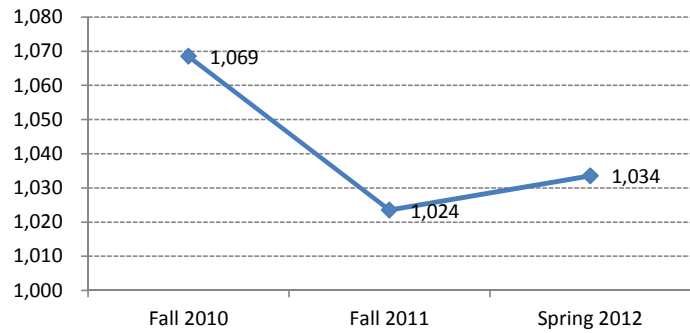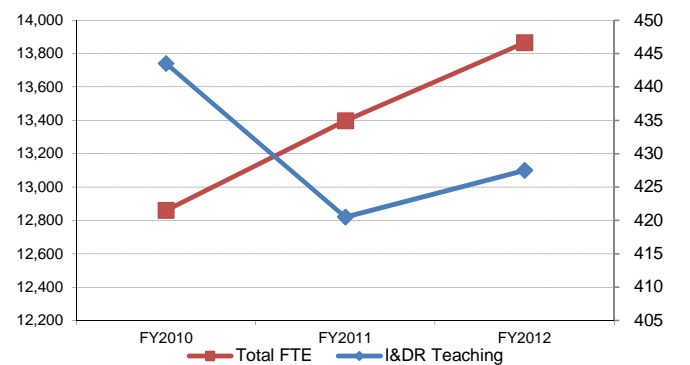
Expenditures vs Resources ($000)

Total Resources*	115,270.7
Total Expenditures	116,106.4
(Over)/Under Expenditures	(835.7)
CUTRA	4,176.8
Total Year-End Balance	3,341.1

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support tax levy operation.

Full Time Staffing Change: Fall 2010 - Spring 2012

Tax-Levy Expenditures ($000): Dollars & Percent Change FY2011 to FY2012

	FY2011	FY2012	$ Change	% Change
PS Regular	85,087.4	83,866.0	(1,221.4)	-1.4%
Adjuncts	10,821.5	12,100.4	1,278.9	11.8%
Temporary Service	4,402.7	5,289.6	886.9	20.1%
Total PS	100,311.6	101,256.0	944.4	0.9%
OTPS	6,091.1	9,990.7	3,899.6	64.0%
Total	106,402.7	111,246.7	4,844.0	4.6%

*Expenditures include technology fee costs and Compact philanthropy.

FTE Enrollment vs. Full-time Faculty: FY2010 - FY2012

FY2012 Tax-Levy Expenditures by Major Object

The City University of New York
2011-2012 Year-End Financial Report
Baruch College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Year-end Balance
FY2011 - FY2012	109,540.2	0.0	1,970.7	0.0	2,889.0	870.8	115,270.7	116,106.4	(835.7)	4,176.8	3,341.1

Expenditures ($000)

	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2012	FY2011 Tax-Levy Expenditures	# Change (Tax-Levy Expenditures)	% Change (Tax-Levy Expenditures)
PS Regular	83,866.0	-	151.2	84,017.2	85,087.4	(1,221)	-1.4%
Adjuncts	12,100.4	-	-	12,100.4	10,821.5	1,279	11.8%
Temporary Service	5,289.6	-	806.7	6,096.2	4,402.7	887	20.1%
Total PS	101,256.0	-	957.8	102,213.8	100,311.6	944	0.9%
OTPS	9,990.7	1,970.7	1,931.2	13,892.6	6,091.1	3,900	64.0%
Total	111,246.7	1,970.7	2,889.0	116,106.4	106,402.7	4,844	4.6%

Tuition Revenue ($000)

FY2011 Target	FY2012 Target	FY2011 Actual	FY2012 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
100,096	114,993	102,654	115,864	13,210	12.9%	871

Enrollment

	FY2010	FY2011	FY2012	Change FY2011 - FY2012 #	Change FY2011 - FY2012 %
FTE Undergraduate	10,395	10,841	11,433	592	5.5%
FTE Graduate	2,466	2,556	2,432	(125)	-4.9%
Total FTE	12,860	13,397	13,865	468	3.5%
Headcount	16,445	17,187	17,794	608	3.5%

Staffing

	Fall 2010	Fall 2011	Spring 2012	Change Fall 2010 - Fall 2011 #	Change Fall 2010 - Fall 2011 %	Change Fall 2011 - Spring 2012 #	Change Fall 2011 - Spring 2012 %
I&DR Teaching	444	421	428	(23)	-5.2%	7	1.7%
Counselors & Librarians	35	30	31	(5)	-14.3%	1	3.3%
Total Faculty	479	451	459	(28)	-5.9%	8	1.8%
I&DR Support	94	86	88	(8)	-8.5%	2	2.3%
Non-Instructional	184	188	187	4	2.2%	(1)	-0.5%
Civil Service	312	299	300	(13)	-4.2%	1	0.3%
Total Full-time	1,069	1,024	1,034	(45)	-4.2%	10	1.0%

The City College of New York

The City University of New York
2011-2012 Year-End Financial Report
Brooklyn College

Tuition Revenue: Target vs Collection, Year to Year Change
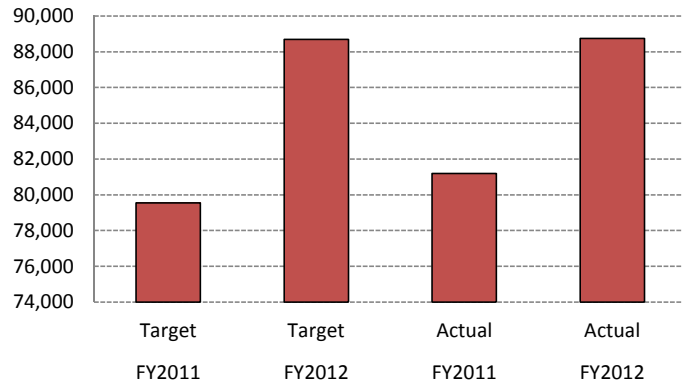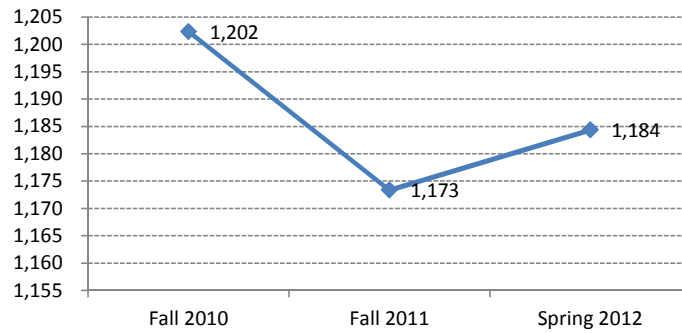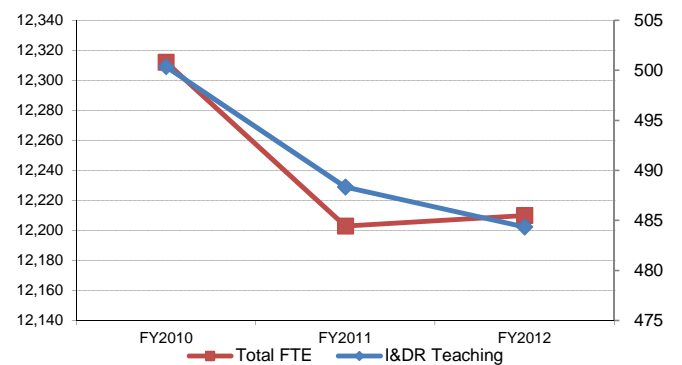
Expenditures vs Resources ($000)

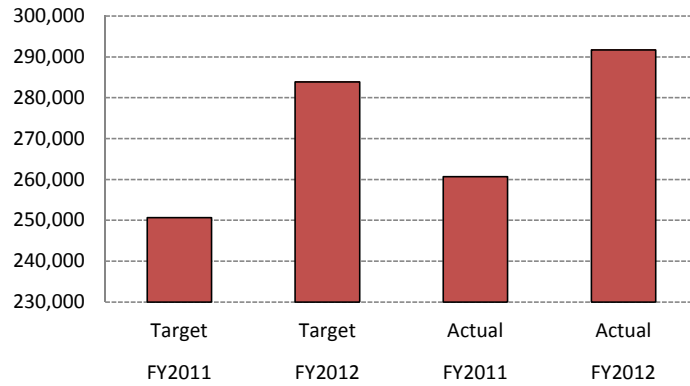|	
Total Resources*	119,746.7
Total Expenditures	119,666.6
(Over)/Under Expenditures	80.1
CUTRA	3,163.4
Total Year-End Balance	3,243.5

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support tax levy operation.

Full Time Staffing Change: Fall 2010 - Spring 2012

Tax-Levy Expenditures ($000): Dollars & Percent Change FY2011 to FY2012

	FY2011	FY2012	$ Change	% Change
PS Regular	86,762.4	88,814.2	2,051.8	2.4%
Adjuncts	12,137.0	11,960.6	(176.4)	-1.5%
Temporary Service	10,153.5	9,623.0	(530.5)	-5.2%
Total PS	109,052.9	110,397.8	1,344.9	1.2%
OTPS	6,703.5	5,212.0	(1,491.5)	-22.2%
Total	115,756.4	115,609.8	(146.6)	-0.1%

*Expenditures include technology fee costs and Compact philanthropy.

FTE Enrollment vs. Full-time Faculty: FY2010 - FY2012

FY2012 Tax-Levy Expenditures by Major Object

The City University of New York
2011-2012 Year-End Financial Report
Brooklyn College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Year-end Balance
FY2011 - FY2012	115,630.1	0.0	1,477.7	0.0	2,579.1	59.8	119,746.7	119,666.6	80.1	3,163.4	3,243.5

Expenditures ($000)

	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2012	FY2011 Tax-Levy Expenditures	# Change (Tax-Levy Expenditures)	% Change (Tax-Levy Expenditures)
PS Regular	88,814.2	-	122.2	88,936.4	86,762.4	2,052	2.4%
Adjuncts	11,960.6	-	-	11,960.6	12,137.0	(176)	-1.5%
Temporary Service	9,623.0	-	490.3	10,113.3	10,153.5	(531)	-5.2%
Total PS	110,397.8	-	612.4	111,010.2	109,052.9	1,345	1.2%
OTPS	5,212.0	1,477.7	1,966.6	8,656.4	6,703.5	(1,492)	-22.2%
Total	115,609.8	1,477.7	2,579.1	119,666.6	115,756.4	(147)	-0.1%

Tuition Revenue ($000)

FY2011 Target	FY2012 Target	FY2011 Actual	FY2012 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
79,552	88,695	81,193	88,755	7,562	9.3%	60

Enrollment

	FY2010	FY2011	FY2012	Change FY2011 - FY2012 #	%
FTE Undergraduate	10,048	9,977	10,182	205	2.1%
FTE Graduate	2,265	2,227	2,029	(198)	-8.9%
Total FTE	12,312	12,203	12,210	7	0.1%
Headcount	16,796	16,828	16,599	(229)	-1.4%

Staffing

	Fall 2010	Fall 2011	Spring 2012	Change Fall 2010 - Fall 2011 #	%	Change Fall 2011 - Spring 2012 #	%
I&DR Teaching	500	488	484	(12)	-2.4%	(4)	-0.8%
Counselors & Librarians	30	24	25	(6)	-20.0%	1	4.2%
Total Faculty	530	512	509	(18)	-3.4%	(3)	-0.6%
I&DR Support	144	144	147	0	0.0%	3	2.1%
Non-Instructional	177	172	181	(5)	-2.8%	9	5.2%
Civil Service	351	345	347	(6)	-1.7%	2	0.6%
Total Full-time	1,202	1,173	1,184	(29)	-2.4%	11	0.9%

The City University of New York
2011-2012 Year-End Financial Report
City College

Tuition Revenue: Target vs Collection, Year to Year Change
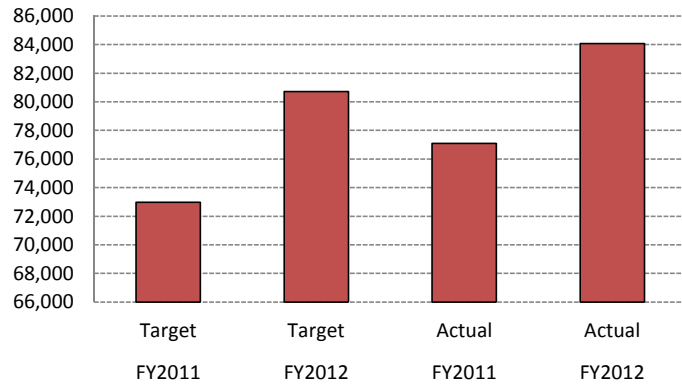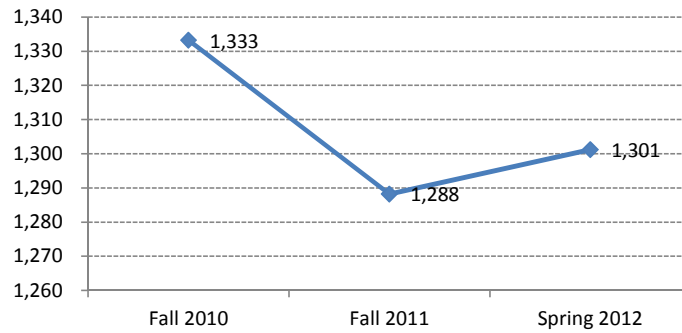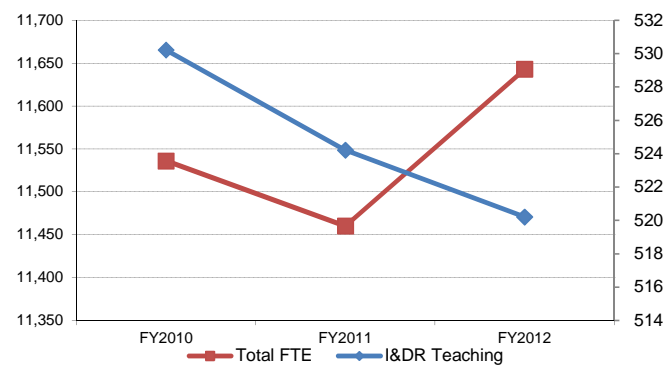
Expenditures vs Resources ($000)

Total Resources*	140,584.7
Total Expenditures	142,087.9
(Over)/Under Expenditures	(1,503.2)
CUTRA	2,783.9
Total Year-End Balance	1,280.6

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support tax levy operation.

Full Time Staffing Change: Fall 2010 - Spring 2012

Tax-Levy Expenditures ($000): Dollars & Percent Change FY2011 to FY2012

	FY2011	FY2012	$ Change	% Change
PS Regular	103,048.3	104,726.1	1,677.8	1.6%
Adjuncts	12,455.7	12,060.3	(395.4)	-3.2%
Temporary Service	7,892.4	7,909.0	16.5	0.2%
Total PS	123,396.4	124,695.4	1,299.0	1.1%
OTPS	12,269.6	12,114.1	(155.5)	-1.3%
Total	135,666.0	136,809.5	1,143.5	0.8%

*Expenditures include technology fee costs and Compact philanthropy.

FTE Enrollment vs. Full-time Faculty: FY2010 - FY2012

FY2012 Tax-Levy Expenditures by Major Object

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Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Year-end Balance
FY2011 - FY2012	131,929.7	0.0	2,154.5	0.0	3,123.8	3,376.6	140,584.7	142,087.9	(1,503.2)	2,783.9	1,280.6

Expenditures ($000)

	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2012	FY2011 Tax-Levy Expenditures	# Change (Tax-Levy Expenditures)	% Change (Tax-Levy Expenditures)
PS Regular	104,726.1	-	3.9	104,730.1	103,048.3	1,678	1.6%
Adjuncts	12,060.3	-	-	12,060.3	12,455.7	(395)	-3.2%
Temporary Service	7,909.0	-	932.1	8,841.0	7,892.4	17	0.2%
Total PS	124,695.4	-	936.0	125,631.5	123,396.4	1,299	1.1%
OTPS	12,114.1	2,154.5	2,187.8	16,456.4	12,269.6	(155)	-1.3%
Total	136,809.5	2,154.5	3,123.8	142,087.9	135,666.0	1,143	0.8%

Tuition Revenue ($000)

FY2011 Target	FY2012 Target	FY2011 Actual	FY2012 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
72,985	80,710	77,085	84,087	7,002	9.1%	3,377

Enrollment

	FY2010	FY2011	FY2012	Change FY2011 - FY2012 #	%
FTE Undergraduate	9,751	9,633	9,837	205	2.1%
FTE Graduate	1,786	1,828	1,806	(22)	-1.2%
Total FTE	11,536	11,460	11,643	183	1.6%
Headcount	15,728	15,373	15,741	368	2.4%

Staffing

	Fall 2010	Fall 2011	Spring 2012	Change Fall 2010 - Fall 2011 #	%	Change Fall 2011 - Spring 2012 #	%
I&DR Teaching	530	524	520	(6)	-1.1%	(4)	-0.8%
Counselors & Librarians	32	32	31	0	0.0%	(1)	-3.1%
Total Faculty	562	556	551	(6)	-1.1%	(5)	-0.9%
I&DR Support	205	201	206	(4)	-2.0%	5	2.5%
Non-Instructional	202	194	208	(8)	-4.0%	14	7.2%
Civil Service	364	337	336	(27)	7.4%	(1)	-0.3%
Total Full-time	1,333	1,288	1,301	(45)	-3.4%	13	1.0%

The City University of New York
2011-2012 Year-End Financial Report
## Hunter College

Tuition Revenue: Target vs Collection, Year to Year Change
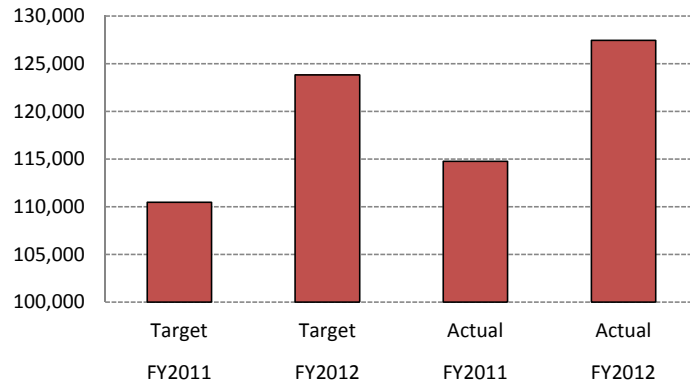
Full Time Staffing Change: Fall 2010 - Spring 2012
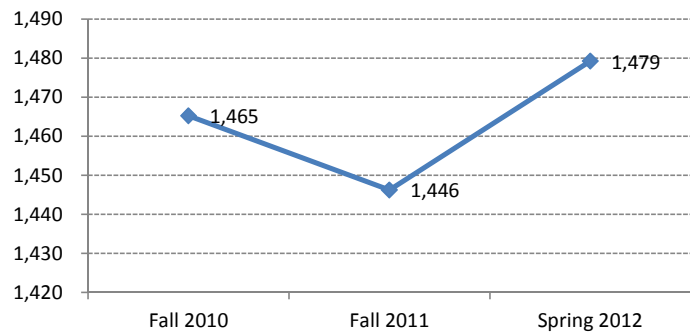
FTE Enrollment vs. Full-time Faculty: FY2010 - FY2012
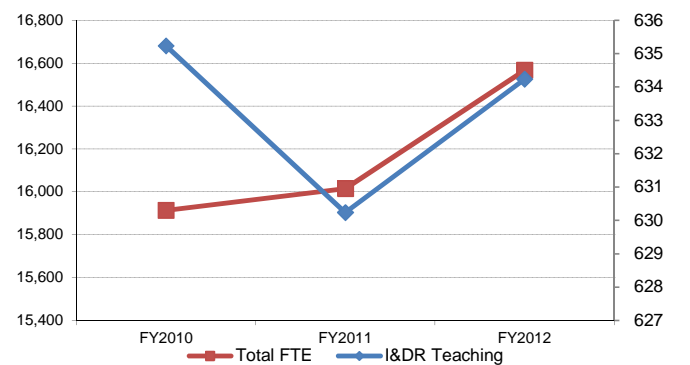
Expenditures vs Resources ($000)

Total Resources*	156,954.2
Total Expenditures	159,268.8
(Over)/Under Expenditures	(2,314.6)
CUTRA	5,732.9
Total Year-End Balance	3,418.4

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support tax levy operation.

Tax-Levy Expenditures ($000): Dollars & Percent Change FY2011 to FY2012

	FY2011	FY2012	$ Change	% Change
PS Regular	110,750.3	117,169.0	6,418.7	5.8%
Adjuncts	21,039.9	20,247.0	(792.9)	-3.8%
Temporary Service	7,633.3	6,672.2	(961.0)	-12.6%
Total PS	139,423.5	144,088.2	4,664.8	3.3%
OTPS	9,930.6	10,435.7	505.1	5.1%
Total	149,354.0	154,524.0	5,169.9	3.5%

*Expenditures include technology fee costs and Compact philanthropy.

FY2012 Tax-Levy Expenditures by Major Object

The City University of New York
2011-2012 Year-End Financial Report
Hunter College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Year-end Balance
FY2011 - FY2012	148,572.8	0.0	1,915.2	0.0	2,829.6	3,636.6	156,954.2	159,268.8	(2,314.6)	5,732.9	3,418.4

Expenditures ($000)

	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2012	FY2011 Tax-Levy Expenditures	# Change (Tax-Levy Expenditures)	% Change (Tax-Levy Expenditures)
PS Regular	117,169.0	-	290.6	117,459.7	110,750.3	6,419	5.8%
Adjuncts	20,247.0	-	-	20,247.0	21,039.9	(793)	-3.8%
Temporary Service	6,672.2	-	713.4	7,385.6	7,633.3	(961)	-12.6%
Total PS	144,088.2	-	1,004.0	145,092.3	139,423.5	4,665	3.3%
OTPS	10,435.7	1,915.2	1,825.6	14,176.5	9,930.6	505	5.1%
Total	154,524.0	1,915.2	2,829.6	159,268.8	149,354.0	5,170	3.5%

Tuition Revenue ($000)

FY2011 Target	FY2012 Target	FY2011 Actual	FY2012 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
110,462	123,831	114,761	127,468	12,706	11.1%	3,637

Enrollment

	FY2010	FY2011	FY2012	Change FY2011 - FY2012 #	%
FTE Undergraduate	11,923	11,935	12,549	614	5.1%
FTE Graduate	3,991	4,080	4,019	(62)	-1.5%
Total FTE	15,914	16,015	16,567	553	3.4%
Headcount	22,078	22,358	22,693	336	1.5%

Staffing

	Fall 2010	Fall 2011	Spring 2012	Change Fall 2010 - Fall 2011 #	%	Change Fall 2011 - Spring 2012 #	%
I&DR Teaching	635	630	634	(5)	-0.8%	4	0.6%
Counselors & Librarians	29	32	32	3	10.3%	0	0.0%
Total Faculty	664	662	666	(2)	-0.3%	4	0.6%
I&DR Support	175	177	173	2	1.1%	(4)	-2.3%
Non-Instructional	218	212	218	(6)	-2.8%	6	2.8%
Civil Service	408	395	422	(13)	-3.2%	27	6.8%
Total Full-time	1,465	1,446	1,479	(19)	-1.3%	33	2.3%

The City College of New York

The City University of New York
## 2011-2012 Year-End Financial Report
John Jay College

Tuition Revenue: Target vs Collection, Year to Year Change
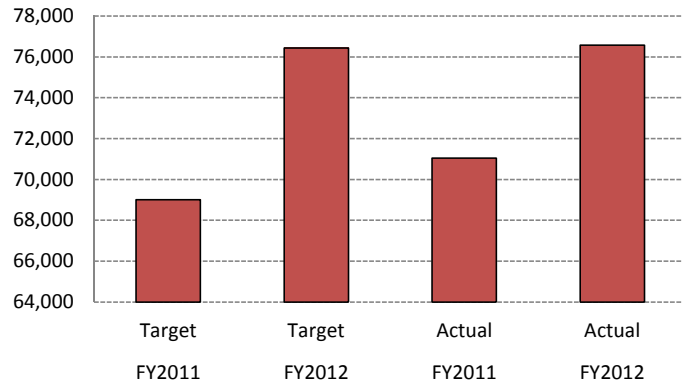
Full Time Staffing Change: Fall 2010 - Spring 2012
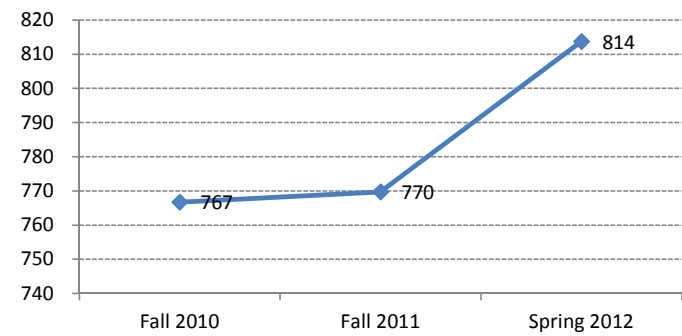
FTE Enrollment vs. Full-time Faculty: FY2010 - FY2012
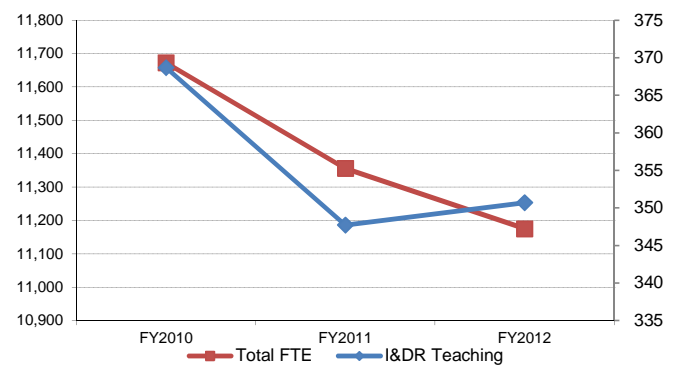
Expenditures vs Resources ($000)

Total Resources*	92,306.1
Total Expenditures	92,233.8
(Over)/Under Expenditures	72.2
CUTRA	2,612.0
Total Year-End Balance	2,684.2

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support tax levy operation.

Tax-Levy Expenditures ($000): Dollars & Percent Change FY2011 to FY2012

	FY2011	FY2012	$ Change	% Change
PS Regular	59,895.6	60,875.7	980.1	1.6%
Adjuncts	11,767.3	13,628.8	1,861.5	15.8%
Temporary Service	7,236.9	8,508.3	1,271.5	17.6%
Total PS	78,899.8	83,012.9	4,113.1	5.2%
OTPS	4,343.6	6,261.3	1,917.7	44.1%
Total	83,243.4	89,274.2	6,030.8	7.2%

*Expenditures include technology fee costs and Compact philanthropy.

FY2012 Tax-Levy Expenditures by Major Object

The City University of New York
2011-2012 Year-End Financial Report
John Jay College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Year-end Balance
FY2011 - FY2012	89,208.5	0.0	739.6	0.0	2,220.1	137.9	92,306.1	92,233.8	72.2	2,612.0	2,684.2

Expenditures ($000)

	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2012	FY2011 Tax-Levy Expenditures	# Change (Tax-Levy Expenditures)	% Change (Tax-Levy Expenditures)
PS Regular	60,875.7	-	493.2	61,368.9	59,895.6	980	1.6%
Adjuncts	13,628.8	-	-	13,628.8	11,767.3	1,861	15.8%
Temporary Service	8,508.3	-	693.1	9,201.4	7,236.9	1,271	0.0%
Total PS	83,012.9	-	1,186.2	84,199.1	78,899.8	4,113	5.2%
OTPS	6,261.3	739.6	1,033.9	8,034.7	4,343.6	1,918	44.1%
Total	89,274.2	739.6	2,220.1	92,233.8	83,243.4	6,031	7.2%

Tuition Revenue ($000)

FY2011 Target	FY2012 Target	FY2011 Actual	FY2012 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
69,012	76,442	71,052	76,580	5,529	7.8%	138

Enrollment

	FY2010	FY2011	FY2012	Change FY2011 - FY2012 #	Change FY2011 - FY2012 %
FTE Undergraduate	10,483	10,190	10,037	(153)	-1.5%
FTE Graduate	1,190	1,166	1,138	(28)	-2.4%
Total FTE	11,672	11,356	11,175	(181)	-1.6%
Headcount	15,123	14,836	14,538	(298)	-2.0%

Staffing

	Fall 2010	Fall 2011	Spring 2012	Change Fall 2010 - Fall 2011 #	Change Fall 2010 - Fall 2011 %	Change Fall 2011 - Spring 2012 #	Change Fall 2011 - Spring 2012 %
I&DR Teaching	369	348	351	(21)	-5.7%	3	0.9%
Counselors & Librarians	25	26	25	1	4.0%	(1)	-3.8%
Total Faculty	394	374	376	(20)	-5.1%	2	0.5%
I&DR Support	90	90	93	0	0.0%	3	3.3%
Non-Instructional	140	142	146	2	1.4%	4	2.8%
Civil Service	143	164	199	21	14.7%	35	21.3%
Total Full-time	767	770	814	3	0.4%	44	5.7%

The City College of New York

The City University of New York
2011-2012 Year-End Financial Report
Lehman College

Tuition Revenue: Target vs Collection, Year to Year Change
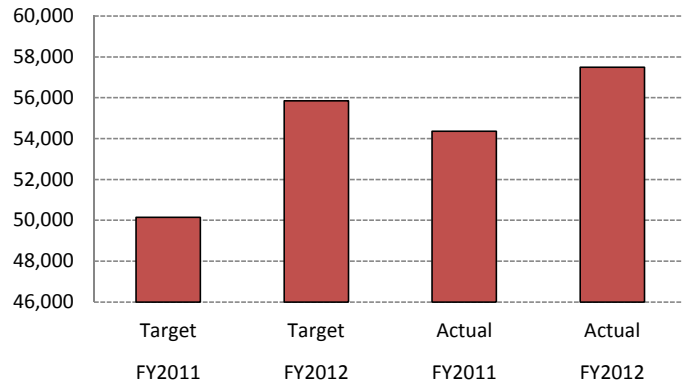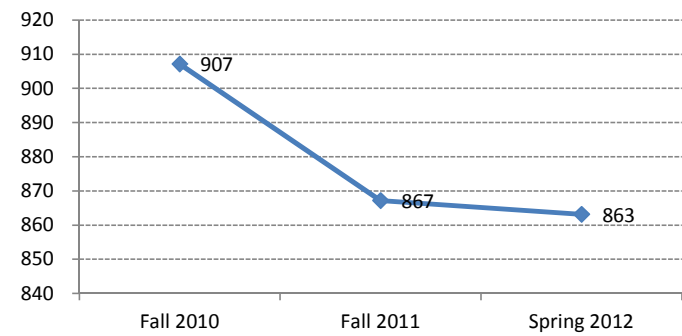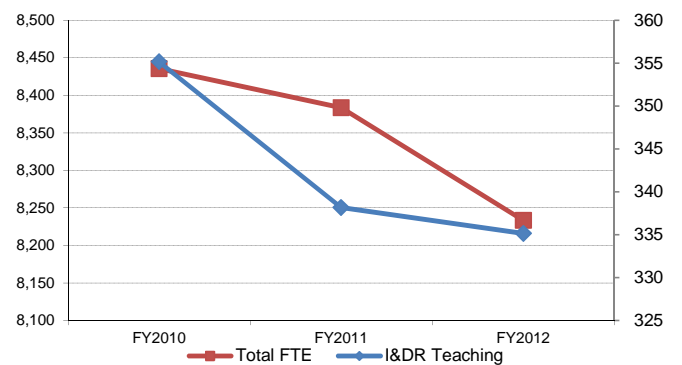
Expenditures vs Resources ($000)

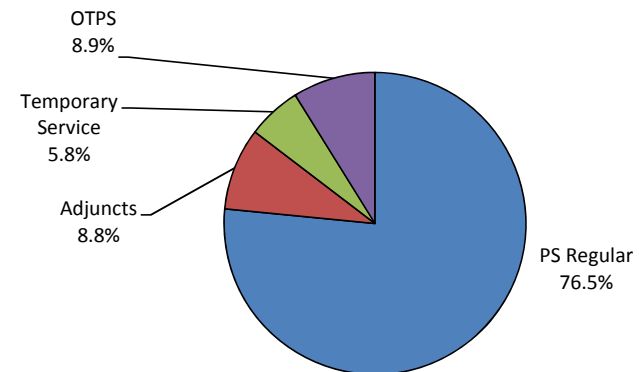|	
Total Resources*	85,792.7
Total Expenditures	85,625.0
(Over)/Under Expenditures	167.6
CUTRA	558.2
Total Year-End Balance	725.8

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support tax levy operation.

Full Time Staffing Change: Fall 2010 - Spring 2012

Tax-Levy Expenditures ($000): Dollars & Percent Change FY2011 to FY2012

	FY2011	FY2012	$ Change	% Change
PS Regular	64,826.2	65,448.1	621.9	1.0%
Adjuncts	9,778.4	8,599.0	(1,179.4)	-12.1%
Temporary Service	4,021.5	3,529.8	(491.7)	-12.2%
Total PS	78,626.2	77,576.9	(1,049.3)	-1.3%
OTPS	6,853.9	5,762.7	(1,091.2)	-15.9%
Total	85,480.1	83,339.6	(2,140.5)	-2.5%

*Expenditures include technology fee costs and Compact philanthropy.

FTE Enrollment vs. Full-time Faculty: FY2010 - FY2012

FY2012 Tax-Levy Expenditures by Major Object

The City University of New York
2011-2012 Year-End Financial Report
Lehman College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Year-end Balance
FY2011 - FY2012	81,864.5	0.0	621.6	0.0	1,663.8	1,642.7	85,792.7	85,625.0	167.6	558.2	725.8

Expenditures ($000)

	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2012	FY2011 Tax-Levy Expenditures	# Change (Tax-Levy Expenditures)	% Change (Tax-Levy Expenditures)
PS Regular	65,448.1	-	218.2	65,666.3	64,826.2	622	1.0%
Adjuncts	8,599.0	-	-	8,599.0	9,778.4	(1,179)	-12.1%
Temporary Service	3,529.8	-	260.8	3,790.7	4,021.5	(492)	-12.2%
Total PS	77,576.9	-	479.1	78,056.0	78,626.2	(1,049)	-1.3%
OTPS	5,762.7	621.6	1,184.7	7,569.1	6,853.9	(1,091)	-15.9%
Total	83,339.6	621.6	1,663.8	85,625.0	85,480.1	(2,140)	-2.5%

Tuition Revenue ($000)

FY2011 Target	FY2012 Target	FY2011 Actual	FY2012 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
50,150	55,850	54,358	57,493	3,134	5.8%	1,643

Enrollment

	FY2010	FY2011	FY2012	Change FY2011 - FY2012 #	%
FTE Undergraduate	7,095	7,054	6,904	(150)	-2.1%
FTE Graduate	1,341	1,330	1,330	0	0.0%
Total FTE	8,436	8,384	8,234	(150)	-1.8%
Headcount	12,335	12,281	12,279	(2)	0.0%

Staffing

	Fall 2010	Fall 2011	Spring 2012	Change Fall 2010 - Fall 2011 #	%	Change Fall 2011 - Spring 2012 #	%
I&DR Teaching	355	338	335	(17)	-4.8%	(3)	-0.9%
Counselors & Librarians	14	16	15	2	14.3%	(1)	-6.3%
Total Faculty	369	354	350	(15)	-4.1%	(4)	-1.1%
I&DR Support	138	132	133	(6)	-4.3%	1	0.8%
Non-Instructional	128	127	126	(1)	-0.8%	(1)	-0.8%
Civil Service	272	254	254	(18)	-6.6%	0	0.0%
Total Full-time	907	867	863	(40)	-4.4%	(4)	-0.5%

The City University of New York
2011-2012 Year-End Financial Report
Medgar Evers College

Tuition Revenue: Target vs Collection, Year to Year Change
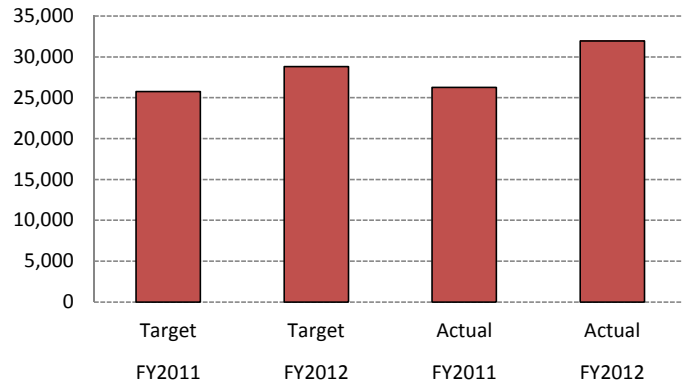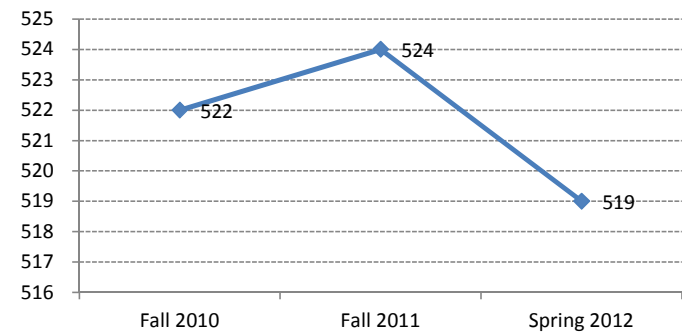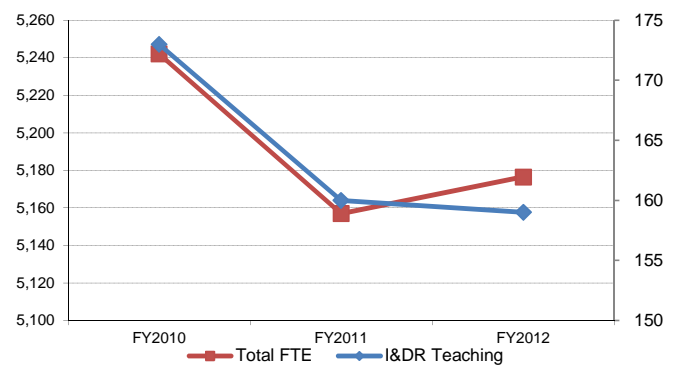
Expenditures vs Resources ($000)

Total Resources*	54,425.5
Total Expenditures	54,781.5
(Over)/Under Expenditures	(356.0)
CUTRA	1,967.7
Total Year-End Balance	1,611.7

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support tax levy operation.

Full Time Staffing Change: Fall 2010 - Spring 2012

Tax-Levy Expenditures ($000): Dollars & Percent Change FY2011 to FY2012

	FY2011	FY2012	$ Change	% Change
PS Regular	38,334.3	41,072.3	2,738.0	7.1%
Adjuncts	7,263.5	5,921.1	(1,342.4)	-18.5%
Temporary Service	667.4	2,480.1	1,812.7	271.6%
Total PS	46,265.2	49,473.5	3,208.3	6.9%
OTPS	4,301.5	4,293.4	(8.1)	-0.2%
Total	50,566.7	53,766.9	3,200.2	6.3%

*Expenditures include technology fee costs and Compact philanthropy.

FTE Enrollment vs. Full-time Faculty: FY2010 - FY2012

FY2012 Tax-Levy Expenditures by Major Object

The City University of New York
2011-2012 Year-End Financial Report
Medgar Evers College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Year-end Balance
FY2011 - FY2012	50,251.8	0.0	291.0	0.0	723.6	3,159.1	54,425.5	54,781.5	(356.0)	1,967.7	1,611.7

Expenditures ($000)

	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2012	FY2011 Tax-Levy Expenditures	# Change (Tax-Levy Expenditures)	% Change (Tax-Levy Expenditures)
PS Regular	41,072.3	-	364.6	41,436.9	38,334.3	2,738	7.1%
Adjuncts	5,921.1	-	-	5,921.1	7,263.5	(1,342)	-18.5%
Temporary Service	2,480.1	-	-	2,480.1	667.4	1,813	271.6%
Total PS	49,473.5	-	364.6	49,838.0	46,265.2	3,208	6.9%
OTPS	4,293.4	291.0	359.0	4,943.4	4,301.5	(8)	-0.2%
Total	53,766.9	291.0	723.6	54,781.5	50,566.7	3,200	6.3%

Tuition Revenue ($000)

FY2011 Target	FY2012 Target	FY2011 Actual	FY2012 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
25,750	28,806	26,275	31,965	5,690	21.7%	3,159

Enrollment

	FY2010	FY2011	FY2012	Change FY2011 - FY2012 #	%
FTE Undergraduate	5,242	5,157	5,177	20	0.4%
FTE Graduate	0	0	0	0	0.0%
Total FTE	5,242	5,157	5,177	20	0.4%
Headcount	7,043	6,795	6,854	59	0.9%

Staffing

	Fall 2010	Fall 2011	Spring 2012	Change Fall 2010 - Fall 2011 #	%	Change Fall 2011 - Spring 2012 #	%
I&DR Teaching	173	160	159	(13)	-7.5%	(1)	-0.6%
Counselors & Librarians	14	17	14	3	21.4%	(3)	-17.6%
Total Faculty	187	177	173	(10)	-5.3%	(4)	-2.3%
I&DR Support	68	64	65	(4)	-5.9%	1	1.6%
Non-Instructional	115	117	115	2	1.7%	(2)	-1.7%
Civil Service	152	166	166	14	9.2%	0	0.0%
Total Full-time	522	524	519	2	0.4%	(5)	-1.0%

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The City College of New York

The City University of New York
2011-2012 Year-End Financial Report
NYCCT College

Tuition Revenue: Target vs Collection, Year to Year Change
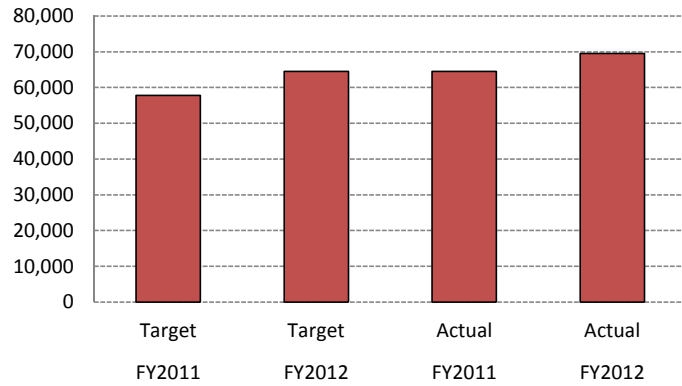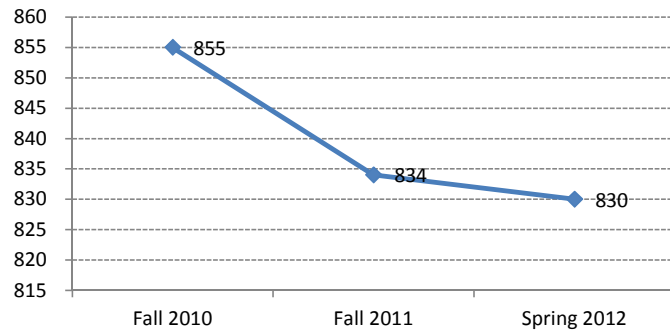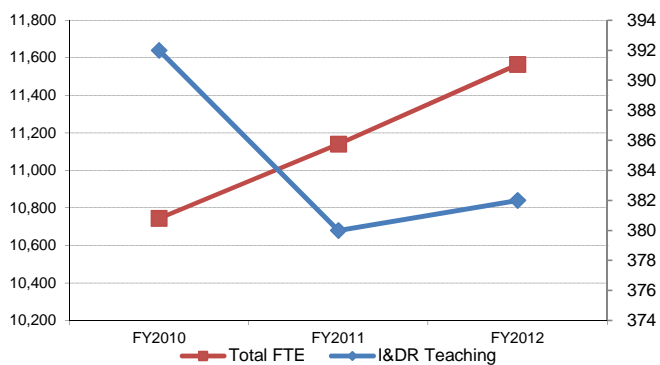
Expenditures vs Resources ($000)

Total Resources*	85,469.6
Total Expenditures	88,484.4
(Over)/Under Expenditures	(3,014.8)
CUTRA	5,124.6
Total Year-End Balance	2,109.7

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support tax levy operation.

Full Time Staffing Change: Fall 2010 - Spring 2012

Tax-Levy Expenditures ($000): Dollars & Percent Change FY2011 to FY2012

	FY2011	FY2012	$ Change	% Change
PS Regular	57,428.5	57,565.8	137.3	0.2%
Adjuncts	15,593.9	16,931.8	1,338.0	8.6%
Temporary Service	3,516.9	3,179.8	(337.1)	-9.6%
Total PS	76,539.3	77,677.5	1,138.2	1.5%
OTPS	4,297.0	7,694.4	3,397.4	79.1%
Total	80,836.2	85,371.8	4,535.6	5.6%

*Expenditures include technology fee costs and Compact philanthropy.

FTE Enrollment vs. Full-time Faculty: FY2010 - FY2012

FY2012 Tax-Levy Expenditures by Major Object

The City University of New York
2011-2012 Year-End Financial Report
NYCCT College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Year-end Balance
FY2011 - FY2012	77,371.9	0.0	633.6	0.0	2,479.0	4,985.1	85,469.6	88,484.4	(3,014.8)	5,124.6	2,109.7

Expenditures ($000)

|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2012	FY2011 Tax-Levy Expenditures	# Change (Tax-Levy Expenditures)	% Change (Tax-Levy Expenditures)
PS Regular	57,565.8	-	165.5	57,731.3	57,428.5	137	0.2%
Adjuncts	16,931.8	-	-	16,931.8	15,593.9	1,338	8.6%
Temporary Service	3,179.8	-	264.2	3,444.0	3,516.9	(337)	-9.6%
Total PS	77,677.5	-	429.7	78,107.1	76,539.3	1,138	1.5%
OTPS	7,694.4	633.6	2,049.3	10,377.3	4,297.0	3,397	79.1%
Total	85,371.8	633.6	2,479.0	88,484.4	80,836.2	4,536	5.6%

Tuition Revenue ($000)

FY2011 Target	FY2012 Target	FY2011 Actual	FY2012 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
57,793	64,512	64,523	69,497	4,974	7.7%	4,985

Enrollment

	FY2010	FY2011	FY2012	Change FY2011 - FY2012 #	%
FTE Undergraduate	10,744	11,139	11,565	426	3.8%
FTE Graduate	0	0	0	0	0.0%
Total FTE	10,744	11,139	11,565	426	3.8%
Headcount	14,889	15,270	15,608	338	2.2%

Staffing

	Fall 2010	Fall 2011	Spring 2012	Change Fall 2010 - Fall 2011 #	%	Change Fall 2011 - Spring 2012 #	%
I&DR Teaching	392	380	382	(12)	-3.1%	2	0.5%
Counselors & Librarians	19	20	20	1	5.3%	0	0.0%
Total Faculty	411	400	402	(11)	-2.7%	2	0.5%
I&DR Support	91	91	90	0	0.0%	(1)	-1.1%
Non-Instructional	115	108	109	(7)	-6.1%	1	0.9%
Civil Service	238	235	229	(3)	-1.3%	(6)	-2.6%
Total Full-time	855	834	830	(21)	-2.5%	(4)	-0.5%

The City University of New York
2011-2012 Year-End Financial Report
Queens College

Tuition Revenue: Target vs Collection, Year to Year Change
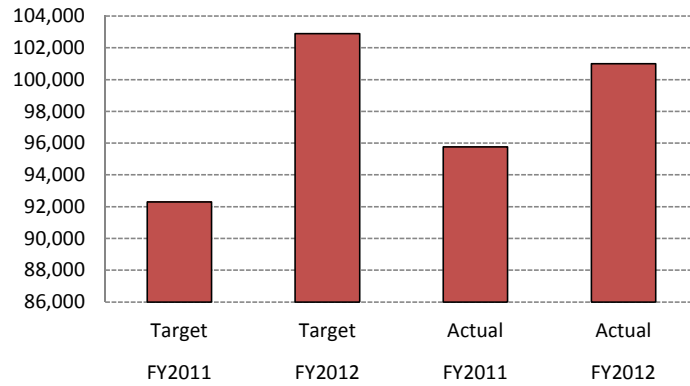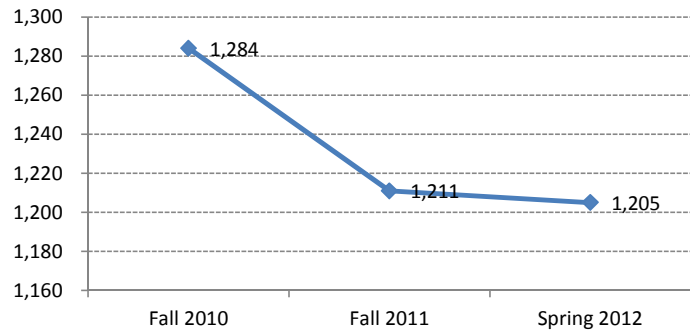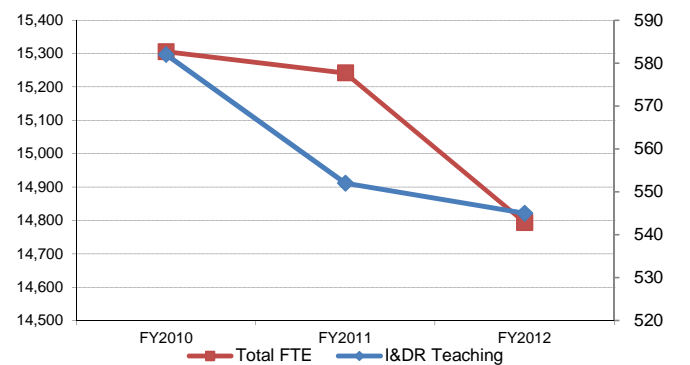
Expenditures vs Resources ($000)

Total Resources*	126,009.7
Total Expenditures	127,231.9
(Over)/Under Expenditures	(1,222.2)
CUTRA	2,806.9
Total Year-End Balance	1,584.7

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support tax levy operation.

Full Time Staffing Change: Fall 2010 - Spring 2012

Tax-Levy Expenditures ($000): Dollars & Percent Change FY2011 to FY2012

	FY2011	FY2012	$ Change	% Change
PS Regular	93,377.6	93,552.2	174.6	0.2%
Adjuncts	13,649.5	13,386.2	(263.2)	-1.9%
Temporary Service	8,026.7	6,272.5	(1,754.2)	-21.9%
Total PS	115,053.8	113,210.9	(1,842.9)	-1.6%
OTPS	11,541.1	8,434.0	(3,107.1)	-26.9%
Total	126,594.9	121,644.9	(4,950.0)	-3.9%

*Expenditures include technology fee costs and Compact philanthropy.

FTE Enrollment vs. Full-time Faculty: FY2010 - FY2012

FY2012 Tax-Levy Expenditures by Major Object

The City University of New York
2011-2012 Year-End Financial Report
Queens College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Year-end Balance
FY2011 - FY2012	122,311.3	0.0	1,668.2	0.0	3,918.9	(1,888.7)	126,009.7	127,231.9	(1,222.2)	2,806.9	1,584.7

Expenditures ($000)

|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2012	FY2011 Tax-Levy Expenditures	# Change (Tax-Levy Expenditures)	% Change (Tax-Levy Expenditures)
PS Regular	93,552.2	-	256.8	93,809.0	93,377.6	175	0.2%
Adjuncts	13,386.2	-	-	13,386.2	13,649.5	(263)	-1.9%
Temporary Service	6,272.5	-	449.3	6,721.8	8,026.7	(1,754)	-21.9%
Total PS	113,210.9	-	706.1	113,917.0	115,053.8	(1,843)	-1.6%
OTPS	8,434.0	1,668.2	3,212.7	13,314.9	11,541.1	(3,107)	-26.9%
Total	121,644.9	1,668.2	3,918.9	127,231.9	126,594.9	(4,950)	-3.9%

Tuition Revenue ($000)

FY2011 Target	FY2012 Target	FY2011 Actual	FY2012 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
92,303	102,897	95,759	101,008	5,248	5.5%	(1,889)

Enrollment

	FY2010	FY2011	FY2012	Change FY2011 - FY2012 #	%
FTE Undergraduate	12,792	12,781	12,548	(233)	-1.8%
FTE Graduate	2,514	2,461	2,246	(216)	-8.8%
Total FTE	15,306	15,242	14,794	(449)	-2.9%
Headcount	20,646	20,724	20,354	(370)	-1.8%

Staffing

	Fall 2010	Fall 2011	Spring 2012	Change Fall 2010 - Fall 2011 #	%	Change Fall 2011 - Spring 2012 #	%
I&DR Teaching	582	552	545	(30)	-5.2%	(7)	-1.3%
Counselors & Librarians	22	18	17	(4)	-18.2%	(1)	-5.6%
Total Faculty	604	570	562	(34)	-5.6%	(8)	-1.4%
I&DR Support	143	129	132	(14)	-9.8%	3	2.3%
Non-Instructional	194	186	187	(8)	-4.1%	1	0.5%
Civil Service	343	326	324	(17)	-5.0%	(2)	-0.6%
Total Full-time	1,284	1,211	1,205	(73)	-5.7%	(6)	-0.5%

The City University of New York
2011-2012 Year-End Financial Report
College of Staten Island

Tuition Revenue: Target vs Collection, Year to Year Change
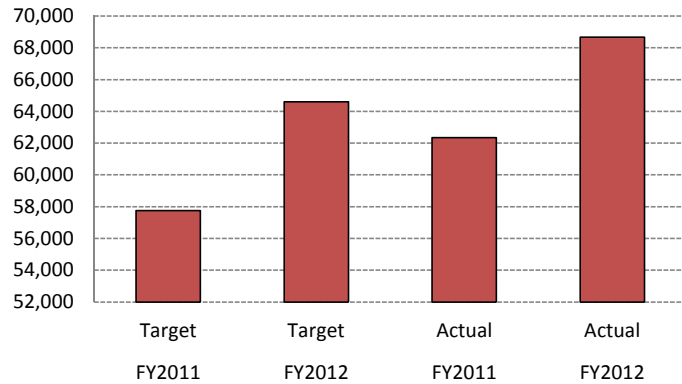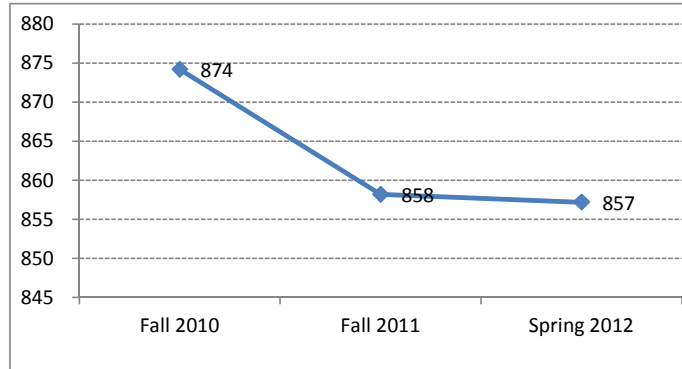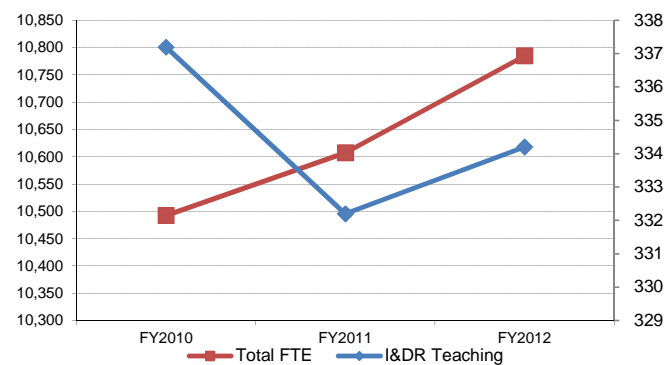
Expenditures vs Resources ($000)

Total Resources*	94,136.1
Total Expenditures	94,177.8
(Over)/Under Expenditures	(41.7)
CUTRA	1,615.8
Total Year-End Balance	1,574.1

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support tax levy operation.

Full Time Staffing Change: Fall 2010 - Spring 2012

Tax-Levy Expenditures ($000): Dollars & Percent Change FY2011 to FY2012

	FY2011	FY2012	$ Change	% Change
PS Regular	62,129.1	65,128.9	2,999.8	4.8%
Adjuncts	11,880.2	11,721.4	(158.8)	-1.3%
Temporary Service	7,120.5	6,596.1	(524.4)	-7.4%
Total PS	81,129.8	83,446.4	2,316.6	2.9%
OTPS	6,644.7	8,185.7	1,541.0	23.2%
Total	87,774.5	91,632.1	3,857.6	4.4%

*Expenditures include technology fee costs and Compact philanthropy.

FTE Enrollment vs. Full-time Faculty: FY2010 - FY2012

FY2012 Tax-Levy Expenditures by Major Object

The City University of New York
2011-2012 Year-End Financial Report
College of Staten Island

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Year-end Balance
FY2011 - FY2012	87,508.3	0.0	663.8	0.0	1,881.9	4,082.1	94,136.1	94,177.8	(41.7)	1,615.8	1,574.1

Expenditures ($000)

|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2012	FY2011 Tax-Levy Expenditures	# Change (Tax-Levy Expenditures)	% Change (Tax-Levy Expenditures)
PS Regular	65,128.9	-	262.7	65,391.6	62,129.1	3,000	4.8%
Adjuncts	11,721.4	-	-	11,721.4	11,880.2	(159)	-1.3%
Temporary Service	6,596.1	-	240.6	6,836.7	7,120.5	(524)	-7.4%
Total PS	83,446.4	-	503.3	83,949.7	81,129.8	2,317	2.9%
OTPS	8,185.7	663.8	1,378.6	10,228.1	6,644.7	1,541	23.2%
Total	91,632.1	663.8	1,881.9	94,177.8	87,774.5	3,858	4.4%

Tuition Revenue ($000)

FY2011 Target	FY2012 Target	FY2011 Actual	FY2012 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
57,746	64,596	62,354	68,678	6,324	10.1%	4,082

Enrollment

	FY2010	FY2011	FY2012	Change FY2011 - FY2012 #	%
FTE Undergraduate	9,957	10,013	10,208	195	1.9%
FTE Graduate	536	594	578	(17)	-2.8%
Total FTE	10,493	10,607	10,785	178	1.7%
Headcount	13,720	13,772	13,944	172	1.2%

Staffing

	Fall 2010	Fall 2011	Spring 2012	Change Fall 2010 - Fall 2011 #	%	Change Fall 2011 - Spring 2012 #	%
I&DR Teaching	337	332	334	(5)	-1.5%	2	0.6%
Counselors & Librarians	15	12	12	(3)	-20.0%	0	0.0%
Total Faculty	352	344	346	(8)	-2.3%	2	0.6%
I&DR Support	117	124	126	7	6.0%	2	1.6%
Non-Instructional	110	110	107	0	0.0%	(3)	-2.7%
Civil Service	295	280	278	(15)	-5.1%	(2)	-0.7%
Total Full-time	874	858	857	(16)	-1.8%	(1)	-0.1%

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The City College of New York

The City University of New York
2011-2012 Year-End Financial Report
York College

Tuition Revenue: Target vs Collection, Year to Year Change

| | Target FY2011 | Target FY2012 | Actual FY2011 | Actual FY2012 |

Full Time Staffing Change: Fall 2010 - Spring 2012

Fall 2010: 609
Fall 2011: 579
Spring 2012: 578

FTE Enrollment vs. Full-time Faculty: FY2010 - FY2012

Total FTE — I&DR Teaching
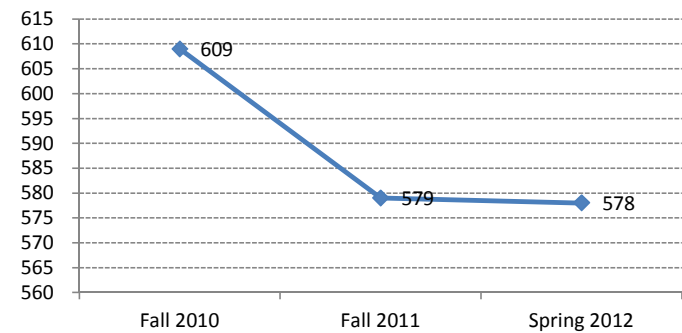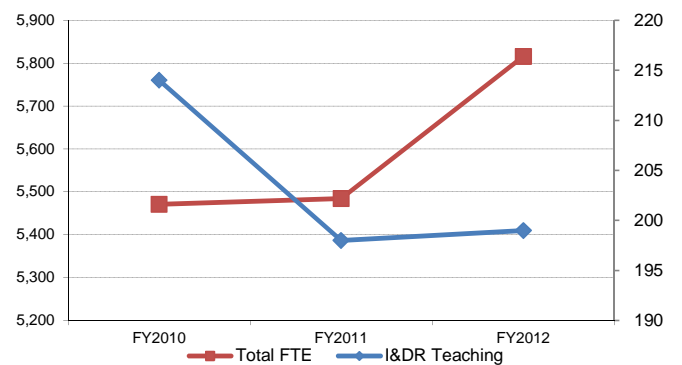
Expenditures vs Resources ($000)

Total Resources*	54,477.6
Total Expenditures	54,529.1
(Over)/Under Expenditures	(51.5)
CUTRA	69.0
Total Year-End Balance	17.5

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support tax levy operation.

Tax-Levy Expenditures ($000): Dollars & Percent Change FY2011 to FY2012

	FY2011	FY2012	$ Change	% Change
PS Regular	40,413.1	40,818.5	405.4	1.0%
Adjuncts	6,008.2	6,970.5	962.3	16.0%
Temporary Service	2,571.4	2,190.9	(380.6)	-14.8%
Total PS	48,992.7	49,979.8	987.1	2.0%
OTPS	3,230.3	3,167.8	(62.5)	-1.9%
Total	52,223.0	53,147.6	924.6	1.8%

*Expenditures include technology fee costs and Compact philanthropy.

FY2012 Tax-Levy Expenditures by Major Object

OTPS 6.0%
Temporary Service 4.1%
Adjuncts 13.1%
PS Regular 76.8%

The City University of New York
2011-2012 Year-End Financial Report
York College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Year-end Balance
FY2011 - FY2012	50,467.9	0.0	333.8	182.0	1,047.7	2,446.2	54,477.6	54,529.1	(51.5)	69.0	17.5

Expenditures ($000)

|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2012	FY2011 Tax-Levy Expenditures	# Change (Tax-Levy Expenditures)	% Change (Tax-Levy Expenditures)
PS Regular	40,818.5	-	-	40,818.5	40,413.1	405	1.0%
Adjuncts	6,970.5	-	-	6,970.5	6,008.2	962	16.0%
Temporary Service	2,190.9	-	265.3	2,456.1	2,571.4	(381)	-14.8%
Total PS	49,979.8	-	265.3	50,245.1	48,992.7	987	2.0%
OTPS	3,167.8	333.8	782.4	4,284.0	3,230.3	(63)	-1.9%
Total	53,147.6	333.8	1,047.7	54,529.1	52,223.0	925	1.8%

Tuition Revenue ($000)

FY2011 Target	FY2012 Target	FY2011 Actual	FY2012 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
29,771	33,027	30,782	35,473	4,691	15.2%	2,446

Enrollment

	FY2010	FY2011	FY2012	Change FY2011 - FY2012 #	%
FTE Undergraduate	5,437	5,453	5,788	336	6.2%
FTE Graduate	34	32	28	(5)	-14.1%
Total FTE	5,471	5,485	5,816	331	6.0%
Headcount	7,701	7,768	8,219	452	5.8%

Staffing

	Fall 2010	Fall 2011	Spring 2012	Change Fall 2010 - Fall 2011 #	%	Change Fall 2011 - Spring 2012 #	%
I&DR Teaching	214	198	199	(16)	-7.5%	1	0.5%
Counselors & Librarians	14	12	10	(2)	-14.3%	(2)	-16.7%
Total Faculty	228	210	209	(18)	-7.9%	(1)	-0.5%
I&DR Support	82	76	76	(6)	-7.3%	0	0.0%
Non-Instructional	100	98	99	(2)	-2.0%	1	1.0%
Civil Service	199	195	194	(4)	-2.0%	(1)	-0.5%
Total Full-time	609	579	578	(30)	-4.9%	(1)	-0.2%

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2011-2012 Year-End Financial Report
The Graduate Center

Tuition Revenue: Target vs Collection, Year to Year Change

Target	Target	Actual	Actual
FY2011	FY2012	FY2011	FY2012
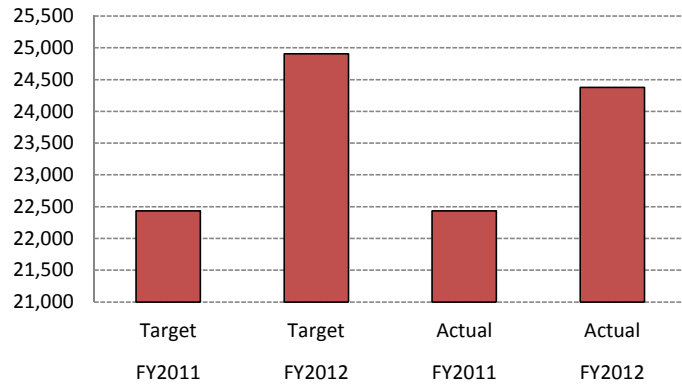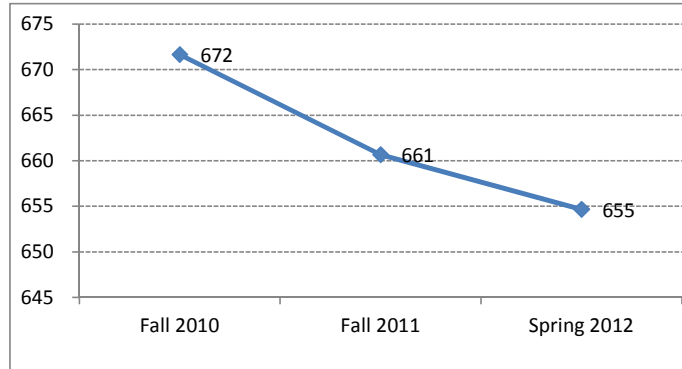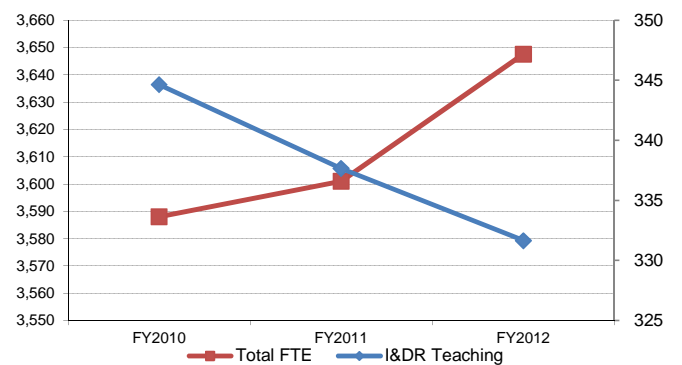
Expenditures vs Resources ($000)

Total Resources*	106,887.1
Total Expenditures	106,626.0
(Over)/Under Expenditures	261.2
CUTRA	2,932.3
Total Year-End Balance	3,193.4

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support tax levy operation.

Full Time Staffing Change: Fall 2010 - Spring 2012

Tax-Levy Expenditures ($000): Dollars & Percent Change FY2011 to FY2012

	FY2011	FY2012	$ Change	% Change
PS Regular	62,132.8	61,339.6	(793.2)	-1.3%
Adjuncts	973.8	1,046.2	72.4	7.4%
Temporary Service	23,474.5	22,529.3	(945.2)	-4.0%
Total PS	86,581.0	84,915.0	(1,666.0)	-1.9%
OTPS	18,735.7	20,462.6	1,726.9	9.2%
Total	105,316.7	105,377.6	60.9	0.1%

*Expenditures include technology fee costs and Compact philanthropy.

FTE Enrollment vs. Full-time Faculty: FY2010 - FY2012

FY2012 Tax-Levy Expenditures by Major Object

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Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Year-end Balance
FY2011 - FY2012	106,171.6	0.0	651.4	0.0	596.9	(532.9)	106,887.1	106,626.0	261.2	2,932.3	3,193.4

Expenditures ($000)

|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2012	FY2011 Tax-Levy Expenditures	# Change (Tax-Levy Expenditures)	% Change (Tax-Levy Expenditures)
PS Regular	61,339.6	-	-	61,339.6	62,132.8	(793)	-1.3%
Adjuncts	1,046.2	-	-	1,046.2	973.8	72	7.4%
Temporary Service	22,529.3	-	-	22,529.3	23,474.5	(945)	-4.0%
Total PS	84,915.0	-	-	84,915.0	86,581.0	(1,666)	-1.9%
OTPS	20,462.6	651.4	596.9	21,710.9	18,735.7	1,727	9.2%
Total	105,377.6	651.4	596.9	106,626.0	105,316.7	61	0.1%

Tuition Revenue ($000)

FY2011 Target	FY2012 Target	FY2011 Actual	FY2012 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
22,432	24,908	22,432	24,375	1,944	8.7%	(533)

Enrollment

	FY2010	FY2011	FY2012	Change FY2011 - FY2012 #	Change FY2011 - FY2012 %
FTE Undergraduate	0	0	0	0	0.0%
FTE Graduate	3,588	3,601	3,648	47	1.3%
Total FTE	3,588	3,601	3,648	47	1.3%
Headcount	4,532	4,544	4,588	44	1.0%

Staffing

	Fall 2010	Fall 2011	Spring 2012	Change Fall 2010 - Fall 2011 #	Change Fall 2010 - Fall 2011 %	Change Fall 2011 - Spring 2012 #	Change Fall 2011 - Spring 2012 %
I&DR Teaching	345	338	332	(7)	-2.0%	(6)	-1.8%
Counselors & Librarians	8	5	5	(3)	-37.5%	0	0.0%
Total Faculty	353	343	337	(10)	-2.8%	(6)	-1.8%
I&DR Support	75	73	72	(2)	-2.7%	(1)	-1.4%
Non-Instructional	136	137	135	1	0.7%	(2)	-1.5%
Civil Service	108	108	111	0	0.0%	3	2.8%
Total Full-time	672	661	655	(11)	-1.6%	(6)	-0.9%

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The Law School

Tuition Revenue: Target vs Collection, Year to Year Change
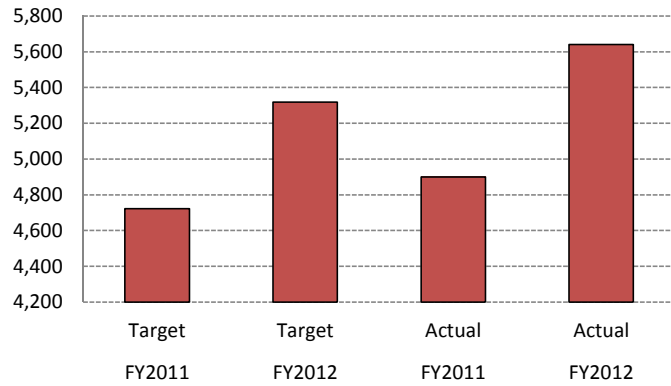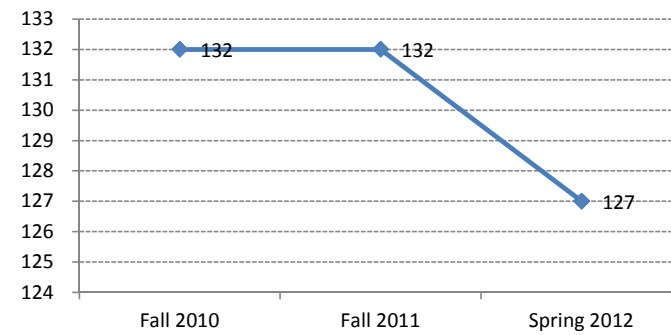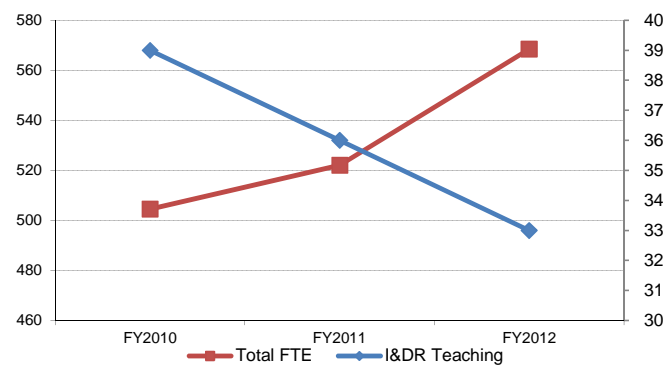
Expenditures vs Resources ($000)

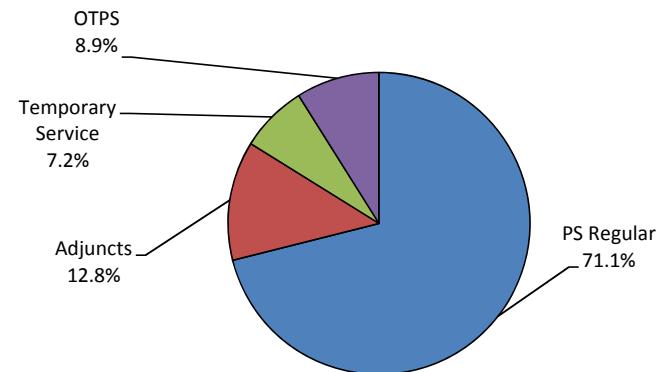|	
Total Resources*	17,218.3
Total Expenditures	17,833.2
(Over)/Under Expenditures	(614.9)
CUTRA	623.2
Total Year-End Balance	8.3

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support tax levy operation.

Full Time Staffing Change: Fall 2010 - Spring 2012

Tax-Levy Expenditures ($000): Dollars & Percent Change FY2011 to FY2012

	FY2011	FY2012	$ Change	% Change
PS Regular	11,983.3	12,585.6	602.2	5.0%
Adjuncts	792.2	1,029.2	237.0	29.9%
Temporary Service	1,423.9	1,542.4	118.5	8.3%
Total PS	14,199.5	15,157.2	957.7	6.7%
OTPS	1,996.1	2,349.8	353.6	17.7%
Total	16,195.6	17,506.9	1,311.3	8.1%

*Expenditures include technology fee costs and Compact philanthropy.

FTE Enrollment vs. Full-time Faculty: FY2010 - FY2012

FY2012 Tax-Levy Expenditures by Major Object

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The City University of New York
2011-2012 Year-End Financial Report
The Law School

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Year-end Balance
FY2011 - FY2012	16,569.3	0.0	126.4	0.0	199.8	322.8	17,218.3	17,833.2	(614.9)	623.2	8.3

Expenditures ($000)

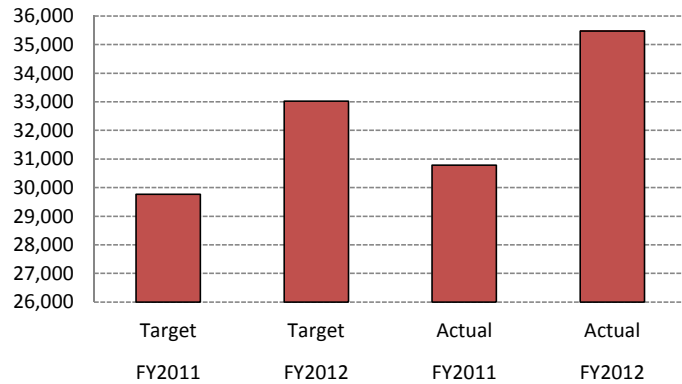|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2012	FY2011 Tax-Levy Expenditures	# Change (Tax-Levy Expenditures)	% Change (Tax-Levy Expenditures)
PS Regular	12,585.6	-	-	12,585.6	11,983.3	602	5.0%
Adjuncts	1,029.2	-	-	1,029.2	792.2	237	29.9%
Temporary Service	1,542.4	-	-	1,542.4	1,423.9	119	8.3%
Total PS	15,157.2	-	-	15,157.2	14,199.5	958	6.7%
OTPS	2,349.8	126.4	199.8	2,676.0	1,996.1	354	17.7%
Total	17,506.9	126.4	199.8	17,833.2	16,195.6	1,311	8.1%

Tuition Revenue ($000)

FY2011 Target	FY2012 Target	FY2011 Actual	FY2012 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
4,721	5,318	4,900	5,640	740	15.1%	323

Enrollment

	FY2010	FY2011	FY2012	Change FY2011 - FY2012 #	Change FY2011 - FY2012 %
FTE Undergraduate	0	0	0	0	0.0%
FTE Graduate	505	522	569	47	8.9%
Total FTE	505	522	569	47	8.9%
Headcount	407	430	470	40	9.3%

Staffing

	Fall 2010	Fall 2011	Spring 2012	Change Fall 2010 - Fall 2011 #	Change Fall 2010 - Fall 2011 %	Change Fall 2011 - Spring 2012 #	Change Fall 2011 - Spring 2012 %
I&DR Teaching	39	36	33	(3)	-7.7%	(3)	-8.3%
Counselors & Librarians	-	-	-	0	0.0%	0	0.0%
Total Faculty	39	36	33	(3)	-7.7%	(3)	-8.3%
I&DR Support	18	16	16	(2)	-11.1%	0	0.0%
Non-Instructional	41	47	46	6	14.6%	(1)	-2.1%
Civil Service	34	33	32	(1)	-2.9%	(1)	-3.0%
Total Full-time	132	132	127	0	0.0%	(5)	-3.8%

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2011-2012 Year-End Financial Report
School of Journalism

Tuition Revenue: Target vs Collection, Year to Year Change
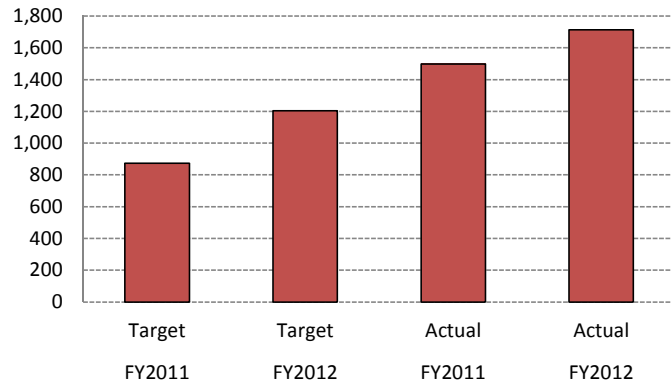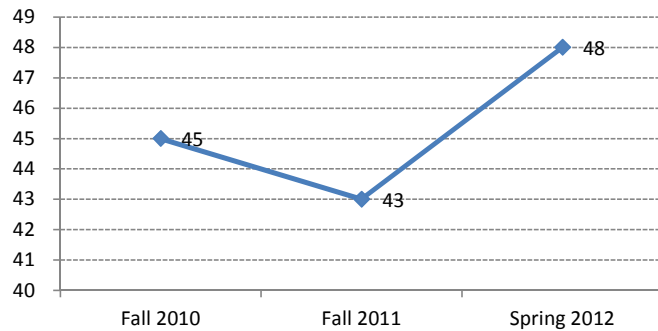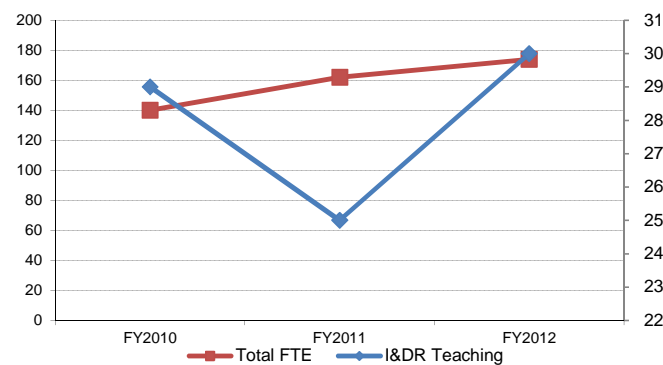
Expenditures vs Resources ($000)

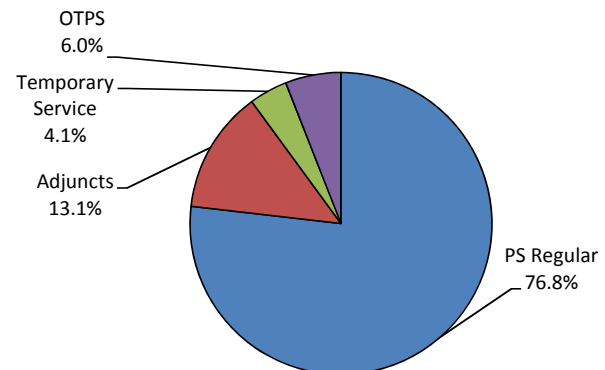|	
Total Resources*	4,845.6
Total Expenditures	4,867.6
(Over)/Under Expenditures	(22.0)
CUTRA	458.5
Total Year-End Balance	436.5

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support tax levy operation.

Full Time Staffing Change: Fall 2010 - Spring 2012

Tax-Levy Expenditures ($000): Dollars & Percent Change FY2011 to FY2012

	FY2011	FY2012	$ Change	% Change
PS Regular	3,512.8	3,376.7	(136.1)	-3.9%
Adjuncts	291.2	368.5	77.2	26.5%
Temporary Service	313.2	351.0	37.8	12.1%
Total PS	4,117.3	4,096.2	(21.0)	-0.5%
OTPS	588.7	743.8	155.1	26.4%
Total	4,705.9	4,840.0	134.1	2.8%

*Expenditures include technology fee costs and Compact philanthropy.

FTE Enrollment vs. Full-time Faculty: FY2010 - FY2012

FY2012 Tax-Levy Expenditures by Major Object

The City University of New York
2011-2012 Year-End Financial Report
School of Journalism

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Year-end Balance
FY2011 - FY2012	4,309.8	0.0	0.0	0.0	27.6	508.1	4,845.6	4,867.6	(22.0)	458.5	436.5

Expenditures ($000)

|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2012	FY2011 Tax-Levy Expenditures	# Change (Tax-Levy Expenditures)	% Change (Tax-Levy Expenditures)
PS Regular	3,376.7	-	-	3,376.7	3,512.8	(136)	-3.9%
Adjuncts	368.5	-	-	368.5	291.2	77	26.5%
Temporary Service	351.0	-	-	351.0	313.2	38	12.1%
Total PS	4,096.2	-	-	4,096.2	4,117.3	(21)	-0.5%
OTPS	743.8	-	27.6	771.4	588.7	155	26.4%
Total	4,840.0	-	27.6	4,867.6	4,705.9	134	2.8%

Tuition Revenue ($000)

FY2011 Target	FY2012 Target	FY2011 Actual	FY2012 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
874	1,205	1,499	1,713	214	14.3%	508

Enrollment

	FY2010	FY2011	FY2012	Change FY2011 - FY2012 #	Change FY2011 - FY2012 %
FTE Undergraduate	0	0	0	0	0.0%
FTE Graduate	140	162	174	12	7.4%
Total FTE	140	162	174	12	7.4%
Headcount	114	138	151	13	9.4%

Staffing

	Fall 2010	Fall 2011	Spring 2012	Change Fall 2010 - Fall 2011 #	Change Fall 2010 - Fall 2011 %	Change Fall 2011 - Spring 2012 #	Change Fall 2011 - Spring 2012 %
I&DR Teaching	29	25	30	(4)	-13.8%	5	20.0%
Counselors & Librarians	-	1	1	1	0.0%	0	0.0%
Total Faculty	29	26	31	(3)	-10.3%	5	19.2%
I&DR Support	2	2	2	0	0.0%	0	0.0%
Non-Instructional	11	12	11	1	9.1%	(1)	-8.3%
Civil Service	3	3	4	0	0.0%	1	33.3%
Total Full-time	45	43	48	(2)	-4.4%	5	11.6%

51.1

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2011-2012 Year-End Financial Report
School of Professional Studies

Tuition Revenue: Target vs Collection, Year to Year Change

| | Target FY2011 | Target FY2012 | Actual FY2011 | Actual FY2012 |
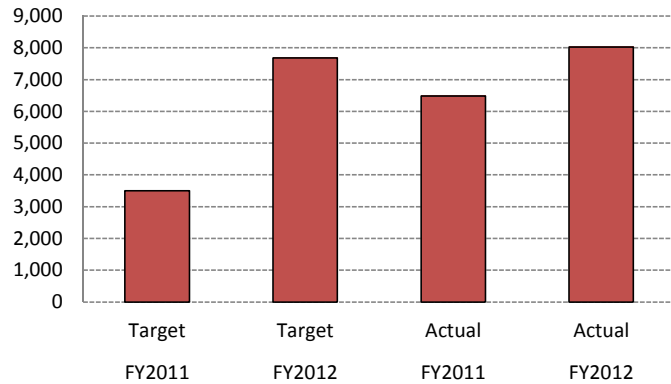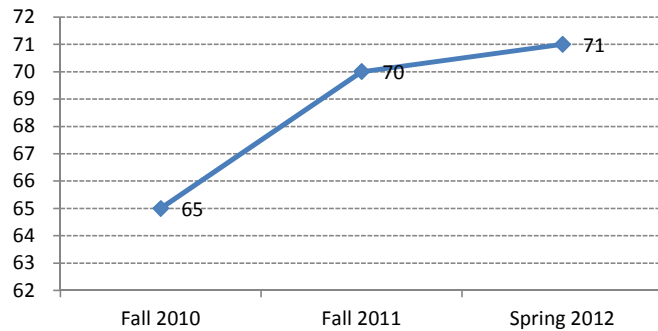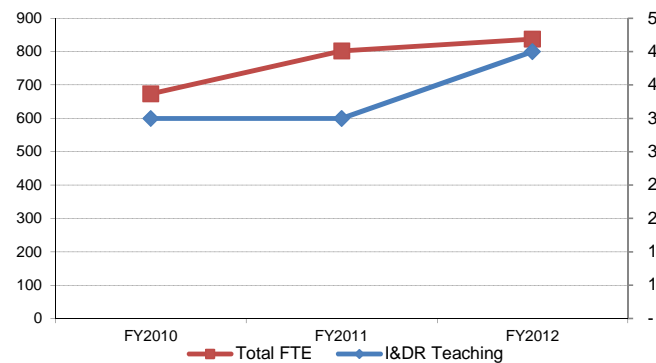
Expenditures vs Resources ($000)

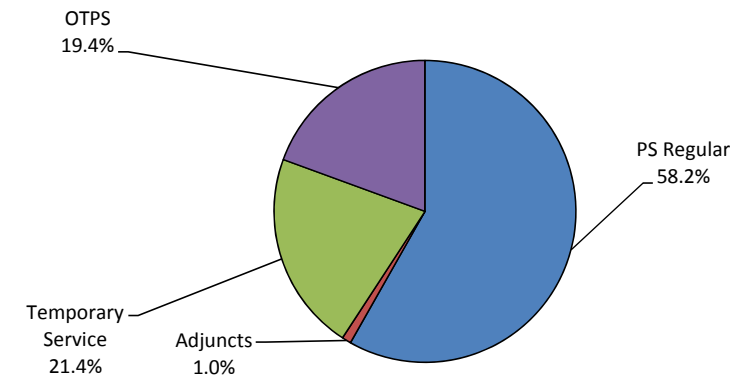|	
Total Resources*	10,458.9
Total Expenditures	10,704.9
(Over)/Under Expenditures	(246.0)
CUTRA	585.3
Total Year-End Balance	339.2

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support tax levy operation.

Full Time Staffing Change: Fall 2010 - Spring 2012

Tax-Levy Expenditures ($000): Dollars & Percent Change FY2011 to FY2012

	FY2011	FY2012	$ Change	% Change
PS Regular	5,098.2	5,499.9	401.7	7.9%
Adjuncts	1,914.4	2,196.2	281.8	14.7%
Temporary Service	587.7	720.5	132.8	22.6%
Total PS	7,600.3	8,416.6	816.3	10.7%
OTPS	1,411.3	1,978.8	567.5	40.2%
Total	9,011.6	10,395.4	1,383.8	15.4%

*Expenditures include technology fee costs and Compact philanthropy.

FTE Enrollment vs. Full-time Faculty: FY2010 - FY2012

FY2012 Tax-Levy Expenditures by Major Object

OTPS 19.0%
PS Regular 52.9%
Temporary Service 6.9%
Adjuncts 21.1%

The City University of New York
2011-2012 Year-End Financial Report
School of Professional Studies

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Year-end Balance
FY2011 - FY2012	9,812.4	0.0	0.0	0.0	309.5	337.0	10,458.9	10,704.9	(246.0)	585.3	339.2

Expenditures ($000)

|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2012	FY2011 Tax-Levy Expenditures	# Change (Tax-Levy Expenditures)	% Change (Tax-Levy Expenditures)
PS Regular	5,499.9	-	309.5	5,809.4	5,098.2	402	7.9%
Adjuncts	2,196.2	-	-	2,196.2	1,914.4	282	14.7%
Temporary Service	720.5	-	-	720.5	587.7	133	22.6%
Total PS	8,416.6	-	309.5	8,726.1	7,600.3	816	10.7%
OTPS	1,978.8	-	-	1,978.8	1,411.3	567	40.2%
Total	10,395.4	-	309.5	10,704.9	9,011.6	1,384	15.4%

Tuition Revenue ($000)

FY2011 Target	FY2012 Target	FY2011 Actual	FY2012 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
3,502	7,685	6,482	8,022	1,540	23.8%	337

Enrollment

	FY2010	FY2011	FY2012	Change FY2011 - FY2012 #	%
FTE Undergraduate	501	559	584	25	4.5%
FTE Graduate	173	243	254	11	4.3%
Total FTE	673	802	837	36	4.4%
Headcount	1,625	1,827	1,900	73	4.0%

Staffing

	Fall 2010	Fall 2011	Spring 2012	Change Fall 2010 - Fall 2011 #	%	Change Fall 2011 - Spring 2012 #	%
I&DR Teaching	3	3	4	0	0.0%	1	33.3%
Counselors & Librarians	4	3	3	(1)	-25.0%	0	0.0%
Total Faculty	7	6	7	(1)	-14.3%	1	16.7%
I&DR Support	29	39	39	10	34.5%	0	0.0%
Non-Instructional	25	21	21	(4)	-16.0%	0	0.0%
Civil Service	4	4	4	0	0.0%	0	0.0%
Total Full-time	65	70	71	5	7.7%	1	1.4%

The City University of New York
2011-2012 Year-End Financial Report
Borough of Manhattan Community College

Tuition Revenue: Target vs Collection, Year to Year Change
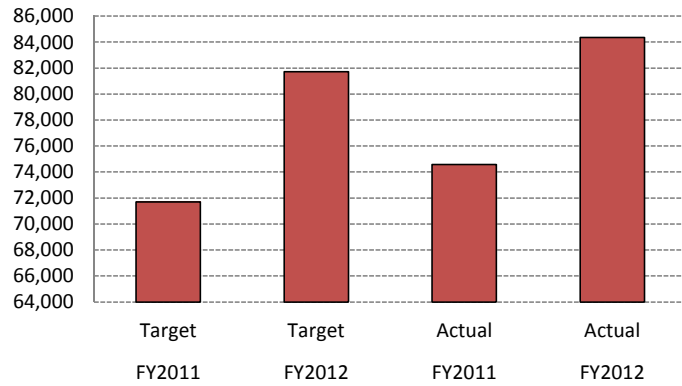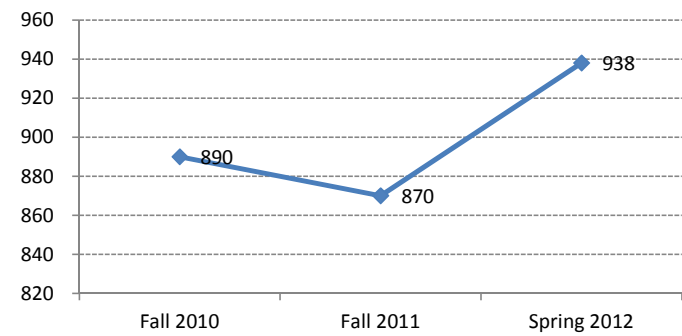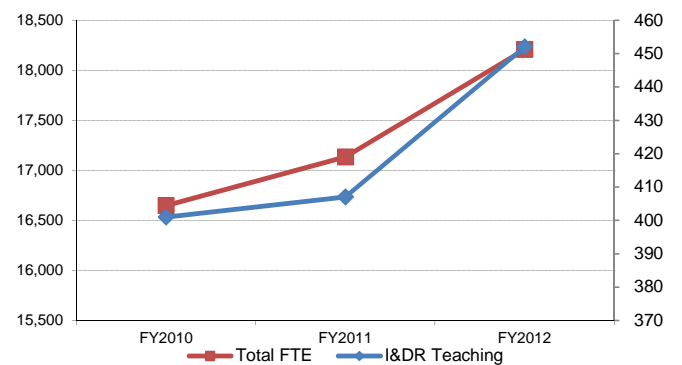
Expenditures vs Resources ($000)

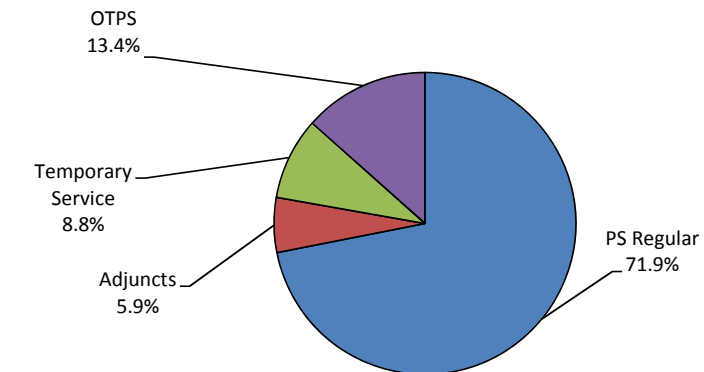|	
Total Resources*	124,818.4
Total Expenditures	124,599.5
(Over)/Under Expenditures	218.9
CUTRA	3,397.8
Total Year-End Balance	3,616.7

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support tax levy operation.

Full Time Staffing Change: Fall 2010 - Spring 2012

Tax-Levy Expenditures ($000): Dollars & Percent Change FY2011 to FY2012

	FY2011	FY2012	$ Change	% Change
PS Regular	62,760.1	64,162.9	1,402.8	2.2%
Adjuncts	20,702.5	21,556.5	854.0	4.1%
Temporary Service	4,865.2	5,097.9	232.7	4.8%
Total PS	88,327.9	90,817.4	2,489.5	2.8%
OTPS	26,136.6	28,680.7	2,544.1	9.7%
Total	114,464.4	119,498.0	5,033.6	4.4%

*Expenditures include technology fee costs and Compact philanthropy.

FTE Enrollment vs. Full-time Faculty: FY2010 - FY2012

FY2012 Tax-Levy Expenditures by Major Object

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The City University of New York
2011-2012 Year-End Financial Report
Borough of Manhattan Community College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Ledger 3	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Year-end Balance
FY2011 - FY2012	116,591.5	-	1,103.7	500.7	3,997.8	2,624.8	124,818.4	124,599.5	218.9	3,397.8	3,616.7

Expenditures ($000)

|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2012	FY2011 Tax-Levy Expenditures	# Change (Tax-Levy Expenditures)	% Change (Tax-Levy Expenditures)
PS Regular	64,162.9	-	857.0	65,019.9	62,760.1	1,403	2.2%
Adjuncts	21,556.5	-	-	21,556.5	20,702.5	854	4.1%
Temporary Service	5,097.9	-	39.7	5,137.6	4,865.2	233	4.8%
Total PS	90,817.4	-	896.7	91,714.0	88,327.9	2,489	2.8%
OTPS	28,680.7	1,103.7	3,101.1	32,885.5	26,136.6	2,544	9.7%
Total	119,498.0	1,103.7	3,997.8	124,599.5	114,464.4	5,034	4.4%

Tuition Revenue ($000)

FY2011 Target	FY2012 Target	FY2011 Actual	FY2012 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
71,702	81,722	74,575	84,346	9,771	13.1%	2,625

Enrollment

	FY2010	FY2011	FY2012	Change FY2011 - FY2012 #	%
FTE Undergraduate	16,647	17,135	18,209	1,074	6.3%
FTE Graduate	0	0	0	0	0.0%
Total FTE	16,647	17,135	18,209	1,074	6.3%
Headcount	22,168	22,975	24,201	1,226	5.3%

Staffing

	Fall 2010	Fall 2011	Spring 2012	Change Fall 2010 - Fall 2011 #	%	Change Fall 2011 - Spring 2012 #	%
I&DR Teaching	401	407	452	6	1.5%	45	11.1%
Counselors & Librarians	26	26	26	0	0.0%	0	0.0%
Total Faculty	427	433	478	6	1.4%	45	10.4%
I&DR Support	80	81	84	1	1.3%	3	3.7%
Non-Instructional	131	119	120	(12)	-9.2%	1	0.8%
Civil Service	252	237	256	(15)	-6.0%	19	8.0%
Total Full-time	890	870	938	(20)	-2.2%	68	7.8%

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The City College of New York

The City University of New York
2011-2012 Year-End Financial Report
Bronx Community College

Tuition Revenue: Target vs Collection, Year to Year Change
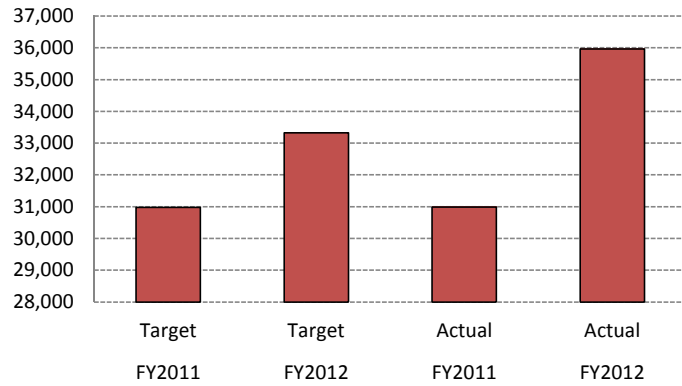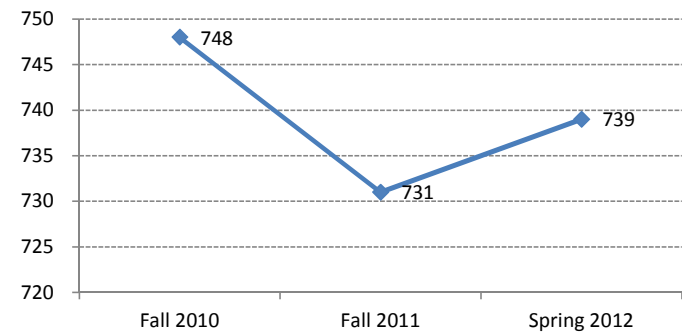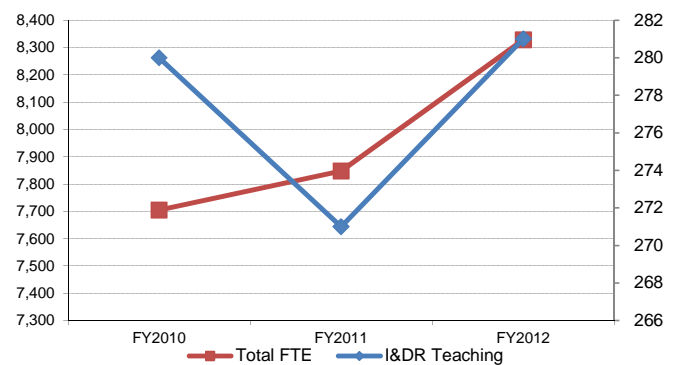
Expenditures vs Resources ($000)

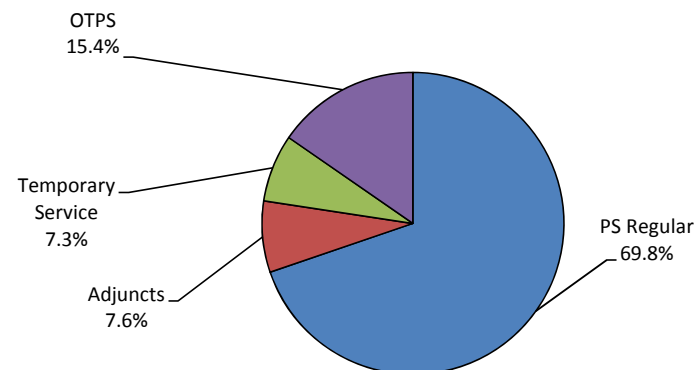|	
Total Resources*	71,106.6
Total Expenditures	69,396.9
(Over)/Under Expenditures	1,709.7
CUTRA	367.4
Total Year-End Balance	2,077.1

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support tax levy operation.

Full Time Staffing Change: Fall 2010 - Spring 2012

Tax-Levy Expenditures ($000): Dollars & Percent Change FY2011 to FY2012

	FY2011	FY2012	$ Change	% Change
PS Regular	50,391.9	50,821.6	429.7	0.9%
Adjuncts	7,571.0	8,252.6	681.6	9.0%
Temporary Service	2,976.1	3,273.7	297.6	10.0%
Total PS	60,939.0	62,347.9	1,408.9	2.3%
OTPS	5,762.5	5,057.5	(705.0)	-12.2%
Total	66,701.5	67,405.4	703.9	1.1%

*Expenditures include technology fee costs and Compact philanthropy.

FTE Enrollment vs. Full-time Faculty: FY2010 - FY2012

FY2012 Tax-Levy Expenditures by Major Object

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Ledger 3	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Year-end Balance
FY2011 - FY2012	64,905.6	-	625.6	1,568.4	1,365.9	2,641.1	71,106.6	69,396.9	1,709.7	367.4	2,077.1

Expenditures ($000)

|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2012	FY2011 Tax-Levy Expenditures	# Change (Tax-Levy Expenditures)	% Change (Tax-Levy Expenditures)
PS Regular	50,821.6	-	4.6	50,826.3	50,391.9	430	0.9%
Adjuncts	8,252.6	-	-	8,252.6	7,571.0	682	9.0%
Temporary Service	3,273.7	320.0	460.0	4,053.7	2,976.1	298	10.0%
Total PS	62,347.9	320.0	464.6	63,132.5	60,939.0	1,409	2.3%
OTPS	5,057.5	305.6	901.3	6,264.4	5,762.5	(705)	-12.2%
Total	67,405.4	625.6	1,365.9	69,396.9	66,701.5	704	1.1%

Tuition Revenue ($000)

FY2011 Target	FY2012 Target	FY2011 Actual	FY2012 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
30,980	33,325	30,991	35,966	4,975	16.1%	2,641

Enrollment

	FY2010	FY2011	FY2012	Change FY2011 - FY2012 #	Change FY2011 - FY2012 %
FTE Undergraduate	7,705	7,848	8,329	481	6.1%
FTE Graduate	0	0	0	0	0.0%
Total FTE	7,705	7,848	8,329	481	6.1%
Headcount	10,739	10,922	11,581	659	6.0%

Staffing

	Fall 2010	Fall 2011	Spring 2012	Change Fall 2010 - Fall 2011 #	Change Fall 2010 - Fall 2011 %	Change Fall 2011 - Spring 2012 #	Change Fall 2011 - Spring 2012 %
I&DR Teaching	280	271	281	(9)	-3.2%	10	3.7%
Counselors & Librarians	25	25	23	0	0.0%	(2)	-8.0%
Total Faculty	305	296	304	(9)	-3.0%	8	2.7%
I&DR Support	76	74	78	(2)	-2.6%	4	5.4%
Non-Instructional	112	112	110	0	0.0%	(2)	-1.8%
Civil Service	255	249	247	(6)	-2.4%	(2)	-0.8%
Total Full-time	748	731	739	(17)	-2.3%	8	1.1%

The City University of New York
2011-2012 Year-End Financial Report
Hostos Community College

Tuition Revenue: Target vs Collection, Year to Year Change
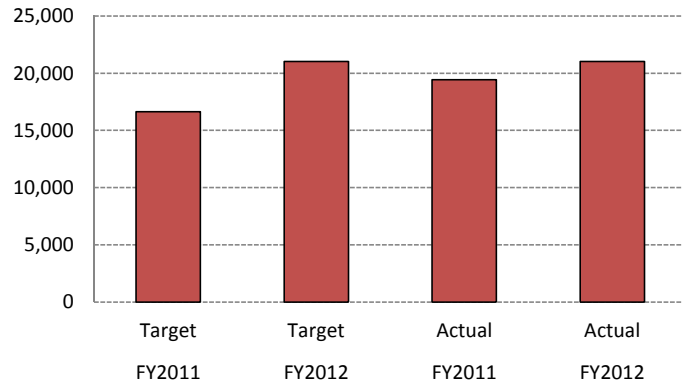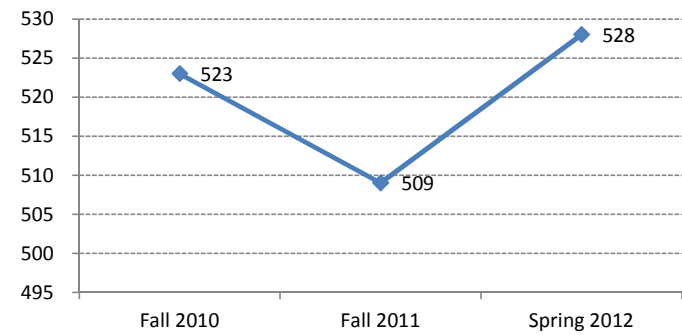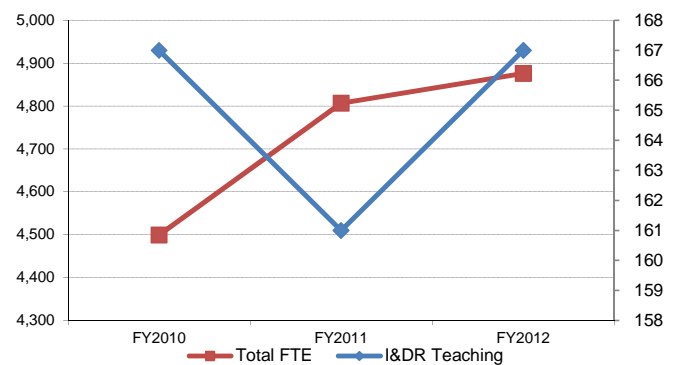
Expenditures vs Resources ($000)

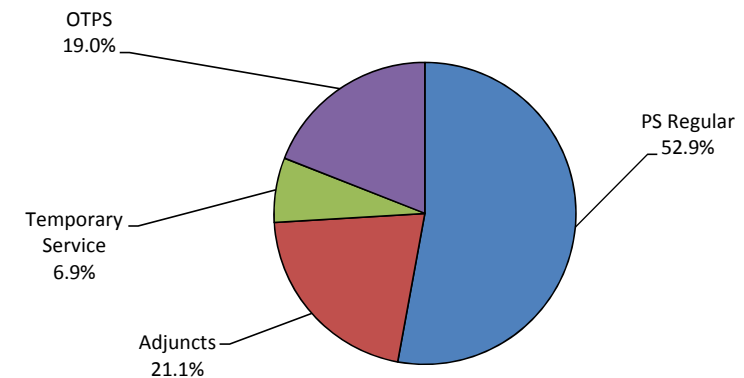|	
Total Resources*	51,097.7
Total Expenditures	51,014.9
(Over)/Under Expenditures	82.8
CUTRA	1,450.9
Total Year-End Balance	1,533.7

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support tax levy operation.

Full Time Staffing Change: Fall 2010 - Spring 2012

Tax-Levy Expenditures ($000): Dollars & Percent Change FY2011 to FY2012

	FY2011	FY2012	$ Change	% Change
PS Regular	34,718.3	34,627.7	(90.6)	-0.3%
Adjuncts	5,157.7	5,839.7	682.0	13.2%
Temporary Service	1,988.0	1,982.7	(5.3)	-0.3%
Total PS	41,863.9	42,450.1	586.2	1.4%
OTPS	5,807.2	7,165.1	1,357.8	23.4%
Total	47,671.1	49,615.1	1,944.0	4.1%

*Expenditures include technology fee costs and Compact philanthropy.

FTE Enrollment vs. Full-time Faculty: FY2010 - FY2012

FY2012 Tax-Levy Expenditures by Major Object

The City University of New York
2011-2012 Year-End Financial Report
Hostos Community College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Ledger 3	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Year-end Balance
FY2011 - FY2012	48,681.7	-	391.5	1,011.9	1,008.3	4.3	51,097.7	51,014.9	82.8	1,450.9	1,533.7

Expenditures ($000)

|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2012	FY2011 Tax-Levy Expenditures	# Change (Tax-Levy Expenditures)	% Change (Tax-Levy Expenditures)
PS Regular	34,627.7	-	135.8	34,763.5	34,718.3	(91)	-0.3%
Adjuncts	5,839.7	-	-	5,839.7	5,157.7	682	13.2%
Temporary Service	1,982.7	-	421.1	2,403.8	1,988.0	(5)	-0.3%
Total PS	42,450.1	-	556.8	43,006.9	41,863.9	586	1.4%
OTPS	7,165.1	391.5	451.4	8,008.0	5,807.2	1,358	23.4%
Total	49,615.1	391.5	1,008.3	51,014.9	47,671.1	1,944	4.1%

Tuition Revenue ($000)

FY2011 Target	FY2012 Target	FY2011 Actual	FY2012 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
16,637	21,034	19,444	21,039	1,594	8.2%	4

Enrollment

	FY2010	FY2011	FY2012	Change FY2011 - FY2012 #	Change FY2011 - FY2012 %
FTE Undergraduate	4,499	4,807	4,876	70	1.4%
FTE Graduate	0	0	0	0	0.0%
Total FTE	4,499	4,807	4,876	70	1.4%
Headcount	6,359	6,739	6,890	151	2.2%

Staffing

	Fall 2010	Fall 2011	Spring 2012	Change Fall 2010 - Fall 2011 #	Change Fall 2010 - Fall 2011 %	Change Fall 2011 - Spring 2012 #	Change Fall 2011 - Spring 2012 %
I&DR Teaching	167	161	167	(6)	-3.6%	6	3.7%
Counselors & Librarians	16	10	10	(6)	-37.5%	0	0.0%
Total Faculty	183	171	177	(12)	-6.6%	6	3.5%
I&DR Support	52	50	55	(2)	-3.8%	5	10.0%
Non-Instructional	99	99	100	0	0.0%	1	1.0%
Civil Service	189	189	196	0	0.0%	7	3.7%
Total Full-time	523	509	528	(14)	-2.7%	19	3.7%

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The City College of New York

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2011-2012 Year-End Financial Report
Kingsborough Community College

Tuition Revenue: Target vs Collection, Year to Year Change
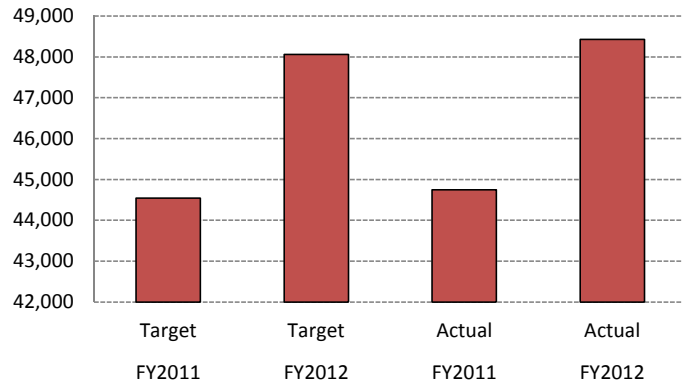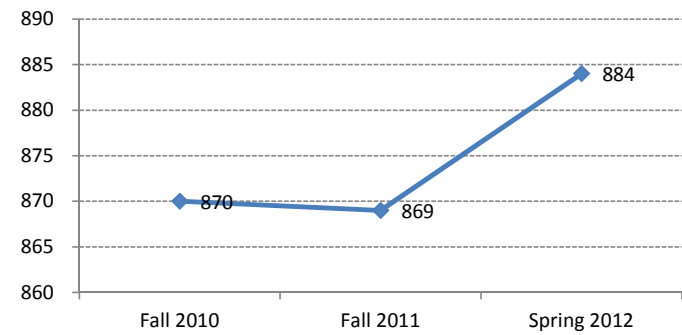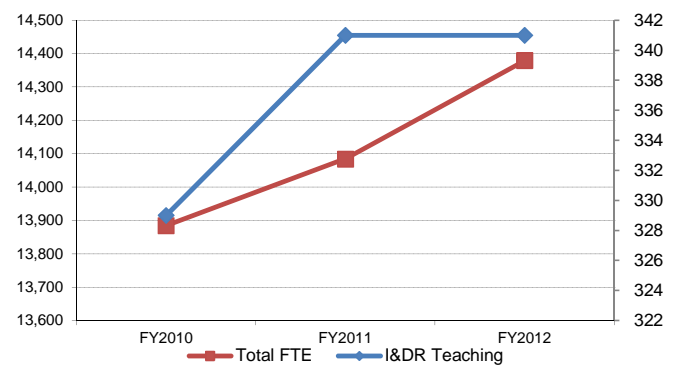
Expenditures vs Resources ($000)

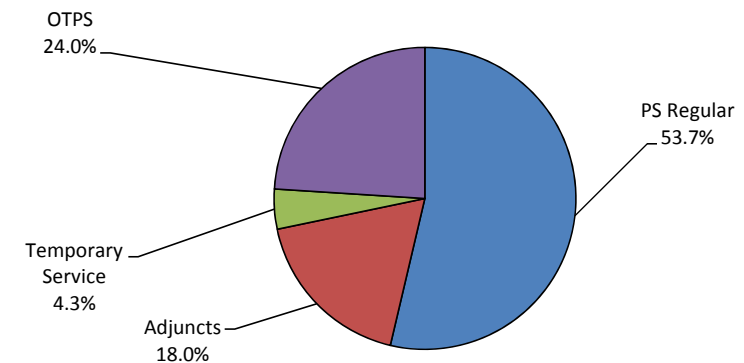|	
Total Resources*	96,874.9
Total Expenditures	96,567.8
(Over)/Under Expenditures	307.2
CUTRA	535.0
Total Year-End Balance	842.2

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support tax levy operation.

Full Time Staffing Change: Fall 2010 - Spring 2012

Tax-Levy Expenditures ($000): Dollars & Percent Change FY2011 to FY2012

	FY2011	FY2012	$ Change	% Change
PS Regular	57,688.8	58,549.4	860.6	1.5%
Adjuncts	14,068.2	14,432.9	364.7	2.6%
Temporary Service	9,330.9	9,342.0	11.1	0.1%
Total PS	81,087.9	82,324.3	1,236.4	1.5%
OTPS	8,945.3	10,777.6	1,832.3	20.5%
Total	90,033.2	93,101.9	3,068.7	3.4%

*Expenditures include technology fee costs and Compact philanthropy.

FTE Enrollment vs. Full-time Faculty: FY2010 - FY2012

FY2012 Tax-Levy Expenditures by Major Object

The City University of New York
2011-2012 Year-End Financial Report
Kingsborough Community College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Ledger 3	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Year-end Balance
FY2011 - FY2012	90,659.6	-	835.0	2,382.5	2,630.9	366.9	96,874.9	96,567.8	307.2	535.0	842.2

Expenditures ($000)

|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2012	FY2011 Tax-Levy Expenditures	# Change (Tax-Levy Expenditures)	% Change (Tax-Levy Expenditures)
PS Regular	58,549.4	-	-	58,549.4	57,688.8	861	1.5%
Adjuncts	14,432.9	-	-	14,432.9	14,068.2	365	2.6%
Temporary Service	9,342.0	-	600.0	9,942.0	9,330.9	11	0.1%
Total PS	82,324.3	-	600.0	82,924.3	81,087.9	1,236	1.5%
OTPS	10,777.6	835.0	2,030.9	13,643.5	8,945.3	1,832	20.5%
Total	93,101.9	835.0	2,630.9	96,567.8	90,033.2	3,069	3.4%

Tuition Revenue ($000)

FY2011 Target	FY2012 Target	FY2011 Actual	FY2012 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
44,541	48,064	44,748	48,431	3,683	8.2%	367

Enrollment

	FY2010	FY2011	FY2012	Change FY2011 - FY2012 #	%
FTE Undergraduate	13,884	14,084	14,379	295	2.1%
FTE Graduate	0	0	0	0	0.0%
Total FTE	13,884	14,084	14,379	295	2.1%
Headcount	18,735	18,882	20,083	1,201	6.4%

Staffing

	Fall 2010	Fall 2011	Spring 2012	Change Fall 2010 - Fall 2011 #	%	Change Fall 2011 - Spring 2012 #	%
I&DR Teaching	329	341	341	12	3.6%	0	0.0%
Counselors & Librarians	14	15	15	1	7.1%	0	0.0%
Total Faculty	343	356	356	13	3.8%	0	0.0%
I&DR Support	91	88	86	(3)	-3.3%	(2)	-2.3%
Non-Instructional	150	149	157	(1)	-0.7%	8	5.4%
Civil Service	286	276	285	(10)	-3.5%	9	3.3%
Total Full-time	870	869	884	(1)	-0.1%	15	1.7%

The City University of New York
2011-2012 Year-End Financial Report
## LaGuardia Community College

Tuition Revenue: Target vs Collection, Year to Year Change
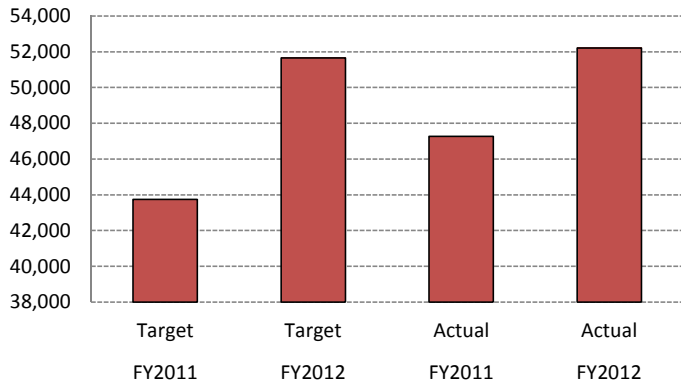
Full Time Staffing Change: Fall 2010 - Spring 2012
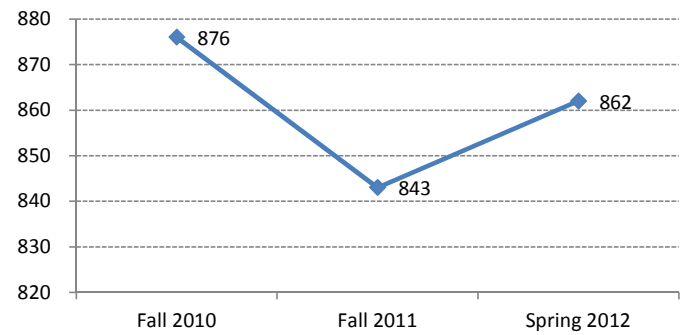
FTE Enrollment vs. Full-time Faculty: FY2010 - FY2012
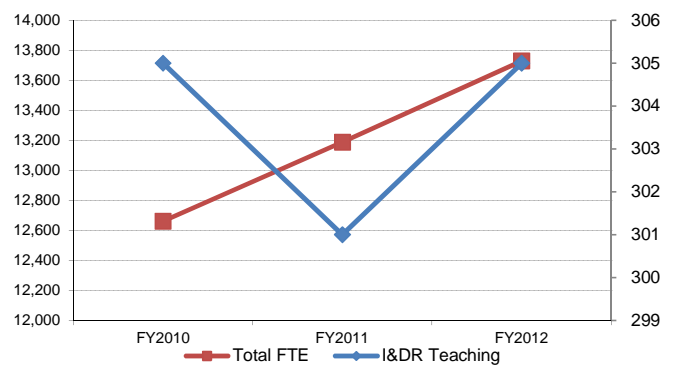
Expenditures vs Resources ($000)

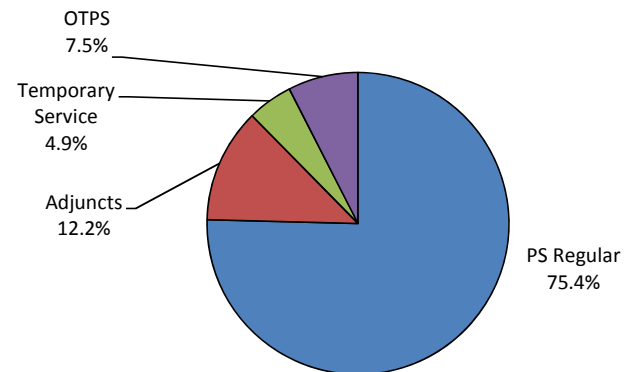|	
Total Resources*	104,847.7
Total Expenditures	104,289.8
(Over)/Under Expenditures	558.0
CUTRA	2,176.6
Total Year-End Balance	2,734.6

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support tax levy operation.

Tax-Levy Expenditures ($000): Dollars & Percent Change FY2011 to FY2012

	FY2011	FY2012	$ Change	% Change
PS Regular	59,612.8	59,403.0	(209.9)	-0.4%
Adjuncts	16,078.1	17,924.9	1,846.8	11.5%
Temporary Service	5,148.3	5,551.5	403.2	7.8%
Total PS	80,839.2	82,879.3	2,040.1	2.5%
OTPS	15,949.8	17,947.2	1,997.4	12.5%
Total	96,789.1	100,826.5	4,037.5	4.2%

*Expenditures include technology fee costs and Compact philanthropy.

FY2012 Tax-Levy Expenditures by Major Object

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Ledger 3	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Year-end Balance
FY2011 - FY2012	99,170.7	0.0	842.2	1,644.0	2,621.0	569.9	104,847.7	104,289.8	558.0	2,176.6	2,734.6

Expenditures ($000)

|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2012	FY2011 Tax-Levy Expenditures	# Change (Tax-Levy Expenditures)	% Change (Tax-Levy Expenditures)
PS Regular	59,403.0	-	190.2	59,593.1	59,612.8	(210)	-0.4%
Adjuncts	17,924.9	-	-	17,924.9	16,078.1	1,847	11.5%
Temporary Service	5,551.5	-	450.0	6,001.5	5,148.3	403	7.8%
Total PS	82,879.3	-	640.2	83,519.5	80,839.2	2,040	2.5%
OTPS	17,947.2	842.2	1,980.9	20,770.3	15,949.8	1,997	12.5%
Total	100,826.5	842.2	2,621.0	104,289.8	96,789.1	4,037	4.2%

Tuition Revenue ($000)

FY2011 Target	FY2012 Target	FY2011 Actual	FY2012 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
43,738	51,650	47,260	52,220	4,960	10.5%	570

Enrollment

	FY2010	FY2011	FY2012	Change FY2011 - FY2012 #	%
FTE Undergraduate	12,662	13,188	13,729	541	4.1%
FTE Graduate	0	0	0	0	0.0%
Total FTE	12,662	13,188	13,729	541	4.1%
Headcount	17,163	17,312	18,342	1,030	5.9%

Staffing

	Fall 2010	Fall 2011	Spring 2012	Change Fall 2010 - Fall 2011 #	%	Change Fall 2011 - Spring 2012 #	%
I&DR Teaching	305	301	305	(4)	-1.3%	4	1.3%
Counselors & Librarians	30	25	26	(5)	-16.7%	1	4.0%
Total Faculty	335	326	331	(9)	-2.7%	5	1.5%
I&DR Support	116	103	106	(13)	-11.2%	3	2.9%
Non-Instructional	178	179	181	1	0.6%	2	1.1%
Civil Service	247	235	244	(12)	-4.9%	9	3.8%
Total Full-time	876	843	862	(33)	-3.8%	19	2.3%

The City University of New York
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Queensborough Community College

Tuition Revenue: Target vs Collection, Year to Year Change
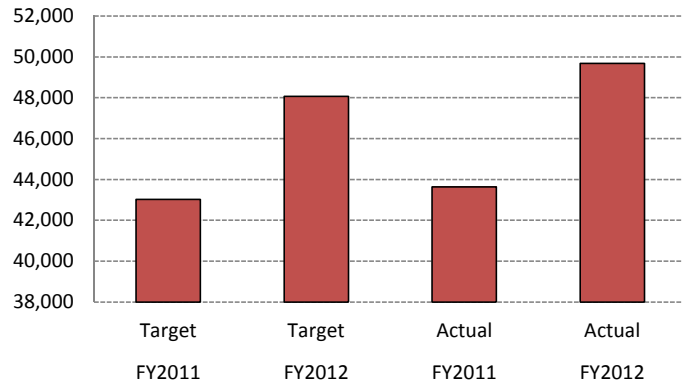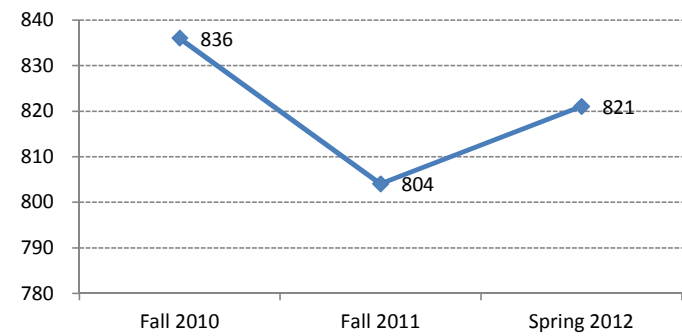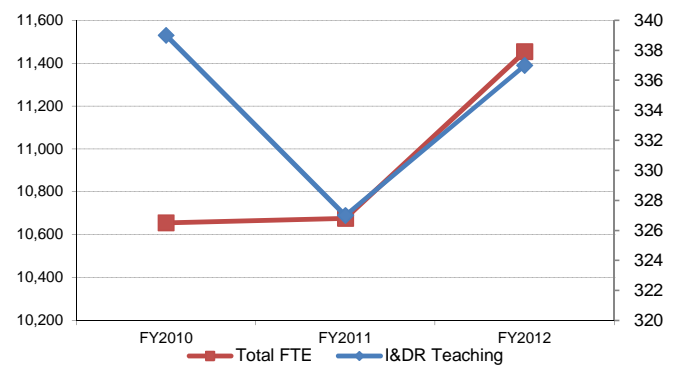
Expenditures vs Resources ($000)

Total Resources*	85,771.9
Total Expenditures	85,064.2
(Over)/Under Expenditures	707.7
CUTRA	1,821.7
Total Year-End Balance	2,529.4

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support tax levy operation.

Full Time Staffing Change: Fall 2010 - Spring 2012

Tax-Levy Expenditures ($000): Dollars & Percent Change FY2011 to FY2012

	FY2011	FY2012	$ Change	% Change
PS Regular	56,744.8	56,519.3	(225.5)	-0.4%
Adjuncts	14,408.8	15,209.8	801.0	5.6%
Temporary Service	3,273.4	3,406.9	133.4	4.1%
Total PS	74,427.0	75,135.9	708.9	1.0%
OTPS	4,851.6	6,476.3	1,624.7	33.5%
Total	79,278.6	81,612.2	2,333.6	2.9%

*Expenditures include technology fee costs and Compact philanthropy.

FTE Enrollment vs. Full-time Faculty: FY2010 - FY2012

FY2012 Tax-Levy Expenditures by Major Object

The City University of New York
2011-2012 Year-End Financial Report
Queensborough Community College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Ledger 3	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Year-end Balance
FY2011 - FY2012	79,927.5	0.0	1,036.0	778.0	2,416.0	1,614.4	85,771.9	85,064.2	707.7	1,821.7	2,529.4

Expenditures ($000)

|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2012	FY2011 Tax-Levy Expenditures	# Change (Tax-Levy Expenditures)	% Change (Tax-Levy Expenditures)
PS Regular	56,519.3	-	2.3	56,521.6	56,744.8	(226)	-0.4%
Adjuncts	15,209.8	-	-	15,209.8	14,408.8	801	5.6%
Temporary Service	3,406.9	-	265.5	3,672.4	3,273.4	133	4.1%
Total PS	75,135.9	-	267.9	75,403.8	74,427.0	709	1.0%
OTPS	6,476.3	1,036.0	2,148.1	9,660.4	4,851.6	1,625	33.5%
Total	81,612.2	1,036.0	2,416.0	85,064.2	79,278.6	2,334	2.9%

Tuition Revenue ($000)

FY2011 Target	FY2012 Target	FY2011 Actual	FY2012 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
43,027	48,061	43,630	49,676	6,046	13.9%	1,614

Enrollment

	FY2010	FY2011	FY2012	Change FY2011 - FY2012 #	%
FTE Undergraduate	10,655	10,676	11,454	778	7.3%
FTE Graduate	0	0	0	0	0.0%
Total FTE	10,655	10,676	11,454	778	7.3%
Headcount	15,212	15,119	16,307	1,188	7.9%

Staffing

	Fall 2010	Fall 2011	Spring 2012	Change Fall 2010 - Fall 2011 #	%	Change Fall 2011 - Spring 2012 #	%
I&DR Teaching	339	327	337	(12)	-3.5%	10	3.1%
Counselors & Librarians	18	16	16	(2)	-11.1%	0	0.0%
Total Faculty	357	343	353	(14)	-3.9%	10	2.9%
I&DR Support	108	114	119	6	5.6%	5	4.4%
Non-Instructional	117	106	109	(11)	-9.4%	3	2.8%
Civil Service	254	241	240	(13)	-5.1%	(1)	-0.4%
Total Full-time	836	804	821	(32)	-3.8%	17	2.1%

H.5. **CUNY Year-End Financial Report (FY 2011)**

The City University of New York

FY2011 Year End Financial Report

University Budget Office

October 27, 2011

The City University of New York
Financial Report Overview

The Financial Report pro vides expenditure, revenue, enrollment, and staffing data for the individual colleges as well as University totals. This information is presented both graphically and in tabular format.

Comparison of Expenditures to Resources

The comparison of total expenditures to total revenue provides the year-end condition of each college. The adjusted tax-levy allocation includes adjustments for revenue collections above the target and ot her funds used to offs et tax-levy expenses. Non tax levy f unds for the senior colleges includes Research Foundation funds, legislative initiatives, and Income Fund Reimbursable (IFR) resources, which are made up of self-supporting programs, including Ad ult and Continuing Education and technology fees. Ledger three co mmunity college funds include revenues from language immersion programs and non-miscellaneous income. Community college Adult and Contin uing Education (ACE) revenue and expenditures are excluded from this report.

City University Tuition Reimbursable Account (CUTRA) and reserv e balances are used to offset expend itures above the allocation. CUTRA and reserve funds are unexpended tu ition revenue collections above target for previous years.

Expenditures

Year end 2010-11 expenditures are com pared to 2 009-10 expenditures in total and b y category. Total expenditures include those support ed by the technology fee and by compact philanthropy funds.

Revenue

Revenue data provided includes the FY2010 and FY2011 targets, and a comparison of FY2011 collections to FY2010 collections.

Enrollment

Fall 2010 headcount and FTE enrollment are compared to Fall 2009 and Fall 2008 headcount and FTE totals. These figures were provided by the Office of Institutional Research and Analysis.

Staffing

Full-time staff figures are provided for I&DR Teaching, Librarians & Counselors, Total Faculty, I&DR Support, Non-Instructional, and Civil Service staff for Fall 2010, Fall 2009, and Fall 2008. Comparisons among these figures are provided. The sources for these numbers are the FISM115V and FISM115Z reports (the average salary reports). They do not include IFR positions.

EXPENDITURES

The City University of New York
2010-2011 Year-End Financial Report

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation[1]	Compact Philanthropy	Non Tax Levy Ledger 3 Funds [2]	Technology Fee	Tuition Revenue Above Target	Total Resources	Expenditures [3]	(Over)/Under Expenditure	Prior Year CUTRA & Reserves	Year-end Balance	$11.9M Budget Cut	FY2012 Beginning Balance
Baruch	107,948.4	1,816.0	0.0	3,377.0	2,558.0	115,699.4	111,595.7	4,103.7	73.1	4,176.8	(988.0)	3,188.8
Brooklyn	115,567.4	857.0	0.0	2,336.2	1,640.8	120,401.5	118,949.7	1,451.8	1,711.6	3,163.4	(1,044.2)	2,119.2
City	133,308.2	1,493.0	0.0	2,594.9	4,099.6	141,495.7	139,754.0	1,741.8	1,042.1	2,783.9	(1,216.0)	1,567.8
Hunter	147,059.3	1,233.0	0.0	2,661.2	4,299.5	155,253.0	153,248.2	2,004.7	3,728.2	5,732.9	(1,319.9)	4,413.0
John Jay	83,061.4	389.3	0.0	2,669.2	2,039.8	88,159.7	86,301.9	1,857.7	1,995.9	3,853.6	(736.7)	3,116.9
Lehman	80,642.8	348.0	0.0	2,168.6	4,208.8	87,368.2	87,996.7	(628.5)	1,186.6	558.2	(715.0)	(156.8)
Medgar Evers	50,961.1	329.0	0.0	847.9	525.2	52,663.2	51,743.6	919.6	1,048.0	1,967.7	(408.9)	1,558.8
NYCCT	78,282.0	650.0	0.0	2,146.1	6,729.5	87,807.6	83,632.4	4,175.2	949.4	5,124.6	(696.7)	4,427.9
Queens	122,889.4	975.0	0.0	3,173.0	3,456.7	130,494.1	130,743.0	(248.8)	3,055.7	2,806.9	(1,098.7)	1,708.2
CSI	84,011.1	403.0	0.0	2,410.5	4,608.2	91,432.8	90,588.0	844.8	847.6	1,692.4	(761.6)	930.9
York	50,440.1	198.3	820.0	1,372.6	1,010.8	53,841.9	53,793.9	48.0	21.0	69.0	(439.2)	(370.3)
Graduate School	106,809.3	466.0	0.0	896.6	0.0	108,171.9	106,679.4	1,492.5	1,447.1	2,939.7	(895.4)	2,044.3
Law School	15,648.2	70.0	0.0	0.0	178.6	15,896.8	16,265.6	(368.8)	1,000.0	631.2	(142.3)	488.9
School of Journalism	4,250.8	0.0	0.0	37.8	624.6	4,913.1	4,743.7	169.4	290.5	459.9	(38.3)	421.6
School of Professional Studies	6,585.7	0.0	0.0	165.3	2,980.1	9,731.2	9,176.9	554.2	31.0	585.3	(50.7)	534.6
Senior College Total	**1,187,465.2**	**9,227.6**	**820.0**	**26,857.2**	**38,960.1**	**1,263,330.1**	**1,245,212.6**	**18,117.5**	**18,427.9**	**36,545.3**	**(10,551.7)**	**25,993.6**
BMCC	113,335.7	535.0	526.2	3,456.0	2,873.0	120,725.9	118,455.5	2,270.5	1,127.3	3,397.8	0.0	3,397.8
Bronx	64,650.6	281.4	817.6	1,289.9	11.1	67,050.6	68,272.8	(1,222.2)	1,964.1	741.9	0.0	741.9
Hostos	45,394.3	204.0	1,030.5	1,066.8	2,807.8	50,503.4	48,847.1	1,656.3	1,364.6	3,020.9	0.0	3,020.9
Kingsborough	87,565.7	305.0	2,375.2	2,579.4	207.2	93,032.6	92,917.6	114.9	1,020.0	1,135.0	0.0	1,135.0
LaGuardia	91,380.6	416.0	2,360.1	2,549.5	3,521.4	100,227.5	99,754.5	473.0	1,903.6	2,376.6	0.0	2,376.6
Queensborough	78,194.2	488.2	618.2	2,250.0	603.2	82,153.9	82,016.8	137.1	1,684.6	1,821.7	0.0	1,821.7
Community College Total	**480,521.2**	**2,229.6**	**7,727.8**	**13,191.6**	**10,023.8**	**513,693.9**	**510,264.3**	**3,429.6**	**9,064.3**	**12,493.9**	**0.0**	**12,493.9**
University Total	**1,667,986.4**	**11,457.2**	**8,547.8**	**40,048.8**	**48,983.9**	**1,777,024.1**	**1,755,476.9**	**21,547.1**	**27,492.2**	**49,039.3**	**(10,551.7)**	**38,487.6**

Notes:

1. Community College tax levy allocation and expenditures include ledger two and ledger three amounts net of Adult and Continuing Education.
2. Non tax levy funds includes Income Fund Reimbursable and Research Foundation funds that colleges plan to use in support of tax levy operations. These are other Non Tax Levy Pending items
3. Expenditures include tax levy, technology fee costs, and Compact philanthropy.

The City University of New York
2010-2011 Year-End Financial Report

FY2011 Expenditure Detail

	FY2011 Tax Levy Expenditures	Compact Philanthropy	Technology Fee	Total
Baruch	106,402.7	1,816.0	3,377.0	111,595.7
Brooklyn	115,756.4	857.0	2,336.2	118,949.7
City	135,666.0	1,493.0	2,594.9	139,754.0
Hunter	149,354.0	1,233.0	2,661.2	153,248.2
John Jay	83,243.4	389.3	2,669.2	86,301.9
Lehman	85,480.1	348.0	2,168.6	87,996.7
Medgar Evers	50,566.7	329.0	847.9	51,743.6
NYCCT	80,836.2	650.0	2,146.1	83,632.4
Queens	126,594.9	975.0	3,173.0	130,743.0
CSI	87,774.5	403.0	2,410.5	90,588.0
York	52,223.0	198.3	1,372.6	53,793.9
Graduate School	105,316.7	466.0	896.6	106,679.4
Law School	16,195.6	70.0	-	16,265.6
School of Journalism	4,705.9	-	37.8	4,743.7
School of Professional Studies	9,011.6	-	165.3	9,176.9
Senior College Total	**1,209,127.9**	**9,227.6**	**26,857.2**	**1,245,212.6**
BMCC	114,464.4	535.0	3,456.0	118,455.5
Bronx	66,701.5	281.4	1,289.9	68,272.8
Hostos	47,671.1	204.0	972.0	48,847.1
Kingsborough	90,033.2	305.0	2,579.4	92,917.6
LaGuardia	96,789.1	416.0	2,549.5	99,754.5
Queensborough	79,278.6	488.2	2,250.0	82,016.8
Community College Total	**494,937.9**	**2,229.6**	**13,096.8**	**510,264.3**
University Total	**1,704,065.8**	**11,457.2**	**39,953.9**	**1,755,476.9**

The City University of New York
2010-2011 Year-End Financial Report

Expenditure Comparison: FY2010 vs FY2011

	FY2010	FY2011	Difference	% Change
Baruch	114,410.7	111,595.7	(2,815.1)	-2.5%
Brooklyn	123,308.3	118,949.7	(4,358.6)	-3.5%
City	141,273.1	139,754.0	(1,519.1)	-1.1%
Hunter	150,568.7	153,248.2	2,679.5	1.8%
John Jay	90,220.7	86,301.9	(3,918.7)	-4.3%
Lehman	88,338.2	87,996.7	(341.6)	-0.4%
Medgar Evers	50,019.7	51,743.6	1,723.9	3.4%
NYCCT	87,039.0	83,632.4	(3,406.7)	-3.9%
Queens	134,057.0	130,743.0	(3,314.1)	-2.5%
CSI	92,275.0	90,588.0	(1,687.0)	-1.8%
York	54,148.0	53,793.9	(354.1)	-0.7%
Graduate School	109,155.1	106,679.4	(2,475.7)	-2.3%
Law School	15,739.2	16,265.6	526.4	3.3%
School of Journalism	4,555.5	4,743.7	188.2	4.1%
School of Professional Studies	8,109.0	9,176.9	1,068.0	13.2%
Senior College Total	**1,263,217.4**	**1,245,212.6**	**(18,004.7)**	**-1.4%**
BMCC	117,331.7	118,455.5	1,123.8	1.0%
Bronx	66,768.8	68,272.8	1,504.0	2.3%
Hostos	48,621.5	48,847.1	225.6	0.5%
Kingsborough	89,975.1	92,917.6	2,942.6	3.3%
LaGuardia	96,992.8	99,754.5	2,761.7	2.8%
Queensborough	83,630.7	82,016.8	(1,613.9)	-1.9%
Community College Total	**503,320.6**	**510,264.3**	**6,943.7**	**1.4%**
University Total	**1,766,538.0**	**1,755,476.9**	**(11,061.0)**	**-0.6%**

Expenditures include technology fee costs and Compact philanthropy.

The City University of New York
2010-2011 Year-End Financial Report

Expenditure Comparison: FY2010 vs FY2011 by Major Object

	FY2010 Expenditures						FY2011 Expenditures					
	PS Regular	Adjunct/ Summer	Temp Service	Total PS	OTPS	Total	PS Regular	Adjunct/ Summer	Temp Service	Total PS	OTPS	Total
Baruch	86,531.7	11,584.9	5,064.7	103,181.2	11,229.5	114,410.7	85,232.7	10,821.5	4,976.8	101,030.9	10,564.7	111,595.7
Brooklyn	86,855.8	12,371.7	10,268.4	109,495.9	13,812.3	123,308.3	86,843.4	12,137.0	10,610.7	109,591.0	9,358.6	118,949.7
City	101,271.2	11,463.9	9,293.6	122,028.7	19,244.4	141,273.1	103,048.3	12,455.7	8,581.7	124,085.6	15,668.3	139,754.0
Hunter	109,182.6	21,508.4	6,334.9	137,025.9	13,542.8	150,568.7	111,040.0	21,039.9	8,379.3	140,459.2	12,789.0	153,248.2
John Jay	61,205.7	12,012.4	8,973.5	82,191.6	8,029.1	90,220.7	60,485.6	11,767.3	8,035.2	80,288.2	6,013.8	86,301.9
Lehman	62,920.7	10,418.8	3,812.9	77,152.5	11,185.8	88,338.2	65,099.9	9,778.4	4,158.4	79,036.7	8,960.0	87,996.7
Medgar Evers	37,462.9	7,270.1	1,238.2	45,971.2	4,048.5	50,019.7	38,576.3	7,263.5	667.4	46,507.2	5,236.4	51,743.6
NYCCT	57,062.5	15,946.2	3,587.0	76,595.7	10,443.3	87,039.0	57,585.4	15,593.9	3,753.3	76,932.5	6,699.9	83,632.4
Queens	92,302.8	13,265.9	7,822.3	113,391.0	20,666.1	134,057.0	93,522.7	13,649.5	8,358.1	115,530.3	15,212.6	130,743.0
CSI	61,731.5	11,431.8	7,375.2	80,538.5	11,736.6	92,275.0	62,368.7	11,880.2	7,486.1	81,734.9	8,853.1	90,588.0
York	38,959.6	6,735.7	3,383.2	49,078.5	5,069.5	54,148.0	40,413.4	6,008.2	2,897.5	49,319.2	4,474.7	53,793.9
Graduate School	61,910.3	2,877.2	21,459.7	86,247.3	22,907.8	109,155.1	62,132.8	973.8	23,474.5	86,581.0	20,098.3	106,679.4
Law School	11,650.7	696.1	1,412.4	13,759.2	1,980.1	15,739.2	11,983.3	792.2	1,423.9	14,199.5	2,066.1	16,265.6
School of Journalism	3,079.5	323.8	308.3	3,711.5	843.9	4,555.5	3,512.8	291.2	313.2	4,117.3	626.4	4,743.7
School of Professional Studies	4,420.0	1,740.9	649.1	6,810.0	1,299.0	8,109.0	5,173.2	1,914.4	637.7	7,725.3	1,451.7	9,176.9
Senior College Total	**876,547.6**	**139,647.8**	**90,983.5**	**1,107,178.9**	**156,038.5**	**1,263,217.4**	**887,018.5**	**136,366.7**	**93,753.6**	**1,117,138.8**	**128,073.9**	**1,245,212.6**
BMCC	62,514.6	19,476.2	5,101.1	87,091.8	30,239.8	117,331.7	63,319.2	20,702.5	4,937.3	88,959.1	29,496.4	118,455.5
Bronx	48,640.9	7,571.1	3,589.6	59,801.6	6,967.2	66,768.8	50,398.5	7,571.0	3,282.2	61,251.7	7,021.1	68,272.8
Hostos	34,773.7	3,919.0	2,965.3	41,657.9	6,963.6	48,621.5	34,786.7	5,157.7	2,189.2	42,133.6	6,713.5	48,847.1
Kingsborough	55,965.5	12,346.1	9,346.0	77,657.6	12,317.5	89,975.1	57,689.3	14,068.2	9,880.7	81,638.2	11,279.4	92,917.6
LaGuardia	57,799.3	15,699.2	5,245.5	78,744.0	18,248.9	96,992.8	59,751.4	16,078.1	5,605.2	81,434.8	18,319.8	99,754.5
Queensborough	55,315.7	13,391.5	3,451.2	72,158.4	11,472.3	83,630.7	56,751.3	14,408.8	3,554.3	74,714.4	7,302.4	82,016.8
Community College Total	**315,009.6**	**72,402.9**	**29,698.7**	**417,111.3**	**86,209.3**	**503,320.6**	**322,696.4**	**77,986.3**	**29,449.1**	**430,131.8**	**80,132.5**	**510,264.3**
University Total	**1,191,557.2**	**212,050.7**	**120,682.2**	**1,524,290.2**	**242,247.8**	**1,766,538.0**	**1,209,714.9**	**214,353.0**	**123,202.7**	**1,547,270.5**	**208,206.4**	**1,755,476.9**

Note: Tax-Levy expenditures include technology fees and Compact philanthrophy.

Expenditure Comparison: Percent of Total Expenditure by College

	FY2010 Expenditures						FY2011 Expenditures					
	PS Regular	Adjunct/ Summer	Temp Service	Total PS	OTPS	Total	PS Regular	Adjunct/ Summer	Temp Service	Total PS	OTPS	Total
Baruch	75.6%	10.1%	4.4%	90.2%	9.8%	100%	76.4%	9.7%	4.5%	90.5%	9.5%	100.0%
Brooklyn	70.4%	10.0%	8.3%	88.8%	11.2%	100%	73.0%	10.2%	8.9%	92.1%	7.9%	100.0%
City	71.7%	8.1%	6.6%	86.4%	13.6%	100%	73.7%	8.9%	6.1%	88.8%	11.2%	100.0%
Hunter	72.5%	14.3%	4.2%	91.0%	9.0%	100%	72.5%	13.7%	5.5%	91.7%	8.3%	100.0%
John Jay	67.8%	13.3%	9.9%	91.1%	8.9%	100%	70.1%	13.6%	9.3%	93.0%	7.0%	100.0%
Lehman	71.2%	11.8%	4.3%	87.3%	12.7%	100%	74.0%	11.1%	4.7%	89.8%	10.2%	100.0%
Medgar Evers	74.9%	14.5%	2.5%	91.9%	8.1%	100%	74.6%	14.0%	1.3%	89.9%	10.1%	100.0%
NYCCT	65.6%	18.3%	4.1%	88.0%	12.0%	100%	68.9%	18.6%	4.5%	92.0%	8.0%	100.0%
Queens	68.9%	9.9%	5.8%	84.6%	15.4%	100%	71.5%	10.4%	6.4%	88.4%	11.6%	100.0%
CSI	66.9%	12.4%	8.0%	87.3%	12.7%	100%	68.8%	13.1%	8.3%	90.2%	9.8%	100.0%
York	72.0%	12.4%	6.2%	90.6%	9.4%	100%	75.1%	11.2%	5.4%	91.7%	8.3%	100.0%
Graduate School	56.7%	2.6%	19.7%	79.0%	21.0%	100%	58.2%	0.9%	22.0%	81.2%	18.8%	100.0%
Law School	74.0%	4.4%	9.0%	87.4%	12.6%	100%	73.7%	4.9%	8.8%	87.3%	12.7%	100.0%
School of Journalism	67.6%	7.1%	6.8%	81.5%	18.5%	100%	74.1%	6.1%	6.6%	86.8%	13.2%	100.0%
School of Professional Studies	54.5%	21.5%	8.0%	84.0%	16.0%	100%	56.4%	20.9%	6.9%	84.2%	15.8%	100.0%
Senior College Total	**69.4%**	**11.1%**	**7.2%**	**87.6%**	**12.4%**	**100.0%**	**71.2%**	**11.0%**	**7.5%**	**89.7%**	**10.3%**	**100.0%**
BMCC	53.3%	16.6%	4.3%	74.2%	25.8%	100.0%	53.5%	17.5%	4.2%	75.1%	24.9%	100.0%
Bronx	72.8%	11.3%	5.4%	89.6%	10.4%	100.0%	73.8%	11.1%	4.8%	89.7%	10.3%	100.0%
Hostos	71.5%	8.1%	6.1%	85.7%	14.3%	100.0%	71.2%	10.6%	4.5%	86.3%	13.7%	100.0%
Kingsborough	62.2%	13.7%	10.4%	86.3%	13.7%	100.0%	62.1%	15.1%	10.6%	87.9%	12.1%	100.0%
LaGuardia	59.6%	16.2%	5.4%	81.2%	18.8%	100.0%	59.9%	16.1%	5.6%	81.6%	18.4%	100.0%
Queensborough	66.1%	16.0%	4.1%	86.3%	13.7%	100.0%	69.2%	17.6%	4.3%	91.1%	8.9%	100.0%
Community College Total	**62.6%**	**14.4%**	**5.9%**	**82.9%**	**17.1%**	**100.0%**	**63.2%**	**15.3%**	**5.8%**	**84.3%**	**15.7%**	**100.0%**
University Total	**67.5%**	**12.0%**	**6.8%**	**86.3%**	**13.7%**	**100.0%**	**68.9%**	**12.2%**	**7.0%**	**88.1%**	**11.9%**	**100.0%**

The City University of New York
2010-2011 Year-End Financial Report

Expenditures by Major Object: Numerical Change, FY2010 - FY2011

	Expenditures					
	PS Regular	Adjunct/ Summer	Temp Service	Total PS	OTPS	Total
Baruch	(1,299)	(763)	(88)	(2,150)	(665)	(2,815)
Brooklyn	(12)	(235)	342	95	(4,454)	(4,359)
City	1,777	992	(712)	2,057	(3,576)	(1,519)
Hunter	1,857	(468)	2,044	3,433	(754)	2,679
John Jay	(720)	(245)	(938)	(1,903)	(2,015)	(3,919)
Lehman	2,179	(640)	345	1,884	(2,226)	(342)
Medgar Evers	1,113	(7)	(571)	536	1,188	1,724
NYCCT	523	(352)	166	337	(3,743)	(3,407)
Queens	1,220	384	536	2,139	(5,453)	(3,314)
CSI	637	448	111	1,196	(2,883)	(1,687)
York	1,454	(728)	(486)	241	(595)	(354)
Graduate School	222	(1,903)	2,015	334	(2,809)	(2,476)
Law School	333	96	11	440	86	526
School of Journalism	433	(33)	5	406	(217)	188
School of Professional Studies	753	173	(11)	915	153	1,068
Senior College Total	**10,471**	**(3,281)**	**2,770**	**9,960**	**(27,965)**	**(18,005)**
BMCC	805	1,226	(164)	1,867	(743)	1,124
Bronx	1,758	(0)	(307)	1,450	54	1,504
Hostos	13	1,239	(776)	476	(250)	226
Kingsborough	1,724	1,722	535	3,981	(1,038)	2,943
LaGuardia	1,952	379	360	2,691	71	2,762
Queensborough	1,436	1,017	103	2,556	(4,170)	(1,614)
Community College Total	**7,687**	**5,583**	**(250)**	**13,020**	**(6,077)**	**6,944**
University Total	**18,158**	**2,302**	**2,520**	**22,980**	**(34,041)**	**(11,061)**

The City University of New York
2010-2011 Year-End Financial Report

Expenditures by Major Object: Percentage Change FY2010 - FY2011

	Expenditures					
	PS Regular	Adjunct/ Summer	Temp Service	Total PS	OTPS	Total
Baruch	-1.5%	-6.6%	-1.7%	-2.1%	-5.9%	-2.5%
Brooklyn	0.0%	-1.9%	3.3%	0.1%	-32.2%	-3.5%
City	1.8%	8.7%	-7.7%	1.7%	-18.6%	-1.1%
Hunter	1.7%	-2.2%	32.3%	2.5%	-5.6%	1.8%
John Jay	-1.2%	-2.0%	-10.5%	-2.3%	-25.1%	-4.3%
Lehman	3.5%	-6.1%	9.1%	2.4%	-19.9%	-0.4%
Medgar Evers	3.0%	-0.1%	-46.1%	1.2%	29.3%	3.4%
NYCCT	0.9%	-2.2%	4.6%	0.4%	-35.8%	-3.9%
Queens	1.3%	2.9%	6.9%	1.9%	-26.4%	-2.5%
CSI	1.0%	3.9%	1.5%	1.5%	-24.6%	-1.8%
York	3.7%	-10.8%	-14.4%	0.5%	-11.7%	-0.7%
Graduate School	0.4%	-66.2%	9.4%	0.4%	-12.3%	-2.3%
Law School	2.9%	13.8%	0.8%	3.2%	4.3%	3.3%
School of Journalism	14.1%	-10.1%	1.6%	10.9%	-25.8%	4.1%
School of Professional Studies	17.0%	10.0%	-1.8%	13.4%	11.8%	13.2%
Senior College Total	**1.2%**	**-2.3%**	**3.0%**	**0.9%**	**-17.9%**	**-1.4%**
BMCC	1.3%	6.3%	-3.2%	2.1%	-2.5%	1.0%
Bronx	3.6%	0.0%	-8.6%	2.4%	0.8%	2.3%
Hostos	0.0%	31.6%	-26.2%	1.1%	-3.6%	0.5%
Kingsborough	3.1%	13.9%	5.7%	5.1%	-8.4%	3.3%
LaGuardia	3.4%	2.4%	6.9%	3.4%	0.4%	2.8%
Queensborough	2.6%	7.6%	3.0%	3.5%	-36.3%	-1.9%
Community CollegeTotal	**2.4%**	**7.7%**	**-0.8%**	**3.1%**	**-7.0%**	**1.4%**
University Total	**1.5%**	**1.1%**	**2.1%**	**1.5%**	**-14.1%**	**-0.6%**

TUITION REVENUE

The City University of New York
2010-2011 Year-End Financial Report

Tuition Revenue Summary ($000)

	FY2010 Target	FY2011 Target	FY2010 Actual	FY2011 Actual	Tuition Revenue Change FY2010 - FY2011	% Change FY2010 FY2011	Collections Over FY2011 Target
Baruch	100,234	100,096	95,762	102,654	6,892	7.2%	2,558
Brooklyn	78,746	79,552	79,892	81,193	1,301	1.6%	1,641
City	72,423	72,985	73,577	77,085	3,508	4.8%	4,100
Hunter	109,897	110,462	110,097	114,761	4,664	4.2%	4,299
John Jay	68,798	69,012	71,328	71,052	(276)	-0.4%	2,040
Lehman	49,623	50,150	52,668	54,358	1,690	3.2%	4,209
Medgar Evers	25,180	25,750	28,501	26,275	(2,226)	-7.8%	525
NYCCT	56,886	57,793	60,482	64,523	4,040	6.7%	6,729
Queens	91,333	92,303	96,963	95,759	(1,203)	-1.2%	3,457
CSI	57,146	57,746	60,016	62,354	2,339	3.9%	4,608
York	29,333	29,771	30,984	30,782	(202)	-0.7%	1,011
Graduate School	23,311	22,432	22,200	22,432	231	1.0%	0
Law School	4,697	4,721	4,899	4,900	1	0.0%	179
School of Journalism	869	874	1,057	1,499	442	41.8%	625
School of Professional Studies	3,745	3,502	5,615	6,482	867	15.4%	2,980
Senior College Total	**772,221**	**777,150**	**794,041**	**816,110**	**22,069**	**2.8%**	**38,960**
BMCC	67,660	71,702	67,886	74,575	6,690	9.9%	2,873
Bronx	26,146	30,980	29,725	30,991	1,266	4.3%	11
Hostos	14,705	16,637	16,509	19,444	2,935	17.8%	2,808
Kingsborough	41,029	44,541	41,857	44,748	2,891	6.9%	207
LaGuardia	41,881	43,738	44,182	47,260	3,078	7.0%	3,521
Queensborough	38,876	43,027	44,177	43,630	(547)	-1.2%	603
Community College Total	**230,297**	**250,625**	**244,335**	**260,648**	**16,313**	**6.7%**	**10,024**
University Total	**1,002,518**	**1,027,774**	**1,038,376**	**1,076,758**	**38,382**	**3.7%**	**48,984**

ENROLLMENT

The City University of New York
2010-2011 Year-End Financial Report

Enrollment : FY2010 vs. FY2011

	Headcount				FTE			
	FY2010	FY2011	# Change	% Change	FY2010	FY2011	# Change	% Change
Baruch	16,445	17,187	742	4.5%	12,860	13,397	537	4.2%
Brooklyn	16,796	16,828	32	0.2%	12,312	12,203	(109)	-0.9%
City	15,728	15,373	(355)	-2.3%	11,536	11,460	(76)	-0.7%
Hunter	22,078	22,358	280	1.3%	15,914	16,015	101	0.6%
John Jay	15,123	14,836	(287)	-1.9%	11,672	11,356	(317)	-2.7%
Lehman	12,335	12,281	(55)	-0.4%	8,436	8,384	(52)	-0.6%
Medgar Evers	7,043	6,795	(248)	-3.5%	5,242	5,157	(85)	-1.6%
NYCCT	14,889	15,270	381	2.6%	10,744	11,139	396	3.7%
Queens	20,646	20,724	78	0.4%	15,306	15,242	(64)	-0.4%
Staten Island	13,720	13,772	53	0.4%	10,493	10,607	115	1.1%
York	7,701	7,768	67	0.9%	5,471	5,485	14	0.2%
Graduate School	4,532	4,544	13	0.3%	3,588	3,601	13	0.4%
Law School	407	430	23	5.7%	505	522	18	3.5%
School of Journalism	114	138	25	21.6%	140	162	22	15.7%
School of Professional Studies	1,625	1,827	203	12.5%	673	802	129	19.1%
Senior College Total	**169,177**	**170,127**	**950**	**0.6%**	**124,890**	**125,530**	**640**	**0.5%**
Borough of Manhattan	22,168	22,975	807	3.6%	16,647	17,135	488	2.9%
Bronx	10,739	10,922	183	1.7%	7,705	7,848	143	1.9%
Hostos	6,359	6,739	380	6.0%	4,499	4,807	308	6.8%
Kingsborough	18,735	18,882	147	0.8%	13,884	14,084	200	1.4%
LaGuardia	17,163	17,312	149	0.9%	12,662	13,188	526	4.2%
Queensborough	15,212	15,119	(93)	-0.6%	10,655	10,676	21	0.2%
Community College Total	**90,376**	**91,948**	**1,572**	**1.7%**	**66,052**	**67,737**	**1,685**	**2.6%**
University Total	**259,553**	**262,075**	**2,522**	**1.0%**	**190,942**	**193,267**	**2,325**	**1.2%**

Source: CUNY Office of Institutional Research & Analysis

Number changes may differ slightly due to rounding

FULL TIME STAFFING

The City University of New York
2010-2011 Year-End Financial Report

Total Full Time Staffing: Fall 2009, Fall 2010, Spring 2011

Senior Colleges	College Totals						
	Fall 2009	Fall 2010	Fall 2009 to Fall 2010	% Change	Spring 2011	Spring 2011 to Fall 2010	% Change
Baruch	1,070	1,069	(2)	-0.1%	1,036	(33)	-3.1%
Brooklyn	1,180	1,202	22	1.9%	1,164	(38)	-3.2%
City**	1,286	1,333	47	3.7%	1,318	(15)	-1.1%
Hunter	1,440	1,465	25	1.8%	1,412	(53)	-3.6%
John Jay	796	767	(29)	-3.7%	747	(20)	-2.6%
Lehman	863	907	44	5.1%	874	(33)	-3.6%
Medgar Evers	523	522	(1)	-0.2%	514	(8)	-1.5%
NYCCT	857	855	(2)	-0.2%	826	(29)	-3.4%
Queens	1,274	1,284	10	0.8%	1,224	(60)	-4.7%
CSI	866	874	8	0.9%	848	(26)	-3.0%
York	580	609	29	5.0%	581	(28)	-4.6%
Graduate School	664	672	8	1.2%	646	(26)	-3.9%
Law School	130	132	2	1.5%	131	(1)	-0.8%
School of Journalism	25	45	20	80.0%	45	0	0.0%
School of Professional Studies	47	65	18	38.3%	64	(1)	-1.5%
SC Sub Total	**11,601**	**11,801**	**200**	**1.7%**	**11,430**	**(371)**	**-3.1%**

Community Colleges *							
BMCC	880	890	10	1.1%	865	(25)	-2.8%
Bronx	709	748	39	5.5%	722	(26)	-3.5%
Hostos	508	523	15	3.0%	503	(20)	-3.8%
Kingsborough	822	870	48	5.8%	837	(33)	-3.8%
Laguardia	834	876	42	5.0%	844	(32)	-3.7%
Queensborough	783	836	53	6.8%	806	(30)	-3.6%
CC Sub Total	**4,536**	**4,743**	**207**	**4.6%**	**4,577**	**(166)**	**-3.5%**
Grand Total	**16,137**	**16,544**	**407**	**2.5%**	**16,007**	**(537)**	**-3.2%**

Notes:
1. Graduate Assistants are excluded from the Senior and Community College Totals; IFR employees are exluded.
2. City College includes Sophie Davis.

Source: Average Salary Report, FISM115 V&Z (Excludes IFR positions)

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Instructional Teaching Staff: Fall 2009, Fall 2010, Spring 2011
Faculty, Librarians, and Counselors

Senior Colleges	Fall 2009			Fall 2010					Spring 2011				
	I&DR Teaching	Librarians and Counselors	Total	I&DR Teaching	Librarians and Counselors	Total	Fall 2009 to Fall 2010	% Change	I&DR Teaching	Librarians and Counselors	Total	Fall 2010 to Spring 2011	% Change
Baruch	457	36	493	444	35	479	(15)	-2.9%	433	30	463	(16)	-3.3%
Brooklyn	496	30	526	500	30	530	4	0.8%	475	23	498	(32)	-6.0%
City	510	31	541	530	32	562	21	3.9%	518	33	551	(11)	-2.0%
Hunter	626	29	655	635	29	664	9	1.4%	612	29	641	(23)	-3.5%
John Jay	405	26	431	369	25	394	(37)	-8.7%	351	25	376	(18)	-4.6%
Lehman	348	14	362	355	14	369	7	2.0%	341	15	356	(13)	-3.5%
Medgar Evers	179	15	194	173	14	187	(7)	-3.6%	169	13	182	(5)	-2.7%
NYCCT	390	20	410	392	19	411	1	0.2%	372	19	391	(20)	-4.9%
Queens	591	22	613	582	22	604	(9)	-1.5%	561	18	579	(25)	-4.1%
CSI	336	15	351	337	15	352	1	0.3%	321	14	335	(17)	-4.8%
York	203	14	217	214	14	228	11	5.1%	206	14	220	(8)	-3.5%
Graduate School	351	5	356	345	8	353	(3)	-0.9%	332	7	339	(14)	-4.0%
Law School	41	0	41	39	0	39	(2)	-4.9%	40	0	40	1	2.6%
School of Journalism	7	1	8	29	0	29	21	262.5%	28	1	29	0	0.0%
School of Professional Studies	4	2	6	3	4	7	1	16.7%	3	4	7	0	0.0%
SC Sub Total	**4,944**	**260**	**5,204**	**4,947**	**261**	**5,208**	**4**	**0.1%**	**4,762**	**245**	**5,007**	**(201)**	**-3.9%**
Community Colleges													
BMCC	399	27	426	401	26	427	1	0.2%	399	25	424	(3)	-0.7%
Bronx	255	25	280	280	25	305	25	8.9%	270	23	293	(12)	-3.9%
Hostos	161	16	177	167	16	183	6	3.4%	158	12	170	(13)	-7.1%
Kingsborough	309	17	326	329	14	343	17	5.2%	314	15	329	(14)	-4.1%
LaGuardia	281	31	312	305	30	335	23	7.4%	290	28	318	(17)	-5.1%
Queensborough	309	18	327	339	18	357	30	9.2%	328	17	345	(12)	-3.4%
CC Sub Total	**1,714**	**134**	**1,848**	**1,821**	**129**	**1,950**	**102**	**5.5%**	**1,759**	**120**	**1,879**	**(71)**	**-3.6%**
Grand Total	**6,658**	**394**	**7,052**	**6,768**	**390**	**7,158**	**106**	**1.5%**	**6,521**	**365**	**6,886**	**(272)**	**-3.9%**

Notes:
1. Graduate Assistants are excluded from the Senior and Community College Totals; IFR employees are exluded.
2. City College includes Sophie Davis.

Source: Average Salary Report, FISM115 V&Z (Excludes IFR positions)

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I&DR Support Staff: Fall 2009, Fall 2010, Spring 2011
Executives, HEO's, Gittlesons, and CLT's

Senior Colleges	Fall 2009	Fall 2010	Fall 2009 to Fall 2010	% Change	Spring 2011	Fall 2010 to Spring 2011	% Change
Baruch	96	94	(2)	-2.1%	86	(8)	-8.5%
Brooklyn	134	144	10	7.5%	140	(4)	-2.8%
City	199	205	6	3.0%	206	1	0.5%
Hunter	175	175	0	0.0%	171	(4)	-2.3%
John Jay	94	90	(4)	-4.3%	90	0	0.0%
Lehman	126	138	12	9.5%	133	(5)	-3.6%
Medgar Evers	63	68	5	7.9%	62	(6)	-8.8%
NYCCT	93	91	(2)	-2.2%	89	(2)	-2.2%
Queens	145	143	(2)	-1.4%	125	(18)	-12.6%
CSI	113	117	4	3.5%	119	2	1.7%
York	84	82	(2)	-2.4%	79	(3)	-3.7%
Graduate School	72	75	3	4.2%	73	(2)	-2.7%
Law School	18	18	0	0.0%	15	(3)	-16.7%
School of Journalism	2	2	0	0.0%	2	0	0.0%
School of Professional Studies	15	29	14	93.3%	30	1	3.4%
SC Sub Total	**1,429**	**1,471**	**42**	**2.9%**	**1,420**	**(51)**	**-3.5%**

Community Colleges							
BMCC	83	80	(3)	-3.6%	80	0	0.0%
Bronx	76	76	0	0.0%	75	(1)	-1.3%
Hostos	54	52	(2)	-3.7%	51	(1)	-1.9%
Kingsborough	91	91	0	0.0%	87	(4)	-4.4%
LaGuardia	110	116	6	5.5%	111	(5)	-4.3%
Queensborough	108	108	0	0.0%	111	3	2.8%
CC Sub Total	**522**	**523**	**1**	**0.2%**	**515**	**(8)**	**-1.5%**

Grand Total	**1,951**	**1,994**	**43**	**2.2%**	**1,935**	**(59)**	**-3.0%**

Notes:
City College includes Sophie Davis.

Source: Average Salary Report, FISM115 V&Z (Excludes IFR positions)

The City University of New York
2010-2011 Year-End Financial Report

Non-Teaching Instructional Staff: Fall 2009, Fall 2010, Spring 2011
Executives and HEO's in all Major Purposes except I&DR

Senior Colleges	Fall 2009	Fall 2010	Fall 2009 to Fall 2010	% Change	Spring 2011	Fall 2010 to Spring 2011	% Change
Baruch	173	184	11	6.4%	189	5	2.7%
Brooklyn	167	177	10	6.0%	173	(4)	-2.3%
City	195	202	7	3.6%	204	2	1.0%
Hunter	204	218	14	6.9%	213	(5)	-2.3%
John Jay	137	140	3	2.2%	146	6	4.3%
Lehman	113	128	15	13.3%	129	1	0.8%
Medgar Evers	113	115	2	1.8%	115	0	0.0%
NYCCT	110	115	5	4.5%	108	(7)	-6.1%
Queens	183	194	11	6.0%	191	(3)	-1.5%
CSI	103	110	7	6.8%	107	(3)	-2.7%
York	93	100	7	7.5%	99	(1)	-1.0%
Graduate School	133	136	3	2.3%	132	(4)	-2.9%
Law School	40	41	1	2.5%	43	2	4.9%
School of Journalism	13	11	(2)	-15.4%	11	0	0.0%
School of Professional Studies	22	25	3	13.6%	23	(2)	-8.0%
SC Sub Total	**1,799**	**1,896**	**97**	**5.4%**	**1,883**	**(13)**	**-0.7%**

Community Colleges							
BMCC	121	131	10	8.3%	124	(7)	-5.3%
Bronx	109	112	3	2.8%	106	(6)	-5.4%
Hostos	91	99	8	8.8%	96	(3)	-3.0%
Kingsborough	127	150	23	18.1%	144	(6)	-4.0%
LaGuardia	173	178	5	2.9%	171	(7)	-3.9%
Queensborough	104	117	13	12.5%	108	(9)	-7.7%
CC Sub Total	**725**	**787**	**62**	**8.6%**	**749**	**(38)**	**-4.8%**
Grand Total	**2,524**	**2,683**	**159**	**6.3%**	**2,632**	**(51)**	**-1.9%**

Notes:
City College includes Sophie Davis.

Source: Average Salary Report, FISM115 V&Z (Excludes IFR positions)

The City University of New York
2010-2011 Year-End Financial Report

Civil Service Staff: Fall 2009, Fall 2010, Spring 2011
Excludes all Civil Service Staff in I&DR, which would fall under I&DR Support

Senior Colleges	Fall 2009	Fall 2010	Fall 2009 to Fall 2010	% Change	Spring 2011	Fall 2010 to Spring 2011	% Change
Baruch	308	312	4	1.3%	298	(14)	-4.5%
Brooklyn	353	351	(2)	-0.6%	353	2	0.6%
City	351	364	13	3.7%	357	(7)	-1.9%
Hunter	406	408	2	0.5%	387	(21)	-5.1%
John Jay	134	143	9	6.7%	135	(8)	-5.6%
Lehman	262	272	10	3.8%	256	(16)	-5.9%
Medgar Evers	153	152	(1)	-0.7%	155	3	2.0%
NYCCT	244	238	(6)	-2.5%	238	0	0.0%
Queens	333	343	10	3.0%	329	(14)	-4.1%
CSI	299	295	(4)	-1.3%	287	(8)	-2.7%
York	186	199	13	7.0%	183	(16)	-8.0%
Graduate School	103	108	5	4.9%	102	(6)	-5.6%
Law School	31	34	3	9.7%	33	(1)	-2.9%
School of Journalism	2	3	1	50.0%	3	0	0.0%
School of Professional Studies	4	4	0	0.0%	4	0	0.0%
SC Sub Total	**3,169**	**3,226**	**57**	**1.8%**	**3,120**	**(106)**	**-3.3%**

Community Colleges							
BMCC	250	252	2	0.8%	237	(15)	-6.0%
Bronx	244	255	11	4.5%	248	(7)	-2.7%
Hostos	186	189	3	1.6%	186	(3)	-1.6%
Kingsborough	278	286	8	2.9%	277	(9)	-3.1%
LaGuardia	239	247	8	3.3%	244	(3)	-1.2%
Queensborough	244	254	10	4.1%	242	(12)	-4.7%
CC Sub Total	**1,441**	**1,483**	**42**	**2.9%**	**1,434**	**(49)**	**-3.3%**
Grand Total	**4,610**	**4,709**	**99**	**2.1%**	**4,554**	**(155)**	**-3.3%**

Notes:
City College includes Sophie Davis.

The City University of New York
2010-2011 Year-End Financial Report

Numerical and Percentage Change: Fall 2009, Fall 2010, Spring 2011

	Faculty				I&DR Support Staff				Non-Instructional Staff				Civil Service Staff			
Senior Colleges	Fall 2009 to Fall 2010	% Change	Fall 2010 to Spring 2011	% Change	Fall 2009 to Fall 2010	% Change	Fall 2010 to Spring 2011	% Change	Fall 2009 to Fall 2010	% Change	Fall 2010 to Spring 2011	% Change	Fall 2009 to Fall 2010	% Change	Fall 2010 to Spring 2011	% Change
Baruch	(15)	-2.9%	(16)	-3.3%	(2)	-2.1%	(8)	-8.5%	11	6.4%	5	2.7%	4	1.3%	(14)	-4.5%
Brooklyn	4	0.8%	(32)	-6.0%	10	7.5%	(4)	-3%	10	6.0%	(4)	-2.3%	(2)	-0.6%	2	0.6%
City	21	3.9%	(11)	-2.0%	6	3.0%	1	0.5%	7	3.6%	2	1.0%	13	3.7%	(7)	-1.9%
Hunter	9	1.4%	(23)	-3.5%	0	0.0%	(4)	-2.3%	14	6.9%	(5)	-2.3%	2	0.5%	(21)	-5.1%
John Jay	(37)	-8.7%	(18)	-4.6%	(4)	-4.3%	0	0.0%	3	2.2%	6	4.3%	9	6.7%	(8)	-5.6%
Lehman	7	2.0%	(13)	-3.5%	12	9.5%	(5)	-3.6%	15	13.3%	1	0.8%	10	3.8%	(16)	-5.9%
Medgar Evers	(7)	-3.6%	(5)	-2.7%	5	7.9%	(6)	-8.8%	2	1.8%	0	0.0%	(1)	-0.7%	3	2.0%
NYCCT	1	0.2%	(20)	-4.9%	(2)	-2.2%	(2)	-2.2%	5	4.5%	(7)	-6.1%	(6)	-2.5%	0	0.0%
Queens	(9)	-1.5%	(25)	-4.1%	(2)	-1.4%	(18)	-12.6%	11	6.0%	(3)	-1.5%	10	3.0%	(14)	-4.1%
CSI	1	0.3%	(17)	-4.8%	4	3.5%	2	1.7%	7	6.8%	(3)	-2.7%	(4)	-1.3%	(8)	-2.7%
York	11	5.1%	(8)	-3.5%	(2)	-2.4%	(3)	-3.7%	7	7.5%	(1)	-1.0%	13	7.0%	(16)	-8.0%
Graduate School	(3)	-0.9%	(14)	-4.0%	3	4.2%	(2)	-2.7%	3	2.3%	(4)	-2.9%	5	4.9%	(6)	-5.6%
Law School	(2)	-4.9%	1	2.6%	0	0.0%	(3)	-16.7%	1	2.5%	2	4.9%	3	9.7%	(1)	-2.9%
School of Journalism	21	262.5%	0	0.0%	0	0.0%	0	0.0%	(2)	-15.4%	0	0.0%	1	50.0%	0	0.0%
School of Professional Studies	1	16.7%	0	0.0%	14	93.3%	1	3.4%	3	13.6%	(2)	-8.0%	0	0.0%	0	0.0%
Sr Sub Total	**4**	**0.1%**	**(201)**	**-3.9%**	**42**	**2.9%**	**(51)**	**-3.5%**	**97**	**5.4%**	**(13)**	**-0.7%**	**57**	**1.8%**	**(106)**	**-3.3%**
Community Colleges																
BMCC	1	0.2%	(3)	-0.7%	(3)	-3.6%	0	0.0%	10	8.3%	(7)	-5.3%	2	0.8%	(15)	-6.0%
Bronx	25	8.9%	(12)	-3.9%	0	0.0%	(1)	-1.3%	3	2.8%	(6)	-5.4%	11	4.5%	(7)	-2.7%
Hostos	6	3.4%	(13)	-7.1%	(2)	-3.7%	(1)	-1.9%	8	8.8%	(3)	-3.0%	3	1.6%	(3)	-1.6%
Kingsborough	17	5.2%	(14)	-4.1%	0	0.0%	(4)	-4.4%	23	18.1%	(6)	-4.0%	8	2.9%	(9)	-3.1%
LaGuardia	23	7.4%	(17)	-5.1%	6	5.5%	(5)	-4.3%	5	2.9%	(7)	-3.9%	8	3.3%	(3)	-1.2%
Queensborough	30	9.2%	(12)	-3.4%	0	0.0%	3	2.8%	13	12.5%	(9)	-7.7%	10	4.1%	(12)	-4.7%
CC Sub Total	**102**	**5.5%**	**(71)**	**-3.6%**	**1**	**0.2%**	**(8)**	**-1.5%**	**62**	**8.6%**	**(38)**	**-4.8%**	**42**	**2.9%**	**(49)**	**-3.3%**
Grand Total	**106**	**1.5%**	**(272)**	**-3.9%**	**43**	**2.2%**	**(59)**	**-3.0%**	**159**	**6.3%**	**(51)**	**-1.9%**	**99**	**2.1%**	**(155)**	**-3.3%**

Notes:
City College includes Sophie Davis.

UNIVERSITY SUMMARIES

The City University of New York
2010-2011 Year-End Financial Report
University Totals

Tuition Revenue: Target vs Collection, Year to Year Change
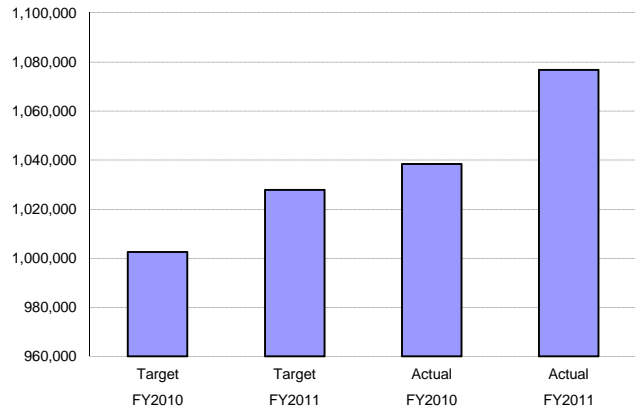
Expenditures vs Resources ($000)

Total Resources*	1,777,024.1
Total Expenditures	1,755,476.9
(Over)/Under Expenditures	21,547.1
CUTRA	27,492.2
FY2011 Year End Balance	49,039.3
$11.9M Budget Cut	(10,551.7)
FY2012 Begining Balance	38,487.6

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the colleges used to support the tax levy operation.

Full Time Staffing: Fall 2009 - Spring 2011
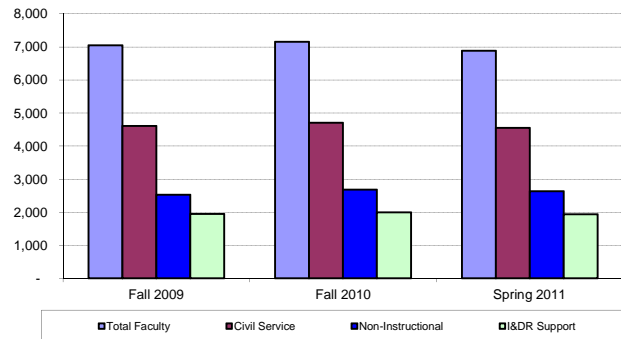
Expenditures ($000): Dollars & Percent Change FY2010 to FY2011

	FY2010	FY2011	$ Change	% Change
PS Regular	1,191,557.2	1,209,714.9	18,157.6	1.5%
Adjuncts	212,050.7	214,353.0	2,302.3	1.1%
Temporary Service	120,682.2	123,202.7	2,520.5	2.1%
Total PS	1,524,290.2	1,547,270.5	22,980.4	1.5%
OTPS	242,247.8	208,206.4	(34,041.4)	-14.1%
Total	1,766,538.0	1,755,476.9	(11,061.0)	-0.6%

*Expenditures include technology fee costs and Compact philanthropy.

Enrollment: FY2009 - FY2011

FY2011 Expenditures by Major Object

The City University of New York
2010-2011 Year-End Financial Report
University Totals

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above/(Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	FY2011 Year End Balance	$11.9M Budget Cut	FY2012 Beginning Balance
FY2010 - FY2011	1,667,986.4	0.0	11,457.2	8,547.8	40,048.8	48,983.9	1,777,024.1	1,755,476.9	21,547.1	27,492.2	49,039.3	(10,551.7)	38,487.6

Expenditures ($000)

	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2011	FY2010	# Change	% Change
PS Regular	1,206,696.6	200.0	2,818.2	1,209,714.9	1,191,557.2	18,158	1.5%
Adjuncts	214,353.0	-	-	214,353.0	212,050.7	2,302	1.1%
Temporary Service	116,624.4	68.0	6,510.2	123,202.7	120,682.2	2,520	2.1%
Total PS	1,537,674.1	268.0	9,328.5	1,547,270.5	1,524,290.2	22,980	1.5%
OTPS	166,391.8	11,189.2	30,625.5	208,206.4	242,247.8	(34,041)	-14.1%
Total	1,704,065.8	11,457.2	39,953.9	1,755,476.9	1,766,538.0	(11,061)	-0.6%

Tuition Revenue ($000)

FY2010 Target	FY2011 Target	FY2010 Actual	FY2011 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
1,002,518	1,027,774	1,038,376	1,076,758	38,382	3.7%	48,984

Enrollment

	FY2009	FY2010	FY2011	Change FY2010 - FY2011 #	Change FY2010 - FY2011 %
FTE Undergraduate	157,477	170,417	172,466	2,050	1.2%
FTE Graduate	18,919	20,525	20,801	276	1.3%
Total FTE	176,396	190,942	193,267	2,325	1.2%
Headcount	244,487	259,553	262,075	2,522	1.0%

Staffing

	Fall 2009	Fall 2010	Spring 2011	Change Fall 2009 - Fall 2010 #	Change Fall 2009 - Fall 2010 %	Change Fall 2010 - Spring 2011 #	Change Fall 2010 - Spring 2011 %
I&DR Teaching	6,658	6,768	6,521	110	1.7%	(247)	-3.6%
Counselors & Librarians	394	390	365	(4)	-1.0%	(25)	-6.4%
Total Faculty	7,052	7,158	6,886	106	1.5%	(272)	-3.8%
I&DR Support	1,951	1,994	1,935	43	2.2%	(59)	-3.0%
Non-Instructional	2,524	2,683	2,632	159	6.3%	(51)	-1.9%
Civil Service	4,610	4,709	4,554	99	2.1%	(155)	-3.3%
Total Full-time	16,137	16,544	16,007	407	2.5%	(537)	-3.2%

The City University of New York
2010-2011 Year-End Financial Report
Senior Colleges

### Tuition Revenue: Target vs Collection, Year to Year Change
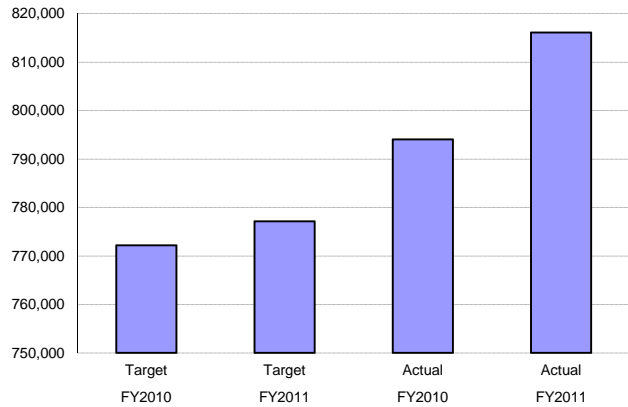
Expenditures vs Resources ($000)

Total Resources*	1,263,330.1
Total Expenditures	1,245,212.6
(Over)/Under Expenditures	18,117.5
CUTRA	18,427.9
FY2011 Year End Balance	36,545.3
$11.9M Budget Cut	(10,551.7)
FY2012 Begining Balance	25,993.6

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the colleges used to support the tax levy operation.

Full Time Staffing: Fall 2009 - Spring 2011

Legend: Total Faculty, Civil Service, Non-Instructional, I&DR Support
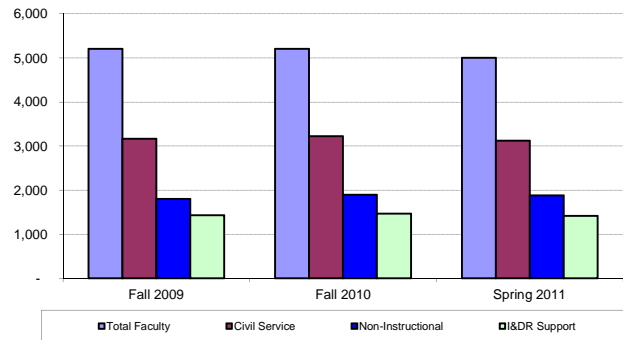
Expenditures ($000): Dollars & Percent Change FY2010 to FY2011

	FY2010	FY2011	$ Change	% Change
PS Regular	876,547.6	887,018.5	10,470.9	1.2%
Adjuncts	139,647.8	136,366.7	(3,281.1)	-2.3%
Temporary Service	90,983.5	93,753.6	2,770.1	3.0%
Total PS	1,107,178.9	1,117,138.8	9,959.9	0.9%
OTPS	156,038.5	128,073.9	(27,964.6)	-17.9%
Total	1,263,217.4	1,245,212.6	(18,004.7)	-1.4%

*Expenditures include technology fee costs and Compact philanthropy.

Enrollment: FY2009 - FY2011

Legend: Total FTE, Headcount

FY2011 Expenditures by Major Object

OTPS 10.3%
Temporary Service 7.5%
Adjuncts 11.0%
PS Regular 71.2%

The City College of New York

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	FY2011 Year End Balance	$11.9M Budget Cut	FY2012 Beginning Balance
FY2010 - FY2011	1,187,465.2	0.0	9,227.6	820.0	26,857.2	38,960.1	1,263,330.1	1,245,212.6	18,117.5	18,427.9	36,545.3	(10,551.7)	25,993.6

Expenditures ($000)

|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2011	FY2010	# Change	% Change
PS Regular	884,779.9	200.0	2,038.6	887,018.5	876,547.6	10,471	1.2%
Adjuncts	136,366.7	-	-	136,366.7	139,647.8	(3,281)	-2.3%
Temporary Service	89,042.6	-	4,711.0	93,753.6	90,983.5	2,770	3.0%
Total PS	1,110,189.2	200.0	6,749.6	1,117,138.8	1,107,178.9	9,960	0.9%
OTPS	98,938.7	9,027.6	20,107.6	128,073.9	156,038.5	(27,965)	-17.9%
Total	1,209,127.9	9,227.6	26,857.2	1,245,212.6	1,263,217.4	(18,005)	-1.4%

Tuition Revenue ($000)

FY2010 Target	FY2011 Target	FY2010 Actual	FY2011 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
772,221	777,150	794,041	816,110	22,069	2.8%	38,960

Enrollment

	FY2009	FY2010	FY2011	Change FY2010 - FY2011 #	Change FY2010 - FY2011 %
FTE Undergraduate	98,874	104,365	104,729	365	0.3%
FTE Graduate	18,919	20,525	20,801	276	1.3%
Total FTE	117,793	124,890	125,530	640	0.5%
Headcount	161,149	169,177	170,127	950	0.6%

Staffing

	Fall 2009	Fall 2010	Spring 2011	Change Fall 2009 - Fall 2010 #	Change Fall 2009 - Fall 2010 %	Change Fall 2010 - Spring 2011 #	Change Fall 2010 - Spring 2011 %
I&DR Teaching	4,944	4,947	4,762	3	0.1%	(185)	-3.7%
Counselors & Librarians	260	261	245	1	0.4%	(16)	-6.1%
Total Faculty	5,204	5,208	5,007	4	0.1%	(201)	-3.9%
I&DR Support	1,429	1,471	1,420	42	2.9%	(51)	-3.5%
Non-Instructional	1,799	1,896	1,883	97	5.4%	(13)	-0.7%
Civil Service	3,169	3,226	3,120	57	1.8%	(106)	-3.3%
Total Full-time	11,601	11,801	11,430	200	1.7%	(371)	-3.1%

The City University of New York
2010-2011 Year-End Financial Report
Community Colleges

### Tuition Revenue: Target vs Collection, Year to Year Change
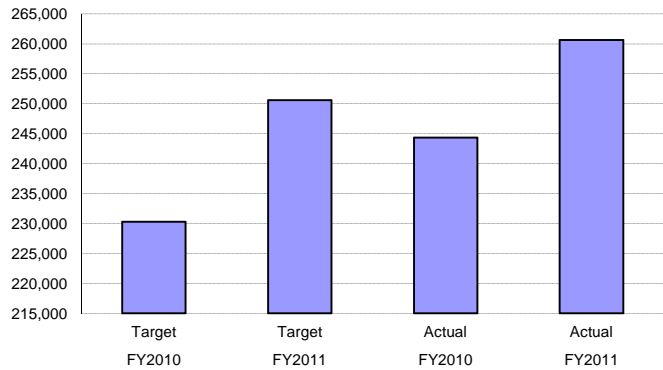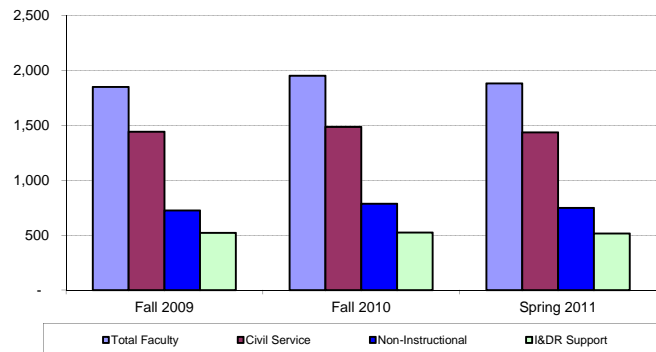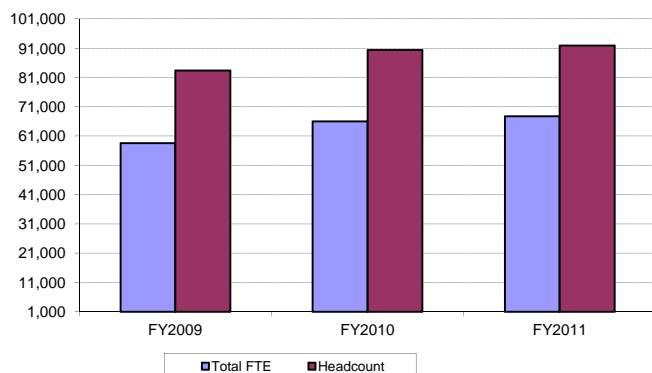
Expenditures vs Resources ($000)

Total Resources*	513,693.9
Total Expenditures	510,264.3
(Over)/Under Expenditures	3,429.6
CUTRA	9,064.3
FY2011 Year End Balance	12,493.9

*Includes tax levy allocation, pending allocations and Compact philanthropy funds, and any IFR and Research Foundation funds the college plans to use to support tax levy operation.

Full Time Staffing: Fall 2009 - Spring 2011

Total Faculty Civil Service Non-Instructional I&DR Support

Expenditures ($000): Dollars & Percent Change FY2010 to FY2011

	FY2010	FY2011	$ Change	% Change
PS Regular	315,009.6	322,696.4	7,686.7	2.4%
Adjuncts	72,402.9	77,986.3	5,583.4	7.7%
Temporary Service	29,698.7	29,449.1	(249.6)	-0.8%
Total PS	417,111.3	430,131.8	13,020.5	3.1%
OTPS	86,209.3	80,132.5	(6,076.8)	-7.0%
Total	503,320.6	510,264.3	6,943.7	1.4%

*Expenditures include technology fee costs and Compact philanthropy.

Enrollment: FY2009 - FY2011

Total FTE Headcount

FY2011 Expenditures by Major Object

OTPS 15.7%
Temporary Service 5.8%
Adjuncts 15.3%
PS Regular 63.2%

The City University of New York
2010-2011 Year-End Financial Report
Community Colleges

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	FY2011 Year End Balance
FY2010 - FY2011	480,521.2	0.0	2,229.6	7,727.8	13,191.6	10,023.8	513,693.9	510,264.3	3,429.6	9,064.3	12,493.9

Expenditures ($000)

|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2011	FY2010	# Change	% Change
PS Regular	321,916.7	-	779.7	322,696.4	315,009.6	7,687	2.4%
Adjuncts	77,986.3	-	-	77,986.3	72,402.9	5,583	7.7%
Temporary Service	27,581.9	68.0	1,799.2	29,449.1	29,698.7	(250)	-0.8%
Total PS	427,484.9	68.0	2,578.9	430,131.8	417,111.3	13,020	3.1%
OTPS	67,453.0	2,161.6	10,517.9	80,132.5	86,209.3	(6,077)	-7.0%
Total	494,937.9	2,229.6	13,096.8	510,264.3	503,320.6	6,944	1.4%

Tuition Revenue ($000)

FY2010 Target	FY2011 Target	FY2010 Actual	FY2011 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
230,297	250,625	244,335	260,648	16,313	6.7%	10,024

Enrollment

	FY2009	FY2010	FY2011	Change FY2010 - FY2011 #	%
FTE Undergraduate	58,603	66,052	67,737	1,685	2.6%
FTE Graduate	0	0	0	0	0.0%
Total FTE	58,603	66,052	67,737	1,685	2.6%
Headcount	83,338	90,376	91,948	1,572	1.7%

Staffing

	Fall 2009	Fall 2010	Spring 2011	Change Fall 2009 - Fall 2010 #	%	Change Fall 2010 - Spring 2011 #	%
I&DR Teaching	1,714	1,821	1,759	107	6.2%	(62)	-3.4%
Counselors & Librarians	134	129	120	(5)	-3.7%	(9)	-7.0%
Total Faculty	1,848	1,950	1,879	102	5.5%	(71)	-3.6%
I&DR Support	522	523	515	1	0.2%	(8)	-1.5%
Non-Instructional	725	787	749	62	8.6%	(38)	-4.8%
Civil Service	1,441	1,483	1,434	42	2.9%	(49)	-3.3%
Total Full-time	4,536	4,743	4,577	207	4.6%	(166)	-3.5%

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Baruch College

Tuition Revenue: Target vs Collection, Year to Year Change
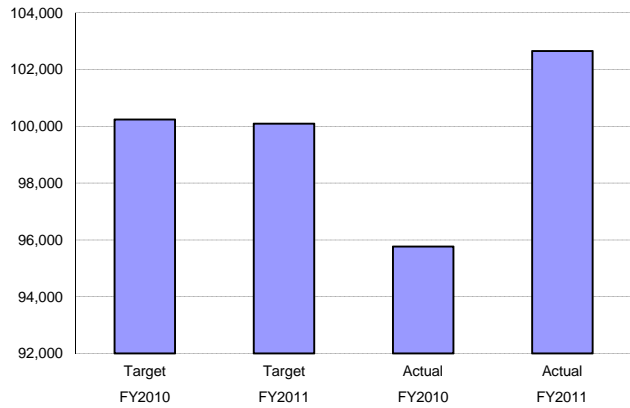
Expenditures vs Resources ($000)

Total Resources*	115,699.4
Total Expenditures	111,595.7
(Over)/Under Expenditures	4,103.7
CUTRA	73.1
FY2011 Year End Balance	4,176.8
$11.9M Budget Cut	(988.0)
FY2012 Begining Balance	3,188.8

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support the tax levy operation.

Full Time Staffing: Fall 2009 - Spring 2011
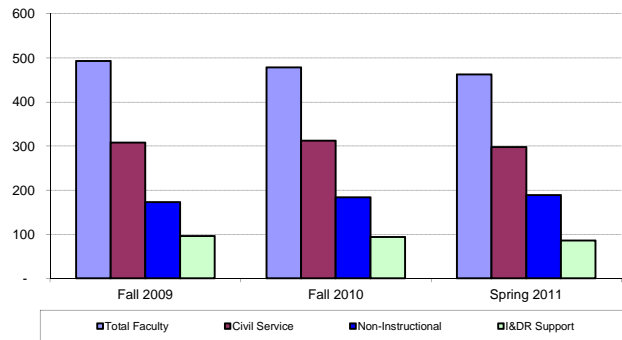
Expenditures ($000): Dollars & Percent Change FY2010 to FY2011

	FY2010	FY2011	$ Change	% Change
PS Regular	86,531.7	85,232.7	(1,299.0)	-1.5%
Adjuncts	11,584.9	10,821.5	(763.4)	-6.6%
Temporary Service	5,064.7	4,976.8	(87.9)	-1.7%
Total PS	103,181.2	101,030.9	(2,150.3)	-2.1%
OTPS	11,229.5	10,564.7	(664.7)	-5.9%
Total	114,410.7	111,595.7	(2,815.1)	-2.5%

*Expenditures include technology fee costs and Compact philanthropy.

Enrollment: FY2009 - FY2011

FY2011 Expenditures by Major Object

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2010-2011 Year-End Financial Report
Baruch College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	FY2011 Year End Balance	$11.9M Budget Cut	FY2012 Beginning Balance
FY2010 - FY2011	107,948.4	0.0	1,816.0	0.0	3,377.0	2,558.0	115,699.4	111,595.7	4,103.7	73.1	4,176.8	(988.0)	3,188.8

Expenditures ($000)

|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2011	FY2010	# Change	% Change
PS Regular	85,087.4	-	145.3	85,232.7	86,531.7	(1,299)	-1.5%
Adjuncts	10,821.5	-	-	10,821.5	11,584.9	(763)	-6.6%
Temporary Service	4,402.7	-	574.1	4,976.8	5,064.7	(88)	-1.7%
Total PS	100,311.6	-	719.4	101,030.9	103,181.2	(2,150)	-2.1%
OTPS	6,091.1	1,816.0	2,657.6	10,564.7	11,229.5	(665)	-5.9%
Total	106,402.7	1,816.0	3,377.0	111,595.7	114,410.7	(2,815)	-2.5%

Tuition Revenue ($000)

FY2010 Target	FY2011 Target	FY2010 Actual	FY2011 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
100,234	100,096	95,762	102,654	6,892	7.2%	2,558

Enrollment

	FY2009	FY2010	FY2011	Change FY2010 - FY2011 #	%
FTE Undergraduate	10,222	10,395	10,841	447	4.3%
FTE Graduate	2,411	2,466	2,556	91	3.7%
Total FTE	12,633	12,860	13,397	537	4.2%
Headcount	16,107	16,445	17,187	742	4.5%

Staffing

	Fall 2009	Fall 2010	Spring 2011	Change Fall 2009 - Fall 2010 #	%	Change Fall 2010 - Spring 2011 #	%
I&DR Teaching	457	444	433	(14)	-3.0%	(11)	-2.5%
Counselors & Librarians	36	35	30	(1)	-2.8%	(5)	-14.3%
Total Faculty	493	479	463	(15)	-2.9%	(16)	-3.3%
I&DR Support	96	94	86	(2)	-2.1%	(8)	-8.5%
Non-Instructional	173	184	189	11	6.4%	5	2.7%
Civil Service	308	312	298	4	1.3%	(14)	-4.5%
Total Full-time	1,070	1,069	1,036	(2)	-0.1%	(33)	-3.1%

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Brooklyn College
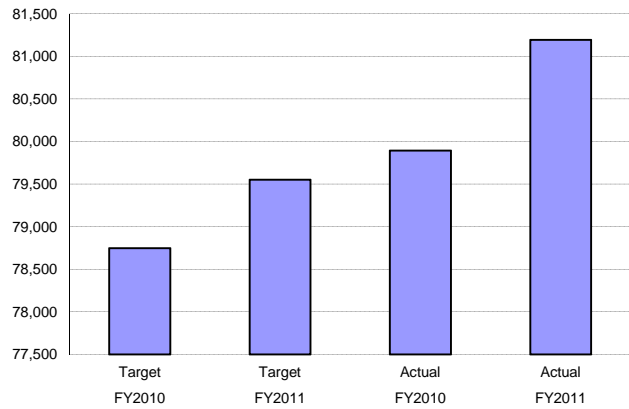
Total Resources*	120,401.5
Total Expenditures	118,949.7
(Over)/Under Expenditures	1,451.8
CUTRA	1,711.6
FY2011 Year End Balance	3,163.4
$11.9M Budget Cut	(1,044.2)
FY2012 Begining Balance	2,119.2

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support the tax levy operation.
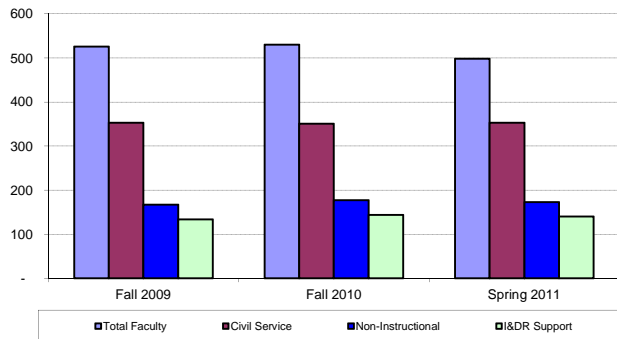
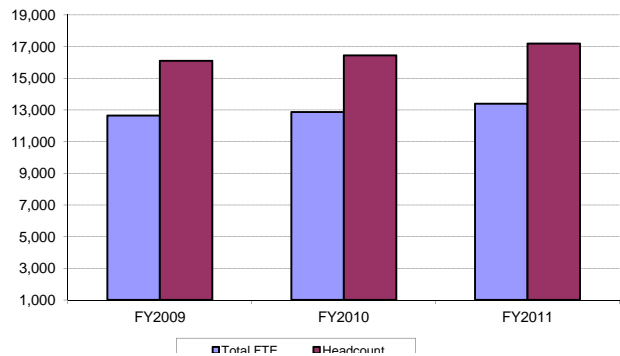|	FY2010	FY2011	$ Change	% Change
PS Regular	86,855.8	86,843.4	(12.5)	0.0%
Adjuncts	12,371.7	12,137.0	(234.7)	-1.9%
Temporary Service	10,268.4	10,610.7	342.3	3.3%
Total PS	109,495.9	109,591.0	95.1	0.1%
OTPS	13,812.3	9,358.6	(4,453.7)	-32.2%
Total	123,308.3	118,949.7	(4,358.6)	-3.5%

*Expenditures include technology fee costs and Compact philanthropy.

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2010-2011 Year-End Financial Report
Brooklyn College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	FY2011 Year End Balance	$11.9M Budget Cut	FY2012 Beginning Balance
FY2010 - FY2011	115,567.4	0.0	857.0	0.0	2,336.2	1,640.8	120,401.5	118,949.7	1,451.8	1,711.6	3,163.4	(1,044.2)	2,119.2

Expenditures ($000)

|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2011	FY2010	# Change	% Change
PS Regular	86,762.4	-	80.9	86,843.4	86,855.8	(12)	0.0%
Adjuncts	12,137.0	-	-	12,137.0	12,371.7	(235)	-1.9%
Temporary Service	10,153.5	-	457.2	10,610.7	10,268.4	342	3.3%
Total PS	109,052.9	-	538.1	109,591.0	109,495.9	95	0.1%
OTPS	6,703.5	857.0	1,798.1	9,358.6	13,812.3	(4,454)	-32.2%
Total	115,756.4	857.0	2,336.2	118,949.7	123,308.3	(4,359)	-3.5%

Tuition Revenue ($000)

FY2010 Target	FY2011 Target	FY2010 Actual	FY2011 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
78,746	79,552	79,892	81,193	1,301	1.6%	1,641

Enrollment

				Change FY2010 - FY2011	
	FY2009	FY2010	FY2011	#	%
FTE Undergraduate	10,009	10,048	9,977	(71)	-0.7%
FTE Graduate	2,048	2,265	2,227	(38)	-1.7%
Total FTE	12,056	12,312	12,203	(109)	-0.9%
Headcount	16,543	16,796	16,828	32	0.2%

Staffing

				Change Fall 2009 - Fall 2010		Change Fall 2010 - Spring 2011	
	Fall 2009	Fall 2010	Spring 2011	#	%	#	%
I&DR Teaching	496	500	475	4	0.9%	(25)	-5.0%
Counselors & Librarians	30	30	23	0	0.0%	(7)	-23.3%
Total Faculty	526	530	498	4	0.8%	(32)	-6.0%
I&DR Support	134	144	140	10	7.5%	(4)	-2.8%
Non-Instructional	167	177	173	10	6.0%	(4)	-2.3%
Civil Service	353	351	353	(2)	-0.6%	2	0.6%
Total Full-time	1,180	1,202	1,164	22	1.9%	(38)	-3.2%

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City College

**Tuition Revenue: Target vs Collection, Year to Year Change**
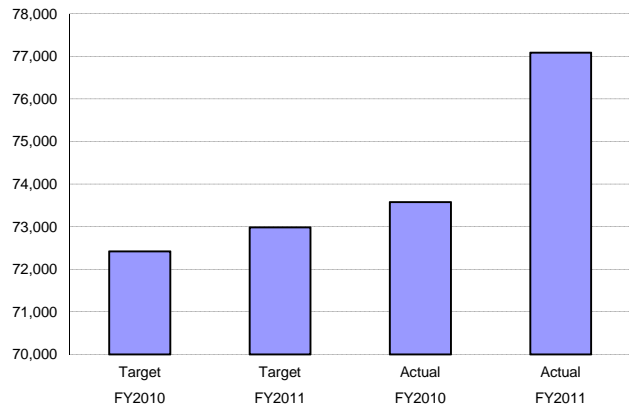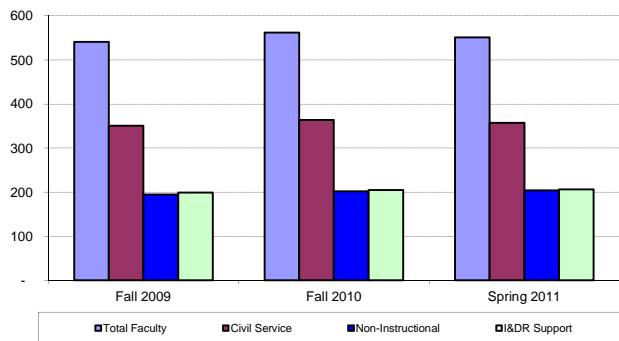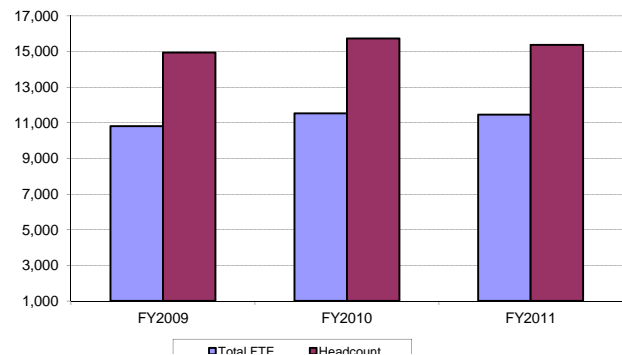
Expenditures vs Resources ($000)

Total Resources*	141,495.7
Total Expenditures	139,754.0
(Over)/Under Expenditures	1,741.8
CUTRA	1,042.1
FY2011 Year End Balance	2,783.9
$11.9M Budget Cut	(1,216.0)
FY2012 Begining Balance	1,567.8

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any
IFR and non tax levy funds the college used to support the tax levy operation.

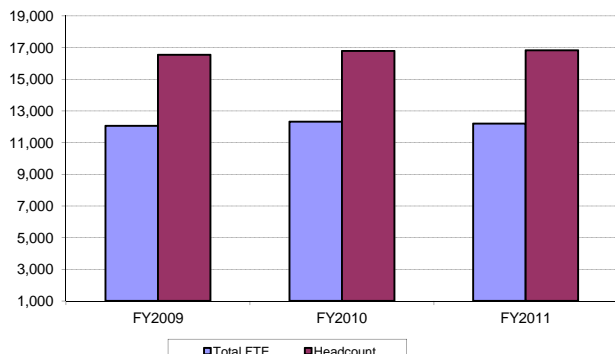
Full Time Staffing: Fall 2009 - Spring 2011

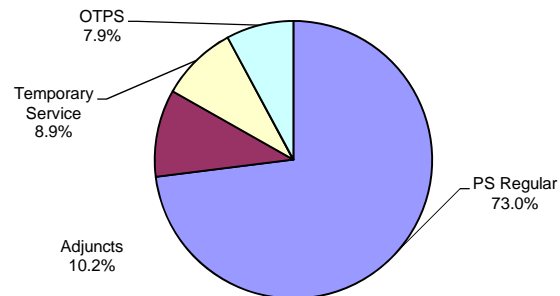**Expenditures ($000): Dollars & Percent Change FY2010 to FY2011**

	FY2010	FY2011	$ Change	% Change
PS Regular	101,271.2	103,048.3	1,777.0	1.8%
Adjuncts	11,463.9	12,455.7	991.8	8.7%
Temporary Service	9,293.6	8,581.7	(711.9)	-7.7%
Total PS	122,028.7	124,085.6	2,056.9	1.7%
OTPS	19,244.4	15,668.3	(3,576.1)	-18.6%
Total	141,273.1	139,754.0	(1,519.1)	-1.1%

*Expenditures include technology fee costs and Compact philanthropy.

Enrollment: FY2009 - FY2011

FY2011 Expenditures by Major Object

The City University of New York
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City College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	FY2011 Year End Balance	$11.9M Budget Cut	FY2012 Beginning Balance
FY2010 - FY2011	133,308.2	0.0	1,493.0	0.0	2,594.9	4,099.6	141,495.7	139,754.0	1,741.8	1,042.1	2,783.9	(1,216.0)	1,567.8

Expenditures ($000)

|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2011	FY2010	# Change	% Change
PS Regular	103,048.3	-	-	103,048.3	101,271.2	1,777	1.8%
Adjuncts	12,455.7	-	-	12,455.7	11,463.9	992	8.7%
Temporary Service	7,892.4	-	689.2	8,581.7	9,293.6	(712)	-7.7%
Total PS	123,396.4	-	689.2	124,085.6	122,028.7	2,057	1.7%
OTPS	12,269.6	1,493.0	1,905.7	15,668.3	19,244.4	(3,576)	-18.6%
Total	135,666.0	1,493.0	2,594.9	139,754.0	141,273.1	(1,519)	-1.1%

Tuition Revenue ($000)

FY2010 Target	FY2011 Target	FY2010 Actual	FY2011 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
72,423	72,985	73,577	77,085	3,508	4.8%	4,100

Enrollment

	FY2009	FY2010	FY2011	Change FY2010 - FY2011 #	%
FTE Undergraduate	9,113	9,751	9,633	(118)	-1.2%
FTE Graduate	1,694	1,786	1,828	42	2.4%
Total FTE	10,806	11,536	11,460	(76)	-0.7%
Headcount	14,937	15,728	15,373	(355)	-2.3%

Staffing

	Fall 2009	Fall 2010	Spring 2011	Change Fall 2009 - Fall 2010 #	%	Change Fall 2010 - Spring 2011 #	%
I&DR Teaching	510	530	518	20	4.0%	(12)	-2.3%
Counselors & Librarians	31	32	33	1	3.2%	1	3.1%
Total Faculty	541	562	551	21	3.9%	(11)	-2.0%
I&DR Support	199	205	206	6	3.0%	1	0.5%
Non-Instructional	195	202	204	7	3.6%	2	1.0%
Civil Service	351	364	357	13	3.7%	(7)	-1.9%
Total Full-time	1,286	1,333	1,318	47	3.7%	(15)	-1.1%

The City University of New York
2010-2011 Year-End Financial Report
Hunter College

Tuition Revenue: Target vs Collection, Year to Year Change
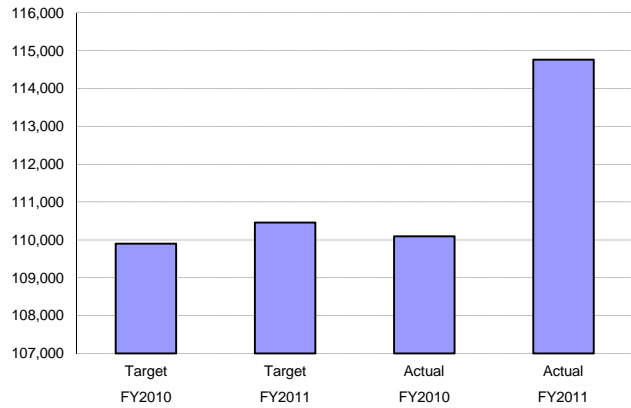
Expenditures vs Resources ($000)

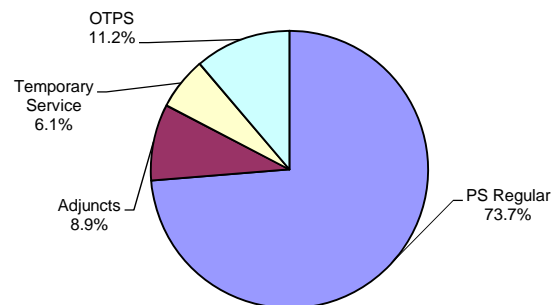|	
Total Resources*	155,253.0
Total Expenditures	153,248.2
(Over)/Under Expenditures	2,004.7
CUTRA	3,728.2
FY2011 Year End Balance	5,732.9
$11.9M Budget Cut	(1,319.9)
FY2012 Begining Balance	4,413.0

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support the tax levy operation.

Full Time Staffing: Fall 2009 - Spring 2011
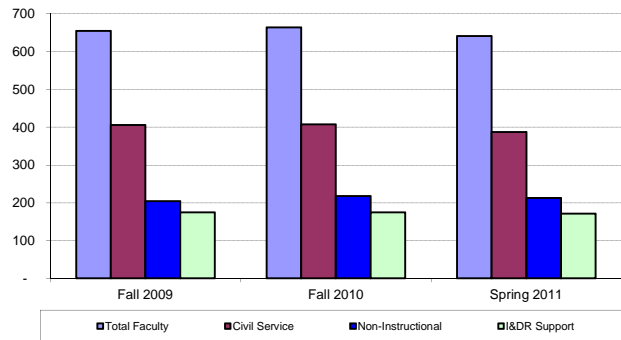
Expenditures ($000): Dollars & Percent Change FY2010 to FY2011

	FY2010	FY2011	$ Change	% Change
PS Regular	109,182.6	111,040.0	1,857.4	1.7%
Adjuncts	21,508.4	21,039.9	(468.5)	-2.2%
Temporary Service	6,334.9	8,379.3	2,044.3	32.3%
Total PS	137,025.9	140,459.2	3,433.3	2.5%
OTPS	13,542.8	12,789.0	(753.8)	-5.6%
Total	150,568.7	153,248.2	2,679.5	1.8%

*Expenditures include technology fee costs and Compact philanthropy.

Enrollment: FY2009 - FY2011

FY2011 Expenditures by Major Object

The City University of New York
2010-2011 Year-End Financial Report
Hunter College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	FY2011 Year End Balance	$11.9M Budget Cut	FY2012 Beginning Balance
FY2010 - FY2011	147,059.3	0.0	1,233.0	0.0	2,661.2	4,299.5	155,253.0	153,248.2	2,004.7	3,728.2	5,732.9	(1,319.9)	4,413.0

Expenditures ($000)

|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2011	FY2010	# Change	% Change
PS Regular	110,750.3	-	289.7	111,040.0	109,182.6	1,857	1.7%
Adjuncts	21,039.9	-	-	21,039.9	21,508.4	(468)	-2.2%
Temporary Service	7,633.3	-	746.0	8,379.3	6,334.9	2,044	32.3%
Total PS	139,423.5	-	1,035.7	140,459.2	137,025.9	3,433	2.5%
OTPS	9,930.6	1,233.0	1,625.5	12,789.0	13,542.8	(754)	-5.6%
Total	149,354.0	1,233.0	2,661.2	153,248.2	150,568.7	2,679	1.8%

Tuition Revenue ($000)

FY2010 Target	FY2011 Target	FY2010 Actual	FY2011 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
109,897	110,462	110,097	114,761	4,664	4.2%	4,299

Enrollment

	FY2009	FY2010	FY2011	Change FY2010 - FY2011 #	Change FY2010 - FY2011 %
FTE Undergraduate	11,692	11,923	11,935	12	0.1%
FTE Graduate	3,373	3,991	4,080	89	2.2%
Total FTE	15,065	15,914	16,015	101	0.6%
Headcount	21,211	22,078	22,358	280	1.3%

Staffing

	Fall 2009	Fall 2010	Spring 2011	Change Fall 2009 - Fall 2010 #	Change Fall 2009 - Fall 2010 %	Change Fall 2010 - Spring 2011 #	Change Fall 2010 - Spring 2011 %
I&DR Teaching	626	635	612	9	1.5%	(23)	-3.6%
Counselors & Librarians	29	29	29	0	0.0%	0	0.0%
Total Faculty	655	664	641	9	1.4%	(23)	-3.5%
I&DR Support	175	175	171	0	0.0%	(4)	-2.3%
Non-Instructional	204	218	213	14	6.9%	(5)	-2.3%
Civil Service	406	408	387	2	0.5%	(21)	-5.1%
Total Full-time	1,440	1,465	1,412	25	1.8%	(53)	-3.6%

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2010-2011 Year-End Financial Report
John Jay College

### Tuition Revenue: Target vs Collection, Year to Year Change
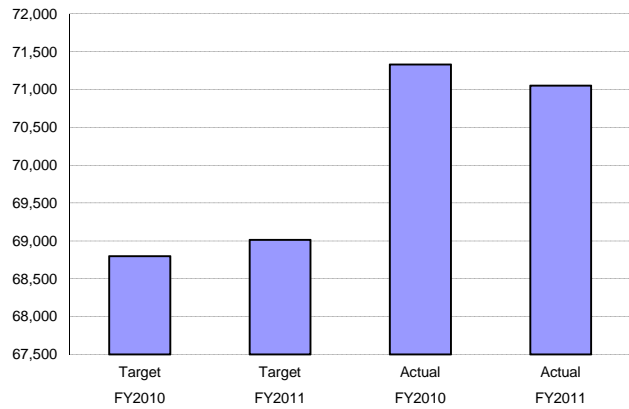
Expenditures vs Resources ($000)

Total Resources*	88,159.7
Total Expenditures	86,301.9
(Over)/Under Expenditures	1,857.7
CUTRA	1,995.9
FY2011 Year End Balance	3,853.6
$11.9M Budget Cut	(736.7)
FY2012 Begining Balance	3,116.9

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support the tax levy operation.

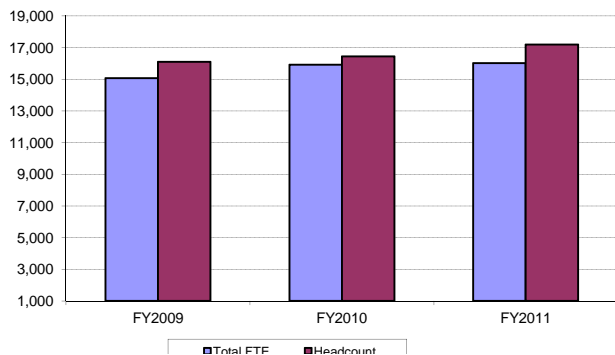### Full Time Staffing: Fall 2009 - Spring 2011
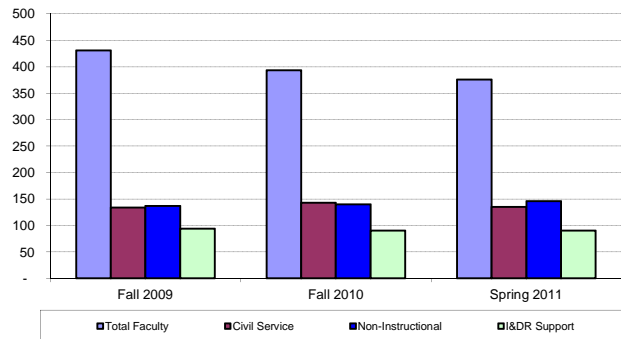
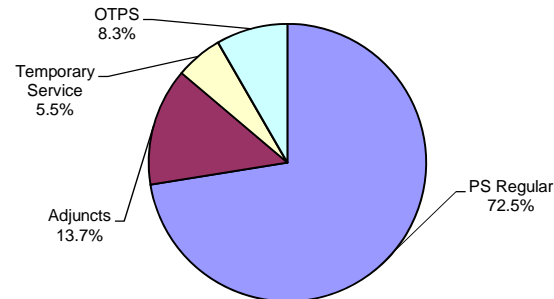### Expenditures ($000): Dollars & Percent Change FY2010 to FY2011

	FY2010	FY2011	$ Change	% Change
PS Regular	61,205.7	60,485.6	(720.1)	-1.2%
Adjuncts	12,012.4	11,767.3	(245.0)	-2.0%
Temporary Service	8,973.5	8,035.2	(938.3)	-10.5%
Total PS	82,191.6	80,288.2	(1,903.5)	-2.3%
OTPS	8,029.1	6,013.8	(2,015.3)	-25.1%
Total	90,220.7	86,301.9	(3,918.7)	-4.3%

*Expenditures include technology fee costs and Compact philanthropy.

Enrollment: FY2009 - FY2011

FY2011 Expenditures by Major Object

The City University of New York
2010-2011 Year-End Financial Report
John Jay College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	FY2011 Year End Balance	$11.9M Budget Cut	FY2012 Beginning Balance
FY2010 - FY2011	83,061.4	0.0	389.3	0.0	2,669.2	2,039.8	88,159.7	86,301.9	1,857.7	1,995.9	3,853.6	(736.7)	3,116.9

Expenditures ($000)

|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2011	FY2010	# Change	% Change
PS Regular	59,895.6	200.0	390.0	60,485.6	61,205.7	(720)	-1.2%
Adjuncts	11,767.3	-	-	11,767.3	12,012.4	(245)	-2.0%
Temporary Service	7,236.9	-	798.3	8,035.2	8,973.5	(938)	0.0%
Total PS	78,899.8	200.0	1,188.4	80,288.2	82,191.6	(1,903)	-2.3%
OTPS	4,343.6	189.3	1,480.9	6,013.8	8,029.1	(2,015)	-25.1%
Total	83,243.4	389.3	2,669.2	86,301.9	90,220.7	(3,919)	-4.3%

Tuition Revenue ($000)

FY2010 Target	FY2011 Target	FY2010 Actual	FY2011 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
68,798	69,012	71,328	71,052	(276)	-0.4%	2,040

Enrollment

	FY2009	FY2010	FY2011	Change FY2010 - FY2011 #	%
FTE Undergraduate	9,858	10,483	10,190	(293)	-2.8%
FTE Graduate	1,142	1,190	1,166	(24)	-2.0%
Total FTE	11,000	11,672	11,356	(317)	-2.7%
Headcount	14,400	15,123	14,836	(287)	-1.9%

Staffing

	Fall 2009	Fall 2010	Spring 2011	Change Fall 2009 - Fall 2010 #	%	Change Fall 2010 - Spring 2011 #	%
I&DR Teaching	405	369	351	(36)	-9.0%	(18)	-4.9%
Counselors & Librarians	26	25	25	(1)	-3.8%	0	0.0%
Total Faculty	431	394	376	(37)	-8.7%	(18)	-4.6%
I&DR Support	94	90	90	(4)	-4.3%	0	0.0%
Non-Instructional	137	140	146	3	2.2%	6	4.3%
Civil Service	134	143	135	9	6.7%	(8)	-5.6%
Total Full-time	796	767	747	(29)	-3.7%	(20)	-2.6%

The City University of New York
2010-2011 Year-End Financial Report
Lehman College

### Tuition Revenue: Target vs Collection, Year to Year Change
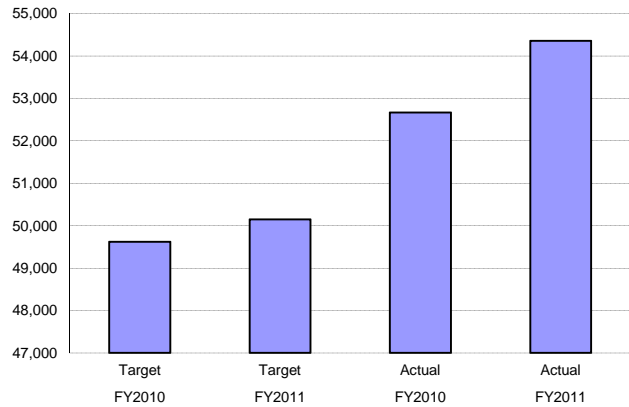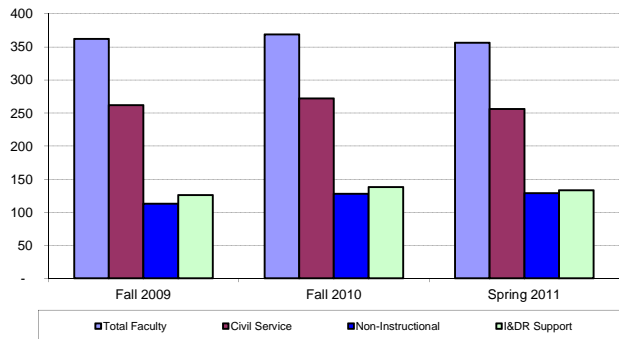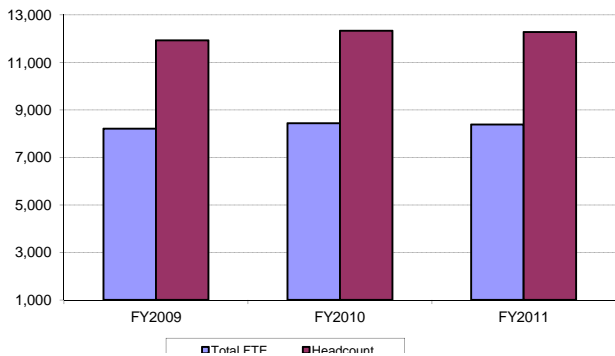
Expenditures vs Resources ($000)

Total Resources*	87,368.2
Total Expenditures	87,996.7
(Over)/Under Expenditures	(628.5)
CUTRA	1,186.6
FY2011 Year End Balance	558.2
$11.9M Budget Cut	(715.0)
FY2012 Begining Balance	(156.8)

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support the tax levy operation.
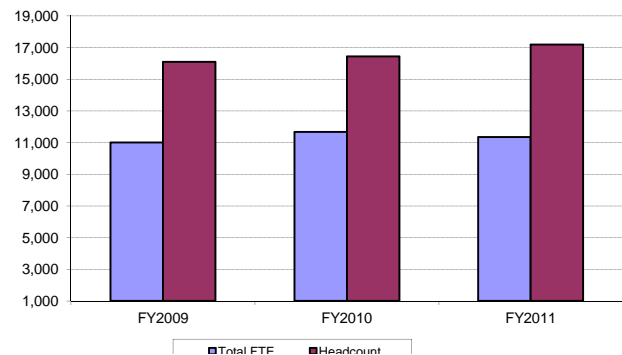
Full Time Staffing: Fall 2009 - Spring 2011

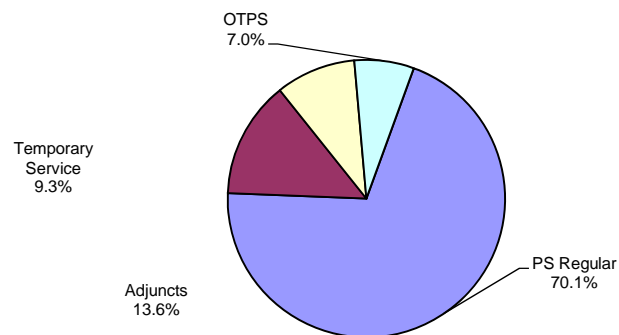### Expenditures ($000): Dollars & Percent Change FY2010 to FY2011

	FY2010	FY2011	$ Change	% Change
PS Regular	62,920.7	65,099.9	2,179.2	3.5%
Adjuncts	10,418.8	9,778.4	(640.4)	-6.1%
Temporary Service	3,812.9	4,158.4	345.4	9.1%
Total PS	77,152.5	79,036.7	1,884.2	2.4%
OTPS	11,185.8	8,960.0	(2,225.8)	-19.9%
Total	88,338.2	87,996.7	(341.6)	-0.4%

*Expenditures include technology fee costs and Compact philanthropy.

Enrollment: FY2009 - FY2011

FY2011 Expenditures by Major Object

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	FY2011 Year End Balance	$11.9M Budget Cut	FY2012 Beginning Balance
FY2010 - FY2011	80,642.8	0.0	348.0	0.0	2,168.6	4,208.8	87,368.2	87,996.7	(628.5)	1,186.6	558.2	(715.0)	(156.8)

Expenditures ($000)

|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2011	FY2010	# Change	% Change
PS Regular	64,826.2	-	273.7	65,099.9	62,920.7	2,179	3.5%
Adjuncts	9,778.4	-	-	9,778.4	10,418.8	(640)	-6.1%
Temporary Service	4,021.5	-	136.8	4,158.4	3,812.9	345	9.1%
Total PS	78,626.2	-	410.5	79,036.7	77,152.5	1,884	2.4%
OTPS	6,853.9	348.0	1,758.1	8,960.0	11,185.8	(2,226)	-19.9%
Total	85,480.1	348.0	2,168.6	87,996.7	88,338.2	(342)	-0.4%

Tuition Revenue ($000)

FY2010 Target	FY2011 Target	FY2010 Actual	FY2011 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
49,623	50,150	52,668	54,358	1,690	3.2%	4,209

Enrollment

	FY2009	FY2010	FY2011	Change FY2010 - FY2011 #	%
FTE Undergraduate	6,954	7,095	7,054	(42)	-0.6%
FTE Graduate	1,255	1,341	1,330	(11)	-0.8%
Total FTE	8,209	8,436	8,384	(52)	-0.6%
Headcount	11,924	12,335	12,281	(55)	-0.4%

Staffing

	Fall 2009	Fall 2010	Spring 2011	Change Fall 2009 - Fall 2010 #	%	Change Fall 2010 - Spring 2011 #	%
I&DR Teaching	348	355	341	7	2.1%	(14)	-3.9%
Counselors & Librarians	14	14	15	0	0.0%	1	7.1%
Total Faculty	362	369	356	7	2.0%	(13)	-3.5%
I&DR Support	126	138	133	12	9.5%	(5)	-3.6%
Non-Instructional	113	128	129	15	13.3%	1	0.8%
Civil Service	262	272	256	10	3.8%	(16)	-5.9%
Total Full-time	863	907	874	44	5.1%	(33)	-3.6%

The City University of New York
2010-2011 Year-End Financial Report
Medgar Evers College

Tuition Revenue: Target vs Collection, Year to Year Change
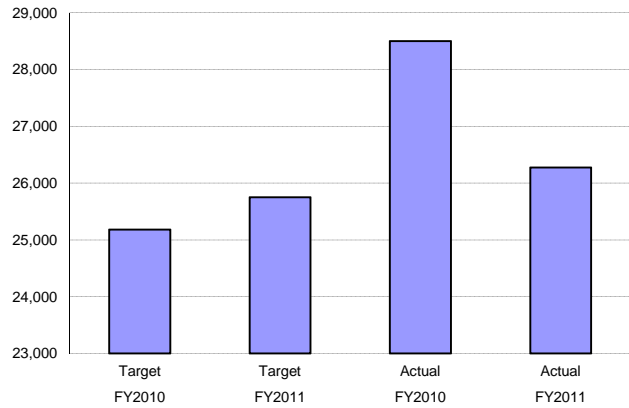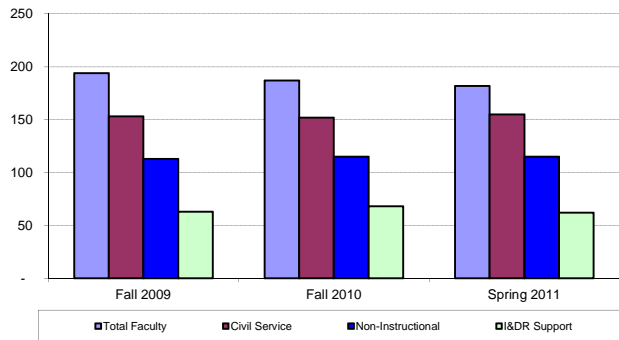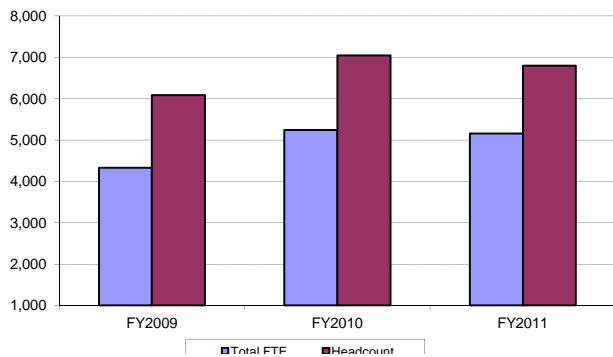
Expenditures vs Resources ($000)

Total Resources*	52,663.2
Total Expenditures	51,743.6
(Over)/Under Expenditures	919.6
CUTRA	1,048.0
FY2011 Year End Balance	1,967.7
$11.9M Budget Cut	(408.9)
FY2012 Begining Balance	1,558.8

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support the tax levy operation.

Full Time Staffing: Fall 2009 - Spring 2011

Expenditures ($000): Dollars & Percent Change FY2010 to FY2011

	FY2010	FY2011	$ Change	% Change
PS Regular	37,462.9	38,576.3	1,113.4	3.0%
Adjuncts	7,270.1	7,263.5	(6.6)	-0.1%
Temporary Service	1,238.2	667.4	(570.8)	-46.1%
Total PS	45,971.2	46,507.2	536.0	1.2%
OTPS	4,048.5	5,236.4	1,187.9	29.3%
Total	50,019.7	51,743.6	1,723.9	3.4%

*Expenditures include technology fee costs and Compact philanthropy.

Enrollment: FY2009 - FY2011

FY2011 Expenditures by Major Object

The City University of New York
2010-2011 Year-End Financial Report
Medgar Evers College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	FY2011 Year End Balance	$11.9M Budget Cut	FY2012 Beginning Balance
FY2010 - FY2011	50,961.1	0.0	329.0	0.0	847.9	525.2	52,663.2	51,743.6	919.6	1,048.0	1,967.7	(408.9)	1,558.8

Expenditures ($000)

|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2011	FY2010	# Change	% Change
PS Regular	38,334.3	-	242.0	38,576.3	37,462.9	1,113	3.0%
Adjuncts	7,263.5	-	-	7,263.5	7,270.1	(7)	-0.1%
Temporary Service	667.4	-	-	667.4	1,238.2	(571)	-46.1%
Total PS	46,265.2	-	242.0	46,507.2	45,971.2	536	1.2%
OTPS	4,301.5	329.0	606.0	5,236.4	4,048.5	1,188	29.3%
Total	50,566.7	329.0	847.9	51,743.6	50,019.7	1,724	3.4%

Tuition Revenue ($000)

FY2010 Target	FY2011 Target	FY2010 Actual	FY2011 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
25,180	25,750	28,501	26,275	(2,226)	-7.8%	525

Enrollment

	FY2009	FY2010	FY2011	Change FY2010 - FY2011 #	Change FY2010 - FY2011 %
FTE Undergraduate	4,326	5,242	5,157	(85)	-1.6%
FTE Graduate	0	0	0	0	0.0%
Total FTE	4,326	5,242	5,157	(85)	-1.6%
Headcount	6,086	7,043	6,795	(248)	-3.5%

Staffing

	Fall 2009	Fall 2010	Spring 2011	Change Fall 2009 - Fall 2010 #	Change Fall 2009 - Fall 2010 %	Change Fall 2010 - Spring 2011 #	Change Fall 2010 - Spring 2011 %
I&DR Teaching	179	173	169	(6)	-3.4%	(4)	-2.3%
Counselors & Librarians	15	14	13	(1)	-6.7%	(1)	-7.1%
Total Faculty	194	187	182	(7)	-3.6%	(5)	-2.7%
I&DR Support	63	68	62	5	7.9%	(6)	-8.8%
Non-Instructional	113	115	115	2	1.8%	0	0.0%
Civil Service	153	152	155	(1)	-0.7%	3	2.0%
Total Full-time	523	522	514	(1)	-0.2%	(8)	-1.5%

The City University of New York
2010-2011 Year-End Financial Report
NYCCT College

Tuition Revenue: Target vs Collection, Year to Year Change
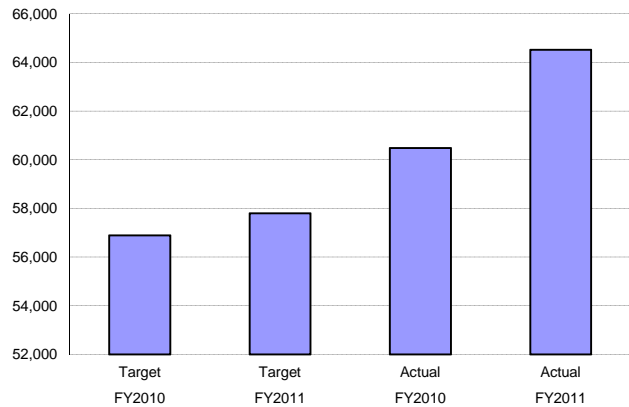
Expenditures vs Resources ($000)

Total Resources*	87,807.6
Total Expenditures	83,632.4
(Over)/Under Expenditures	4,175.2
CUTRA	949.4
FY2011 Year End Balance	5,124.6
$11.9M Budget Cut	(696.7)
FY2012 Begining Balance	4,427.9

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support the tax levy operation.

Full Time Staffing: Fall 2009 - Spring 2011
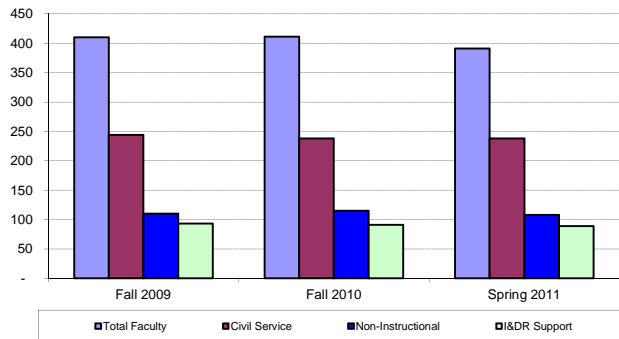
Expenditures ($000): Dollars & Percent Change FY2010 to FY2011

	FY2010	FY2011	$ Change	% Change
PS Regular	57,062.5	57,585.4	522.8	0.9%
Adjuncts	15,946.2	15,593.9	(352.3)	-2.2%
Temporary Service	3,587.0	3,753.3	166.2	4.6%
Total PS	76,595.7	76,932.5	336.7	0.4%
OTPS	10,443.3	6,699.9	(3,743.4)	-35.8%
Total	87,039.0	83,632.4	(3,406.7)	-3.9%

*Expenditures include technology fee costs and Compact philanthropy.

Enrollment: FY2009 - FY2011

FY2011 Expenditures by Major Object

The City University of New York
2010-2011 Year-End Financial Report
NYCCT College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	FY2011 Year End Balance	$11.9M Budget Cut	FY2012 Beginning Balance
FY2010 - FY2011	78,282.0	0.0	650.0	0.0	2,146.1	6,729.5	87,807.6	83,632.4	4,175.2	949.4	5,124.6	(696.7)	4,427.9

Expenditures ($000)

|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2011	FY2010	# Change	% Change
PS Regular	57,428.5	-	156.9	57,585.4	57,062.5	523	0.9%
Adjuncts	15,593.9	-	-	15,593.9	15,946.2	(352)	-2.2%
Temporary Service	3,516.9	-	236.4	3,753.3	3,587.0	166	4.6%
Total PS	76,539.3	-	393.2	76,932.5	76,595.7	337	0.4%
OTPS	4,297.0	650.0	1,752.9	6,699.9	10,443.3	(3,743)	-35.8%
Total	80,836.2	650.0	2,146.1	83,632.4	87,039.0	(3,407)	-3.9%

Tuition Revenue ($000)

FY2010 Target	FY2011 Target	FY2010 Actual	FY2011 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
56,886	57,793	60,482	64,523	4,040	6.7%	6,729

Enrollment

	FY2009	FY2010	FY2011	Change FY2010 - FY2011 #	Change FY2010 - FY2011 %
FTE Undergraduate	10,092	10,744	11,139	396	3.7%
FTE Graduate	0	0	0	0	0.0%
Total FTE	10,092	10,744	11,139	396	3.7%
Headcount	14,127	14,889	15,270	381	2.6%

Staffing

	Fall 2009	Fall 2010	Spring 2011	Change Fall 2009 - Fall 2010 #	Change Fall 2009 - Fall 2010 %	Change Fall 2010 - Spring 2011 #	Change Fall 2010 - Spring 2011 %
I&DR Teaching	390	392	372	2	0.5%	(20)	-5.1%
Counselors & Librarians	20	19	19	(1)	-5.0%	0	0.0%
Total Faculty	410	411	391	1	0.2%	(20)	-4.9%
I&DR Support	93	91	89	(2)	-2.2%	(2)	-2.2%
Non-Instructional	110	115	108	5	4.5%	(7)	-6.1%
Civil Service	244	238	238	(6)	-2.5%	0	0.0%
Total Full-time	857	855	826	(2)	-0.2%	(29)	-3.4%

The City University of New York
2010-2011 Year-End Financial Report
Queens College

### Tuition Revenue: Target vs Collection, Year to Year Change
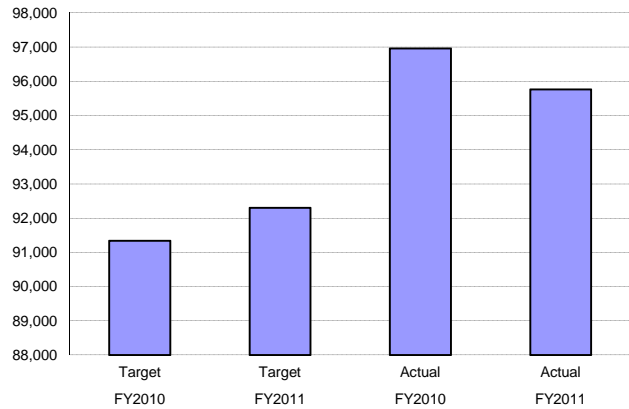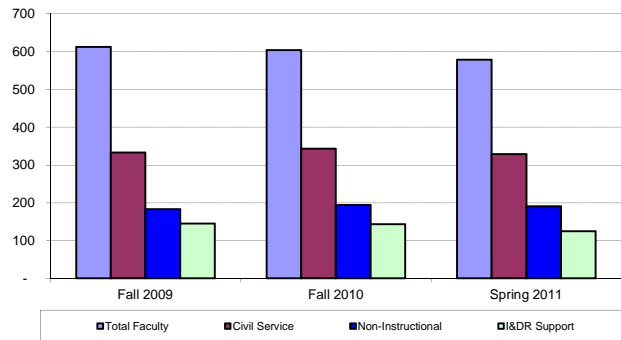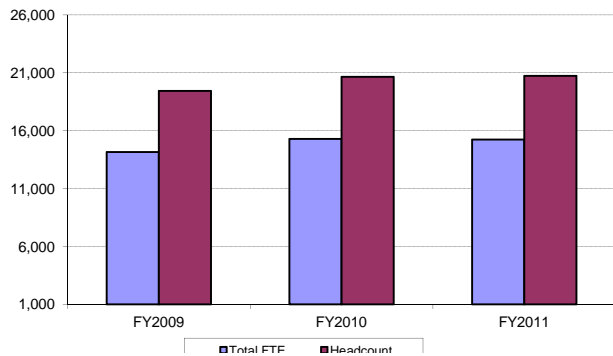
Expenditures vs Resources ($000)

Total Resources*	130,494.1
Total Expenditures	130,743.0
(Over)/Under Expenditures	(248.8)
CUTRA	3,055.7
FY2011 Year End Balance	2,806.9
$11.9M Budget Cut	(1,098.7)
FY2012 Begining Balance	1,708.2

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support the tax levy operation.

Full Time Staffing: Fall 2009 - Spring 2011

Expenditures ($000): Dollars & Percent Change FY2010 to FY2011

	FY2010	FY2011	$ Change	% Change
PS Regular	92,302.8	93,522.7	1,220.0	1.3%
Adjuncts	13,265.9	13,649.5	383.5	2.9%
Temporary Service	7,822.3	8,358.1	535.8	6.9%
Total PS	113,391.0	115,530.3	2,139.3	1.9%
OTPS	20,666.1	15,212.6	(5,453.4)	-26.4%
Total	134,057.0	130,743.0	(3,314.1)	-2.5%

*Expenditures include technology fee costs and Compact philanthropy.

Enrollment: FY2009 - FY2011

FY2011 Expenditures by Major Object

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	FY2011 Year End Balance	$11.9M Budget Cut	FY2012 Beginning Balance
FY2010 - FY2011	122,889.4	0.0	975.0	0.0	3,173.0	3,456.7	130,494.1	130,743.0	(248.8)	3,055.7	2,806.9	(1,098.7)	1,708.2

Expenditures ($000)

|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2011	FY2010	# Change	% Change
PS Regular	93,377.6	-	145.1	93,522.7	92,302.8	1,220	1.3%
Adjuncts	13,649.5	-	-	13,649.5	13,265.9	384	2.9%
Temporary Service	8,026.7	-	331.4	8,358.1	7,822.3	536	6.9%
Total PS	115,053.8	-	476.5	115,530.3	113,391.0	2,139	1.9%
OTPS	11,541.1	975.0	2,696.5	15,212.6	20,666.1	(5,453)	-26.4%
Total	126,594.9	975.0	3,173.0	130,743.0	134,057.0	(3,314)	-2.5%

Tuition Revenue ($000)

FY2010 Target	FY2011 Target	FY2010 Actual	FY2011 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
91,333	92,303	96,963	95,759	(1,203)	-1.2%	3,457

Enrollment

	FY2009	FY2010	FY2011	Change FY2010 - FY2011 #	Change FY2010 - FY2011 %
FTE Undergraduate	11,882	12,792	12,781	(11)	-0.1%
FTE Graduate	2,286	2,514	2,461	(53)	-2.1%
Total FTE	14,168	15,306	15,242	(64)	-0.4%
Headcount	19,433	20,646	20,724	78	0.4%

Staffing

	Fall 2009	Fall 2010	Spring 2011	Change Fall 2009 - Fall 2010 #	Change Fall 2009 - Fall 2010 %	Change Fall 2010 - Spring 2011 #	Change Fall 2010 - Spring 2011 %
I&DR Teaching	591	582	561	(9)	-1.5%	(21)	-3.6%
Counselors & Librarians	22	22	18	0	0.0%	(4)	-18.2%
Total Faculty	613	604	579	(9)	-1.5%	(25)	-4.1%
I&DR Support	145	143	125	(2)	-1.4%	(18)	-12.6%
Non-Instructional	183	194	191	11	6.0%	(3)	-1.5%
Civil Service	333	343	329	10	3.0%	(14)	-4.1%
Total Full-time	1,274	1,284	1,224	10	0.8%	(60)	-4.7%

The City University of New York
2010-2011 Year-End Financial Report
College of Staten Island

Tuition Revenue: Target vs Collection, Year to Year Change
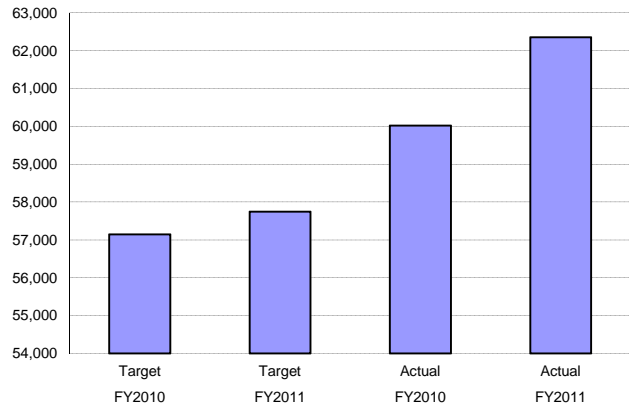
Expenditures vs Resources ($000)

Total Resources*	91,432.8
Total Expenditures	90,588.0
(Over)/Under Expenditures	844.8
CUTRA	847.6
FY2011 Year End Balance	1,692.4
$11.9M Budget Cut	(761.6)
FY2012 Begining Balance	930.9

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support the tax levy operation.

Full Time Staffing: Fall 2009 - Spring 2011
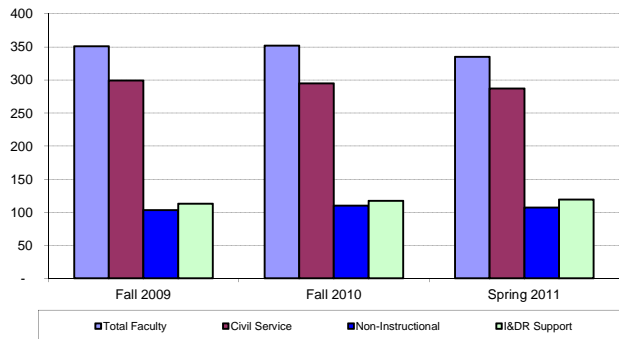
Expenditures ($000): Dollars & Percent Change FY2010 to FY2011

	FY2010	FY2011	$ Change	% Change
PS Regular	61,731.5	62,368.7	637.2	1.0%
Adjuncts	11,431.8	11,880.2	448.4	3.9%
Temporary Service	7,375.2	7,486.1	110.9	1.5%
Total PS	80,538.5	81,734.9	1,196.5	1.5%
OTPS	11,736.6	8,853.1	(2,883.5)	-24.6%
Total	92,275.0	90,588.0	(1,687.0)	-1.8%

*Expenditures include technology fee costs and Compact philanthropy.

Enrollment: FY2009 - FY2011

FY2011 Expenditures by Major Object

The City University of New York
2010-2011 Year-End Financial Report
College of Staten Island

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	FY2011 Year End Balance	$11.9M Budget Cut	FY2012 Beginning Balance
FY2010 - FY2011	84,011.1	0.0	403.0	0.0	2,410.5	4,608.2	91,432.8	90,588.0	844.8	847.6	1,692.4	(761.6)	930.9

Expenditures ($000)

	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2011	FY2010	# Change	% Change
PS Regular	62,129.1	-	239.6	62,368.7	61,731.5	637	1.0%
Adjuncts	11,880.2	-	-	11,880.2	11,431.8	448	3.9%
Temporary Service	7,120.5	-	365.5	7,486.1	7,375.2	111	1.5%
Total PS	81,129.8	-	605.2	81,734.9	80,538.5	1,196	1.5%
OTPS	6,644.7	403.0	1,805.4	8,853.1	11,736.6	(2,883)	-24.6%
Total	87,774.5	403.0	2,410.5	90,588.0	92,275.0	(1,687)	-1.8%

Tuition Revenue ($000)

FY2010 Target	FY2011 Target	FY2010 Actual	FY2011 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
57,146	57,746	60,016	62,354	2,339	3.9%	4,608

Enrollment

	FY2009	FY2010	FY2011	Change FY2010 - FY2011	
				#	%
FTE Undergraduate	9,285	9,957	10,013	57	0.6%
FTE Graduate	462	536	594	58	10.8%
Total FTE	9,747	10,493	10,607	115	1.1%
Headcount	12,909	13,720	13,772	53	0.4%

Staffing

	Fall 2009	Fall 2010	Spring 2011	Change Fall 2009 - Fall 2010		Change Fall 2010 - Spring 2011	
				#	%	#	%
I&DR Teaching	336	337	321	1	0.4%	(16)	-4.7%
Counselors & Librarians	15	15	14	0	0.0%	(1)	-6.7%
Total Faculty	351	352	335	1	0.3%	(17)	-4.8%
I&DR Support	113	117	119	4	3.5%	2	1.7%
Non-Instructional	103	110	107	7	6.8%	(3)	-2.7%
Civil Service	299	295	287	(4)	-1.3%	(8)	-2.7%
Total Full-time	866	874	848	8	0.9%	(26)	-3.0%

The City University of New York
2010-2011 Year-End Financial Report
York College
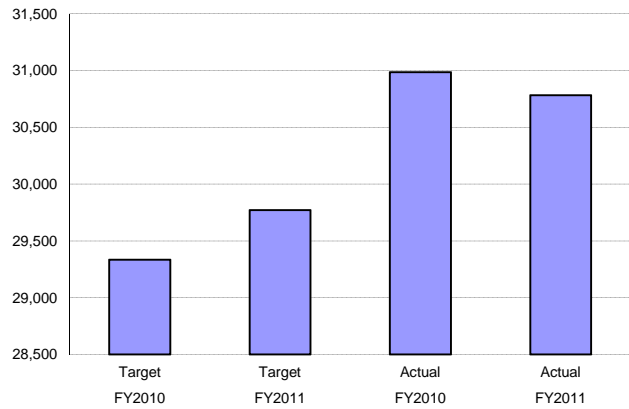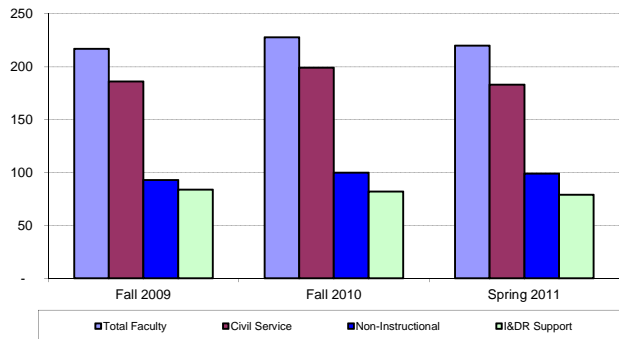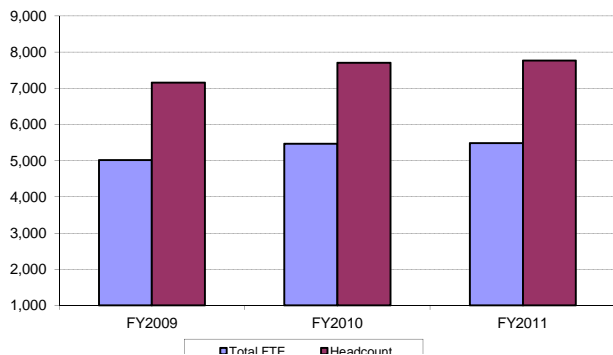
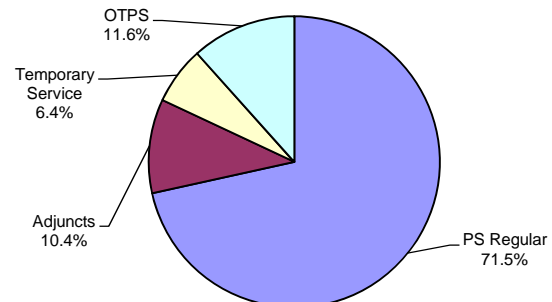|	
Total Resources*	53,841.9
Total Expenditures	53,793.9
(Over)/Under Expenditures	48.0
CUTRA	21.0
FY2011 Year End Balance	69.0
$11.9M Budget Cut	(439.2)
FY2012 Begining Balance	(370.3)

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support the tax levy operation.

	FY2010	FY2011	$ Change	% Change
PS Regular	38,959.6	40,413.4	1,453.9	3.7%
Adjuncts	6,735.7	6,008.2	(727.5)	-10.8%
Temporary Service	3,383.2	2,897.5	(485.7)	-14.4%
Total PS	49,078.5	49,319.2	240.6	0.5%
OTPS	5,069.5	4,474.7	(594.7)	-11.7%
Total	54,148.0	53,793.9	(354.1)	-0.7%

*Expenditures include technology fee costs and Compact philanthropy.

The City University of New York
2010-2011 Year-End Financial Report
York College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	FY2011 Year End Balance	$11.9M Budget Cut	FY2012 Beginning Balance
FY2010 - FY2011	50,440.1	0.0	198.3	820.0	1,372.6	1,010.8	53,841.9	53,793.9	48.0	21.0	69.0	(439.2)	(370.3)

Expenditures ($000)

	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2011	FY2010	# Change	% Change
PS Regular	40,413.1	-	0.3	40,413.4	38,959.6	1,454	3.7%
Adjuncts	6,008.2	-	-	6,008.2	6,735.7	(728)	-10.8%
Temporary Service	2,571.4	-	326.1	2,897.5	3,383.2	(486)	-14.4%
Total PS	48,992.7	-	326.5	49,319.2	49,078.5	241	0.5%
OTPS	3,230.3	198.3	1,046.2	4,474.7	5,069.5	(595)	-11.7%
Total	52,223.0	198.3	1,372.6	53,793.9	54,148.0	(354)	-0.7%

Tuition Revenue ($000)

FY2010 Target	FY2011 Target	FY2010 Actual	FY2011 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
29,333	29,771	30,984	30,782	(202)	-0.7%	1,011

Enrollment

	FY2009	FY2010	FY2011	Change FY2010 - FY2011 #	%
FTE Undergraduate	4,984	5,437	5,453	16	0.3%
FTE Graduate	35	34	32	(2)	-5.9%
Total FTE	5,019	5,471	5,485	14	0.2%
Headcount	7,159	7,701	7,768	67	0.9%

Staffing

	Fall 2009	Fall 2010	Spring 2011	Change Fall 2009 - Fall 2010 #	%	Change Fall 2010 - Spring 2011 #	%
I&DR Teaching	203	214	206	11	5.4%	(8)	-3.7%
Counselors & Librarians	14	14	14	0	0.0%	0	0.0%
Total Faculty	217	228	220	11	5.1%	(8)	-3.5%
I&DR Support	84	82	79	(2)	-2.4%	(3)	-3.7%
Non-Instructional	93	100	99	7	7.5%	(1)	-1.0%
Civil Service	186	199	183	13	7.0%	(16)	-8.0%
Total Full-time	580	609	581	29	5.0%	(28)	-4.6%

The City University of New York
2010-2011 Year-End Financial Report
The Graduate Center

### Tuition Revenue: Target vs Collection, Year to Year Change
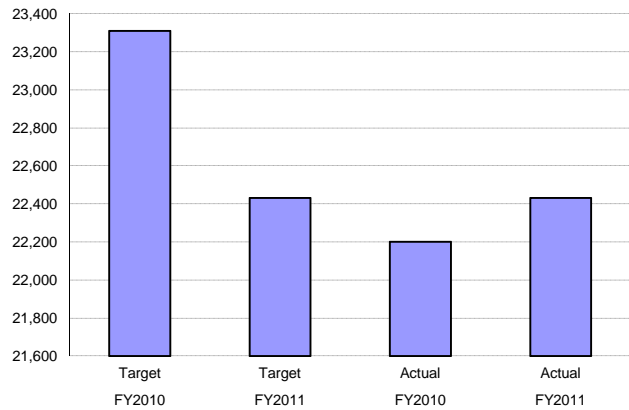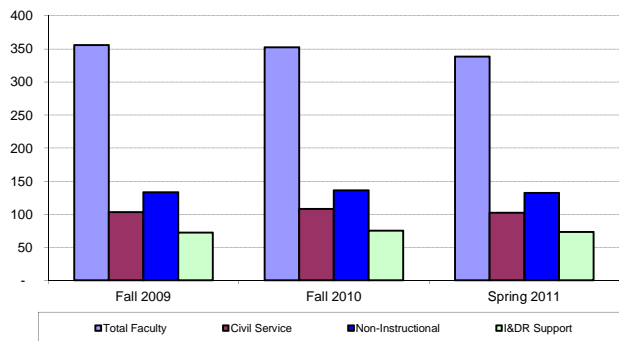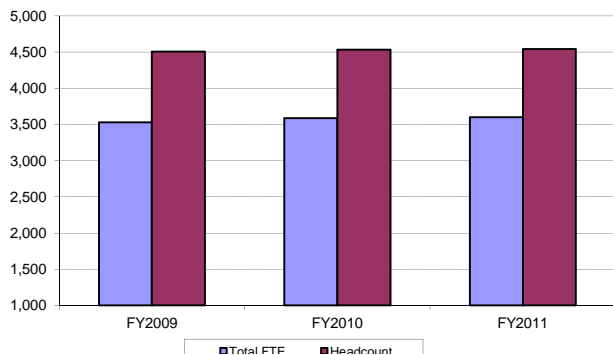
Expenditures vs Resources ($000)

Total Resources*	108,171.9
Total Expenditures	106,679.4
(Over)/Under Expenditures	1,492.5
CUTRA	1,447.1
FY2011 Year End Balance	2,939.7
$11.9M Budget Cut	(895.4)
FY2012 Begining Balance	2,044.3

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support the tax levy operation.

Full Time Staffing: Fall 2009 - Spring 2011

Expenditures ($000): Dollars & Percent Change FY2010 to FY2011

	FY2010	FY2011	$ Change	% Change
PS Regular	61,910.3	62,132.8	222.4	0.4%
Adjuncts	2,877.2	973.8	(1,903.5)	-66.2%
Temporary Service	21,459.7	23,474.5	2,014.7	9.4%
Total PS	86,247.3	86,581.0	333.7	0.4%
OTPS	22,907.8	20,098.3	(2,809.5)	-12.3%
Total	109,155.1	106,679.4	(2,475.7)	-2.3%

*Expenditures include technology fee costs and Compact philanthropy.

Enrollment: FY2009 - FY2011

FY2011 Expenditures by Major Object

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	FY2011 Year End Balance	$11.9M Budget Cut	FY2012 Beginning Balance
FY2010 - FY2011	106,809.3	0.0	466.0	0.0	896.6	0.0	108,171.9	106,679.4	1,492.5	1,447.1	2,939.7	(895.4)	2,044.3

Expenditures ($000)

	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2011	FY2010	# Change	% Change
PS Regular	62,132.8	-	-	62,132.8	61,910.3	222	0.4%
Adjuncts	973.8	-	-	973.8	2,877.2	(1,903)	-66.2%
Temporary Service	23,474.5	-	-	23,474.5	21,459.7	2,015	9.4%
Total PS	86,581.0	-	-	86,581.0	86,247.3	334	0.4%
OTPS	18,735.7	466.0	896.6	20,098.3	22,907.8	(2,809)	-12.3%
Total	105,316.7	466.0	896.6	106,679.4	109,155.1	(2,476)	-2.3%

Tuition Revenue ($000)

FY2010 Target	FY2011 Target	FY2010 Actual	FY2011 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
23,311	22,432	22,200	22,432	231	1.0%	0

Enrollment

	FY2009	FY2010	FY2011	Change FY2010 - FY2011 #	%
FTE Undergraduate	0	0	0	0	0.0%
FTE Graduate	3,532	3,588	3,601	13	0.4%
Total FTE	3,532	3,588	3,601	13	0.4%
Headcount	4,505	4,532	4,544	13	0.3%

Staffing

	Fall 2009	Fall 2010	Spring 2011	Change Fall 2009 - Fall 2010 #	%	Change Fall 2010 - Spring 2011 #	%
I&DR Teaching	351	345	332	(6)	-1.8%	(13)	-3.8%
Counselors & Librarians	5	8	7	3	60.0%	(1)	-12.5%
Total Faculty	356	353	339	(3)	-0.9%	(14)	-4.0%
I&DR Support	72	75	73	3	4.2%	(2)	-2.7%
Non-Instructional	133	136	132	3	2.3%	(4)	-2.9%
Civil Service	103	108	102	5	4.9%	(6)	-5.6%
Total Full-time	664	672	646	8	1.2%	(26)	-3.9%

The City University of New York
2010-2011 Year-End Financial Report
The Law School

Tuition Revenue: Target vs Collection, Year to Year Change
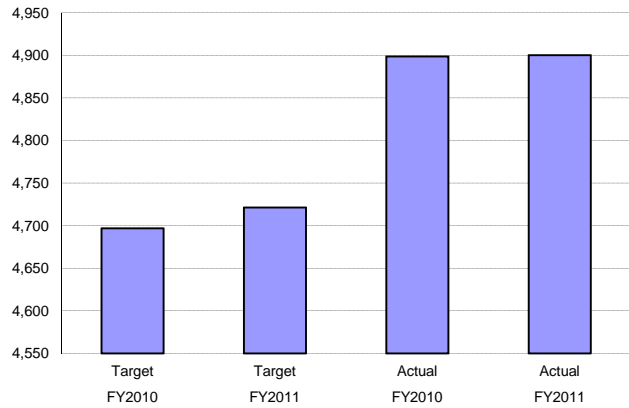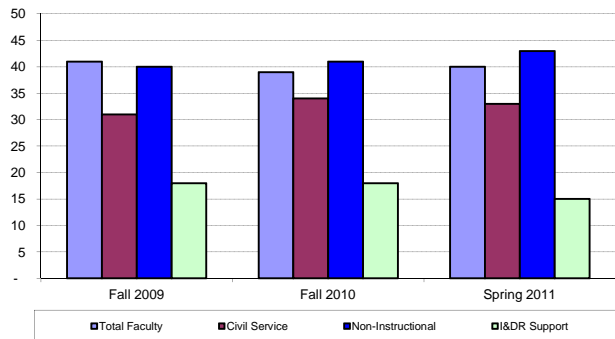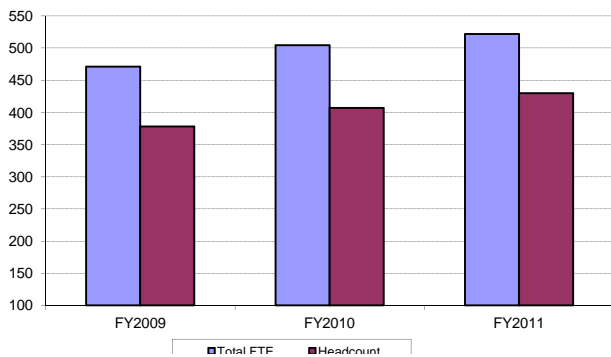
Expenditures vs Resources ($000)

Total Resources*	15,896.8
Total Expenditures	16,265.6
(Over)/Under Expenditures	(368.8)
CUTRA	1,000.0
FY2011 Year End Balance	631.2
$11.9M Budget Cut	(142.3)
FY2012 Begining Balance	488.9

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support the tax levy operation.

Full Time Staffing: Fall 2009 - Spring 2011

Expenditures ($000): Dollars & Percent Change FY2010 to FY2011

	FY2010	FY2011	$ Change	% Change
PS Regular	11,650.7	11,983.3	332.7	2.9%
Adjuncts	696.1	792.2	96.2	13.8%
Temporary Service	1,412.4	1,423.9	11.4	0.8%
Total PS	13,759.2	14,199.5	440.3	3.2%
OTPS	1,980.1	2,066.1	86.1	4.3%
Total	15,739.2	16,265.6	526.4	3.3%

*Expenditures include technology fee costs and Compact philanthropy.

Enrollment: FY2009 - FY2011

FY2011 Expenditures by Major Object

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Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	FY2011 Year End Balance	$11.9M Budget Cut	FY2012 Beginning Balance
FY2010 - FY2011	15,648.2	0.0	70.0	0.0	0.0	178.6	15,896.8	16,265.6	(368.8)	1,000.0	631.2	(142.3)	488.9

Expenditures ($000)

	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2011	FY2010	# Change	% Change
PS Regular	11,983.3	-	-	11,983.3	11,650.7	333	2.9%
Adjuncts	792.2	-	-	792.2	696.1	96	13.8%
Temporary Service	1,423.9	-	-	1,423.9	1,412.4	11	0.8%
Total PS	14,199.5	-	-	14,199.5	13,759.2	440	3.2%
OTPS	1,996.1	70.0	-	2,066.1	1,980.1	86	4.3%
Total	16,195.6	70.0	-	16,265.6	15,739.2	526	3.3%

Tuition Revenue ($000)

FY2010 Target	FY2011 Target	FY2010 Actual	FY2011 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
4,697	4,721	4,899	4,900	1	0.0%	179

Enrollment

	FY2009	FY2010	FY2011	Change FY2010 - FY2011 #	%
FTE Undergraduate	0	0	0	0	0.0%
FTE Graduate	471	505	522	18	3.5%
Total FTE	471	505	522	18	3.5%
Headcount	378	407	430	23	5.7%

Staffing

	Fall 2009	Fall 2010	Spring 2011	Change Fall 2009 - Fall 2010 #	%	Change Fall 2010 - Spring 2011 #	%
I&DR Teaching	41	39	40	(2)	-4.9%	1	2.6%
Counselors & Librarians	-	-	-	0	0.0%	0	0.0%
Total Faculty	41	39	40	(2)	-4.9%	1	2.6%
I&DR Support	18	18	15	0	0.0%	(3)	-16.7%
Non-Instructional	40	41	43	1	2.5%	2	4.9%
Civil Service	31	34	33	3	9.7%	(1)	-2.9%
Total Full-time	130	132	131	2	1.5%	(1)	-0.8%

The City University of New York
2010-2011 Year-End Financial Report
School of Journalism

Tuition Revenue: Target vs Collection, Year to Year Change
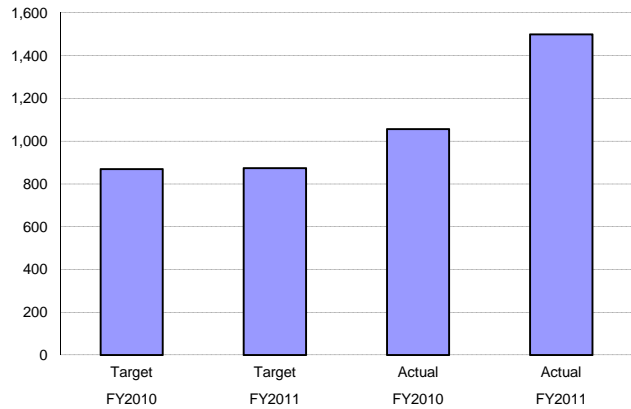
Expenditures vs Resources ($000)

Total Resources*	4,913.1
Total Expenditures	4,743.7
(Over)/Under Expenditures	169.4
CUTRA	290.5
FY2011 Year End Balance	459.9
$11.9M Budget Cut	(38.3)
FY2012 Begining Balance	421.6

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support the tax levy operation.

Full Time Staffing: Fall 2009 - Spring 2011
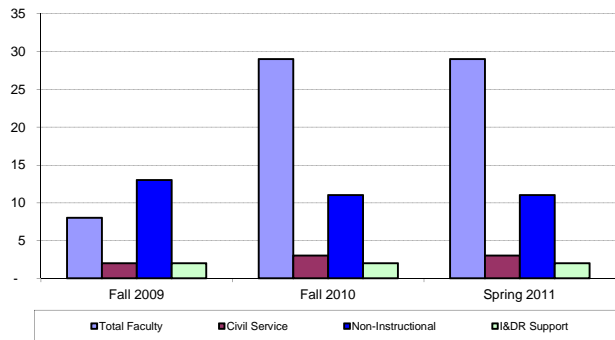
Expenditures ($000): Dollars & Percent Change FY2010 to FY2011

	FY2010	FY2011	$ Change	% Change
PS Regular	3,079.5	3,512.8	433.3	14.1%
Adjuncts	323.8	291.2	(32.6)	-10.1%
Temporary Service	308.3	313.2	4.9	1.6%
Total PS	3,711.5	4,117.3	405.7	10.9%
OTPS	843.9	626.4	(217.5)	-25.8%
Total	4,555.5	4,743.7	188.2	4.1%

*Expenditures include technology fee costs and Compact philanthropy.

Enrollment: FY2009 - FY2011

FY2011 Expenditures by Major Object

The City University of New York
2010-2011 Year-End Financial Report
School of Journalism

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	FY2011 Year End Balance	$11.9M Budget Cut	FY2012 Beginning Balance
FY2010 - FY2011	4,250.8	0.0	0.0	0.0	37.8	624.6	4,913.1	4,743.7	169.4	290.5	459.9	(38.3)	421.6

Expenditures ($000)

	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2011	FY2010	# Change	% Change
PS Regular	3,512.8	-	-	3,512.8	3,079.5	433	14.1%
Adjuncts	291.2	-	-	291.2	323.8	(33)	-10.1%
Temporary Service	313.2	-	-	313.2	308.3	5	1.6%
Total PS	4,117.3	-	-	4,117.3	3,711.5	406	10.9%
OTPS	588.7	-	37.8	626.4	843.9	(217)	-25.8%
Total	4,705.9	-	37.8	4,743.7	4,555.5	188	4.1%

Tuition Revenue ($000)

FY2010 Target	FY2011 Target	FY2010 Actual	FY2011 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
869	874	1,057	1,499	442	41.8%	625

Enrollment

	FY2009	FY2010	FY2011	Change FY2010 - FY2011 #	%
FTE Undergraduate	0	0	0	0	0.0%
FTE Graduate	107	140	162	22	15.7%
Total FTE	107	140	162	22	15.7%
Headcount	91	114	138	25	21.6%

Staffing

	Fall 2009	Fall 2010	Spring 2011	Change Fall 2009 - Fall 2010 #	%	Change Fall 2010 - Spring 2011 #	%
I&DR Teaching	7	29	28	22	314.3%	(1)	-3.4%
Counselors & Librarians	1	-	1	(1)	-100.0%	1	0.0%
Total Faculty	8	29	29	21	262.5%	0	0.0%
I&DR Support	2	2	2	0	0.0%	0	0.0%
Non-Instructional	13	11	11	(2)	-15.4%	0	0.0%
Civil Service	2	3	3	1	50.0%	0	0.0%
Total Full-time	25	45	45	20	80.0%	0	0.0%

The City University of New York
2010-2011 Year-End Financial Report
School of Professional Studies

Tuition Revenue: Target vs Collection, Year to Year Change
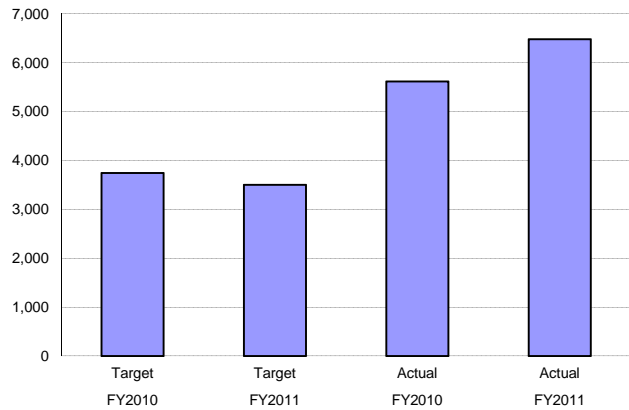
Expenditures vs Resources ($000)

Total Resources*	9,731.2
Total Expenditures	9,176.9
(Over)/Under Expenditures	554.2
CUTRA	31.0
FY2011 Year End Balance	585.3
$11.9M Budget Cut	(50.7)
FY2012 Begining Balance	534.6

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and non tax levy funds the college used to support the tax levy operation.

Full Time Staffing: Fall 2009 - Spring 2011
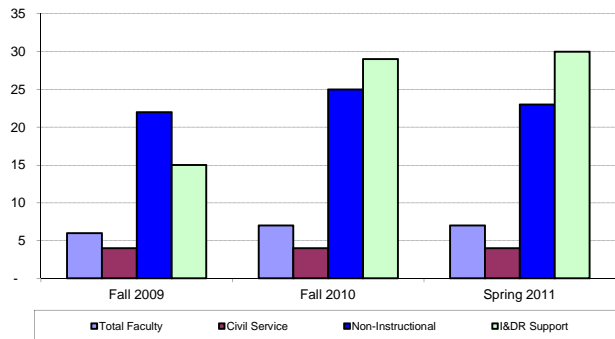
Expenditures ($000): Dollars & Percent Change FY2010 to FY2011

	FY2010	FY2011	$ Change	% Change
PS Regular	4,420.0	5,173.2	753.2	17.0%
Adjuncts	1,740.9	1,914.4	173.5	10.0%
Temporary Service	649.1	637.7	(11.4)	-1.8%
Total PS	6,810.0	7,725.3	915.3	13.4%
OTPS	1,299.0	1,451.7	152.7	11.8%
Total	8,109.0	9,176.9	1,068.0	13.2%

*Expenditures include technology fee costs and Compact philanthropy.

Enrollment: FY2009 - FY2011

FY2011 Expenditures by Major Object

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The City University of New York
2010-2011 Year-End Financial Report
School of Professional Studies

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	FY2011 Year End Balance	$11.9M Budget Cut	FY2012 Beginning Balance
FY2010 - FY2011	6,585.7	0.0	0.0	0.0	165.3	2,980.1	9,731.2	9,176.9	554.2	31.0	585.3	(50.7)	534.6

Expenditures ($000)

	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2011	FY2010	# Change	% Change
PS Regular	5,098.2	-	75.0	5,173.2	4,420.0	753	17.0%
Adjuncts	1,914.4	-	-	1,914.4	1,740.9	173	10.0%
Temporary Service	587.7	-	50.0	637.7	649.1	(11)	-1.8%
Total PS	7,600.3	-	125.0	7,725.3	6,810.0	915	13.4%
OTPS	1,411.3	-	40.3	1,451.7	1,299.0	153	11.8%
Total	9,011.6	-	165.3	9,176.9	8,109.0	1,068	13.2%

Tuition Revenue ($000)

FY2010 Target	FY2011 Target	FY2010 Actual	FY2011 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
3,745	3,502	5,615	6,482	867	15.4%	2,980

Enrollment

	FY2009	FY2010	FY2011	Change FY2010 - FY2011 #	Change FY2010 - FY2011 %
FTE Undergraduate	460	501	559	58	11.6%
FTE Graduate	106	173	243	71	40.9%
Total FTE	565	673	802	129	19.1%
Headcount	1,341	1,625	1,827	203	12.5%

Staffing

	Fall 2009	Fall 2010	Spring 2011	Change Fall 2009 - Fall 2010 #	Change Fall 2009 - Fall 2010 %	Change Fall 2010 - Spring 2011 #	Change Fall 2010 - Spring 2011 %
I&DR Teaching	4	3	3	(1)	-25.0%	0	0.0%
Counselors & Librarians	2	4	4	2	100.0%	0	0.0%
Total Faculty	6	7	7	1	16.7%	0	0.0%
I&DR Support	15	29	30	14	93.3%	1	3.4%
Non-Instructional	22	25	23	3	13.6%	(2)	-8.0%
Civil Service	4	4	4	0	0.0%	0	0.0%
Total Full-time	47	65	64	18	38.3%	(1)	-1.5%

The City University of New York
2010-2011 Year-End Financial Report
Borough of Manhattan Community College

Tuition Revenue: Target vs Collection, Year to Year Change
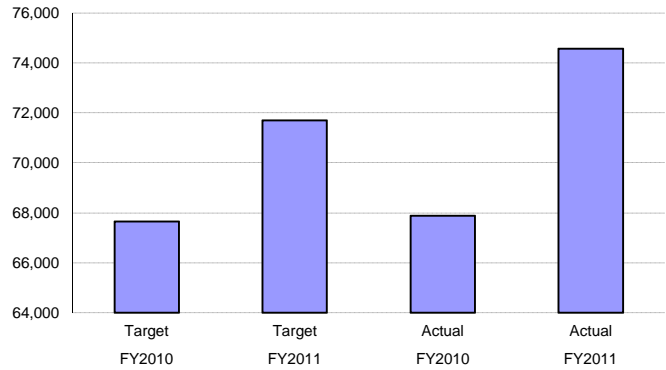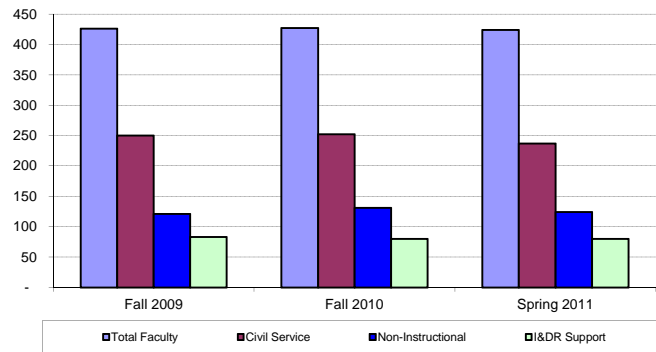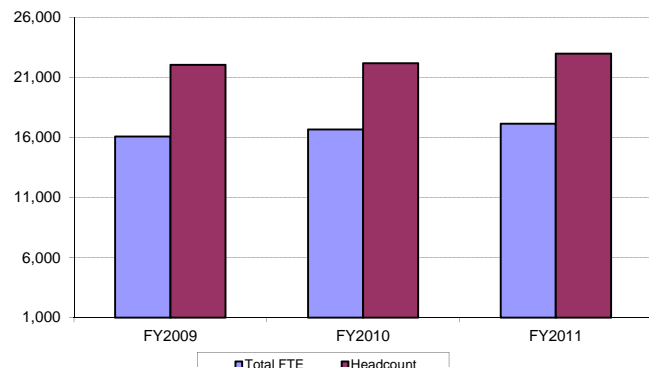
Expenditures vs Resources ($000)

Total Resources*	120,725.9
Total Expenditures	118,455.5
(Over)/Under Expenditures	2,270.5
CUTRA	1,127.3
FY2011 Year End Balance	3,397.8

*Includes tax levy allocation, technology fee funds and Compact philanthropy funds.

Full Time Staffing: Fall 2009 - Spring 2011

Expenditures ($000): Dollars & Percent Change FY2010 to FY2011

	FY2010	FY2011	$ Change	% Change
PS Regular	62,514.6	63,319.2	804.6	1.3%
Adjuncts	19,476.2	20,702.5	1,226.4	6.3%
Temporary Service	5,101.1	4,937.3	(163.7)	-3.2%
Total PS	87,091.8	88,959.1	1,867.2	2.1%
OTPS	30,239.8	29,496.4	(743.4)	-2.5%
Total	117,331.7	118,455.5	1,123.8	1.0%

*Expenditures include technology fee costs and Compact philanthropy.

Enrollment: FY2009 - FY2011

FY2011 Expenditures by Major Object

The City University of New York
2010-2011 Year-End Financial Report
Borough of Manhattan Community College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Ledger 3	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	FY2011 Year End Balance
FY2010 - FY2011	113,335.7	-	535.0	526.2	3,456.0	2,873.0	120,725.9	118,455.5	2,270.5	1,127.3	3,397.8

Expenditures ($000)

	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2011	FY2010	# Change	% Change
PS Regular	62,760.1	-	559.0	63,319.2	62,514.6	805	1.3%
Adjuncts	20,702.5	-	-	20,702.5	19,476.2	1,226	6.3%
Temporary Service	4,865.2	-	72.2	4,937.3	5,101.1	(164)	-3.2%
Total PS	88,327.9	-	631.2	88,959.1	87,091.8	1,867	2.1%
OTPS	26,136.6	535.0	2,824.8	29,496.4	30,239.8	(743)	-2.5%
Total	114,464.4	535.0	3,456.0	118,455.5	117,331.7	1,124	1.0%

Tuition Revenue ($000)

FY2010 Target	FY2011 Target	FY2010 Actual	FY2011 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
67,660	71,702	67,886	74,575	6,690	9.9%	2,873

Enrollment

	FY2009	FY2010	FY2011	Change FY2010 - FY2011 #	Change FY2010 - FY2011 %
FTE Undergraduate	16,060	16,647	17,135	488	2.9%
FTE Graduate	0	0	0	0	0.0%
Total FTE	16,060	16,647	17,135	488	2.9%
Headcount	22,029	22,168	22,975	807	3.6%

Staffing

	Fall 2009	Fall 2010	Spring 2011	Change Fall 2009 - Fall 2010 #	Change Fall 2009 - Fall 2010 %	Change Fall 2010 - Spring 2011 #	Change Fall 2010 - Spring 2011 %
I&DR Teaching	399	401	399	2	0.5%	(2)	-0.5%
Counselors & Librarians	27	26	25	(1)	-3.7%	(1)	-3.8%
Total Faculty	426	427	424	1	0.2%	(3)	-0.7%
I&DR Support	83	80	80	(3)	-3.6%	0	0.0%
Non-Instructional	121	131	124	10	8.3%	(7)	-5.3%
Civil Service	250	252	237	2	0.8%	(15)	-6.0%
Total Full-time	880	890	865	10	5.8%	(25)	-2.8%

The City University of New York
2010-2011 Year-End Financial Report
Bronx Community College

Tuition Revenue: Target vs Collection, Year to Year Change

Expenditures vs Resources ($000)

Total Resources*	67,050.6
Total Expenditures	68,272.8
(Over)/Under Expenditures	(1,222.2)
CUTRA	1,964.1
FY2011 Year End Balance	741.9

*Includes tax levy allocation, technology fee funds and Compact philanthropy funds.

Full Time Staffing: Fall 2009 - Spring 2011
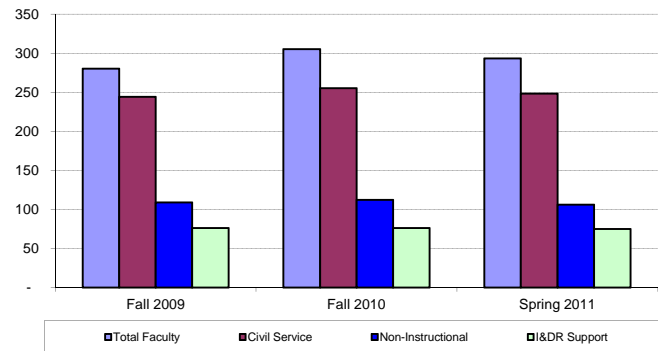
Expenditures ($000): Dollars & Percent Change FY2010 to FY2011

	FY2010	FY2011	$ Change	% Change
PS Regular	48,640.9	50,398.5	1,757.6	3.6%
Adjuncts	7,571.1	7,571.0	(0.1)	0.0%
Temporary Service	3,589.6	3,282.2	(307.4)	-8.6%
Total PS	59,801.6	61,251.7	1,450.1	2.4%
OTPS	6,967.2	7,021.1	53.9	0.8%
Total	66,768.8	68,272.8	1,504.0	2.3%

*Expenditures include technology fee costs and Compact philanthropy.

Enrollment: FY2009 - FY2011

FY2011 Expenditures by Major Object

The City University of New York
2010-2011 Year-End Financial Report
Bronx Community College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Ledger 3	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	FY2011 Year End Balance
FY2010 - FY2011	64,650.6	-	281.4	817.6	1,289.9	11.1	67,050.6	68,272.8	(1,222.2)	1,964.1	741.9

Expenditures ($000)

|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2011	FY2010	# Change	% Change
PS Regular	50,391.9	-	6.6	50,398.5	48,640.9	1,758	3.6%
Adjuncts	7,571.0	-	-	7,571.0	7,571.1	(0)	0.0%
Temporary Service	2,976.1	-	306.1	3,282.2	3,589.6	(307)	-8.6%
Total PS	60,939.0	-	312.7	61,251.7	59,801.6	1,450	2.4%
OTPS	5,762.5	281.4	977.2	7,021.1	6,967.2	54	0.8%
Total	66,701.5	281.4	1,289.9	68,272.8	66,768.8	1,504	2.3%

Tuition Revenue ($000)

FY2010 Target	FY2011 Target	FY2010 Actual	FY2011 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
26,146	30,980	29,725	30,991	1,266	4.3%	11

Enrollment

	FY2009	FY2010	FY2011	Change FY2010 - FY2011 #	%
FTE Undergraduate	6,528	7,705	7,848	143	1.9%
FTE Graduate	0	0	0	0	0.0%
Total FTE	6,528	7,705	7,848	143	1.9%
Headcount	9,355	10,739	10,922	183	1.7%

Staffing

	Fall 2009	Fall 2010	Spring 2011	Change Fall 2009 - Fall 2010 #	%	Change Fall 2010 - Spring 2011 #	%
I&DR Teaching	255	280	270	25	9.8%	(10)	-3.6%
Counselors & Librarians	25	25	23	0	0.0%	(2)	-8.0%
Total Faculty	280	305	293	25	8.9%	(12)	-3.9%
I&DR Support	76	76	75	0	0.0%	(1)	-1.3%
Non-Instructional	109	112	106	3	2.8%	(6)	-5.4%
Civil Service	244	255	248	11	4.5%	(7)	-2.7%
Total Full-time	709	748	722	39	5.5%	(26)	-3.5%

The City University of New York
2010-2011 Year-End Financial Report
Hostos Community College

Tuition Revenue: Target vs Collection, Year to Year Change

Expenditures vs Resources ($000)

Total Resources*	50,503.4
Total Expenditures	48,847.1
(Over)/Under Expenditures	1,656.3
CUTRA	1,364.6
FY2011 Year End Balance	3,020.9

*Includes tax levy allocation, technology fee funds and Compact philanthropy funds.

Full Time Staffing: Fall 2009 - Spring 2011
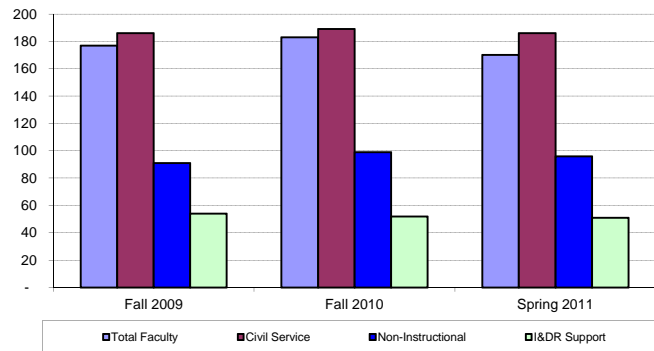
Expenditures ($000): Dollars & Percent Change FY2010 to FY2011

	FY2010	FY2011	$ Change	% Change
PS Regular	34,773.7	34,786.7	13.0	0.0%
Adjuncts	3,919.0	5,157.7	1,238.7	31.6%
Temporary Service	2,965.3	2,189.2	(776.0)	-26.2%
Total PS	41,657.9	42,133.6	475.6	1.1%
OTPS	6,963.6	6,713.5	(250.1)	-3.6%
Total	48,621.5	48,847.1	225.6	0.5%

*Expenditures include technology fee costs and Compact philanthropy.

Enrollment: FY2009 - FY2011

FY2011 Expenditures by Major Object

The City University of New York
2010-2011 Year-End Financial Report
Hostos Community College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	IFR/RF	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	FY2011 Year End Balance
FY2010 - FY2011	45,394.3	-	204.0	1,030.5	1,066.8	2,807.8	50,503.4	48,847.1	1,656.3	1,364.6	3,020.9

Expenditures ($000)

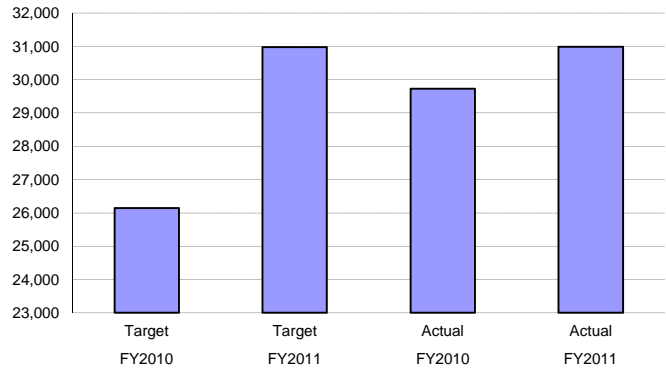|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2011	FY2010	# Change	% Change
PS Regular	34,718.3	-	68.4	34,786.7	34,773.7	13	0.0%
Adjuncts	5,157.7	-	-	5,157.7	3,919.0	1,239	31.6%
Temporary Service	1,988.0	-	201.3	2,189.2	2,965.3	(776)	-26.2%
Total PS	41,863.9	-	269.7	42,133.6	41,657.9	476	1.1%
OTPS	5,807.2	204.0	702.3	6,713.5	6,963.6	(250)	-3.6%
Total	47,671.1	204.0	972.0	48,847.1	48,621.5	226	0.5%

Tuition Revenue ($000)

FY2010 Target	FY2011 Target	FY2010 Actual	FY2011 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
14,705	16,637	16,509	19,444	2,935	17.8%	2,808

Enrollment

	FY2009	FY2010	FY2011	Change FY2010 - FY2011 #	%
FTE Undergraduate	3,722	4,499	4,807	308	6.8%
FTE Graduate	0	0	0	0	0.0%
Total FTE	3,722	4,499	4,807	308	6.8%
Headcount	5,525	6,359	6,739	380	6.0%

Staffing

	Fall 2009	Fall 2010	Spring 2011	Change Fall 2009 - Fall 2010 #	%	Change Fall 2010 - Spring 2011 #	%
I&DR Teaching	161	167	158	6	3.7%	(9)	-5.4%
Counselors & Librarians	16	16	12	0	0.0%	(4)	-25.0%
Total Faculty	177	183	170	6	3.4%	(13)	-7.1%
I&DR Support	54	52	51	(2)	-3.7%	(1)	-1.9%
Non-Instructional	91	99	96	8	8.8%	(3)	-3.0%
Civil Service	186	189	186	3	1.6%	(3)	-1.6%
Total Full-time	508	523	503	15	3.0%	(20)	-3.8%

Tuition Revenue: Target vs Collection, Year to Year Change
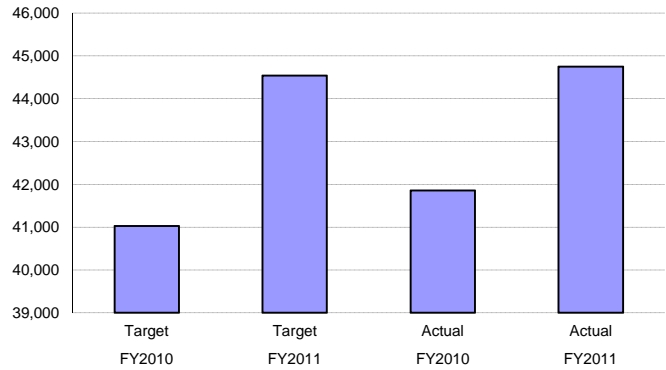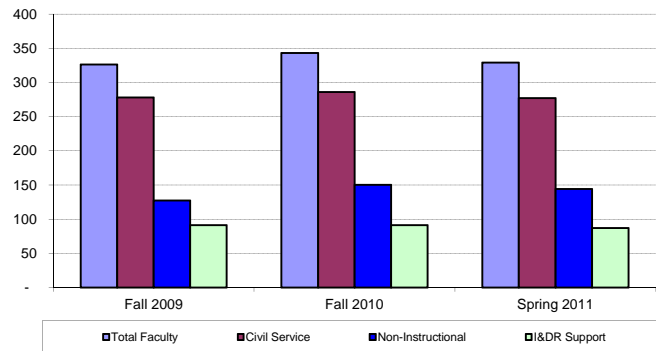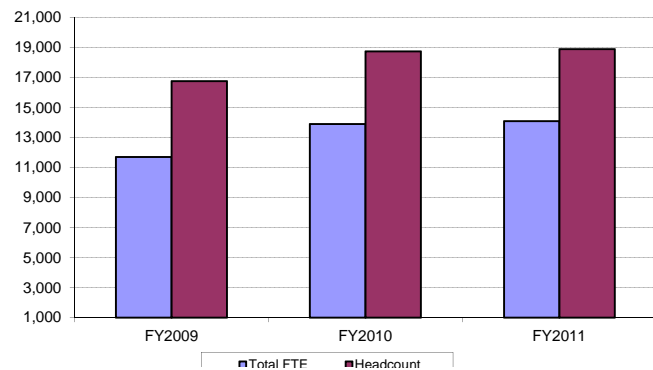
Expenditures vs Resources ($000)

Total Resources*	93,032.6
Total Expenditures	92,917.6
(Over)/Under Expenditures	114.9
CUTRA	1,020.0
FY2011 Year End Balance	1,135.0

*Includes tax levy allocation, technology fee funds and Compact philanthropy funds.
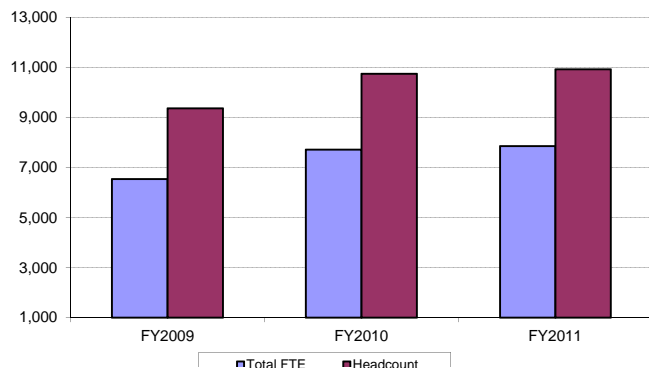
Full Time Staffing: Fall 2009 - Spring 2011

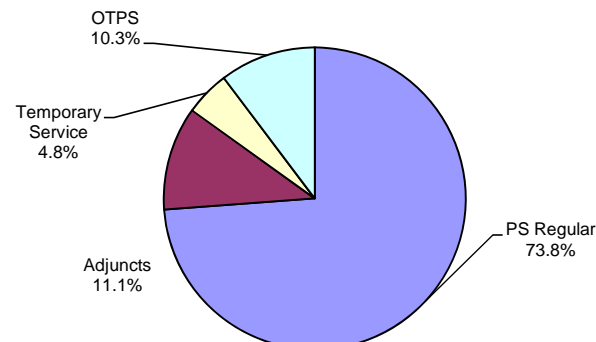### Expenditures ($000): Dollars & Percent Change FY2010 to FY2011

	FY2010	FY2011	$ Change	% Change
PS Regular	55,965.5	57,689.3	1,723.9	3.1%
Adjuncts	12,346.1	14,068.2	1,722.1	13.9%
Temporary Service	9,346.0	9,880.7	534.7	5.7%
Total PS	77,657.6	81,638.2	3,980.7	5.1%
OTPS	12,317.5	11,279.4	(1,038.1)	-8.4%
Total	89,975.1	92,917.6	2,942.6	3.3%

*Expenditures include technology fee costs and Compact philanthropy.

Enrollment: FY2009 - FY2011

FY2011 Expenditures by Major Object

The City University of New York
2010-2011 Year-End Financial Report
Kingsborough Community College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Ledger 3	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	FY2011 Year End Balance
FY2010 - FY2011	87,565.7	-	305.0	2,375.2	2,579.4	207.2	93,032.6	92,917.6	114.9	1,020.0	1,135.0

Expenditures ($000)

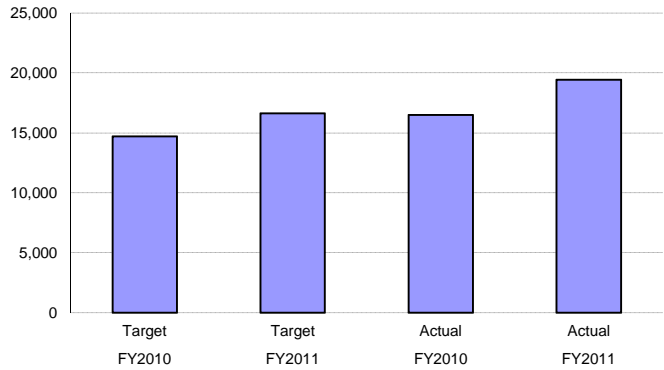|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2011	FY2010	# Change	% Change
PS Regular	57,688.8	-	0.5	57,689.3	55,965.5	1,724	3.1%
Adjuncts	14,068.2	-	-	14,068.2	12,346.1	1,722	13.9%
Temporary Service	9,330.9	-	549.8	9,880.7	9,346.0	535	5.7%
Total PS	81,087.9	-	550.3	81,638.2	77,657.6	3,981	5.1%
OTPS	8,945.3	305.0	2,029.1	11,279.4	12,317.5	(1,038)	-8.4%
Total	90,033.2	305.0	2,579.4	92,917.6	89,975.1	2,943	3.3%

Tuition Revenue ($000)

FY2010 Target	FY2011 Target	FY2010 Actual	FY2011 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
41,029	44,541	41,857	44,748	2,891	6.9%	207

Enrollment

	FY2009	FY2010	FY2011	Change FY2010 - FY2011 #	Change FY2010 - FY2011 %
FTE Undergraduate	11,691	13,884	14,084	200	1.4%
FTE Graduate	0	0	0	0	0.0%
Total FTE	11,691	13,884	14,084	200	1.4%
Headcount	16,752	18,735	18,882	147	0.8%

Staffing

	Fall 2009	Fall 2010	Spring 2011	Change Fall 2009 - Fall 2010 #	Change Fall 2009 - Fall 2010 %	Change Fall 2010 - Spring 2011 #	Change Fall 2010 - Spring 2011 %
I&DR Teaching	309	329	314	20	6.5%	(15)	-4.6%
Counselors & Librarians	17	14	15	(3)	-17.6%	1	7.1%
Total Faculty	326	343	329	17	5.2%	(14)	-4.1%
I&DR Support	91	91	87	0	0.0%	(4)	-4.4%
Non-Instructional	127	150	144	23	18.1%	(6)	-4.0%
Civil Service	278	286	277	8	2.9%	(9)	-3.1%
Total Full-time	822	870	837	48	5.8%	(33)	-3.8%

The City University of New York
2010-2011 Year-End Financial Report
LaGuardia Community College

Tuition Revenue: Target vs Collection, Year to Year Change

Expenditures vs Resources ($000)

Total Resources*	100,227.5
Total Expenditures	99,754.5
(Over)/Under Expenditures	473.0
CUTRA	1,903.6
FY2011 Year End Balance	2,376.6

*Includes tax levy allocation, technology fee funds and Compact philanthropy funds.

Full Time Staffing: Fall 2009 - Spring 2011
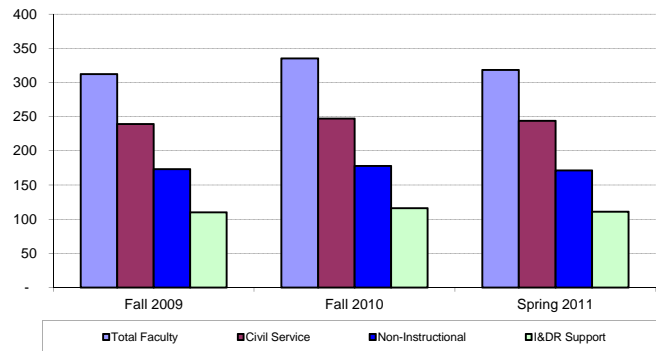
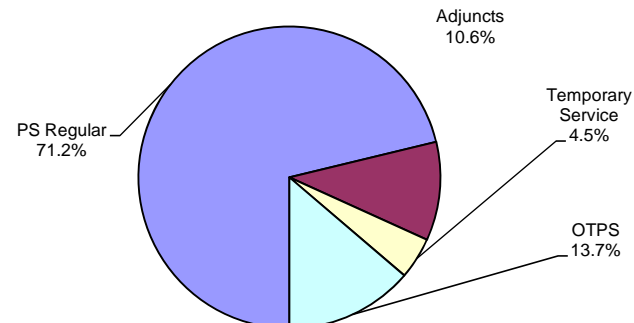### Expenditures ($000): Dollars & Percent Change FY2010 to FY2011

	FY2010	FY2011	$ Change	% Change
PS Regular	57,799.3	59,751.4	1,952.1	3.4%
Adjuncts	15,699.2	16,078.1	379.0	2.4%
Temporary Service	5,245.5	5,605.2	359.8	6.9%
Total PS	78,744.0	81,434.8	2,690.8	3.4%
OTPS	18,248.9	18,319.8	70.9	0.4%
Total	96,992.8	99,754.5	2,761.7	2.8%

*Expenditures include technology fee costs and Compact philanthropy.

Enrollment: FY2009 - FY2011

FY2011 Expenditures by Major Object

The City University of New York
2010-2011 Year-End Financial Report
LaGuardia Community College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Ledger 3	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	FY2011 Year End Balance
FY2010 - FY2011	91,380.6	-	416.0	2,360.1	2,549.5	3,521.4	100,227.5	99,754.5	473.0	1,903.6	2,376.6

Expenditures ($000)

|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2011	FY2010	# Change	% Change
PS Regular	59,612.8	-	138.6	59,751.4	57,799.3	1,952	3.4%
Adjuncts	16,078.1	-	-	16,078.1	15,699.2	379	2.4%
Temporary Service	5,148.3	68.0	388.9	5,605.2	5,245.5	360	6.9%
Total PS	80,839.2	68.0	527.5	81,434.8	78,744.0	2,691	3.4%
OTPS	15,949.8	348.0	2,021.9	18,319.8	18,248.9	71	0.4%
Total	96,789.1	416.0	2,549.5	99,754.5	96,992.8	2,762	2.8%

Tuition Revenue ($000)

FY2010 Target	FY2011 Target	FY2010 Actual	FY2011 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
41,881	43,738	44,182	47,260	3,078	7.0%	3,521

Enrollment

	FY2009	FY2010	FY2011	Change FY2010 - FY2011 #	%
FTE Undergraduate	11,551	12,662	13,188	526	4.2%
FTE Graduate	0	0	0	0	0.0%
Total FTE	11,551	12,662	13,188	526	4.2%
Headcount	15,892	17,163	17,312	149	0.9%

Staffing

	Fall 2009	Fall 2010	Spring 2011	Change Fall 2009 - Fall 2010 #	%	Change Fall 2010 - Spring 2011 #	%
I&DR Teaching	281	305	290	24	8.5%	(15)	-4.9%
Counselors & Librarians	31	30	28	(1)	-3.2%	(2)	-6.7%
Total Faculty	312	335	318	23	7.4%	(17)	-5.1%
I&DR Support	110	116	111	6	5.5%	(5)	-4.3%
Non-Instructional	173	178	171	5	2.9%	(7)	-3.9%
Civil Service	239	247	244	8	3.3%	(3)	-1.2%
Total Full-time	834	876	844	42	5.0%	(32)	-3.7%

The City University of New York
2010-2011 Year-End Financial Report
Queensborough Community College

Tuition Revenue: Target vs Collection, Year to Year Change
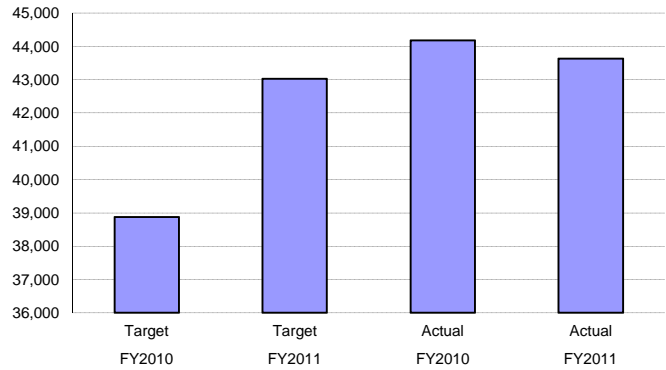
Expenditures vs Resources ($000)

Total Resources*	82,153.9
Total Expenditures	82,016.8
(Over)/Under Expenditures	137.1
CUTRA	1,684.6
FY2011 Year End Balance	1,821.7

*Includes tax levy allocation, technology fee funds and Compact philanthropy funds.

Full Time Staffing: Fall 2009 - Spring 2011
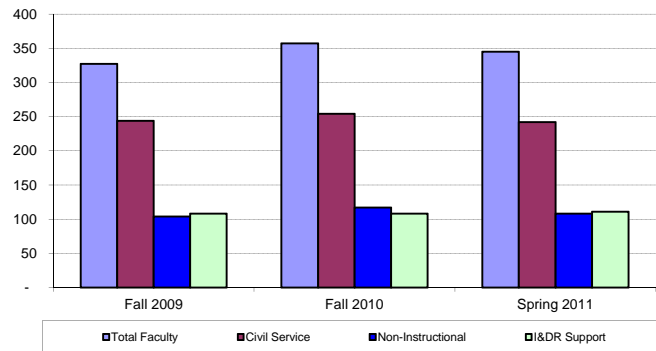
Expenditures ($000): Dollars & Percent Change FY2010 to FY2011

	FY2010	FY2011	$ Change	% Change
PS Regular	55,315.7	56,751.3	1,435.6	2.6%
Adjuncts	13,391.5	14,408.8	1,017.3	7.6%
Temporary Service	3,451.2	3,554.3	103.1	3.0%
Total PS	72,158.4	74,714.4	2,556.0	3.5%
OTPS	11,472.3	7,302.4	(4,169.9)	-36.3%
Total	83,630.7	82,016.8	(1,613.9)	-1.9%

*Expenditures include technology fee costs and Compact philanthropy.

Enrollment: FY2009 - FY2011

FY2011 Expenditures by Major Object

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The City University of New York
2010-2011 Year-End Financial Report
Queensborough Community College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Ledger 3	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	FY2011 Year End Balance
FY2010 - FY2011	78,194.2	-	488.2	618.2	2,250.0	603.2	82,153.9	82,016.8	137.1	1,684.6	1,821.7

Expenditures ($000)

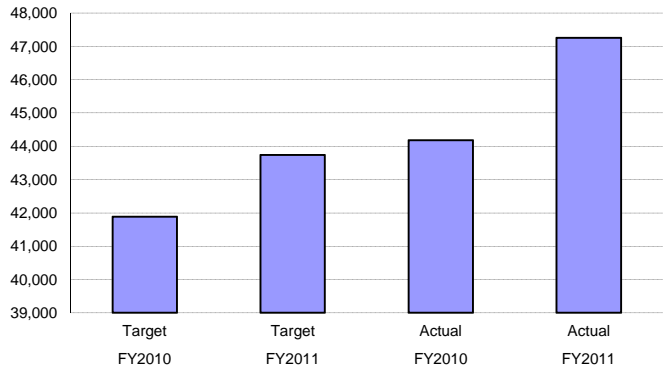|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2011	FY2010	# Change	% Change
PS Regular	56,744.8	-	6.5	56,751.3	55,315.7	1,436	2.6%
Adjuncts	14,408.8	-	-	14,408.8	13,391.5	1,017	7.6%
Temporary Service	3,273.4	-	280.9	3,554.3	3,451.2	103	3.0%
Total PS	74,427.0	-	287.4	74,714.4	72,158.4	2,556	3.5%
OTPS	4,851.6	488.2	1,962.6	7,302.4	11,472.3	(4,170)	-36.3%
Total	79,278.6	488.2	2,250.0	82,016.8	83,630.7	(1,614)	-1.9%

Tuition Revenue ($000)

FY2010 Target	FY2011 Target	FY2010 Actual	FY2011 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) Target
38,876	43,027	44,177	43,630	(547)	-1.2%	603

Enrollment

	FY2009	FY2010	FY2011	Change FY2010 - FY2011 #	Change FY2010 - FY2011 %
FTE Undergraduate	9,051	10,655	10,676	21	0.2%
FTE Graduate	0	0	0	0	0.0%
Total FTE	9,051	10,655	10,676	21	0.2%
Headcount	13,785	15,212	15,119	(93)	-0.6%

Staffing

	Fall 2009	Fall 2010	Spring 2011	Change Fall 2009 - Fall 2010 #	Change Fall 2009 - Fall 2010 %	Change Fall 2010 - Spring 2011 #	Change Fall 2010 - Spring 2011 %
I&DR Teaching	309	339	328	30	9.7%	(11)	-3.2%
Counselors & Librarians	18	18	17	0	0.0%	(1)	-5.6%
Total Faculty	327	357	345	30	9.2%	(12)	-3.4%
I&DR Support	108	108	111	0	0.0%	3	2.8%
Non-Instructional	104	117	108	13	12.5%	(9)	-7.7%
Civil Service	244	254	242	10	4.1%	(12)	-4.7%
Total Full-time	783	836	806	53	6.8%	(30)	-3.6%

H.6.   CUNY Year-End Financial Report (FY 2010)

The City University of New York

FY2010 Year End Financial Report

University Budget Office

October 29, 2010

The City University of New York
Financial Report Overview

The Financial Report provides expenditure, revenue, enrollment, and staffing data for the individual colleges as well as University totals. This information is presented both graphically and in tabular format.

Comparison of Expenditures to Resources

The comparison of total expenditures to total revenue provides the year-end condition of each college. The adjusted tax-levy allocation includes adjustments for revenue collections above the target and other funds used to offset tax-levy expenses. Non tax levy funds for the senior colleges may include Research Foundation funds, legislative initiatives, and Income Fund Reimbursable (IFR) resources which were used to support tax levy operations. Ledger three community college funds include revenues from language immersion programs and non-miscellaneous income. Community college Adult and Continuing Education (ACE) revenue and expenditures are excluded from this report.

City University Tuition Reimbursable Account (CUTRA) and reserve balances are used to offset expenditures above the allocation. CUTRA and reserve funds are unexpended tuition revenue collections above target for previous years.

Expenditures

Projected year end 2009-10 expenditures are compared to 2008-09 expenditures in total and by category. Total expenditures include those supported by the technology fee and by compact philanthropy funds.

Revenue

Revenue data provided includes the FY2009 and FY2010 targets, and a comparison of FY2010 to FY2009 actual collections.

Enrollment

FY2010 annual average headcount and FTE enrollment are compared to FY2009 and FY2008 annual averages. These figures were provided by the Office of Institutional Research and Analysis.

Staffing

Full-time staff figures are provided for I&DR Teaching, Librarians & Counselors, Total Faculty, I&DR Support, Non-Instructional, and Civil Service staff for Spring 2010, Fall 2009, and Fall 2008. Comparisons among these figures are provided. The sources for these numbers are the FISM115V and FISM115Z reports (the average salary reports) which exclude IFR positions.

EXPENDITURES

The City University of New York
2009-2010 Year-End Financial Report

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation[1]	Compact Philanthropy	Non Tax Levy Ledger 3 Funds	Technology Fee	Tuition Revenue Above Target	Total Resources	Expenditures[3]	(Over)/Under Expenditure	Prior Year CUTRA & Reserves	Projected Year-end Balance
Baruch	110,370.4	1,815.8	600.0	2,856.2	(4,472.4)	111,169.9	114,410.7	(3,240.8)	3,313.9	73.1
Brooklyn	117,566.1	857.0	0.0	3,406.7	1,146.3	122,976.1	123,308.3	(332.2)	2,034.6	1,702.4
City	135,895.6	1,504.6	500.5	2,155.1	1,154.2	141,210.1	141,273.1	(63.0)	877.9	814.9
Hunter	146,359.7	1,233.0	79.7	3,158.0	200.0	151,030.5	150,568.7	461.7	3,266.4	3,728.2
John Jay	85,287.5	389.3	0.0	3,186.7	2,530.3	91,393.8	90,220.7	1,173.1	822.8	1,995.9
Lehman	81,830.2	348.2	122.8	2,084.0	3,045.0	87,430.1	88,338.2	(908.1)	2,094.8	1,186.6
Medgar Evers	46,738.4	328.7	0.0	652.2	3,321.3	51,040.6	50,019.7	1,020.9	27.1	1,048.0
NYCCT	79,666.8	528.4	0.0	2,235.6	3,596.2	86,027.0	87,039.0	(1,012.0)	1,961.4	949.4
Queens	124,629.8	975.2	21.1	2,873.6	5,629.5	134,129.3	134,057.0	72.3	2,983.5	3,055.7
CSI	86,052.6	403.3	0.0	2,713.5	2,869.5	92,038.9	92,275.0	(236.1)	933.8	697.6
York	50,454.5	198.3	393.0	1,224.7	1,651.0	53,921.5	54,148.0	(226.5)	247.5	21.0
Graduate School	108,634.5	466.0	0.0	579.3	(1,110.2)	108,569.5	109,155.1	(585.6)	2,032.7	1,447.1
Law School	15,731.8	71.7	0.0	85.9	201.8	16,091.2	15,739.2	352.0	648.0	1,000.0
School of Journalism	4,137.3	0.0	200.0	28.2	187.7	4,553.2	4,555.5	(2.3)	292.8	290.5
School of Professional Studies	5,916.4	0.0	0.0	155.4	1,869.7	7,941.5	8,109.0	(167.5)	198.5	31.0
Senior College Total	**1,199,271.6**	**9,119.5**	**1,917.1**	**27,395.1**	**21,819.8**	**1,259,523.2**	**1,263,217.4**	**(3,694.2)**	**21,735.7**	**18,041.5**
BMCC	111,996.7	535.0	302.5	3,328.9	225.8	116,388.8	117,331.7	(942.9)	2,070.2	1,127.3
Bronx	61,574.9	291.4	845.0	1,233.0	3,578.9	67,523.2	66,768.8	754.4	1,209.7	1,964.1
Hostos	45,118.2	204.6	969.9	1,000.4	1,804.0	49,097.0	48,621.5	475.5	889.1	1,364.6
Kingsborough	84,966.7	305.0	2,016.6	2,478.6	828.2	90,595.1	89,975.1	620.0	1,200.0	1,820.0
LaGuardia	91,266.1	416.0	1,015.7	2,394.8	2,300.5	97,393.2	96,992.8	400.3	1,903.3	2,303.6
Queensborough	75,866.2	488.2	728.0	2,462.0	5,301.0	84,845.5	83,630.7	1,214.7	469.9	1,684.6
Community College Total	**470,788.9**	**2,240.2**	**5,877.6**	**12,897.6**	**14,038.4**	**505,842.7**	**503,320.6**	**2,522.1**	**7,742.2**	**10,264.3**
University Total	**1,670,060.5**	**11,359.7**	**7,794.7**	**40,292.7**	**35,858.2**	**1,765,365.9**	**1,766,538.0**	**(1,172.1)**	**29,477.9**	**28,305.8**

Notes:
1. Senior college tax levy allocation is the year end certificate level. Community college tax levy allocation is the year end level and includes ledger two and ledger three amounts, net of Adult and Continuing Education.
2. Non tax levy funds include Income Fund Reimbursable and Research Foundation funds that colleges used in support of tax levy operations. Community College non tax levy funds include State supported child care, Language Immersion, and other ledger three income.
3. Expenditures includes Compact philanthrophy and technology fees.

The City University of New York
2009-2010 Year-End Financial Report

FY2010 Expenditure Detail

	FY2010 Tax Levy Expenditures	Compact Philanthropy	Technology Fee	Total
Baruch	109,738.8	1,815.8	2,856.2	114,410.7
Brooklyn	119,044.6	857.0	3,406.7	123,308.3
City	137,613.4	1,504.6	2,155.1	141,273.1
Hunter	146,177.7	1,233.0	3,158.0	150,568.7
John Jay	86,644.7	389.3	3,186.7	90,220.7
Lehman	85,906.1	348.2	2,084.0	88,338.2
Medgar Evers	49,038.8	328.7	652.2	50,019.7
NYCCT	84,275.0	528.4	2,235.6	87,039.0
Queens	130,208.2	975.2	2,873.6	134,057.0
CSI	89,158.2	403.3	2,713.5	92,275.0
York	52,725.0	198.3	1,224.7	54,148.0
Graduate School	108,109.8	466.0	579.3	109,155.1
Law School	15,581.6	71.7	85.9	15,739.2
School of Journalism	4,527.3	-	28.2	4,555.5
School of Professional Studies	7,953.6	-	155.4	8,109.0
Senior College Total	**1,226,702.8**	**9,119.5**	**27,395.1**	**1,263,217.4**
BMCC	113,467.8	535.0	3,328.9	117,331.7
Bronx	65,244.4	291.4	1,233.0	66,768.8
Hostos	47,416.6	204.6	1,000.4	48,621.5
Kingsborough	87,191.5	305.0	2,478.6	89,975.1
LaGuardia	94,182.0	416.0	2,394.8	96,992.8
Queensborough	80,680.5	488.2	2,462.0	83,630.7
Community College Total	**488,182.8**	**2,240.2**	**12,897.6**	**503,320.6**
University Total	**1,714,885.6**	**11,359.7**	**40,292.7**	**1,766,538.0**

The City University of New York
2009-2010 Year-End Financial Report

Expenditure Comparison: FY2009 vs FY2010

	FY2009	FY2010	Difference	% Change
Baruch	107,388.9	114,410.7	7,021.8	6.5%
Brooklyn	115,638.4	123,308.3	7,669.8	6.6%
City	134,287.5	141,273.1	6,985.5	5.2%
Hunter	140,512.2	150,568.7	10,056.5	7.2%
John Jay	84,886.7	90,220.7	5,334.0	6.3%
Lehman	81,325.2	88,338.2	7,013.1	8.6%
Medgar Evers	45,910.3	50,019.7	4,109.4	9.0%
NYCCT	78,579.9	87,039.0	8,459.1	10.8%
Queens	122,077.0	134,057.0	11,980.0	9.8%
CSI	85,653.0	92,275.0	6,622.1	7.7%
York	49,730.6	54,148.0	4,417.4	8.9%
Graduate School	105,842.3	109,155.1	3,312.8	3.1%
Law School	15,248.9	15,739.2	490.4	3.2%
School of Journalism	3,968.9	4,555.5	586.6	14.8%
School of Professional Studies	5,862.8	8,109.0	2,246.1	38.3%
Senior College Total	**1,176,912.7**	**1,263,217.4**	**86,304.7**	**7.3%**
BMCC	107,307.1	117,331.7	10,024.5	9.3%
Bronx	60,435.7	66,768.8	6,333.0	10.5%
Hostos	44,405.5	48,621.5	4,216.1	9.5%
Kingsborough	79,359.7	89,975.1	10,615.4	13.4%
LaGuardia	88,298.3	96,992.8	8,694.5	9.8%
Queensborough	73,609.2	83,630.7	10,021.5	13.6%
Community College Total	**453,415.5**	**503,320.6**	**49,905.1**	**11.0%**
University Total	**1,630,328.2**	**1,766,538.0**	**136,209.7**	**8.4%**

Expenditures include technology fee costs.

The City University of New York
2009-2010 Year-End Financial Report

Expenditure Comparison: FY2009 vs FY2010 by Major Object

	FY2009 Expenditures						FY2010 Expenditures					
	PS Regular	Adjunct/ Summer	Temp Service	Total PS	OTPS	Total Exp	PS Regular	Adjunct/ Summer	Temp Service	Total PS	OTPS	Total Proj. Exp
Baruch	82,659.1	8,529.7	6,378.4	97,567.2	9,821.7	107,388.9	86,531.7	11,584.9	5,064.7	103,181.2	11,229.5	114,410.7
Brooklyn	81,004.3	11,699.0	9,762.2	102,465.6	13,172.9	115,638.4	86,855.8	12,371.7	10,268.4	109,495.9	13,812.3	123,308.3
City	95,467.8	10,229.8	7,677.0	113,374.5	20,913.0	134,287.5	101,271.2	11,463.9	9,293.6	122,028.7	19,244.4	141,273.1
Hunter	104,917.6	18,402.3	6,257.3	129,577.2	10,935.0	140,512.2	109,182.6	21,508.4	6,334.9	137,025.9	13,542.8	150,568.7
John Jay	57,282.4	10,702.6	8,724.0	76,709.1	8,177.6	84,886.7	61,205.7	12,012.4	8,973.5	82,191.6	8,029.1	90,220.7
Lehman	58,412.3	9,227.8	3,576.7	71,216.9	10,108.3	81,325.2	62,920.7	10,418.8	3,812.9	77,152.5	11,185.8	88,338.2
Medgar Evers	35,200.8	5,554.2	1,379.3	42,134.3	3,776.0	45,910.3	37,462.9	7,270.1	1,238.2	45,971.2	4,048.5	50,019.7
NYCCT	53,159.2	13,371.2	3,698.9	70,229.2	8,350.7	78,579.9	57,062.5	15,946.2	3,587.0	76,595.7	10,443.3	87,039.0
Queens	85,770.4	11,553.1	7,333.4	104,656.9	17,420.1	122,077.0	92,302.8	13,265.9	7,822.3	113,391.0	20,666.1	134,057.0
CSI	58,328.8	9,387.7	6,524.9	74,241.5	11,411.5	85,653.0	61,731.5	11,431.8	7,375.2	80,538.5	11,736.6	92,275.0
York	35,841.9	5,497.5	3,198.7	44,538.1	5,192.5	49,730.6	38,959.6	6,735.7	3,383.2	49,078.5	5,069.5	54,148.0
Graduate School	58,210.0	2,065.9	19,168.3	79,444.1	26,398.2	105,842.3	61,910.3	2,877.2	21,459.7	86,247.3	22,907.8	109,155.1
Law School	10,780.5	690.1	1,321.1	12,791.7	2,457.2	15,248.9	11,650.7	696.1	1,412.4	13,759.2	1,980.1	15,739.2
School of Journalism	2,544.1	255.2	201.6	3,000.9	968.0	3,968.9	3,079.5	323.8	308.3	3,711.5	843.9	4,555.5
School of Professional Studies	3,134.1	1,267.6	590.4	4,992.0	870.8	5,862.8	4,420.0	1,740.9	649.1	6,810.0	1,299.0	8,109.0
Senior College Total	**822,713.3**	**118,433.7**	**85,792.2**	**1,026,939.1**	**149,973.5**	**1,176,912.7**	**876,547.6**	**139,647.8**	**90,983.5**	**1,107,178.9**	**156,038.5**	**1,263,217.4**
BMCC	56,352.2	18,056.9	5,266.8	79,675.9	27,631.2	107,307.1	62,514.6	19,476.2	5,101.1	87,091.8	30,239.8	117,331.7
Bronx	44,758.7	6,362.3	3,251.5	54,372.5	6,063.3	60,435.7	48,640.9	7,571.1	3,589.6	59,801.6	6,967.2	66,768.8
Hostos	31,757.5	3,399.4	2,323.0	37,479.9	6,925.6	44,405.5	34,773.7	3,919.0	2,965.3	41,657.9	6,963.6	48,621.5
Kingsborough	50,657.6	10,541.8	8,457.8	69,657.1	9,702.6	79,359.7	55,965.5	12,346.1	9,346.0	77,657.6	12,317.5	89,975.1
LaGuardia	53,019.7	13,338.3	4,927.0	71,285.0	17,013.4	88,298.3	57,799.3	15,699.2	5,245.5	78,744.0	18,248.9	96,992.8
Queensborough	49,729.1	11,230.1	2,365.4	63,324.6	10,284.6	73,609.2	55,315.7	13,391.5	3,451.2	72,158.4	11,472.3	83,630.7
Community College Total	**286,274.7**	**62,928.8**	**26,591.4**	**375,794.9**	**77,620.6**	**453,415.5**	**315,009.6**	**72,402.9**	**29,698.7**	**417,111.3**	**86,209.3**	**503,320.6**
University Total	**1,108,988.0**	**181,362.5**	**112,383.6**	**1,402,734.1**	**227,594.1**	**1,630,328.2**	**1,191,557.2**	**212,050.7**	**120,682.2**	**1,524,290.2**	**242,247.8**	**1,766,538.0**

Note: Tax-Levy Expenditures includes Technology Fees & Philanthrophy.

The City University of New York
2009-2010 Year-End Financial Report

Expenditure Comparison: Percent of Total Expenditure by College

	FY2009 Expenditures						FY2010 Expenditures					
	PS Regular	Adjunct/ Summer	Temp Service	Total PS	OTPS	Total Exp	PS Regular	Adjunct/ Summer	Temp Service	Total PS	OTPS	Total Proj. Exp
Baruch	77.0%	7.9%	5.9%	90.9%	9.1%	100%	75.6%	10.1%	4.4%	90.2%	9.8%	100.0%
Brooklyn	70.0%	10.1%	8.4%	88.6%	11.4%	100%	70.4%	10.0%	8.3%	88.8%	11.2%	100.0%
City	71.1%	7.6%	5.7%	84.4%	15.6%	100%	71.7%	8.1%	6.6%	86.4%	13.6%	100.0%
Hunter	74.7%	13.1%	4.5%	92.2%	7.8%	100%	72.5%	14.3%	4.2%	91.0%	9.0%	100.0%
John Jay	67.5%	12.6%	10.3%	90.4%	9.6%	100%	67.8%	13.3%	9.9%	91.1%	8.9%	100.0%
Lehman	71.8%	11.3%	4.4%	87.6%	12.4%	100%	71.2%	11.8%	4.3%	87.3%	12.7%	100.0%
Medgar Evers	76.7%	12.1%	3.0%	91.8%	8.2%	100%	74.9%	14.5%	2.5%	91.9%	8.1%	100.0%
NYCCT	67.6%	17.0%	4.7%	89.4%	10.6%	100%	65.6%	18.3%	4.1%	88.0%	12.0%	100.0%
Queens	70.3%	9.5%	6.0%	85.7%	14.3%	100%	68.9%	9.9%	5.8%	84.6%	15.4%	100.0%
CSI	68.1%	11.0%	7.6%	86.7%	13.3%	100%	66.9%	12.4%	8.0%	87.3%	12.7%	100.0%
York	72.1%	11.1%	6.4%	89.6%	10.4%	100%	72.0%	12.4%	6.2%	90.6%	9.4%	100.0%
Graduate School	55.0%	2.0%	18.1%	75.1%	24.9%	100%	56.7%	2.6%	19.7%	79.0%	21.0%	100.0%
Law School	70.7%	4.5%	8.7%	83.9%	16.1%	100%	74.0%	4.4%	9.0%	87.4%	12.6%	100.0%
School of Journalism	64.1%	6.4%	5.1%	75.6%	24.4%	100%	67.6%	7.1%	6.8%	81.5%	18.5%	100.0%
School of Professional Studies	53.5%	21.6%	10.1%	85.1%	14.9%	100%	54.5%	21.5%	8.0%	84.0%	16.0%	100.0%
Senior College Total	**69.9%**	**10.1%**	**7.3%**	**87.3%**	**12.7%**	**100.0%**	**69.4%**	**11.1%**	**7.2%**	**87.6%**	**12.4%**	**100.0%**
BMCC	52.5%	16.8%	4.9%	74.3%	25.7%	100.0%	53.3%	16.6%	4.3%	74.2%	25.8%	100.0%
Bronx	74.1%	10.5%	5.4%	90.0%	10.0%	100.0%	72.8%	11.3%	5.4%	89.6%	10.4%	100.0%
Hostos	71.5%	7.7%	5.2%	84.4%	15.6%	100.0%	71.5%	8.1%	6.1%	85.7%	14.3%	100.0%
Kingsborough	63.8%	13.3%	10.7%	87.8%	12.2%	100.0%	62.2%	13.7%	10.4%	86.3%	13.7%	100.0%
LaGuardia	60.0%	15.1%	5.6%	80.7%	19.3%	100.0%	59.6%	16.2%	5.4%	81.2%	18.8%	100.0%
Queensborough	67.6%	15.3%	3.2%	86.0%	14.0%	100.0%	66.1%	16.0%	4.1%	86.3%	13.7%	100.0%
Community College Total	**63.1%**	**13.9%**	**5.9%**	**82.9%**	**17.1%**	**100.0%**	**62.6%**	**14.4%**	**5.9%**	**82.9%**	**17.1%**	**100.0%**
University Total	**68.0%**	**11.1%**	**6.9%**	**86.0%**	**14.0%**	**100.0%**	**67.5%**	**12.0%**	**6.8%**	**86.3%**	**13.7%**	**100.0%**

The City University of New York
2009-2010 Year-End Financial Report

Expenditures by Major Object: Numerical Change, FY2009-FY2010

	Expenditures					
	PS Regular	Adjunct/ Summer	Temp Service	Total PS	OTPS	Total Proj. Exp
Baruch	3,873	3,055	(1,314)	5,614	1,408	7,022
Brooklyn	5,852	673	506	7,030	639	7,670
City	5,803	1,234	1,617	8,654	(1,669)	6,986
Hunter	4,265	3,106	78	7,449	2,608	10,057
John Jay	3,923	1,310	250	5,483	(149)	5,334
Lehman	4,508	1,191	236	5,936	1,077	7,013
Medgar Evers	2,262	1,716	(141)	3,837	272	4,109
NYCCT	3,903	2,575	(112)	6,367	2,093	8,459
Queens	6,532	1,713	489	8,734	3,246	11,980
CSI	3,403	2,044	850	6,297	325	6,622
York	3,118	1,238	185	4,540	(123)	4,417
Graduate School	3,700	811	2,291	6,803	(3,490)	3,313
Law School	870	6	91	968	(477)	490
School of Journalism	535	69	107	711	(124)	587
School of Professional Studies	1,286	473	59	1,818	428	2,246
Senior College Total	**53,834**	**21,214**	**5,191**	**80,240**	**6,065**	**86,305**
BMCC	6,162	1,419	(166)	7,416	2,609	10,025
Bronx	3,882	1,209	338	5,429	904	6,333
Hostos	3,016	520	642	4,178	38	4,216
Kingsborough	5,308	1,804	888	8,000	2,615	10,615
LaGuardia	4,780	2,361	318	7,459	1,236	8,695
Queensborough	5,587	2,161	1,086	8,834	1,188	10,022
Community College Total	**28,735**	**9,474**	**3,107**	**41,316**	**8,589**	**49,905**
University Total	**82,569**	**30,688**	**8,299**	**121,556**	**14,654**	**136,210**

The City University of New York
2009-2010 Year-End Financial Report

Expenditures by Major Object: Percentage Change FY2009 - FY2010

	Expenditures					
	PS Regular	Adjunct/ Summer	Temp Service	Total PS	OTPS	Total Proj. Exp
Baruch	4.7%	35.8%	-20.6%	5.8%	14.3%	6.5%
Brooklyn	7.2%	5.7%	5.2%	6.9%	4.9%	6.6%
City	6.1%	12.1%	21.1%	7.6%	-8.0%	5.2%
Hunter	4.1%	16.9%	1.2%	5.7%	23.8%	7.2%
John Jay	6.8%	12.2%	2.9%	7.1%	-1.8%	6.3%
Lehman	7.7%	12.9%	6.6%	8.3%	10.7%	8.6%
Medgar Evers	6.4%	30.9%	-10.2%	9.1%	7.2%	9.0%
NYCCT	7.3%	19.3%	-3.0%	9.1%	25.1%	10.8%
Queens	7.6%	14.8%	6.7%	8.3%	18.6%	9.8%
CSI	5.8%	21.8%	13.0%	8.5%	2.8%	7.7%
York	8.7%	22.5%	5.8%	10.2%	-2.4%	8.9%
Graduate School	6.4%	39.3%	12.0%	8.6%	-13.2%	3.1%
Law School	8.1%	0.9%	6.9%	7.6%	-19.4%	3.2%
School of Journalism	21.0%	26.9%	52.9%	23.7%	-12.8%	14.8%
School of Professional Studies	41.0%	37.3%	9.9%	36.4%	49.2%	38.3%
Senior College Total	**6.5%**	**17.9%**	**6.1%**	**7.8%**	**4.0%**	**7.3%**
BMCC	10.9%	7.9%	-3.1%	9.3%	9.4%	9.3%
Bronx	8.7%	19.0%	10.4%	10.0%	14.9%	10.5%
Hostos	9.5%	15.3%	27.6%	11.1%	0.5%	9.5%
Kingsborough	10.5%	17.1%	10.5%	11.5%	27.0%	13.4%
LaGuardia	9.0%	17.7%	6.5%	10.5%	7.3%	9.8%
Queensborough	11.2%	19.2%	45.9%	14.0%	11.5%	13.6%
Community CollegeTotal	**1.1%**	**0.8%**	**2.4%**	**1.1%**	**0.0%**	**0.9%**
University Total	**7.4%**	**16.9%**	**7.4%**	**8.7%**	**6.4%**	**8.4%**

TUITION REVENUE

The City University of New York
2009-2010 Year-End Financial Report

Tuition Revenue Summary ($000)

	FY2009 Target	FY2010 Target	FY2009 Actual	FY2010 Actual	Tuition Revenue Change FY2009 - FY2010	% Change FY2009 FY2010	Collections Over FY2010 Target
Baruch	82,561	100,234	86,197	95,762	9,565	11.1%	(4,472)
Brooklyn	64,461	78,746	67,875	79,892	12,017	17.7%	1,146
City	58,225	72,423	63,362	73,577	10,215	16.1%	1,154
Hunter	90,989	109,897	93,873	110,097	16,224	17.3%	200
John Jay	59,093	68,798	59,856	71,328	11,472	19.2%	2,530
Lehman	40,337	49,623	43,840	52,668	8,828	20.1%	3,045
Medgar Evers	19,140	25,180	21,391	28,501	7,110	33.2%	3,321
NYCCT	46,836	56,886	50,127	60,482	10,355	20.7%	3,596
Queens	74,304	91,333	79,182	96,963	17,780	22.5%	5,630
CSI	46,362	57,146	49,186	60,016	10,829	22.0%	2,870
York	23,266	29,333	24,758	30,984	6,226	25.1%	1,651
Graduate School	18,983	23,311	19,405	22,200	2,795	14.4%	(1,110)
Law School	4,000	4,697	3,993	4,899	905	22.7%	202
School of Journalism	600	869	614	1,057	443	72.1%	188
School of Professional Studies	2,895	3,745	3,295	5,615	2,320	70.4%	1,870
Senior College Total	**632,052**	**772,221**	**666,955**	**794,041**	**127,085**	**19.1%**	**21,820**
BMCC	54,469	67,660	60,165	67,886	7,721	12.8%	226
Bronx	22,471	26,146	23,302	29,725	6,423	27.6%	3,579
Hostos	12,081	14,705	13,003	16,509	3,506	27.0%	1,804
Kingsborough	30,732	41,029	31,202	41,857	10,655	34.1%	828
LaGuardia	32,930	41,881	36,012	44,182	8,170	22.7%	2,301
Queensborough	33,325	38,876	34,704	44,177	9,473	27.3%	5,301
Community College Total	**186,008**	**230,297**	**198,389**	**244,335**	**45,947**	**23.2%**	**14,038**
University Total	**818,060**	**1,002,518**	**865,344**	**1,038,376**	**173,032**	**20.0%**	**35,858**

ENROLLMENT

The City University of New York
2009-2010 Year-End Financial Report

Enrollment : FY2009 vs. FY2010

	Headcount				FTE			
	FY2009	FY2010	# Change	% Change	FY2009	FY2010	# Change	% Change
Baruch	16,107	16,445	339	2.1%	12,633	12,860	228	1.8%
Brooklyn	16,543	16,796	253	1.5%	12,056	12,312	256	2.1%
City	14,937	15,728	791	5.3%	10,806	11,536	730	6.8%
Hunter	21,211	22,078	867	4.1%	15,065	15,914	849	5.6%
John Jay	14,400	15,123	723	5.0%	11,000	11,672	673	6.1%
Lehman	11,924	12,335	411	3.4%	8,209	8,436	227	2.8%
Medgar Evers	6,086	7,043	957	15.7%	4,326	5,242	917	21.2%
NYCCT	14,127	14,889	762	5.4%	10,092	10,744	652	6.5%
Queens	19,433	20,646	1,213	6.2%	14,168	15,306	1,138	8.0%
Staten Island	12,909	13,720	811	6.3%	9,747	10,493	746	7.6%
York	7,159	7,701	542	7.6%	5,019	5,471	453	9.0%
Graduate School	4,505	4,532	27	0.6%	3,532	3,588	56	1.6%
Law School	378	403	25	6.6%	471	505	34	7.1%
School of Journalism	91	114	23	24.7%	107	140	33	30.8%
School of Professional Studies	1,341	1,625	284	21.1%	565	673	108	19.1%
Senior College Total	**161,149**	**169,173**	**8,024**	**5.0%**	**117,793**	**124,890**	**7,097**	**6.0%**
Borough of Manhattan	22,029	22,168	139	0.6%	16,060	16,647	587	3.7%
Bronx	9,355	10,739	1,384	14.8%	6,528	7,705	1,177	18.0%
Hostos	5,525	6,359	834	15.1%	3,722	4,499	777	20.9%
Kingsborough	16,752	18,937	2,185	13.0%	11,691	13,660	1,969	16.8%
LaGuardia	15,892	16,755	863	5.4%	11,551	12,577	1,026	8.9%
Queensborough	13,785	15,212	1,427	10.3%	9,051	10,655	1,604	17.7%
Community College Total	**83,338**	**90,168**	**6,830**	**8.2%**	**58,603**	**65,742**	**7,139**	**12.2%**
University Total	**244,487**	**259,341**	**14,854**	**6.1%**	**176,396**	**190,632**	**14,236**	**8.1%**

Source: CUNY Office of Institutional Research & Analysis

Number changes may differ slightly due to rounding

FULL TIME STAFFING

The City University of New York
2009-2010 Year-End Financial Report

Total Full Time Staffing: Fall 2008, Fall 2009, Spring 2010

	College Totals						
Senior Colleges	Fall 2008	Fall 2009	Fall 2008 to Fall 2009	% Change	Spring 2010	Spring 2010 to Fall 2009	% Change
Baruch	1,070	1,070	0	0.0%	1,076	6	0.6%
Brooklyn	1,169	1,180	11	0.9%	1,199	19	1.6%
City**	1,298	1,286	(12)	-0.9%	1,312	26	2.0%
Hunter	1,441	1,440	(1)	-0.1%	1,448	8	0.6%
John Jay	735	796	61	8.3%	769	(27)	-3.4%
Lehman	815	863	48	5.9%	885	22	2.5%
Medgar Evers	503	523	20	4.0%	524	1	0.2%
NYCCT	817	857	40	4.9%	860	3	0.4%
Queens	1,232	1,274	42	3.4%	1,290	16	1.3%
CSI	847	866	19	2.2%	872	6	0.7%
York	562	580	18	3.2%	592	12	2.1%
Graduate School	655	664	9	1.4%	662	(2)	-0.3%
Law School	122	130	8	6.6%	127	(3)	-2.3%
School of Journalism	24	25	1	4.2%	43	18	72.0%
School of Professional Studies	39	47	8	20.5%	59	12	25.5%
Sr Sub Total	**11,329**	**11,601**	**272**	**2.4%**	**11,718**	**117**	**1.0%**

Community Colleges *							
BMCC	824	880	56	6.8%	884	4	0.5%
Bronx	699	709	10	1.4%	732	23	3.2%
Hostos	481	508	27	5.6%	520	12	2.4%
Kingsborough	787	822	35	4.4%	855	33	4.0%
Laguardia	804	834	30	3.7%	860	26	3.1%
Queensborough	747	783	36	4.8%	825	42	5.4%
CC Sub Total	**4,342**	**4,536**	**194**	**4.5%**	**4,676**	**140**	**3.1%**
Grand Total	**15,671**	**16,137**	**466**	**3.0%**	**16,394**	**257**	**1.6%**

Notes:
1. Graduate Assistants are excluded from the Senior and Community College Totals; IFR employees are exluded.
2. City College includes Sophie Davis.

Source: Average Salary Report, FISM115 V&Z (Excludes IFR positions)

The City University of New York
2009-2010 Year-End Financial Report

Instructional Teaching Staff: Fall 2008, Fall 2009, Spring 2010

Faculty, Librarians, and Counselors

Senior Colleges	Fall 2008			Fall 2009					Spring 2010				
	I&DR Teaching	Librarians and Counselors	Total	I&DR Teaching	Librarians and Counselors	Total	Fall 2008 to Fall 2009	% Change	I&DR Teaching	Librarians and Counselors	Total	Fall 2009 to Spring 2010	% Change
Baruch	451	33	**484**	457	36	**493**	9	1.9%	452	35	**487**	(6)	-1.2%
Brooklyn	479	32	**511**	496	30	**526**	15	2.9%	502	30	**532**	6	1.1%
City	493	30	**523**	510	31	**541**	18	3.4%	518	32	**550**	9	1.7%
Hunter	616	29	**645**	626	29	**655**	10	1.6%	628	27	**655**	0	0.0%
John Jay	375	23	**398**	405	26	**431**	33	8.3%	367	25	**392**	(39)	-9.0%
Lehman	339	13	**352**	348	14	**362**	10	2.8%	349	16	**365**	3	0.8%
Medgar Evers	174	14	**188**	179	15	**194**	6	3.2%	174	14	**188**	(6)	-3.1%
NYCCT	368	20	**388**	390	20	**410**	22	5.7%	389	18	**407**	(3)	-0.7%
Queens	564	22	**586**	591	22	**613**	27	4.6%	588	22	**610**	(3)	-0.5%
CSI	322	15	**337**	336	15	**351**	14	4.2%	333	14	**347**	(4)	-1.1%
York	190	15	**205**	203	14	**217**	12	5.9%	201	14	**215**	(2)	-0.9%
Graduate School	348	6	**354**	351	5	**356**	2	0.6%	332	7	**339**	(17)	-4.8%
Law School	37	0	**37**	41	0	**41**	4	10.8%	36	0	**36**	(5)	-12.2%
School of Journalism	8	1	**9**	7	1	**8**	(1)	-11.1%	26	1	**27**	19	237.5%
School of Professional Studies	1	2	**3**	4	2	**6**	3	100.0%	3	3	**6**	0	0.0%
Sr Sub Total	**4,765**	**255**	**5,020**	**4,944**	**260**	**5,204**	**184**	**3.7%**	**4,898**	**258**	**5,156**	**(48)**	**-0.9%**
Community Colleges													
BMCC	367	28	**395**	399	27	**426**	31	7.8%	396	27	**423**	(3)	-0.7%
Bronx	248	23	**271**	255	25	**280**	9	3.3%	263	25	**288**	8	2.9%
Hostos	151	16	**167**	161	16	**177**	10	6.0%	161	15	**176**	(1)	-0.6%
Kingsborough	286	16	**302**	309	17	**326**	24	7.9%	314	15	**329**	3	0.9%
LaGuardia	265	30	**295**	281	31	**312**	17	5.8%	276	30	**306**	(6)	-1.9%
Queensborough	286	19	**305**	309	18	**327**	22	7.2%	333	19	**352**	25	7.6%
CC Sub Total	**1,603**	**132**	**1,735**	**1,714**	**134**	**1,848**	**113**	**6.5%**	**1,743**	**131**	**1,874**	**26**	**1.4%**
Grand Total	**6,368**	**387**	**6,755**	**6,658**	**394**	**7,052**	**297**	**4.4%**	**6,641**	**389**	**7,030**	**(22)**	**-0.3%**

Notes:
1. Graduate Assistants are excluded from the Senior and Community College Totals; IFR employees are exluded.
2. City College includes Sophie Davis.

Source: Average Salary Report, FISM115 V&Z (Excludes IFR positions)

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I&DR Support Staff: Fall 2008, Fall 2009, Spring 2010
Executives, HEO's, Gittlesons, and CLT's

Senior Colleges	Fall 2008	Fall 2009	Fall 2008 to Fall 2009	% Change	Spring 2010	Fall 2009 to Spring 2010	% Change
Baruch	91	96	5	5.5%	96	0	0.0%
Brooklyn	137	134	(3)	-2.2%	143	9	6.7%
City	194	199	5	2.6%	202	3	1.5%
Hunter	169	175	6	3.6%	173	(2)	-1.1%
John Jay	85	94	9	10.6%	91	(3)	-3.2%
Lehman	112	126	14	12.5%	132	6	4.8%
Medgar Evers	66	63	(3)	-4.5%	65	2	3.2%
NYCCT	92	93	1	1.1%	93	0	0.0%
Queens	141	145	4	2.8%	144	(1)	-0.7%
CSI	108	113	5	4.6%	117	4	3.5%
York	79	84	5	6.3%	82	(2)	-2.4%
Graduate School	78	72	(6)	-7.7%	74	2	2.8%
Law School	17	18	1	5.9%	18	0	0.0%
School of Journalism	0	2	2	0.0%	2	0	0.0%
School of Professional Studies	13	15	2	15.4%	25	10	66.7%
Sr Sub Total	**1,382**	**1,429**	**47**	**3.4%**	**1,457**	**28**	**2.0%**
Community Colleges							
BMCC	71	83	12	16.9%	84	1	1.2%
Bronx	71	76	5	7.0%	77	1	1.3%
Hostos	53	54	1	1.9%	56	2	3.7%
Kingsborough	84	91	7	8.3%	92	1	1.1%
LaGuardia	112	110	(2)	-1.8%	116	6	5.5%
Queensborough	99	108	9	9.1%	108	0	0.0%
CC Sub Total	**490**	**522**	**32**	**6.5%**	**533**	**11**	**2.1%**
Grand Total	**1,872**	**1,951**	**79**	**4.2%**	**1,990**	**39**	**2.0%**

Notes:
City College includes Sophie Davis.

Source: Average Salary Report, FISM115 V&Z (Excludes IFR positions)

The City University of New York
2009-2010 Year-End Financial Report

Non-Teaching Instructional Staff: Fall 2008, Fall 2009, Spring 2010
Executives and HEO's in all Major Purposes except I&DR

Senior Colleges	Fall 2008	Fall 2009	Fall 2008 to Fall 2009	% Change	Spring 2010	Fall 2009 to Spring 2010	% Change
Baruch	171	173	2	1.2%	190	17	9.8%
Brooklyn	162	167	5	3.1%	177	10	6.0%
City	188	195	7	3.7%	200	5	2.6%
Hunter	200	204	4	2.0%	215	11	5.4%
John Jay	121	137	16	13.2%	144	7	5.1%
Lehman	98	113	15	15.3%	122	9	8.0%
Medgar Evers	108	113	5	4.6%	118	5	4.4%
NYCCT	106	110	4	3.8%	115	5	4.5%
Queens	171	183	12	7.0%	192	9	4.9%
CSI	99	103	4	4.0%	106	3	2.9%
York	86	93	7	8.1%	96	3	3.2%
Graduate School	128	133	5	3.9%	139	6	4.5%
Law School	39	40	1	2.6%	43	3	7.5%
School of Journalism	13	13	0	0.0%	12	(1)	-7.7%
School of Professional Studies	19	22	3	15.8%	24	2	9.1%
Sr Sub Total	**1,709**	**1,799**	**90**	**5.3%**	**1,893**	**94**	**5.2%**

Community Colleges							
BMCC	123	121	(2)	-1.6%	129	8	6.6%
Bronx	104	109	5	4.8%	108	(1)	-0.9%
Hostos	83	91	8	9.6%	98	7	7.7%
Kingsborough	120	127	7	5.8%	142	15	11.8%
LaGuardia	162	173	11	6.8%	188	15	8.7%
Queensborough	94	104	10	10.6%	109	5	4.8%
CC Sub Total	**686**	**725**	**39**	**5.7%**	**774**	**49**	6.8%
Grand Total	**2,395**	**2,524**	**129**	**5.4%**	**2,667**	**143**	**5.7%**

Notes:
City College includes Sophie Davis.

Source: Average Salary Report, FISM115 V&Z (Excludes IFR positions)

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Civil Service Staff: Fall 2008, Fall 2009, Spring 2010
Excludes all Civil Service Staff in I&DR, which would fall under I&DR Support

Senior Colleges	Fall 2008	Fall 2009	Fall 2008 to Fall 2009	% Change	Spring 2010	Fall 2009 to Spring 2010	% Change
Baruch	324	308	(16)	-4.9%	303	(5)	-1.6%
Brooklyn	359	353	(6)	-1.7%	347	(6)	-1.7%
City	393	351	(42)	-10.7%	360	9	2.6%
Hunter	427	406	(21)	-4.9%	405	(1)	-0.2%
John Jay	131	134	3	2.3%	142	8	6.0%
Lehman	253	262	9	3.6%	266	4	1.5%
Medgar Evers	141	153	12	8.5%	153	0	0.0%
NYCCT	231	244	13	5.6%	245	1	0.4%
Queens	334	333	(1)	-0.3%	344	11	3.3%
CSI	303	299	(4)	-1.3%	302	3	1.0%
York	192	186	(6)	-3.1%	199	13	7.0%
Graduate School	95	103	8	8.4%	110	7	6.8%
Law School	29	31	2	6.9%	30	(1)	-3.2%
School of Journalism	2	2	0	0.0%	2	0	0.0%
School of Professional Studies	4	4	0	0.0%	4	0	0.0%
Sr Sub Total	**3,218**	**3,169**	**(49)**	**-1.5%**	**3,212**	**43**	**1.4%**

Community Colleges							
BMCC	235	250	15	6.4%	248	(2)	-0.8%
Bronx	253	244	(9)	-3.6%	259	15	6.1%
Hostos	178	186	8	4.5%	190	4	2.2%
Kingsborough	281	278	(3)	-1.1%	292	14	5.0%
LaGuardia	235	239	4	1.7%	250	11	4.6%
Queensborough	249	244	(5)	-2.0%	256	12	4.9%
CC Sub Total	**1,431**	**1,441**	**10**	**0.7%**	**1,495**	**54**	**3.7%**
Grand Total	**4,649**	**4,610**	**(39)**	**-0.8%**	**4,707**	**97**	**2.1%**

Notes:
City College includes Sophie Davis.

The City University of New York
2009-2010 Year-End Financial Report

**Numerical and Percentage Change: Fall 2008, Fall 2009, Spring 2010**

	Faculty				I&DR Support Staff				Non-Instructional Staff				Civil Service Staff			
Senior Colleges	Fall 2008 to Fall 2009	% Change	Fall 2009 to Spring 2010	% Change	Fall 2008 to Fall 2009	% Change	Fall 2009 to Spring 2010	% Change	Fall 2008 to Fall 2009	% Change	Fall 2009 to Spring 2010	% Change	Fall 2008 to Fall 2009	% Change	Fall 2009 to Spring 2010	% Change
Baruch	9	1.9%	(6)	-1.2%	5	5.5%	0	0.0%	2	1.2%	17	9.8%	(16)	-4.9%	(5)	-1.6%
Brooklyn	15	2.9%	6	1.1%	(3)	-2.2%	9	7%	5	3.1%	10	6.0%	(6)	-1.7%	(6)	-1.7%
City	18	3.4%	9	1.7%	5	2.6%	3	1.5%	7	3.7%	5	2.6%	(42)	-10.7%	9	2.6%
Hunter	10	1.6%	0	0.0%	6	3.6%	(2)	-1.1%	4	2.0%	11	5.4%	(21)	-4.9%	(1)	-0.2%
John Jay	33	8.3%	(39)	-9.0%	9	10.6%	(3)	-3.2%	16	13.2%	7	5.1%	3	2.3%	8	6.0%
Lehman	10	2.8%	3	0.8%	14	12.5%	6	4.8%	15	15.3%	9	8.0%	9	3.6%	4	1.5%
Medgar Evers	6	3.2%	(6)	-3.1%	(3)	-4.5%	2	3.2%	5	4.6%	5	4.4%	12	8.5%	0	0.0%
NYCCT	22	5.7%	(3)	-0.7%	1	1.1%	0	0.0%	4	3.8%	5	4.5%	13	5.6%	1	0.4%
Queens	27	4.6%	(3)	-0.5%	4	2.8%	(1)	-0.7%	12	7.0%	9	4.9%	(1)	-0.3%	11	3.3%
CSI	14	4.2%	(4)	-1.1%	5	4.6%	4	3.5%	4	4.0%	3	2.9%	(4)	-1.3%	3	1.0%
York	12	5.9%	(2)	-0.9%	5	6.3%	(2)	-2.4%	7	8.1%	3	3.2%	(6)	-3.1%	13	7.0%
Graduate School	2	0.6%	(17)	-4.8%	(6)	-7.7%	2	2.8%	5	3.9%	6	4.5%	8	8.4%	7	6.8%
Law School	4	10.8%	(5)	-12.2%	1	5.9%	0	0.0%	1	2.6%	3	7.5%	2	6.9%	(1)	-3.2%
School of Journalism	(1)	-11.1%	19	237.5%	2	0.0%	0	0.0%	0	0.0%	(1)	-7.7%	0	0.0%	0	0.0%
School of Professional Studies	3	100.0%	0	0.0%	2	15.4%	10	66.7%	3	15.8%	2	9.1%	0	0.0%	0	0.0%
Sr Sub Total	**184**	**3.7%**	**(48)**	**-0.9%**	**47**	**3.4%**	**28**	**2.0%**	**90**	**5.3%**	**94**	**5.2%**	**(49)**	**-1.5%**	**43**	**1.4%**
Community Colleges																
BMCC	31	7.8%	(3)	-0.7%	12	16.9%	1	1.2%	(2)	-1.6%	8	6.6%	15	6.4%	(2)	-0.8%
Bronx	9	3.3%	8	2.9%	5	7.0%	1	1.3%	5	4.8%	(1)	-0.9%	(9)	-3.6%	15	6.1%
Hostos	10	6.0%	(1)	-0.6%	1	1.9%	2	3.7%	8	9.6%	7	7.7%	8	4.5%	4	2.2%
Kingsborough	24	7.9%	3	0.9%	7	8.3%	1	1.1%	7	5.8%	15	11.8%	(3)	-1.1%	14	5.0%
LaGuardia	17	5.8%	(6)	-1.9%	(2)	-1.8%	6	5.5%	11	6.8%	15	8.7%	4	1.7%	11	4.6%
Queensborough	22	7.2%	25	7.6%	9	9.1%	0	0.0%	10	10.6%	5	4.8%	(5)	-2.0%	12	4.9%
CC Sub Total	**113**	**6.5%**	**26**	**1.4%**	**32**	**6.5%**	**11**	**2.1%**	**39**	**5.7%**	**49**	**6.8%**	**10**	**0.7%**	**54**	**3.7%**
Grand Total	**297**	**4.4%**	**(22)**	**-0.3%**	**79**	**4.2%**	**39**	**2.0%**	**129**	**5.4%**	**143**	**5.7%**	**(39)**	**-0.8%**	**97**	**2.1%**

Notes:
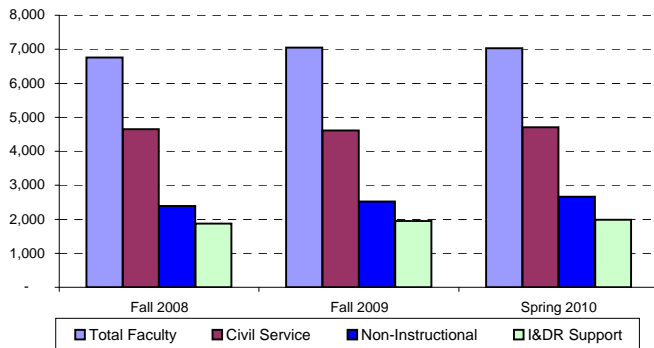City College includes Sophie Davis.

UNIVERSITY SUMMARIES

The City University of New York
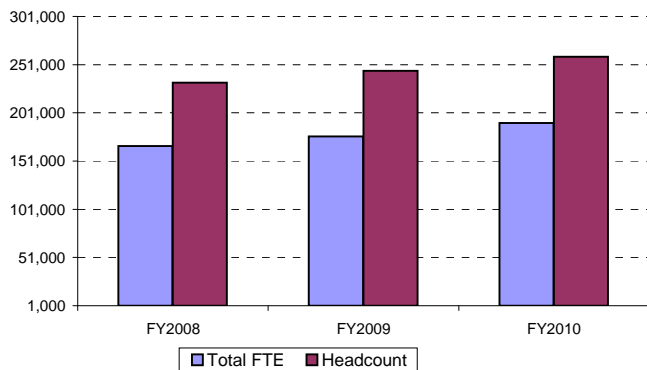## 2009-2010 Year-End Financial Report
University Totals

Tuition Revenue: Target vs Collection, Year to Year Change
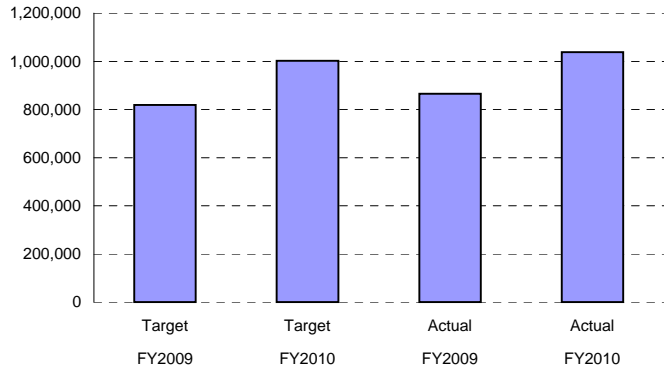
Expenditures vs Resources ($000)

Total Resources*	1,765,365.9
Total Expenditures	1,766,538.0
(Over)/Under Expenditures	(1,172.1)
CUTRA	29,477.9
Total Projected Year End Balance	28,305.8

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and Research Foundation funds the colleges used to support tax levy operations.

Full Time Staffing: Fall 2008 - Spring 2010

Expenditures ($000): Dollars & Percent Change FY2009 to FY2010

	FY2009	FY2010	$ Change	% Change
PS Regular	1,108,988.0	1,191,557.2	82,569.3	7.4%
Adjuncts	181,362.5	212,050.7	30,688.2	16.9%
Temporary Service	112,383.6	120,682.2	8,298.6	7.4%
Total PS	1,402,734.1	1,524,290.2	121,556.1	8.7%
OTPS	227,594.1	242,247.8	14,653.7	6.4%
Total	1,630,328.2	1,766,538.0	136,209.7	8.4%

*Expenditures include technology fee costs and compact philanthrophy.

Enrollment: FY2008 - FY2010

FY2010 Expenditures by Major Object

The City University of New York
2009-2010 Year-End Financial Report
University Totals

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above/(Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Total Projected Balance
FY2009 - FY2010	1,670,060.5	0.1	11,359.7	7,794.7	40,292.7	35,858.2	1,765,365.9	1,766,538.0	(1,172.1)	29,477.9	28,305.8

Expenditures ($000)

	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2010	FY2009	# Change	% Change
PS Regular	1,188,258.1	110.6	3,188.5	1,191,557.2	1,108,988.0	82,569	7.4%
Adjuncts	212,050.7	-	-	212,050.7	181,362.5	30,688	16.9%
Temporary Service	114,692.8	504.6	5,484.8	120,682.2	112,383.6	8,299	7.4%
Total PS	1,515,001.6	615.2	8,673.4	1,524,290.2	1,402,734.1	121,556	8.7%
OTPS	199,884.0	10,744.5	31,619.3	242,247.8	227,594.1	14,654	6.4%
Total	1,714,885.6	11,359.7	40,292.7	1,766,538.0	1,630,328.2	136,210	8.4%

Tuition Revenue ($000)

FY2009 Target	FY2010 Target	FY2009 Actual	FY2010 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) FY2009
818,060	1,002,518	865,344	1,038,376	173,032	20.0%	35,858

Enrollment

	FY2008	FY2009	FY2010	Change FY2009 - FY2010 #	%
FTE Undergraduate	148,513	157,477	170,107	12,630	8.0%
FTE Graduate	17,947	18,919	20,525	1,607	8.5%
Total FTE	166,460	176,396	190,632	14,236	8.1%
Headcount	232,313	244,487	259,341	14,854	6.1%

Staffing

	Fall 2008	Fall 2009	Spring 2010	Change Fall 2008 - Fall 2009 #	%	Change Fall 2009 - Spring 2010 #	%
I&DR Teaching	6,368	6,658	6,641	290	4.6%	(17)	-0.3%
Counselors & Librarians	387	394	389	7	1.8%	(5)	-1.3%
Total Faculty	6,755	7,052	7,030	297	4.4%	(22)	-0.3%
I&DR Support	1,872	1,951	1,990	79	4.2%	39	2.0%
Non-Instructional	2,395	2,524	2,667	129	5.4%	143	5.7%
Civil Service	4,649	4,610	4,707	(39)	-0.8%	97	2.1%
Total Full-time	15,671	16,137	16,394	466	3.0%	257	1.6%

The City University of New York
2009-2010 Year-End Financial Report
Senior Colleges

Tuition Revenue: Target vs Collection, Year to Year Change

Full Time Staffing: Fall 2008 - Spring 2010

Legend: Total Faculty, Civil Service, Non-Instructional, I&DR Support

Enrollment: FY2008 - FY2010

Legend: Total FTE, Headcount
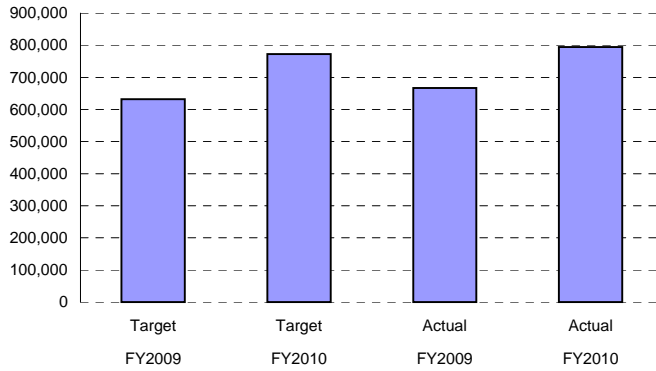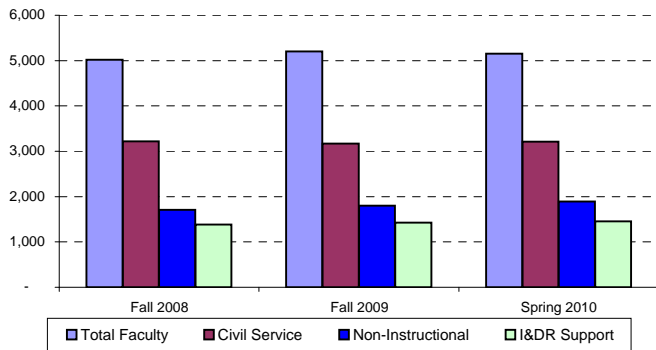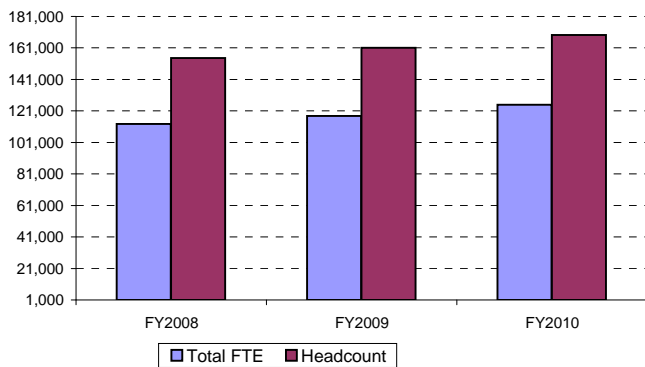
Expenditures vs Resources ($000)

Total Resources*	1,259,523.2
Total Expenditures	1,263,217.4
(Over)/Under Expenditures	(3,694.2)
CUTRA	21,735.7
Total Projected Year End Balance	18,041.5

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and Research Foundation funds the colleges used to support tax levy operations.

Expenditures ($000): Dollars & Percent Change FY2009 to FY2010

	FY2009	FY2010	$ Change	% Change
PS Regular	822,713.3	876,547.6	53,834.3	6.5%
Adjuncts	118,433.7	139,647.8	21,214.1	17.9%
Temporary Service	85,792.2	90,983.5	5,191.3	6.1%
Total PS	1,026,939.1	1,107,178.9	80,239.7	7.8%
OTPS	149,973.5	156,038.5	6,065.0	4.0%
Total	1,176,912.7	1,263,217.4	86,304.7	7.3%

*Expenditures include technology fee costs and compact philanthrophy.

FY2010 Expenditures by Major Object

FY2010

PS Regular 69.4%
OTPS 12.4%
Adjuncts 11.1%
Temporary Service 7.2%
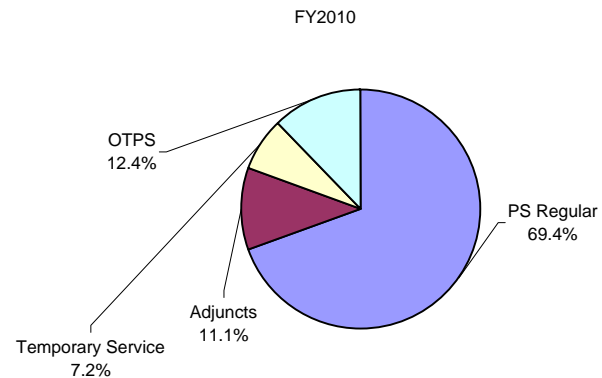
The City University of New York
2009-2010 Year-End Financial Report
Senior Colleges

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Total Projected Balance
FY2009 - FY2010	1,199,271.6	0.1	9,119.5	1,917.1	27,395.1	21,819.8	1,259,523.2	1,263,217.4	(3,694.2)	21,735.7	18,041.5

Expenditures ($000)

	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2010	FY2009	# Change	% Change
PS Regular	874,036.6	110.6	2,400.4	876,547.6	822,713.3	53,834	6.5%
Adjuncts	139,647.8	-	-	139,647.8	118,433.7	21,214	17.9%
Temporary Service	87,090.3	232.0	3,661.2	90,983.5	85,792.2	5,191	6.1%
Total PS	1,100,774.7	342.6	6,061.6	1,107,178.9	1,026,939.1	80,240	7.8%
OTPS	125,928.1	8,776.9	21,333.5	156,038.5	149,973.5	6,065	4.0%
Total	1,226,702.8	9,119.5	27,395.1	1,263,217.4	1,176,912.7	86,305	7.3%

Tuition Revenue ($000)

FY2009 Target	FY2010 Target	FY2009 Actual	FY2010 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) FY2009
632,052	772,221	666,955	794,041	127,085	19.1%	21,820

Enrollment

	FY2008	FY2009	FY2010	Change FY2009 - FY2010 #	%
FTE Undergraduate	94,784	98,874	104,365	5,491	5.6%
FTE Graduate	17,947	18,919	20,525	1,607	8.5%
Total FTE	112,731	117,793	124,890	7,097	6.0%
Headcount	154,681	161,149	169,173	8,024	5.0%

Staffing

	Fall 2008	Fall 2009	Spring 2010	Change Fall 2008 - Fall 2009 #	%	Change Fall 2009 - Spring 2010 #	%
I&DR Teaching	4,765	4,944	4,898	179	3.8%	(46)	-0.9%
Counselors & Librarians	255	260	258	5	2.0%	(2)	-0.8%
Total Faculty	5,020	5,204	5,156	184	3.7%	(48)	-0.9%
I&DR Support	1,382	1,429	1,457	47	3.4%	28	2.0%
Non-Instructional	1,709	1,799	1,893	90	5.3%	94	5.2%
Civil Service	3,218	3,169	3,212	(49)	-1.5%	43	1.4%
Total Full-time	11,329	11,601	11,718	272	2.4%	117	1.0%

The City University of New York
2009-2010 Year-End Financial Report
Community Colleges

Tuition Revenue: Target vs Collection, Year to Year Change
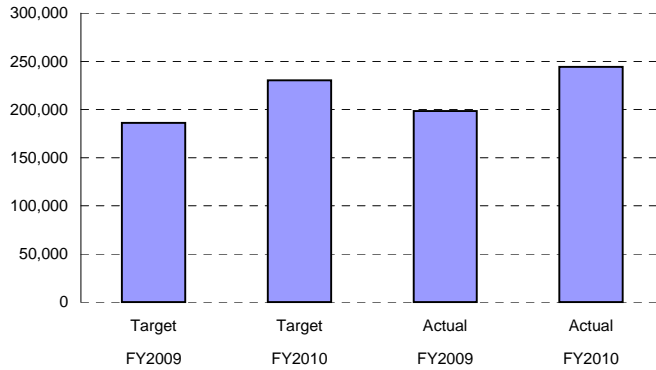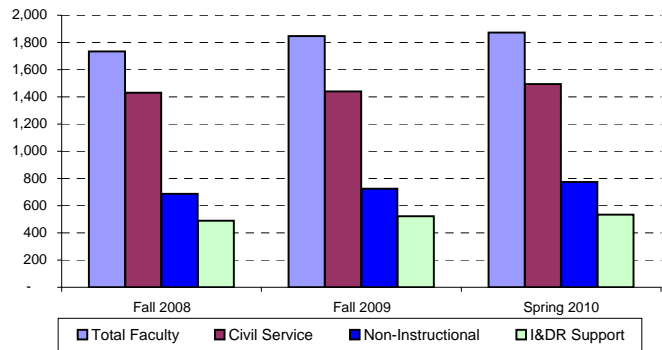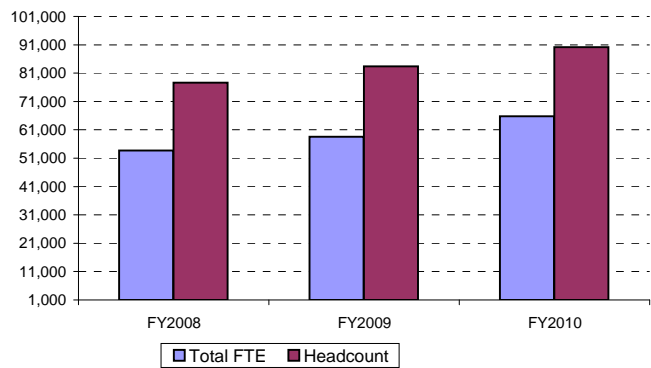
Expenditures vs Resources ($000)

Total Resources*	505,842.7
Total Expenditures	503,320.6
(Over)/Under Expenditures	2,522.1
CUTRA	7,742.2
Total Projected Year End Balance	10,264.3

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and Research Foundation funds the colleges used to support tax levy operations.

Full Time Staffing: Fall 2008 - Spring 2010

Expenditures ($000): Dollars & Percent Change FY2009 to FY2010

	FY2009	FY2010	$ Change	% Change
PS Regular	286,274.7	315,009.6	28,734.9	10.0%
Adjuncts	62,928.8	72,402.9	9,474.1	15.1%
Temporary Service	26,591.4	29,698.7	3,107.3	11.7%
Total PS	375,794.9	417,111.3	41,316.4	11.0%
OTPS	77,620.6	86,209.3	8,588.7	11.1%
Total	453,415.5	503,320.6	49,905.1	11.0%

*Expenditures include technology fee costs and compact philanthrophy.

Enrollment: FY2008 - FY2010

FY2010 Expenditures by Major Object

The City University of New York
2009-2010 Year-End Financial Report
Community Colleges

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Total Projected Balance
FY2009 - FY2010	470,788.9	0.0	2,240.2	5,877.6	12,897.6	14,038.4	505,842.7	503,320.6	2,522.1	7,742.2	10,264.3

Expenditures ($000)

	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2010	FY2009	# Change	% Change
PS Regular	314,221.5	-	788.1	315,009.6	286,274.7	28,735	10.0%
Adjuncts	72,402.9	-	-	72,402.9	62,928.8	9,474	15.1%
Temporary Service	27,602.5	272.6	1,823.6	29,698.7	26,591.4	3,107	11.7%
Total PS	414,226.9	272.6	2,611.8	417,111.3	375,794.9	41,316	11.0%
OTPS	73,955.9	1,967.6	10,285.8	86,209.3	77,620.6	8,589	11.1%
Total	488,182.8	2,240.2	12,897.6	503,320.6	453,415.5	49,905	11.0%

Tuition Revenue ($000)

FY2009 Target	FY2010 Target	FY2009 Actual	FY2010 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) FY2009
186,008	230,297	198,389	244,335	45,947	23.2%	14,038

Enrollment

	FY2008	FY2009	FY2010	Change FY2009 - FY2010 #	Change FY2009 - FY2010 %
FTE Undergraduate	53,729	58,603	65,742	7,139	12.2%
FTE Graduate	0	0	0	0	0.0%
Total FTE	53,729	58,603	65,742	7,139	12.2%
Headcount	77,632	83,338	90,168	6,830	8.2%

Staffing

	Fall 2008	Fall 2009	Spring 2010	Change Fall 2008 - Fall 2009 #	Change Fall 2008 - Fall 2009 %	Change Fall 2009 - Spring 2010 #	Change Fall 2009 - Spring 2010 %
I&DR Teaching	1,603	1,714	1,743	111	6.9%	29	1.7%
Counselors & Librarians	132	134	131	2	1.5%	(3)	-2.2%
Total Faculty	1,735	1,848	1,874	113	6.5%	26	1.4%
I&DR Support	490	522	533	32	6.5%	11	2.1%
Non-Instructional	686	725	774	39	5.7%	49	6.8%
Civil Service	1,431	1,441	1,495	10	0.7%	54	3.7%
Total Full-time	4,342	4,536	4,676	194	6.5%	140	3.1%

The City University of New York
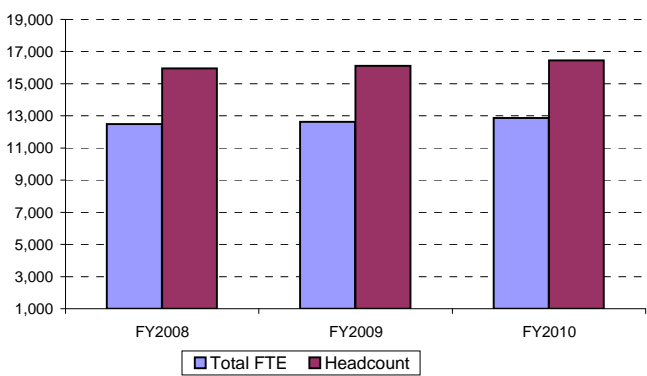## 2009-2010 Year-End Financial Report
Baruch College

Tuition Revenue: Target vs Collection, Year to Year Change
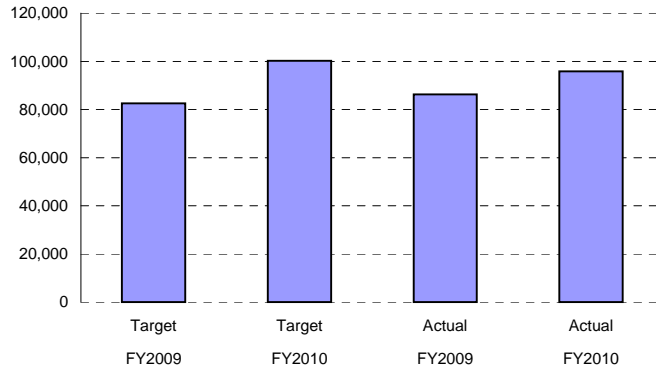
Full Time Staffing: Fall 2008 - Spring 2010
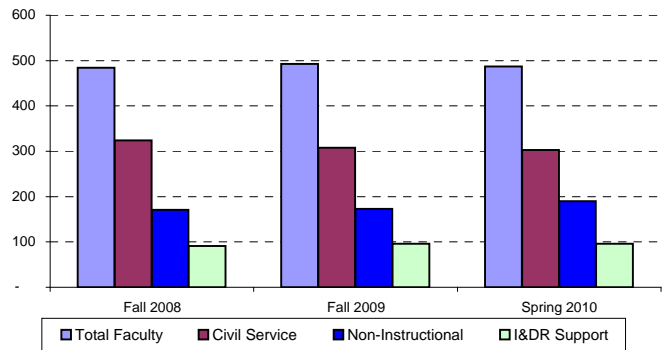
Enrollment: FY2008 - FY2010

Expenditures vs Resources ($000)

Total Resources*	111,169.9
Total Expenditures	114,410.7
(Over)/Under Expenditures	(3,240.8)
CUTRA	3,313.9
Total Projected Year End Balance	73.1

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and Research Foundation funds the colleges used to support tax levy operations.

Expenditures ($000): Dollars & Percent Change FY2009 to FY2010

	FY2009	FY2010	$ Change	% Change
PS Regular	82,659.1	86,531.7	3,872.6	4.7%
Adjuncts	8,529.7	11,584.9	3,055.2	35.8%
Temporary Service	6,378.4	5,064.7	(1,313.7)	-20.6%
Total PS	97,567.2	103,181.2	5,614.0	5.8%
OTPS	9,821.7	11,229.5	1,407.7	14.3%
Total	107,388.9	114,410.7	7,021.8	6.5%

*Expenditures include technology fee costs and compact philanthrophy.

FY2010 Expenditures by Major Object

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The City University of New York
2009-2010 Year-End Financial Report
Baruch College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Total Projected Balance
FY2009 - FY2010	110,370.4	0.0	1,815.8	600.0	2,856.2	(4,472.4)	111,169.9	114,410.7	(3,240.8)	3,313.9	73.1

Expenditures ($000)

	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2010	FY2009	# Change	% Change
PS Regular	86,441.6	-	90.0	86,531.7	82,659.1	3,873	4.7%
Adjuncts	11,584.9	-	-	11,584.9	8,529.7	3,055	35.8%
Temporary Service	4,551.9	-	512.8	5,064.7	6,378.4	(1,314)	-20.6%
Total PS	102,578.4	-	602.8	103,181.2	97,567.2	5,614	5.8%
OTPS	7,160.3	1,815.8	2,253.3	11,229.5	9,821.7	1,408	14.3%
Total	109,738.8	1,815.8	2,856.2	114,410.7	107,388.9	7,022	6.5%

Tuition Revenue ($000)

FY2009 Target	FY2010 Target	FY2009 Actual	FY2010 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) FY2009
82,561	100,234	86,197	95,762	9,565	11.1%	(4,472)

Enrollment

	FY2008	FY2009	FY2010	Change FY2009 - FY2010 #	%
FTE Undergraduate	10,280	10,222	10,395	173	1.7%
FTE Graduate	2,200	2,411	2,466	55	2.3%
Total FTE	12,480	12,633	12,860	228	1.8%
Headcount	15,951	16,107	16,445	339	2.1%

Staffing

	Fall 2008	Fall 2009	Spring 2010	Change Fall 2008 - Fall 2009 #	%	Change Fall 2009 - Spring 2010 #	%
I&DR Teaching	451	457	452	6	1.3%	(5)	-1.1%
Counselors & Librarians	33	36	35	3	9.1%	(1)	-2.8%
Total Faculty	484	493	487	9	1.9%	(6)	-1.2%
I&DR Support	91	96	96	5	5.5%	0	0.0%
Non-Instructional	171	173	190	2	1.2%	17	9.8%
Civil Service	324	308	303	(16)	-4.9%	(5)	-1.6%
Total Full-time	1,070	1,070	1,076	0	7.0%	6	0.6%

The City University of New York
2009-2010 Year-End Financial Report
Brooklyn College

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Tuition Revenue: Target vs Collection, Year to Year Change
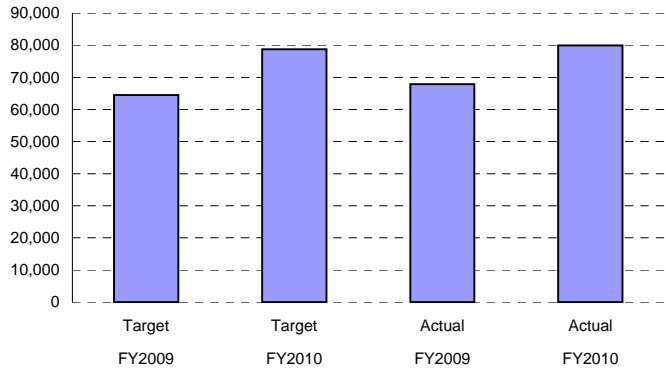
Expenditures vs Resources ($000)

Total Resources*	122,976.1
Total Expenditures	123,308.3
(Over)/Under Expenditures	(332.2)
CUTRA	2,034.6
Total Projected Year End Balance	1,702.4

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and Research Foundation funds the colleges used to support tax levy operations.

Full Time Staffing: Fall 2008 - Spring 2010
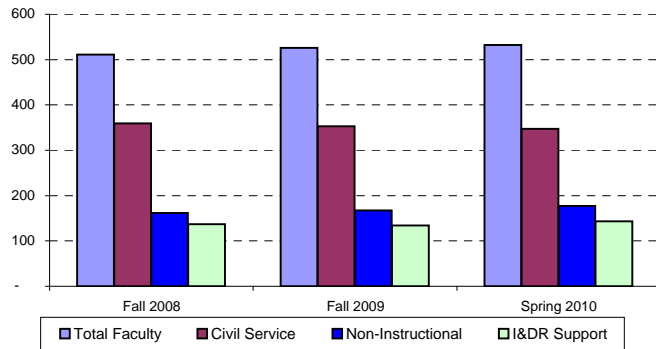
Expenditures ($000): Dollars & Percent Change FY2009 to FY2010

	FY2009	FY2010	$ Change	% Change
PS Regular	81,004.3	86,855.8	5,851.5	7.2%
Adjuncts	11,699.0	12,371.7	672.7	5.7%
Temporary Service	9,762.2	10,268.4	506.2	5.2%
Total PS	102,465.6	109,495.9	7,030.4	6.9%
OTPS	13,172.9	13,812.3	639.5	4.9%
Total	115,638.4	123,308.3	7,669.8	6.6%

*Expenditures include technology fee costs and compact philanthrophy.

Enrollment: FY2008 - FY2010

FY2010 Expenditures by Major Object

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Brooklyn College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Total Projected Balance
FY2009 - FY2010	117,566.1	0.0	857.0	0.0	3,406.7	1,146.3	122,976.1	123,308.3	(332.2)	2,034.6	1,702.4

Expenditures ($000)

	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2010	FY2009	# Change	% Change
PS Regular	86,705.7	-	150.1	86,855.8	81,004.3	5,852	7.2%
Adjuncts	12,371.7	-	-	12,371.7	11,699.0	673	5.7%
Temporary Service	9,817.7	-	450.7	10,268.4	9,762.2	506	5.2%
Total PS	108,895.1	-	600.8	109,495.9	102,465.6	7,030	6.9%
OTPS	10,149.4	857.0	2,805.9	13,812.3	13,172.9	639	4.9%
Total	119,044.6	857.0	3,406.7	123,308.3	115,638.4	7,670	6.6%

Tuition Revenue ($000)

FY2009 Target	FY2010 Target	FY2009 Actual	FY2010 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) FY2009
64,461	78,746	67,875	79,892	12,017	17.7%	1,146

Enrollment

	FY2008	FY2009	FY2010	Change FY2009 - FY2010 #	%
FTE Undergraduate	9,624	10,009	10,048	39	0.4%
FTE Graduate	2,006	2,048	2,265	217	10.6%
Total FTE	11,630	12,056	12,312	256	2.1%
Headcount	15,865	16,543	16,796	253	1.5%

Staffing

	Fall 2008	Fall 2009	Spring 2010	Change Fall 2008 - Fall 2009 #	%	Change Fall 2009 - Spring 2010 #	%
I&DR Teaching	479	496	502	17	3.5%	6	1.2%
Counselors & Librarians	32	30	30	(2)	-6.3%	0	0.0%
Total Faculty	511	526	532	15	2.9%	6	1.1%
I&DR Support	137	134	143	(3)	-2.2%	9	6.7%
Non-Instructional	162	167	177	5	3.1%	10	6.0%
Civil Service	359	353	347	(6)	-1.7%	(6)	-1.7%
Total Full-time	1,169	1,180	1,199	11	0.9%	19	1.6%

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City College

### Tuition Revenue: Target vs Collection, Year to Year Change
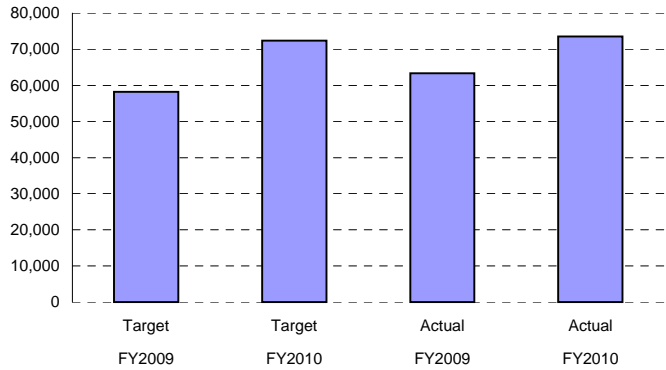
Expenditures vs Resources ($000)

Total Resources*	141,210.1
Total Expenditures	141,273.1
(Over)/Under Expenditures	(63.0)
CUTRA	877.9
Total Projected Year End Balance	814.9

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR
and Research Foundation funds the colleges used to support tax levy operations.

Full Time Staffing: Fall 2008 - Spring 2010

Legend: □ Total Faculty ■ Civil Service ■ Non-Instructional □ I&DR Support
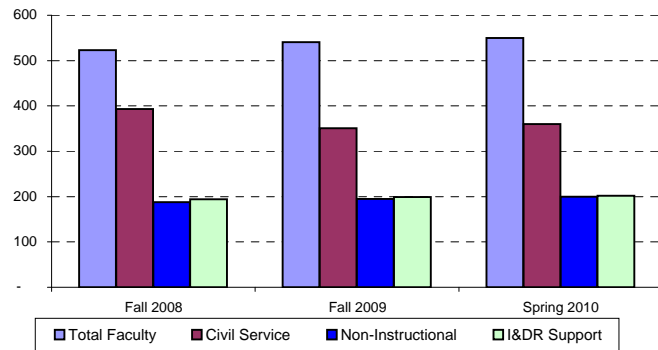
Expenditures ($000): Dollars & Percent Change FY2009 to FY2010

	FY2009	FY2010	$ Change	% Change
PS Regular	95,467.8	101,271.2	5,803.5	6.1%
Adjuncts	10,229.8	11,463.9	1,234.1	12.1%
Temporary Service	7,677.0	9,293.6	1,616.6	21.1%
Total PS	113,374.5	122,028.7	8,654.2	7.6%
OTPS	20,913.0	19,244.4	(1,668.6)	-8.0%
Total	134,287.5	141,273.1	6,985.5	5.2%

*Expenditures include technology fee costs and compact philanthrophy.

Enrollment: FY2008 - FY2010

Legend: □ Total FTE ■ Headcount

FY2010 Expenditures by Major Object

OTPS 13.6%
Temporary Service 6.6%
Adjuncts 8.1%
PS Regular 71.7%

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2009-2010 Year-End Financial Report
City College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Total Projected Balance
FY2009 - FY2010	135,895.6	0.0	1,504.6	500.5	2,155.1	1,154.2	141,210.1	141,273.1	(63.0)	877.9	814.9

Expenditures ($000)

	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2010	FY2009	# Change	% Change
PS Regular	101,204.7	66.5	-	101,271.2	95,467.8	5,803	6.1%
Adjuncts	11,463.9	-	-	11,463.9	10,229.8	1,234	12.1%
Temporary Service	8,663.7	132.0	497.9	9,293.6	7,677.0	1,617	21.1%
Total PS	121,332.3	198.5	497.9	122,028.7	113,374.5	8,654	7.6%
OTPS	16,281.1	1,306.1	1,657.2	19,244.4	20,913.0	(1,669)	-8.0%
Total	137,613.4	1,504.6	2,155.1	141,273.1	134,287.5	6,986	5.2%

Tuition Revenue ($000)

FY2009 Target	FY2010 Target	FY2009 Actual	FY2010 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) FY2009
58,225	72,423	63,362	73,577	10,215	16.1%	1,154

Enrollment

	FY2008	FY2009	FY2010	Change FY2009 - FY2010 #	Change FY2009 - FY2010 %
FTE Undergraduate	8,528	9,113	9,751	638	7.0%
FTE Graduate	1,645	1,694	1,786	92	5.4%
Total FTE	10,173	10,806	11,536	730	6.8%
Headcount	14,286	14,937	15,728	791	5.3%

Staffing

	Fall 2008	Fall 2009	Spring 2010	Change Fall 2008 - Fall 2009 #	Change Fall 2008 - Fall 2009 %	Change Fall 2009 - Spring 2010 #	Change Fall 2009 - Spring 2010 %
I&DR Teaching	493	510	518	17	3.4%	8	1.6%
Counselors & Librarians	30	31	32	1	3.3%	1	3.2%
Total Faculty	523	541	550	18	3.4%	9	1.7%
I&DR Support	194	199	202	5	2.6%	3	1.5%
Non-Instructional	188	195	200	7	3.7%	5	2.6%
Civil Service	393	351	360	(42)	-10.7%	9	2.6%
Total Full-time	1,298	1,286	1,312	(12)	-0.9%	26	2.0%

Periodic Review Report 2013

The City University of New York
2009-2010 Year-End Financial Report
Hunter College

### Tuition Revenue: Target vs Collection, Year to Year Change
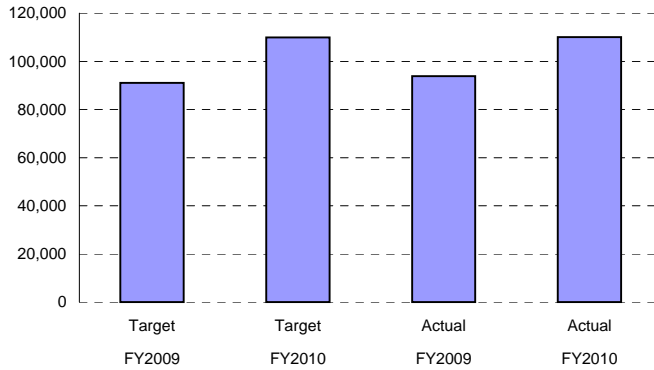
Expenditures vs Resources ($000)

Total Resources*	151,030.5
Total Expenditures	150,568.7
(Over)/Under Expenditures	461.7
CUTRA	3,266.4
Total Projected Year End Balance	3,728.2

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and Research Foundation funds the colleges used to support tax levy operations.

Full Time Staffing: Fall 2008 - Spring 2010
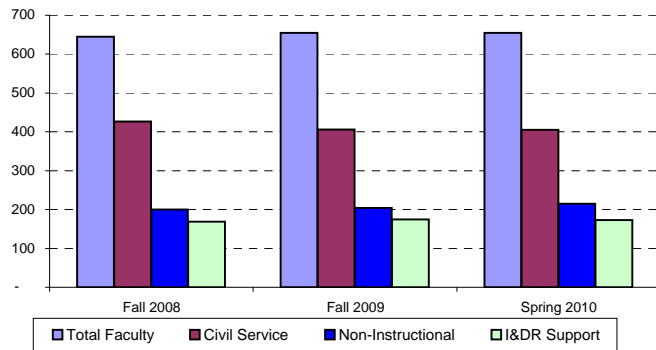
Expenditures ($000): Dollars & Percent Change FY2009 to FY2010

	FY2009	FY2010	$ Change	% Change
PS Regular	104,917.6	109,182.6	4,264.9	4.1%
Adjuncts	18,402.3	21,508.4	3,106.1	16.9%
Temporary Service	6,257.3	6,334.9	77.6	1.2%
Total PS	129,577.2	137,025.9	7,448.7	5.7%
OTPS	10,935.0	13,542.8	2,607.9	23.8%
Total	140,512.2	150,568.7	10,056.5	7.2%

*Expenditures include technology fee costs and compact philanthrophy.

Enrollment: FY2008 - FY2010

FY2010 Expenditures by Major Object

The City University of New York
2009-2010 Year-End Financial Report
Hunter College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Total Projected Balance
FY2009 - FY2010	146,359.7	0.0	1,233.0	79.7	3,158.0	200.0	151,030.5	150,568.7	461.7	3,266.4	3,728.2

Expenditures ($000)

	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2010	FY2009	# Change	% Change
PS Regular	108,675.7	-	506.9	109,182.6	104,917.6	4,265	4.1%
Adjuncts	21,508.4	-	-	21,508.4	18,402.3	3,106	16.9%
Temporary Service	5,698.9	-	636.0	6,334.9	6,257.3	78	1.2%
Total PS	135,883.0	-	1,142.9	137,025.9	129,577.2	7,449	5.7%
OTPS	10,294.7	1,233.0	2,015.1	13,542.8	10,935.0	2,608	23.8%
Total	146,177.7	1,233.0	3,158.0	150,568.7	140,512.2	10,057	7.2%

Tuition Revenue ($000)

FY2009 Target	FY2010 Target	FY2009 Actual	FY2010 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) FY2009
90,989	109,897	93,873	110,097	16,224	17.3%	200

Enrollment

	FY2008	FY2009	FY2010	Change FY2009 - FY2010 #	Change FY2009 - FY2010 %
FTE Undergraduate	11,580	11,692	11,923	231	2.0%
FTE Graduate	3,127	3,373	3,991	618	18.3%
Total FTE	14,707	15,065	15,914	849	5.6%
Headcount	20,752	21,211	22,078	867	4.1%

Staffing

	Fall 2008	Fall 2009	Spring 2010	Change Fall 2008 - Fall 2009 #	Change Fall 2008 - Fall 2009 %	Change Fall 2009 - Spring 2010 #	Change Fall 2009 - Spring 2010 %
I&DR Teaching	616	626	628	10	1.6%	2	0.3%
Counselors & Librarians	29	29	27	0	0.0%	(2)	-6.9%
Total Faculty	645	655	655	10	1.6%	0	0.0%
I&DR Support	169	175	173	6	3.6%	(2)	-1.1%
Non-Instructional	200	204	215	4	2.0%	11	5.4%
Civil Service	427	406	405	(21)	-4.9%	(1)	-0.2%
Total Full-time	1,441	1,440	1,448	(1)	630.1%	8	0.6%

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2009-2010 Year-End Financial Report
John Jay College

**Tuition Revenue: Target vs Collection, Year to Year Change**

	Target	Target	Actual	Actual
	FY2009	FY2010	FY2009	FY2010
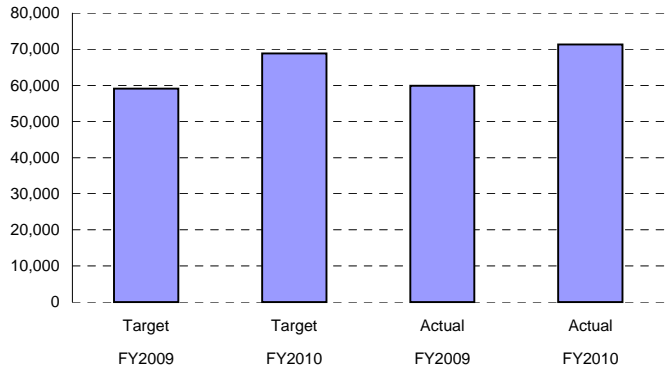
Expenditures vs Resources ($000)

Total Resources*	91,393.8
Total Expenditures	90,220.7
(Over)/Under Expenditures	1,173.1
CUTRA	822.8
Total Projected Year End Balance	1,995.9

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and Research Foundation funds the colleges used to support tax levy operations.

Full Time Staffing: Fall 2008 - Spring 2010

Legend: ■ Total Faculty ■ Civil Service ■ Non-Instructional ■ I&DR Support

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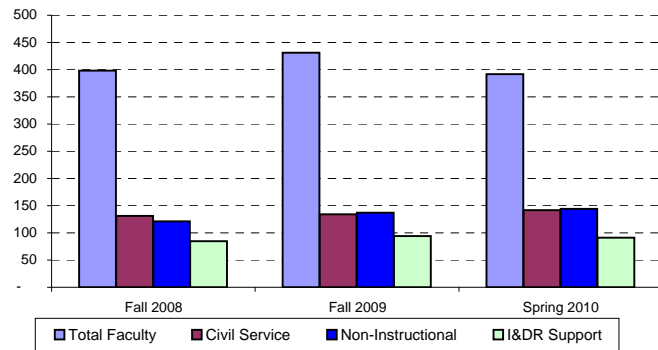
Expenditures ($000): Dollars & Percent Change FY2009 to FY2010

	FY2009	FY2010	$ Change	% Change
PS Regular	57,282.4	61,205.7	3,923.3	6.8%
Adjuncts	10,702.6	12,012.4	1,309.7	12.2%
Temporary Service	8,724.0	8,973.5	249.5	2.9%
Total PS	76,709.1	82,191.6	5,482.5	7.1%
OTPS	8,177.6	8,029.1	(148.5)	-1.8%
Total	84,886.7	90,220.7	5,334.0	6.3%

*Expenditures include technology fee costs and compact philanthrophy.

Enrollment: FY2008 - FY2010

Legend: ■ Total FTE ■ Headcount

FY2010 Expenditures by Major Object

- OTPS 8.9%
- Temporary Service 9.9%
- Adjuncts 13.3%
- PS Regular 67.8%

The City University of New York
2009-2010 Year-End Financial Report
John Jay College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Total Projected Balance
FY2009 - FY2010	85,287.5	0.0	389.3	0.0	3,186.7	2,530.3	91,393.8	90,220.7	1,173.1	822.8	1,995.9

Expenditures ($000)

	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2010	FY2009	# Change	% Change
PS Regular	60,813.6	-	392.1	61,205.7	57,282.4	3,923	6.8%
Adjuncts	12,012.4	-	-	12,012.4	10,702.6	1,310	12.2%
Temporary Service	8,304.1	-	669.4	8,973.5	8,724.0	250	0.0%
Total PS	81,130.2	-	1,061.5	82,191.6	76,709.1	5,483	7.1%
OTPS	5,514.6	389.3	2,125.2	8,029.1	8,177.6	(149)	-1.8%
Total	86,644.7	389.3	3,186.7	90,220.7	84,886.7	5,334	6.3%

Tuition Revenue ($000)

FY2009 Target	FY2010 Target	FY2009 Actual	FY2010 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) FY2009
59,093	68,798	59,856	71,328	11,472	19.2%	2,530

Enrollment

	FY2008	FY2009	FY2010	Change FY2009 - FY2010 #	Change FY2009 - FY2010 %
FTE Undergraduate	9,917	9,858	10,483	625	6.3%
FTE Graduate	1,142	1,142	1,190	48	4.2%
Total FTE	11,059	11,000	11,672	673	6.1%
Headcount	14,575	14,400	15,123	723	5.0%

Staffing

	Fall 2008	Fall 2009	Spring 2010	Change Fall 2008 - Fall 2009 #	Change Fall 2008 - Fall 2009 %	Change Fall 2009 - Spring 2010 #	Change Fall 2009 - Spring 2010 %
I&DR Teaching	375	405	367	30	8.0%	(38)	-9.4%
Counselors & Librarians	23	26	25	3	13.0%	(1)	-3.8%
Total Faculty	398	431	392	33	8.3%	(39)	-9.0%
I&DR Support	85	94	91	9	10.6%	(3)	-3.2%
Non-Instructional	121	137	144	16	13.2%	7	5.1%
Civil Service	131	134	142	3	2.3%	8	6.0%
Total Full-time	735	796	769	61	8.3%	(27)	-3.4%

The City University of New York
2009-2010 Year-End Financial Report
Lehman College

### Tuition Revenue: Target vs Collection, Year to Year Change
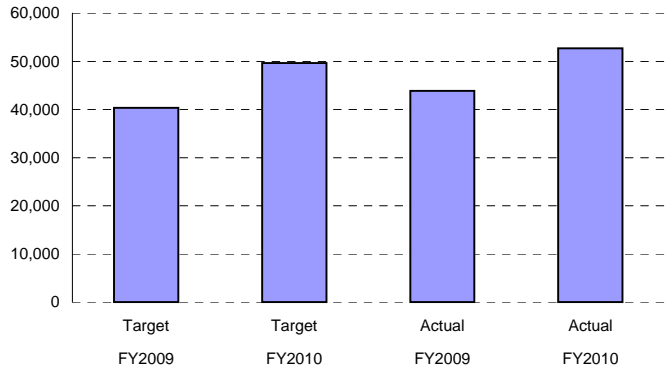
Expenditures vs Resources ($000)

Total Resources*	87,430.1
Total Expenditures	88,338.2
(Over)/Under Expenditures	(908.1)
CUTRA	2,094.8
Total Projected Year End Balance	1,186.6

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and Research Foundation funds the colleges used to support tax levy operations.

Full Time Staffing: Fall 2008 - Spring 2010
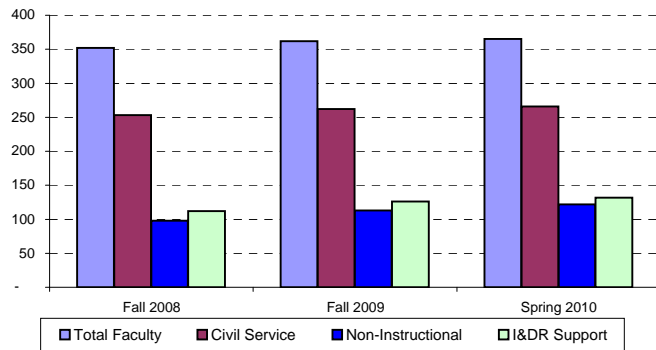
Expenditures ($000): Dollars & Percent Change FY2009 to FY2010

	FY2009	FY2010	$ Change	% Change
PS Regular	58,412.3	62,920.7	4,508.4	7.7%
Adjuncts	9,227.8	10,418.8	1,191.0	12.9%
Temporary Service	3,576.7	3,812.9	236.2	6.6%
Total PS	71,216.9	77,152.5	5,935.6	8.3%
OTPS	10,108.3	11,185.8	1,077.5	10.7%
Total	81,325.2	88,338.2	7,013.1	8.6%

*Expenditures include technology fee costs and compact philanthrophy.

Enrollment: FY2008 - FY2010

FY2010 Expenditures by Major Object

The City University of New York
2009-2010 Year-End Financial Report
Lehman College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Total Projected Balance
FY2009 - FY2010	81,830.2	0.0	348.2	122.8	2,084.0	3,045.0	87,430.1	88,338.2	(908.1)	2,094.8	1,186.6

Expenditures ($000)

	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2010	FY2009	# Change	% Change
PS Regular	62,428.5	44.1	448.1	62,920.7	58,412.3	4,508	7.7%
Adjuncts	10,418.8	-	-	10,418.8	9,227.8	1,191	12.9%
Temporary Service	3,787.9	-	25.0	3,812.9	3,576.7	236	6.6%
Total PS	76,635.3	44.1	473.1	77,152.5	71,216.9	5,936	8.3%
OTPS	9,270.8	304.1	1,610.9	11,185.8	10,108.3	1,077	10.7%
Total	85,906.1	348.2	2,084.0	88,338.2	81,325.2	7,013	8.6%

Tuition Revenue ($000)

FY2009 Target	FY2010 Target	FY2009 Actual	FY2010 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) FY2009
40,337	49,623	43,840	52,668	8,828	20.1%	3,045

Enrollment

	FY2008	FY2009	FY2010	Change FY2009 - FY2010 #	%
FTE Undergraduate	6,530	6,954	7,095	141	2.0%
FTE Graduate	1,089	1,255	1,341	86	6.9%
Total FTE	7,619	8,209	8,436	227	2.8%
Headcount	11,063	11,924	12,335	411	3.4%

Staffing

	Fall 2008	Fall 2009	Spring 2010	Change Fall 2008 - Fall 2009 #	%	Change Fall 2009 - Spring 2010 #	%
I&DR Teaching	339	348	349	9	2.7%	1	0.3%
Counselors & Librarians	13	14	16	1	7.7%	2	14.3%
Total Faculty	352	362	365	10	2.8%	3	0.8%
I&DR Support	112	126	132	14	12.5%	6	4.8%
Non-Instructional	98	113	122	15	15.3%	9	8.0%
Civil Service	253	262	266	9	3.6%	4	1.5%
Total Full-time	815	863	885	48	5.9%	22	2.5%

Periodic Review Report 2013

The City University of New York
2009-2010 Year-End Financial Report
Medgar Evers College

### Tuition Revenue: Target vs Collection, Year to Year Change

| | Target FY2009 | Target FY2010 | Actual FY2009 | Actual FY2010 |
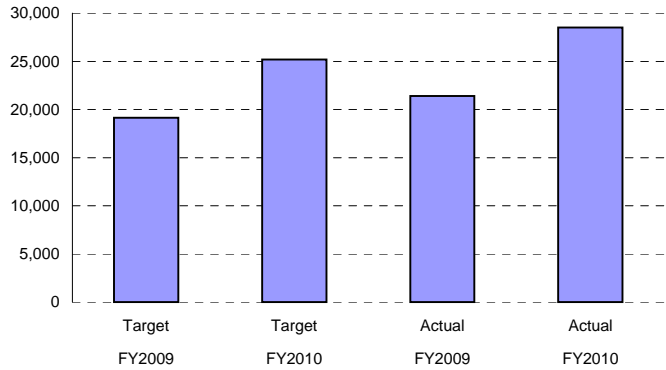
Expenditures vs Resources ($000)

Total Resources*	51,040.6
Total Expenditures	50,019.7
(Over)/Under Expenditures	1,020.9
CUTRA	27.1
Total Projected Year End Balance	1,048.0

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and Research Foundation funds the colleges used to support tax levy operations.

Full Time Staffing: Fall 2008 - Spring 2010

Legend: Total Faculty, Civil Service, Non-Instructional, I&DR Support
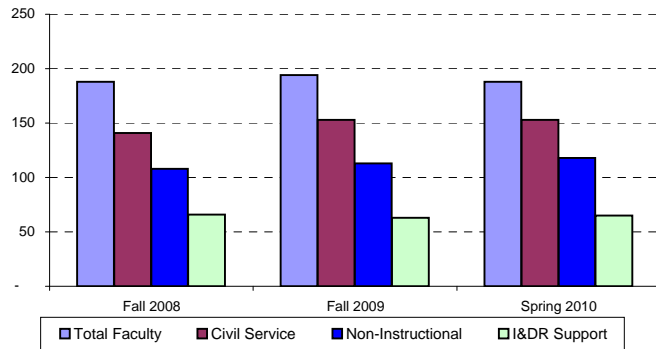
Expenditures ($000): Dollars & Percent Change FY2009 to FY2010

	FY2009	FY2010	$ Change	% Change
PS Regular	35,200.8	37,462.9	2,262.1	6.4%
Adjuncts	5,554.2	7,270.1	1,715.9	30.9%
Temporary Service	1,379.3	1,238.2	(141.1)	-10.2%
Total PS	42,134.3	45,971.2	3,837.0	9.1%
OTPS	3,776.0	4,048.5	272.5	7.2%
Total	45,910.3	50,019.7	4,109.4	9.0%

*Expenditures include technology fee costs and compact philanthrophy.

Enrollment: FY2008 - FY2010

Legend: Total FTE, Headcount

FY2010 Expenditures by Major Object

- OTPS 8.1%
- Temporary Service 2.5%
- Adjuncts 14.5%
- PS Regular 74.9%

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Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Total Projected Balance
FY2009 - FY2010	46,738.4	0.0	328.7	0.0	652.2	3,321.3	51,040.6	50,019.7	1,020.9	27.1	1,048.0

Expenditures ($000)

	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2010	FY2009	# Change	% Change
PS Regular	37,299.0	-	163.9	37,462.9	35,200.8	2,262	6.4%
Adjuncts	7,270.1	-	-	7,270.1	5,554.2	1,716	30.9%
Temporary Service	1,138.2	100.0	-	1,238.2	1,379.3	(141)	-10.2%
Total PS	45,707.3	100.0	163.9	45,971.2	42,134.3	3,837	9.1%
OTPS	3,331.5	228.7	488.3	4,048.5	3,776.0	272	7.2%
Total	49,038.8	328.7	652.2	50,019.7	45,910.3	4,109	9.0%

Tuition Revenue ($000)

FY2009 Target	FY2010 Target	FY2009 Actual	FY2010 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) FY2009
19,140	25,180	21,391	28,501	7,110	33.2%	3,321

Enrollment

	FY2008	FY2009	FY2010	Change FY2009 - FY2010 #	Change FY2009 - FY2010 %
FTE Undergraduate	3,982	4,326	5,242	917	21.2%
FTE Graduate	0	0	0	0	0.0%
Total FTE	3,982	4,326	5,242	917	21.2%
Headcount	5,582	6,086	7,043	957	15.7%

Staffing

	Fall 2008	Fall 2009	Spring 2010	Change Fall 2008 - Fall 2009 #	Change Fall 2008 - Fall 2009 %	Change Fall 2009 - Spring 2010 #	Change Fall 2009 - Spring 2010 %
I&DR Teaching	174	179	174	5	2.9%	(5)	-2.8%
Counselors & Librarians	14	15	14	1	7.1%	(1)	-6.7%
Total Faculty	188	194	188	6	3.2%	(6)	-3.1%
I&DR Support	66	63	65	(3)	-4.5%	2	3.2%
Non-Instructional	108	113	118	5	4.6%	5	4.4%
Civil Service	141	153	153	12	8.5%	0	0.0%
Total Full-time	503	523	524	20	4.0%	1	0.2%

The City University of New York
2009-2010 Year-End Financial Report
NYCCT College

### Tuition Revenue: Target vs Collection, Year to Year Change
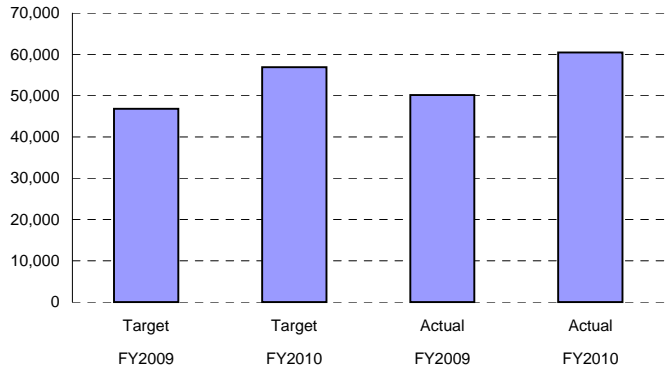
Expenditures vs Resources ($000)

Total Resources*	86,027.0
Total Expenditures	87,039.0
(Over)/Under Expenditures	(1,012.0)
CUTRA	1,961.4
Total Projected Year End Balance	949.4

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and Research Foundation funds the colleges used to support tax levy operations.

Full Time Staffing: Fall 2008 - Spring 2010
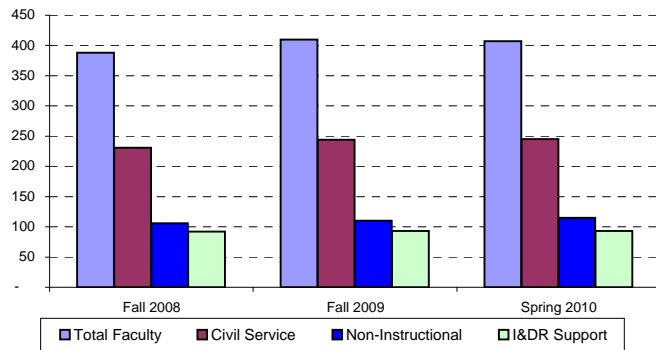
Expenditures ($000): Dollars & Percent Change FY2009 to FY2010

	FY2009	FY2010	$ Change	% Change
PS Regular	53,159.2	57,062.5	3,903.4	7.3%
Adjuncts	13,371.2	15,946.2	2,575.0	19.3%
Temporary Service	3,698.9	3,587.0	(111.8)	-3.0%
Total PS	70,229.2	76,595.7	6,366.6	9.1%
OTPS	8,350.7	10,443.3	2,092.6	25.1%
Total	78,579.9	87,039.0	8,459.1	10.8%

*Expenditures include technology fee costs and compact philanthrophy.

Enrollment: FY2008 - FY2010

FY2010 Expenditures by Major Object

The City University of New York
2009-2010 Year-End Financial Report
NYCCT College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Total Projected Balance
FY2009 - FY2010	79,666.8	0.0	528.4	0.0	2,235.6	3,596.2	86,027.0	87,039.0	(1,012.0)	1,961.4	949.4

Expenditures ($000)

	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2010	FY2009	# Change	% Change
PS Regular	56,947.1	-	115.4	57,062.5	53,159.2	3,903	7.3%
Adjuncts	15,946.2	-	-	15,946.2	13,371.2	2,575	19.3%
Temporary Service	3,351.7	-	235.3	3,587.0	3,698.9	(112)	-3.0%
Total PS	76,245.0	-	350.7	76,595.7	70,229.2	6,367	9.1%
OTPS	8,030.0	528.4	1,884.9	10,443.3	8,350.7	2,093	25.1%
Total	84,275.0	528.4	2,235.6	87,039.0	78,579.9	8,459	10.8%

Tuition Revenue ($000)

FY2009 Target	FY2010 Target	FY2009 Actual	FY2010 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) FY2009
46,836	56,886	50,127	60,482	10,355	20.7%	3,596

Enrollment

	FY2008	FY2009	FY2010	Change FY2009 - FY2010 #	Change FY2009 - FY2010 %
FTE Undergraduate	9,221	10,092	10,744	652	6.5%
FTE Graduate	0	0	0	0	0.0%
Total FTE	9,221	10,092	10,744	652	6.5%
Headcount	13,138	14,127	14,889	762	5.4%

Staffing

	Fall 2008	Fall 2009	Spring 2010	Change Fall 2008 - Fall 2009 #	Change Fall 2008 - Fall 2009 %	Change Fall 2009 - Spring 2010 #	Change Fall 2009 - Spring 2010 %
I&DR Teaching	368	390	389	22	6.0%	(1)	-0.3%
Counselors & Librarians	20	20	18	0	0.0%	(2)	-10.0%
Total Faculty	388	410	407	22	5.7%	(3)	-0.7%
I&DR Support	92	93	93	1	1.1%	0	0.0%
Non-Instructional	106	110	115	4	3.8%	5	4.5%
Civil Service	231	244	245	13	5.6%	1	0.4%
Total Full-time	817	857	860	40	4.9%	3	0.4%

The City University of New York
2009-2010 Year-End Financial Report
Queens College

### Tuition Revenue: Target vs Collection, Year to Year Change
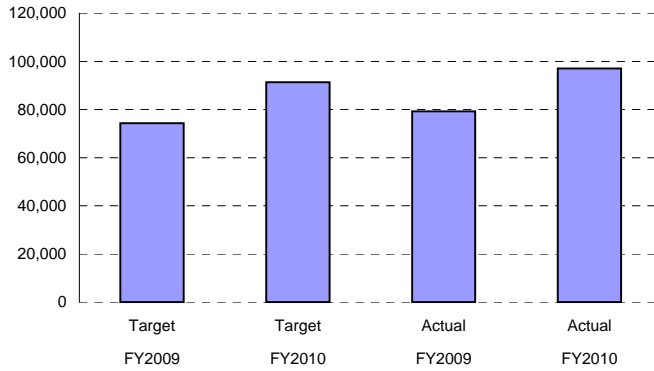
Expenditures vs Resources ($000)

Total Resources*	134,129.3
Total Expenditures	134,057.0
(Over)/Under Expenditures	72.3
CUTRA	2,983.5
Total Projected Year End Balance	3,055.7

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and Research Foundation funds the colleges used to support tax levy operations.

Full Time Staffing: Fall 2008 - Spring 2010
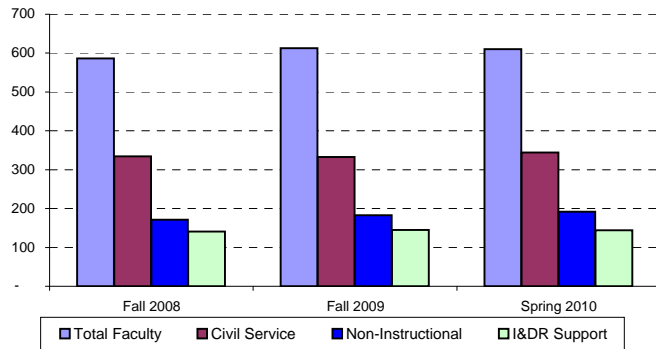
Expenditures ($000): Dollars & Percent Change FY2009 to FY2010

	FY2009	FY2010	$ Change	% Change
PS Regular	85,770.4	92,302.8	6,532.3	7.6%
Adjuncts	11,553.1	13,265.9	1,712.8	14.8%
Temporary Service	7,333.4	7,822.3	488.9	6.7%
Total PS	104,656.9	113,391.0	8,734.1	8.3%
OTPS	17,420.1	20,666.1	3,245.9	18.6%
Total	122,077.0	134,057.0	11,980.0	9.8%

*Expenditures include technology fee costs and compact philanthrophy.

Enrollment: FY2008 - FY2010

FY2010 Expenditures by Major Object

The City University of New York
2009-2010 Year-End Financial Report
Queens College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Total Projected Balance
FY2009 - FY2010	124,629.8	0.0	975.2	21.1	2,873.6	5,629.5	134,129.3	134,057.0	72.3	2,983.5	3,055.7

Expenditures ($000)

	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2010	FY2009	# Change	% Change
PS Regular	92,091.2	-	211.6	92,302.8	85,770.4	6,532	7.6%
Adjuncts	13,265.9	-	-	13,265.9	11,553.1	1,713	14.8%
Temporary Service	7,649.5	-	172.8	7,822.3	7,333.4	489	6.7%
Total PS	113,006.6	-	384.4	113,391.0	104,656.9	8,734	8.3%
OTPS	17,201.6	975.2	2,489.2	20,666.1	17,420.1	3,246	18.6%
Total	130,208.2	975.2	2,873.6	134,057.0	122,077.0	11,980	9.8%

Tuition Revenue ($000)

FY2009 Target	FY2010 Target	FY2009 Actual	FY2010 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) FY2009
74,304	91,333	79,182	96,963	17,780	22.5%	5,630

Enrollment

	FY2008	FY2009	FY2010	Change FY2009 - FY2010 #	%
FTE Undergraduate	11,358	11,882	12,792	910	7.7%
FTE Graduate	2,112	2,286	2,514	228	10.0%
Total FTE	13,470	14,168	15,306	1,138	8.0%
Headcount	18,655	19,433	20,646	1,213	6.2%

Staffing

	Fall 2008	Fall 2009	Spring 2010	Change Fall 2008 - Fall 2009 #	%	Change Fall 2009 - Spring 2010 #	%
I&DR Teaching	564	591	588	27	4.8%	(3)	-0.5%
Counselors & Librarians	22	22	22	0	0.0%	0	0.0%
Total Faculty	586	613	610	27	4.6%	(3)	-0.5%
I&DR Support	141	145	144	4	2.8%	(1)	-0.7%
Non-Instructional	171	183	192	12	7.0%	9	4.9%
Civil Service	334	333	344	(1)	-0.3%	11	3.3%
Total Full-time	1,232	1,274	1,290	42	3.4%	16	1.3%

Periodic Review Report 2013

The City University of New York
2009-2010 Year-End Financial Report
College of Staten Island

### Tuition Revenue: Target vs Collection, Year to Year Change
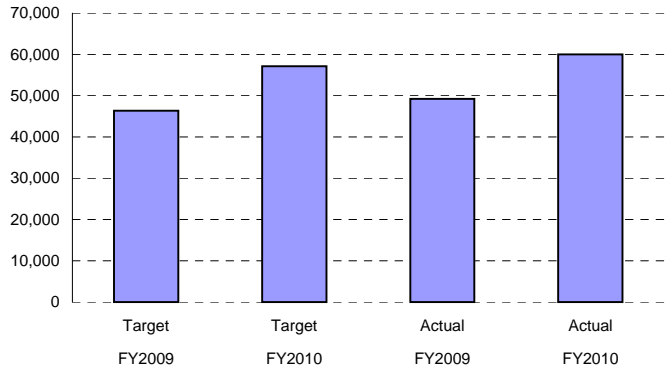
Expenditures vs Resources ($000)

Total Resources*	92,038.9
Total Expenditures	92,275.0
(Over)/Under Expenditures	(236.1)
CUTRA	933.8
Total Projected Year End Balance	697.6

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and Research Foundation funds the colleges used to support tax levy operations.

Full Time Staffing: Fall 2008 - Spring 2010
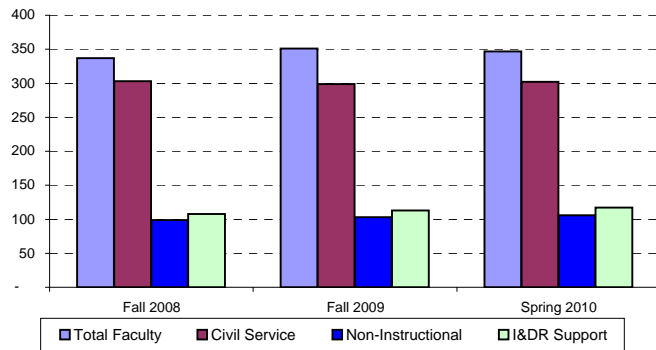
Expenditures ($000): Dollars & Percent Change FY2009 to FY2010

	FY2009	FY2010	$ Change	% Change
PS Regular	58,328.8	61,731.5	3,402.7	5.8%
Adjuncts	9,387.7	11,431.8	2,044.0	21.8%
Temporary Service	6,524.9	7,375.2	850.2	13.0%
Total PS	74,241.5	80,538.5	6,297.0	8.5%
OTPS	11,411.5	11,736.6	325.1	2.8%
Total	85,653.0	92,275.0	6,622.1	7.7%

*Expenditures include technology fee costs and compact philanthrophy.

Enrollment: FY2008 - FY2010

FY2010 Expenditures by Major Object

The City University of New York
2009-2010 Year-End Financial Report
College of Staten Island

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Total Projected Balance
FY2009 - FY2010	86,052.6	0.0	403.3	0.0	2,713.5	2,869.5	92,038.9	92,275.0	(236.1)	933.8	697.6

Expenditures ($000)

|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2010	FY2009	# Change	% Change
PS Regular	61,541.2	-	190.4	61,731.5	58,328.8	3,403	5.8%
Adjuncts	11,431.8	-	-	11,431.8	9,387.7	2,044	21.8%
Temporary Service	7,220.7	-	154.5	7,375.2	6,524.9	850	13.0%
Total PS	80,193.6	-	344.9	80,538.5	74,241.5	6,297	8.5%
OTPS	8,964.6	403.3	2,368.6	11,736.6	11,411.5	325	2.8%
Total	89,158.2	403.3	2,713.5	92,275.0	85,653.0	6,622	7.7%

Tuition Revenue ($000)

FY2009 Target	FY2010 Target	FY2009 Actual	FY2010 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) FY2009
46,362	57,146	49,186	60,016	10,829	22.0%	2,870

Enrollment

	FY2008	FY2009	FY2010	Change FY2009 - FY2010 #	%
FTE Undergraduate	8,757	9,285	9,957	672	7.2%
FTE Graduate	468	462	536	74	16.0%
Total FTE	9,225	9,747	10,493	746	7.6%
Headcount	12,263	12,909	13,720	811	6.3%

Staffing

	Fall 2008	Fall 2009	Spring 2010	Change Fall 2008 - Fall 2009 #	%	Change Fall 2009 - Spring 2010 #	%
I&DR Teaching	322	336	333	14	4.3%	(3)	-0.9%
Counselors & Librarians	15	15	14	0	0.0%	(1)	-6.7%
Total Faculty	337	351	347	14	4.2%	(4)	-1.1%
I&DR Support	108	113	117	5	4.6%	4	3.5%
Non-Instructional	99	103	106	4	4.0%	3	2.9%
Civil Service	303	299	302	(4)	-1.3%	3	1.0%
Total Full-time	847	866	872	19	2.2%	6	0.7%

The City University of New York
2009-2010 Year-End Financial Report
York College

Tuition Revenue: Target vs Collection, Year to Year Change

| | Target FY2009 | Target FY2010 | Actual FY2009 | Actual FY2010 |
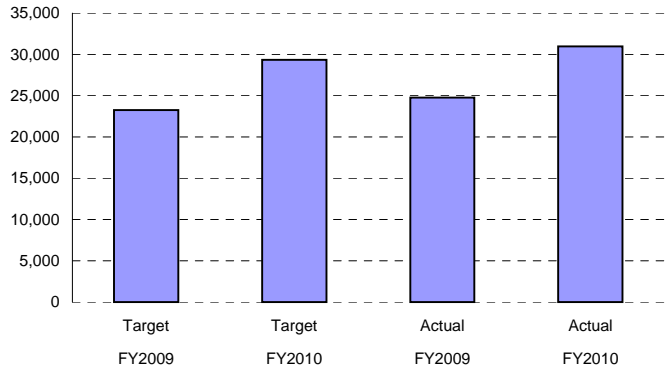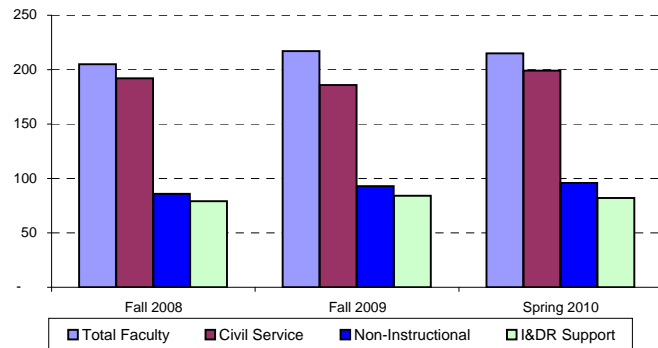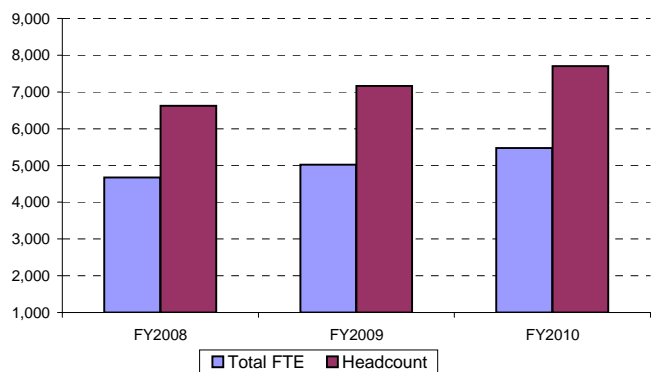
Expenditures vs Resources ($000)

Total Resources*	53,921.5
Total Expenditures	54,148.0
(Over)/Under Expenditures	(226.5)
CUTRA	247.5
Total Projected Year End Balance	21.0

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and Research Foundation funds the colleges used to support tax levy operations.

Full Time Staffing: Fall 2008 - Spring 2010

Total Faculty · Civil Service · Non-Instructional · I&DR Support

Expenditures ($000): Dollars & Percent Change FY2009 to FY2010

	FY2009	FY2010	$ Change	% Change
PS Regular	35,841.9	38,959.6	3,117.7	8.7%
Adjuncts	5,497.5	6,735.7	1,238.2	22.5%
Temporary Service	3,198.7	3,383.2	184.5	5.8%
Total PS	44,538.1	49,078.5	4,540.4	10.2%
OTPS	5,192.5	5,069.5	(123.0)	-2.4%
Total	49,730.6	54,148.0	4,417.4	8.9%

*Expenditures include technology fee costs and compact philanthrophy.

Enrollment: FY2008 - FY2010

Total FTE · Headcount

FY2010 Expenditures by Major Object

OTPS 9.4%
Temporary Service 6.2%
Adjuncts 12.4%
PS Regular 72.0%

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Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Total Projected Balance
FY2009 - FY2010	50,454.5	0.0	198.3	393.0	1,224.7	1,651.0	53,921.5	54,148.0	(226.5)	247.5	21.0

Expenditures ($000)

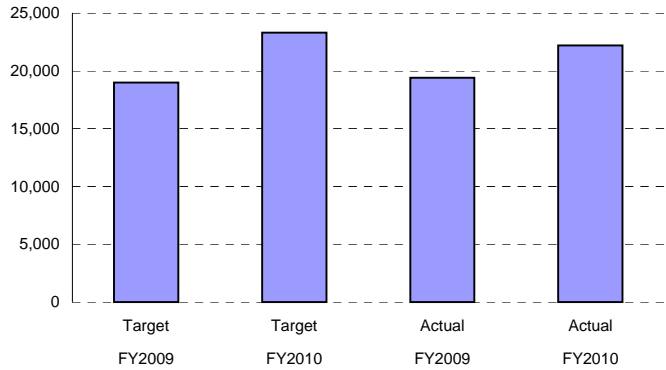|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2010	FY2009	# Change	% Change
PS Regular	38,959.6	-	-	38,959.6	35,841.9	3,118	8.7%
Adjuncts	6,735.7	-	-	6,735.7	5,497.5	1,238	22.5%
Temporary Service	3,116.4	-	266.9	3,383.2	3,198.7	185	5.8%
Total PS	48,811.7	-	266.9	49,078.5	44,538.1	4,540	10.2%
OTPS	3,913.3	198.3	957.9	5,069.5	5,192.5	(123)	-2.4%
Total	52,725.0	198.3	1,224.7	54,148.0	49,730.6	4,417	8.9%

Tuition Revenue ($000)

FY2009 Target	FY2010 Target	FY2009 Actual	FY2010 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) FY2009
23,266	29,333	24,758	30,984	6,226	25.1%	1,651

Enrollment

	FY2008	FY2009	FY2010	Change FY2009 - FY2010 #	%
FTE Undergraduate	4,642	4,984	5,437	453	9.1%
FTE Graduate	35	35	34	(1)	-1.4%
Total FTE	4,677	5,019	5,471	453	9.0%
Headcount	6,624	7,159	7,701	542	7.6%

Staffing

	Fall 2008	Fall 2009	Spring 2010	Change Fall 2008 - Fall 2009 #	%	Change Fall 2009 - Spring 2010 #	%
I&DR Teaching	190	203	201	13	6.8%	(2)	-1.0%
Counselors & Librarians	15	14	14	(1)	-6.7%	0	0.0%
Total Faculty	205	217	215	12	5.9%	(2)	-0.9%
I&DR Support	79	84	82	5	6.3%	(2)	-2.4%
Non-Instructional	86	93	96	7	8.1%	3	3.2%
Civil Service	192	186	199	(6)	-3.1%	13	7.0%
Total Full-time	562	580	592	18	3.2%	12	2.1%

The City University of New York
2009-2010 Year-End Financial Report
The Graduate Center

**Tuition Revenue: Target vs Collection, Year to Year Change**

Expenditures vs Resources ($000)

Total Resources*	108,569.5
Total Expenditures	109,155.1
(Over)/Under Expenditures	(585.6)
CUTRA	2,032.7
Total Projected Year End Balance	1,447.1

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and Research Foundation funds the colleges used to support tax levy operations.

Full Time Staffing: Fall 2008 - Spring 2010
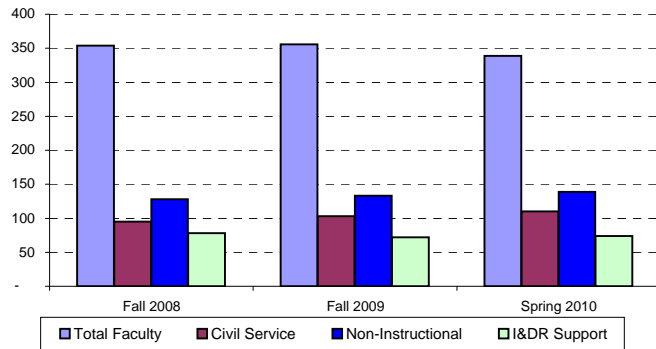
Expenditures ($000): Dollars & Percent Change FY2009 to FY2010

	FY2009	FY2010	$ Change	% Change
PS Regular	58,210.0	61,910.3	3,700.4	6.4%
Adjuncts	2,065.9	2,877.2	811.4	39.3%
Temporary Service	19,168.3	21,459.7	2,291.5	12.0%
Total PS	79,444.1	86,247.3	6,803.2	8.6%
OTPS	26,398.2	22,907.8	(3,490.4)	-13.2%
Total	105,842.3	109,155.1	3,312.8	3.1%

*Expenditures include technology fee costs and compact philanthrophy.

Enrollment: FY2008 - FY2010

FY2010 Expenditures by Major Object
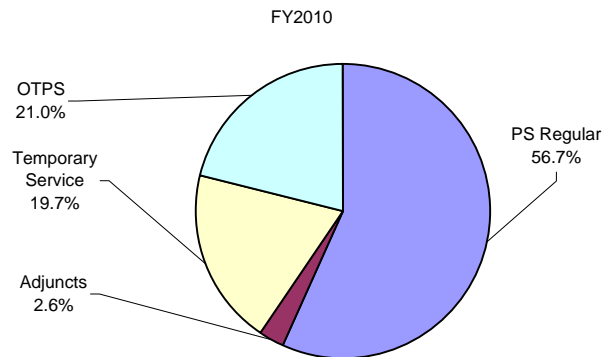
The City University of New York
2009-2010 Year-End Financial Report
The Graduate Center

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Total Projected Balance
FY2009 - FY2010	108,634.5	0.0	466.0	0.0	579.3	(1,110.2)	108,569.5	109,155.1	(585.6)	2,032.7	1,447.1

Expenditures ($000)

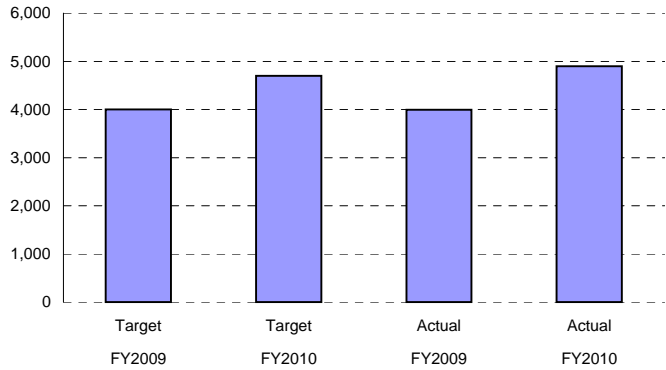|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2010	FY2009	# Change	% Change
PS Regular	61,910.3	-	-	61,910.3	58,210.0	3,700	6.4%
Adjuncts	2,877.2	-	-	2,877.2	2,065.9	811	39.3%
Temporary Service	21,459.7	-	-	21,459.7	19,168.3	2,291	12.0%
Total PS	86,247.3	-	-	86,247.3	79,444.1	6,803	8.6%
OTPS	21,862.5	466.0	579.3	22,907.8	26,398.2	(3,490)	-13.2%
Total	108,109.8	466.0	579.3	109,155.1	105,842.3	3,313	3.1%

Tuition Revenue ($000)

FY2009 Target	FY2010 Target	FY2009 Actual	FY2010 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) FY2009
18,983	23,311	19,405	22,200	2,795	14.4%	(1,110)

Enrollment

	FY2008	FY2009	FY2010	Change FY2009 - FY2010 #	%
FTE Undergraduate	0	0	0	0	0.0%
FTE Graduate	3,477	3,532	3,588	56	1.6%
Total FTE	3,477	3,532	3,588	56	1.6%
Headcount	4,448	4,505	4,532	27	0.6%

Staffing

	Fall 2008	Fall 2009	Spring 2010	Change Fall 2008 - Fall 2009 #	%	Change Fall 2009 - Spring 2010 #	%
I&DR Teaching	348	351	332	3	0.9%	(19)	-5.4%
Counselors & Librarians	6	5	7	(1)	-16.7%	2	40.0%
Total Faculty	354	356	339	2	0.6%	(17)	-4.8%
I&DR Support	78	72	74	(6)	-7.7%	2	2.8%
Non-Instructional	128	133	139	5	3.9%	6	4.5%
Civil Service	95	103	110	8	8.4%	7	6.8%
Total Full-time	655	664	662	9	1.4%	(2)	-0.3%

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The City College of New York

Tuition Revenue: Target vs Collection, Year to Year Change

Expenditures vs Resources ($000)

Total Resources*	16,091.2
Total Expenditures	15,739.2
(Over)/Under Expenditures	352.0
CUTRA	648.0
Total Projected Year End Balance	1,000.0

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and Research Foundation funds the colleges used to support tax levy operations.
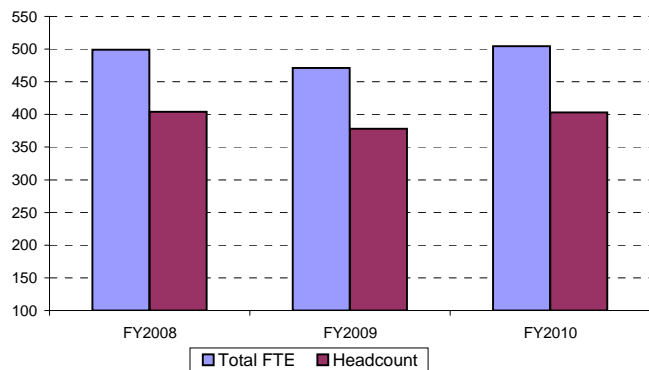
Full Time Staffing: Fall 2008 - Spring 2010
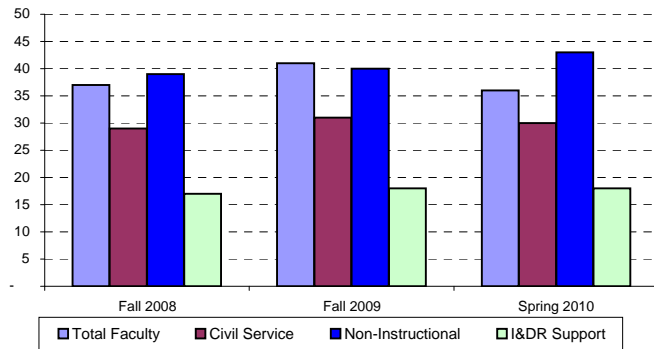
Expenditures ($000): Dollars & Percent Change FY2009 to FY2010

	FY2009	FY2010	$ Change	% Change
PS Regular	10,780.5	11,650.7	870.2	8.1%
Adjuncts	690.1	696.1	6.0	0.9%
Temporary Service	1,321.1	1,412.4	91.3	6.9%
Total PS	12,791.7	13,759.2	967.5	7.6%
OTPS	2,457.2	1,980.1	(477.1)	-19.4%
Total	15,248.9	15,739.2	490.4	3.2%

*Expenditures include technology fee costs and compact philanthrophy.

Enrollment: FY2008 - FY2010

FY2010 Expenditures by Major Object

The City University of New York
2009-2010 Year-End Financial Report
The Law School

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Total Projected Balance
FY2009 - FY2010	15,731.8	0.0	71.7	0.0	85.9	201.8	16,091.2	15,739.2	352.0	648.0	1,000.0

Expenditures ($000)

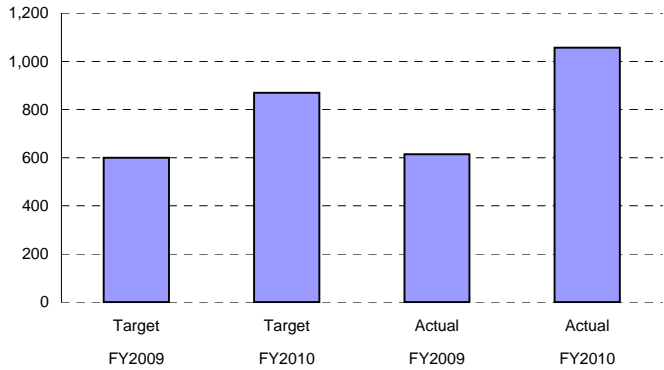|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2010	FY2009	# Change	% Change
PS Regular	11,564.8	-	85.9	11,650.7	10,780.5	870	8.1%
Adjuncts	696.1	-	-	696.1	690.1	6	0.9%
Temporary Service	1,412.4	-	-	1,412.4	1,321.1	91	6.9%
Total PS	13,673.3	-	85.9	13,759.2	12,791.7	968	7.6%
OTPS	1,908.4	71.7	-	1,980.1	2,457.2	(477)	-19.4%
Total	15,581.6	71.7	85.9	15,739.2	15,248.9	490	3.2%

Tuition Revenue ($000)

FY2009 Target	FY2010 Target	FY2009 Actual	FY2010 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) FY2009
4,000	4,697	3,993	4,899	905	22.7%	202

Enrollment

	FY2008	FY2009	FY2010	Change FY2009 - FY2010 #	Change FY2009 - FY2010 %
FTE Undergraduate	0	0	0	0	0.0%
FTE Graduate	499	471	505	34	7.1%
Total FTE	499	471	505	34	7.1%
Headcount	404	378	403	25	6.6%

Staffing

	Fall 2008	Fall 2009	Spring 2010	Change Fall 2008 - Fall 2009 #	Change Fall 2008 - Fall 2009 %	Change Fall 2009 - Spring 2010 #	Change Fall 2009 - Spring 2010 %
I&DR Teaching	37	41	36	4	10.8%	(5)	-12.2%
Counselors & Librarians	-	-	-	0	0.0%	0	0.0%
Total Faculty	37	41	36	4	10.8%	(5)	-12.2%
I&DR Support	17	18	18	1	5.9%	0	0.0%
Non-Instructional	39	40	43	1	2.6%	3	7.5%
Civil Service	29	31	30	2	6.9%	(1)	-3.2%
Total Full-time	122	130	127	8	6.6%	(3)	-2.3%

The City University of New York
2009-2010 Year-End Financial Report
School of Journalism

Tuition Revenue: Target vs Collection, Year to Year Change

Expenditures vs Resources ($000)

Total Resources*	4,553.2
Total Expenditures	4,555.5
(Over)/Under Expenditures	(2.3)
CUTRA	292.8
Total Projected Year End Balance	290.5

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and Research Foundation funds the colleges used to support tax levy operations.

Full Time Staffing: Fall 2008 - Spring 2010
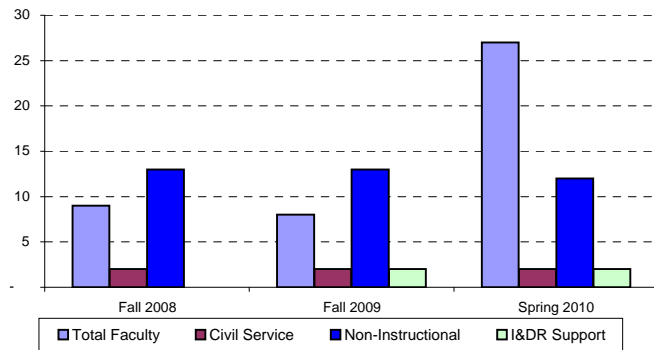
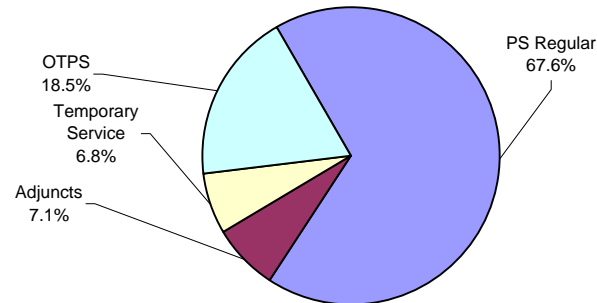### Expenditures ($000): Dollars & Percent Change FY2009 to FY2010

	FY2009	FY2010	$ Change	% Change
PS Regular	2,544.1	3,079.5	535.4	21.0%
Adjuncts	255.2	323.8	68.6	26.9%
Temporary Service	201.6	308.3	106.7	52.9%
Total PS	3,000.9	3,711.5	710.6	23.7%
OTPS	968.0	843.9	(124.0)	-12.8%
Total	3,968.9	4,555.5	586.6	14.8%

*Expenditures include technology fee costs and compact philanthrophy.

Enrollment: FY2008 - FY2010

FY2010 Expenditures by Major Object

The City University of New York
2009-2010 Year-End Financial Report
School of Journalism

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Total Projected Balance
FY2009 - FY2010	4,137.3	0.0	0.0	200.0	28.2	187.7	4,553.2	4,555.5	(2.3)	292.8	290.5

Expenditures ($000)

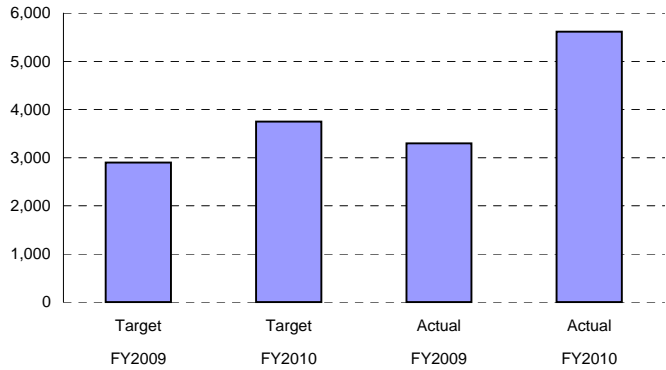|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2010	FY2009	# Change	% Change
PS Regular	3,079.5	-	-	3,079.5	2,544.1	535	21.0%
Adjuncts	323.8	-	-	323.8	255.2	69	26.9%
Temporary Service	308.3	-	-	308.3	201.6	107	52.9%
Total PS	3,711.5	-	-	3,711.5	3,000.9	711	23.7%
OTPS	815.8	-	28.2	843.9	968.0	(124)	-12.8%
Total	4,527.3	-	28.2	4,555.5	3,968.9	587	14.8%

Tuition Revenue ($000)

FY2009 Target	FY2010 Target	FY2009 Actual	FY2010 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) FY2009
600	869	614	1,057	443	72.1%	188

Enrollment

	FY2008	FY2009	FY2010	Change FY2009 - FY2010 #	Change FY2009 - FY2010 %
FTE Undergraduate	0	0	0	0	0.0%
FTE Graduate	91	107	140	33	30.8%
Total FTE	91	107	140	33	30.8%
Headcount	76	91	114	23	24.7%

Staffing

	Fall 2008	Fall 2009	Spring 2010	Change Fall 2008 - Fall 2009 #	Change Fall 2008 - Fall 2009 %	Change Fall 2009 - Spring 2010 #	Change Fall 2009 - Spring 2010 %
I&DR Teaching	8	7	26	(1)	-12.5%	19	271.4%
Counselors & Librarians	1	1	1	0	0.0%	0	0.0%
Total Faculty	9	8	27	(1)	-11.1%	19	237.5%
I&DR Support	-	2	2	2	0.0%	0	0.0%
Non-Instructional	13	13	12	0	0.0%	(1)	-7.7%
Civil Service	2	2	2	0	0.0%	0	0.0%
Total Full-time	24	25	43	1	6.3%	18	72.0%

The City University of New York
2009-2010 Year-End Financial Report
School of Professional Studies

Tuition Revenue: Target vs Collection, Year to Year Change

| | Target FY2009 | Target FY2010 | Actual FY2009 | Actual FY2010 |

Expenditures vs Resources ($000)

Total Resources*	7,941.5
Total Expenditures	8,109.0
(Over)/Under Expenditures	(167.5)
CUTRA	198.5
Total Projected Year End Balance	31.0

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and Research Foundation funds the colleges used to support tax levy operations.

Full Time Staffing: Fall 2008 - Spring 2010

Total Faculty Civil Service Non-Instructional I&DR Support
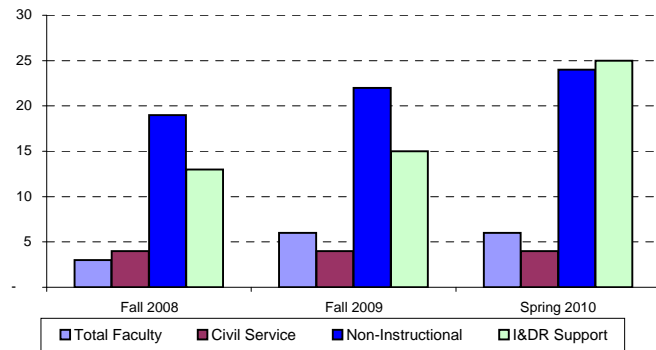
Expenditures ($000): Dollars & Percent Change FY2009 to FY2010

	FY2009	FY2010	$ Change	% Change
PS Regular	3,134.1	4,420.0	1,286.0	41.0%
Adjuncts	1,267.6	1,740.9	473.3	37.3%
Temporary Service	590.4	649.1	58.7	9.9%
Total PS	4,992.0	6,810.0	1,818.0	36.4%
OTPS	870.8	1,299.0	428.1	49.2%
Total	5,862.8	8,109.0	2,246.1	38.3%

*Expenditures include technology fee costs and compact philanthrophy.

Enrollment: FY2008 - FY2010

Total FTE Headcount

FY2010 Expenditures by Major Object

- OTPS 16.0%
- Temporary Service 8.0%
- Adjuncts 21.5%
- PS Regular 54.5%

The City University of New York
2009-2010 Year-End Financial Report
School of Professional Studies

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Non Tax Levy	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Total Projected Balance
FY2009 - FY2010	5,916.4	0.0	0.0	0.0	155.4	1,869.7	7,941.5	8,109.0	(167.5)	198.5	31.0

Expenditures ($000)

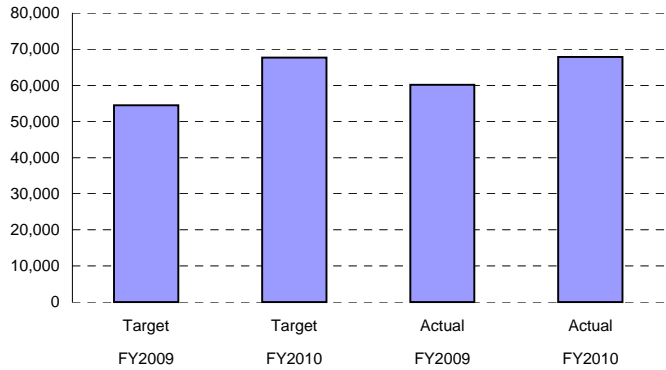|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2010	FY2009	# Change	% Change
PS Regular	4,374.0	-	46.0	4,420.0	3,134.1	1,286	41.0%
Adjuncts	1,740.9	-	-	1,740.9	1,267.6	473	37.3%
Temporary Service	609.1	-	40.0	649.1	590.4	59	9.9%
Total PS	6,724.0	-	86.0	6,810.0	4,992.0	1,818	36.4%
OTPS	1,229.5	-	69.4	1,299.0	870.8	428	49.2%
Total	7,953.6	-	155.4	8,109.0	5,862.8	2,246	38.3%

Tuition Revenue ($000)

FY2009 Target	FY2010 Target	FY2009 Actual	FY2010 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) FY2009
2,895	3,745	3,295	5,615	2,320	70.4%	1,870

Enrollment

	FY2008	FY2009	FY2010	Change FY2009 - FY2010 #	Change FY2009 - FY2010 %
FTE Undergraduate	365	460	501	41	8.9%
FTE Graduate	56	106	173	67	63.5%
Total FTE	421	565	673	108	19.1%
Headcount	999	1,341	1,625	284	21.1%

Staffing

	Fall 2008	Fall 2009	Spring 2010	Change Fall 2008 - Fall 2009 #	Change Fall 2008 - Fall 2009 %	Change Fall 2009 - Spring 2010 #	Change Fall 2009 - Spring 2010 %
I&DR Teaching	1	4	3	3	300.0%	(1)	-25.0%
Counselors & Librarians	2	2	3	0	0.0%	1	50.0%
Total Faculty	3	6	6	3	100.0%	0	0.0%
I&DR Support	13	15	25	2	15.4%	10	66.7%
Non-Instructional	19	22	24	3	15.8%	2	9.1%
Civil Service	4	4	4	0	0.0%	0	0.0%
Total Full-time	39	47	59	8	20.5%	12	25.5%

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The City College of New York

The City University of New York
2009-2010 Year-End Financial Report
Borough of Manhattan Community College

Tuition Revenue: Target vs Collection, Year to Year Change

Expenditures vs Resources ($000)

Total Resources*	116,388.8
Total Expenditures	117,331.7
(Over)/Under Expenditures	(942.9)
CUTRA	2,070.2
Total Projected Year End Balance	1,127.3

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and Research Foundation funds the colleges used to support tax levy operations.

Full Time Staffing: Fall 2008 - Spring 2010
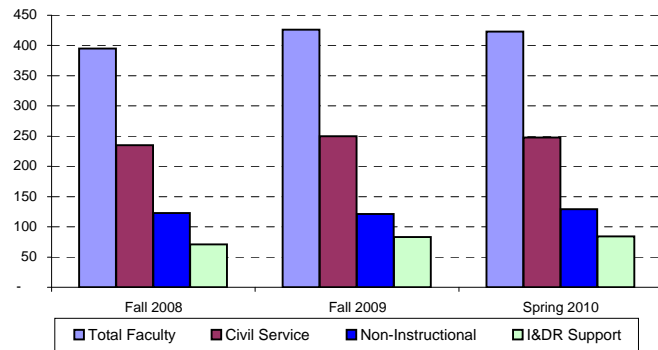
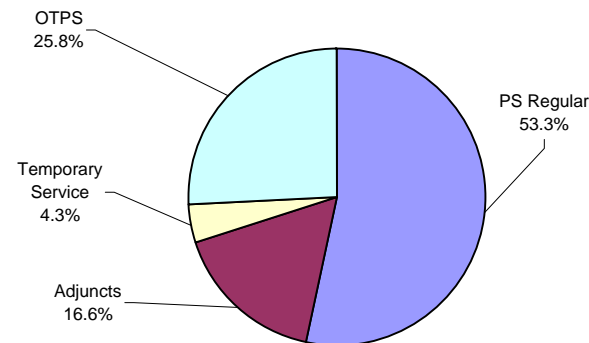### Expenditures ($000): Dollars & Percent Change FY2009 to FY2010

	FY2009	FY2010	$ Change	% Change
PS Regular	56,352.2	62,514.6	6,162.4	10.9%
Adjuncts	18,056.9	19,476.2	1,419.3	7.9%
Temporary Service	5,266.8	5,101.1	(165.7)	-3.1%
Total PS	79,675.9	87,091.8	7,415.9	9.3%
OTPS	27,631.2	30,239.8	2,608.6	9.4%
Total	107,307.1	117,331.7	10,024.5	9.3%

*Expenditures include technology fee costs and compact philanthrophy.

Enrollment: FY2008 - FY2010

FY2010 Expenditures by Major Object

The City University of New York
2009-2010 Year-End Financial Report
Borough of Manhattan Community College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Ledger 3	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Total Projected Balance
FY2009 - FY2010	111,996.7	(0.0)	535.0	302.5	3,328.9	225.8	116,388.8	117,331.7	(942.9)	2,070.2	1,127.3

Expenditures ($000)

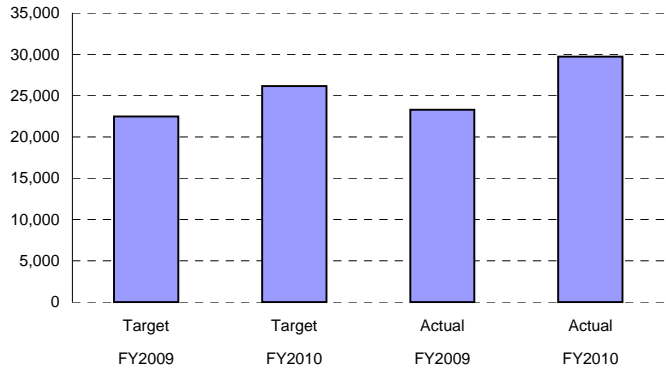|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2010	FY2009	# Change	% Change
PS Regular	61,955.6	-	559.0	62,514.6	56,352.2	6,162	10.9%
Adjuncts	19,476.2	-	-	19,476.2	18,056.9	1,419	7.9%
Temporary Service	5,028.9	-	72.2	5,101.1	5,266.8	(166)	-3.1%
Total PS	86,460.6	-	631.2	87,091.8	79,675.9	7,416	9.3%
OTPS	27,007.1	535.0	2,697.7	30,239.8	27,631.2	2,609	9.4%
Total	113,467.8	535.0	3,328.9	117,331.7	107,307.1	10,025	9.3%

Tuition Revenue ($000)

FY2009 Target	FY2010 Target	FY2009 Actual	FY2010 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) FY2009
54,469	67,660	60,165	67,886	7,721	12.8%	226

Enrollment

	FY2008	FY2009	FY2010	Change FY2009 - FY2010 #	Change FY2009 - FY2010 %
FTE Undergraduate	13,846	16,060	16,647	587	3.7%
FTE Graduate	0	0	0	0	0.0%
Total FTE	13,846	16,060	16,647	587	3.7%
Headcount	19,435	22,029	22,168	139	0.6%

Staffing

	Fall 2008	Fall 2009	Spring 2010	Change Fall 2008 - Fall 2009 #	Change Fall 2008 - Fall 2009 %	Change Fall 2009 - Spring 2010 #	Change Fall 2009 - Spring 2010 %
I&DR Teaching	367	399	396	32	8.7%	(3)	-0.8%
Counselors & Librarians	28	27	27	(1)	-3.6%	0	0.0%
Total Faculty	395	426	423	31	7.8%	(3)	-0.7%
I&DR Support	71	83	84	12	16.9%	1	1.2%
Non-Instructional	123	121	129	(2)	-1.6%	8	6.6%
Civil Service	235	250	248	15	6.4%	(2)	-0.8%
Total Full-time	824	880	884	56	6.8%	4	0.5%

The City University of New York
2009-2010 Year-End Financial Report
Bronx Community College

### Tuition Revenue: Target vs Collection, Year to Year Change

Expenditures vs Resources ($000)

Total Resources*	67,523.2
Total Expenditures	66,768.8
(Over)/Under Expenditures	754.4
CUTRA	1,209.7
Total Projected Year End Balance	1,964.1

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and Research Foundation funds the colleges used to support tax levy operations.

Full Time Staffing: Fall 2008 - Spring 2010
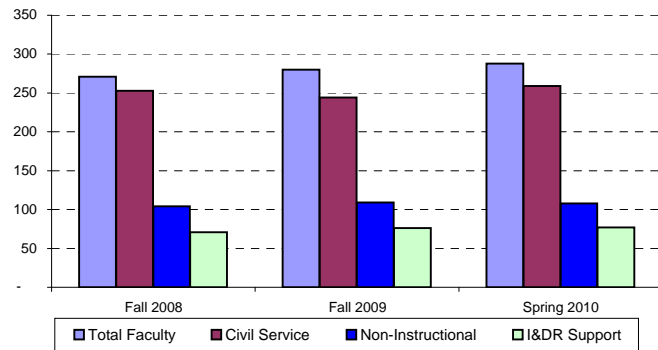
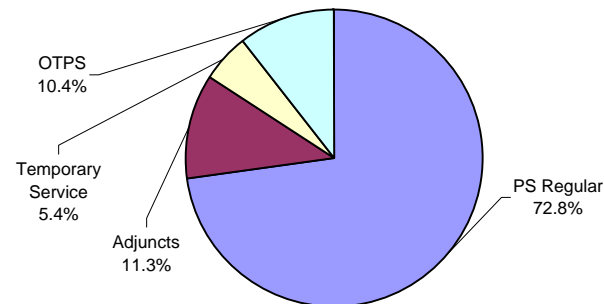### Expenditures ($000): Dollars & Percent Change FY2009 to FY2010

	FY2009	FY2010	$ Change	% Change
PS Regular	44,758.7	48,640.9	3,882.2	8.7%
Adjuncts	6,362.3	7,571.1	1,208.7	19.0%
Temporary Service	3,251.5	3,589.6	338.2	10.4%
Total PS	54,372.5	59,801.6	5,429.1	10.0%
OTPS	6,063.3	6,967.2	903.9	14.9%
Total	60,435.7	66,768.8	6,333.0	10.5%

*Expenditures include technology fee costs and compact philanthrophy.

Enrollment: FY2008 - FY2010

FY2010 Expenditures by Major Object

The City University of New York
2009-2010 Year-End Financial Report
Bronx Community College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Ledger 3	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Total Projected Balance
FY2009 - FY2010	61,574.9	-	291.4	845.0	1,233.0	3,578.9	67,523.2	66,768.8	754.4	1,209.7	1,964.1

Expenditures ($000)

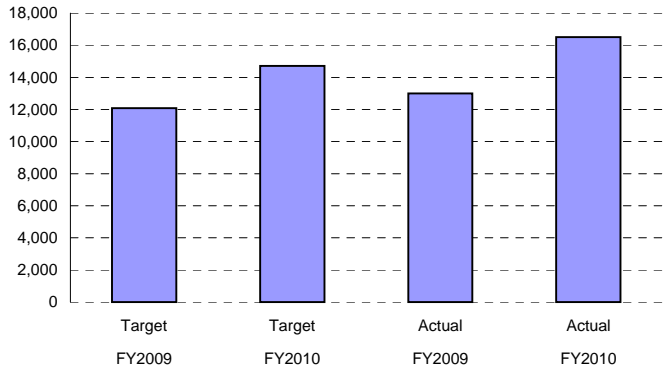|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2010	FY2009	# Change	% Change
PS Regular	48,625.8	-	15.1	48,640.9	44,758.7	3,882	8.7%
Adjuncts	7,571.1	-	-	7,571.1	6,362.3	1,209	19.0%
Temporary Service	3,259.1	-	330.5	3,589.6	3,251.5	338	10.4%
Total PS	59,455.9	-	345.6	59,801.6	54,372.5	5,429	10.0%
OTPS	5,788.4	291.4	887.4	6,967.2	6,063.3	904	14.9%
Total	65,244.4	291.4	1,233.0	66,768.8	60,435.7	6,333	10.5%

Tuition Revenue ($000)

FY2009 Target	FY2010 Target	FY2009 Actual	FY2010 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) FY2009
22,471	26,146	23,302	29,725	6,423	27.6%	3,579

Enrollment

	FY2008	FY2009	FY2010	Change FY2009 - FY2010 #	Change FY2009 - FY2010 %
FTE Undergraduate	6,348	6,528	7,705	1,177	18.0%
FTE Graduate	0	0	0	0	0.0%
Total FTE	6,348	6,528	7,705	1,177	18.0%
Headcount	9,093	9,355	10,739	1,384	14.8%

Staffing

	Fall 2008	Fall 2009	Spring 2010	Change Fall 2008 - Fall 2009 #	Change Fall 2008 - Fall 2009 %	Change Fall 2009 - Spring 2010 #	Change Fall 2009 - Spring 2010 %
I&DR Teaching	248	255	263	7	2.8%	8	3.1%
Counselors & Librarians	23	25	25	2	8.7%	0	0.0%
Total Faculty	271	280	288	9	3.3%	8	2.9%
I&DR Support	71	76	77	5	7.0%	1	1.3%
Non-Instructional	104	109	108	5	4.8%	(1)	-0.9%
Civil Service	253	244	259	(9)	-3.6%	15	6.1%
Total Full-time	699	709	732	10	1.4%	23	3.2%

The City University of New York
2009-2010 Year-End Financial Report
Hostos Community College

Tuition Revenue: Target vs Collection, Year to Year Change

Expenditures vs Resources ($000)

Total Resources*	49,097.0
Total Expenditures	48,621.5
(Over)/Under Expenditures	475.5
CUTRA	889.1
Total Projected Year End Balance	1,364.6

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and Research Foundation funds the colleges used to support tax levy operations.
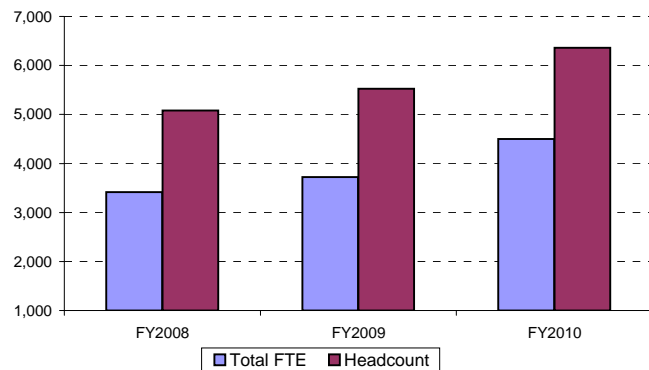
Full Time Staffing: Fall 2008 - Spring 2010
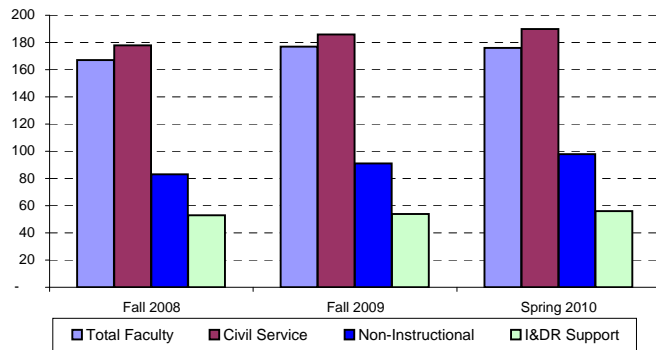
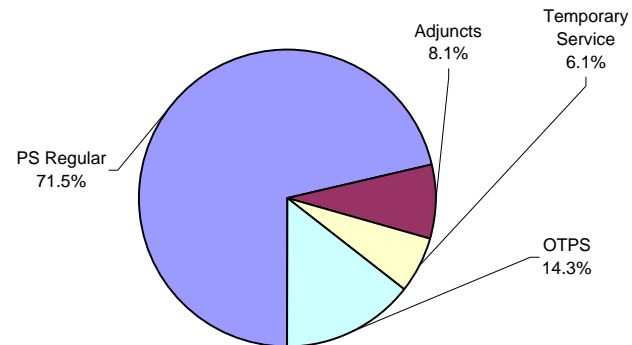### Expenditures ($000): Dollars & Percent Change FY2009 to FY2010

	FY2009	FY2010	$ Change	% Change
PS Regular	31,757.5	34,773.7	3,016.2	9.5%
Adjuncts	3,399.4	3,919.0	519.6	15.3%
Temporary Service	2,323.0	2,965.3	642.3	27.6%
Total PS	37,479.9	41,657.9	4,178.1	11.1%
OTPS	6,925.6	6,963.6	38.0	0.5%
Total	44,405.5	48,621.5	4,216.1	9.5%

*Expenditures include technology fee costs and compact philanthrophy.

Enrollment: FY2008 - FY2010

FY2010 Expenditures by Major Object

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	IFR/RF	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Total Projected Balance
FY2009 - FY2010	45,118.2	0.0	204.6	969.9	1,000.4	1,804.0	49,097.0	48,621.5	475.5	889.1	1,364.6

Expenditures ($000)

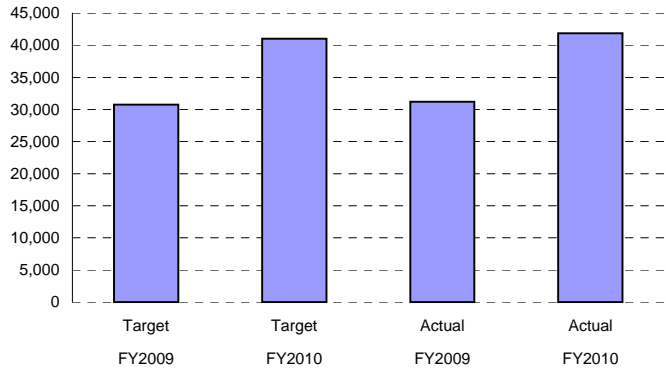|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2010	FY2009	# Change	% Change
PS Regular	34,705.3	-	68.4	34,773.7	31,757.5	3,016	9.5%
Adjuncts	3,919.0	-	-	3,919.0	3,399.4	520	15.3%
Temporary Service	2,559.4	204.6	201.3	2,965.3	2,323.0	642	27.6%
Total PS	41,183.7	204.6	269.7	41,657.9	37,479.9	4,178	11.1%
OTPS	6,232.9	-	730.7	6,963.6	6,925.6	38	0.5%
Total	47,416.6	204.6	1,000.4	48,621.5	44,405.5	4,216	9.5%

Tuition Revenue ($000)

FY2009 Target	FY2010 Target	FY2009 Actual	FY2010 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) FY2009
12,081	14,705	13,003	16,509	3,506	27.0%	1,804

Enrollment

	FY2008	FY2009	FY2010	Change FY2009 - FY2010 #	Change FY2009 - FY2010 %
FTE Undergraduate	3,415	3,722	4,499	777	20.9%
FTE Graduate	0	0	0	0	0.0%
Total FTE	3,415	3,722	4,499	777	20.9%
Headcount	5,081	5,525	6,359	834	15.1%

Staffing

	Fall 2008	Fall 2009	Spring 2010	Change Fall 2008 - Fall 2009 #	Change Fall 2008 - Fall 2009 %	Change Fall 2009 - Spring 2010 #	Change Fall 2009 - Spring 2010 %
I&DR Teaching	151	161	161	10	6.6%	0	0.0%
Counselors & Librarians	16	16	15	0	0.0%	(1)	-6.3%
Total Faculty	167	177	176	10	6.0%	(1)	-0.6%
I&DR Support	53	54	56	1	1.9%	2	3.7%
Non-Instructional	83	91	98	8	9.6%	7	7.7%
Civil Service	178	186	190	8	4.5%	4	2.2%
Total Full-time	481	508	520	27	5.6%	12	2.4%

The City University of New York
2009-2010 Year-End Financial Report
Kingsborough Community College

### Tuition Revenue: Target vs Collection, Year to Year Change

| | Target FY2009 | Target FY2010 | Actual FY2009 | Actual FY2010 |

Expenditures vs Resources ($000)

Total Resources*	90,595.1
Total Expenditures	89,975.1
(Over)/Under Expenditures	620.0
CUTRA	1,200.0
Total Projected Year End Balance	1,820.0

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR
and Research Foundation funds the colleges used to support tax levy operations.

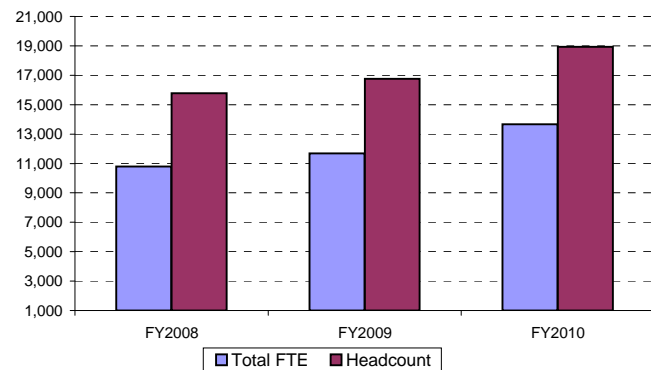### Full Time Staffing: Fall 2008 - Spring 2010

Total Faculty · Civil Service · Non-Instructional · I&DR Support
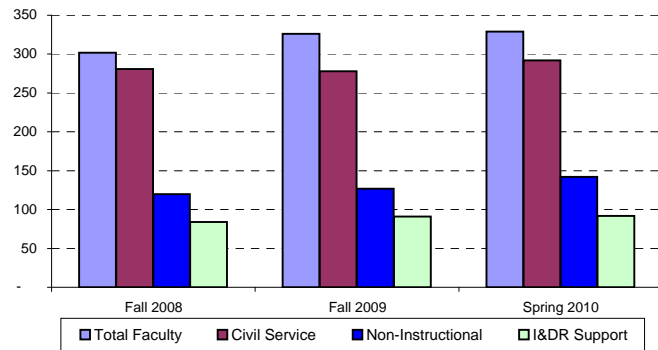
Expenditures ($000): Dollars & Percent Change FY2009 to FY2010

	FY2009	FY2010	$ Change	% Change
PS Regular	50,657.6	55,965.5	5,307.9	10.5%
Adjuncts	10,541.8	12,346.1	1,804.3	17.1%
Temporary Service	8,457.8	9,346.0	888.3	10.5%
Total PS	69,657.1	77,657.6	8,000.5	11.5%
OTPS	9,702.6	12,317.5	2,614.9	27.0%
Total	79,359.7	89,975.1	10,615.4	13.4%

*Expenditures include technology fee costs and compact philanthrophy.

Enrollment: FY2008 - FY2010

Total FTE · Headcount

FY2010 Expenditures by Major Object

OTPS 13.7%
PS Regular 62.2%
Temporary Service 10.4%
Adjuncts 13.7%

The City University of New York
2009-2010 Year-End Financial Report
Kingsborough Community College

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Ledger 3	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Total Projected Balance
FY2009 - FY2010	84,966.7	(0.0)	305.0	2,016.6	2,478.6	828.2	90,595.1	89,975.1	620.0	1,200.0	1,820.0

Expenditures ($000)

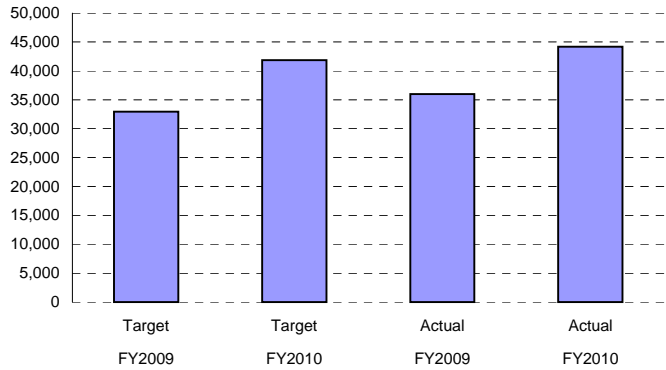|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2010	FY2009	# Change	% Change
PS Regular	55,964.9	-	0.5	55,965.5	50,657.6	5,308	10.5%
Adjuncts	12,346.1	-	-	12,346.1	10,541.8	1,804	17.1%
Temporary Service	8,796.2	-	549.8	9,346.0	8,457.8	888	10.5%
Total PS	77,107.3	-	550.3	77,657.6	69,657.1	8,000	11.5%
OTPS	10,084.2	305.0	1,928.2	12,317.5	9,702.6	2,615	27.0%
Total	87,191.5	305.0	2,478.6	89,975.1	79,359.7	10,615	13.4%

Tuition Revenue ($000)

FY2009 Target	FY2010 Target	FY2009 Actual	FY2010 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) FY2009
30,732	41,029	31,202	41,857	10,655	34.1%	828

Enrollment

	FY2008	FY2009	FY2010	Change FY2009 - FY2010 #	Change FY2009 - FY2010 %
FTE Undergraduate	10,800	11,691	13,660	1,969	16.8%
FTE Graduate	0	0	0	0	0.0%
Total FTE	10,800	11,691	13,660	1,969	16.8%
Headcount	15,773	16,752	18,937	2,185	13.0%

Staffing

	Fall 2008	Fall 2009	Spring 2010	Change Fall 2008 - Fall 2009 #	Change Fall 2008 - Fall 2009 %	Change Fall 2009 - Spring 2010 #	Change Fall 2009 - Spring 2010 %
I&DR Teaching	286	309	314	23	8.0%	5	1.6%
Counselors & Librarians	16	17	15	1	6.3%	(2)	-11.8%
Total Faculty	302	326	329	24	7.9%	3	0.9%
I&DR Support	84	91	92	7	8.3%	1	1.1%
Non-Instructional	120	127	142	7	5.8%	15	11.8%
Civil Service	281	278	292	(3)	-1.1%	14	5.0%
Total Full-time	787	822	855	35	4.4%	33	4.0%

The City University of New York
2009-2010 Year-End Financial Report
LaGuardia Community College

### Tuition Revenue: Target vs Collection, Year to Year Change

Expenditures vs Resources ($000)

Total Resources*	97,393.2
Total Expenditures	96,992.8
(Over)/Under Expenditures	400.3
CUTRA	1,903.3
Total Projected Year End Balance	2,303.6

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and Research Foundation funds the colleges used to support tax levy operations.

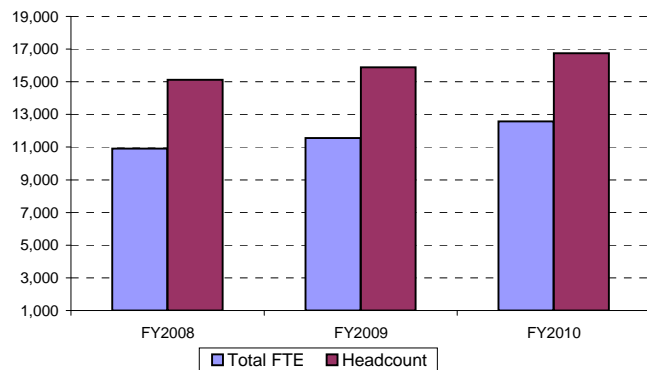### Full Time Staffing: Fall 2008 - Spring 2010
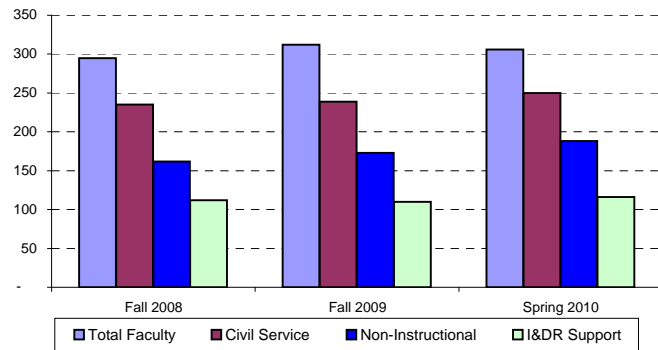
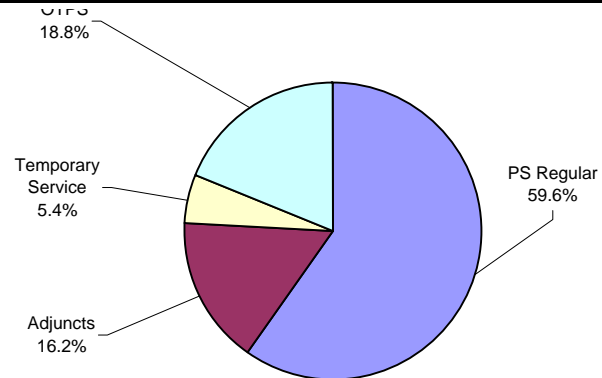### Expenditures ($000): Dollars & Percent Change FY2009 to FY2010

	FY2009	FY2010	$ Change	% Change
PS Regular	53,019.7	57,799.3	4,779.6	9.0%
Adjuncts	13,338.3	15,699.2	2,360.9	17.7%
Temporary Service	4,927.0	5,245.5	318.5	6.5%
Total PS	71,285.0	78,744.0	7,459.0	10.5%
OTPS	17,013.4	18,248.9	1,235.5	7.3%
Total	88,298.3	96,992.8	8,694.5	9.8%

*Expenditures include technology fee costs and compact philanthrophy.

Enrollment: FY2008 - FY2010

FY2010 Expenditures by Major Object

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Ledger 3	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Total Projected Balance
FY2009 - FY2010	91,266.1	0.0	416.0	1,015.7	2,394.8	2,300.5	97,393.2	96,992.8	400.3	1,903.3	2,303.6

Expenditures ($000)

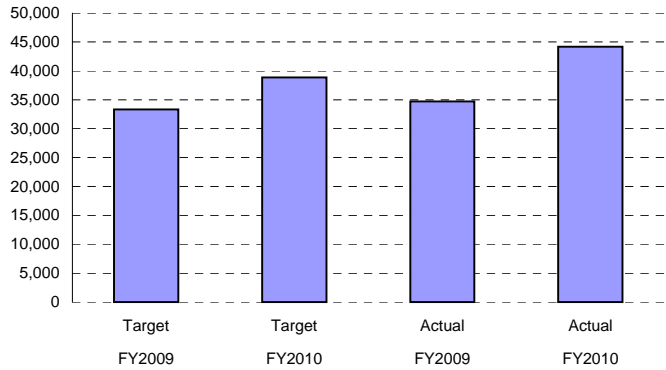|	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2010	FY2009	# Change	% Change
PS Regular	57,660.7	-	138.6	57,799.3	53,019.7	4,780	9.0%
Adjuncts	15,699.2	-	-	15,699.2	13,338.3	2,361	17.7%
Temporary Service	4,788.5	68.0	388.9	5,245.5	4,927.0	318	6.5%
Total PS	78,148.4	68.0	527.5	78,744.0	71,285.0	7,459	10.5%
OTPS	16,033.6	348.0	1,867.3	18,248.9	17,013.4	1,236	7.3%
Total	94,182.0	416.0	2,394.8	96,992.8	88,298.3	8,695	9.8%

Tuition Revenue ($000)

FY2009 Target	FY2010 Target	FY2009 Actual	FY2010 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) FY2009
32,930	41,881	36,012	44,182	8,170	22.7%	2,301

Enrollment

	FY2008	FY2009	FY2010	Change FY2009 - FY2010 #	%
FTE Undergraduate	10,920	11,551	12,577	1,026	8.9%
FTE Graduate	0	0	0	0	0.0%
Total FTE	10,920	11,551	12,577	1,026	8.9%
Headcount	15,127	15,892	16,755	863	5.4%

Staffing

	Fall 2008	Fall 2009	Spring 2010	Change Fall 2008 - Fall 2009 #	%	Change Fall 2009 - Spring 2010 #	%
I&DR Teaching	265	281	276	16	6.0%	(5)	-1.8%
Counselors & Librarians	30	31	30	1	3.3%	(1)	-3.2%
Total Faculty	295	312	306	17	5.8%	(6)	-1.9%
I&DR Support	112	110	116	(2)	-1.8%	6	5.5%
Non-Instructional	162	173	188	11	6.8%	15	8.7%
Civil Service	235	239	250	4	1.7%	11	4.6%
Total Full-time	804	834	860	30	3.7%	26	3.1%

The City University of New York
2009-2010 Year-End Financial Report
Queensborough Community College

## Tuition Revenue: Target vs Collection, Year to Year Change

Expenditures vs Resources ($000)

Total Resources*	84,845.5
Total Expenditures	83,630.7
(Over)/Under Expenditures	1,214.7
CUTRA	469.9
Total Projected Year End Balance	1,684.6

*Includes tax levy allocation, technology fee funds, Compact philanthropy funds, and any IFR and Research Foundation funds the colleges used to support tax levy operations.

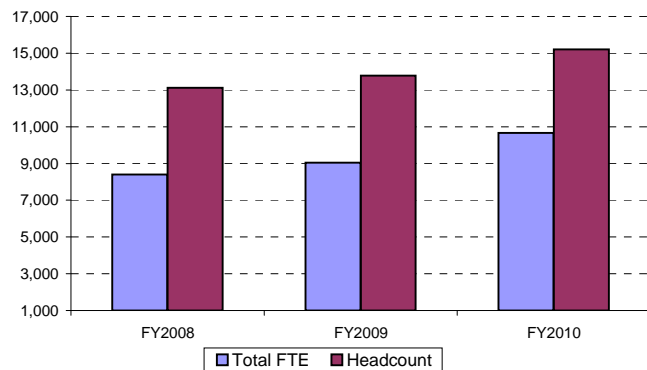## Full Time Staffing: Fall 2008 - Spring 2010
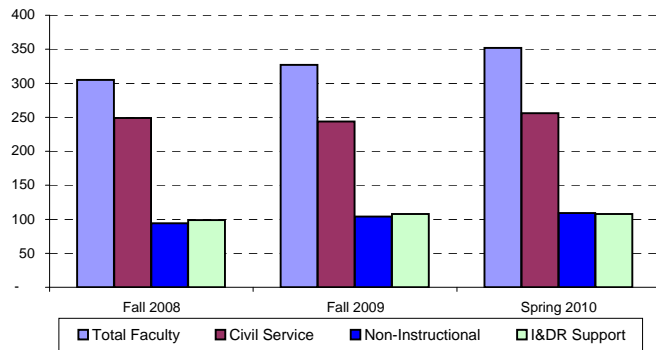
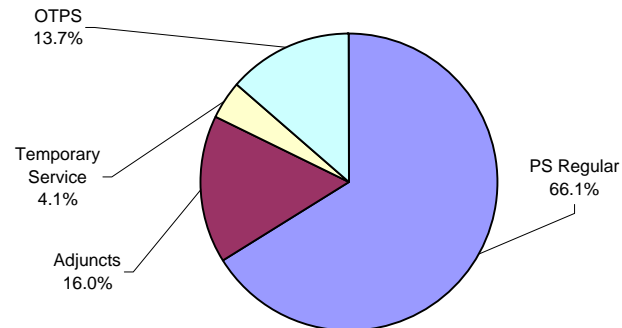## Expenditures ($000): Dollars & Percent Change FY2009 to FY2010

	FY2009	FY2010	$ Change	% Change
PS Regular	49,729.1	55,315.7	5,586.7	11.2%
Adjuncts	11,230.1	13,391.5	2,161.3	19.2%
Temporary Service	2,365.4	3,451.2	1,085.8	45.9%
Total PS	63,324.6	72,158.4	8,833.8	14.0%
OTPS	10,284.6	11,472.3	1,187.7	11.5%
Total	73,609.2	83,630.7	10,021.5	13.6%

*Expenditures include technology fee costs and compact philanthrophy.

Enrollment: FY2008 - FY2010

FY2010 Expenditures by Major Object

Comparison of Expenditures to Resources ($000)

	Tax Levy Allocation	Pending Allocations	Compact Philanthropy	Ledger 3	Technology Fee	Tuition Revenue Above (Below) Target	Total Resources	Expenditures	(Over)/Under Expenditure	Prior Year CUTRA/ Reserves	Total Projected Balance
FY2009 - FY2010	75,866.2	-	488.2	728.0	2,462.0	5,301.0	84,845.5	83,630.7	1,214.7	469.9	1,684.6

Expenditures ($000)

	Tax-Levy Expenditures	Compact Philanthropy	Technology Fee	Total FY2010	FY2009	# Change	% Change
PS Regular	55,309.2	-	6.5	55,315.7	49,729.1	5,587	11.2%
Adjuncts	13,391.5	-	-	13,391.5	11,230.1	2,161	19.2%
Temporary Service	3,170.3	-	280.9	3,451.2	2,365.4	1,086	45.9%
Total PS	71,871.0	-	287.4	72,158.4	63,324.6	8,834	14.0%
OTPS	8,809.5	488.2	2,174.6	11,472.3	10,284.6	1,188	11.5%
Total	80,680.5	488.2	2,462.0	83,630.7	73,609.2	10,022	13.6%

Tuition Revenue ($000)

FY2009 Target	FY2010 Target	FY2009 Actual	FY2010 Actual	Tuiton Revenue Change	% Change	Collections Above/(Below) FY2009
33,325	38,876	34,704	44,177	9,473	27.3%	5,301

Enrollment

	FY2008	FY2009	FY2010	Change FY2009 - FY2010 #	Change FY2009 - FY2010 %
FTE Undergraduate	8,400	9,051	10,655	1,604	17.7%
FTE Graduate	0	0	0	0	0.0%
Total FTE	8,400	9,051	10,655	1,604	17.7%
Headcount	13,123	13,785	15,212	1,427	10.3%

Staffing

	Fall 2008	Fall 2009	Spring 2010	Change Fall 2008 - Fall 2009 #	Change Fall 2008 - Fall 2009 %	Change Fall 2009 - Spring 2010 #	Change Fall 2009 - Spring 2010 %
I&DR Teaching	286	309	333	23	8.0%	24	7.8%
Counselors & Librarians	19	18	19	(1)	-5.3%	1	5.6%
Total Faculty	305	327	352	22	7.2%	25	7.6%
I&DR Support	99	108	108	9	9.1%	0	0.0%
Non-Instructional	94	104	109	10	10.6%	5	4.8%
Civil Service	249	244	256	(5)	-2.0%	12	4.9%
Total Full-time	747	783	825	36	4.8%	42	5.4%

I.1. General Operating Budget Calendar

Table I1.1: General Operating Budget Calendar

The fiscal year runs from July 1-June 30. The College receives its funds from New York State; its fiscal year runs from April 1-March 31. This table presents a month-by-month list of activities related to budget development. The information in *italics* denotes activities engaged in by the State and CUNY; the information that is in regular typeface identifies the College's activities.

Month/Date	New York State, CUNY, and CCNY Activities
April-June	*April 1 is the NY State deadline for budget adoption. If the deadline for budget adoption is not met, the budget is financed through continuing resolutions until a budget is adopted. CUNY makes targeted allocations/other changes through monthly budget certifications. Reimbursements for CUNY share of PSC sabbaticals, summer chair expenses, fuel oil and other allocations and/or adjustments are included.* Based on anticipated allocation, CCNY collects/reviews budget requests for next fiscal year from all departments. Budgets for philanthropic funds are developed. All requests are asked to be aligned with CCNY priorities. All requests are to be justified and include exploration of other funding options, like reallocating resources. Preliminary budgets for the next fiscal year are distributed to divisions.
June 30	Prior fiscal year ends. Close-out activities.
June-July	*CUNY makes initial budget allocations to CCNY including tuition revenue targets, state allocation, mandatory needs funding, Compact and some other targeted allocations. Further allocations/adjustments made throughout fiscal year.* CCNY refines revenues/expenses budget based on CUNY budget initial budget allocation, revenue projections including tuition and planned spending of non-tax levy funds and expenditures including fixed expenditures, active staff, searches in progress, authorized budget requests.
July-October	*CUNY develops State budget request for following fiscal year with input from CCNY; draft overview presented to Council of Presidents/Board Committee on Fiscal Affairs. Includes mandatory needs and programmatic requests.*
August-September	*College Financial Plan for current fiscal year submitted to CUNY.* College departmental budget allocations for the current year finalized and distributed.
November-December	*CUNY Board reviews/approves budget request for following fiscal year. CUNY budget request submitted to State for senior colleges. CUNY makes targeted allocations, charges, and other changes through monthly budget certifications for this fiscal year.* CCNY authorizes faculty search plans for next academic year based on College priorities.
January-March	*State releases Executive Budget recommendations for following fiscal year. Testimony on impact of recommendations before NYS legislature; they may modify budget. CUNY makes targeted allocations/charges/other changes through monthly budget certifications.* CCNY Budget Office begins next year budget planning with meetings with Provost Office, VPs, and Deans. The divisional planning process for next year begins.

I.3. CUNY Five-Year Capital Plan Request FY 2013-2014-FY 2017-2018 for CCNY

Section Contents

Project	Funding Type	Five-Year Request Total ($ 000s)
Marshak Building Rehabilitation	bonded	$100,000
Steinman Hall HVAC Upgrades	bonded	$31,225
Aaron Davis Hall Theater Renovations	bonded	$10,250
Shepard Hall Rehabilitation	bonded	$54,725
NAC Library Upgrades	bonded	$5,000
Security and Fire Alarm Upgrades	bonded	$9,200
Campus-Wide Roof Repairs	bonded	$16,000
Campus ADA Upgrades	bonded	$5,000
Five-Year Request Total		**$231,400**

City Reso-A Requests FY 2014 (City Council and Borough Presidents)

Project	FY 2014 Request ($ 000s)
Network Infrastructure Modernization Ph. I	$2,500
Wingate Pool Restoration	$1,000
Amsterdam Avenue Upgrades	$800
Reso-A FY 2014 Request Total	**$4,300**

College Statement and Statistics

President Lisa S. Coico

City College is CUNY's flagship campus in science, engineering and architecture, enabling unique interdisciplinary programs that integrate the three disciplines. Examples include our new masters program in Sustainability in the Urban Environment and in Earth Sciences & Environmental Engineering, and the team that is competing in the Department of Defense's Solar Decathlon. City College's Spitzer School of Architecture and Grove School of Engineering are the only public professional schools of their kind in the metropolitan area; the Sophie Davis School of Biomedical Education offers a unique seven-year BS-MD program; and the School of Education continues to educate our city's teachers. Our College of Liberal Arts and Science grounds our students in the events, cultures and possibilities that make life coherent and understandable and boasts premier programs like creative writing, film and video and music, as well as unique opportunities in public policy. New Masters programs in the film and advertising departments will attract graduate students who work or wish to work in the metropolitan area. The aggregate of the approximately 70 undergraduate programs, 50 master's programs and the PhD programs in engineering offered by CCNY's Grove School of Engineering, and in the sciences offered in conjunction with the CUNY Graduate Center, reveal that City College is a great urban university with a legendary history, exciting present and dynamic future.

When Intel co-founder Andrew Grove, Class of 1960, announced his gift of $26 million for the Grove School of Engineering in 2005, he called City College the great American dream machine. Today, Gen. Colin Powell, nine Nobel laureates, more Fortune 500 CEOs than were produced by any other public institution and thousands of graduates embody the promise of City College when it was founded in 1847: a world-class, affordable education for the children of the working class and new immigrants.

Our most important resources are our students and faculty. One of the more diverse student bodies in the nation, ours is more than 16,000 strong, reflecting an increase of more than 50 percent over 10 years, and includes Rhodes Scholars, Truman Fellows, Fulbrighters and National Science Foundation winners. Long known as outstanding teachers, City College's faculty members hold 13 memberships in our national academies (a remarkable achievement in a faculty of fewer than 600). They continue to win awards across all disciplines and last year brought in millions in funded research.

Our 36.5-acre campus is alive with construction. Two new advanced science research facilities, funded by New York State at more than $700 million, are set to open on South Campus in 2014, and the Marshak Science Building is under renovation. We are conducting extensive and necessary maintenance on our landmarked neo-Gothic buildings, which remain among the more beautiful examples of collegiate architecture in the United States. Continued capital investment in the college will sustain and expand our mission of excellence in teaching and learning.

Master Plan / Enrollment Information		Net Assignable Square Footage (NASF)	
Original Master Plan Approved:	1973	Owned Occupied:	1,471,762
Master Plan Amendment Approved:	N/A	Owned Vacant:	16,851
Master Plan Projected FTES:	15,305	Leased / Temp:	16,149
Fall 2011 FTES:	11,894	Non-CUNY:	71,722
Master Plan Approved NASF:	1,747,000	Total NASF:	1,576,484

State Senate District:	31	**City Council District:**	7
State Assembly District:	70	**City Community Board:**	Manhattan CB 9

BUILDING KEY

1	SHEPARD HALL
2	HARRIS HALL
3	COMPTON-GOETHALS HALL
5	BASKERVILLE HALL
6	WINGATE HALL
11	ALUMNI HOUSE
12	STOREHOUSE
21	STEINMAN HALL
25	STRUCTURAL BIOLOGY CENTER
26	MOTT SCHOOL (D.O.E.)
39	SCHIFF HOUSE - CHILD CARE CENTER
40	SPITZER SCHOOL OF ARCHITECTURE (SSA)
41	MARSHAK SCIENCE BUILDING
42	HOWARD E. WILLE ADMINISTRATION BUILDING
47	NORTH ACADEMIC CENTER
51	25 BROADWAY (OFF-SITE, LEASED)
53	AARON DAVIS HALL
54	THE TOWERS AT CCNY
55	VIVARIUM
P1	ADVANCED SCIENCE RESEARCH CENTER - PHASE 1 (FUTURE)
FS	CCNY SCIENCE BUILDING (FUTURE)
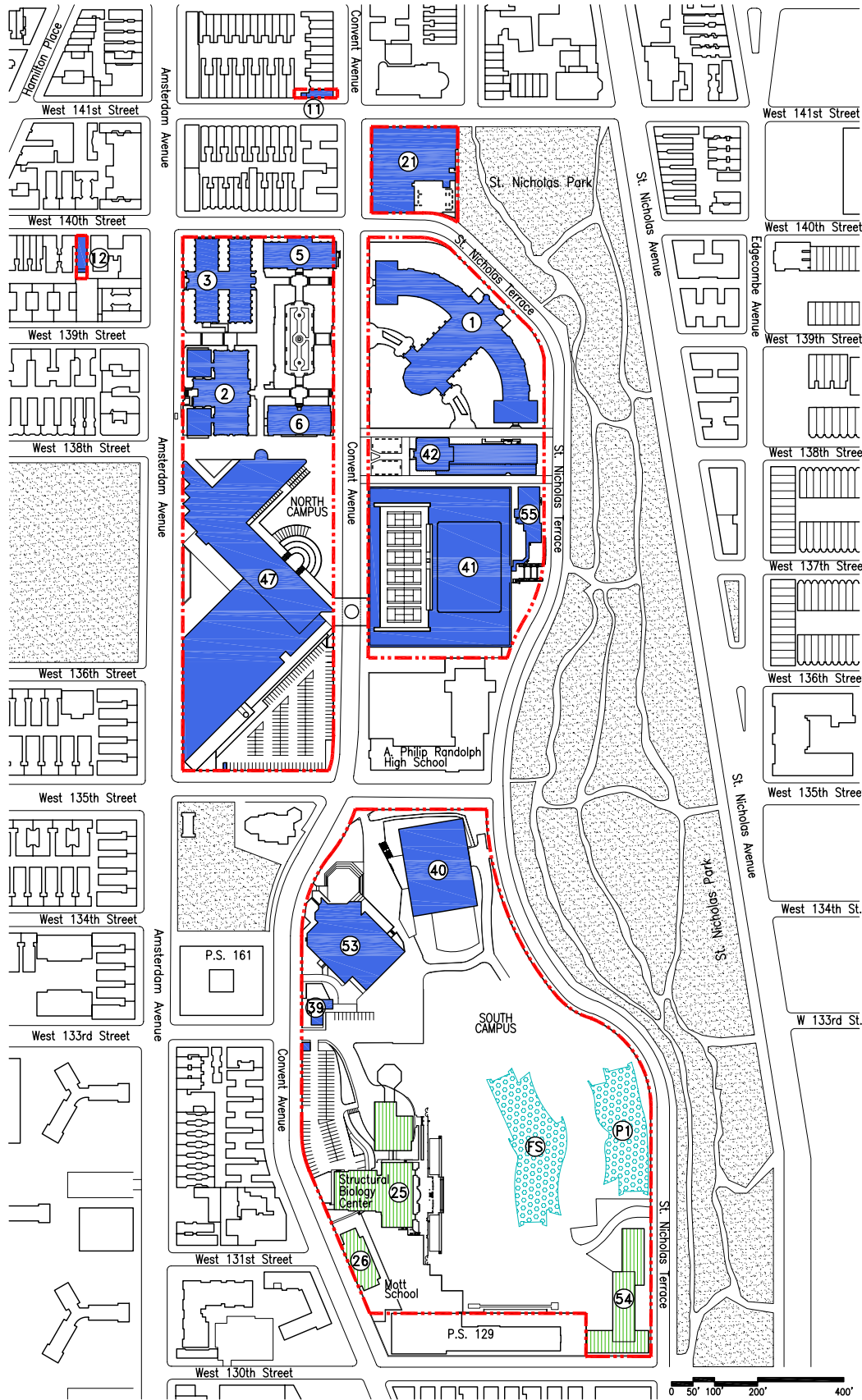
LEGEND

EXISTING FACILITIES

FUTURE FACILITIES

NON-CUNY FACILITIES

PROPERTY LINE

CITY COLLEGE OF NEW YORK

The City College of New York
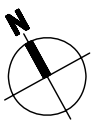
City College

Five-Year Capital Plan Request FY 2013-14 through FY 2017-18

(Costs in thousands)

Project Name	FY 13-14 Phase Req.		FY 14-15 Phase Req.		FY 15-16 Phase Req.		FY 16-17 Phase Req.		FY 17-18 Phase Req.		Five-Year Request
(B) Marshak Building Rehabilitation	DC	$20,000	C	$20,000	DCE	$20,000	DCE	$20,000	DCE	$20,000	$100,000
(B) Steinman Hall HVAC Upgrades	DC	$31,225									$31,225
(B) Aaron Davis Hall Theater Renovations	DC	$10,250									$10,250
(B) Shepard Hall Rehabilitation	D	$3,000	CE	$51,725							$54,725
(B) NAC Library Upgrades							DCE	$5,000			$5,000
(B) Security and Fire Alarm Upgrades	DC	$9,200									$9,200
(B) Campus-Wide Roof Repairs	DC	$4,000	DC	$4,000	DC	$4,000	DC	$4,000			$16,000
(B) Campus ADA Upgrades	D	$750	C	$4,250							$5,000
Subtotal		**$78,425**		**$79,975**		**$24,000**		**$29,000**		**$20,000**	

Five-Year Request Total   **$231,400**

Five-Year Capital Plan Request Project Descriptions

	Total Project Cost
(B) Marshak Building Rehabilitation The 619,000-square-foot Marshak Building houses the college's science and athletic facilities. This ongoing project will provide structural and mechanical repairs, including the upgrades to the HVAC, plumbing and electrical systems. Additionally, the project will reorganize and renovate space vacated by the move of various researchers into the new science facilities being constructed on the south campus. Instructional laboratories, classrooms, study spaces, faculty offices and a science library will be accommodated in the renovated building. Athletic facilities and building-support spaces will be improved but remain in place. A new facade for the building was completed in 2012; phased upgrade of the HVAC systems is anticipated to begin construction shortly. **Anticipated Completion:** **August 2017**	**$526,502** Prior Funding Received $75,031 Five-Year Request $100,000 Funds to Complete $351,471
(B) Steinman Hall HVAC Upgrades This project will restore proper air quality to Steinman Hall, the 318,000-square-foot building that houses the college's Grove School of Engineering. This building continues to experience air-quality problems in various areas, resulting from improper ventilation, inoperable controls and HVAC equipment that is beyond its useful life. This project will restore proper HVAC and controls to all areas of the building by upgrading variable air volume units, installing a new controls system and recommissioning drives, coil and condensate pan systems in air-handling units. **Anticipated Completion:** **August 2018**	**$46,225** Prior Funding Received $15,000 Five-Year Request $31,225 Funds to Complete $0

Note: (B) = Major Bonded Project, (R) = Minor Rehabilitation Project
A = Acquisition, D = Design, C = Construction, E = Equipment

City College

(B) Aaron Davis Hall Theater Renovations	**Total Project Cost**
Aaron Davis Hall is the major theater on campus and is in need of renovations due to age and wear. This request is for funding for a comprehensive study and design of the facility that will determine the full extent and cost of work needed to renovate the facility. Identified issues include the need for HVAC, plumbing and code-compliance upgrades, provision of a new roof and moisture-proof exterior shell and modernizing the facility to bring it in line with today's theater standards.	**$15,000** Prior Funding Received $4,750 Five-Year Request $10,250 Funds to Complete $0
Anticipated Completion: **January 2017**	

(B) Shepard Hall Rehabilitation	**Total Project Cost**
This project will provide for structural and mechanical repairs to the 328,000-square-foot historic Shepard Hall, which dates from the opening of the campus in 1907. This will include immediate-term correction of water infiltration issues; the final phases of planned façade restoration and associated structural repairs; and roof replacement. Additionally, the building's HVAC systems will be upgraded, and interior spaces damaged by water infiltration will be restored and repaired in an effort to rehabilitate the facility. Critical maintenance funds are being applied to the design and construction of portions of the exterior work.	**$90,000** Prior Funding Received $35,275 Five-Year Request $54,725 Funds to Complete $0
Anticipated Completion: **August 2016**	

(B) NAC Library Upgrades	**Total Project Cost**
The college's Cohen Library will require the displacement of a large part of its footprint to accommodate a transformer and switchgear room for the south campus expansion. The loss of this useable space will need to be absorbed into the overall library footprint and will require a reconfiguration of the library. This reconfiguration is an opportunity to bring the Cohen Library up to current library technologies and design standards. This project will reorganize and upgrade the library, including its equipment and furnishings, to create a model-prototype of a modern academic library at the college.	**$5,000** Prior Funding Received $0 Five-Year Request $5,000 Funds to Complete $0
Anticipated Completion: **September 2018**	

(B) Security and Fire Alarm Upgrades	**Total Project Cost**
This project will provide upgrades to increase the college's safety and security systems. The outdated fire alarm systems will be replaced campus-wide with a modern, code-compliant, Class B system, including a public address system to enhance life safety and general communications throughout the campus. The new system will eliminate the need for fire watch services. In addition, various security enhancements will be introduced campus-wide, from the hardening of perimeter security with the installation of closed-circuit cameras, guard booths, call boxes and new site lighting to the increased control over facility access points, turnstiles, alarm systems and other security systems.	**$9,200** Prior Funding Received $0 Five-Year Request $9,200 Funds to Complete $0
Anticipated Completion: **January 2016**	

Note: (B) = Major Bonded Project, (R) = Minor Rehabilitation Project
A = Acquisition, D = Design, C = Construction, E = Equipment

City College

(B) Campus-Wide Roof Repairs This project will repair deteriorated roofs on the campus. Roof repairs in order of priority are: Steinman, Compton-Goethals, Baskerville, Harris and Wingate Halls in the north campus. The scope will include: repair of cuts and holes in rubber EPDM (synthetic rubber) lining; replacement of deteriorated mortar, flashing joints, skylight mullions and missing or broken slate; and removal of impediments to gutters to ensure proper drainage. **Anticipated Completion:** **March 2017**	**Total Project Cost** **$16,000** Prior Funding Received $0 Five-Year Request $16,000 Funds to Complete $0
(B) Campus ADA Upgrades This project will continue the college's efforts to improve means of access for disabled students, faculty and visitors across the campus by correcting deficiencies not addressed in previous efforts. This will include the provision of ramps and/or inclined and vertical lifts for disabled access along Convent Avenue from the 138th Street corridor to the campus quadrangle. Power-assisted door operators will be installed at numerous exterior vestibule doors, along with ADA-compliant hardware throughout much of the campus. Additionally, curb cuts, sidewalk repairs and resurfacing, information maps, proper roadway markings and ADA traffic signals will be installed. **Anticipated Completion:** **August 2014**	**Total Project Cost** **$5,000** Prior Funding Received $0 Five-Year Request $5,000 Funds to Complete $0

Note: (B) = Major Bonded Project, (R) = Minor Rehabilitation Project
A = Acquisition, D = Design, C = Construction, E = Equipment

City College

City Reso-A Requests FY 2014 (City Council and Borough Presidents)

(Costs in thousands)

Network Infrastructure Modernization Ph. I **Phase:** CE	**FY 2014 Request**
This project is the first of three phases aimed at upgrading an IT infrastructure that predates the network technology required in a cutting-edge educational and research environment. This phase of the project will redesign the campus network to optimize computing. It will also upgrade the dual-core backbone while adding additional improved distribution and redundant network security measures, focusing on the two network cores in the North Academic Building and the Marshak Science Building. The completion of this phase will provide faster access to the network and Internet and prepare the campus for later phases of the project.	**$2,500** Prior Funding Received $0
Anticipated Completion: December 2015	
Wingate Pool Restoration **Phase:** DC	**FY 2014 Request**
This project will restore a critical athletic space for the college by upgrading the pool, the pool area, mechanical infrastructure, and adjacent support areas such as locker/dressing rooms and shower and toilet areas within Wingate Hall. The project also will resolve necessary code-compliance issues. When completed, this project will bring back on line valuable athletic space that is underutilized by the college; the athletic and student activities programs will benefit from this project.	**$1,000** Prior Funding Received $0
Anticipated Completion: August 2015	
Amsterdam Avenue Upgrades **Phase:** DCE	**FY 2014 Request**
This project will provide required streetscape and campus grounds improvements along Amsterdam Avenue from 135th Street to 140th Street. The scope will encompass sidewalks, tree pits, streetlights, grounds and landscape improvements for the deteriorated sidewalks, pathways and adjacent grounds. It also will provide bike racks, trees, signage, benches and building lights and repair premier steel sculptures. The project will include the addition of surveillance cameras, emergency communications devices and automatic lawn sprinkler systems where necessary.	**$800** Prior Funding Received $0
Anticipated Completion: May 2015	

Reso-A Request FY 2014 Total   **$4,300**

Note: (B) = Major Bonded Project, (R) = Minor Rehabilitation Project
A = Acquisition, D = Design, C = Construction, E = Equipment

I.4. CCNY-DASNY Capital Project Status (as of April 2013)

Last Revision: 4.10.13
New Revision: 4.25.13

Revised: 4.25.13
RJ

SCOPE	DESIGN	FUNDING.	BID.	CONST.	TESTING		COMPLETE

#	DASNY / CUNY PROJECTS (VATTHANA)	BUILDING	ROOM ID	PROJECT COST
1	Y- Bldg Relocation: First FL Administration Bldg.	ADMINSTRATION	First Floor	$ 9,355,735
2	Abatement & Replacement of NAC Roofs	NAC	Roof	$ 375,000
3	Marshak Hall Fume Hood Upgrade	MARSHAK	All Hoods	$ 7,449,129
4	Marshak Hall Fume Hood, Riser Clearing & Retrofit of hood	MARSHAK	719	$ 300,000
5	Biomedical Engineering Research Lab	STEINMAN HALL	5TH FL	$ 1,500,000
6	Steinman Hall Energy Assessment	STEINMAN HALL	All	$ 700,000
7	Marshak GYM & POOL Ventilation	MARSHAK	GROUND FL.	$ 500,000
8	Vivarium HVAC Upgrade	MARSHAK	GROUND FL.	$ 700,000
9	NAC Ballroom Floor Replacement	NAC	1/104	$ 70,000
10	The Bernard & Anne Spitzer School of Architecture	Spitzer	Exterior & Interior	$ 85,434,801
11	Dominican Studies Institute	NAC	2ND FLOOR	$ 1,257,000
12	Campus Wide HTHW Phase I	CAMPUS WIDE	CAMPUS WIDE	$ 5,000,000
13	NAC Plaza - Phase I - Health & Safety Work	BET. HARRIS & NAC	Plaza	$ 1,100,000
14	Marshak Hall, Organic Chem. 1109, 1112	MARSHAK	1109 , 1112	$ 1,200,000
15	Cleanroom	STEINMAN HALL	502	$ 500,000
16	WHCR Radio Station, Phase I	NAC	1/513	$ 1,221,000
17	Convent Ave. Bridge -Emergency Ceiling Repair	NAC	Overpass	$ 30,000
18	Baskerville Hall HSMS	BASKERVILLE HALL	GROUND FL.	$ 1,500,000
19	Campus Wide HTHW Phase II	CAMPUS WIDE	CAMPUS WIDE	$ 8,400,000
20	NAC Plaza - Phase II - Health & Safety Work	NAC	Plaza	$ 300,000
21	Marshak Hall Elevator Upgrade	MARSHAK	All	$ 2,200,000
22	Shepard Great Hall Ceiling Panel Repair	SHEPARD HALL	250	$ 150,000
23	Neural Laboratory	STEINMAN HALL	463	$ 497,000
24	Nac Escalator and other Repairs	NAC	North Side	$ 80,000
25	Marshak Exterior Renovations	MARSHAK	Exterior	$ 44,753,857
26	NAC Kitchen HVAC/Plumbing Renovations	NAC	Kitchen	$ 850,000
27	NAC Plaza RAMP- Health & Safety Work, EMERGENCY REPAIR	NAC	Plaza	$ 300,000
28	Shepard Hall Exterior Restoration Phase 9 & 10	SHEPARD HALL	Exterior	$ 16,000,000
29	Aaron Davis Hall Fire Alarm Upgrade	AARON DAVIS HALL	All	$ 700,000
30	WHCR Radio Station, Phase II	NAC	1/514	$ 650,000
31	Computer Advanced Technology Laboratory	STEINMAN HALL	C51 , 503	$ 3,000,000
32	Energy Institute	STEINMAN HALL	201,301,302	$ 4,000,000
33	Marshak Hall, Organic Chem. 1110, 1113	MARSHAK	1110 , 1113	$ 1,100,000
34	Classroom/Lecture Hall Upgrade	NAC	0/201	$ 538,000
35	Baskerville Hall Student Club, Part of 2nd & 3rd Fl	BASKERVILLE HALL	2nd, 3rd Fl.	$ 1,400,000
36	Marshak HVAC (Fresh Air) Upgrade (Phase 2&3)	MARSHAK	S-E quadrant	$ 34,000,000
37	Marshak Hall Emergency Generator	MARSHAK	Exterior	$ 2,500,000
38	Marshak Hall Fire Alarm Upgrade	MARSHAK	ALL	
39	Marshak Hall Fume Hood Exhaust System Rebalancing	MARSHAK	ALL	$ 100,000
40	Public Assembly Permits Phase 1	CAMPUS WIDE		$ 250,000
42	Campus ADA Upgrades	CAMPUS WIDE	CAMPUS	$ 5,000,000
43	Aaron Davis Hall Box Office and Entrance	AARON DAVIS HALL	Main Floor	$ 1,900,000
44	Amsterdam Avenue Upgrades	SITE WORK		$ 800,000
45	ASRC/CUNY	SOUTH CAMPUS	SOUTH CAMPUS	$ 774,000,000
46	Lexan Lite Glazing Replacement	NAC	Exterior	$ 5,000,000
47	Aaron Davis Hall - Stepped Roof Replacement	AARON DAVIS HALL	ROOF	$ 1,500,000
48	Plaza - Phase 3 - Health & Safety Work	NAC	Plaza ramp & bridge	$ 2,000,000
49	Shepard Hall Rehabilitation	SHEPARD HALL	ALL	$ 49,725,000
50	Security and Fire Alarm Upgrades	CAMPUS WIDE	CAMPUS	$ 9,000,000
51	Great Hall Roof Replacement	SHEPARD HALL	Roof	$ 5,000,000
52	Campus Wide Roof Repairs	CAMPUS WIDE	CAMPUS	$ 16,000,000
53	Shepard Hall Façade Restoration Phase 11/12 Construction	SHEPARD HALL	Exterior	$ 15,000,000
54	Steinman Hall HVAC Upgrade & Fume Hood System - Phase I	STEINMAN HALL	ALL	$ 15,000,000
55	Theater Renovation	AARON DAVIS HALL	ALL	$ 4,000,000
56	Aaron Davis Hall Replacement of Glazing & Entrance Doors	AARON DAVIS HALL	Main Floor	$ 3,250,000
57	NAC Local Law 11	NAC	Exterior	$ 1,100,000
58	NAC Lower Level Cooling System	NAC	Lower Level	$ 1,200,000
59	Colin Powell Hall	ALUMNI HOUSE	ALL	$ 4,000,000
60	Colin Powell Hall II	SHEPARD HALL	350, 450	$ 1,500,000
61	Steinman and Shepard Hall Elevator Upgrade	STEINMAN / SHEPARD		$ 4,000,000
62	Marshak Pool and Locker Renovation	MARSHAK		$ 5,000,000
63	Daycare Ctr	SCHIFF HOUSE	ALL	$ 1,500,000
64	Gothic Quadrangle - ADA Ramp	QUAD SPACE		$ 1,400,000
65	Baskerville Small Roof Repair , (On Hold)	BASKERVILLE HALL	Roof	$ 200,000
66	Marshak Hall 8th Research lab, (On Hold)	MARSHAK	8TH FL.	$ 12,000,000
67	CCNY Master Plan Amendment, (On Hold)	CAMPUS WIDE		$ 500,000
68	Franchise Tunnel & Bridge Inspection	CAMPUS WIDE		
41	Pool and Locker room Renovation (On Hold)	WINGATE HALL	Lower Level	$ 6,000,000
69	CUNY Lab Renovation	MARSHAK	601, 606, 626	TBD
70	Fire House	Fire House	All	$ 2,000,000

Total Projects:	70		$ 1,187,536,522

COMPLETED COST: $ 191,723,522

Rezo - A
Capital

Revised: V. Chin
4/26/2013

SCOPE	DESIGN	FUNDING.	BID.	CONST.	TESTING		COMPLETE

#	DASNY / CUNY PROJECTS (VATTHANA)	BUILDING	ROOM ID	PROJECT COST
1	Compton Geothals Bathroom Partition Replacement	COMPTON GOETHALS	First Floor	$ 2,500
2	Aaron Davis Hall Exterior Stairs	AARON DAVIS HALL	Exterior	$ 6,000
3	Levich Institute, 1M	STEINMAN HALL	1M8 , 1M9	$ 25,000
4	Marshak Hall, J115 HVAC Upgrade	MARSHAK	115	$ 85,000
5	Marshak Hall Women Varsity locker	MARSHAK	26	$ 68,000
6	NAC Paver Donor's project , Lower plaza	NAC	Lower Plaza	$ 45,000
7	Skadden Arps	NAC	4/131, 4/132, 4/133	$ 750,000
8	Library Tech Center	NAC	GROUND FL.	$ 750,000
9	Marshak Hall Portable Gym floor	MARSHAK	15	$ 250,000
10	Marshak Hall Gym floor repair, ON-HOLD	MARSHAK	15	$ 120,000
11	Steinman Hall Zhan's Ctr.	STEINMAN HALL	B-20, 21, 22	$ 122,700
12	Marshak Hall Horvitz's lab	MARSHAK	1323	$ 500,000
13	Shepard Hall Chair lift	SHEPARD HALL	107	$ 15,000
14	Steinman Hall Auguste's lab	STEINMAN HALL	508, 509	$ 627,600
15	Marshak Hall CILES Lab Renovation	MARSHAK	104,105,106,107	$ 1,800,000
	Total Projects:	**15**		**$ 5,166,800**
		COMPLETED COST:		$ 2,224,200

I.6. Office of Research Administration

The City College Office of Research Administration (ORA), an administrative unit of the Office of the Vice President for Academic Affairs, is responsible for providing the campus with professional guidance and administrative support for all sponsored research activities. Pre-award services include identifying potential external funding sources; providing advice and assistance on proposal development; preparing budgets and other sponsor forms; coordinating online proposal submission; and interpreting sponsor guidelines and CUNY and CCNY policies. Post-award services include providing guidance on Research Foundation account management; assisting with sponsor agency requirements and documentation; disseminating fiscal information; and preparing annual reports.

A brief overview of the College's external funding for FY 2008 through FY 2012 follows.

Table I6.1: External Funding, Fiscal Years 2008-2012

Fiscal Year	City	Collaborative	Corporation Pass-Through	Federal	Private Pass-Through	PSC-CUNY	State	Total $
2008	6,337,384	75,000	1,779,646	28,117,150	4,103,105	414,761	5,081,815	45,908,861
2009	7,034,516	20,000	2,068,355	37,125,096	4,652,448	409,254	4,308,931	55,618,600
2010	9,924,891	20,000	1,847,692	48,073,269	5,549,168	338,560	3,375,472	69,129,052
2011	4,887,544	60,000	1,994,672	48,428,139	6,411,552	374,388	4,699,622	66,855,917
2012	4,039,627		2,891,187	43,023,982	6,264,545	362,153	3,758,874	60,340,368
Total $	32,223,962	175,000	10,581,552	204,767,636	26,980,818	1,899,116	21,224,714	297,852,798

The complete Annual Report for Fiscal Year 2011-2012 is available online:

http://ora.ccny.cuny.edu/wp-content/uploads/2012/11/AnnualReport2011to2012.pdf

An archive of the Research Administration's annual reports for fiscal years 2001 through 2012 also is available online at http://ora.ccny.cuny.edu/?page_id=132.

J.4.   2010 Progress Report (March 2010)

Progress Report to the
Middle States Commission on Higher Education
from
THE CITY COLLEGE OF NEW YORK
New York, NY 10031

Dr. Robert E. Paaswell
Interim President

Ms. Leslie Galman
Accreditation Liaison Officer

March 25, 2010

Subject of the Follow-Up Report:
To reaffirm accreditation and to request a progress letter, due April 1, 2010, documenting implementation of an organized, sustained process for the assessment of institutional, program-level, and general education student learning goals, including evidence that student learning assessment results are used to improve teaching and learning (Standard 14). The Periodic Review Report is due June 1, 2013.

Date of the Evaluation Team's Visit: April 13-16, 2008

THE CITY COLLEGE OF NEW YORK

PROGRESS REPORT

INTRODUCTION

In its letter of June 26, 2008, the Middle States Commission on Higher Education requested that The City College of New York (CCNY) report its progress on the implementation of an organized, sustained process for the assessment of institutional, program-level, and general education student learning goals, including evidence that student learning assessment results are used to improve teaching and learning (Standard 14).

This report responds to the Commission's request.

DEVELOPMENTS SINCE THE MIDDLE STATES VISIT IN APRIL 2008

Since the last Middle States visit to CCNY in April of 2008 there were a number of major changes in CCNY's management and in other areas:

- CCNY's president left for a position elsewhere and has been succeeded by an interim president. A search for a new president is in progress;
- The acting dean of Science and the deans of Social Sciences and Humanities & Arts at the time of the visit have left their positions and were succeeded by new deans in the divisions of Science and Social Sciences and an acting dean in Humanities & Arts, who used to be the H&A divisional assessment coordinator. The new deans and acting dean are very proactive in promoting learning outcomes assessment;
- The faculty advisor to the provost in charge of general education and its assessment has also left CCNY and the chair of the general education committee has taken over her responsibilities in general education;
- CCNY's admissions criteria were changed based on analyses of entry characteristics (SAT scores and high school GPA) and their impact on enrollment;
- CCNY has developed its strategic plan for 2009-2013, and out of the five strategic priorities, three are relevant to, and influenced by, learning outcomes assessment;
- CUNY has included learning outcomes assessment in its performance management process and goals & targets (PMP-G&T), and CCNY has included it in its PMP-G&T (i.e., the institution's annual performance evaluation reports);
- The division of Worker Education (DWE) changed its name to "Division of Interdisciplinary Studies (DIS) at the Center for Worker Education (CWE)";
- The granting of Ph.D. degrees in Engineering transitioned from the CUNY Graduate Center to CCNY and Ph.D. degrees in Science will be conferred jointly with the Graduate Center, which will have consequences for the responsibility for learning outcomes assessment;
- CCNY's enrollment has grown substantially, which increases pressure on resources.

PROGRESS TO DATE AND CURRENT STATUS

This section addresses the organizational structure and resources for a sustained and organized learning outcomes assessment process, CCNY's progress in formulating and implementing multi-year assessment plans, the current state of affairs, the evidence showing the use of assessment results to improve teaching and learning, and challenges and how they are addressed.

SUBSTANTIVE SUMMARY

CCNY has a strong organizational structure and provides ample resources to support a sustained and organized learning outcomes assessment process at all levels of the institution.

The College of Liberal Arts and Science and the new General Education Requirement have made excellent progress in formulating, updating and implementing multi-year assessment plans, including for graduate programs where applicable. A number of programs in the divisions of Social Sciences and Science require additional improvements which will be accomplished by the end of the academic year 2009-2010.

The current state of affairs shows a substantial integration of learning outcomes assessment in areas such as course and curriculum renewal, institutional planning, and faculty professional development. The emphasis is moving from trying to convince faculty that learning outcomes assessment is useful and mandated by Middle States, to supporting divisions, departments and individual faculty members in carrying out faculty-driven learning outcomes assessment, including the use of results to improve teaching and learning.

The evidence shows that assessment results are being used increasingly in many areas of teaching and learning, such as new course and curriculum proposals, providing guidance to adjuncts, course sequencing, and resource allocation.

A considerable challenge to faculty involvement in assessment consists of the added reporting requirements necessary to enable the office of assessment to determine progress and generate overviews to inform the college administration and Middle States representatives. CCNY is exploring creative ways in which to address this challenge.

DISCUSSION

"CCNY has a strong organizational structure and provides ample resources to support a sustained and organized learning outcomes assessment process, at all levels of the institution."

The assessment of student learning in the College of Liberal Arts and Science (CLAS) and General Education at CCNY is organized and sustained through a stable structure consisting of the provost, the four deans of the CLAS divisions and the chair of the general education committee. Learning outcomes assessment is part of the deans' annual performance evaluation, and to meet their responsibilities they are supported by CCNY's office of assessment (OA), the divisional and general education assessment coordinators, and the Center for Excellence in Teaching and Learning (CETL). The offices of testing and institutional research provide valuable support in collecting and providing data that are relevant to learning outcomes assessment (e.g., course and teaching surveys, results of the CUNY proficiency exam).

The divisional and general education coordinators are experienced faculty and staff who work collegially with faculty assessment coordinators in the departments and with the general education committee to carry out student learning assessment. The coordinators, together with the director of CETL, meet once a month with the director and assistant director of assessment to discuss progress and new developments and to share ideas and experiences. The minutes of these meetings capture the state of affairs from month to month (Appendix 1. IDEAS Meetings). As part of the overall institutional assessment, the director of assessment reports each semester in the CCNY Review Committee - the institutional P&B committee consisting of the deans, vice presidents and faculty representatives, chaired by the provost - on the state of affairs and findings in learning outcomes assessment (Appendix 2. RC Presentations). The office of assessment offers assistance to any unit or individual requesting support, e.g., in formulating assessment plans, developing assessment instruments, and collecting, analyzing and interpreting data. The OA also offers workshops on learning outcomes assessment for faculty each semester, in close cooperation with CETL and faculty members who have developed good practices (Appendix 3. Workshops). The OA conducted a CUNY-wide workshop in 2009 under the auspices of the CUNY Assessment Council. It will take part in another one in April 2010, together with Math and Science faculty from CCNY and sister institutions Hunter College and John Jay College, who have developed good practices in assessment. Future plans are for Humanities & Arts and Social Sciences CUNY-wide workshops in the fall of 2010.

Three departments in CLAS (Biology, Economics, and Foreign Languages and Literatures) and three more in the professional schools are taking the lead in implementing the CCNY strategic plan 2009-2013 (Appendix 6A. Plans). In order to do this, they have received additional staff support whose duties include assisting with routine tasks associated with learning outcomes assessment, such as collecting data and reporting.

The office of assessment was expanded in December of 2008 to include an assistant director of assessment, who has greatly facilitated the day to day management of the many aspects of learning outcomes assessment. Among her responsibilities has been to reach out to students, develop Blackboard sites to facilitate sharing of assessment resources and discussion groups around learning assessment, conduct several well-attended workshops on designing syllabi and surveys, and implement a program-specific on-line version of the Graduating Senior Survey (Appendix 6G. Assessment Tools), in close cooperation with departments and programs.

The offices of institutional research, recently expanded to include an associate director, and testing support learning outcomes assessment by providing the office of assessment with easy access to existing data that are relevant to learning outcomes assessment, such as the detailed scores on each trait (learning outcome) of the CUNY proficiency exam (CPE). The CPE measures important academic skills that faculty and employers consider necessary to have mastered after completing the first two years in college, regardless of major (Appendix 6G. Assessment Tools).

"The College of Liberal Arts and Science and the new General Education Requirement have made excellent progress in formulating, updating and implementing multi-year assessment plans, including their graduate programs where applicable. A number of programs in the divisions of Social Sciences and Science require additional improvements which will be accomplished by the end of the academic year 2009-2010."

To date, all programs in the divisions of Humanities and Arts (H&A), Science, Interdisciplinary Studies (DIS), and the General Education Requirement, have developed, updated, and implemented two- to five-year assessment plans (Appendix 6A. Plans), organized around assessment of program learning outcomes

Page 4

on a cyclic basis (H&A, Science, General Education), or areas of concentration (DIS), using a variety of methods and assessment tools. The plans cover both undergraduate and graduate programs, where applicable.

The division of Social Sciences has lagged behind in developing and implementing such plans, largely due to gaps in both leadership and assessment coordination at the divisional level and in a number of programs. There were assessment activities, but there wasn't much progress in making assessment more organized and sustainable, and some programs stopped altogether after the Middle States visit. The programs in Social Sciences started assessment planning in May of 2009 in a workshop mandated by the provost, guided by the office of assessment and the newly appointed divisional assessment coordinator. In September 2009 a new dean was appointed, who now provides the strong leadership necessary to complete and implement the plans.

The Ph.D. programs in Engineering have very recently transitioned from the Graduate Center to CCNY. The office of assessment works with the dean of Graduate Studies at the Grove School of Engineering and the assessment coordinator for the CUNY Graduate Center on continuing assessment of the Ph.D. programs in Engineering after the Middle States visit to the CUNY Graduate Center in April 2010. Information about initial assessment in the Engineering Ph.D. programs is included in Appendix 6H. Use of Results & Reports.

To date, all programs in the divisions of Humanities and Arts, Science, Interdisciplinary Studies and the General Education Requirement have continued reporting on their assessment activities to the office of assessment, at first on a semesterly, and at present on a yearly basis (Appendix 6H. Use of Results & Reports). The division of Social Sciences is expected to submit the first reports since the accreditation visit in April of 2008, after the spring semester of 2010.

"The current state of affairs shows a substantial integration of learning outcomes assessment in areas such as course and curriculum renewal, institutional planning and faculty professional development. The emphasis is moving from trying to convince faculty that learning outcomes assessment is useful and mandated by Middle States, to supporting divisions, departments and individual faculty in carrying out faculty-driven learning outcomes assessment, including the use of results to improve teaching and learning."

The overall planning, management and tracking of learning outcomes assessment in a complex, diverse organization like CCNY is not an easy task, especially when trying to communicate and summarize the state of affairs to internal and external audiences. Program assessment in the performing arts looks very different from program assessment in math or physics; some programs focus on using assessment to improve retention in early courses, other programs on assessing the extent to which students meet graduation standards, and yet others find assessment useful to ensure that core learning outcomes are met across multiple sections of the same course.

In conversations with coordinators and faculty it has also become clear to the office of assessment that many programs already carried out activities that could be termed "assessment", but that they didn't recognize it as such, and that there was a need for more clarification and specification of what was expected of them. An example is provided by the excellent capstone experiences (thesis sequence) in CCNY's highly regarded International Studies program (Appendix 6G. Assessment Tools).

To address the needs in planning, summarizing and clarifying the assessment process, the office of assessment, with feedback from the divisional coordinators and others, developed an "Assessment

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Progress Rubric" (Appendix 4. Progress Rubric & Evidence), addressing the nine areas recommended by Middle States to organize supporting documentation for Standard 14, the quality of: A) Assessment Plans, B) Policies and Guidelines, C) Recognition and Rewards, D) Learning Outcomes, E) Syllabi, F) Professional Development, G) Assessment Tools, H) Use of Assessment Results and I) Course and Teaching Surveys (MSCHE: SELF STUDY, *Creating a Useful Process and Report*, p. 43). These nine areas were also used to organize the evidence for learning outcomes assessment on CCNY's Middle States web site and in the Middle States resource room, thus showing continuity and a comprehensive approach to the assessment of student learning at all levels.

The nine areas form the "traits" or elements of the rubric and the rubric defines the standards for each element (e.g., assessment plans), scored as 1: "Initial / Needs work", 2: "In Progress / Emerging", 3: "Developed", 4: "Highly Developed / Good Practice".

Figure 1 shows an example of what the rubric looks like. Appendix 4 contains the whole rubric.

Figure 1: Rubric Element H - Use of Assessment Results

H	Use of Assessment Results ("Closing the Loop")
Definition	*This step involves an instructor's or unit's interpretation (analysis) of the information from data summaries, and making recommendations, supported by the data, for course and program changes that will improve student learning. The use of assessment results also involves summarizing, reporting and publishing the findings and recommendations for internal and external purposes.*
1	Assessment results, if any, do not play a role in curricular decision-making, resource allocation and improvement efforts, or are used selectively, e.g., only when they confirm desired outcomes and/or help make a case for desired resources, and/or are used punitively to deny resources, promotion or tenure, or otherwise inappropriately
2	(Some) Individual faculty use assessment results to improve (student learning in) their own courses
3	Assessment results are used most of the time to guide course and curriculum changes and to measure if changes have the desired effect
4	As 3, and results are also used systematically in resource allocation and curricular planning, and relevant results are reported in an accessible manner for accountability purposes and shared with stakeholders

1=Initial/Needs Work. 2=In Progress/Emerging. 3=Developed. 4=Highly Developed/Good Practice.

In its current form, the rubric serves multiple purposes:

- The "definition" clarifies assessment expectations, a need that was expressed by departmental and divisional coordinators and faculty;
- The scores encourage reflection and discussion on the assessment process, especially when departments are asked to score themselves;
- Used more than once over time (e.g., once yearly), the rubric keeps track of progress and/or continuation in learning outcomes assessment;
- The scores, accompanied by interpretive comments, generate an organized overview of strengths and weaknesses on the unit and institutional levels.

We applied the rubric as follows: at first, during the summer of 2009, the assistant director of assessment scored each unit based on the information available at that time. Then, in October of 2009, departments were asked if they agreed to that "baseline" and asked to provide any corrections, if necessary. They were again asked to update their scores after completion of the fall 2009 semester, to determine if progress had been made or assessment continued. Units had to be able to support their scores with evidence (Appendix 4. Progress Rubric & Evidence).

Table 1 shows for each unit, including General Education and the institutional level, the state of affairs in assessment as of January 31, 2010. The units were also asked to indicate what evidence they could produce in support of a particular score. Appendix 4 contains overviews and appendices 6A to 6I contain examples of the evidence submitted by the units.

Table 1 also indicates changes compared to earlier scores based on assessment activities through the 2008 academic year. A "+" means that the activity made progress over the fall 2009 semester, a "-" , that the activity was discontinued or emphasized less in that semester. No sign means no change took place, which is often the case if an activity was well developed already and the department (unit) continued the activity in the same way. The second lowest row shows that the institution, as an aggregate over the divisions, made progress in seven of nine areas.

The scores should be interpreted in the context of a unit. That is: within a unit we can see which assessment activities are relatively weak and which are relatively strong. We cannot compare units very well to each other, because we haven't validated the rubric across units, but we can add and average the scores over all units and conclude which elements are relatively well implemented throughout the institution, and which elements may need more attention.

Institutional level assessment is not only an aggregate over units, but also consists of the centralized activities and support an institution provides, so there are two independent sets of scores for the institutional level.

The comments that we received from assessment coordinators and faculty members add further context and depth to the numerical scores (Appendix 5. Narratives).

"I ALSO WANTED TO THANK YOU FOR INCLUDING ME IN THIS ASSESSMENT STUDY. IT HAS BEEN VERY HELPFUL FOR ME AS AN INSTRUCTOR TO SEE A SAMPLING OF STUDENT PAPERS FROM THE DIFFERENT FIQWS (FRESHMAN INQUIRY WRITING SEMINAR) CLASSES. IT'S GIVEN ME A BETTER IDEA OF WHAT COMPOSITIONAL NEEDS THE INCOMING FRESHMEN HAVE IN GENERAL. IT WILL DEFINITELY INFLUENCE MY LESSON PLAN THE NEXT TIME I TEACH A FIQWS CLASS."

(General Education, Appendix 5. Narratives - Use of Assessment Results)

"THE EAS DEPARTMENT WILL QUALIFY FOR A 3.5 RATING, BECAUSE THE EAS DEPARTMENT IS REVISING THE MULTI-YEAR PLAN. THE REVISIONS WILL BE BASED ON WHAT THE SCIENCE DIVISION HAS REQUESTED FOR A 3-YEAR STANDARDIZED COURSE SEQUENCE."

(Earth & Atmospheric Science, Appendix 5. Narratives - Assessment Plans)

"…DEPARTMENT CHAIR USES COURSE & TEACHING SURVEYS TO HELP UNTENURED FACULTY IMPROVE TEACHING."

(Physics, Math, Appendix 5. Narratives - C&T surveys)

Table 1: State of Affairs and Progress in Learning Outcomes Assessment by Academic Unit

Element Unit	A	B	C	D	E	F	G	H	I
BA Art, BFA Electronic Design & Multimedia	3	3	3	3	4	3	4	4	2
BA Area Studies: Asian Studies	3	3	3	3	3	3	3	3	2
BA Communications, MCA Ad-PR	3	2	3	4	3	3	4+	3	3+
BA Comparative Literature	3+	3+	3+	3+	3	n/a	4+	3+	1-
BA English	3	3	3	3.5+	3	3	4	4	2
BFA Film & Video	3	3	2	3	3	3	4	4	2
BA Romance Languages	3	2	3	4	3	3	3.5	3	3
BA, BA/MA, MA History	4+	3	3	4	4+	3	3.5	4	2
BA Area Studies: Jewish Studies	3	3	2-	2-	3+	1-	3-	2-	1-
BA, BFA, MA Music	3	3+	2	3	3.5+	2-	4+	2-	1-
BA Philosophy	3	3+	3+	3	2.5+	3	4+	2+	2
BA Theatre	3.5	3.5	3	3.5	2.5	3	3.5	3.5	2
MA/MFA Creative Writing	3	3	3	3.5+	3	3	4	4	2
MA Language & Literacy	3	3	2	2	3-	2	4+	3-	2
MFA Media Arts Production	3+	4+	2	4+	4+	2-	4	3	1-
Division of Humanities & Arts	**3.2+**	**2.8**	**2.8+**	**3.5+**	**3.2+**	**2.8**	**3.8+**	**3.3**	**2.1**
BS, MA Biology	2	2	2	2.5	3.5+	3.5+	1.5	2.5	2
BS, MA Chemistry	3	2	2	3	4	1	4	2	2
BA, BS, MA Geology (Earth & Atmospheric Science)	3.5+	3.5+	3+	3.5+	3.5+	3.8+	3.5	3.5	3+
BA, BS, BA/MA, MA Math	3+	2.5	2	3+	4+	2-	3+	2.5+	1.5-
BS, MA Physics	4	3.5	3	3.8	3.8	3.5	3.8	4	3
Division of Science	**3.0+**	**2.5**	**2.2**	**3.1+**	**3.8+**	**2.5-**	**3.1+**	**2.7**	**2.0**
BA Anthropology	2.0	2.0	1.5	2.0	3.0	3.0	2.0	1.0	2.0
BA Area Studies: Black Studies	*mainly interdisciplinary (Soc., Psych., etc.,)*								
BA Economics, BA BMA, BA/MA Economics	3.0	3.0	2.5	3.0	2.5+	3.0	3.5	2.0+	2.0
BA International Studies	2.5+	2.0	n/a	3.0	3.5+	n/a	3.5+	2.5+	2.0
BA Area Studies: Latin American & Latino Studies	*mainly interdisciplinary*								
BA Political Science	2.5+	2.0	3+	2.5+	3+	3.0	2.5	2.0	2.0
BA Pre-Law	*included in BA Political Science*								
BA, BS, BA/MA Psychology	3.0	2.5	3.0	3.0	3.0	3.0	3.0	2.8	2.5
BA Sociology	3.0	2.0	1.0	4.0	4.0	3.5	2.0	2.0	2.0
Division of Social Sciences	**2.5+**	**2.2+**	**2.3+**	**2.6+**	**2.7+**	**2.8+**	**2.5+**	**2.1+**	**2.0**
General Education Requirement	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.5
General Education	**3.0**	**3.0**	**3.0**	**3.0**	**3.0**	**3.0**	**3.0**	**3.0**	**2.5**
BS Interdisciplinary Arts & Sciences	3.0	3.5+	2.5	3.0+	4.0+	3.5	2.5	3.0+	3.0+
Interdisciplinary Arts & Sciences at CWE	**3.0**	**3.5+**	**2.5**	**3.0+**	**4.0+**	**3.5**	**2.5**	**3.0+**	**3.0+**
Institution, Aggregated over Divisions	**3.0+**	**2.7+**	**2.7+**	**3.1+**	**3.2+**	**2.8**	**3.2+**	**2.9+**	**2.2**
Institution, Institution Level Activities & Support (see page 9, etc., for explanation)	**3.0**	**3.0**	**2.5**	**3.0**	**N/A**	**3.5**	**3.0**	**N/A**	**2.0**

A) Assessment Plans, B) Policies and Guidelines, C) Recognition and rewards, D) Learning Outcomes, E) Syllabi,
F) Professional Development, G) Assessment Tools, H) Use of Assessment Results, I) Course & Teaching Surveys.

Score: 1=Initial/Needs Work. 2=Emerging/In Progress. 3=Developed. 4=Highly Developed/Good Practice.
Note. Scores for divisions are weighted by size (in FTE) of units.
Note. Overall scores for Division of Social Sciences adjusted for Master's assessment (mostly 1=Initial/Needs Work). Master's assessment in Social Science is now included in assessment planning.

At the institutional level, *planning* (A) for learning outcomes assessment is now incorporated in CUNY's and CCNY's performance management process and goals & targets (PMP/G&T). Learning outcomes assessment is also considered an important tool to measure and foster achievement of educational goals in the strategic plan 2009-2013 (Appendix 6A. Plans).

We started formulating *institutional policies and guidelines* (B) for assessment by introducing the "Progress Rubric", and formulating reporting requirements (how often, what to include and what not). More needs to be done in this area, also based on the questions and needs we encounter among units and individual faculty. Learning outcomes assessment is now a required element in the templates for requesting a new course or changes in existing courses and programs (Appendix 6B. Policies & Guidelines).

A *recognition and rewards system* (C) is under construction, and planned to be fully implemented as part of CCNY's PMP/G&T 2009-2010. At the institutional level, it contains the following elements, some of which are subject to financial ability:

- Deans' performance evaluation;
- Small stipends for extra work by contingent faculty;
- Course releases for substantial coordinating responsibilities;
- Funds for assistance with incidental extra work, e.g., updating web sites, collecting data;
- Letters & certificates of recognition signed by the provost and/or president for individual faculty;
- Celebratory events upon achieving a particular milestone;
- Funds for attending professional development opportunities and conferences;
- A new award to recognize scholarship of teaching and learning, including assessment (under discussion).

Institutional level *learning objectives* (D) are addressed in CCNY's mission statement, and the general education outcomes and program outcomes are aligned with the institutional objectives;

Many programs are reviewing their program outcomes based on the first round of assessment. The CCNY *Undergraduate and Graduate Bulletins* (E) are being migrated to a web-based system. They will gradually incorporate updated program learning outcomes and syllabi as they become available. The current program outcomes and curriculum grids can be found on the Middle States web site: http://extranet.adm.ccny.cuny.edu/middlestates/14_4_2_deptgrids.cfm;

CCNY offers excellent *professional development* (F) opportunities for the improvement of teaching and learning, including assessment, through its Center for Excellence in Teaching and Learning (CETL);

Institution level *assessment tools* (G) are well developed, but many suffer from low response rates:
- The CUNY proficiency exam (mandatory, direct, high stakes);
- The CCNY course and teaching (C&T) survey (voluntary, indirect, very low response);
- The CCNY graduating senior surveys (voluntary, indirect, better response than C&T);
- The NSSE and CUNY student experience surveys (voluntary, indirect, sample, low response).

The *use of results* (H) on the institutional level is guaranteed through:
- Requirements for new course and curriculum proposals (Appendix 6B. Policies & Guidelines);
- Presentations and discussions in the Review Committee each semester;
- Incorporation of supporting evidence in external review reports, grant applications, etc.

CCNY's *course and teaching survey* (I) was renewed and piloted in the summer of 2008, and is better validated than before, but recently response rates have plummeted to the low 10's after implementation of on-line delivery and a series of technical problems. The office of assessment works with institutional research, student representatives, divisions, and the Faculty Senate's Educational Policy Committee on ways to improve the situation.

MASTER'S PROGRAMS

During the visit in April 2008, the team asked about assessment of CCNY's master's programs in the College of Liberal Arts and Sciences. Table 2 shows the undergraduate and graduate FTEs by school and division in fall 2008 (from: CITY Facts, fall 2008). The divisions in CLAS are indicated in bold.

Table 2: Undergraduate and Graduate (Master's) FTE's by Division, Fall 2008

DIVISION	BACHELORS	MASTERS	FTE DIVISION	MASTERS AS % OF FTE DIVISION	MASTERS AS % OF TOTAL FTE
CUNY HONORS COLLEGE	19	0	19	0	0
ARCHITECTURE	249	102	351	29	6
SCHOOL OF EDUCATION	150	740	889	83	44
SCHOOL OF ENGINEERING	851	270	1121	24	16
SOPHIE DAVIS SCHOOL OF MED.	285	0	285	0	0
INTERDISC. ARTS & SCIENCE (DIS)	**376**	**0**	**376**	**0**	**0**
HUMANITIES and ARTS	**3691**	**243**	**3933**	**6**	**14**
SCIENCE	**2002**	**153**	**2154**	**7**	**9**
SOCIAL SCIENCES	**1780**	**176**	**1956**	**9**	**10**
TOTAL FTE	**9401**	**1683**	**11084**	**15**	**100**

Table 2 shows that master's students form a small percentage of the total students in CLAS, ranging from none in DIS to 9% in Social Sciences (second column from the right). The rightmost column shows that CLAS serves 33% of all 1683 FTEs in master's programs.

CUNY's Ph.D. programs in Humanities & Arts and in Social Sciences, and until recently, the Ph.D. programs in Science and Engineering, are administered by CUNY's Graduate Center, which is accredited by Middle States separately. The Graduate Center expects an upcoming visit in April 2010. Where master's courses are also part of a Ph.D. program, they fall under assessment in the Graduate Center, but CCNY has taken up assessment of its master's programs as well.

The programs in the division of Humanities & Arts have made the most progress in assessing their master's programs. All but one of the master's programs in Humanities & Arts started their assessment at the same time as the bachelor's programs, before the Middle States visit of April 2008. The Foreign Languages & Literatures department has reviewed and refined its program learning outcomes for the master's (28 FTE) and will start collecting data in the spring of 2010. We have no doubt that the department will do so in the same great spirit of collegiality that characterized the assessment of its undergraduate program.

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New and/or proposed master's programs (e.g., in Art, Ad-PR, History and DIS at CWE) are carefully designed based on educational needs & goals assessments and assessment of resources, and will include learning outcomes assessment from the start.

"THE AD-PR FACULTY ARE CREATING A NEW MA IN BRANDING AND INTEGRATED COMMUNICATIONS. WE STARTED THE PROCESS BY THINKING ABOUT COURSES IN TERMS OF LEARNING OUTCOMES, AS A MEANS TO DIFFERENTIATE EACH COURSE. ALL NEW SYLLABI FOR THE MA HAVE BEEN REVIEWED FOR OUTCOMES THAT CAN BE EVALUATED."

(Advertising & PR, Appendix 5. Narratives - Syllabi)

The division of Science has plans in which program learning outcomes and courses addressing those outcomes are assessed on a rotating basis over a period of several years, and the programs included both undergraduate and master's levels in their assessment plans and reports. At present, the actual assessments focused mainly on the undergraduate programs in Science, but graduate courses are being added as planned.

The division of Social Sciences has also included master's level courses in their plans of May 2009 and the dean indicated that the master's programs undergo regular external review. The division still needs to establish to what extent these reviews also satisfy Middle States expectations, in particular for learning outcomes assessment.

USE OF RESULTS

"The evidence shows that assessment results are being used increasingly in many areas of teaching and learning, such as new course and curriculum proposals, providing guidance to adjuncts, course sequencing, and resource allocation."

Table 3 shows for each program, including general education and the institutional level, how assessment results were used from the start of planned outcomes assessment through fall 2009. Each department was asked to indicate for each possible use listed below, "yes", "no", or "does not apply":

 a. We made changes in course content
 b. We made changes in course delivery/pedagogy
 c. We added/deleted courses
 d. We made changes in pre- and co-requisites
 e. We made changes in degree requirements
 f. We made changes in the emphasis for new/vacant faculty positions
 g. We developed and/or implemented guidelines for adjuncts, teaching assistants, and other contingent faculty
 h. We included assessment results in faculty meetings, curriculum committee meetings, and faculty retreats
 i. We made changes in degree programs and the development of new degree program options
 j. We were able to justify past curriculum changes and show program improvement resulting from those changes
 k. We made changes in the advising processes
 l. We developed academic services for students

m. We developed new career explorations and/or career services for students
n. We made changes to student academic facilities such as computer labs, science labs, and study areas
o. We developed program-based web sites to provide students with academic and program information
p. We shared assessment information with alumni and industrial review boards
q. We further refined the assessment methods or implemented new assessment methods
r. We made changes in instructional emphasis for current faculty

Table 3: Use of Assessment Results

Use of Results / Unit	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r
BA Art, BFA Electronic Design & Multimedia			✓	✓			✓	✓		✓			✓	✓	✓		✓	✓
BA Area Studies: Asian Studies																		
BA Communications, MCA Ad-PR	✓			✓			✓	✓	✓	✓	✓		✓		✓			✓
BA Comparative Literature							✓	✓									✓	
BA English	✓	✓	✓	✓			✓			✓							✓	
BFA Film & Video																		
BA Romance Languages	✓	✓	✓	✓		✓	✓	✓			✓	✓		✓	✓		✓	
BA, BA/MA, MA History	✓	✓	✓	✓	✓		✓	✓	✓	✓			✓				✓	✓
BA Area Studies: Jewish Studies	✓	✓	✓		✓					✓								
BA, BFA, MA Music	✓	✓	✓	✓	✓		✓	✓	✓					✓	✓		✓	
BA Philosophy	✓		✓			✓	✓	✓		✓	✓						✓	✓
BA Theatre	✓	✓		✓			✓	✓	✓	✓	✓		✓	✓	✓		✓	✓
MA/MFA Creative Writing	*see BA English*																	
MA Language & Literacy	✓	✓	✓			✓			✓				✓		✓		✓	✓
MFA Media Arts Production			✓	✓			✓	✓	✓	✓			✓				✓	
Humanities & Arts																		
BS Biology																		
BS Chemistry	✓	✓		✓				✓									✓	✓
BA, BS Geology (Earth & Atm. Science)	✓	✓	✓			✓	✓	✓	✓	✓	✓			✓			✓	✓
BA Math								✓									✓	
BA Physics	✓	✓	✓				✓	✓							✓		✓	
Science																		
BA Anthropology																		
BA Area Studies: Black Studies	N/A																	
BA Economics, BA BMA, BA/MA Economics	✓		✓	✓	✓								✓	✓			✓	
BA International Studies (1)				✓	✓													
BA Area Studies: Latin Am. & Latino Studies	N/A																	
BA Political Science	✓	✓					✓	✓		✓			✓	✓	✓		✓	
BA Pre-Law	N/A																	
BA, BS, BA/MA Psychology	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓
BA Sociology	✓	✓					✓	✓		✓							✓	✓
Social Science																		
General Education Requirement		✓		✓			✓	✓		✓	✓		✓	✓			✓	✓
General Education																		
BS Interdisciplinary Arts & Sciences	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓			✓			✓	✓
Interdisciplinary Arts & Science																		

(1). The program used feedback from alumni and employers from the external review in 2008 to improve staffing and curriculum, as indicated in the table.

An analysis of the actions shown in Table 3 and Figure 1 shows that assessment results were used most often to further refine assessment methods or implement new assessment methods, followed by discussing the results in meetings, changes in course content, developing/implementing guidelines for contingent faculty and changing course delivery and pedagogy. Implementing (better) guidelines for contingent faculty is promising for improvement of teaching and learning, and it often resulted from the recognition that to properly assess learning outcomes in multi-section courses, it would be necessary to give contingent, mostly new, faculty better guidelines for the department's expectations for the course, e.g., in the form of providing and explaining an assessment rubric. Other course related uses (adding/deleting a course and adjusting requisites) were also mentioned fairly often.

Figure 1: Number of Units (out of 23 responding) that made a change based on assessment
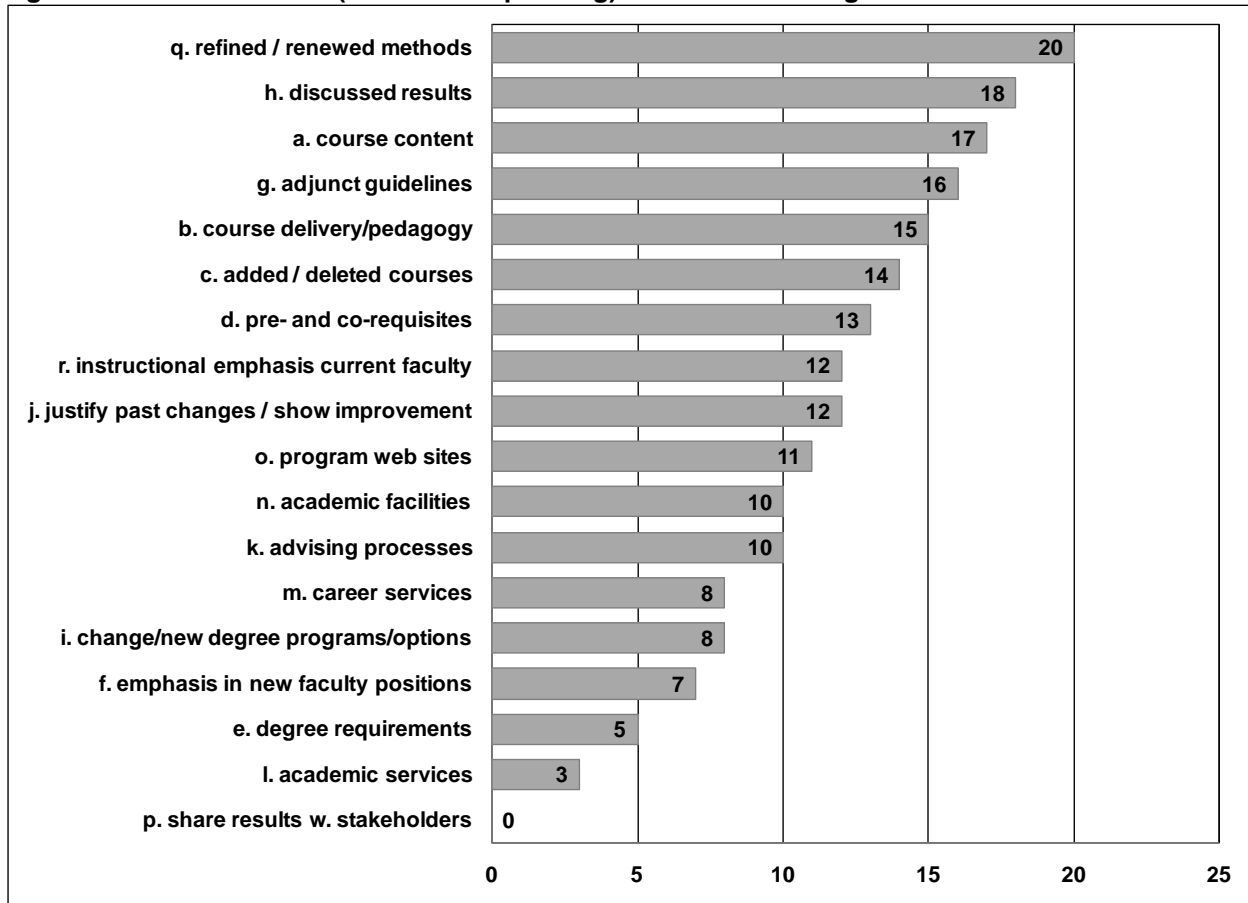
"…WE HAVE RESPONDED TO EARLIER ASSESSMENT (I.E., MIDDLE STATES REPORT, 2007) THAT IDENTIFIED STUDENT WRITING AS AN AREA IN WHICH IMPROVEMENT WAS NEEDED. IN TWO COURSES, WE HAVE PILOTED THE USE OF WRITING RUBRICS, AND SESSIONS ON WRITING MECHANICS. ONE OF THESE COURSES REQUIRED A JOURNAL OF STUDENTS IN ORDER TO IMPROVE THEIR WRITING…"

(Political Science, Appendix 5. Narratives - Use of Assessment Results)

None of the programs mentioned sharing assessment information with alumni and industrial review boards, a practice that is more common in professional programs. Assessment results were used by three programs for the development of academic services for students, and changes in degree requirements weren't mentioned that often as a result of assessment as well: five programs mentioned this use.

> "DATA REVEALED ONGOING CONCERNS WITH THE IMPROVEMENT OF STUDENT WRITING: WRITING CENTER VASTLY IMPROVED; TUTORS EXTREMELY WELL QUALIFIED. CENTER HEAVILY BOOKED BY STUDENTS. BOTH DIRECT AND INDIRECT ASSESSMENT TOOLS CONFIRM SUCCESS IN THIS AREA."
>
> (Interdisciplinary Studies, Appendix 5. Narratives - Use of Assessment Results)

> "IN ADDITION, ENGLISH 22000 HAS BEEN MADE A PREREQUISITE TO 30000-LEVEL CREATIVE WRITING COURSES. IN THE PAST, STUDENTS COULD SIGN UP FOR ENGLISH 32000 AND 32100 WITHOUT FIRST HAVING TAKEN ENGLISH 22000. THEY CAN NO LONGER DO THAT. FINALLY, IN THE GRADUATE MA PROGRAM IN LITERATURE, THE SPECIAL SUBJECT EXAM HAS BEEN ABOLISHED."
>
> (English, Appendix 5. Narratives - Use of Assessment Results)

The Math department proved rather weak in using results from learning outcomes assessment, and has until now only discussed them and refined assessment instruments. The major problem in math is not so much that their (few) graduates do not achieve the program outcomes, they are generally quite brilliant students, but the retention rates in foundational math courses. The college is in the process of applying for a large grant, in which curriculum improvement and learning outcomes assessment in math "killer courses" will be integrated.

The Biology department hasn't provided information on the use of results, and has been the most reluctant to engage in learning outcomes assessment of all Science programs. To speed up the process, the department recently appointed a new departmental coordinator and charged the curriculum committee with overseeing learning outcomes assessment.

 A number of very small programs in Social Sciences didn't do much or anything at all in learning outcomes assessment, notably Black Studies, Latin American and Latino Studies, Pre-Law. These programs are often interdisciplinary in character and are built on offerings from the large departments that do have assessment plans. Anthropology did not provide information on the use of results.

The areas a. to r. apply more to programs and courses than to the institution as a whole, but that does not mean that the institution does not make use of results of assessment of learning outcomes, or other indicators of student achievement, in its decision-making. Recent examples are:

- New admissions criteria, based on analyses of SAT scores, high school GPA, and high school Math & Science GPA's;
- Changes in policies and guidelines, e.g., F-repeat policy, based on analyses of how often students have to take a course before passing;
- Providing supporting evidence for grant proposals aimed at improving retention and student learning in Math and writing, based on analyses of passing rates in the Math sequence, and CPE scores on the separate skills tested in the CPE (in progress).

CURRENT STATUS

The current status shows a well developed assessment process throughout the divisions of Humanities and Arts and Interdisciplinary Studies, considerable progress in the division of Science under its new leadership, and a promising new start in the division of Social Sciences under its very recent new leadership and assessment coordination. The new General Education Requirement has continued its strong assessment program as planned under its new leadership. Master's programs are now included in learning outcomes assessment as well. Learning outcomes assessment is incorporated in institution-wide planning and procedures.

"THE HUMANITIES DIVISION DEPUTY DEAN HAS PROVIDED A VERY CLEAR FORMAT AND AN OFFICIAL SET OF POLICIES AND GUIDELINES FOR PROGRAM EVALUATION. THIS EVALUATION BENEFITS FROM THE GENERAL POLICIES AND GUIDELINES ESTABLISHED IN THE HUMANITIES & ARTS DIVISION."

(MA Language & Literacy, Appendix 5. Narratives - Policies and Guidelines)

NEXT STEPS

"A considerable challenge to faculty involvement in assessment consists of the extra reporting requirements necessary to enable the office of assessment to determine progress and generate overviews to inform the college administration and Middle States representatives. CCNY is exploring creative ways in which to address this challenge."

Often there is little time left for engaging in learning outcomes assessment after faculty's absolute priorities in teaching and scholarship have been met. From a program and individual faculty perspective, it is not so much performing assessment and using its results that takes much time, but the communication and reporting of assessment processes and outcomes to external audiences, such as the departmental and college administration, accrediting bodies, and program reviewers. No matter how efficient the assessment process itself, the ongoing documentation, formulation and archiving of assessment and how it improves teaching and learning, takes extra time and coordination.

We seek to address this challenge in several creative ways, by:

- Streamlining and minimizing assessment reporting requirements as much as possible;
- Using existing data collections to gain a better understanding of where to focus assessment, and sharing and discussing the results and their implications for improvement with faculty and other relevant constituencies;
- Tweaking the grading process and making use of Blackboard to also obtain information about achievement of learning outcomes and educating faculty about how to do this;
- Judicious sampling of courses and students for data collection;
- Further integrating learning outcomes assessment in existing procedures, such as course and curriculum proposals.

Other directions and plans for the future are:

- Improving the response to the course & teaching survey;
- Aligning general education and program assessment, i.e., in the Gen Ed "Perspectives" courses following the Freshman Inquiry Writing Seminar;
- Close monitoring of the programs that have lagged behind in assessment;
- Continuing assessment of Ph.D. programs in Science and Engineering based on the results of the Middle States visit to the Graduate Center in April 2010;
- Institutionally, focusing assessment on early Math courses and analytical reading and writing, as part of the strategic plan 2009-2013;
- Implementing a recognition and rewards system in the near future.

"WE HAVE NO REMUNERATION IN PLACE FOR PERSONS CONDUCTING ASSESSMENT IN THE DEPT. SINCE IT IS THE RESPONSIBILITY OF A FULL-TIME FACULTY MEMBER, THOUGH THERE IS AN ANNUAL ONE-COURSE RELIEF FOR THAT PERSON. THE RECOGNITION THAT IS GIVEN TO OUR FACULTY OVERALL IN THE COURSE OF ASSESSMENT AND COMPLIANCE IS REALLY A JOB WELL DONE."

(History, Appendix 5. Narratives - Recognition and Rewards)

"OUR ASSESSMENT COORDINATORS HAVE CONDUCTED REVIEWS TO CHECK FOR INTERNAL CONSISTENCY (THROUGH CORRELATION OF ASSIGNMENTS AND THEIR PRODUCTS TO OUTCOMES), BALANCE (ASSURING THAT DEPARTMENTAL LEARNING OUTCOMES (DLOS) WERE BEING MET BY EXAMINING A WIDE RANGE OF COURSES, NECESSARY IN A LIBERAL ARTS DEGREE PROGRAM), DEVELOPMENTAL LEVEL (EXAMINATION OF CORE), AND VERTICAL ALIGNMENT (TO DLOS). AND WE ARE NOW WORKING ON CONCENTRATION LOS. WHEN THIS PROJECT IS FINISHED, WE WILL CONDUCT A SIMILAR REVIEW OF ALL THE CONCENTRATION AREAS TO CHECK FOR INTERNAL CONSISTENCY AS DESCRIBED ABOVE."

(Interdisciplinary Studies, Appendix 5. Narratives - Learning Outcomes)

CONCLUSION

CCNY has continued and intensified its learning outcomes assessment activities since the Middle States visit of April 2008. There is still room for improvement, but we can also say with confidence that we made much progress since April 2008, on "the implementation of an organized, sustained process for the assessment of institutional, program-level, and general education student learning goals, including evidence that student learning assessment results are used to improve teaching and learning", as requested by Middle States. We have the conditions in place, and have gained deeper understanding of opportunities for improvement needed to face the considerable challenges posed by large increases in enrollment.

> "EAS 104 IS USING ASSESSMENT RESULTS TO INCREASE USE OF CLICKERS. CLICKER RESULTS DEMONSTRATE A STRONG CORRELATION BETWEEN ATTENDANCE AND STUDENT SUCCESS. STUDENTS WHO USED CLICKERS TENDED TO ATTEND CLASS AND SCORED ON AVERAGE ONE GRADE POINT HIGHER THAN THOSE WHO DID NOT USE CLICKERS. THIS IS GROUNDS FOR IMPLEMENTING CLICKERS IN OTHER LARGE-SECTION EAS COURSES…"

(Earth & Atmospheric Sciences, Appendix 5. Narratives - Use of Assessment Results)

APPENDICES OF SUPPORTING DOCUMENTATION

The appendices of supporting information are included on the accompanying CD and contain extensive samples of evidence. The reader is welcome to browse and review the evidence as desired. Additional evidence is available.

Appendix 1: IDEAS meetings
Appendix 2: RC Presentations
Appendix 3: Workshops
Appendix 4: Progress Rubric & Evidence
Appendix 5: Narratives
Appendix 6A: Plans
Appendix 6B: RC Presentations
Appendix 6C: Recognition & Rewards
Appendix 6D: Learning Outcomes (Sample)
Appendix 6E: Syllabi (Sample)
Appendix 6F: Professional Development
Appendix 6G: Assessment Tools
Appendix 6H: Use of Results & Reports
Appendix 6I: Course & Teaching Surveys

J.5.   2011 Progress Report (October 2011)

Progress Report
to the
Middle States Commission on Higher Education
from
THE CITY COLLEGE OF NEW YORK
New York, NY 10031

Dr. Lisa S. Coico
President

Ms. Leslie Galman
Accreditation Liaison Officer

October 1, 2011

Subject of the Follow-Up Report:

To acknowledge receipt of the substantive change request and to include the following Ph.D. programs within the scope of the institution's accreditation: Biology, Biochemistry, Biomedical Engineering, Chemical Engineering, Chemistry, Civil Engineering, Electrical Engineering, Mechanical Engineering, and Physics. To request a progress report, due by October 1, 2011, documenting (1) the use of appropriate assessments of the attainment of learning goals at the institutional and course levels for the doctoral programs and (2) evidence that student learning assessment information is used to improve teaching and learning in the doctoral programs (Standard 14). The Periodic Review Report is due June 1, 2013.

Date of the Evaluation Team's Visit: April 13-16, 2008

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PROGRESS REPORT

INTRODUCTION

As a result of the substantive change request submitted by The City College of New York (CCNY) on March 16, 2010, the Middle States Commission on Higher Education (MSCHE) included the following Ph.D. programs within the scope of the institution's accreditation in its letter dated June 29, 2010: Biology, Biochemistry, Biomedical Engineering, Chemical Engineering, Chemistry, Civil Engineering, Electrical Engineering, Mechanical Engineering, and Physics. The Commission requested that CCNY report its progress, documenting (1) the use of appropriate assessments of the attainment of learning goals at institutional and course levels for the doctoral programs and (2) evidence that student learning assessment information is used to improve teaching and learning in the doctoral programs (Standard 14).

This report responds to the Commission's request.

BACKGROUND

DOCTORAL EDUCATION IN ENGINEERING AT THE CITY COLLEGE OF NEW YORK

On August 19, 2008, Governor David A. Paterson authorized The City College of New York to grant doctoral (Ph.D.) degrees in five engineering programs. This resolution was approved by the Faculty Senate of The City College of New York on May 17, 2007, followed by the CUNY Board of Trustees on February 25, 2008, and then by the New York State Board of Regents and the State Education Department. The change was effective in Fall 2008. The affected doctoral programs are: Biomedical Engineering (HEGIS Code 0905.00, Program Code 32554); Chemical Engineering (HEGIS Code 0906.00, Program Code 32556); Civil Engineering (HEGIS Code 0908.00, Program Code 32560); Electrical Engineering (HEGIS Code 0909.00, Program Code 32558); and Mechanical Engineering (HEGIS Code 0910.00, Program Code 32552).

This change formalized what had been the *de facto* organization of engineering doctoral education at CCNY and CUNY since 1963. Although the Graduate Center follows a consortial model for its doctoral education, involving active participation by doctoral faculty from across the CUNY campuses, the engineering program with its five departments has been, from its inception, located at only one campus – The City College; no other CUNY campus offers doctoral engineering education. In the forty plus years since its inception, the campus-based

doctoral engineering program at CCNY has grown substantially, and now involves more than 100 nationally and internationally renowned faculty and research associates working with about 200 talented and engaged students.

DOCTORAL EDUCATION IN SCIENCE AT THE CITY COLLEGE OF NEW YORK AND THE CUNY GRADUATE CENTER

Also on August 19, 2008, Governor David A. Paterson authorized The City College of New York and the CUNY Graduate Center to jointly grant doctoral (Ph.D.) degrees in four science programs. This resolution was also approved by the Faculty Senate of The City College of New York on May 17, 2007, the CUNY Board of Trustees on February 25, 2008, and by the New York State Board of Regents and the State Education Department. The change was effective in the Fall of 2008. The affected doctoral programs are: Biology (HEGIS Code 0401.00, Program Code 32541); Biochemistry (HEGIS Code 0414.00, Program Code 32542); Chemistry (HEGIS Code 1905.00, Program Code 32543); and Physics (HEGIS Code 1902.00, 32544).

In contrast to engineering, joint CUNY & CCNY degree-granting authority for doctoral education in the sciences follows the consortial model, which involves active participation by doctoral faculty from across the CUNY campuses. However, CCNY alone of all the CUNY consortial participants has been granted the authority to offer *joint* Ph.D. degrees in the sciences with CUNY's Graduate School in recognition of CCNY's unique strengths in science doctoral education.

RELEVANCE OF THE TWO MODELS TO THIS REPORT

The primary purpose for the restructuring plan was to enable The City College to be publicly recognized for the doctoral education that is conducted on its campus and to enhance its academic profile. It was also intended to enhance CCNY's ability to showcase its doctoral programs to federal funding agencies, private corporations, and foundations in order to secure direct financial support for doctoral-level education, allowing it, for example, to qualify for IGERT grants. The new structure was also expected to significantly improve opportunities for CCNY to attract, support and retain first-class doctoral-level faculty as well as outstanding doctoral students.

The differences in the two models of doctoral education at CCNY will necessarily lead to two avenues of assessment.

For the programs in science, the curriculum remains the responsibility of the doctoral faculty and curriculum committees of the CUNY Graduate Center; learning outcomes assessment of those programs remains within its purview as well. As a result, assessment of the programs in science will be included in the progress report requested by MSCHE from CUNY's Graduate Center due April 1, 2012. In its letter dated August 10, 2011, the CUNY Graduate Center confirmed its intention to include the science programs in its progress report (Appendix I).

As a fundamental component of the consortial model in science Ph.D. education, the CUNY Graduate Center and CCNY are in constant communication regarding assessment. The Graduate Center's Office of Institutional Research and Program Evaluation and the CCNY's Office of the Provost provide leadership in the institutional research and program evaluation functions. They design and conduct research studies, provide analyses of institutional data, communicate the results of research to the campus community, and manage the doctoral programs' external reviews. As members of the doctoral faculty, CCNY faculty participate fully in these assessment activities and in the activities of the CUNY Assessment Council.

In contrast, the engineering Ph.D. programs are entirely located at CCNY, and their assessment is conducted fully within the Grove School of Engineering. Therefore, the remainder of this report deals with the progress in learning outcomes assessment in the Ph.D. programs in Biomedical Engineering (BME), Chemical Engineering (CHE), Civil Engineering (CE), Electrical Engineering (EE), and Mechanical Engineering (ME).

The scope of this report was discussed and confirmed in a telephone conversation between Ms. Leslie Galman, CCNY's Accreditation Liaison Officer, and Dr. Mary Ellen Petrisko, Vice President, MSCHE, on March 2, 2011.

SIGNIFICANT DEVELOPMENTS

This report addresses the progress in learning outcomes assessment in the Ph.D. programs in Biomedical Engineering (BME), Chemical Engineering (CHE), Civil Engineering (CE), Electrical Engineering (EE), and Mechanical Engineering (ME) (the Ph.D. program in Computer Science continues to operate under the consortial model through the Graduate Center and is therefore not addressed in this report).

In the substantive change request, the GSOE indicated that it did not anticipate a change in faculty, curricula or admission requirements as a result of the program transfer; this has proven to be the case. Student enrollment was projected to decrease from approximately 200 students to a maximum of 150 full-time students through a targeted reduction in part-time enrollment. Full-time enrollment is associated with higher standards for the degree, improved time to degree, and more stable funding for student support.

In Fall 2008, the GSOE admitted its first group of 26 Ph.D. students. As of Fall 2010, there were 118 Ph.D. students at CCNY and 85 still completing their degrees at the Graduate Center. Since no new engineering Ph.D. students have been admitted to the Graduate Center since Fall 2008, this number will decline to zero. Table 1a shows enrollment from Fall 2004 to Fall 2010.

Table 1a: Enrollment in Ph.D. programs in Engineering, Fall 2004-Fall 2010

	FALL 2004	FALL 2005	FALL 2006	FALL 2007	FALL 2008	FALL 2009	FALL 2010
Biomedical Engineering					5	11	21
Civil Engineering					6	12	18
Chemical Engineering					6	14	26
Electrical Engineering					7	22	32
Mechanical Engineering					2	10	21
Total at GSOE					26	69	118
Total at Grad Center	201	193	202	194	160	130	85

The first Ph.D. student from the Grove School of Engineering is expected to graduate in Spring 2012.

The important parameters for the Ph.D. programs are enrollment, number of graduates, and time-to-degree. There is very little attrition in the engineering Ph.D. program. The cohort of Fall 2008, the first to enter the GSOE, appears to be an anomaly; the cohort of Fall 2009 shows the usual high retention rate. An overview of first- and second-year retention of the doctoral students registered at the GSOE is shown in Table 1b. The attainment of level 2 (passing the qualifying exam and completion of at least 45 credits) and level 3 (passing of the second exam, mastery of "tools of research," and completion of 60 credits) is higher for the Fall 2009 cohort than for the Fall 2008 cohort (Table 1c). This is encouraging news.

Table 1b: Number and percentage of doctoral students at GSOE retained in the second and third year

Cohort	Number in Cohort	Retained in 2nd year	Retained in 3rd year
Fall 2008	26	17 (65 %)	17 (65 %)
Fall 2009	49	46 (94 %)	
Fall 2010	53		

Table 1c: Number and percentage of doctoral students at GSOE and level obtained by the second and third year

Cohort	Number in Cohort	Level 2 or 3 in 2nd year	Level 2 or 3 in 3rd year
Fall 2008	26	4 (15 %), 0 in level 3	9 (35 %), 3 in level 3
Fall 2009	49	13 (28 %), 3 in level 3	
Fall 2010	53		

The majority of Ph.D. students graduate, with an average time to degree of six years (Table 1d). The challenge is to ensure that students graduate in a timely manner, and we expect that the systematic learning assessment described in this report will help achieve that goal.

Table 1d: Number and percentage of Ph.D. graduates by time to degree (2007-2011)

Time to Degree	Number of Students	% of Total Graduates
4 years or less	11	9.9
4.5 to 5 years	33	29.7
5.5 to 6 years	31	27.9
6.5 to 7 years	19	17.1
7.5 to 8 years	7	6.3
8.5 years or more	10	9.0
Total Graduates	111	100.0

PROGRESS TO DATE AND CURRENT STATUS

This section addresses the organizational structure and resources for a sustained and organized learning outcomes assessment process for the Ph.D. programs, the progress in formulating and implementing multi-year assessment plans, evidence showing the use of assessment results to improve teaching and learning, and challenges being addressed.

SUBSTANTIVE SUMMARY

The Grove School of Engineering has a strong organizational structure and provides ample resources and expertise to support a sustained and organized learning outcomes assessment process for the recently incorporated doctoral programs in Engineering.

All departments have formulated and aligned missions, educational objectives, and program learning outcomes for their Ph.D. programs. They have developed tools (Appendix 3,6,7, and 8) to assess the program learning outcomes for the first and second exams and the dissertation defense. They are in the process of reviewing learning outcomes for their graduate courses and aligning them with the program outcomes. We expect to complete this process in Spring 2012.

All departments have drafted assessment plans addressing:
1. Departmental mission, program, and course learning outcomes;
2. Outcomes for the qualifying exam, proposal (second exam), and dissertation;
3. Alignment of courses and exams with program outcomes;
4. A timeline for assessment;
5. Assessment instruments (direct and indirect); and
6. Application of results for improvement.

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Plans are to be completed and adopted by the faculty during the Fall 2011 semester.

Pilot studies have been conducted for direct assessment of the qualifying exam, proposal and dissertation for both the students at GSOE and for the engineering Ph.D. students at the Graduate Center. In addition, the Department of Civil Engineering conducted an "End-of-Course Survey" in one course, which is modeled on similar surveys being used in the undergraduate courses (Appendix 7). To ensure regular communication between student and advisor about goals to be formulated and completed in each semester, a "graduate student progress review form" was developed and is currently being implemented. The form will provide additional assessment data.

Assessment results from existing indirect assessments (alumni survey and employer input) have been used for many years at the Graduate Center. The GSOE has taken over the state-mandated alumni survey from the Graduate Center. In addition, direct assessment of learning outcomes is now taking place through systematic data collection at the qualifying exam, proposal evaluation and dissertation levels.

DISCUSSION

"The Grove School of Engineering has a strong organizational structure and provides ample resources and expertise to support a sustained and organized learning outcomes assessment process for the recently incorporated doctoral programs in Engineering."

In October 2010, the Grove School of Engineering hosted an ABET accreditation visit for its undergraduate programs. Since the early 2000s, ABET accreditation has required that each program provide a self-study, documenting the program's educational objectives, program and course learning outcomes, program assessment and evidence that assessment is used to improve the program. During the accreditation visit, evidence, including randomly selected student transcripts and student work, is inspected by the visiting team. This thorough review ensures that all GSOE faculty members are well-acquainted with learning outcomes assessment, that all undergraduate courses and syllabi have student-centered learning outcomes that are aligned with program outcomes, and that the learning outcomes are assessed on a regular basis, both directly and indirectly. A culture of assessment was already in place when the GSOE initiated learning outcomes assessment in their Ph.D. programs.

Each GSOE department with a Ph.D. program has appointed one to three faculty members who, together with the Department Chair, are responsible for the assessment of their Ph.D. program. The Office of Assessment and Information Support (OASIS) works closely with the departmental assessment liaisons and the Office of Graduate Studies to coordinate, support and document assessment activities and results.

"All departments have formulated and aligned missions, educational objectives and program learning outcomes for their Ph.D. programs. They have developed tools to assess the program learning outcomes for the first and second exams and the dissertation defense. They are in the process of reviewing learning outcomes for their graduate courses and aligning them with the program outcomes."

Mission statements, educational objectives and learning goals for the first and second exams and criteria for the thesis were already in place for the doctoral programs in engineering at the Graduate Center, and there has been no change in mission, objectives, and goals since then. However, although the student's achievement of each of the learning goals was considered by the exam committee, the final assessment measure generally resulted in an overall evaluation of "Pass" or "Fail." Detailed information on achievement of separate learning outcomes was not systematically collected and analyzed. Therefore, assessment forms have been developed that ask the examiner(s) to indicate to what extent the examinee achieved each of the learning outcomes, with an option to add comments not covered by the stated outcomes. Appendix 3 contains the assessment forms. Appendix 4 contains sample syllabi for graduate courses showing learning outcomes. Learning outcomes for the remainder of the graduate courses are to be finalized during AY 2011-2012. Given the nearly 100% compliance for inclusion of learning outcomes on the undergraduate syllabi, there is a high degree of confidence that the same degree of compliance for the graduate syllabi will be achieved.

"All departments drafted assessment plans addressing:
1. *Departmental mission, program and course learning outcomes;*
2. *Outcomes for the qualifying exam, proposal (second exam), and dissertation;*
3. *Alignment of courses and exams with the program outcomes;*
4. *A timeline for assessment;*
5. *Assessment instruments (direct and indirect); and*
6. *Application of results for improvement.*
The plans are to be completed and adopted by the faculty during the Fall 2011 semester. "

The plans follow a common template developed by the Director of Assessment in cooperation with department chairs and faculty. The plans embed assessment firmly in existing policies and procedures and provide a continuous process for improvement. Table 2 shows the projected timetable for completion. Appendix 5 contains the draft assessment plan and timeline for Civil Engineering (other programs have similar plans).

Table 2: Doctoral Program Assessment Plan as of August 1, 2011

Plan Element	Stage of Completion
1. Departmental mission, program and course learning outcomes	Mission and program outcomes for all doctoral programs have been completed, course learning outcomes are partially completed and expected to be completed for all courses during AY 2011-2012.
2. Outcomes for the qualifying exam, proposal (second exam), and dissertation	Completed
3. Alignment of courses and exams with the program outcomes (grids)	Exam alignment completed. Course alignment in progress, as a process of making explicit the role of course work in preparing the student to achieve the learning outcomes in the first and second exams
4. Timeline for assessment	Completed
5. Assessment instruments (direct and indirect)*	Pilot instruments for direct assessment have been developed and tested in Spring 2011 at the first and second exams and dissertation defense. A mandatory alumni survey is adopted from the Graduate Center and is under review. A "Graduate Student Progress Review Form" (Appendix 5), to be used by faculty advisors on a regular basis, has been drafted and will be piloted in Fall 2011. An End-of-Course survey was piloted for a Civil Engineering course in Spring 2011 (Appendix 6).
6. Application of results for improvement	In progress. For now, results are used to refine the assessment instruments and process, but ultimately, results are to be used to improve student success in the doctoral program, e.g., graduation rates, time to degree, and level of achievement of the learning outcomes. The assessment results will also be used to improve the curriculum and to aid decision making about resource allocation and improvement of institutional processes, e.g., advising and registration, tracking of student progress, etc.

*In developing the assessment instruments, we started out with a survey of what other institutions had done; we particularly liked the way the University of Virginia School of Engineering and Science (SEAS) embedded learning outcomes assessment in the student advising and evaluation process. This approach ensures regular feedback to the student and his/her advisor, and as such can already be considered an improvement of the advising process, but at the same time it provides useful assessment data that can be easily aggregated and analyzed. It also ensures an efficient, simple, useful and sustainable assessment process, enabling us to assess not only *learning* (knowledge, skills and competencies), but also the *creating* that is so characteristic of doctoral study (Caramello, 2010).

"Pilot studies have been conducted for direct assessment of the qualifying exam, proposal and dissertation, both for students at GSOE and for Ph.D. students at the Graduate Center. In addition, the Department of Civil Engineering conducted an "End-of-Course Survey" in one course, which is modeled on similar surveys being used for the assessment of student learning in the undergraduate courses in Engineering."

As of the writing of this report, 27 students have been assessed on the applicable learning outcomes for their exam: First (qualifying) exam - 10 students (3 in ME, 7 in CHE); Second (proposal) exam – 6 students (4 in EE, 1 in CE and 1 in BME), and Third (dissertation) exam – 11 students (4 EE, 3 CHE, 3 CE, 1 ME). The dissertation and two other students were registered at the Graduate Center, while the remaining five were GSOE students. Forty-two forms were completed; some students were evaluated by more than one person, especially on their dissertation defense.

Initial feedback shows that examiners have no problems completing the assessment forms, that opportunities for providing qualitative comments are used often and that the scoring options are appropriate. The scores are in the 2 (weak) to 5 (excellent) range. Interestingly, two students received scores ranging from 2 to 5 on the same learning outcome from different examiners, reflecting perhaps different standards among examiners and/or the need for a clearer formulation of the learning outcome. The comments will be analyzed to evaluate the variation. We plan to continue to aggregate and analyze data and determine possible areas for improvement each semester.

In the assessment of the CE course "Transportation Project Evaluation," students were asked how much they thought they had learned on each of the five course learning outcomes addressing different aspects of performing a cost benefit analysis. All sixteen students filled out the survey and none of the average scores for the learning outcomes showed cause for concern, at least from the students' point of view: on a scale from 1 (learned not at all) to 4 (learned a lot), the lowest average score for a learning outcome was 3.50. In the feedback to the Civil Engineering department, the director of assessment recommended to also have the instructor score the student work on the same learning outcomes and compare this direct assessment with the scores from the student survey.

The "Graduate Student Progress Review" instrument will be piloted in Fall 2011.

The alumni survey (Appendix 8) will continue to be conducted at least every five years; employer input will be collected in the same way as for the undergraduate assessment.

The Office of Assessment in cooperation with the faculty assessment liaisons will support the use of assessment as noted below (items in bold have been implemented):

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Uses of assessment results:

a. Make changes in course content;
b. Make changes in course delivery/pedagogy;
c. Add/delete courses;
d. Make changes in pre- and co-requisites;
e. Make changes in degree requirements;
f. Make changes in the emphasis for new/vacant faculty positions;
g. Develop and/or implement guidelines for new faculty for supervising doctoral students;
h. Include assessment results in faculty meetings, curriculum committee meetings, and faculty retreats;
i. Make changes in degree programs and the development of new degree program options;
j. Justify past curriculum changes and show program improvement resulting from those changes;
k. **Make changes in the advising processes of doctoral students;**
l. Develop academic services for students;
m. Develop new career explorations and/or career services for students;
n. Make changes to student academic facilities such as computer labs, science labs, and study areas;
o. Develop program-based web sites to provide students with academic and program information;
p. Share assessment information with alumni and industrial review boards;
q. **Further refine assessment methods or implement new assessment methods;** and
r. Make changes in instructional emphasis for current faculty.

ANALYSIS OF ACTIONS

The Grove School of Engineering is confident it has made significant progress in the use of appropriate assessments of the doctoral programs, and there is strong evidence of the use of assessment results being collected and used for improvement. The implementation of a sustained process is well underway and is greatly facilitated by the "culture of assessment" that already exists as a result of the ABET accreditation process and the genuine interest of the faculty and administration in reliable information and data to improve their programs and courses.

NEXT STEPS

As the next steps in the intermediate and longer term, we plan to:
- Finalize the assessment plans, including course learning outcomes and grids;

- Fully implement the assessment process for the doctoral programs, (i.e., regular data collection, regular data aggregation and analysis reported to the departments for discussion, decision-making and action);
- Publicize learning outcomes and assessment results on the GSOE web site; and
- Integrate learning assessment with program reviews of doctoral programs.

APPENDICES

Appendix 1: Letter from the CUNY Graduate Center Regarding Science Ph.D. Assessment
Appendix 2: Organizational Structure for Assessment of Doctoral Programs
Appendix 3: Assessment Forms
Appendix 4: Sample Syllabi for Graduate Courses
Appendix 5: Sample Assessment Plan
Appendix 6: Graduate Student Progress Review Form
Appendix 7: End-of-Course Survey for "Transportation Project Evaluation"
Appendix 8: Alumni Survey for CUNY Graduate Degree Holders

References:

"ASSESSMENT AND REVIEW OF GRADUATE PROGRAMS –DOCTORAL: REGIONAL ACCREDITATION". Presentation by: Charles Caramello, Associate Provost and Dean of the Graduate School, University of Maryland, December 1, 2010.

For exam assessment forms:
University of Virginia School of Engineering and Applied Science, graduate program assessment: http://www.seas.virginia.edu/advising/gradprogassessment.php (retrieved 07/27/2011)

J.6.   PRR Toolkit: Overview Matrix

STANDARDS	REPORTS							Notes and Sources
Standards: Definitions	City Self Study (Feb 2008)	MSCHE Team Report (Apr 2008)	City Strategic Plan (2009-2013)	City Progress Report (Mar 2010)	City Progress Report (Oct 2011)	City/CUNY PMP (Standard Goals & Targets)	City Master Plan Response (2012-2016)	
Standard 1: Mission and Goals The institution's mission clearly defines the purposes within the context of higher education and indicates who the institution serves and what it intends to accomplish.	▪ Strategic Plan (2003) ▪ pledge to formalize a mission review process for "periodic, community-wide engagement" (i)	▪ "rediscovering its **mission**" ▪ designation of **"flagship" programs** ▪ established **Powell Institute** and **Rangel Center** [update]	▪ "Mission, Vision, and Goals" (42) ▪ **Strategic Priority 5: Strengthen Ties with the Community** (33) ▪ "establish Office of Community Affairs" (under Urban and Government Affairs) (35) ▪ "expand programmatic, research, and economic development programs through Research Centers and CUNY Institutes…joint effort between OCA and AVP of Research" (35) ▪ "increase funding for community related activities…to about $4 million" by 2012 (35)			**1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix.** 1.2 CUNY and its colleges will draw greater recognition for academic quality and responsiveness to the academic needs of the community.	▪ Government & Community Relations will make CCNY an integral part of the Harlem community ▪ convene a "task force to include community organizations, faculty, staff, and elected official representatives…to create an urban campus that balances the needs of the college with its neighboring communities for long-term growth" (4)	▪ President's Top Priorities: students, faculty, and community ▪ data from cross-functional groups ▪ faculty working groups ▪ presidential roundtables ▪ lectures, symposia ▪ service learning at GSoE and Science in coordination with Powell Center ▪ annual report for the college **Communications** (Krawitz) **Deans Government** (Witherspoon) **President** (Hartnett), **Provost** (Trevisan, Bank)
Standard 2: Planning, Resource Allocation, Institutional Renewal An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal.	▪ CUNY Master Plan, CCNY Strategic Plan, annual PMPs (i) ▪ improvements and achievements listed (ii) ▪ CUNY First (ii)	▪ **fiscal challenges** associated with the **retention** of faculty, staff, and students ▪ make **planning and budget process** more transparent ▪ **link enrollment and fiscal management** and develop multi-year **enrollment and budget projections** (2)	▪ "Financing the Plan" (37) and "Budget Summary" (39) ▪ "critical areas:…enhancing financial effectiveness" (6) ▪ "Responsibility Centered Budget" (15) ▪ "four funding sources: CUNY, internal reorganization and operational efficiencies, external funding for research, foundations and philanthropic sources" (37) ▪ "Financing the Plan" details (38-39)	▪ "**use of results**…guaranteed" (11)	▪ GSoE **ABET accreditation** (Oct 2010) (7)	**1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix.** 1.1 Colleges and programs will be recognized as excellent by all external accrediting agencies 1.3 Colleges will improve the use of program reviews, analyses of outcomes, enrollment, and financial data to shape academic decisions and resource allocation **8. Increase revenues and decrease expenses** 8.1 Alumni / corporate fundraising will increase 10% 8.2 Each college will achieve its revenue targets, including those for Adult and Continuing Education		▪ budgeting process initiated in Provost's Office under Lemons & subsequent actions (KP-M) ▪ explanation of budget ("budget map") by Posman and Diane & subsequent actions (KP-M) ▪ recommendations from cross-functional groups ▪ academic program reviews and external accreditation ▪ post-academic review de-brief ▪ departmental and program database (key parameters, graduates, faculty, scholarly productivity) ▪ fiscal year planning timeline for goals/targets

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Standard 2: Planning, Resource Allocation, Institutional Renewal *continued*						8.3 Colleges will improve or maintain sound financial management and controls 8.4 Colleges will implement financial plans with balanced budgets that align their expenditures with their academic priorities 8.5 Contract/grant awards will increase 8.6 Indirect cost recovery [ICR] ratios will improve		**Admissions** (Fantozzi) **Alumni Association** (Jordan) **City College Fund** (Sturman) **Deans** **Development** (Wenderoff) **EM** (Lloyd) **Finance** (Posman) **Government** (Witherspoon) **President** (Hartnett) **Provost** (Trevisan, Cintrón, Bank)
Standard 3: Institutional Resources The human, financial, technical, physical facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible.	▪ improvements and achievements listed (ii) ▪ CUNY First (ii)		▪ "Financing the Plan" (37) and "Budget Summary" (39) ▪ "critical areas:…enhancing financial effectiveness" (6) ▪ "invest in necessary technology and administrative and technical support staff….additional annual support of at least $2 million and 25 additional support staff" (15-16) ▪ "enrich…academic, cultural, and social events and expand participation" (31) ▪ "upgrade the quality of space" (31) ▪ "establish a Performing Arts Center as part of the School of the Arts" (31)	▪ **"use of results**…guaranteed" (11)		**1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix.** 1.4 Use of technology to enrich courses and teaching will improve **8. Increase revenues and decrease expenses** 8.1 Alumni / corporate fundraising will increase 10% 8.2 Each college will achieve its revenue targets, including those for Adult and Continuing Education 8.3 Colleges will improve or maintain sound financial management and controls 8.4 Colleges will implement financial plans with balanced budgets that align their expenditures with their academic priorities 8.5 Contract/grant awards will increase 8.6 Indirect cost recovery ratios will improve	▪ "universal design as a concept for making a facility (or curriculum) accessible" (1) ▪ "align resource allocation with academic priorities" (2) ▪ "find new sources of funding for [academic] planning initiatives" (2) ▪ improve "the basic procurement process" (5) ▪ increase "funding for infrastructure maintenance and improvements" (5) ▪ achieve "appropriate staffing levels and training" (5) ▪ establish "uniform standards for both design and construction in the context of space planning and future incorporation of technology in the learning environment" (5) ▪ "development of design guidelines for both capital and non-capital space management" (6) ▪ benefits of the "Compact for Higher Education…and tuition increases" over the next few years (6)	▪ recommendations from cross-functional groups, *e.g.,* space planning ▪ provide updates in each area outlined & describe progress since 2008 (*e.g.,* new technology center) ▪ intensive faculty assistance program to increase Bb use and effectiveness ▪ increase faculty participation in CETL workshops ▪ offer 10 new hybrid courses in spring 2011 and subsequent semesters ▪ offer on-line statistics course for PSY majors ▪ integration of technology into courses and teaching ▪ increase wireless access across campus ▪ increase external donations ▪ establish advisory boards for Science and SDSBE ▪ hire an ACE director and create an ACE business plan ▪ ACE / professional schools collaborations

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Standard 3: Institutional Resources *continued*						**9. Improve administrative services** 9.3 Colleges will improve space utilization 9.5 All colleges will make timely progress on CUNY First implementation 9.6 Each campus should have a functioning campus sustainability council and have a recognized, multi-year campus sustainability plan	▪ CUNY First will enable consolidation of "back-office" administrative operations (6) ▪ technology will allow for more "shared services, *e.g.,* purchasing, accounting, accounts payable, web design" (6)	▪ accounting system with quarterly budget progress reports ▪ administrative staffing in divisions ▪ speed of notification and processing of separations ▪ controls on equipment inventory system ▪ timely payment of invoices to avoid interest payments ▪ review [indirect cost return] ICR, reset negotiated rates as terms are renewed ▪ comply with charitable registration requirements for 21st Century Foundation; increase participation board ▪ increase planned giving ▪ branding of CCNY publications ▪ FTEs enrolled in Friday and/or weekend courses will increase 44% ▪ process for major space allocation decisions ▪ "optimal" Assistive Lab determined "optimal" ▪ CCNY Green Task Force will advance 10-year climate action plan

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STANDARDS	REPORTS							Notes and Sources
Standard 3: Institutional Resources *continued*								**Alumni Association** (Jordan) **Campus Planning** (Santos) **CETL** (Rosenbloom) **City College Fund** (Sturman) **Communications** (Krawitz) **Deans** **Development** (Wenderoff) **EM** (Lloyd) **Finance** (Posman) **Government** (Witherspoon) **IT** (Panchal) **President** (Hartnett) **Provost** (Trevisan, Bank) **Psychology** (Melara) **Scheduling** (Tachauer) **Student Affairs** (Reina)
Standard 4: Leadership and Governance The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making.	▪ faculty authority in tenure and promotion at P&B level ▪ Policy Advisory Council (PAC), Faculty Senate, and CLAS Faculty Council issues (iii)	▪ ensure **UG and G student and faculty participation** in governance and provide **periodic reports** to faculty on progress ▪ review **orientation and socialization** of new and junior faculty ▪ re-visit **faculty workload** of teaching, research, scholarship, and service as it relates to retention, tenure, promotion ▪ explore **tensions** among junior/senior faculty and faculty/administration (3)						**Affirmative Action** (Walser) **CETL** (Rosenbloom) **CLAS Council** (Crain) **Counsel** (Occhiogrosso) **Deans** **EM** (Lloyd) **Finance** (Posman) **HR** (Siderakis) **Policy Advisory Council** **President** (Hartnett) **Provost** (Trevisan, Cintrón, Strzeszewski, Wilner) **Registrar** (Matos) **Senate** (Raj) **Scheduling** (Tachauer) **Student Affairs** (Reina)
Standard 5: Administration The institution's administrative structure and services facilitate learning and research / scholarship, foster quality improvement, and support the institution's organization and governance.	▪ cabinet and Review Committee roles ▪ annual assessment of top leadership ▪ restructuring of key positions ▪ budget monitoring process (iii)	▪ opportunity to provide greater **transparency and enhanced communication** with campus constituent groups, particularly around **budget issues** (4)	▪ position of Assistant VP for Research…establishment of research caucus (11)			**9. Improve administrative services** 9.1 … make progress within a declared capital campaign 9.4 … improve compliance with Board policies, Risk Management, collective bargaining agreements, and applicable laws	▪ develop an "infrastructure that supports progress and continued advancement in research across disciplines" (5) ▪ formalize and adhere to "procedures for providing new faculty with start-up space and equipment in a timely way" (5)	▪ expand Risk Management plan to responds to CUNY Risk Management priorities and develop business continuity plan for IT ▪ campus CUNY First team will make progress toward implementation ▪ Manager Self Service pilot will be assessed

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Standard 5: Administration *continued*						9.5 All colleges will make timely progress on CUNY First implementation		▪ President will appoint a permanent CUNY First campus executive **Campus Planning** (Santos) **CLAS Council** (Crain) **Communications** (Krawitz) **Counsel** (Occhiogrosso) **Finance** (Posman) **HR** (Siderakis) **President** (Hartnett) **Provost** (Trevisan, Bank, Rutstein) **Senate** (Raj) **Student Affairs** (Reina)
Standard 6: Integrity In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.	▪ "widely published College policy" (iv)	▪ Office of **Affirmative Action and Compliance** [update] (5)					▪ Affirmative Action and Compliance to refocus "away from solely compliance to inclusion and excellence" (4)	▪ data for types and numbers of actions, appeals, and outcomes **Affirmative Action** (Walser) **Counsel** (Occhiogrosso) **President** (Hartnett) **Provost** (Trevisan, Gallagher) **Student Affairs** (Reina)
Standard 7: Institutional Assessment The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.	▪ CUNY Master Plan, Strategic Plan, PMP, learning outcomes (iv)	▪ engage the campus community in regular "thoughtful, streamlined, and feasible" **institutional assessment** ▪ "Team urges the institution through the **Review Committee** to **align its processes** where appropriate to reduce duplication of effort…embed appropriate institutional assessment measures, processes, and resources…"(6)	▪ **Strategic Priority 4: Create an Atmosphere of Academic Enrichment** (29) ▪ annual administration of Student Satisfaction Survey and Faculty Satisfaction Survey (31) ▪ "develop and implement a quantifiable assessment method…[to] measure the vitality and impact of community related programs and activities" (35)	▪ inclusion of **learning outcomes assessment** in CUNY/CCNY PMP/G&T (9) ▪ "**institution level assessment tools**… suffer from low response rates" (9) ▪ "**use of results**…guaranteed" (9, 11)		**1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix.** 1.2 Colleges and programs will be recognized as excellent by all external accrediting agencies.		▪ CUNY Master Plan, Strategic Plan, PMP, learning outcomes (iv), Review Committee, President's Cabinet ▪ updates to institutional processes (*i.e.*, course and teacher survey returned to paper; ***How is the data used?***) ▪ NSSE, FSSE (2008) to Noel-Levitz (2012) ▪ transition from CPE to CLA (implications, reported outcomes) **All Offices, Schools, Divisions, and Programs**

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Educational Effectiveness	**Standard 8: Student Admissions and Retention** The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and endeavors to retain them through the pursuit of the educational goals of the students.	▪ CUNY Honors College, City Honors Program ▪ retention and graduation rates ▪ Gateway Academy, New Student Seminars ▪ "new" EM system ▪ "new" admission criteria (iv, v)	▪ specific **EM strategies** for retention by the Office of EM ▪ **Gateway Academy** [update] ▪ **post-2008 initiatives** by offices and academic departments ▪ update **admission profile and retention data** from 2008-2012 to pre-2018 (7-8)	**Strategic Priority 2: Increase Retention and Graduation Rates** (19) ▪ "increase F-Y retention rate to 85%, and six-year graduation rate to at least 50%" (8) ▪ "…to transform CCNY into a research-oriented institution…[increase] graduate enrollment…ethnic heterogeneity…" (6) ▪ "aggressive recruitment of PhD students" (13) ▪ freshman, transfer, and graduate orientations (21) ▪ New Student Seminar, peer-tutoring, Black Male Initiative (19-20) ▪ "improvement of administrative services related to student success" (20) ▪ "increase FTE enrollment in graduate programs" (27, with table of projected graduate FTE enrollment)			**4. Increase retention and graduation rates, and ensure students make timely progress toward degree completion** 4.1 Colleges will facilitate students' timely progress toward degree completion 4.2 Retention rates will increase progressively 4.3 Graduation rates will increase progressively in…baccalaureate and master programs **7. Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses** 7.1 Colleges will meet established enrollment targets for degree programs; mean SATs and CAAs of baccalaureate entrants will rise 7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges 7.3 Colleges will meet 95% of enrollment targets for College Now, achieve successful completion rates, and increase the number of students who participate in more than one college credit course and/or pre-college activity	▪ develop "strategies to convey CCNY's unique and distinctive strengths to prospective students" (1) ▪ attract "students who exhibit…academic success" characteristics (1) ▪ "military credit for veterans" (1) ▪ "increased standards lead to a better-prepared student body that…persist and graduate at a higher rate" (3) ▪ CCNY must do a "better job of convincing students to choose CCNY as their first choice" (3) ▪ "build better relationships with NYC high school principals and advisors" (3) ▪ "integrate pre-college programs…into student recruitment" (3) ▪ "examine effectiveness of scholarship money" (3) ▪ "review applications of students who marginally miss the [admissions] cut-off," *i.e.*, SEEK (3) ▪ "review...recruitment processes for graduate students" (4) ▪ "marketing to non-CUNY graduate students" (4)	▪ attempted/earned data for first-semester freshmen ▪ pass-rate data for "killer" courses and related peer-tutoring assessment ▪ See table of expected outcomes (Strategic Plan 22). ▪ make note of new admissions standards; track impact on retention and graduation rates ▪ examine impact of other retention initiatives ▪ assessment of Hobsons Connect and Retain ▪ assessment of effectiveness of probation stops (referrals to academic support services and counseling) ▪ fall-to-fall retention rate of SEEK students will increase to 81.5% ▪ at-risk student initiative (identification and intervention) ▪ status of Enrollment Management graduation project ▪ improve TIPPS ▪ maintain transfer enrollment ▪ status of coordinated services to non-CCNY CUNY students at The Towers ▪ status of new bridge and joint-degree programs with CUNY community colleges ▪ increase College Now enrollment

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Standard 8: Student Admissions and Retention *continued*								**Admissions** (Fantozzi) **BMI** (Thompson) **Communications** (Krawitz) **EM** (Lloyd) **Finance** (Posman) **President** (Hartnett) **Provost** (Trevisan, Strzeszewski, Wilner) **SEEK** (Brownlee) **Student Affairs** (Reina)
Standard 9: Student Support Services The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.	▪ academic support services, *e.g.*, academic advising, tutoring ▪ personal counseling ▪ co- and extra-curricular activities ▪ athletic program	▪ **academic advising** in general and by department, division, school ▪ status of **CUNY First** re: access to student data ▪ dissemination of testing and student satisfaction **survey outcomes** ▪ **student assessment of faculty** (FT, adjunct) ▪ other **student support services updates** (8-9)	▪ "critical areas:…increasing student success…" (6) ▪ academic advisors (19) ▪ peer-tutoring, tutoring services, special programs, *e.g.*, Black Male Initiative (19-20)	▪ **online UG and G bulletins** with "updated program **learning outcomes** and **syllabi** as they become available" (9) ▪ "**use of results**…guaranteed" (11)		**6. Improve quality of student and academic support services** 6.1 Colleges will improve the quality of student support services and academic support services, including academic advising and use of technology, to augment student learning **9. Improve administrative services** 9.2 Student satisfaction with administrative services will rise or remain high at all CUNY colleges 9.4 All colleges will improve compliance with Board policies, Risk Management, collective bargaining agreements, and applicable laws	▪ develop "support systems to increase"…persistence among "newly admitted first-year and transfer students" (1) ▪ plan and develop "strategies for affording and completing" college (1) ▪ strengthen "culture of service to students" (1) ▪ consistent "course waiver and substitution policies for students with disabilities" (1) ▪ "drop-in day care services" (1) ▪ "mental health counseling through the Graduate Psychology Department" (1) ▪ "employer advisory group to inform and strengthen relationships with… prospective employers" (1) ▪ [CUNY-wide] "athletics fee" (1) ▪ re-evaluate CUNY health insurance option for students (2)	▪ recommendations and outcomes from cross-functional working groups ▪ special programs ▪ inventory of academic support services ▪ assessment of DegreeWorks ▪ web applications and social media to build community ▪ immunization document collection and preventive medicine (HIV testing, HPV vaccinations) ▪ personal counseling services at The Towers ▪ video-conferencing at the Career Center ▪ improve responsiveness of front-line staff (Bursar, Admissions, Registrar, and Financial Aid) ▪ increase the number of students who complete Career Center Satisfaction Survey ▪ Federal Work Study within the Office of On-Campus Student Employment ▪ increase the number of students assisted by Behavioral Intervention Team (BIT)

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Standard 9: Student Support Services *continued*							▪ "ensure that advisement availability [approaches] the national norm of one advisor for 350 students" (2) ▪ creation of a "state-of-the-art Technology Center" (3) ▪ "implementation of new technologies will change teaching, improve research…administrative operations" (3) ▪ outcomes assessment of peer-led and Gateway developmental education and remediation (4-5)	**BMI** (Thompson) **Campus Planning** (Santos) **Communications** (Krawitz) **Deans** **EM** (Lloyd) **Finance** (J Posman) **HR** (Siderakis) **IT** (Panchal) **President** (Hartnett) **Provost** (Trevisan, Strzeszewski, Sortor) **Student Affairs** (Reina)
Standard 10: Faculty The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.	▪ faculty achievements ▪ balance between full-time and adjunct faculty ▪ CETL ▪ faculty-administration "trust" and communication (vi)	▪ "**integrate new faculty** [and adjuncts] more effectively" (9) ▪ **support staff** (administrative, technical) updates (10) ▪ **faculty/administration relations** update (10)	▪ **Strategic Priority 1: Increase Faculty Scholarship and Research** (11) ▪ "increase faculty scholarship and research grants to $65 million by 2012" (8) ▪ "…to transform CCNY into a research-oriented institution…[recruit and nurture] outstanding faculty…" (6) ▪ "recruit four prominent faculty in…photonics, environmental science, biological science, and materials" (16) ▪ "Academic divisions and professional schools will be fully engaged in efforts to increase funding for research, scholarship, creative work, workforce development, and training programs" (17, includes table of projected increases)	▪ "**recognition and rewards system**" in PMP/G&T 2009-2010 (9) ▪ "excellent **professional development**" (CETL) (9) ▪ "**use of results**…guaranteed" (11)		**1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix.** 1.4 Use of technology to enrich courses and teaching will improve **2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarships, and creative activity** 2.1 Colleges will continuously upgrade the quality of their full- and part-time faculty, as scholars and teachers 2.2 Increase faculty research / scholarship 2.3 Instruction by full-time faculty will increase incrementally 2.4 Colleges will recruit and retain a diverse faculty and staff	▪ develop a sense of pride and fulfillment (2) ▪ increase diversity (2) ▪ "address disparities in the professional experience of different faculty members" (2) ▪ "support faculty in all aspects of their careers…celebrate and reward faculty achievement" (2) ▪ "develop common and social spaces" (2) ▪ establish "procedures that are meaningful and supportive of faculty achievement and success" (2) ▪ "develop a mentoring model for junior faculty" (2) ▪ "strengthen the sense of belonging to a scholarly community by expanding on existing forums" (2)	▪ PMP, CUNY Report (accomplishments) ▪ Zemsky/faculty working groups, CETL, RF, CitySeeds ▪ faculty handbook for every school/division ▪ college-wide orientation for new and junior faculty members ▪ strategic hires in neuroscience, photonics, environmental science ▪ recruit senior faculty scholars in computer science, environmental science, neuroscience, physics ▪ establish baseline metrics for research productivity; determine percentage of applying and funded faculty by department ▪ improve reporting on faculty scholarly works ▪ develop and distribute best practices in recruitment of diverse faculty

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Standard 10: Faculty *continued*			▪ "recruit an experienced mathematics educator" (22) ▪ "reduce adjunct instruction by $500,000 by 2012" (27)			**3. Ensure that all students receive a quality general education and effective instruction** 3.5 Colleges will show progress on implementing faculty-driven assessment of student learning	▪ "increase faculty diversity by…developing strategies to recruit, retain, and support all faculty" (3) ▪ create "Council on Inclusion and Excellence" (3) ▪ diversity "training for search committees" (4) ▪ "develop a tool kit of creative options to attract, recruit, and hire diverse faculty" (4) ▪ collaborate with other CUNY colleges on "spousal hiring" (4) ▪ CCNY "will share demographic profiles of each department with each chair" (4)	▪ FQUAN hire **Affirmative Action** (Walser) **CETL** (Rosenbloom) **CLAS Council** (Crain) **Deans** **Diversity** (Watkins Report) **Finance** (Posman) **GSoE** (Barba, Alting) **HR** (Siderakis) **President** (Hartnett) **Provost** (Trevisan, Bank, Rutstein) **Senate** (Raj)
Standard 11: Educational Offerings The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.	▪ "breadth" of academic offerings ▪ granting of doctoral degrees ▪ CLICS library initiative ▪ "smart" classrooms, IT labs (iv)	▪ **libraries** and **computer labs** [updates] ▪ "maintain the **periodic review** of current programs and educational offerings and curricula…explore **new and additional programs**" (11) ▪ "explore make-up of…student body and determine the **needs of…different and non-traditional**" (11)	▪ Strategic Priority 3: Plan Academic Programs in High Growth Areas (25) ▪ "critical areas: improving the quality of the academic programs…" (6) ▪ "…to transform CCNY into a research-oriented institution…[develop] strong liberal arts programs" (6) ▪ specific emphasis on Jewish studies, Asian and Middle Eastern studies, Hispanic studies, women's studies, history and philosophy of science and technology, language translation, creative and performing arts (14-15) ▪ "re-organize" and streamline "academic programs" (27) ▪ "develop two new graduate or certificate programs each year" (27)	▪ "A number of **programs in the divisions** of [SS and Science] require additional improvements …by the end of [AY] 2009-2010" (4) ▪ overview of **progress and SS "lag"** and promised delivery by spring 2010 (5) ▪ **assessment of PhD Engineering** (5, Appendix 6H) ▪ development of **"Assessment Progress Rubric"** (6, 9) ▪ **assessment of CLAS graduate programs** (10) ▪ "**use of results**…guaranteed" (9, 11)		**1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix.** **3. Ensure that all students receive a quality general education and effective instruction** 3.2 Colleges will improve basic skills and ESL outcomes 3.3 Colleges will improve student academic performance, particularly in the first 60 credits	▪ "internationalize the curriculum" (2) ▪ "utilize on-line software and teaching modalities to substantially increase…on-line and hybrid courses" (3) ▪ "new opportunities to provide credit-bearing courses, especially in the STEM disciplines" (3) ▪ offer more graduate courses during winter and summer sessions (4) ▪ "expand the number and type of graduate programs" (4)	▪ academic program reviews ▪ Chancellor's Report ▪ expand General Education offerings ▪ finalize outcomes assessment for all General Education courses ▪ ESL and non-ESL SEEK pass rates ▪ orientation programming and attendance ▪ Career Center sophomore year programming and attendance ▪ Hobsons Retain outcomes ▪ increase to 70% the number of students passing gateway mathematics ▪ increase to 55% the number of students passing CATW (University Skills Immersion Program)

STANDARDS	REPORTS							Notes and Sources
Standard 11: Educational Offerings *continued*								▪ increase the number of students receiving grades of C or better in freshman composition (General Education) ▪ outcomes of "Dream Team" initiative (Athletics) ▪ outcomes of peer-led programming (Student Affairs) **Admissions** (Fantozzi) **Deans** **EM (**Lloyd) **Finance** (Posman) **IT** (Panchal) **President** (Hartnett) **Provost** (Trevisan , Cintrón, Strzeszewski) **SEEK** (Brownlee) **Student Affairs** (Reina)
Standard 12: General Education The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.	▪ 36-credit General Education (2006) ▪ CPE assessment by 60 credits ▪ General Education-specific assessment (vii)	▪ **General Education** update (11)	▪ "critical areas: improving the quality of the academic programs, increasing student success…" (6) ▪ mid-term assessment of FIQWS (19)	▪ "**assessment of student learning** in … [GenEd]… is organized and sustained through a stable structure…provost, four [CLAS] deans…chair of the [GenEd] committee" (3) ▪ "learning objectives" ("**Assessment Progress Rubric**") (9)		3. **Ensure that all students receive a quality general education and effective instruction** 3.1 Colleges will provide students with a cohesive and coherent general education 3.4 Colleges will reduce performance gaps among students from under-represented groups and between genders		▪ General Education assessment ▪ "Pathways" initiative ▪ Title V activities and assessments ▪ Collegiate Learning Assessment (CLA) **Deans** **EM** (Lloyd, Thacker) **Finance** (Posman) **President** (Hartnett) **Provost** (Trevisan, Cintrón, Strzeszewski, Levinsky, Wilner)
Standard 13: Related Educational Activities The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.	▪ DWE/CWE/ACE ▪ Study Abroad program ▪ College Now and Affiliated Schools Initiative (viii)	▪ "consider the [successful] models of…academic and student support programs on campus…to **re-focus student retention strategies and activities**"	▪ Colin Powell Center for Policy Studies; Charles B. Rangel Center for Public Service; Skadden, Arps Honors Program in Legal Studies (15) ▪ sponsored undergraduate research programs (15)	▪ "**use of results**…guaranteed" (11)		5. **Improve post-graduate outcomes** 5.1 Professional preparation programs will improve or maintain the quality of successful graduates	▪ align course demand with course offerings (2) ▪ "utilization of classroom space more broadly through the five days of a workweek" (2)	▪ data from outcomes assessment processes, grant evaluations ▪ document activities from various centers and relationship to strategic initiatives

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STANDARDS	REPORTS							Notes and Sources
Standards: Definitions	City Self Study (Feb 2008)	MSCHE Team Report (Apr 2008)	City Strategic Plan (2009-2013)	City Progress Report (Mar 2010)	City Progress Report (Oct 2011)	City/CUNY PMP (Standard Goals & Targets)	City Master Plan Response (2012-2016)	
Standard 13: Related Educational Activities *continued*		▪ "recognizing '**Centers of Excellence**' in educational offerings….provide incentives for replication" (12)				5.2 Job and education rates for graduates will improve	"creating more internships" ("having the on-campus child care center work with the undergraduate and graduate schools of education to recruit student interns and to collaborate to create 'laboratory schools'") (2)	▪ CUR workshop (Spring 2012) ▪ graduate examination reports, *e.g.,* GRE, LSAT ▪ outcomes of Senior Career Capstone Experience (Career Center) **Deans** **President** (Hartnett) **Provost** (Bank, Strzeszewski) **Student Affairs** (Reina)
Standard 14: Assessment of Student Learning Assessment of student learning demonstrates that, at graduation or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.	▪ assessment of "flagship" programs ▪ assessment process for CLAS ▪ "new" assessment team structure ▪ CETL's role in assessment training (viii)	▪ **General Education**, "a work in progress" [update] ▪ other than the **CPE**, "no formal direct measures of student learning are currently in place" ▪ "initiation of **ePortfolios** for next year [2009]" ▪ **FIQWS end-of-course survey** will be **electronic** [2009] ▪ **FQUAN** and other **General Education courses** "have no assessment methodologies in place" ▪ Status of **departmental assessments and analyses of majors** [update] (13) ▪ **PRR** (June 2010) "that presents **assessment plan**, assessment **methods**, and **results** for General Education, undergraduate programs, and [graduate] programs" (14)	▪ "critical areas:…increasing student success" (6) ▪ "attaining excellence in graduate education and research will be assessed through standards of the National Research Council" (16)	▪ "**assessment of student learning** in [CLAS] and [GenEd]… is organized and sustained through a stable structure…provost, four [CLAS] deans…chair of the [GenEd] committee" (3) ▪ roles of **Office of Assessment** (OA), divisional **assessment coordinators**, **CETL**, **Evaluation and Testing**, **IR** (3) ▪ monthly **IDEAS meetings**, OA reports to **Review Committee**, **CUNY Assessment Council**, **workshops** (4) ▪ OA development of **Bb site**, resources (4) ▪ OA, IR **surveys** (4) ▪ development of "**Assessment Progress Rubric**" (6) ▪ "learning objectives" ("Assessment Progress Rubric") (9) ▪ "**use of results**…guaranteed" (11)	▪ **assessment of "two models"**—CCNY/GC Science, CCNY Engineering—PhDs in Biology, Biochemistry, Biomedical Engineering, Chemical Engineering, Chemistry, Civil Engineering, Electrical Engineering, Mechanical Engineering, Physics (2) ▪ GSoE programs have drafted **assessment plans for adoption by fall 2011** (6-7) ▪ GSoE administers state-mandated **alumni survey**, collects **qualifying exam data**, **proposal evaluation, and dissertation levels** (7)	**3. Ensure that all students receive a quality general education and effective instruction** 3.2 Colleges will improve basic skills and ESL outcomes 3.3 Colleges will improve student academic performance, particularly in the first 60 credits 3.4 Colleges will reduce performance gaps among students from under-represented groups and between genders 3.5 Colleges will show progress on implementing faculty-driven assessment of student learning **5. Improve post-graduate outcomes** 5.1 Professional preparation programs will improve or maintain the quality of successful graduates	▪ make "student learning assessment results a required part of all curricular change proposals" (5) ▪ integrate "assessment with program reviews" (5) ▪ resources for "more CUNY-wide faculty workshops" about assessment and best practices (5)	▪ Director of Learning Assessment –CLAS ▪ Director of Assessment – Engineering ▪ divisional assessment coordinators, assessment coordinators ▪ CCNY-Graduate Center relationship for science PhDs ▪ Engineering PhD outcomes assessment (2011) ▪ CPE-to-CLA

STANDARDS	REPORTS							Notes and Sources
Standards: Definitions	City Self Study (Feb 2008)	MSCHE Team Report (Apr 2008)	City Strategic Plan (2009-2013)	City Progress Report (Mar 2010)	City Progress Report (Oct 2011)	City/CUNY PMP (Standard Goals & Targets)	City Master Plan Response (2012-2016)	
Standard 14: Assessment of Student Learning *continued*				▪ **"closing the loop" progress** in Math, Biology, Black Studies, Latin American and Latino Studies, Pre-Law, Anthropology (14)				**Assessment Coordinators** **CETL** (Rosenbloom) **Deans** **EM** (Lloyd, Thacker) **Finance** (Posman) **GSoE** (Barba, Alting) **President** (Hartnett) **Provost** (Trevisan, Cintrón, Strzeszewski, Powell-Manning, Silverman)
Institutional Recommendations (*MSCHE recommendations are noted in* **red** *in specific Reports columns.*) Progress Letter (2005): ▪ "…comprehensive strategic plan… ▪ development of an enrollment management plan… ▪ implementation of comprehensive plan for the **assessment of student learning outcomes**… ▪ development of a **policy regarding computer and information literacy standards** for students"	▪ expand institutional assessment (viii) ▪ create "organizational culture that supports collaboration between faculty and administration" ▪ "Integrate Learning Assessment into the academic culture…with focus on learning outcomes, retention, and graduation rates" (ix)		**Strategic Priority 1** ▪ "recruit four prominent research faculty in…photonics, environmental science, biological sciences, and materials" (16) ▪ "invest in infrastructure and administrative and technical support staff…resulting in permanent and stable additional annual support of at least $2 million and 25 additional support staff" (35) ▪ "establish the position of Assistant Vice President for Research, as well as a Research Caucus…" (35) **Strategic Priority 2** ▪ "freshman focus:…orientation, mid-term assessment, peer-led team study, and support …Black Male Initiative….Recruit…math educator" (22)	Progress Report (2010) notes: ▪ **administrative changes** (president, deans, senior advisor to the provost for General Education) ▪ "**admissions criteria** were changed… ▪ **strategic plan** for 2009-2013… ▪ **learning assessment outcomes** in [PMP-G&T]… ▪ [DWE] changed its name to [DIS at CWE]… ▪ granting of **PhD degrees in Engineering**…to CCNY and **PhD degrees in Science… conferred jointly** with the [GC], which will have consequences for the responsibility for learning outcomes assessment… enrollment [growth] …increases pressure on resources" "Next Steps" include: ▪ "streamlining…minimizing **assessment reporting**" (15) ▪ "using **existing data collections**… to gain…understanding…and focus" (15)				

STANDARDS	REPORTS							Notes and Sources
Standards: Definitions	**City Self Study** (Feb 2008)	**MSCHE Team Report** (Apr 2008)	**City Strategic Plan** (2009-2013)	**City Progress Report** (Mar 2010)	**City Progress Report** (Oct 2011)	**City/CUNY PMP** (Standard Goals & Targets)	**City Master Plan Response** (2012-2016)	

STANDARDS	REPORTS							Notes and Sources
Institutional Recommendations *continued*			▪ "continuing students:…tailored advising, transition advising, degree-audit services, graduation drive" (22) ▪ "implement a customer service system" (22) **Strategic Priority 3** ▪ reorganize and streamline undergraduate programs (27) ▪ "increase graduate enrollment by improving recruitment"(27) ▪ "develop two new graduate or certificate programs each year" (27) ▪ "establish the School of the Arts" (27) **Strategic Priority 4** ▪ "enrich…academic, cultural, and social events and expand participation" (31) ▪ "upgrade the quality of space" (31) ▪ "establish a Performing Arts Center" (31) **Strategic Priority 5** ▪ "establish an Office of Community Affairs" (35) ▪ "expand programmatic, research, and economic development programs through…Research Centers and CUNY Institutes" (35)	▪ "tweaking **grading process…use of Bb**" (15) ▪ "judicious **sampling of courses and students** for data collection" (15) ▪ "**integrating learning outcomes assessment** in existing procedures" (15) ▪ improving **course and teaching survey response** (16) ▪ "**align** [GenEd] and **program assessment** [Perspectives] (16) ▪ "close monitoring of " **lagging programs** (16) ▪ continued **assessment of PhD programs** ▪ focusing **assessment** on **early math courses**, **analytical reading**, and **writing** (16) ▪ implementation of **recognition and rewards system** (16)				**Admissions** (Fantozzi) **Affirmative Action** (Walser) **BMI** (Thompson) **Campus Planning** (Santos) **CLAS Council** (Crain) **Communications** (Krawitz) **Deans** **Development** (Wenderoff) **EM** (Lloyd, Thacker) **Finance** (Posman) **Government** (Witherspoon) **GSoE** (Barba, Alting) **HR** (Siderakis) **President** (Hartnett) **Provost** (Trevisan, Cintrón, Bank, Strzeszewski, Powell-Manning, Wilner) **Registrar** (Matos) **Scheduling** (Tachauer) **Senate** (Raj) **Student Affairs** (Reina)

MSCHE Standards and Reports Overview (1Nov12/llc)

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J.7. **The Learning Alliance for Higher Education Report**

TOWARD UNDERSTANDING PERSISTENCE

**A Report on Undergraduate Retention
at
The City College of New York**

submitted by

**The Learning Alliance for Higher Education
at the University of Pennsylvania**

April 2011

Among the most persistent challenges CCYN faces is the need to increase the proportion of its undergraduate students who graduate with a baccalaureate degree. Indeed, increasing student success at CCNY has become one of the four major planning goals President Lisa Staiano-Coico has asked the campus community to address in this her inaugural year as President. To provide support for this effort, CCNY engaged The Learning Alliance for Higher Education to provide data analysis focusing on the College's ability to retain and graduate the students who enter as full-time undergraduates.

The scale of CCNY's retention challenge is reflected in the fact that just about half of CCNY's first-time, full-time freshmen leave the institution before completing a degree. Similarly, nearly half of the students who enter as full-time transfer students stop attending before they finish their courses of study. To better understand why CCNY's retention should lag substantially behind the other senior CUNY colleges with which it competes for top New York City high school graduates, Susan Shaman of The Learning Alliance conducted an intensive examination of the statistical data that chart the progress of students at CCNY. In addition to documenting the extent of the retention challenge, Susan's work yielded a set of models that focus renewed attention on what happens to CCNY freshmen in their first semesters and the extent to which the College is the first choice of the students it enrolls.

To provide a context for understanding Susan's statistical analysis, The Learning Alliance engaged Ann Duffield to conduct a series of focus groups that asked students why they stayed at CCNY and what might discourage them to the point of leaving. Ann's report on the focus groups presents findings that are consistent with what Susan found through her statistical analysis—though I hasten to caution that given the difficulty the College had in having students attend a focus group session, the conclusions presented by Ann need to be viewed as possible rather than confirmed for CCNY's retention challenge.

In the pages that follow, we present first Susan's statistical analysis and then Ann's report on the seven focus group sessions The Learning Alliance convened. Our hope is that this report will help frame a productive discussion of likely causes and remedies that CCNY will need to consider as it moves to improve student success.

Robert Zemsky
Professor and Chair
The Learning Alliance for Higher Education
    at the University of Pennsylvania

April 2011

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Undergraduate Retention

The Issue

The City College of New York (CCNY), concerned about its ability to retain and graduate the students who enter as full-time undergraduates, asked The Learning Alliance to conduct a study of student retention. Just about half of the first-time full-time freshmen leave CCNY before completing a degree, and nearly half of the students who enter as full-time transfer students stop attending before they finish their courses of study. This report examines the factors that contribute to the non-persistence at CCNY. It focuses more specifically on who leaves, when they leave, and what appears to cause them to leave.

The Data

For the analysis, CCNY provided the records for all 14,428 students who started CCNY as full-time undergraduates in fall 2004 though fall 2009 (Admissions Files). Consisting of data for 9,245 freshmen and 5,183 transfer students, the file includes demographic and admissions information. (See Appendix B for the data elements.)

In addition, CCNY provided academic profiles of all enrolled undergraduates for every semester from fall 2004 through spring 2010 (Academic Files). These files were merged with the Admissions Files so that each entering student has a profile of his or her experience at CCNY. The information in the Academic Files includes grades and credits, among other data. (See Appendix C for data elements.)

A file containing all undergraduates who received bachelor's degrees from CCNY between spring 2005 and spring 2010 enabled us to flag those who had completed their degrees, and a list of those enrolled in fall 2010 allowed us to flag those who were continuing to pursue a degree.

The Analysis

The analysis is divided into two parts: freshmen and transfers. For freshmen there is good information about academic preparation, with high school GPA and SAT scores for most incoming students. For transfers there is information about the institutions from which they transferred and the credits[1] they carried forward to CCNY. The freshmen analysis comprises matriculating students from fall 2004-2006, while the transfer analysis includes students who entered in fall 2007 as well. In addition to statistical profiles and statistical significance tests of the differences between students who failed to continue or complete their studies and those who did continue or complete their studies, logistic

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[1] As will be discussed later in this report, the transfer credits were not recorded consistently.

regression models were built to help quantify the odds of a student with a particular profile failing to be retained.

FRESHMEN

Highlights

- Half of all entering freshmen stop attending CCNY. Freshmen who fail to persist tend to do so early: about one-third of the non-persisters are off the rolls in or after the first year, two-thirds of all non-persisters stop attending by the end of the second year.

- Freshmen who stop attending begin to develop academic problems in the first semester. Those students earn fewer credits on average than persisting students and have significantly lower GPAs on average than those who persist, and particularly those who graduate.

- The later the admissions phase in which a freshman is admitted, the more likely he or she is to stop attending.

- Freshmen who chose CCNY as their first choice school are more likely to persist.

- Freshmen who persist for at least four semesters, but ultimately leave without a degree, attend school part-time in a larger proportion of semesters than do students who continue to persist.

- Freshmen who select a math-based STEM major (excluding those in the biological sciences) are somewhat more likely to be non-persisters.

- SAT scores are correlated with academic performance, so it is no surprise that students with lower entering SAT scores, on average, are less likely to persist.

- Similarly, students with lower high school grade point averages are less likely to persist.

General Findings

Any freshman that matriculated as a full-time student at CCNY in the fall of 2004, 2005, or 2006 is included in this analysis. Students are considered "Not Enrolled," that is, non-persisters, if they did not enroll in fall 2010. If they are included in a list of graduates from 2004 through 2010, then they are considered "Graduated." Everyone else is "Still Enrolled."

As Figure 1 shows, more than half of all students who enrolled as freshmen in 2004 and 2005, and nearly half of those who entered in 2006 left CCNY before completing their degrees. Because students tend to take more than four years to complete their programs,

the data for the students who entered in 2006 is less complete than the data for 2004 and 2005. It can be expected that a number of those who are still enrolled will be off the rolls before they can graduate.

Figure 1. Full-time Freshmen by Status as of Fall 2010

Fall of First Freshman Enrollment			
	F2004	F2005	F2006
Not Enrolled	612	665	698
Still Enrolled	105	246	718
Graduated	451	367	113
Total	1168	1278	1529
% Non-Persisting	52%	52%	46%

Freshmen who fail to persist tend to leave CCNY early in their academic careers. Among those who leave CCNY, between 8 and 11 percent are gone after just one semester. For example, of the 612 freshmen that entered CCNY in fall 2004, but did not persist, 62 or 10.1% attended for no more than one semester. At the end of two semesters around one-third of those who ultimately leave are not registered, and after only two years the vast majority—around two-thirds of those who ultimately drop out—are no longer registered.

Figure 2. Distribution of *Non-Persisting* Freshmen by Semesters Attended Before Leaving CCNY

Semesters Enrolled	Fall of First Freshman Enrollment		
	Cumulative Number No Longer Enrolled		
	F2004	F2005	F2006
1	62	55	77
2	199	212	253
3	288	316	354
4	406	439	484
5 or more	612	665	698

Semesters Enrolled	Cumulative Percent of All Non-Persisters		
	F2004	F2005	F2006
1	10.1%	8.3%	11.0%
2	32.5%	31.9%	36.2%
3	47.1%	47.5%	50.7%
4	66.3%	66.0%	69.3%
5 or more	100.0%	100.0%	100.0%

Demographics

The demographic profile of freshmen who stop attending reflects the conventional wisdom: men are more likely to be non-persisters than are women, and traditionally underrepresented minorities—black and Hispanic freshmen (who are nevertheless not underrepresented at CCNY)—are more likely to stop attending than are others. The differences between men and women, across ethnic groups, and citizenship, are statistically significant every year.

Figure 3A. Percent of Freshmen Who Did Not Persist by Gender

Fall of First Freshman Enrollment

Gender	F2004		F2005		F2006	
	Total Freshman Cohort	% Not Enrolled	Total Freshman Cohort	% Not Enrolled	Total Freshman Cohort	% Not Enrolled
Female	531	48.2%	592	48.1%	760	43.7%
Male	637	55.9%	686	55.4%	769	47.6%
p =	*<.0001*		*<. 003*		*<.02*	

Figure 3B. Percent of Freshmen Who Did Not Persist by Ethnicity

Fall of First Freshman Enrollment

	F2004		F2005		F2006	
	Total Number	% Not Enrolled	Total Number	% Not Enrolled	Total Number	% Not Enrolled
Asian	305	49.2%	325	40.0%	378	42.3%
Black	318	56.3%	313	55.9%	337	44.5%
Hispanic	387	53.5%	460	57.6%	573	49.4%
White	158	48.1%	179	52.5%	241	43.6%
p =	*0.03*		*<.0001*		*0.09*	

Figure 3C. Percent of Freshmen Who Did Not Persist by Ethnicity and Citizenship Status

Fall of First Freshman Enrollment

	F2004		F2005		F2006	
	Total Number	% Not Enrolled	Total Number	% Not Enrolled	Total Number	% Not Enrolled
Asian	252	48.4%	263	42.2%	316	41.1%
Black	270	60.0%	278	57.2%	303	45.2%
Hispanic	357	53.8%	419	58.5%	511	51.7%
Non-U.S. Citizen	152	46.7%	153	38.6%	175	38.9%
White	137	47.4%	164	54.9%	224	44.2%
p=	*0.011*		*<.0001*		*0.028*	

Figure 4. Percent of Freshmen Who Did Not Persist by Residency

Fall of First of Freshman Enrollment

	F2004		F2005		F2006	
	Total Number	% Not Enrolled	Total Number	% Not Enrolled	Total Number	% Not Enrolled
New York City	927	52.9%	1019	54.5%	1199	47.4%
New York State	60	51.7%	78	42.3%	107	37.4%
Non-U.S. Citizen	152	46.7%	153	38.6%	175	38.9%
U.S.A.*	29	69.0%	28	64.3%	48	45.8%
p =	NS		0.0007		0.005	

*small numbers

When ethnicity, citizenship, and gender are combined the group that stands out for high persistence across entering years is female non-U.S. citizen. For students who entered in Fall 2004, the ones who were by far most likely *not* to be retained were (surprisingly) Asian-American and male, while the least successful freshmen that entered in Fall 2005 and 2006 were male and Hispanic.

Admissions Considerations

Freshman admission at CCNY occurs in phases by date from early to late. Freshmen who were admitted in the earliest admission phases are the most likely to be retained. Figure 5 shows the increasing percentage of non-enrolled as students are admitted in each subsequent band of "Phases". Note, however, that the largest proportion of students is admitted in the earliest phases.

Figure 5. Percent of Freshmen Who Did Not Persist by Admissions' Phase

Fall of First of Freshman Enrollment

Phase	F2004		F2005		F2006	
	Total Number	% Not Enrolled	Total Number	% Not Enrolled	Total Number	% Not Enrolled
Phases 1-3	382	50.8%	683	46.0%	617	38.7%
Phases 4-6	443	49.4%	323	58.2%	515	48.5%
Phases 7-9	167	56.3%	85	57.6%	188	51.1%
Phases Alpha (10 or higher)	95	67.4%	101	66.3%	93	65.6%
p =	0.0188		<.0001		<.0001	

Freshmen admitted under the special SEEK program are also less likely to persist than those admitted under regular admission. SEEK students enter with substantially lower high school grades and SAT scores on average than regular admission students. As will be demonstrated, grades and SAT scores predict persistence.

Figure 6. Percent of Freshmen Who Did Not Persist by SEEK Status

Fall of First of Freshman Enrollment

| | F2004 | | F2005 | | F2006 | |
Special Admissions	Total Number	% Not Enrolled	Total Number	% Not Enrolled	Total Number	% Not Enrolled
Regular	903	50.6%	992	49.8%	1243	44.3%
SEEK	265	58.5%	286	59.8%	286	51.4%
p =	*0.004*		*0.002*		*0.004*	

Grades are generally considered one of the strongest predictors of success in college. A "College Admission Average" based on high school performance was available for 86 percent of students in the analysis. The overall average provides a good predictor of persistence at CCNY as do the averages for Math and English. Those who enter with the lowest grades are the least likely to complete a degree. The overall and Math data for 2005 and 2006 are strictly monotonic—the means increase as students are classified as not enrolled, still enrolled, and graduated. (In addition, the 10th and 90th percentiles—not shown below—follow similar patterns.)

Figure 7. Mean Freshman College Admission Average by Persistence

Mean College Admission Average-Overall

| | Fall Freshman Entering Year | | |
	F2004	F2005	F2006
Not Enrolled	80.7	80.5	80.8
Still Enrolled	80.6	81.8	82.9
Graduated	85.0	85.0	85.2
p =	*<.0001*	*<.0001*	*<.0001*

Mean College Admission Average-English

| | Fall Freshman Entering Year | | |
	F2004	F2005	F2006
Not Enrolled	77.1	80.0	79.5
Still Enrolled	76.5	79.9	82.2
Graduated	82.5	82.4	84.4
p =	*<.0001*	*0.054*	*0.002*

Mean College Admission Average-Mathematics

| | Fall Freshman Entering Year | | |
	F2004	F2005	F2006
Not Enrolled	76.4	77.0	77.4
Still Enrolled	72.8	79.5	80.0
Graduated	83.1	83.2	83.1
p =	*<.0001*	*<.0001*	*0.0001*

SAT scores are strong predictors of academic persistence among CCNY freshmen. Those with the lowest math, verbal, and total SAT scores, on average, are most likely to drop out, while those with the next lowest scores take longer to complete their studies. Students with the highest scores are the most likely to graduate.

Figure 8. Mean SAT Scores of Freshmen by Persistence

Fall of First Freshman Enrollment				
Mean SAT Total		F2004	F2005	F2006
	Not Enrolled	948.7	948.9	946.0
	Still Enrolled	955.7	977.4	981.3
	Graduated	1049.4	1060.6	1048.4
p =		*<.0001*	*<.0001*	*<.0001*
Mean SAT Math	Not Enrolled	494.5	494.1	488.2
	Still Enrolled	498.2	510.1	512.2
	Graduated	547.3	553.3	534.0
p =		*<.0001*	*<.0001*	*<.0001*
Mean SAT Verbal	Not Enrolled	454.2	454.8	457.9
	Still Enrolled	457.6	467.3	469.1
	Graduated	502.1	507.3	514.4
p =		*<.0001*	*<.0001*	*<.0001*

Performance

It is possible to identify students at risk of leaving CCNY early in their academic careers. Many students who fail to persist begin to lose ground in the first semester and continue to fall behind if they stay beyond the first. Two key indicators, therefore, are the cumulative credits and the cumulative grade point average of the early terms. Since all the students in the study matriculated full-time, those with less than a full semester of credits in the first term either have had to drop courses or have failing grades. As Figure 9 shows, those who fail to persist have, on average, 5 to 7 fewer credits after one term, and 8 to 12 fewer credits after two terms compared to students who graduate. Those who are still enrolled have fallen behind in credits as well, but not to the same extent as those who drop out.

Figure 9. Cumulative Credits After One and Two Semesters by Persistence

PROGRESS

Freshmen Entering Fall 2004			
Fall 2004 Credits Earned	Mean Credits Cumulative	Spring 2005 Credits Earned	Mean Credits Cumulative
Not Enrolled	10.5	Not Enrolled	20.5
Still Enrolled	12.0	Still Enrolled	22.6
Graduated	15.2	Graduated	28.6
p =	*<.0001*		*<.0001*
Freshmen Entering Fall 2005			
Fall 2005 Credits Earned	Mean Credits Cumulative	Spring 2006 Credits Earned	Mean Credits Cumulative
Not Enrolled	10.0	Not Enrolled	19.3
Still Enrolled	12.1	Still Enrolled	23.2
Graduated	15.6	Graduated	29.2
p =	*<.0001*		*<.0001*
Freshmen Entering Fall 2006			
Fall 2006 Credits Earned	Mean Credits Cumulative	Spring 2007 Credits Earned	Mean Credits Cumulative
Not Enrolled	10.3	Not Enrolled	19.7
Still Enrolled	13.8	Still Enrolled	25.9
Graduated	17.2	Graduated	31.6
p =	*<.0001*		*<.0001*

The cumulative GPA earned at CCNY tells a story parallel to that of cumulative credits: those with the lowest GPAs, on average, are most likely to drop out. Those in the middle continue more slowly toward graduation, and those with the best grades have the best chance of graduating in a timely fashion. Once again, the trend in grades, like the trend in credits, can be found early in a student's career and may be a marker for potential non-persistence. Later in this report, we discuss two logistic regressions that predict the odds of not persisting for students with particular characteristics, and we provide an assessment of what a change in grades or credits (high school grades and SAT scores in another model) might mean for the likelihood of staying in school.

Figure 10. Cumulative CCNY GPA After One and Two Semesters by Persistence

GRADES	**Freshmen Entering Fall 2004**			
	Fall 2004 GPA Earned	Mean Cumulative GPA	Spring 2006 GPA Earned	Mean Cumulative GPA
	Not Enrolled	2.57	Not Enrolled	2.07
	Still Enrolled	2.64	Still Enrolled	2.38
	Graduated	3.16	Graduated	3.07
	p =	*<.0001*		*<.0001*
	Freshmen Entering Fall 2005			
	Fall 2005 GPA Earned	Mean Cumulative GPA	Spring 2007 GPA Earned	Mean Cumulative GPA
	Not Enrolled	2.52	Not Enrolled	2.32
	Still Enrolled	2.72	Still Enrolled	2.62
	Graduated	3.18	Graduated	3.12
	p =	*<.0001*		*<.0001*
	Freshmen Entering Fall 2006			
	Fall 2006 GPA Earned	Mean Cumulative GPA	Spring 2008 GPA Earned	Mean Cumulative GPA
	Not Enrolled	2.55	Not Enrolled	2.04
	Still Enrolled	3.02	Still Enrolled	2.90
	Graduated	3.41	Graduated	3.38
	p =	*<.0001*		*<.0001*

Finally, an examination of the declared majors of students shows that those who are pursuing the quantitative STEM programs: engineering, math, computer and physical sciences (in this analysis, biological sciences have not been included in quantitative STEM) are often those who are less likely to persist than their peers. In Figure 11 students with majors that map into the STEM categories are compared with those who have any other major. For the purpose of this analysis students with majors labeled "Waiting," "Pending," or "Gateway" are included in that major. (Pending "Science," which may include biology, is considered STEM for this analysis.)

Figure 11. Declared First Major of First Term

Freshmen Entering Fall 2004		
	STEM	Other Majors
Not Enrolled	307	305
Still Enrolled	45	60
Graduated	188	263
Total	540	628
% Not Enrolled	56.9%	48.6%

MAJOR appears to the left of the Fall 2004 table.

Freshmen Entering Fall 2005		
	STEM	Other Majors
Not Enrolled	325	340
Still Enrolled	113	133
Graduated	150	217
Total	588	690
% Not Enrolled	55.3%	49.3%

Freshmen Entering Fall 2006		
	STEM	Other Majors
Not Enrolled	311	387
Still Enrolled	289	429
Graduated	42	71
Total	642	887
% Not Enrolled	48.4%	43.6%

Freshman Predictive Models

Several logistic regression models were constructed to provide a way to estimate the impact of students' characteristics on their chances of not persisting or persisting. Two successful models are shown here: one considers admissions variables to ascertain markers for non-persistence; the second looks at CCNY performance variables. Both the "Admissions" model and the "Performance" model also include demographic characteristics.

The dependent variable in both models is student persistence (specifically, the odds of **not** persisting versus persisting[2].) The selection of explanatory variables comes from the earlier analysis that identified characteristics that distinguish the population of students who were not enrolled from those who were retained. The models use the combined years profiled in the text of the report: fall 2004-2006 cohorts of full-time freshmen.

[2] Technically, the dependent variable is the logarithm of the odds of the ratio of a student's not persisting to persisting: *log odds not persist/persist*.

The key variables in the "Admissions" model are the Calculated Admission Average (CAA)—that is the CUNY calibration of the student's high school GPA, the math and verbal SAT scores, and whether a student was admitted in the first three admissions phases or later. The lower an applicant's high school grades and SAT scores, the greater the odds that the student will not persist. The later a student is admitted, the greater the odds of his or her not completing the degree. In addition, applicants who are female or Asian are more likely to persist than are others.

Figure 12 shows the general impact of explanatory variables on the change in the odds of leaving without a degree versus persisting. The statistical details of the model are provided in Appendix A.

Figure 12. Admissions Model: Odds Ratio of Not Persisting/Persisting

Variable	Change in Odds Ratio
College Admissions Average (CUNY calibrated HS GPA)	The lower the CCA, the greater the odds of not persisting versus persisting.
SAT Math	The lower the SAT M, the greater the odds of not persisting versus persisting.
SAT Verbal	The lower the SAT V, the greater the odds of not persisting versus persisting.
Admissions Phase – Admitted after the first 3 phases	The odds of not persisting versus persisting are higher if admitted in phase 4 or later.
Gender Set to Female versus Male	Odds of not persisting versus persisting are lower for females.
Non-US Citizen vs. citizen	Odds of not persisting versus persisting are lower for Non-US Citizens.
Ethnicity Asian vs. other ethnicity	Odds of not persisting versus persisting are lower for Asians.

A second model takes into account only performance at CCNY and gender. This model shows that higher early GPAs and higher credit accumulation predicts greater odds of persisting versus not persisting. Again, males have lower odds of persisting than do females. Figure 13 below summarizes the findings, the details can be found in Appendix A.

Figure 13. Performance Model Odds: Ratio of Not Persisting/Persisting

Variable	Change in Odds Ratio
First Term GPA	The lower the CCNY GPA, the greater the odds of not persisting vs. persisting.
First Term Credits	The lower the number of credits earned, the greater the odds of not persisting vs. persisting.
Gender Set to Female versus Male	Odds of not persisting vs. persisting are lower for females.

Beating the Odds

The logistic regression models discussed above estimate the impact of students' characteristics on the odds that they will not persist versus persist at CCNY. Clearly the models cannot predict success or lack of success with certainty. In fact, the best models discussed in this report predicted actual enrollment status correctly between two-thirds and three-quarters of the time. Can we learn anything about those who are predicted to leave CCNY without a degree, but defy the odds and persist?

To try to understand who defies the odds, an admissions model similar to—but not identical to—the one discussed earlier was run using a subset of the student records. The subset comprised a random sample of about one-half of the students chosen from the full set of records.[3]

The table below shows the explanatory variables in the model and their general impact on the change in the odds of leaving without a degree versus persisting.

Figure 14. Admissions Model: Odds Ratio of Not Persisting/Persisting
                 Based on a Random Sample of Records

Variable	Change in Odds Ratio
College Admissions Average (CUNY calibrated HS GPA)	The lower the CCA, the greater the odds of not persisting versus persisting.
SAT Math	The lower the SAT M, the greater the odds of not persisting versus persisting.
Admissions Phase – Admitted after the first 3 phases	The odds of not persisting versus persisting are higher if admitted in phase 4 or later.
Gender Set to Female versus Male	Odds of not persisting versus persisting are lower for females.
Non- US Citizen vs. citizen	Odds of not persisting versus persisting are lower for Non US Citizens.
Ethnicity Asian vs. other ethnicity	Odds of not persisting versus persisting are lower for Asians.

Applying the model's parameter estimates to the data for students that were not in the sample it is possible to identify those entering freshmen whom the model predicts to persist and those who are predicted to leave without completing a degree. Those who

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[3] Each record of a freshman that entered CCNY in the falls 2004 through 2006 was assigned a random number from 0 to 1 using a uniform random number generator. The sample consists of those students whose random number was less than 0.5.

were predicted to leave but actually persisted *most often* (more than half the time) had the following characteristics:

- They earned a GPA of 3.0 or higher in their first semester.

- They earned more than twelve credits in their first semester.

It is difficult to see patterns among majors because many students who leave CCNY do so early in their academic careers, before they are admitted into a major, and there are some major groups, such as architecture, business, and education, for which the numbers of students are too small to draw sound conclusions. That said, those students who are "pre"-engineering (waiting, pending, gateway) and those who major in engineering, would appear to be the least likely to complete a degree.

Details

As Figure 15 shows, the higher the first term GPA, the more likely a freshman is to persist even if his or her admissions characteristics predict a greater than even likelihood of not persisting. Those who earn a GPA of 3 or higher in their first semester are more likely to stay in school at CCNY than those who have lower than a B average.

Similarly, the more credits a student earns in the first term, the more likely he or she is to persist. Those who earn more than twelve credits are most likely to succeed, even if they enter with an admissions profile that predicts non-persistence. (Figure 16.)

Finally, students whose last recorded major was in engineering or whose early major is pre-engineering have the lowest probability of persisting while those who major in other fields are consistently most likely to persist.

Figures 15 and 16 below show the percent of those actually persisting among those predicted not to persist by CCNY GPA Bands and CCNY Credits Earned Bands, respectively.

Figure 15. Percent Actually Persisting Among those Predicted NOT to Persist
                    by CCNY GPA Bands

Freshmen Predicted Not to Persist by "Admissions" Logistic Model
Percent Persisting by First Semester GPA Band

	Fall 2004	Fall 2005	Fall 2006
■ <2	21.4%	27.0%	18.2%
■ 2-2.49	30.6%	42.0%	43.8%
▒ 2.5-2.99	43.3%	45.7%	53.8%
░ 3-3.49	56.3%	43.5%	65.2%
■ ≥3.5	47.5%	52.0%	68.1%
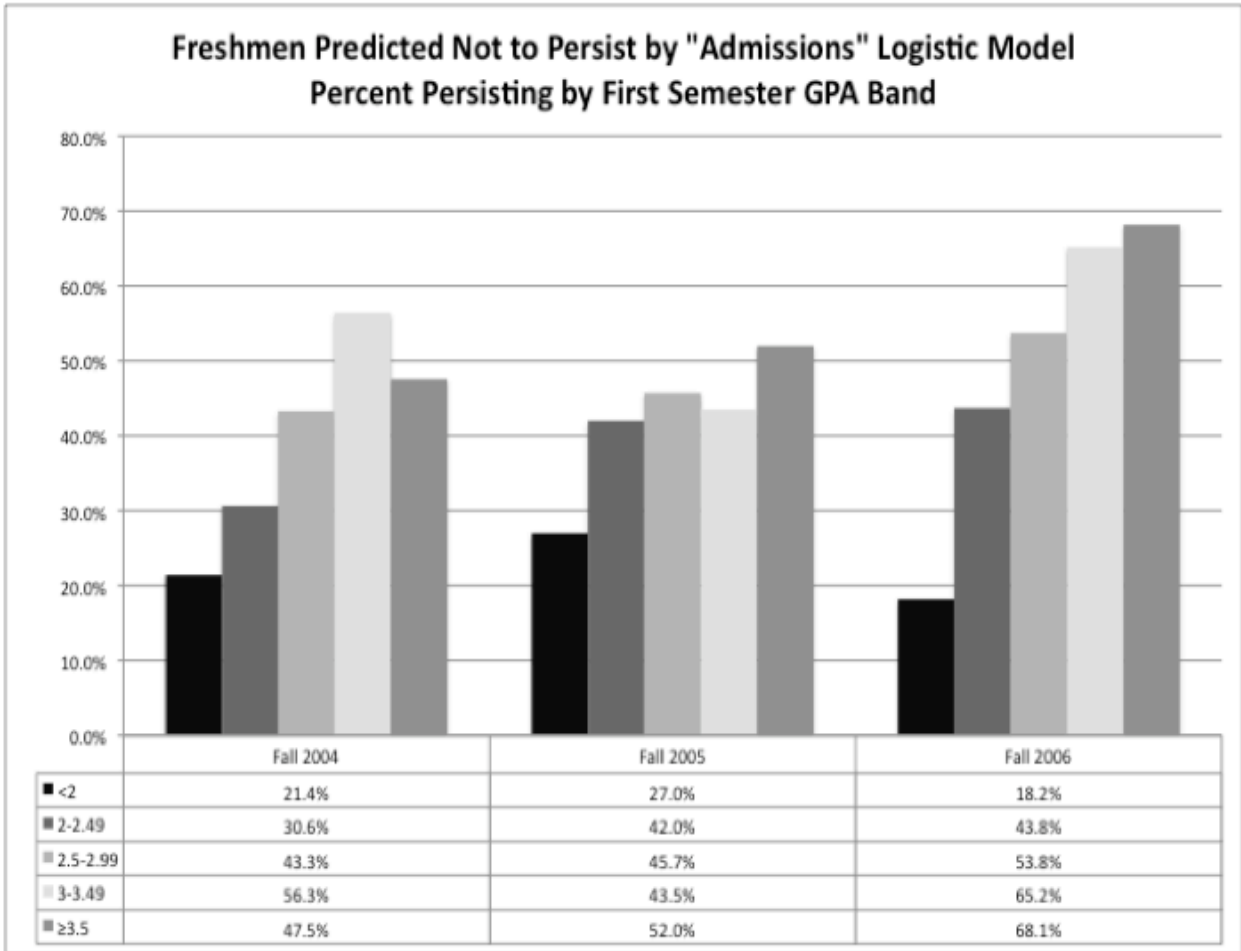
Figure 16. Percent Actually Persisting Among those Predicted NOT to Persist
                by CCNY Credits Earned Bands

Freshmen Predicted Not to Persist by "Admissions" Logistic Model
Percent Persisting by First Semester Credits Earned

	Fall 2004	Fall 2005	Fall 2006
<6	12.5%	23.8%	11.1%
6.5-9	28.3%	26.9%	40.7%
9.5-12	40.6%	47.3%	54.1%
>12	58.2%	53.8%	73.6%
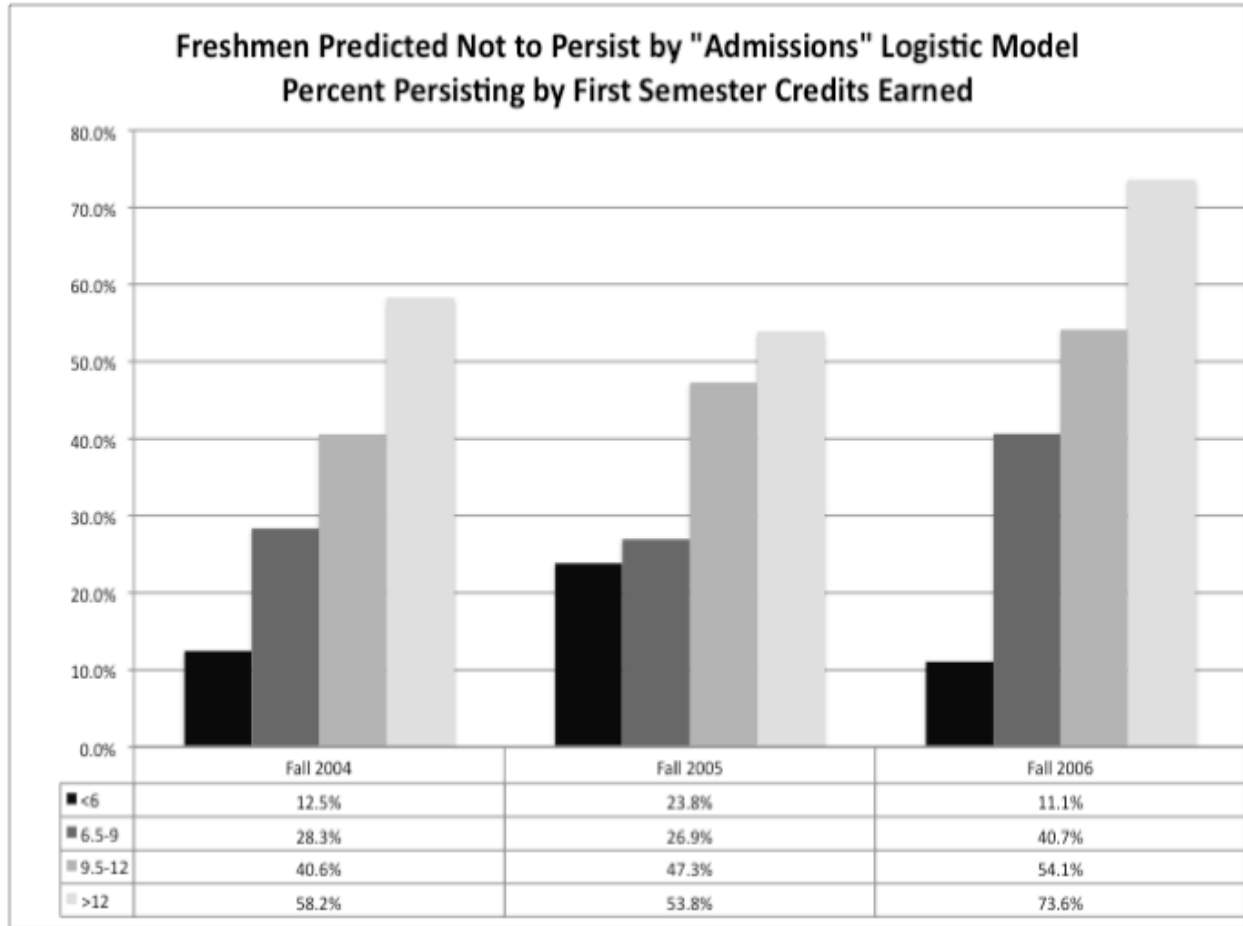
TRANSFERS

Transfer Highlights

- Close to half of those who matriculate as full-time transfer students curtail their studies at CCNY. Transfers who do not persist tend to do so even earlier than freshmen: half of those who leave do so during or after the first year; three-quarters to 80 percent of all non-persisting transfers are missing by the end of the second year.

- Like freshmen, transfers who do not persist begin to develop academic problems in the earliest semesters. Those students earn fewer credits on average than other students and have significantly lower GPAs on average than those who persist and particularly those who graduate.

- Students who transfer from schools within the CUNY system are more likely to persist than students who transfer from outside the system.

- Transfers from community colleges who have associates' degrees *may* tend to persist with a higher probability than those who matriculate without a degree.

- We conjecture that transfer students who bring fewer transfer credits to their matriculation at CCNY *may* be more likely to fail to persist or to take longer to complete their degrees. However data constraints prevent us from fully exploring this notion.

General Findings

Transfer students who entered CCNY as full-time undergraduates in the falls of 2004 through 2007 are included in this analysis. The classification of transfer students into "Not Enrolled," "Still Enrolled," and "Graduated," follows the same criteria as those for freshmen.

Figure 17. Full-time Transfer Students by Status as of Fall 2010

Enrolled Transfer Students

	F2004	F2005	F2006	F2007
Not Enrolled	379	359	357	374
Still Enrolled	38	63	133	245
Graduated	362	325	290	241
Total	779	747	780	860
% Not Enrolled	48.7%	48.1%	45.8%	43.5%

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Transfer students who fail to persist tend to leave CCNY early in their academic careers. CCNY loses between 22 and 26 percent of its non-persisters after just one semester. For example, 98 transfer students who entered in fall 2004 were gone by the end of one term; that represents 25.9% of the 379 transfers who failed to persist. At the end of two semesters approximately one-half of those who eventually leave are no longer enrolled, and after only two years the vast majority—upwards of three-fourths—of those who ultimately drop out are no longer registered.

Figure 18. Distribution of *Non-Persisting* Transfers
          by Semesters Attended Before Leaving CCNY

Fall of First Enrollment

Enrolled Semesters	Cumulative Number No Longer Enrolled			
	F2004	F2005	F2006	F2007
1	98	80	79	91
2	198	178	174	193
3	244	231	226	244
4	302	284	272	304
5 or more	379	359	357	374

	Cumulative Percent of All Non-Persisters			
1	25.9%	21.1%	20.8%	24.0%
2	52.2%	47.0%	45.9%	50.9%
3	64.4%	60.9%	59.6%	64.4%
4	79.7%	74.9%	71.8%	80.2%
5 or more	100.0%	94.7%	94.2%	98.7%

Demographics

Demographics continue to play a role in predicting the persistence of transfer students, just as they do in predicting the persistence of freshmen. Women are more likely to persist than men, although the data for those who matriculated in fall 2007 are contrary to the general finding. Black students, and for most years black men in particular, are more inclined to drop out than are others. Representing about fourteen percent of the transfer matriculants, non-U.S. students have better persistence records than other students.

Figure 19. Percent of Transfers Who Did Not Persist by Gender

Fall of First Enrollment

Gender	F2004		F2005		F2006		F2007	
	Total N	% Not Enrolled	Total N	% Not Enrolled	Total N	% Not Enrolled	Total N	% Not Enrolled
Female	403	45.4%	386	44.6%	393	41.5%	459	43.8%
Male	376	52.1%	361	51.8%	387	50.1%	401	43.1%
p=	*0.01*		*0.06*		*0.016*		*NS*	

Figure 20A. Percent of Transfers Who Did Not Persist by Ethnicity

Fall of First Enrollment

Ethnicity	F2004		F2005		F2006		F2007	
	Total N	% Not Enrolled	Total N	% Not Enrolled	Total N	% Not Enrolled	Total N	% Not Enrolled
Asian	122	52.5%	119	42.9%	119	39.5%	136	40.4%
Black	246	50.4%	210	51.0%	198	47.0%	209	45.9%
Hispanic	224	45.5%	233	45.5%	248	46.8%	283	43.1%
White	185	47.6%	185	51.4%	211	46.9%	231	43.3%
p =	*0.001*		*NS*		*0.089*		*NS*	

Figure 20B. Percent of Transfers Who Did Not Persist by Ethnicity and Resident Status

Fall of First Enrollment

Ethnicity and Resident Status	F2004		F2005		F2006		F2007	
	Total N	% Not Enrolled	Total N	% Not Enrolled	Total N	% Not Enrolled	Total N	% Not Enrolled
Asian	78	55.1%	80	46.3%	83	45.8%	88	45.5%
Black	209	53.6%	188	52.1%	172	48.8%	188	48.4%
Hispanic	210	45.2%	218	46.3%	231	46.3%	269	43.1%
Non-US Citizen	121	43.8%	105	37.1%	103	35.0%	103	31.1%
White	160	47.5%	156	53.8%	187	48.1%	211	44.5%
p =	*0.0004*		*0.047*		*0.049*		*NS*	

Note: Result for 2007 is likely incomplete.

Confounding the findings of ethnicity is residency status. Non-U.S. citizens are by far the most likely to persist, followed by Hispanic students who are citizens or permanent residents. Asians are least likely to drop out, but when residency is taken into account it is the Asians from abroad who drive up the retention rate.

Figure 21. Percent of Transfers Who Did Not Persist by Residency

Fall of First Enrollment

RESIDENCE	F2004		F2005		F2006		F2007	
	Total N	% Not Enrolled	Total N	% Not Enrolled	Total N	% Not Enrolled	Total N	% Not Enrolled
New York City	573	49.4%	529	50.5%	556	47.3%	609	45.8%
New York State	48	50.0%	61	47.5%	75	52.0%	78	46.2%
Non-U.S.	121	43.8%	105	37.1%	103	35.0%	103	31.1%
U.S.A.	37	51.4%	52	46.2%	45	40.0%	70	38.6%
*p =	0.027		0.084		0.015		0.024	

No overall pattern of persistence by combined ethnicity, citizenship, and gender exists in the data for transfer students. However, among transfer students who matriculated in 2004-2006, non-resident alien women were the most likely to persist, and black men left CCNY at rates well in excess of fifty percent.

Age at time of enrollment provided no clear information about tendencies to persist. Fall 2004 and 2005 matriculants who dropped out were older on average than those who persisted, while the reverse was true for the group entering in fall 2006 and 2007. In none of the cases were the differences statistically significant.

Admissions Considerations

One of the best indicators of academic preparedness for transfer students is the cumulative GPA earned at the school from which they are transferring. Unfortunately, only six percent of transfer records include such a GPA. SAT scores were provided for about 28% of the transfer students and do not provide a sound analysis.

What remains are three indicators: the type of institution the students transfer from, whether they transferred from within the CUNY system, and how many transfer credits they were awarded. Transfer credits, as discussed later, proved problematic.

There are differences in persistence among students from different types of institutions, but no clear pattern emerges. Students from community colleges (CC) who transfer after completing an associates' degree are most likely to persist, but this does not hold true for those who entered in fall 2006, and the finding is statistically significant only for the fall 2005 group.

Figure 22. Percent of Transfers Who Did Not Persist by Transfer Institution Type
                    and Prior AA Degree Status

Fall of First Enrollment

Transfer Institution Type	F2004		F2005		F2006		F2007	
	Total N	% Not Enrolled	Total N	% Not Enrolled	Total N	% Not Enrolled	Total N	% Not Enrolled
CC with AA Degree	124	44.4%	118	36.4%	110	37.3%	121	47.1%
CC no Degree	294	50.0%	249	50.6%	278	47.8%	318	45.0%
Unknown*	80	38.8%	69	43.5%	79	35.4%	89	43.8%
Internal Transfer**	19	63.2%	16	50.0%	12	66.7%	12	25.0%
Senior College	262	51.1%	295	51.5%	300	48.7%	320	41.3%

*10% of the transfers in this set have an Unknown transfer institution
**Numbers are small: between 12 & 19 in any given year

Figure 23 shows that students who transfer from within the CUNY system are less likely to leave than those who come from outside the system. The finding is consistent across the years studied, but is statistically significant only for those entering fall 2005.

Figure 23. Percent of Transfers Who Did Not Persist by Prior CUNY Affiliation

Fall of First Enrollment

Prior CUNY Affiliation	F2004		F2005		F2006		F2007	
	Total N	% Not Enrolled	Total N	% Not Enrolled	Total N	% Not Enrolled	Total N	% Not Enrolled
Outside CUNY System	369	51.2%	366	53.3%	382	46.5%	447	46.4%
Inside CUNY System	410	46.3%	381	43.0%	398	44.7%	413	40.2%
p =	*NS*		*0.018*		*NS*		*NS*	

We would like to have included in this report an examination of transfer credits, to see if those who are granted fewer transfer credits are less likely to persist than those with more credits. However, it is not possible to perform the analysis because of data issues. One-third of the records for transfers entering in the falls of 2004-2007 are missing transfer credits. For about 40 percent of those students the missing credits *appear* to be added into the first semester performance credits. Finally, the missing transfer credits are not uniformly distributed across the categories of "Not Enrolled," "Still Enrolled," and "Graduated."

Performance

Just as in the case of freshmen, transfer students at risk of leaving CCNY may be identified early in their academic careers. Many transfers who do not persist lose ground in the early semesters at CCNY. The two key indicators, therefore, may be the cumulative credits and the cumulative grade point average of the first term.

The data problems that plagued the analysis of transfer credits carry over to first term credits. As was noted earlier, some students have transfer credits imbedded in the first term but have no record of transfer credits; others have transfer credits that do not appear in their first term or subsequent terms. To get around this problem, the credits earned in the second terms were examined. By this time, more than twenty percent of the students who were non-persisters are off the rolls, so the analysis is based on the remaining students.

These data show strongly that those who fail to persist earn fewer credits in their second semester than do those who continue—particularly those who graduate.

Figure 24. Credits Earned in the Spring (Second) Semester

	Spring Following Fall of First Enrollment			
PROGRESS	Fall of First Enrollment	F2004	F2005	F2006	F2007
		Mean First Spring Semester Credits Earned			
	Not Enrolled	8.9	9.4	8.6	9.3
	Still Enrolled	10.3	10.2	11.5	12.4
	Graduated	14.0	14.8	15.6	15.9
	p =	*<.0001*	*<.0001*	*<.0001*	*<.0001*

students with more than 27 credits in the semester are omitted

A more robust variable is GPA. As Figure 25 demonstrates, students who have the highest cumulative CCNY GPAs on average are more likely to graduate and to persist. With the exception of students who matriculated in fall 2005, students with the lowest GPAs—those below C on average—were the ones most likely to be non-persisters.

Figure 25. Cumulative GPA After One and Two Semesters

GRADES

FALL 2004 Transfers				
Fall 2004 GPA Earned	Mean Cumulative GPA		Spring 2005 GPA Earned	Mean Cumulative GPA
Not Enrolled	2.42		Not Enrolled	1.52
Still Enrolled	2.57		Still Enrolled	2.23
Graduated	2.95		Graduated	2.92

Fall 2005 Transfers				
Fall 2005 GPA Earned	Mean Cumulative GPA		Spring 2006 GPA Earned	Mean Cumulative GPA
Not Enrolled	2.62		Not Enrolled	2.47
Still Enrolled	2.60		Still Enrolled	2.46
Graduated	3.05		Graduated	3.03

Fall 2006 Transfers				
Fall 2006 GPA Earned	Mean Cumulative GPA		Spring 2007 GPA Earned	Mean Cumulative GPA
Not Enrolled	2.41		Not Enrolled	1.60
Still Enrolled	2.68		Still Enrolled	2.51
Graduated	3.11		Graduated	3.08

Fall 2007 Transfers				
Fall 2007 GPA Earned	Mean Cumulative GPA		Spring 2008 GPA Earned	Mean Cumulative GPA
Not Enrolled	2.61		Not Enrolled	1.74
Still Enrolled	2.88		Still Enrolled	2.73
Graduated	3.20		Graduated	3.18

All significant at p <.0001

A comparison of transfer students who majored in STEM disciplines with those who majored in other areas found no significant differences in the rates of persistence.

Transfer Predictive Model

Several logistic regression models were constructed to provide a way to estimate the impact of transfer students' characteristics on their chances of not persisting or persisting. The most successful model is shown below: it considers both an admissions variable and performance variables to ascertain markers for non-persistence; the model also includes demographic characteristics.

The dependent variable—like that in the freshman models— is student persistence (specifically, the odds of **not** persisting versus persisting.) Again, the selection of explanatory variables comes from the earlier analysis that identified characteristics that

distinguish the population of students who were gone from those who were retained. The models use the combined years profiled in the text of the report: fall 2004-2007 cohorts of full-time freshmen.

The two performance variables, the first semester CCNY GPA and the second semester cumulative credits, both prove significant and both increase the odds of a student persisting as they increase. Because the first semester credits appear to be confounded with transfer credits in many student records, the spring semester was used in the model.

The admissions variable included in the model is whether a student was admitted as a transfer from an institution within the CUNY system or from an institution outside the system. Those who come from outside CUNY have greater odds of not persisting. In addition, applicants who are not US citizens or are Hispanic are more likely to persist than are others.

Figure 26 shows the general impact of explanatory variables on the change in the odds of leaving without a degree versus persisting. The statistical details are provided in Appendix A.

Figure 26. Transfer Model: Odds Ratio of Not Persisting/Persisting

Variable	Change in Odds
First Term CCNY GPA	The lower the CCNY GPA, the greater the odds of not persisting vs. persisting.
Second Term Credits Earned	The fewer the second term credits earned, the greater the odds of not persisting vs. persisting.
Transferred from Outside CUNY	The odds of not persisting vs. persisting are higher if transferring from outside CUNY.
Citizen/Perm. Resident vs. Non- US	Odds of not persisting vs. persisting are lower for Non US Citizens.
Ethnicity Hispanic	Odds of not persisting vs. persisting are lower for Hispanics.

General Remarks on the Findings

Limitations

Clearly, there are more factors that contribute to lack of persistence than have been explored in this report. Financial and personal issues often contribute to retention problems. Although income is among the variables provided, a large number of records had missing or zero values. Indicators of probationary status were made available after this analysis was completed. A review of majors was limited to looking at STEM versus other majors, and a more detailed analysis should be attempted at a later date. Finally, any data driven analysis fails to capture the stories that often shed the most light on retention issues.

Student Focus Groups

The City College of New York (CCNY) engaged The Learning Alliance for Higher Education to conduct a series of student focus groups at the College on Tuesday, February 8 and Wednesday, February 9, 2011. A total of 49 students attended the seven student focus groups, which were comprised of freshmen, transfers, juniors, seniors, and two graduate students. How representative these participants were of typical City College students is a question, since the participants were ultimately hand-picked (after more than 1000 students turned down invitations to attend). This in itself is a finding, although its cause is unknown. What we do know is that the students gathered came from very diverse backgrounds in all regards, and frequently mentioned the diversity of the student body as a positive factor in their choice to attend CCNY.

Three basic questions formed the backdrop for discussion within each focus group:
1. What attracted you to CCNY?
2. What do you think makes students leave CCNY prior to graduation?
3. How satisfying have your general education requirements been?

In most cases, every student addressed each of these and other questions, and conversed as a group as noted below. In all cases the students were articulate, positive, engaged, and forthcoming. They were not "whiners" or people with axes to grind. We believe they enjoyed the opportunity to share their opinions as much as we enjoyed listening to them.

1. Why CCNY?

For most of the students, CCNY was either a first choice, by default, or among a group of institutions they considered, with CCNY ultimately being the best fit in terms of location and cost. A few students chose CCNY specifically for its engineering, art, science, or Sophie Davis programs, but most students based their decision on just four major factors:
- Affordability
- Diversity
- Location
- Beautiful campus

Other factors mentioned included:
- Low admission criteria
- Friends went here
- Less competition

When City College was not their first choice, other CUNY or SUNY institutions were (Baruch, Hunter, Buffalo, Stony Brook). A few students mentioned private institutions, although most recognized that these were in most cases beyond their reach both academically and financially, (e.g. Northwestern and Syracuse). However, regardless of

their first choice most indicated satisfaction with the academic experience they are having at CCNY.

2. What is unattractive about CCNY and may lead to students not persisting here?

Many of the students in the focus groups were unaware of students who chose not to stay at City College, which suggested to us that this was not a representative group of students. Nonetheless, they were quick to discuss some of the things that they felt were detrimental about the CCNY experience, which might contribute to the College's loss of students, particularly early on in their undergraduate careers.

- A "Frustrating" Bureaucracy: Very few students had positive experiences with the College's bureaucracy. From application through orientation and continuing interaction with the bursar's, financial aid and registration offices, students expressed nothing but negative—and indeed rude—interactions with CCNY employees. Noting that very few of them had any understanding about how to navigate collegiate waters, they frequently felt out of control and almost abused. Even the transfer students who had prior college experience discussed serious problems with their introductions to CCNY and lamented that they felt thrown into the deep end during their early weeks and months at the College. Some representative quotes are:
  - o "I put my name down, went to lunch, came back, and still had to wait."
  - o "You end up doing a lot of running around."
  - o "A couple of people in every area wield all the power, so if you can see them, you can get through the processes fairly smoothly, but the lines to see them are also very long and they're very overworked."
  - o "People are just rude."
  - o "Why there isn't an automated process, I just don't understand with everything that can be done on-line these days."
  - o "Most [employees] are afraid to take risks and make a decision, and the few people who will are too busy to help."

- Inability to Get Into Classes: Nearly everyone agreed that it was the rare student who managed to get into all the courses they needed in order to graduate. In fact, some had horror stories about knowing people who had only one more semester to go before graduation and could not find a single course available in an area required for their degree. The frustration was palpable during their discussions about course availability.
  - o "It's really hard to graduate from City College, because there are so many closed courses."
  - o "As the College has gotten bigger, the number of course offerings hasn't kept pace."
  - o "I needed a course in Calculus 1 and was first placed in a class with biology majors. When I tried to change the course to a regular Calculus 1 offering, I was bumped down into a math course where I'd already had the material.

- o "Some of the scarcity of courses has to do with the popularity of the department and the volume of students they're having to handle."
- o "It seemed like there were too many freshmen and classes were full.

- Transfer Student Invisibility in the Administrative Process: Transfer students expressed a feeling of invisibility at CCNY. They received very little information during the admission process, very little guidance after arriving on campus and very little advice about which courses transferred from their previous institution(s).
  - o "Dealing with the transfer credits was terrible."
  - o "No one is managing the process of transferring."
  - o "You have to run around to every department to see if your courses will transfer. It takes an amazing amount of time and persistence."
  - o "You have to be a very independent and aggressive person to get through the whole transfer process."

- Poor Advising: The students reported that the quality of advising at CCNY is spotty at best and more often rude or inaccurate. Many said they did better when they took the initiative to put together their own programs, describing elaborate charts they made to ensure they took all the requirements they needed in specific areas.
  - o "They weren't helpful at all, in fact, they were anti-social when I tried to get help."
  - o "Some courses required identification of a major, when I didn't know yet what I wanted to major in."
  - o "Some students just leave due to a lack of good guidance and advising."
  - o "The sciences and engineering are not good in advising, while the humanities, English and journalism provide great guidance."
  - o "Advisers often don't help you to balance your courses so that you're not taking too many writing-intensive or other types of intensive courses together. You might end up with an awful course load."
  - o "Don't go by 'Degree Works;' it doesn't work!"
  - o "Some people describe the 2.0 as an average and not a minimum. This means that you can slide by."
  - o "I worked my way up into the top five in my major, and then I finally got help and recognition from the faculty in my department."

- Lack of Preparation or Ability: As noted before, not many of the students knew students who had discontinued their studies at CCNY, but many speculated that there were probably some who just could not do the work. They said they particularly noted the range of abilities in their large general education courses and knew the faculty teaching those courses had to take into consideration the different levels of readiness.
  - o "Some professors require more from students than they can give."
  - o "A lot of students take courses over and over again, because they have difficulty passing them."

- o "Learning is not a 'spectator sport,' and some students just get bored."
- o "There's a range of capabilities in the classroom, and when the class is large, it's either sink or swim."
- o "There's an obvious difference between those students who care and can do the work and those who can't."
- o "The first two years here weren't what I expected in terms of college level work. That was probably because, prior to getting into my major, there were more students who weren't ready for college work."

- Poor Teaching in Some Areas: Enough students complained about the quality of their professors to warrant noting in this report . Some of their concerns seemed to be tied to their sense that there were too many students for too few faculty members. As departments struggled to open sections of courses, they used faculty members who did not necessarily like or even know particular subjects. No pattern seemed to emerge from the discussion. Some said that full-time faculty members are better than adjuncts because they are passionate about their topics; others said that the adjuncts were better than full-time professors, because they're in the real world and spend time with them. Some really enjoyed the graduate students—who they referred to as "adjuncts"—describing them as being very attentive and interested in the subject matter. One more consistent theme was that many said that the professors teaching general education courses tended to be better than those teaching more advanced courses in the majors.
  - o "Many faculty read off their power points."
  - o "Some professors have never taught before, some don't know their subjects; and some are teaching courses they don't want to teach."
  - o "The teaching has gotten worse as I've gotten more into my major."
  - o "They tend to weed students out in some of the majors; in some of the required courses, teachers aren't good and students fail."
  - o "The faculty who aren't responsive in class aren't typically helpful outside of class."

In addition to these unattractive aspects of the College, some of which potentially cause students to discontinue or at least do not encourage students to stay, members of the focus groups also mentioned the following causes for discontinuation:
- Difficult commuting circumstances, particularly with early morning classes
- Expensive dormitories
- The size of the student body
- "Grass is greener on the other side."
- Lack of resources for adults with children and families
- Switching to other schools to get majors not offered at CCNY
- Received an athletic scholarship in soccer from someplace else
- Dirty or poor facilities
- Technologically backward

3. How Satisfying Is General Education at CCNY?

Except for two students who said they would have preferred not taking any general education courses and two who said they would have preferred having fewer general education requirements, all of the students really enjoyed these courses, once they experienced them. Most of the students completed or intended to complete all of the general education requirements by their junior year.

The students liked the focus on writing in some of their courses and all but one of them said amazingly good things about their speech course. Some of the other courses they noted as being particularly good were: World Civilization, Bioethics, Anthropology, Philosophy, Political Science, Religion, World Humanities, Theater of Protest, and Art History.

- o "General education courses help you to become more well-rounded. The diversity of the courses helps you to get in touch with other dimensions of yourself and to become a richer person."
- o "I made unexpected discoveries."
- o "I took art history, and I now go to museums not because it's assigned but because I want to."
- o "I'm able to have better conversations with people, because I have a broader understanding of subjects."
- o "Without general education, I would be too narrowly focused on my major, and I don't want to be that way."
- o "I discovered some areas which I didn't know I liked before. I even considered taking a minor in one of these subjects, but I decided against it due to time and money."

Other Recommendations

The students offered a number of areas and ways in which CCNY could improve. These included:
- Becoming more organized and student-centered with a welcoming and helpful "Front Door."
- Providing a Student Guide or Handbook with a list of services and how to use them. efficiently and effectively as well as a list of student activities and where the clubs meet.
- Being much more visible in the City in terms of the beauty of the campus ("Most people don't know how beautiful CCNY is!").
- Putting service signs up in the student service areas.
- Having general education courses tie in better with courses in the majors.
- Having experiential opportunities tied to the general education courses.
- Becoming more rigorous and having higher standards in all academic programs
- Making Blackboard a livelier environment for students.

- Making it easier for students to find a mentor and an adviser who cares about them and their progress.
- Having a more diverse faculty that reflects the diversity of the student population.

Final Thoughts on the Focus Groups

On the whole, the participants in the focus groups expressed satisfaction with their undergraduate and graduate experiences at CCNY. They recognized that the College is underfunded and having to teach more students with fewer faculty and staff. They have found their academic experience to be mostly good rather than bad, although all of them had at least one story to tell about a poor teacher or adviser.

Their major concerns centered on their inability to get into the courses they needed and wanted, poor advising throughout the institution and the lack of service they received from administrative units. We believe that solutions to these problems will take collaboration between administrators and academics so that students at CCNY have an integrated experience from the College's "Front Door" through to graduation.

Appendices

APPENDIX A

Logistic Regression Models

Several regression models were constructed to provide a way to estimate the impact of student characteristics on their chances of not persisting or persisting. Three successful models are shown here: two examine freshmen, the other concerns transfer students.

The dependent variable in both models is the odds that a student stops attending prior to graduating versus persisting. In terms of the labels used in the report, the dependent variable is the odds of Not Enrolled versus Graduated or Still Enrolled. Technically, the dependent variable is the logarithm of the odds of the ratio of a student's not persisting to persisting: *log odds not persist/persist.* The set of explanatory variables comes from the earlier analysis that identified characteristics that distinguish the population of students who were gone from those who were retained.

The models use the combined years profiled in the text of the report: fall 2004-2006 cohorts of full-time freshmen, fall 2004-2007 for transfers.

Model I: Freshmen Admissions and Demographic Characteristics

The first freshman model predicts the odds of not persisting primarily with respect to students' admissions and demographic characteristics. The explanatory variables in this model are shown below.

Table A-1

CAA	College Admissions Average (CUNY calibrated HS GPA)
SAT_M	SAT score Mathematics
SAT_V	SAT score Verbal
PHASE 4 or higher	Admissions Phase – Admitted after the first 3 phases
Gender Female	Gender Set to Female versus Male
Ethnicity NOT Non US Citizen	Not New Arrived Non U.S. Citizen
Ethnicity NOT Asian	Not Identified as Asian American or Permanent Resident

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Table A-2
Nominal Logistic Fit for Not Enrolled vs. Graduated or Still Enrolled

Whole Model Test

Model	-LogLikelihood	DF	Chi-Square	Prob>ChiSq
Difference	111.7893	7	223.5785	<.0001
Full	2075.4765			
Reduced	2187.2658			

This model is statistically significant (Table A-2 above) and has a concordance of 61.2%. That is, the model correctly predicts the students' enrollment status in 61.2% of the cases. All the parameter estimates are statistically significant as well (Table A-3 below.)

Table A-3
Parameter Estimates

Term	Estimate	Std Error	Chi Square	Prob>ChiSq
Intercept	4.91780795	0.4913422	100.18	<.0001
CAA	-0.0498954	0.0063218	62.29	<.0001
SAT_M	-0.0010394	0.000515	4.07	0.0436
SAT_V	-0.0011436	0.0004729	5.85	0.0156
PHASE 4 or higher	0.14563194	0.0372091	15.32	<.0001
Gender F	-0.1634918	0.0389151	17.65	<.0001
Ethnicity NOT Non-US Citizen	0.17914306	0.0668973	7.17	0.0074
Ethnicity NOT Asian	0.09556519	0.0481814	3.93	0.0473

The odds ratios predicted in Table A-4, below, are the odds of a student with a particular characteristic, say being female, no longer attending rather than persisting, compared to a male student with the identical high school GPA, math and verbal SAT score, admissions phase category (1-3, versus later) Asian or non-Asian ethnicity and citizenship status. In the case of this model a female is about 72% as likely to stop attending as a male, all other characteristics being equal.

In general terms, the model predicts that as a freshman's College Admissions Average increases, the odds of not persisting decrease; similarly the higher the SATs the less likely a freshman is to stop attending; admissions in phase 4 or later increases the odds of non-persistence, while being Asian decreases the odds, as does being a newly arrived immigrant. Several or all of the characteristics may be varied and an odds ratio may be computed for a student with that profile compared to others with different profiles.

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Table A-4

Term	Odds Ratio*
CAA	0.951328928
SAT_M	0.99896114
SAT_V	0.998857054
PHASE 4 or later	1.33811764
Gender Female vs. Male	0.721095569
Ethnicity Not Non US	1.210617282
Ethnicity Not Asian	1.430874964

Odds of not persisting/persisting

* Based on unit change in continuous variables and on the presence versus the absence of a characteristic in a dichotomous variable.

Model II: Freshmen Performance

The second freshman model predicts the odds of not persisting versus persisting primarily with respect to student performance early in their careers at CCNY, but including gender as well. The explanatory variables in this model are shown below.

Table A-5

First Term Credits Earned	Credits earned in the first term
First Term GPA	GPA earned in the first term
Gender Female vs. Male	Gender Set to Female versus Male

Table A-6
Nominal Logistic Fit for Not Enrolled vs. Graduated or Still Enrolled

Whole Model Test

Model	-LogLikelihood	DF	Chi-Square	Prob>ChiSq
Difference	270.5625	3	541.125	<.0001
Full	2374.8082			
Reduced	2645.3707			

This model is statistically significant (Table A-6 above) and has a concordance of 64.5%. That is, the model correctly predicts the students' enrollment status in 64.5% of the cases. All the parameter estimates are statistically significant as well (Table A-7 below.)

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Table A-7
Parameter Estimates

Term	Estimate	Std Error	Chi Square	Prob>ChiSq
Intercept	2.73802815	0.1494534	335.63	<.0001
First Term Credits Earned	-0.1083992	0.0097384	123.9	<.0001
First Term GPA	-0.5193801	0.0537675	93.31	<.0001
Gender Female	-0.0828108	0.0348042	5.66	0.0173

Table A-8
Odds Ratio*

Term	Odds Ratio*
First Term Credits Earned	0.897269335
First Term GPA	0.594889206
Gender Female versus Male	0.847366817

 Odds of not persisting /persisting

*Based on unit change in continuous variables and on the presence versus the absence of a characteristic in a dichotomous variable.

The odds ratios predicted in Table A-8, above, are the odds of a student with a particular characteristic, say being female, not persisting rather than persisting, compared to a male student with the identical high school GPA, admissions phase category (1-3, versus later) and first term credits and GPA. In this case such a female student is predicted to be about 84% as likely to leave without a degree as the counterpart student who is male.

For continuous variables, such as grades and credits, the ratio of the odds shown is that of dropping out versus persisting between two students who are identical except for a difference of one point in the salient GPA or one credit. An estimate of the ratio of the odds due to a change of credits or grades of any magnitude may be computed from the model.

Model II. Transfer Performance

The transfer model, like the freshman model, predicts the odds of dropping out primarily with respect to student performance early in their careers at CCNY, but contains demographic and admissions variables as well. The explanatory variables in this model are shown below.

Table A-9

First Term CCNY GPA	GPA earned in the first term
Second Term Credits	Credits earned in the second term (first spring)
Transfer from Outside CUNY System	Student transferred from an institution outside the CUNY system
Citizen or Permanent Resident	The student is NOT a newly arrived non US resident
Not Hispanic Citizen or Permanent Resident	The student is NOT Hispanic Citizen or Permanent Resident-any other race or Hispanic Non-resident alien

Table A-10

Nominal Logistic Fit for Not Enrolled vs. Graduated or Still Enrolled
Whole Model Test

Model	-LogLikelihood	DF	Chi Square	Prob>ChiSq
Difference	187.1796	5	374.3592	<.0001
Full	1035.5929			
Reduced	1222.7725			

This model is statistically significant (Table A-10 above) and has a concordance of 77.1%. That is, the model correctly predicts the students' enrollment status in 77.1% of the cases. All the parameter estimates are statistically significant as well (Table A-11 below.)

Table A-11

Parameter Estimates

Term	Estimate	Std Error	Chi Square	Prob>ChiSq
First Term CCNY GPA	-0.160566	0.0715115	5.04	0.0247
Second Term Credits	-0.1731395	0.0113199	233.94	<.0001
Transfer from Outside CUNY System	0.19492777	0.0557499	12.23	0.0005
Citizen or Permanent Resident	0.29512068	0.0843982	12.23	0.0005
Not Hispanic Citizen or Permanent Resident	0.15668575	0.0626517	6.25	0.0124

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Table A-12
Odds Ratio

Term	Odds Ratio*
First Term CCNY GPA	0.851661612
Second Term Credits	0.841020284
Outside CUNY System vs. from CUNY System	1.476767445
Citizen or Permanent Resident	1.804423879
Not Hispanic Citizen or Permanent Resident	1.36802966

Odds of not persisting /persisting
*Based on unit change in continuous variables and on the presence versus the absence of a characteristic in a dichotomous variable.

The odds ratios predicted in Table A-12, above, are the odds of a student with a particular characteristic, say a transfer from outside the CUNY system rather than from within, dropping out rather than persisting. If two such students have identical second term credits, first term GPAs, ethnic and citizenship profiles, then the transfer from outside CUNY is predicted to be almost 48% more likely to drop out.   A student with a first term GPA of 3.0 is predicted to be 85% as likely to drop out as a student with a 2.0 GPA, assuming the two students are identical on the other variables included in the model.

APPENDIX B

Data Elements in the initial files (Admissions Files)

Files include all full-time first-time undergraduates, freshman and transfer, who matriculated in Fall 2004, 2005, 2006, 2007, 2008, 2009. A data dictionary sent along with the file provides definitions of the data elements and codes. The data element names below are as were provided in the files. Some definitions are included here to decode the variable names.

Phase: Admissions phase 1-9+ alpha
Term_Enrolled_Date
Student_ID
Zipcode
Birth_Date
Gender_Code
Residency_Type_Code
Residency_Type_Desc
Ethnicity (excludes non-resident alien classification
Ethnicity_NRA (includes non-resident alien classification)
High_School_ETS_Code
High_School_Name_Short
CAA – College Admission Average
CAAFL1O – in Foreign Language
CAAFL2O
ENGLO – in English

MATHO – in Math
SCIO – in Science
SSO – in Social Science
e_regent: NY State Regents Examinations
ma_regent
mb_regent
SAT_M
SAT_V
SAT_Total
Prior_College_ETS_Code
T_credits: Transfer Credits
GPA

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Intended_Major_Code
Intended_Major_Desc
Major
Award : Type of Financial Aid Award
tot_income: family income
Admission_Type_Code Transfer institution type
Admission_Type_Desc
SEEK_CD_Code : Special SEEK program admit
SEEK_CD_Desc

APPENDIX C

Data Elements in the "Show" files. These files comprise every semester, fall and spring, from fall 2004 through spring 2010. Sample elements in shown belo w are for Fall 2006

F06GPA Cumulative Show
F06Major 1 College Program Code
F06Full Part Time Code
F06Full Part Time Desc
F06Major 1 College Program Title
F06Major 2 College Program Code
F06Major 2 College Program Title
F06GPA Cumulative Perf
F06Credits Cumulative Earned Total Show
F06Credits Cumulative Earned Total Perf
F06CIP 2000 2 Digit Code
F06CIP 2000 2 Digit Title Short
F06Term Enrolled Date
F06Class Level Desc
F06Class Level Code
F06Admission Type Code
F06Admission Type Desc
F06Degree Status Desc
F06Degree Status Code

"Show" elements are beginning of the semester values while "Perf" elements are end of the semester values. "Desc" are the verbal translations of the "Codes."

Two additional file types include a Graduation list containing the student IDs of every undergraduate who completed a degree between Spring 2005 and Spring 2010. A file of undergraduate enrollments is a list of the student IDs of all students who were enrolled in each semester from Spring 2005 through Fall 2010. It is from these lists that it was determined whether or not a student was still enrolled and therefore had not dropped out. There will be some small error in the case of students who chose Fall 2010 as a semester to "stop out

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J.8.   CrossWalk Initiatives: Cross-functional Teams Report (July 2011)
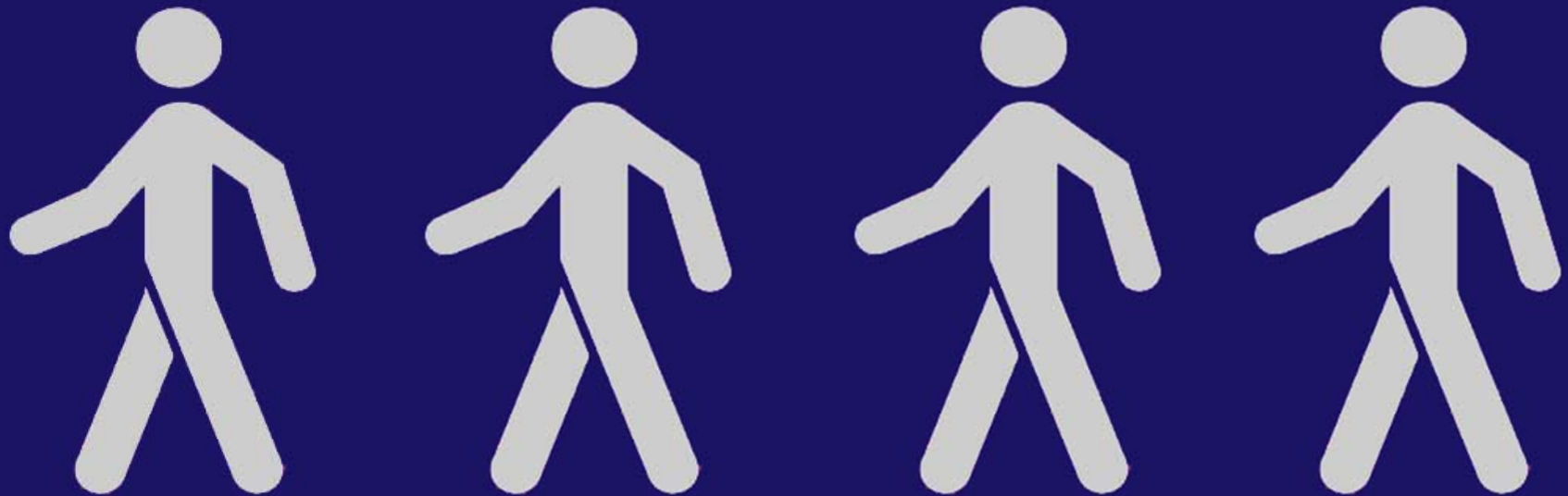
Walking the Talk

CCNY CrossWalk Initiatives

Presidential Priorities

- Provide a world-class education to all of our **students**, raising graduation and retention rates.

- Support the heart of our great university—our **faculty**—in their research, scholarship, and teaching, to attract and retain excellence.

- Raise the visibility of the College in the **community** and expand the substantive collaboration with important community organizations.

8 Cross-Functional Teams
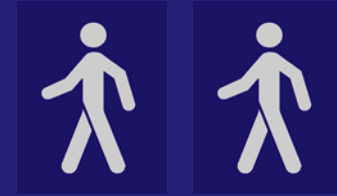
- Enrollment
- Academic Services and Student Support
- Retention
- Student Administrative Services
- Program Reviews
- Diversity of Faculty and Staff
- Space Utilization
- Community

Students

▶ **Enrollment – "Colleges will meet established enrollment targets for degree programs".**

- Admitted Student Day (April conversion event)
- "Be A Winner @ CCNY"*
- intentional outreach (**MyCCNY**, telephone)
- Freshman Orientation handouts*
- Summer Assignment for Freshmen*
- "Who Am I?" faculty promotion**

 * coordinated by the Office of Undergraduate Studies (UgS)
** in collaboration with the Office of Communications

Students 🚶 🚶 🚶 🚶 🚶 🚶

▶ **Enrollment**

President Lisa Staiano-Coico
cordially invites you and your family
to attend our

Admitted Student Day
Saturday, April 2, 2011-10:00 a.m.

The Great Hall of Shepard Hall
160 Convent Avenue
New York, New York

Log on to MYCCNY for
more information and to RSVP
www.ccny.cuny.edu/myccny

Campus map & directions on back

Students

► **Enrollment**

"Be A Winner @ CCNY" contest

- two "CCNY Class of 2015" iPod Nanos

- awarded at Convocation

Students

▶ **Enrollment**

"Be A Winner @ CCNY" (submission samples)

Students

▶ **Enrollment**

Summer Assignment*

- *Preface*
- *East Harlem* chapter
- Hamilton Heights photo
- Hamilton Heights text
- Freshman Orientation
- PDFs sent to 1,456 FTFR

* coordinated by UgS

The WORLD in a CITY

Traveling the Globe Through the Neighborhoods of the New NEW YORK

JOSEPH BERGER
NEW YORK TIMES columnist
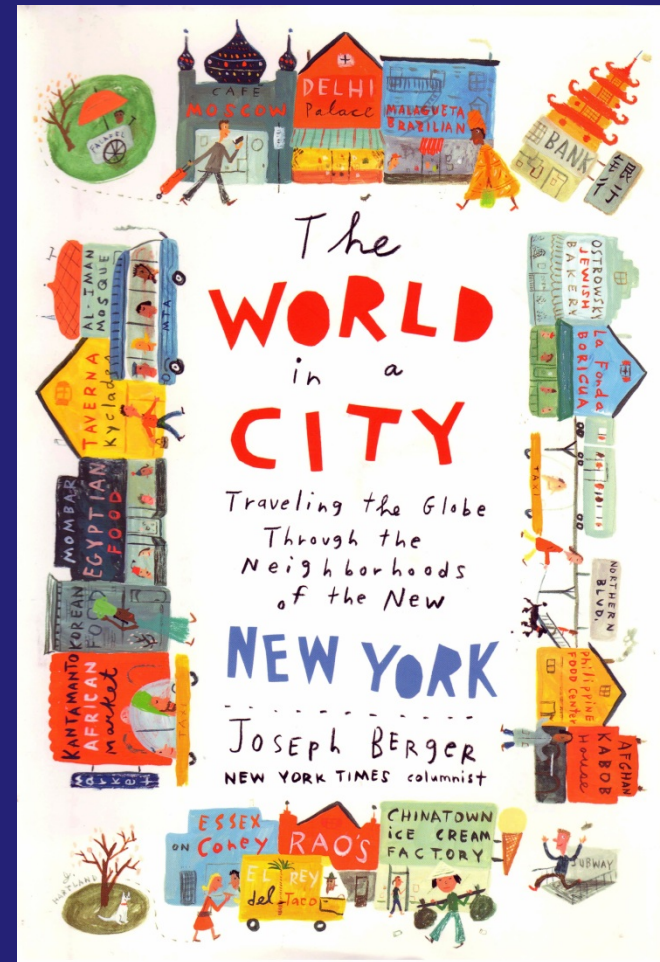
Community

▶ **Enrollment**

Summer Assignment*

- drawings by John H. Finley 1st/2nd grade students
- Fall exhibit at NAC gallery (M Brown-Green)
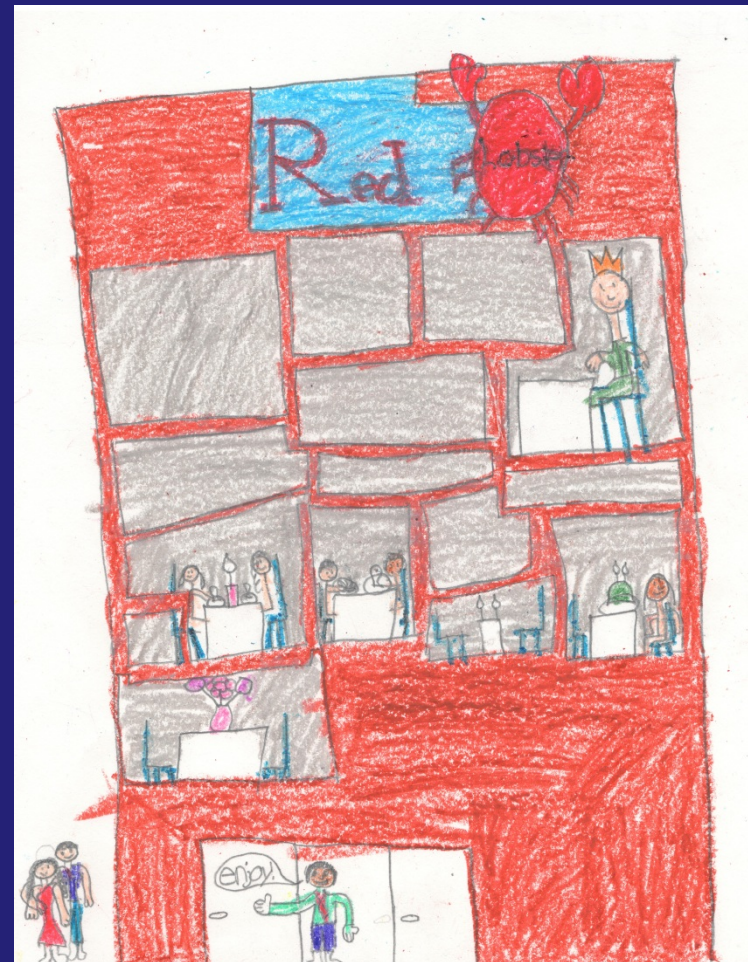
*coordinated by UgS

Students

► **Enrollment**

"Who Am I?" Faculty Promotion*

"As a college sophomore, I…."

Who am I?"

* collaboration among Communications, UgS, and Writing Center
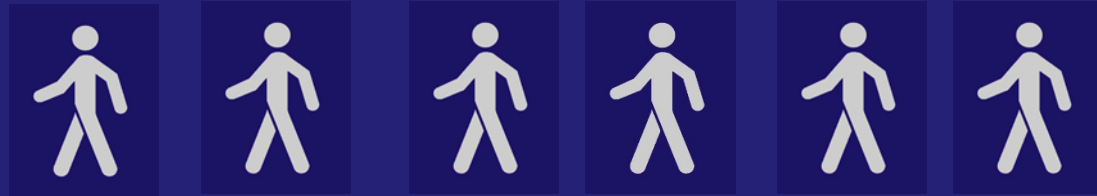
Students

▶ **Enrollment**

"Who Am I?" Faculty Promotion*

"As a college sophomore, I…."

I am Prof. Josh Wilner. I am City."

* collaboration among Communications, UgS, and Writing Center

Students

▶ **Academic Services and Student Support – "Colleges will improve the quality of student support services & academic support services".**

- Academic Support Inventory
- Academic Tutoring Committee
    □ online tutoring directory* and collaborative AY plan
- "Path to Academic and Co-curricular Planning" **
- "…and I Am a Writer" campaign
- DegreeWorks™ campaign by division/school***
- Hobsons Retain™

* in collaboration with the Office of Communications
** included in the Freshman Orientation packet
*** in collaboration with Retention and the Office of Undergraduate Studies

Students

▶ **Academic Services and Student Support**

• Academic Tutoring Committee: Online Directory

Students

Academic Services and Student Support

DegreeWorks™

- focused campaigns by division / school
- coordinated with academic advisors

Help
DegreeWorks™
Work for *You*!

DegreeWorks is an online student degree audit and advising system that enables you to view progress toward your degree. Please help **DegreeWorks** work at **CCNY**!

Report problems and glitches to
dgw_help@ccny.cuny.edu

CITY COLLEGE IS CUNY

Students

▶ **Academic Services and Student Support**

CityPeers

- peer mentors for freshmen*
- participation in orientation and Fall semester meetings
- one **City**Peer per 6-credit FIQWS*

* Coordinated by UgS, the Fall 2011 pilot will target 49 FIQWS sections with approximately 1,078 freshmen.

Students

▶ **Academic Services and Student Support**

Exploring a Series of **"Just-in-Time" Workshops**

September

- "Staying Connected" (CUNY Portal, CCNY email, Bb)

October

- "So You Want to Be a..." (career paths)
- "Ready to Register?" (course schedule, eSIMS)

Students

▶ **Academic Services and Student Support**

"Just-in-Time" Workshops *continued*

February

- "Filing Your FAFSA" (general presentation)

March

- "Ready to Register?"

  (course schedule, eSIMS, DegreeWorks™)

Students

Enrollment/Student Support: Recommendations

- establish departmental outreach protocols
- develop an outreach matrix
- identify departmental outreach coordinators/liaisons
- recruit departmental peers/major ambassadors
- foster on-campus excitement, *e.g.*, "Did you know…?" flyers, eBlasts, posters
- create a directory of neighborhood services, *e.g.*, "Welcome to Hamilton Heights" website
- use all venues to increase college spirit, *e.g.*, WHCR, campus monitors

Students

▶ Enrollment/Student Support: Recommendations

- advance current early-alert model to the 4th week of the semester
- create a "contact point" (UgS) for new transfer students
- increase the role of the Cross-Campus Advisors Group
- implement Hobsons Retain™ (basic and specific reports)
- build cross-campus awareness of student success issues, *e.g.*, Brown Bag series, website
- increase collaborations between academic units and Student Affairs

Students

Enrollment/Student Support: Recommendations

- review and revise graphic branding for internal/external constituencies to increase expectations and pride

- support the "I Am City" campaign

- create business-card size informational/promotional cards

- send departmental peers/major ambassadors to CUNY CCs and high schools for recruitment events

- extend FTFR support into sophomore year

- identify "at-risk" (CAA, SAT, gender, ethnicity) students prior to first semester

Students

▶ **Retention – "Colleges will facilitate students' timely progress toward degree completion & retention rates will increase progressively."**

- Build a CrossWalk from New Student Orientation to the Freshman Year

- Review Retention Best Practices within and without CUNY:

  - **Bounce Back Program** in Athletics addresses generic retention issues

    - A system of academic probation and intervention in support of student success and retention – "*It takes the interaction of all college personnel to create conditions under which students can successfully persist.*"

Students

Retention: Bounce Back Program

- student athletes with low GPAs (< 2.3)
- weekly group meetings led by peer coach
- focuses on academic related skills and promotes resiliency traits

- student athletes completing the program: 2.0 ->2.63

Students

Retention: Bounce Back Program

The First 9-Week Session for Dream Team: Fall 2008

Target: 41 "at risk" *(GPA 2.3 or lower)* student athletes

-25 students did ***not*** attend Bounce Back (Spring 2009 GPA 1.7)
-**16** students began the 9-week session
-**6** students ***dropped out*** of Bounce Back (Spring 2009 GPA 1.4)
-**11** students did attend Bounce Back (Spring 2009 GPA 2.63)
-**10** students graduated from the 9-week session

Students

▶ **Retention** : Bounce Back Program

Dream Team Members who attended Fall 2008 – Spring 2010
Tracked 7 – 11 student athletes who participated in Bounce Back and Athletics

Average Student's GPA chart: S '08 7 S-A = 1.7, F '08 10 - S-A = 2.1, S '09 - 10 S-A = 2.63, F '09 - 10 S-A = 2.7, S'10 - 11 S-A = 2.32
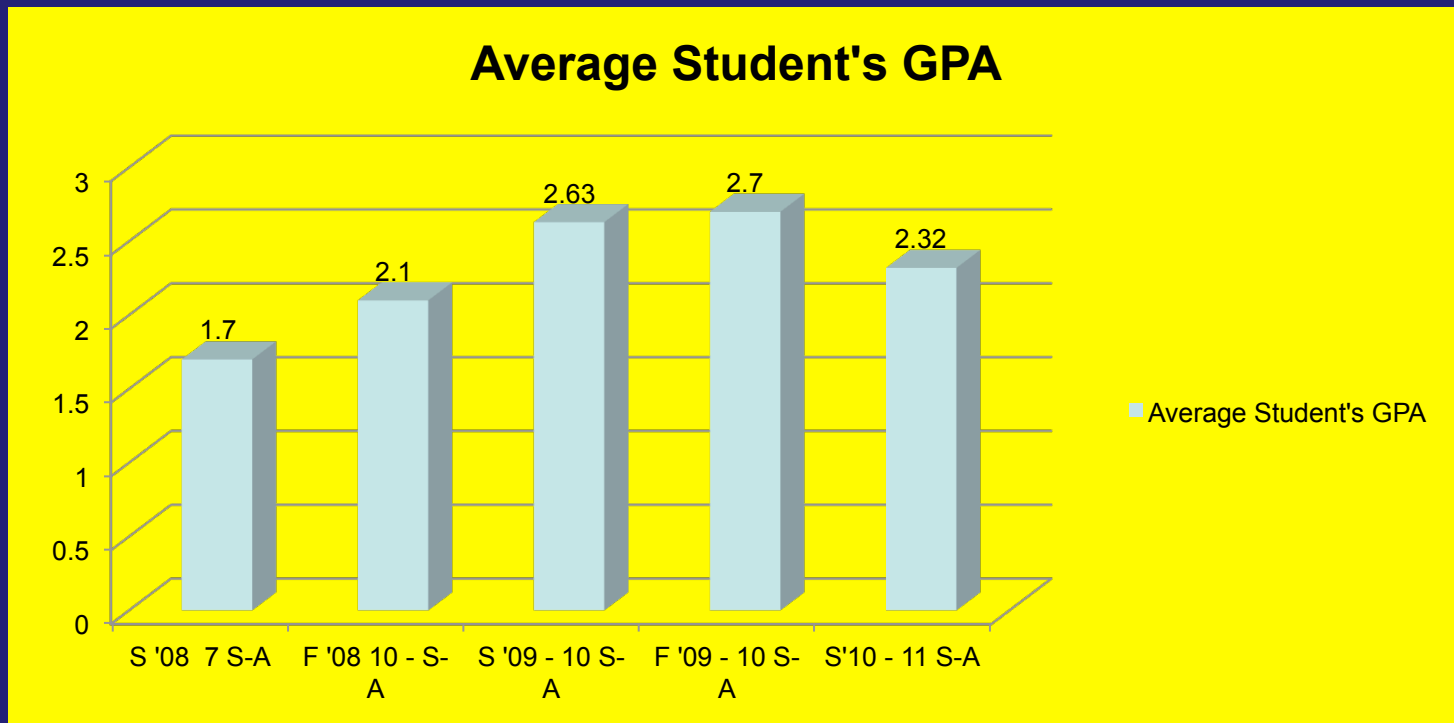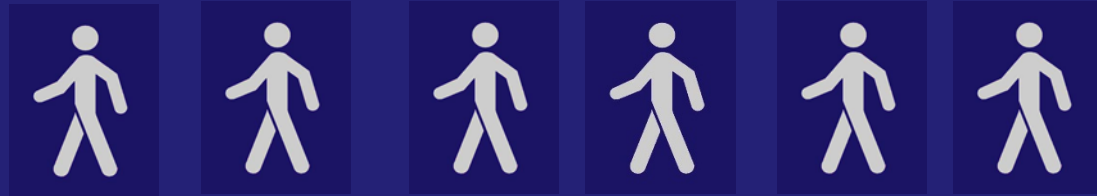
Students

▶ Retention – Bounce Back Program

Dream Team Members who did *not* attend Fall 2008
6 attended Bounce Back for fewer than 3 sessions

Student's Who Dropped Bounce Back

Category	Value
S '08 3 S-A	2.8
F '08 6 - S-A	1.5
S '09 6 S-A	1.4
F '09 - 6 S-A	1.9
S'10 - 6 S-A	1.4

Student's Who Dropped Bounce Back
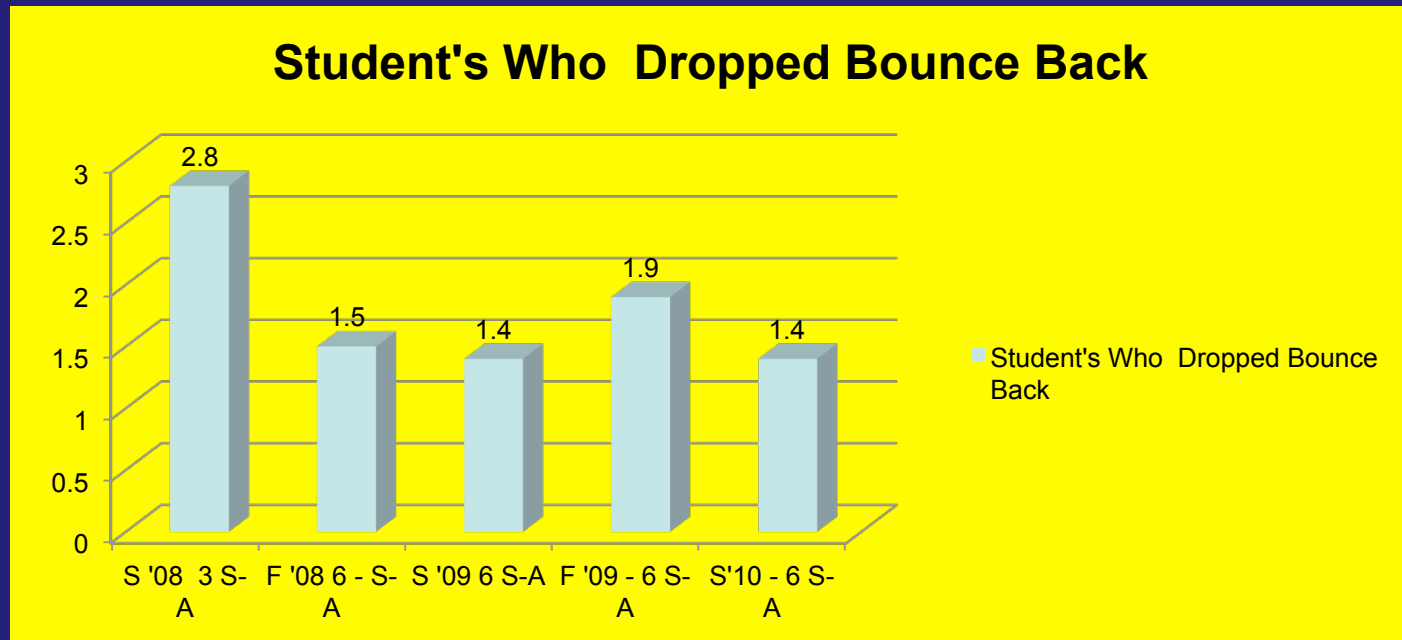
Students

▶ **Retention** : Bounce Back Program

BOUNCE BACK

Dream Team Survey

What factor(s) do you believe led to academic probation? Please indicate all that apply:

1. Responsibilities in addition to school work (e.g family, job, volunteer)

2. Physical/ health related concerns

3. Mental health concerns

4. Academic factors(e.g. taking too many units, class subject difficult
5. Other
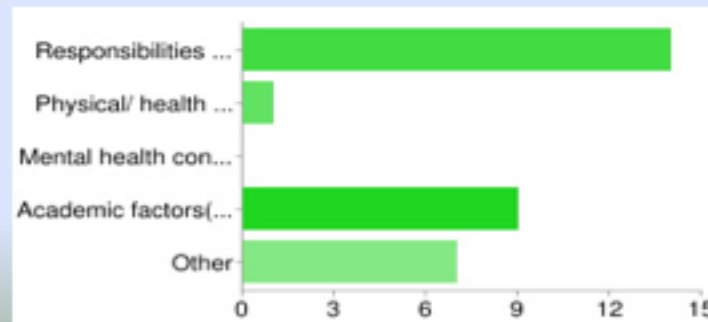
Students

Retention: Bounce Back Program

BOUNCE BACK SPRING 2010 SATISFACTION RESULTS

Pie chart 1:
- Very helpful [5]
- Helpful [12]
- Not helpful [1]
- Slightly helpful [4]

Pie chart 2:
- Very satisfied [5]
- Satisfied [13]
- Not satisfied [0]
- Fairly satisfied [4]
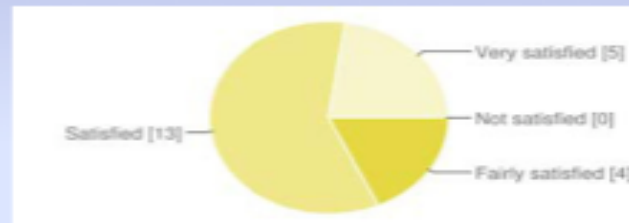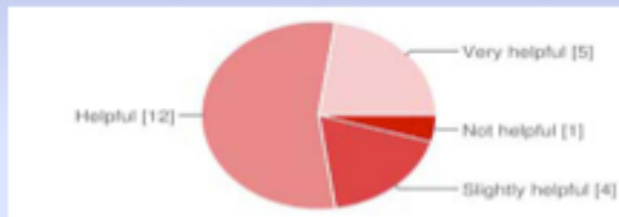
The class was not helpful (1)	5%
The class was slightly helpful (4)	18%
The class was helpful (12)	55%
The class was very helpful (5)	23%

Students

Retention: Peer-Led Team Learning (PLTL)

- content-specific approach to retention
- model engages teams of six to eight students in learning sciences, mathematics, and other undergraduate disciplines guided by a peer leader
- provides an active learning experience for students
- creates a leadership role for undergraduates
- engages faculty in a creative new dimension of instruction

Students who have done well in the course previously become guides and mentors (**Workshop Peer Leaders**).

Students

▶ **Retention**: SEEK New Student Seminar (NSS)

- original model used for college-wide NSS
- 15-week mandatory program
- 3-4 week experience in summer (continues into Fall semester)
- maintain a daily planner
- complete a Career Research Project

Students

Retention: SEEK New Student Seminar (NSS)

- attend a campus-related activity and make a presentation about it
- attend tutoring for at least one course
- complete a reflective autobiography, which is used as a counseling tool
- sign a Freshman Contract
- complete a mid-semester self-report
- attend a conference with instructors

Students

Retention: Recommendations

- retool and reinvigorate the current NSS model by incorporating elements of the SEEK NSS

- collaborate with UgS to integrate elements of the CrossWalk into a seamless freshman experience
  - Orientation and Registration
  - Summer Assignment for Freshmen
  - New Student Seminar (NSS) and Just-in-Time Workshops
  - The Classroom Experience

Students

Retention: Recommendations

- create an online version of the NSS that would allow students to recall basic information, *e.g.*, academic standards, campus life

- invite full-time faculty to become mentors who establish long-lasting relationships with freshmen

- publicize successful mentorship relationships

Student Satisfaction

TEAM GOAL:

STUDENT SATISFACTION WITH ADMINISTRATIVE SERVICES WILL RISE OR REMAIN HIGH.

Student Satisfaction

First Step:

Data gathering on student satisfaction

- Reviewed existing student surveys

- Polled current students

- Compiled lists of student satisfaction and dissatisfaction areas across campus

Student Satisfaction

Second Step:

Grouped areas of satisfaction/dissatisfaction

- Provide accurate and timely information

- Listen to students

- Encourage superior customer service

Student Satisfaction

Provide accurate and timely information:

- CCNY Facebook

- In Your Class

- Student Referral Form

- Parent Outreach Program

Student Satisfaction

Listen to students:

- Student Town Hall Meeting Guide

- Student satisfaction/dissatisfaction areas to shared with relevant VPs and Deans

Student Satisfaction

Encourage superior customer service:

- Enrollment Management reorganization

- CCNY employee customer service training

- CUNY training materials

- Thank You recognition program

Student Satisfaction

Special thanks to all our team members:

Shellye Belton	Joan Newman
Ann-Marie Ebanks	George Rhinehart
Anna-Lize Harris	Millie Roth
Anna Hutchenson	Ellis Simon
Katina Jorge	LaTrella Thornton
Mark Kam	Wendy Thornton
Joann Klinkert	Rosemary Weiss
Maribel Morua	

President's Cross-Functional Working Groups

DIVERSITY WORKING GROUP

GOAL: COLLEGES WILL RECRUIT AND RETAIN A DIVERSE FACULTY AND STAFF.

Diversity Working Group Goals

- Identify barriers to faculty and staff diversity on campus.

- Develop and implement strategic initiatives that target diversity barriers.

- Implement actions and outcomes that create culture of change.

Identified Diversity Challenges

- Limited resources to recruit and attain diverse candidates.

- Deficient support to search and screening committees.

- Insufficient mentoring and retention of diverse faculty.

- Organizational culture and complacency: No presence on campus --diversity workshops, events, etc.

Implemented Action and Outcomes

CCNY faculty were engaged by an outside consulting firm to identify relevant diversity themes. The themes that emerged are the following:

- **Policies and Practice**
- **Support for Search Committees**
- **Search versus screening**
- **Support for faculty**
- **Capacity and Organizational Structure**
- **Expanding and Enhancing Engagement**

Based on the report findings and recommendations from the President's Academic Working Group, President's Council for Inclusion and Excellence (PCIE) was established.

Presidents' Council for
Inclusion and Excellence (PCIE)

- PCIE is charged with developing inclusiveness and diversity amongst students and faculty as an essential part of CCNY excellence.

- Supported by President, the committee will work closely with Deans, Chairs, and the larger CCNY community to foster a culture of change.

- Committee will work during the 2011-2012 academic year to develop plan for achieving inclusive excellence.

Presidential Priorities

- Provide a world-class education to all of our **students**, raising graduation and retention rates.

- Support the heart of our great university—our **faculty**—in their research, scholarship, and teaching, to attract and retain excellence.

- Raise the visibility of the College in the **community** and expand the substantive collaboration with important community organizations.
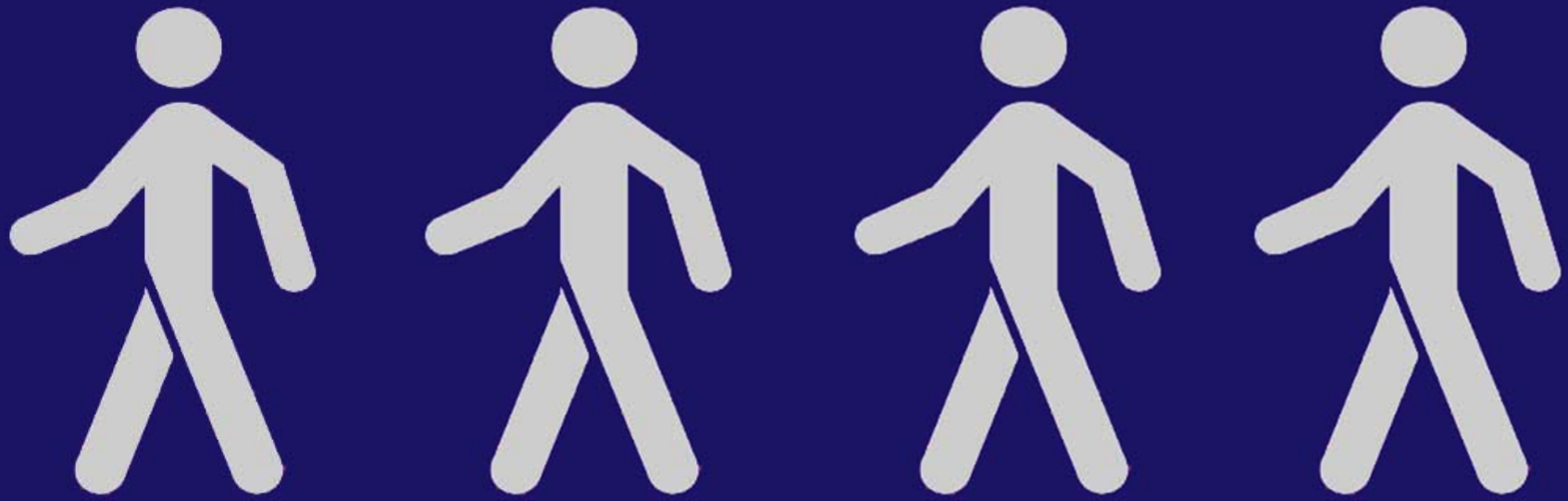
Walking the Talk

CCNY CrossWalk Initiatives

J.9.   Scannell & Kurz Report

Table of Contents

Introduction

Scannell & Kurz, Inc. (S&K) was invited to the City College of New York (CCNY) to provide advice and counsel regarding the use of institutional financial aid in support of enrollment goals for new and continuing students. Because of the time required to compile the requested data set, S&K provided initial observations and recommendations related to recruitment, financial aid, and retention programs on April 7th, based on site visit interviews and a review of various off-the-shelf materials. This report provides more detailed observations and strategic recommendations related specifically to retention, based on an analysis of the retention patterns of the freshman and transfer cohorts that enrolled from fall 2005 through 2009.

It is important to note that pulling this retention data file together represented a significant effort for the campus, in large part because the data are stored in so many different systems. The file needed to be re-pulled several times in order to ensure the data were being drawn from the most accurate source, and even the final file still had the following limitations:

- Attempted hours were not available for most records.

- Earned credits were cumulative and included credits not earned at CCNY.

- Transfer GPA was not available for most students because of problems with the way entering GPA data are stored.

- Institutional aid data for returning students were eventually pulled from student account records, but it was not possible to separate out different types of institutional aid with any accuracy.

- It was not possible to distinguish between Macaulay and CCNY Honors students. Although the data file included flags for both, almost all students with the Macaulay flag also had the CCNY Honors flag.

- Many fields ideally provided for retention analysis are simply not captured by CCNY including legacy status, first generation, extracurricular participation, and the college they transferred to (from the National Student Clearinghouse). Consequently, it was not possible to test some of the hypotheses about retention expressed by campus members during the site visit.

Clearly, Ed Silverman is to be commended for his diligent efforts in providing the requested data. However, if CCNY is to continue to conduct detailed retention analysis moving forward, consideration must be given to how to improve data capture protocols and streamline the reporting process.

Retention Analysis

Retention to Graduation by Cohort

S&K first analyzed overall retention rates from year to year for each cohort in order to understand at which transition points CCNY experienced the most significant attrition. As can be seen in *Attachment #1a*, approximately 20% of each freshman cohort was lost by the fall of their second year (term 3). *Note that the most recent cohort is an exception, when only 17% were lost.* Another 14-19% was lost by the fall of the third year (term 5). Between term 5 and term 7 another 7-9% was lost. Clearly, the biggest losses occur in the first two years of enrollment. Consequently, S&K focused on those two transition points for more detailed analysis.

Similar patterns are found for transfers, although the losses between term 1 and term 3 have been larger than for freshmen, averaging 30%. *(See Attachment #1b.)* Then, another 10-15% of each transfer cohort was lost between term 3 and term 5. Losses were minimal after that point. For transfers, therefore, the focus was placed on the term 1 to term 3 transition. *(Note: The cohort sizes and retention rates differ somewhat from those reported in off-the-shelf materials produced by CCNY. See Attachments #2a and #2b. However, the differences are not material, and S&K believes that they are most likely a function of differences in when the data were pulled.*

First to Second Year Retention for Freshman Cohorts

Table Analysis

As a first step in understanding the factors impacting the retention of first time freshmen to their second year, S&K examined retention rates for all five cohorts combined, segmented by various subpopulations. As can be seen in ***Attachment #3***, retention during the period under study has been lower for Caucasian students than for students of color, which differs from national trends. As is often the case, retention of out-of-state students is lower than for in-state students. It is also lower than for international students. Students who participated in athletics in their first year of enrollment have much higher retention to term 3 than non-athletes (91% versus 79.3%).

Retention of students achieving a term 1 GPA of less than 1.5 is much lower than for those with higher GPAs. Consequently, a 1.5 GPA was used as a break point for exploring retention through predictive modeling, as will be discussed in the next section of this report. High school GPA is also strongly correlated to retention, although SAT is not. (Note also that SAT is missing for many students in the cohorts under study.) Students intending to major in engineering, the Sciences, Social Science, and Medicine have higher retention rates than students in other academic divisions or undecided as to major. Honors participants were also more likely to retain to term 3. However, these patterns were explored in more detail with predictive modeling to better understand the influence of major and honors holding all other factors (e.g., student quality profile) constant.

There were no consistent retention trends by need, EFC, or grant level although, overall, aid filers are more likely to retain than non-aid filers. It is also important to note that retention rates do not decline as unmet need (defined as need minus all grants) increases, even when unmet need rises above $12,000. Retention rates do generally decline as admit phase increases, although the trend reverses for students admitted in Phases 13 and 14. Retention rates also are higher for students who listed CCNY as their first choice on the CUNY admissions application.

Predictive Modeling

In order to better understand the influence of various factors on retention behavior, holding all other factors constant, S&K focused in on students with term 1 GPAs of 1.5 or higher, as these students would not have been facing academic dismissal. The model predicting retention to term 3 for students with at least a 1.5 GPA can be found in *Attachment #4*. The statistically significant variables in the model are explained in the table below. Note that applying for aid as well as levels of grant, need, and unmet need were not statistically significant drivers in this model. This finding dispels the hypothesis expressed by some on campus that students not eligible for scholarships, Pell, and TAP leave because they can no longer afford CCNY.

Although not listed in the table, it is also important to note that students intending to major in engineering, medicine, biology, and psychology were all more likely to retain to term 3 than other majors, at least among students achieving at least a 1.5 GPA in term 1. Note also that students in earlier cohorts were all less likely to retain than students in the fall 2009 entering cohort, holding all other factors constant.

Significant Drivers in Term 3 Retention Model for Freshmen with Term 1 GPAs 1.5+

Variable	Marginal Effects Calculations	Explanation
Term 1 GPA	0.0583	For every additional point in Term 1 GPA (e.g., 2.5 versus 3.5), retention increases by 5.8%.
HS GPA	0.0027	For every additional 10 points on high school GPA (e.g., 90 versus 80), a student is 2.7% more likely to retain to Term 3.
SAT MV score	0.000065	For every 100 points on the SAT, a student is less than 1% more likely to retain.
Out-of-state	-0.1351	Freshmen from out-of-state are 13.5% less likely to retain to Term 3
Students of Color	0.0396	Students of color are 4% more likely to retain than domestic Caucasians.
Participated in Athletics	0.1049	Freshman athletes are 10.5% more likely to retain than non-athletes.
SEEK admit	0.0248	SEEK admits are 2.5% more likely to retain, holding all other factors constant.
Macaulay Honors	0.0480	Macaulay Honors participants are 4.8% more likely to retain to Term 3.
CCNY 1st choice	0.0248	Admits who list CCNY first on the CUNY admissions application are 2.5% more likely to retain to Term 3.

Clearly the special attention students achieve in SEEK is having a positive influence on retention, once student quality profile differences are accounted for. This program, therefore, could serve as a model for other programs intended to support academically at risk individuals. In addition, involvement in special academic or cocurricular programs, like honors and athletics, positively influences retention, which suggests that programs which connect students to other students (such as peer-led team learning) should be expanded.

Note: Some on campus expressed concern that requiring a 3.5 GPA for renewing the Macaulay Honors scholarship might be having a negative impact on retention of these students.

Consequently, S&K examined yield rates by term 1 GPA for Macaulay Honors students versus all others. As can be seen in ***Attachment #5***, it is the case that retention rates are lower for Macaulay students with GPAs below 3.0 than for other students with those GPAs; however, there are few students that fall into those categories, and the opposite is true for Macaulay students with GPAs of 3.0 to 3.49. Although these students also could be facing the loss of their scholarship, their retention rates are higher than for other students with similar GPAs.

Another hypothesis mentioned during the site visit was the idea that when CCNY was not a student's first choice those students move on to other institutions after establishing a good GPA at CCNY. That hypotheses is somewhat supported by the fact that retention rates are higher for those listing CCNY first on their application, which suggests that CCNY needs to continue to "recruit" students not listing CCNY as a first choice, even after they enroll.

Even in the "achiever" model, term 1 GPA has a substantial impact on retention behavior. Consequently, academic support services are critical, and should be mandatory for those most at risk, which is not currently the case except for athletes and students in SEEK and SSSP. In order to provide a clear definition of those who are academically at risk, S&K next developed a model to estimate which factors contribute to students achieving a term 1 GPA below 1.5. As can be seen in ***Attachment #6*** and the table below, high school GPA is the most influential factor in term 1 performance. Note also that populations required to take advantage of tutoring (athletes and SEEK students) are less likely to do poorly in their first term, holding all other factors constant. Although not listed in the table, it is also important to note that students in engineering,

medicine, and biology are all approximately 3% more likely to receive a low term 1 GPA than students in other majors, holding everything else constant.

Significant Drivers Influencing Term 1 GPA Below 1.5

Variable	Parameter Estimates	Explanation
Need minus grant	-0.0023	For every $1,000 in unmet need, students are < 1% less likely to have a low Term 1 GPA.
High School GPA	-0.0099	For every additional 10 points in GPA, students are 9.9% less likely to have a low Term1 GPA.
Applied for Aid	-0.03328	Students who apply for aid are 3.3% less likely to have a low Term 1 GPA
Male	0.01445	Men are 1.4% more likely to have low term 1 GPAs
Athletic Participation	-0.03803	Athletes are 3.8% less likely to have a low term 1 GPA.
SEEK admit	-0.02983	SEEK participants are 3% less likely to have a low term 1 GPA.
Macaulay Honors	-0.08378	Macaulay honors students are 8.4% less likely to have a low term 1 GPA, holding all other factors, such as quality profile, constant.
CCNY first choice	-0.0172	Students listing CCNY first on their CUNY admissons application are 1.7% less likely to have a low Term 1 GPA.

This suggests that freshmen who enter with high school GPAs below 75 and are not already in SEEK or participating in athletics should be targeted for early intervention, especially if CCNY was not their first choice institution.

Second to Third Year Retention for Freshman Cohorts

Table Analysis

For this analysis, four cohorts (2005 through 2008) were combined in order to explore retention to term 5 for those who made it to term 3 by subpopulation. *(See Attachment #7a.)* Although living in the residence halls did not positively impact first year retention, dorm

residents who make it to term 3 are more likely to retain to term 5 than commuters (86% retention versus 78%). Term 1 GPA and high school GPA continue to be strongly correlated to retention, even for students who are still enrolled in term 3. *(Note: This would support the hypothesis expressed by some on campus that the reason so many students are lost after making it to their second year is that CCNY is slow to dismiss students who don't perform well in their first year.)*

Students who intended engineering, sciences, and medicine upon entry continue to have stronger retention rates to term 5 than other majors; however, retention in the social sciences is lower than average from term 3 to term 5, where it was higher than average between term 1 and term 3. Humanities majors, on the other hand, are now tied with engineering and the sciences for the second highest retention rate to term 5. Some on campus hypothesized that retention rates were negatively impacted when students were unable to enter their desired major. Certainly, as can be seen in *Attachment #7b*, retention rates to term 5 are lower for students who are still in Gateway (undecided) as of term 3. They are particularly low for students who initially intended to major in engineering but are still in Gateway by term 3. *(Note, however, that retention rates are not as low for students in Gateway to Engineering as they are for intended engineering majors in Gateway proper.)* The low retention rates for Gateway students are not just a function of performance. As can be seen in *Attachment #7c,* retention rates from term 3 to term 5 for Gateway and Gateway to Engineering students are lower than for students in other divisions even when comparing across similar term 3 GPA bands.

As was the case with term 1 to term 3 retention, the retention of students from term 3 to term 5 does not drop sharply as need or unmet need increase. There are a handful of students who receive increases to their grants after their first year of enrollment. Retention rates to term 5 are very high for these students; however, term 3 enrollees with similar term 3 GPAs who did not receive additional funding also have high retention rates. *(See Attachment #7d.)*

Although it was not possible to compare attempted credits to earned credits, S&K also examined retention rates by the cumulative earned credits students had achieved by the end of term 3. One would expect a full-time student to have 36-45 credits by this time, but clearly there are many students with less than that range accumulated. As was hypothesized by some on campus, there is a strong correlation between the number of credits earned and retention rates. *(See Attachment #7e.)* However, without being able to compare to attempted credits, it is not possible to know whether this is a function of students having failed to complete courses they attempted or simply having registered for fewer credits in their first three semesters. Also note that these cumulative credits include AP credits and any credits transferred in from other institutions. Consequently, it is also likely that there is a strong correlation between cumulative credits and performance in high school.

Predictive Modeling

S&K next developed a predictive model to understand the term 3 to term 5 transition. This model identified the factors influencing retention to term 5 for students with term 3 cumulative GPAs of 2.0 or higher. *(See Attachment #8 and the table below.)* Interestingly, total grant was statistically significant in this model, although the impact on probability of retaining

was quite small. Although all students in this model have GPAs of 2.0 or higher, term 3 GPA was still a statistically significant driver. As was the case in the model that predicted retention from term 1 to term 3, students of color, honors students, athletes, and those listing CCNY first on their admissions application were all more likely to retain than other students, holding all other factors constant. In addition, students undecided as to major were less likely to retain than other majors while engineering, bio-medical, and psychology majors were all more likely to retain than other majors.

Variable	Marginal Effects Calculations	Explanation
Total Grants	0.004689	For every $1,000 in total grants, students are < 1% more likely to retain to Term 5.
Term 3 Cumulative GPA	0.0453	For every additional point in Term 3 cumulative GPA (e.g., 2.5 versus 3.5), students are 4.5% more likely to retain to Term 5.
International	0.1042	International students are 10.4% more likely to retain to Term 5 than domestic Caucasians.
Students of Color	0.0384	Students of color are 3.8% more likely to retain to Term 5 than domestic Caucasians.
Participated in Athletics	0.0952	Freshman athletes are 9.5% more likely to retain to Term 5 than non-athletes.
Macaulay Honors	0.1567	Macaulay Honors participants are 15.7% more likely to retain to Term 5 than all other students.
Term 3 Declared Major: Undecided	-0.0495	Students in an Undecided major are 5% less likely to retain to Term 5 than students in other majors not listed in this table.
Term 3 Declared Major: Engineering	0.0281	Students in the Engineering major are 2.8% more likely to retain to Term 5 than students in other majors not listed in this table.
Term 3 Declared Major: Bio-Medical	0.2297	Students in the Bio-Medical major are 23% more likely to retain to Term 5 than students in other majors not listed in this table.
Term 3 Delcared Major: Psychology	0.1065	Students in the Psychology major are 10.7% more likely to retain to Term 5 than students in other majors not listed in this table.
CCNY 1st choice	0.0248	Students listing CCNY as their first choice on the CUNY admissions application are 2.5% more likely to retain to Term 5.
Year: 2005	-0.0356	Students in 2005 are 3.6% less likely to retain to Term 5 than students in all other cohorts.

This suggests that connecting a student to a major by term 3 is very important to enhancing retention.

First to Second Year Retention for Transfer Cohorts

Table Analysis

Unlike for freshmen, first year retention for transfers declined for the fall 2009 cohort, although retention rates are still stronger than they were for the fall 2005 and fall 2006 transfer cohorts. *(See Attachment #9.)* Another difference between freshman and transfer retention patterns is that, for transfers, there is no difference in first year retention rates for domestic students of color and Caucasian students. However, as was the case for freshmen, transfer athletes retain at a higher rate than non-athletes, and term 1 GPA is strongly correlated to retention.

Transfers interested in engineering, humanities, nursing, and medicine have the highest first year retention rates. It is also important to note that younger transfers (19 or younger) have higher retention rates than other transfers.

Incomplete aid filers and transfers with $0 EFCs and EFCs above $45,000 have lower retention rates than those with EFCs of $1 to $45,000. However, as was the case with freshmen, transfer retention rates do not decline as unmet need (need after grant) increases. In fact, retention rates for transfers with unmet need above $8,000 are substantially higher than for transfers with less unmet need. Again, this suggests that additional investments in financial aid would not contribute to retention goals.

Predictive Modeling

To examine the factors influencing the retention of transfers to term 3, S&K focused on those with term 1 GPAs of at least 1.75, since less than half of the students with GPAs below that retained. As can be seen in the table below and ***Attachment #10***, unmet need (defined as need minus all grant) plays a small role in retention although transfers who apply for aid are 7% less likely to retain than non-aid filers. This may suggest that concerns about financing influence transfers more than freshmen, regardless of how well their need is being addressed. The fact that older transfers are also less likely to retain suggests that life factors (such as financial concerns) may be influencing transfers more than freshmen.

Significant Drivers in Term 3 Retention Model for Transfers with Term 1 GPAs 1.75+

Variable	Marginal Effects Calculations	Explanation
Term 1 GPA	0.0882	For every additional point in Term 1 GPA (e.g., 2.5 versus 3.5), students are 8.8% more likely to retain to Term 3.
Need Minus All Grants	0.0070	For every $1,000 in unmet need, students are < 1% more likely to retain to Term 3.
Applied for Aid	-0.0714	Students who apply for aid are 7.1% less likely to retain to Term 3.
Out-of-state	-0.0822	Freshmen from out-of-state are 8.2% less likely to retain to Term 3
Students of Color	0.0512	Students of color are 5.1% more likely to retain to Term 3 than domestic Caucasians.
Male	0.0276	Male students are 2.8% more likely to retain to Term 3 than female students.
Intended Major: Engineering	0.1012	Engineering majors are 10.1% more likely to retain to term 3 than all other majors.
Age: 25 or older	-0.0739	Students who are 25+ years old are 7.4% less likely to retain to Term 3 than students who are < 25 years old.

Similar patterns were seen in the model that estimates which factors contribute to transfers earning a low term 1 GPA. *(**See Attachment #11 and the table below**.)* Transfers who

applied for aid were more likely to perform poorly in term 1—just the opposite of what was found for freshmen. Interestingly, transfers receiving grant assistance were more likely to perform poorly, while those with more unmet need were less likely to perform poorly. *(Note, however, that neither of these two factors had a large influence on the likelihood of poor performance.)* As was the case with freshmen, athletes and those listing CCNY as their first choice institution were less likely to have a low term 1 GPA, while biology majors were more likely to have poor performance in term 1.

Significant Drivers Influencing Term 1 GPA < 1.75

Variable	Marginal Effects Calculations	Explanation
Total Grants	0.005839	For every $1,000 in total grants, students are < 1% more likely to have a low term 1 GPA.
Need Minus All Grants	-0.0084	For every $1,000 in unmet need, students are < 1% less likely to have a low Term 1 GPA.
Applied for Aid	0.0491	Students who apply for aid are 4.9% more likely to have a low Term 1 GPA.
Students of Color	0.0650	Students of color are 6.5% more likely to have a low Term 1 GPA than domestic Caucasians.
Male	0.0220	Male students are 2.2% more likely to have a low Term 1 GPA than female students.
Physician Assistant	-0.0966	Physician Assistant majors are 9.7% less likely to have a low Term 1 GPA than other majors not listed in this table.
Intended Major: Biology	0.0843	Biology majors are 8.4% more likely to have a low Term 1 GPA than other majors not listed in this table.
Actual Housing: Commuter	-0.0641	Commuter students are 6.4% less likely to have a low Term 1 GPA than resident students.
CCNY First Choice	-0.0546	Students listing CCNY as their first choice are 5.5% less likely to have low Term 1 GPAs.
Participated in Athletics	-0.1190	Students who participate in athletics are 11.9% less likely to have low Term 1 GPA that students who do not participate in athletics.
Year: 2006	0.0510	Students in fall 2006 cohort are 5.1% more likely to have low Term 1 GPAs than students in fall 2005, fall 2008, and fall 2009 cohorts.
Year: 2007	-0.0500	Students admitted in 2007 fall cohort are 5% less likely to have low Term 1 GPAs than students admitted in fall 2005, fall 2008, and fall 2009 cohorts.

Recommendations

1.) **Recommendation**

In order to continue to conduct detailed retention analysis, CCNY needs to begin to routinely capture key data elements on entering cohorts and store the data in a format easily accessible for analysis.

Comment:

As was mentioned in the **Introduction,** there were a number of limitations in the data file provided to S&K that will need to be addressed if CCNY is to be able to annually examine retention patterns and determine if intervention strategies are effective. In particular, attempted hours, transfer GPA, extracurricular participation, participation in academic support services, and the college to which students transfer should begin to be captured routinely. In addition, the data need to be organized in a comprehensive retention database for ongoing analysis.

2.) **Recommendation**

Given that the cocurricular data that were available suggest that involvement with other students has a positive influence on retention, programs that connect students to each other, such as the new peer-led team learning initiatives, should be expanded.

Comment:

Programming to connect students is particularly important at institutions with large commuter populations, where connections that occur in residential halls are limited.

3.) <u>**Recommendation**</u>

CCNY needs to continue to "recruit" students even after they enroll by highlighting faculty honors, the success of recent graduates, and other points of pride in communications with current students.

Comment:

Because the retention models found that retention rates are higher for both freshmen and transfers listing CCNY as their first choice institution on the admissions application, building a sense of pride in the institution among current students through highlighting CCNY's academic strengths and cachet among employers as well as graduate schools is important.

4.) <u>**Recommendation**</u>

Freshmen who enter with high school GPAs below 75 who are not already in SEEK should be targeted for required tutoring and mentoring, especially if CCNY was not their first choice institution or they are in challenging majors.

Comment:

Using these factors, which emerged as significant drivers in the modeling predicting low term 1 performance, to identify students for early intervention will enable CCNY to have a greater impact on results than waiting for evidence of poor performance to emerge.

5.) <u>**Recommendation**</u>

The financial aid office should reach out to transfer aid applicants, particularly those who are 25 or older, to provide additional financial counseling to address concerns these students may have about financing their education.

Comment:

The amount of need and aid students had did not appear to have much influence on retention, thus providing additional financial aid per se is not recommended. However, the fact that applying for financial aid had a negative influence on retention and performance for transfers (but not for freshmen) suggests that transfer behavior may be being influenced by concerns about financing. Providing additional financial counseling targeted to these students, therefore, is a pilot worth testing.

6.) <u>**Recommendation**</u>

The career services office should conduct targeted outreach to students still in Gateway or Gateway to Engineering (undecided as to major) by term 3, offering interest testing and counseling to help them select a major.

Comment:

The model estimating retention to term 5 clearly showed that undecided students are less likely to continue enrollment than students who have selected a major, holding all other factors constant. Therefore, more intense work to help them identify their academic interests is suggested by the data.

Conclusion

Although retention analysis and predictive modeling did not suggest that increases to financial aid would have much of an impact on retention, other targeted initiatives emerged from the analysis, related to mandating academic support services, connecting students to each other, helping undecided students select a major, providing financial counseling to transfers, and continuing to "recruit" students for whom CCNY was not a first choice institution.

KK/JS/DG:sp
Attachment

The City College of New York Fall Retention Summary: Freshman Cohorts

	Term 1 N	Term 1 %	Term 3 N	Term 3 %	Term 5 N	Term 5 %	Term 7 N	Term 7 %	Term 9 N	Term 9 %	Term 11 N	Term 11 %
Fresh Fall 2005												
Still Attending	1255	100.0%	989	78.8%	754	60.1%	662	52.7%	539	42.9%	230	18.3%
Graduated							1	0.1%	75	6.0%	357	28.4%
Not Attending			266	21.2%	501	39.9%	592	47.2%	641	51.1%	668	53.2%
Fresh Fall 2006												
Still Attending	1502	100.0%	1180	78.6%	976	65.0%	864	57.5%	685	45.6%		
Graduated							1	0.1%	110	7.3%		
Not Attending			322	21.4%	526	35.0%	637	42.4%	707	47.1%		
Fresh Fall 2007												
Still Attending	1742	100.0%	1391	79.9%	1135	65.2%	973	55.9%				
Graduated			1	0.1%	1	0.1%	6	0.3%				
Not Attending			350	20.1%	606	34.8%	763	43.8%				
Fresh Fall 2008												
Still Attending	1719	100.0%	1345	78.2%	1087	63.2%						
Graduated												
Not Attending			374	21.8%	632	36.8%						
Fresh Fall 2009												
Still Attending	1733	100.0%	1439	83.0%								
Graduated												
Not Attending			294	17.0%								

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The City College of New York Fall Retention Summary: Transfer Cohorts

	Term 1 N	Term 1 %	Term 3 N	Term 3 %	Term 5 N	Term 5 %	Term 7 N	Term 7 %	Term 9 N	Term 9 %	Term 11 N	Term 11 %
Trans Fall 2005												
Still Attending	723	100.0%	493	68.2%	341	47.2%	214	29.6%	95	13.1%	52	7.2%
Graduated			3	0.4%	45	6.2%	153	21.2%	265	36.7%	314	43.4%
Not Attending			227	31.4%	337	46.6%	356	49.2%	363	50.2%	357	49.4%
Trans Fall 2006												
Still Attending	755	100.0%	505	66.9%	379	50.2%	221	29.3%	117	15.5%		
Graduated			5	0.7%	51	6.8%	175	23.2%	273	36.2%		
Not Attending			245	32.5%	325	43.0%	359	47.5%	365	48.3%		
Trans Fall 2007												
Still Attending	838	100.0%	592	70.6%	411	49.0%	220	26.3%				
Graduated			5	0.6%	74	8.8%	234	27.9%				
Not Attending			241	28.8%	353	42.1%	384	45.8%				
Trans Fall 2008												
Still Attending	872	100.0%	619	71.0%	467	53.6%						
Graduated			4	0.5%	69	7.9%						
Not Attending			249	28.6%	336	38.5%						
Trans Fall 2009												
Still Attending	1108	100.0%	765	69.0%								
Graduated			6	0.5%								
Not Attending			337	30.4%								

Table 47: Fall-to-Fall Retention 2004-2009
Full-time, First-time Freshmen Retained in Same and Other CUNY Colleges

			Total Cohort	Retained in Same College (N)	Retained in Same College (%)	Retained in Other CUNY College (N)	Retained in Other CUNY College (%)	Total Retained at CUNY (%)
BACHELOR'S	First-time Freshmen	2004	1,168	918	78.6	58	5.0	83.6
		2005	1,278	1,020	79.8	49	3.8	83.6
		2006	1,529	1,215	79.5	65	4.3	83.7
		2007	1,771	1,440	81.3	63	3.6	84.9
		2008	1,744	1,386	79.5	88	5.0	84.5
		2009	1,753	1,461	83.3	52	3.0	86.3

Source: CUNY OIRA Institutional Research Data Base [IRDB]

Table 52: Fall-to-Fall Retention Full-time, First-time Transfers Retained in CCNY and at CUNY

			Total Cohort	Retained in CCNY(N)	Retained in CCNY(%)	Retained at CUNY(N)	Retained at CUNY(%)	Total Retained at CUNY (%)
Advanced Standing Transfers	BACHELOR'S	2004	760	529	69.6	36	4.7	74.3
		2005	731	521	71.3	46	6.3	77.6
		2006	768	548	71.4	37	4.8	76.2
		2007	848	618	72.9	31	3.7	76.5
		2008	880	651	74.0	38	4.3	78.3
		2009	1,117	799	71.5	51	4.6	76.1

Source: CUNY OIRA Institutional Research Data Base [IRDB]

The City College of New York: Retention by Subpopulation
Fall Freshman Cohorts (2005-2009)

	Term 1 N	Term 1 %	Term 3 N	Term 3 %

Type

	Term 1 N	Term 1 %	Term 3 N	Term 3 %
Freshmen	7951	100.0%	6345	79.8%

Cohort

Fresh Fall 2005	1255	100.0%	989	78.8%
Fresh Fall 2006	1502	100.0%	1180	78.6%
Fresh Fall 2007	1742	100.0%	1392	79.9%
Fresh Fall 2008	1719	100.0%	1345	78.2%
Fresh Fall 2009	1733	100.0%	1439	83.0%

Gender

1: Male	3919	100.0%	3089	78.8%
2: Female	4032	100.0%	3256	80.8%

Ethnicity

1: American Indian/Native American	8	100.0%	8	100.0%
2: Asian	1993	100.0%	1651	82.8%
3: Black/African American	1710	100.0%	1397	81.7%
4: Hispanic	2779	100.0%	2165	77.9%
5: White	1288	100.0%	985	76.5%
6: International	173	100.0%	139	80.3%

Ethnic Status

1: Student of Color	6490	100.0%	5221	80.4%
2: Caucasian	1288	100.0%	985	76.5%
3: International	173	100.0%	139	80.3%

Commuter

1: Commuter	7364	100.0%	5867	79.7%
2: Dorm Resident	587	100.0%	478	81.4%

Residency

1: In State (US Resident)	7123	100.0%	5688	79.9%
2: In State (Undocumented)	513	100.0%	429	83.6%
3: Out of State (US Resident)	142	100.0%	89	62.7%
4: International	173	100.0%	139	80.3%

Distance from School

1: Missing	5	100.0%	3	60.0%
2: 0 to 5 miles	2127	100.0%	1683	79.1%
3: 6 to 10 miles	2175	100.0%	1724	79.3%
4: 11 to 15 miles	2246	100.0%	1830	81.5%
5: 16 to 20 miles	712	100.0%	597	83.8%
6: 21 to 50 miles	347	100.0%	256	73.8%
7: 51 or more miles	166	100.0%	113	68.1%
8: Foreign	173	100.0%	139	80.3%

SEEK Admit

1: Yes	1153	100.0%	869	75.4%
2: No	6798	100.0%	5476	80.6%

International Student

1: International	173	100.0%	139	80.3%
2: Undocumented Alien	513	100.0%	429	83.6%
3: US Resident	7265	100.0%	5777	79.5%

	Term 1		Term 3	
	N	**%**	**N**	**%**
Participated in Athletics				
1: Yes	311	100.0%	283	91.0%
2: No	7640	100.0%	6062	79.3%
Term 1 GPA				
01: 0	330	100.0%	43	13.0%
02: 0.01 to 0.99	229	100.0%	78	34.1%
03: 1.00 to 1.24	144	100.0%	68	47.2%
04: 1.25 to 1.49	182	100.0%	104	57.1%
05: 1.50 to 1.74	221	100.0%	157	71.0%
06: 1.75 to 1.99	286	100.0%	212	74.1%
07: 2.00 to 2.24	440	100.0%	357	81.1%
08: 2.25 to 2.49	572	100.0%	469	82.0%
09: 2.50 to 2.74	663	100.0%	545	82.2%
10: 2.75 to 2.99	887	100.0%	767	86.5%
11: 3.00 to 3.24	1134	100.0%	996	87.8%
12: 3.25 to 3.49	1039	100.0%	912	87.8%
13: 3.50 to 3.74	935	100.0%	847	90.6%
14: 3.75+	889	100.0%	790	88.9%
SAT MV Score				
01: Missing	1354	100.0%	1073	79.2%
02: Less than 750	334	100.0%	252	75.4%
03: 750 to 790	303	100.0%	242	79.9%
03: 800 to 840	554	100.0%	439	79.2%
03: 850 to 890	791	100.0%	621	78.5%
04: 900 to 940	894	100.0%	706	79.0%
05: 950 to 990	714	100.0%	575	80.5%
06: 1000 to 1040	691	100.0%	535	77.4%
07: 1050 to 1090	531	100.0%	415	78.2%
08: 1100 to 1140	513	100.0%	408	79.5%
09: 1150 to 1190	378	100.0%	306	81.0%
10: 1200 to 1240	266	100.0%	218	82.0%
11: 1250 to 1290	218	100.0%	180	82.6%
12: 1300+	410	100.0%	375	91.5%
High School GPA				
1: Missing	30	100.0%	22	73.3%
2: Less than 70.0	43	100.0%	28	65.1%
3: 70.0 to 74.9	490	100.0%	347	70.8%
4: 75.0 to 79.9	1585	100.0%	1161	73.2%
5: 80.0 to 84.9	2243	100.0%	1735	77.4%
6: 85.0 to 89.9	1946	100.0%	1610	82.7%
7: 90.0 to 94.9	1299	100.0%	1147	88.3%
8: 95.0+	315	100.0%	295	93.7%

	Term 1		Term 3	
	N	**%**	**N**	**%**
Intended Division				
Education	313	100.0%	242	77.3%
Engineering	901	100.0%	735	81.6%
Humanities	624	100.0%	467	74.8%
Nursing	102	100.0%	69	67.6%
Sciences	619	100.0%	519	83.8%
Social Science	445	100.0%	359	80.7%
Sophie Davis School of Medicine	669	100.0%	572	85.5%
Undecided	4278	100.0%	3382	79.1%
Intended Major				
African Studies	1	100.0%	1	100.0%
Anthropology	6	100.0%	6	100.0%
Art	117	100.0%	94	80.3%
Biology	401	100.0%	332	82.8%
Black Puerto Rican & Jewish Studies	28	100.0%	24	85.7%
Chemistry	54	100.0%	48	88.9%
Communications	91	100.0%	73	80.2%
Creative Writing	13	100.0%	8	61.5%
Dance	3	100.0%	3	100.0%
Early Childhood	71	100.0%	54	76.1%
Earth Science	3	100.0%	3	100.0%
Economics	27	100.0%	20	74.1%
Education	127	100.0%	102	80.3%
Engineering	901	100.0%	735	81.6%
English	68	100.0%	51	75.0%
Film Studies	73	100.0%	53	72.6%
French	1	100.0%		0.0%
History	39	100.0%	31	79.5%
Journalism	76	100.0%	58	76.3%
Languages	5	100.0%	5	100.0%
Linguistics	1	100.0%		0.0%
Math	51	100.0%	44	86.3%
Medicine	606	100.0%	522	86.1%
Music	94	100.0%	61	64.9%
Nursing	102	100.0%	69	67.6%
Philosophy	5	100.0%	4	80.0%
Physician Assistant	63	100.0%	50	79.4%
Physics	23	100.0%	19	82.6%
Political Science	61	100.0%	51	83.6%
Psychology	305	100.0%	247	81.0%
Sciences	87	100.0%	73	83.9%
Secondary Education	8	100.0%	5	62.5%
Sociology	17	100.0%	10	58.8%
Spanish	4	100.0%	4	100.0%
Teacher Education	107	100.0%	81	75.7%
Theatre	34	100.0%	22	64.7%
Undecided	4278	100.0%	3382	79.1%

	Term 1		Term 3	
	N	**%**	**N**	**%**
High Poverty County				
1: Yes	6804	100.0%	5444	80.0%
2: No	1147	100.0%	901	78.6%
Macauley Honors College				
1: Yes	352	100.0%	330	93.8%
2: No	7599	100.0%	6015	79.2%
CCNY Honors Program				
1: Yes	334	100.0%	314	94.0%
2: No	7617	100.0%	6031	79.2%
Applied for Financial Aid				
1: Yes	7274	100.0%	5859	80.5%
2: No	677	100.0%	486	71.8%
Federal Methodology Need				
01: Non Aid Filer	677	100.0%	486	71.8%
02: Rejected ISIR	402	100.0%	339	84.3%
03: Missing FM Need	160	100.0%	126	78.8%
04: $0 FM Need	942	100.0%	783	83.1%
05: $1 to $5,000	502	100.0%	373	74.3%
06: $5,001 to $10,000	1474	100.0%	1087	73.7%
07: $10,001 to $15,000	2553	100.0%	2137	83.7%
08: $15,001 to $20,000	837	100.0%	680	81.2%
09: $20,001 and Above	404	100.0%	334	82.7%
Federal Methodology EFC				
01: Non Aid Filer	677	100.0%	486	71.8%
02: Rejected ISIR	402	100.0%	339	84.3%
03: Missing FM EFC	160	100.0%	126	78.8%
04: $0 FM EFC	2890	100.0%	2289	79.2%
05: $1 to $4,617	2057	100.0%	1651	80.3%
06: $4,618 to $8,000	453	100.0%	359	79.2%
07: $8,001 to $15,000	492	100.0%	419	85.2%
08: $15,001 to $30,000	509	100.0%	417	81.9%
09: $30,001 to $45,000	183	100.0%	156	85.2%
10: $45,001 and Above	128	100.0%	103	80.5%
Total Grants				
1: $0 No Total Grants	1174	100.0%	874	74.4%
2: $1 to $2,000	1719	100.0%	1437	83.6%
3: $2,001 to $4,000	463	100.0%	367	79.3%
4: $4,001 to $6,000	793	100.0%	628	79.2%
5: $6,001 to $8,000	698	100.0%	532	76.2%
6: $8,001 to $10,000	2114	100.0%	1689	79.9%
7: $10,001 to $12,000	977	100.0%	806	82.5%
8: $12,001 and Above	13	100.0%	12	92.3%

	Term 1		Term 3	
	N	%	N	%
Need Minus All Grants				
01: Non Aid Filer	677	100.0%	486	71.8%
02: Rejected ISIR	402	100.0%	339	84.3%
03: Missing FM Need	160	100.0%	126	78.8%
04: $0 No Need After Grants	1480	100.0%	1122	75.8%
05: $1 to $2,000	2178	100.0%	1792	82.3%
06: $2,001 to $4,000	938	100.0%	761	81.1%
07: $4,001 to $6,000	467	100.0%	373	79.9%
08: $6,001 to $8,000	312	100.0%	248	79.5%
09: $8,001 to $10,000	435	100.0%	349	80.2%
10: $10,001 to $12,000	465	100.0%	387	83.2%
11: $12,001 and Above	437	100.0%	362	82.8%
Need Minus All Aid				
01: Non Aid Filer	677	100.0%	486	71.8%
02: Rejected ISIR	402	100.0%	339	84.3%
03: Missing FM Need	160	100.0%	126	78.8%
04: $0 No Need After Aid	1649	100.0%	1251	75.9%
05: $1 to $2,000	2191	100.0%	1804	82.3%
06: $2,001 to $4,000	861	100.0%	699	81.2%
07: $4,001 to $6,000	510	100.0%	411	80.6%
08: $6,001 to $8,000	340	100.0%	267	78.5%
09: $8,001 to $10,000	461	100.0%	379	82.2%
10: $10,001 to $12,000	386	100.0%	321	83.2%
11: $12,001 and Above	314	100.0%	262	83.4%
Parent AGI				
1: Non Aid Filer	677	100.0%	486	71.8%
2: Rejected ISIR	402	100.0%	339	84.3%
3: Missing PAGI	172	100.0%	137	79.7%
4: Below $30,000	3633	100.0%	2886	79.4%
5: $30,000 to $59,999	1597	100.0%	1276	79.9%
6: $60,000 to $89,999	706	100.0%	578	81.9%
7: $90,000 to $119,999	396	100.0%	330	83.3%
8: $120,000 and Above	368	100.0%	313	85.1%
Received Inst. Grant				
No	7947	100.0%	6341	79.8%
Yes	4	100.0%	4	100.0%
Received Pell Grant				
No	3123	100.0%	2508	80.3%
Yes	4828	100.0%	3837	79.5%
Earned Federal Work Study				
No	7074	100.0%	5639	79.7%
Yes	877	100.0%	706	80.5%
Received Need Based Loan				
No	7569	100.0%	6051	79.9%
Yes	382	100.0%	294	77.0%

	Term 1		Term 3	
	N	**%**	**N**	**%**
Received Non Need Based Loan				
No	7550	100.0%	6038	80.0%
Yes	401	100.0%	307	76.6%
Unemployment Rate				
01: Missing	18	100.0%	13	72.2%
02: Less than 3.0%	2	100.0%	1	50.0%
03: 3.0% to 3.9%	349	100.0%	280	80.2%
04: 4.0% to 4.9%	2727	100.0%	2147	78.7%
05: 5.0% to 5.9%	1714	100.0%	1348	78.6%
06: 6.0% to 6.9%	971	100.0%	775	79.8%
07: 7.0% to 7.9%	673	100.0%	536	79.6%
08: 8.0% to 8.9%	807	100.0%	678	84.0%
09: 9.0% to 9.9%	4	100.0%	3	75.0%
10: 10.0% to 10.9%	373	100.0%	309	82.8%
11: 11.0% or Higher	313	100.0%	255	81.5%
Change in Unemployment Rate				
1: Missing	19	100.0%	14	73.7%
2: - 1.0% or More	1159	100.0%	910	78.5%
3: - 0.1% to -0.9%	3264	100.0%	2597	79.6%
4: No Change	23	100.0%	12	52.2%
5: + 0.0% to 0.9%	1527	100.0%	1206	79.0%
6: + 1.0% to 1.9%	230	100.0%	171	74.3%
7: + 2.0% to 2.9%	235	100.0%	190	80.9%
8: + 3.0% to 3.9%	812	100.0%	685	84.4%
9: + 4.0% or Greater	682	100.0%	560	82.1%
Admit Phase				
01	1725	100.0%	1518	88.0%
02	1452	100.0%	1177	81.1%
03	1088	100.0%	875	80.4%
04	872	100.0%	684	78.4%
05	627	100.0%	471	75.1%
06	458	100.0%	352	76.9%
07	267	100.0%	195	73.0%
08	238	100.0%	170	71.4%
09	138	100.0%	103	74.6%
10	122	100.0%	82	67.2%
11	81	100.0%	52	64.2%
12	79	100.0%	53	67.1%
13	39	100.0%	29	74.4%
14	20	100.0%	16	80.0%
15	3	100.0%	2	66.7%
16	1	100.0%	1	100.0%
17	12	100.0%	8	66.7%
18				
19				
20				
21				
Unknown	729	100.0%	557	76.4%

	Term 1		Term 3	
	N	%	N	%
CUNY College 1st Choice				
01: The City College of New York	4181	100.0%	3459	82.7%
02: Hunter College	1312	100.0%	1012	77.1%
03: Barusch College	674	100.0%	528	78.3%
04: Brooklyn College	357	100.0%	278	77.9%
05: Queens College	291	100.0%	219	75.3%
06: Lehman College	113	100.0%	85	75.2%
07: New York City College of Technology	127	100.0%	96	75.6%
08: John Jay College of Criminal Justice	60	100.0%	44	73.3%
09: York College	35	100.0%	22	62.9%
10: Bureau of Manhattan Community College	17	100.0%	12	70.6%
11: College of Staten Island	17	100.0%	9	52.9%
12: Queensborough Community College	12	100.0%	6	50.0%
13: Medgar Evers College	10	100.0%	7	70.0%
14: Hostos Community College	3	100.0%	1	33.3%
15: LaGuardia Community College	5	100.0%	5	100.0%
16: Kingsborough Community College	5	100.0%	3	60.0%
17: Bronx Community College	3	100.0%	2	66.7%
18: Unknown	729	100.0%	557	76.4%

Probit 5 year model - The City College of New York - Freshmen - Retention to Term 3 (Term 1 GPA 1.5+)

Number of Observations Read   7066
Number of Observations Used   7066

Response Profile

Ordered Value	term3	Total Frequency
1	1	6052
2	0	1014

Probability modeled is term3=1.

Hosmer and Lemeshow Goodness-of-Fit Test

Chi-Square	DF	Pr > ChiSq
3.1786	8	0.9227

Analysis of Maximum Likelihood Estimates

Parameter	DF	Estimate	Standard Error	Wald Chi-Square	Pr > ChiSq
Intercept	1	-1.3986	0.3560	15.4314	<.0001
TOTAL_GRANTS_X	1	0.00652	0.00621	1.1028	0.2937
NEED_MINUS_ALL_GRANT	1	0.00664	0.00468	2.0155	0.1557
term1_gpa_x	1	0.2698	0.0325	68.8828	<.0001
hs_gpa_calc_x	1	0.0124	0.00391	10.0631	0.0015
total_sat_x	1	0.000300	0.000147	4.1975	0.0405
apply_aid	1	0.0886	0.0797	1.2357	0.2663
rejected_isir	1	0.0522	0.0973	0.2873	0.5920
missing_need	1	-0.0795	0.1346	0.3485	0.5550
male	1	0.0151	0.0409	0.1364	0.7119
out_of_state	1	-0.6255	0.1249	25.0658	<.0001
internat	1	0.0252	0.1383	0.0333	0.8551
student_of_color	1	0.1832	0.0533	11.7981	0.0006
athlete	1	0.4854	0.1215	15.9672	<.0001
seek	1	0.1147	0.0648	3.1299	0.0769
macaulay_honors	1	0.2223	0.1240	3.2121	0.0731
undecided	1	0.0600	0.0508	1.3973	0.2372
engineering	1	0.1367	0.0778	3.0826	0.0791
medicine	1	0.1964	0.0871	5.0826	0.0242
biology	1	0.1719	0.1001	2.9484	0.0860
psychology	1	0.2651	0.1123	5.5777	0.0182
cuny_ccny	1	0.1149	0.0432	7.0624	0.0079
cuny_unk	1	0.00274	0.0705	0.0015	0.9690
notest	1	0.3479	0.1818	3.6634	0.0556
no_hs_gpa	1	1.0024	0.4591	4.7680	0.0290
y2005	1	-0.1870	0.1192	2.4621	0.1166
y2006	1	-0.1493	0.0634	5.5384	0.0186
y2007	1	-0.0992	0.0601	2.7262	0.0987
y2008	1	-0.2203	0.0588	14.0584	0.0002

Association of Predicted Probabilities and Observed Responses

Percent Concordant	65.0	Somers' D	0.308
Percent Discordant	34.2	Gamma	0.311
Percent Tied	0.8	Tau-a	0.076
Pairs	6136728	c	0.654

Classification Table

Prob Level	Correct Event	Correct Non-Event	Incorrect Event	Incorrect Non-Event	Correct	Sensi-tivity	Speci-ficity	False POS	False NEG
0.500	6047	5	1009	5	85.6	99.9	0.5	14.3	50.0

	Cross-Validation Predicted		
	0	1	All
	N	N	N
term3			
0	5	1009	1014
1	5	6047	6052
All	10	7056	7066

Variables in Model	Probit Coefficients	Marginal Effects	Pr > Chi-Square
Total Grants	0.006516	0.001408	0.2937
Need Minus All Grants	0.006642	0.001435	0.1557
Term 1 GPA	0.269787	0.058278	<.0001
High School GPA	0.012398	0.002678	0.0015
SAT MV Score	0.0003	0.000065	0.0405
Applied for Aid	0.08864	0.019148	0.2663
Rejected ISIR	0.052155	0.011266	0.5920
Missing FM Need	-0.07948	-0.01717	0.5550
Male	0.015098	0.003261	0.7119
Out of State	-0.62554	-0.13513	<.0001
International	0.025243	0.005453	0.8551
Student of Color	0.183182	0.03957	0.0006
Participated in Athletics	0.48539	0.104852	<.0001
SEEK Admit	0.114725	0.024782	0.0769
Macaulay Honors	0.222259	0.048011	0.0731
Intended Major: Undecided	0.060005	0.012962	0.2372
Intended Major: Engineering	0.136675	0.029524	0.0791
Intended Major: Medicine	0.196366	0.042418	0.0242
Intended Major: Biology	0.171877	0.037128	0.0860
Intended Major: Psychology	0.265132	0.057273	0.0182
1st Choice CUNY College: CCNY	0.114918	0.024824	0.0079
1st Choice CUNY College: Unknown	0.00274	0.000592	0.9690
Missing SAT MV Score	0.3479	0.075152	0.0556
Missing HS GPA	1.002432	0.216541	0.0290
Year: 2005	-0.18703	-0.0404	0.1166
Year: 2006	-0.14931	-0.03225	0.0186
Year: 2007	-0.09916	-0.02142	0.0987
Year: 2008	-0.22032	-0.04759	0.0002

Baseline

cohort=Fresh Fall 2009

Label	N	Mean	Sum
Retained to Term 3	1561	1.000	1386.349
Net Tuition Revenue	1561	5.218	7234.336
Tuition & Fees	1561	5.218	7234.336
Total Grants	1561	5.590	7749.197
Institutional Grants	1561	0.000	0.000
Government Grants	1561	5.590	7749.197
External Scholarships	1561	0.000	0.000
Federal Methodology Need	1116	11.900	11887.129
Need Minus All Grants	958	5.167	4427.754
Applied for Aid	1561	0.942	1305.714
Term 1 GPA	1561	3.098	4294.453
SAT MV Score	1539	1037.933	1418217.100
High School GPA	1559	85.746	118716.882
Male	1561	0.469	650.596
Student of Color	1561	0.796	1103.326
In State	1561	0.963	1335.264
Out of State	1561	0.017	22.918
International	1561	0.020	28.167
Participated in Athletics	1561	0.062	86.293
SEEK Admit	1561	0.083	114.775
Undocumented Alien	1561	0.059	81.317
Rec'd Pell Award	1561	0.581	805.842

Actual

cohort=Fresh Fall 2009

term3	N Obs	Label	N	Mean	Sum
1	1386	Retained to Term 3	1386	1.000	1386.000
		Net Tuition Revenue	1386	5.212	7224.094
		Tuition & Fees	1386	5.212	7224.094
		Total Grants	1386	5.616	7783.669
		Institutional Grants	1386	0.000	0.000
		Government Grants	1386	5.616	7783.669
		External Scholarships	1386	0.000	0.000
		Federal Methodology Need	998	11.907	11882.874
		Need Minus All Grants	860	5.069	4359.227
		Applied for Aid	1386	0.940	1303.000
		Term 1 GPA	1386	3.109	4309.110
		SAT MV Score	1367	1037.421	1418154.000
		High School GPA	1384	85.622	118501.100
		Male	1386	0.476	660.000
		Student of Color	1386	0.797	1104.000
		In State	1386	0.964	1336.000
		Out of State	1386	0.016	22.000
		International	1386	0.020	28.000
		Participated in Athletics	1386	0.063	88.000
		SEEK Admit	1386	0.087	120.000
		Undocumented Alien	1386	0.056	77.000
		Rec'd Pell Award	1386	0.584	810.000

The City College of New York - Freshmen Retention To Term 3 by Honors College

| | Macauley Honors College | | | | | | All | | |
| | 1: Yes | | | 2: No | | | | | |
	N	Term 3	Term 3 %	N	Term 3	Term 3 %	N	Term 3	Term 3 %
Term 1 GPA									
01: 0	3	1	33.3%	327	42	12.8%	330	43	13.0%
02: 0.01 to 0.99	1	1	100%	228	77	33.8%	229	78	34.1%
03: 1.00 to 1.24	.	.	.	144	68	47.2%	144	68	47.2%
04: 1.25 to 1.49	.	.	.	182	104	57.1%	182	104	57.1%
05: 1.50 to 1.74	.	.	.	221	157	71.0%	221	157	71.0%
06: 1.75 to 1.99	1	0	0.0%	285	212	74.4%	286	212	74.1%
07: 2.00 to 2.24	3	1	33.3%	437	356	81.5%	440	357	81.1%
08: 2.25 to 2.49	2	2	100%	570	467	81.9%	572	469	82.0%
09: 2.50 to 2.74	4	3	75.0%	659	542	82.2%	663	545	82.2%
10: 2.75 to 2.99	12	9	75.0%	875	758	86.6%	887	767	86.5%
11: 3.00 to 3.24	23	23	100%	1111	973	87.6%	1134	996	87.8%
12: 3.25 to 3.49	48	45	93.8%	991	867	87.5%	1039	912	87.8%
13: 3.50 to 3.74	77	75	97.4%	858	772	90.0%	935	847	90.6%
14: 3.75+	178	170	95.5%	711	620	87.2%	889	790	88.9%
All	352	330	93.8%	7599	6015	79.2%	7951	6345	79.8%

Probit 5 year model - The City College of New York - Factors Influencing Term 1 GPA Below 1.5

Number of Observations Read   7951
Number of Observations Used   7951

Response Profile

Ordered Value	low_gpa	Total Frequency
1	1	885
2	0	7066

Probability modeled is low_gpa=1.

Hosmer and Lemeshow Goodness-of-Fit Test

Chi-Square	DF	Pr > ChiSq
4.8292	8	0.7757

Analysis of Maximum Likelihood Estimates

Parameter	DF	Estimate	Standard Error	Wald Chi-Square	Pr > ChiSq
Intercept	1	3.5230	0.3293	114.4291	<.0001
TOTAL_GRANTS_X	1	0.00767	0.00620	1.5275	0.2165
NEED_MINUS_ALL_GRANT	1	-0.0128	0.00504	6.4501	0.0111
hs_gpa_calc_x	1	-0.0556	0.00391	201.7744	<.0001
apply_aid	1	-0.1874	0.0764	6.0136	0.0142
rejected_isir	1	-0.0377	0.1050	0.1288	0.7197
missing_need	1	0.0807	0.1425	0.3212	0.5709
male	1	0.0814	0.0417	3.8012	0.0512
athlete	1	-0.2141	0.1147	3.4860	0.0619
seek	1	-0.1680	0.0617	7.4174	0.0065
macaulay_honors	1	-0.4717	0.1948	5.8652	0.0154
undecided	1	0.0323	0.0539	0.3591	0.5490
engineering	1	0.1521	0.0774	3.8679	0.0492
medicine	1	0.1520	0.0876	3.0081	0.0829
biology	1	0.1777	0.0978	3.2983	0.0694
psychology	1	0.1321	0.1025	1.6611	0.1975
cuny_ccny	1	-0.0965	0.0436	4.8943	0.0269
cuny_unk	1	0.00688	0.0724	0.0090	0.9243
no_hs_gpa	1	-4.3974	0.4280	105.5578	<.0001
y2005	1	0.0287	0.0661	0.1882	0.6644
y2006	1	-0.0133	0.0633	0.0442	0.8335
y2007	1	0.0316	0.0596	0.2815	0.5957
y2008	1	0.0272	0.0602	0.2034	0.6520

Association of Predicted Probabilities and Observed Responses

Percent Concordant	68.4	Somers' D	0.376
Percent Discordant	30.8	Gamma	0.379
Percent Tied	0.8	Tau-a	0.074
Pairs	6253410	c	0.688

Classification Table

Prob Level	Correct Event	Correct Non-Event	Incorrect Event	Incorrect Non-Event	Percentages Correct	Sensi-tivity	Speci-ficity	False POS	False NEG
0.500	3	7063	3	882	88.9	0.3	100.0	50.0	11.1

| low_gpa | Cross-Validation Predicted | | All |
	0	1	All
	N	N	N
0	7063	3	7066
1	882	3	885
All	7945	6	7951

SCANNELL&KURZ,INC.

Variables in Model	Probit Coefficients	Marginal Effects	Pr > Chi-Square
Total Grants	0.007667	0.001362	0.2165
Need Minus All Grants	-0.0128	-0.00227	0.0111
High School GPA	-0.05558	-0.00987	<.0001
Applied for Aid	-0.18736	-0.03328	0.0142
Rejected ISIR	-0.03766	-0.00669	0.7197
Missing FM Need	0.080746	0.014341	0.5709
Male	0.081357	0.01445	0.0512
Participated in Athletics	-0.21414	-0.03803	0.0619
SEEK Admit	-0.16795	-0.02983	0.0065
Macaulay Honors	-0.47172	-0.08378	0.0154
Intended Major: Undecided	0.032296	0.005736	0.5490
Intended Major: Engineering	0.152129	0.027019	0.0492
Intended Major: Medicine	0.151965	0.02699	0.0829
Intended Major: Biology	0.177664	0.031555	0.0694
Intended Major: Psychology	0.132076	0.023458	0.1975
1st Choice CUNY College: CCNY	-0.09655	-0.01715	0.0269
1st Choice CUNY College: Unknown	0.006883	0.001222	0.9243
Missing HS GPA	-4.39735	-0.78101	<.0001
Year: 2005	0.028667	0.005092	0.6644
Year: 2006	-0.01331	-0.00236	0.8335
Year: 2007	0.031626	0.005617	0.5957
Year: 2008	0.027154	0.004823	0.6520

Baseline

cohort=Fresh Fall 2009

Label	N	Mean	Sum
Term 1 GPA < 1.5	1733	1.000	171.204
Net Tuition Revenue	1733	5.217	893.089
Tuition & Fees	1733	5.217	893.089
Total Grants	1733	5.785	990.395
Institutional Grants	1733	0.000	0.000
Government Grants	1733	5.785	990.395
External Scholarships	1733	0.000	0.000
Federal Methodology Need	1252	11.510	1397.713
Need Minus All Grants	1058	4.357	447.734
Applied for Aid	1733	0.899	153.928
SAT MV Score	1708	1019.931	172472.476
High School GPA	1731	82.054	14018.160
Male	1733	0.546	93.518
Student of Color	1733	0.811	138.773
In State	1733	0.963	164.934
Out of State	1733	0.020	3.497
International	1733	0.016	2.773
Participated in Athletics	1733	0.039	6.642
SEEK Admit	1733	0.131	22.425
Undocumented Alien	1733	0.047	8.036
Rec'd Pell Award	1733	0.604	103.477

Actual

cohort=Fresh Fall 2009

low_gpa	N Obs	Label	N	Mean	Sum
1	172	Term 1 GPA < 1.5	172	1.000	172.000
		Net Tuition Revenue	172	5.203	894.888
		Tuition & Fees	172	5.203	894.888
		Total Grants	172	6.765	1163.572
		Institutional Grants	172	0.000	0.000
		Government Grants	172	6.765	1163.572
		External Scholarships	172	0.000	0.000
		Federal Methodology Need	136	11.300	1536.766
		Need Minus All Grants	100	4.763	476.326
		Applied for Aid	172	0.936	161.000
		SAT MV Score	169	1007.988	170350.000
		High School GPA	172	81.481	14014.800
		Male	172	0.593	102.000
		Student of Color	172	0.831	143.000
		In State	172	0.965	166.000
		Out of State	172	0.029	5.000
		International	172	0.006	1.000
		Participated in Athletics	172	0.058	10.000
		SEEK Admit	172	0.203	35.000
		Undocumented Alien	172	0.017	3.000
		Rec'd Pell Award	172	0.727	125.000

The City College of New York: Retention by Subpopulation
Fall Freshman Cohorts (2005-2008)

	Term 3 N	Term 3 %	Term 5 N	Term 5 %
Type				
Freshmen	4906	100.0%	3840	78.3%
Cohort				
Fresh Fall 2005	989	100.0%	730	73.8%
Fresh Fall 2006	1180	100.0%	941	79.7%
Fresh Fall 2007	1392	100.0%	1108	79.6%
Fresh Fall 2008	1345	100.0%	1061	78.9%
Gender				
1: Male	2396	100.0%	1851	77.3%
2: Female	2510	100.0%	1989	79.2%
Ethnicity				
1: American Indian/Native American	7	100.0%	7	100.0%
2: Asian	1257	100.0%	1022	81.3%
3: Black/African American	1119	100.0%	860	76.9%
4: Hispanic	1692	100.0%	1299	76.8%
5: White	721	100.0%	557	77.3%
6: International	110	100.0%	95	86.4%
Ethnic Status				
1: Student of Color	4075	100.0%	3188	78.2%
2: Caucasian	721	100.0%	557	77.3%
3: International	110	100.0%	95	86.4%
Commuter				
1: Commuter	4529	100.0%	3517	77.7%
2: Dorm Resident	377	100.0%	323	85.7%
Residency				
1: In State (US Resident)	4378	100.0%	3413	78.0%
2: In State (Undocumented)	352	100.0%	285	81.0%
3: Out of State (US Resident)	66	100.0%	47	71.2%
4: International	110	100.0%	95	86.4%
Distance from School				
1: Missing	3	100.0%	2	66.7%
2: 0 to 5 miles	1344	100.0%	992	73.8%
3: 6 to 10 miles	1323	100.0%	1055	79.7%
4: 11 to 15 miles	1419	100.0%	1134	79.9%
5: 16 to 20 miles	450	100.0%	365	81.1%
6: 21 to 50 miles	174	100.0%	134	77.0%
7: 51 or more miles	83	100.0%	63	75.9%
8: Foreign	110	100.0%	95	86.4%
SEEK Admit				
1: Yes	741	100.0%	537	72.5%
2: No	4165	100.0%	3303	79.3%
International Student				
1: International	110	100.0%	95	86.4%
2: Undocumented Alien	352	100.0%	285	81.0%
3: US Resident	4444	100.0%	3460	77.9%

	Term 3		Term 5	
	N	**%**	**N**	**%**
Participated in Athletics				
1: Yes	191	100.0%	171	89.5%
2: No	4715	100.0%	3669	77.8%
Term 1 GPA				
01: 0	34	100.0%	15	44.1%
02: 0.01 to 0.99	62	100.0%	30	48.4%
03: 1.00 to 1.24	54	100.0%	27	50.0%
04: 1.25 to 1.49	90	100.0%	48	53.3%
05: 1.50 to 1.74	133	100.0%	84	63.2%
06: 1.75 to 1.99	181	100.0%	113	62.4%
07: 2.00 to 2.24	291	100.0%	181	62.2%
08: 2.25 to 2.49	378	100.0%	280	74.1%
09: 2.50 to 2.74	423	100.0%	324	76.6%
10: 2.75 to 2.99	586	100.0%	476	81.2%
11: 3.00 to 3.24	761	100.0%	612	80.4%
12: 3.25 to 3.49	684	100.0%	576	84.2%
13: 3.50 to 3.74	643	100.0%	561	87.2%
14: 3.75+	586	100.0%	513	87.5%
SAT MV Score				
01: Missing	1052	100.0%	803	76.3%
02: Less than 750	244	100.0%	186	76.2%
03: 750 to 790	230	100.0%	183	79.6%
03: 800 to 840	329	100.0%	246	74.8%
03: 850 to 890	462	100.0%	338	73.2%
04: 900 to 940	509	100.0%	389	76.4%
05: 950 to 990	398	100.0%	308	77.4%
06: 1000 to 1040	367	100.0%	290	79.0%
07: 1050 to 1090	288	100.0%	236	81.9%
08: 1100 to 1140	273	100.0%	209	76.6%
09: 1150 to 1190	209	100.0%	169	80.9%
10: 1200 to 1240	151	100.0%	126	83.4%
11: 1250 to 1290	133	100.0%	119	89.5%
12: 1300+	261	100.0%	238	91.2%
High School GPA				
1: Missing	20	100.0%	17	85.0%
2: Less than 70.0	28	100.0%	16	57.1%
3: 70.0 to 74.9	314	100.0%	203	64.6%
4: 75.0 to 79.9	902	100.0%	647	71.7%
5: 80.0 to 84.9	1358	100.0%	994	73.2%
6: 85.0 to 89.9	1214	100.0%	1005	82.8%
7: 90.0 to 94.9	846	100.0%	750	88.7%
8: 95.0+	224	100.0%	208	92.9%

	Term 3		Term 5	
	N	**%**	**N**	**%**
Intended Division				
Education	170	100.0%	127	74.7%
Engineering	549	100.0%	439	80.0%
Humanities	331	100.0%	265	80.1%
Nursing	48	100.0%	34	70.8%
Sciences	392	100.0%	317	80.9%
Social Science	246	100.0%	191	77.6%
Sophie Davis School of Medicine	418	100.0%	351	84.0%
Undecided	2752	100.0%	2116	76.9%
Intended Major				
African Studies	1	100.0%	1	100.0%
Anthropology	5	100.0%	4	80.0%
Art	69	100.0%	53	76.8%
Biology	261	100.0%	213	81.6%
Black Puerto Rican & Jewish Studies	14	100.0%	11	78.6%
Chemistry	36	100.0%	31	86.1%
Communications	53	100.0%	40	75.5%
Creative Writing	6	100.0%	4	66.7%
Dance	1	100.0%	1	100.0%
Early Childhood	39	100.0%	30	76.9%
Earth Science	3	100.0%	2	66.7%
Economics	10	100.0%	8	80.0%
Education	70	100.0%	53	75.7%
Engineering	549	100.0%	439	80.0%
English	40	100.0%	36	90.0%
Film Studies	37	100.0%	28	75.7%
French				
History	19	100.0%	15	78.9%
Journalism	39	100.0%	32	82.1%
Languages	3	100.0%	2	66.7%
Linguistics				
Math	24	100.0%	19	79.2%
Medicine	377	100.0%	320	84.9%
Music	46	100.0%	40	87.0%
Nursing	48	100.0%	34	70.8%
Philosophy	2	100.0%	1	50.0%
Physician Assistant	41	100.0%	31	75.6%
Physics	12	100.0%	11	91.7%
Political Science	29	100.0%	24	82.8%
Psychology	182	100.0%	139	76.4%
Sciences	56	100.0%	41	73.2%
Secondary Education	3	100.0%	3	100.0%
Sociology	5	100.0%	4	80.0%
Spanish	2	100.0%	1	50.0%
Teacher Education	58	100.0%	41	70.7%
Theatre	14	100.0%	12	85.7%
Undecided	2752	100.0%	2116	76.9%

	Term 3		Term 5	
	N	%	N	%
High Poverty County				
1: Yes	4242	100.0%	3312	78.1%
2: No	664	100.0%	528	79.5%
Macauley Honors College				
1: Yes	264	100.0%	255	96.6%
2: No	4642	100.0%	3585	77.2%
CCNY Honors Program				
1: Yes	249	100.0%	240	96.4%
2: No	4657	100.0%	3600	77.3%
Applied for Financial Aid				
1: Yes	4507	100.0%	3542	78.6%
2: No	399	100.0%	298	74.7%
Federal Methodology Need				
01: Non Aid Filer	399	100.0%	298	74.7%
02: Rejected ISIR	264	100.0%	217	82.2%
03: Missing FM Need	91	100.0%	74	81.3%
04: $0 FM Need	581	100.0%	461	79.3%
05: $1 to $5,000	283	100.0%	233	82.3%
06: $5,001 to $10,000	895	100.0%	713	79.7%
07: $10,001 to $15,000	1596	100.0%	1229	77.0%
08: $15,001 to $20,000	613	100.0%	473	77.2%
09: $20,001 and Above	184	100.0%	142	77.2%
Federal Methodology EFC				
01: Non Aid Filer	399	100.0%	298	74.7%
02: Rejected ISIR	264	100.0%	217	82.2%
03: Missing FM EFC	91	100.0%	74	81.3%
04: $0 FM EFC	1731	100.0%	1340	77.4%
05: $1 to $4,617	1363	100.0%	1063	78.0%
06: $4,618 to $8,000	262	100.0%	207	79.0%
07: $8,001 to $15,000	321	100.0%	262	81.6%
08: $15,001 to $30,000	291	100.0%	231	79.4%
09: $30,001 to $45,000	108	100.0%	86	79.6%
10: $45,001 and Above	76	100.0%	62	81.6%
Total Grants				
1: $0 No Total Grants	675	100.0%	493	73.0%
2: $1 to $2,000	1087	100.0%	903	83.1%
3: $2,001 to $4,000	305	100.0%	240	78.7%
4: $4,001 to $6,000	500	100.0%	377	75.4%
5: $6,001 to $8,000	429	100.0%	335	78.1%
6: $8,001 to $10,000	1557	100.0%	1207	77.5%
7: $10,001 to $12,000	349	100.0%	281	80.5%
8: $12,001 and Above	4	100.0%	4	100.0%

	Term 3		Term 5	
	N	**%**	**N**	**%**

Need Minus All Grants

01: Non Aid Filer	399	100.0%	298	74.7%
02: Rejected ISIR	264	100.0%	217	82.2%
03: Missing FM Need	91	100.0%	74	81.3%
04: $0 No Need After Grants	777	100.0%	623	80.2%
05: $1 to $2,000	1426	100.0%	1129	79.2%
06: $2,001 to $4,000	611	100.0%	460	75.3%
07: $4,001 to $6,000	267	100.0%	209	78.3%
08: $6,001 to $8,000	232	100.0%	198	85.3%
09: $8,001 to $10,000	284	100.0%	211	74.3%
10: $10,001 to $12,000	315	100.0%	245	77.8%
11: $12,001 and Above	240	100.0%	176	73.3%

Need Minus All Aid

01: Non Aid Filer	399	100.0%	298	74.7%
02: Rejected ISIR	264	100.0%	217	82.2%
03: Missing FM Need	91	100.0%	74	81.3%
04: $0 No Need After Aid	866	100.0%	696	80.4%
05: $1 to $2,000	1444	100.0%	1134	78.5%
06: $2,001 to $4,000	568	100.0%	430	75.7%
07: $4,001 to $6,000	313	100.0%	252	80.5%
08: $6,001 to $8,000	224	100.0%	185	82.6%
09: $8,001 to $10,000	307	100.0%	234	76.2%
10: $10,001 to $12,000	249	100.0%	190	76.3%
11: $12,001 and Above	181	100.0%	130	71.8%

Parent AGI

1: Non Aid Filer	399	100.0%	298	74.7%
2: Rejected ISIR	264	100.0%	217	82.2%
3: Missing PAGI	100	100.0%	82	82.0%
4: Below $30,000	2306	100.0%	1773	76.9%
5: $30,000 to $59,999	966	100.0%	759	78.6%
6: $60,000 to $89,999	441	100.0%	364	82.5%
7: $90,000 to $119,999	226	100.0%	184	81.4%
8: $120,000 and Above	204	100.0%	163	79.9%

Received Inst. Grant

No	4902	100.0%	3836	78.3%
Yes	4	100.0%	4	100.0%

Received Pell Grant

No	1915	100.0%	1520	79.4%
Yes	2991	100.0%	2320	77.6%

Earned Federal Work Study

No	4345	100.0%	3391	78.0%
Yes	561	100.0%	449	80.0%

Received Need Based Loan

No	4698	100.0%	3683	78.4%
Yes	208	100.0%	157	75.5%

	Term 3		Term 5	
	N	**%**	**N**	**%**
Received Non Need Based Loan				
No	4710	100.0%	3692	78.4%
Yes	196	100.0%	148	75.5%
Unemployment Rate				
01: Missing	9	100.0%	7	77.8%
02: Less than 3.0%	1	100.0%	1	100.0%
03: 3.0% to 3.9%	280	100.0%	232	82.9%
04: 4.0% to 4.9%	2147	100.0%	1681	78.3%
05: 5.0% to 5.9%	1347	100.0%	1072	79.6%
06: 6.0% to 6.9%	679	100.0%	515	75.8%
07: 7.0% to 7.9%	442	100.0%	331	74.9%
08: 8.0% to 8.9%	1	100.0%	1	100.0%
Change in Unemployment Rate				
1: Missing	10	100.0%	8	80.0%
2: - 1.0% or More	910	100.0%	670	73.6%
3: - 0.1% to -0.9%	2597	100.0%	2065	79.5%
4: No Change	12	100.0%	11	91.7%
5: + 0.0% to 0.9%	1206	100.0%	957	79.4%
6: + 1.0% to 1.9%	170	100.0%	128	75.3%
7: + 2.0% to 2.9%	1	100.0%	1	100.0%
Admit Phase				
01	1028	100.0%	884	86.0%
02	772	100.0%	618	80.1%
03	642	100.0%	491	76.5%
04	555	100.0%	423	76.2%
05	424	100.0%	309	72.9%
06	319	100.0%	245	76.8%
07	188	100.0%	139	73.9%
08	168	100.0%	125	74.4%
09	102	100.0%	73	71.6%
10	81	100.0%	59	72.8%
11	52	100.0%	42	80.8%
12	53	100.0%	36	67.9%
13	29	100.0%	16	55.2%
14	11	100.0%	7	63.6%
15	2	100.0%	1	50.0%
16	1	100.0%	1	100.0%
17	8	100.0%	6	75.0%
18				
19				
20				
Unknown	471	100.0%	365	77.5%

	Term 3		Term 5	
	N	**%**	**N**	**%**

CUNY College 1st Choice

	Term 3 N	Term 3 %	Term 5 N	Term 5 %
01: The City College of New York	2712	100.0%	2200	81.1%
02: Hunter College	736	100.0%	553	75.1%
03: Barusch College	395	100.0%	279	70.6%
04: Brooklyn College	217	100.0%	172	79.3%
05: Queens College	150	100.0%	104	69.3%
06: Lehman College	62	100.0%	47	75.8%
07: New York City College of Technology	82	100.0%	59	72.0%
08: John Jay College of Criminal Justice	27	100.0%	21	77.8%
09: York College	17	100.0%	14	82.4%
10: Bureau of Manhattan Community College	8	100.0%	5	62.5%
11: College of Staten Island	8	100.0%	6	75.0%
12: Queensborough Community College	6	100.0%	4	66.7%
13: Medgar Evers College	5	100.0%	4	80.0%
14: Hostos Community College	1	100.0%	1	100.0%
15: LaGuardia Community College	4	100.0%	2	50.0%
16: Kingsborough Community College	3	100.0%	3	100.0%
17: Bronx Community College	2	100.0%	1	50.0%
18: Unknown	471	100.0%	365	77.5%

Term 3 Cumulative GPA

	Term 3 N	Term 3 %	Term 5 N	Term 5 %
01: Less than 1.50	207	100.0%	37	17.9%
02: 1.50 to 1.74	167	100.0%	47	28.1%
03: 1.75 to 1.99	231	100.0%	115	49.8%
04: 2.00 to 2.24	409	100.0%	324	79.2%
05: 2.25 to 2.49	562	100.0%	457	81.3%
06: 2.50 to 2.74	674	100.0%	559	82.9%
07: 2.75 to 2.99	702	100.0%	588	83.8%
08: 3.00 to 3.24	676	100.0%	566	83.7%
09: 3.25 to 3.49	565	100.0%	488	86.4%
10: 3.50 to 3.74	430	100.0%	398	92.6%
11: 3.75+	283	100.0%	261	92.2%

Term 3 Declared Division

	Term 3 N	Term 3 %	Term 5 N	Term 5 %
Architecture	182	100.0%	155	85.2%
Biomed	293	100.0%	286	97.6%
Education	189	100.0%	143	75.7%
Engineering	1244	100.0%	981	78.9%
Gateway	1230	100.0%	843	68.5%
Humanities & Arts	520	100.0%	414	79.6%
IAS (CWE)	2	100.0%	2	100.0%
Sciences	858	100.0%	705	82.2%
Social Science	387	100.0%	310	80.1%
Unknown	1	100.0%	1	100.0%

	Term 3		Term 5	
	N	%	N	%
Term 3 Declared Major				
American Studies 140				
Anthropology 351	6	100.0%	6	100.0%
Architecture 023/009	49	100.0%	34	69.4%
Architecture BS 514A	5	100.0%	5	100.0%
Art BA 111	104	100.0%	79	76.0%
Asian Latin Amer & Russian Studies	4	100.0%	4	100.0%
B Arch 5-yr degree 511	128	100.0%	116	90.6%
Biology BS/BA 436/43F	33	100.0%	30	90.9%
BioMed 575	293	100.0%	286	97.6%
Black Puerto Rican & Jewish Studies	4	100.0%	3	75.0%
Chemistry BS 446	6	100.0%	6	100.0%
Communication Film & Video 121/147	129	100.0%	94	72.9%
Comparative Literature BA 113	1	100.0%	1	100.0%
CUNY BA 890				
Economics 353	37	100.0%	25	67.6%
Economics BA/MA 352	3	100.0%	3	100.0%
EDUCACTION BA 002/022	188	100.0%	142	75.5%
EDUCATION Biling Childhood BSED 377				
EDUCATION Bilingual-Child BSED 926				
EDUCATION Childhood BSED 922	1	100.0%	1	100.0%
EDUCATION Childhood BSED BSED 378				
EDUCATION Early Childhood BS 914				
EDUCATION Music K-12 BA 924				
Electronic Design & Multimedia BFA	7	100.0%	4	57.1%
ENGINEER Biomedical BE BME	75	100.0%	61	81.3%
ENGINEER Chemical BE 611	58	100.0%	51	87.9%
ENGINEER Civil BE 612	157	100.0%	135	86.0%
ENGINEER Computer BE F16	143	100.0%	110	76.9%
ENGINEER Computer Science BS 616	80	100.0%	61	76.2%
ENGINEER Earthsys Science BS 651				
ENGINEER Earthsys Science Environme	11	100.0%	9	81.8%
ENGINEER Electrical BE 613	200	100.0%	161	80.5%
ENGINEER Mechanical BE 614	151	100.0%	124	82.1%
English BA 1AD	102	100.0%	86	84.3%
English BA/MA 114				
Film BFA 118	1	100.0%	1	100.0%
Film_Video 027	1	100.0%	1	100.0%
Gateway 999	1230	100.0%	843	68.5%
Gateway to Engineering 015	369	100.0%	269	72.9%
Geology 4CI 431/439	2	100.0%	2	100.0%
History 356	47	100.0%	38	80.9%
Humanities 024	12	100.0%	10	83.3%
IAS BS 889				
IAS Education 887-888	1	100.0%	1	100.0%
IAS Pathway to EC Educ 026	1	100.0%	1	100.0%

	Term 3		Term 5	
	N	%	N	%
International Studies 358	41	100.0%	36	87.8%
Management & Administration 355	46	100.0%	32	69.6%
Math BS/BA 442/44B	8	100.0%	7	87.5%
Math Science & Industry 445	3	100.0%	3	100.0%
Music BA 145	58	100.0%	49	84.5%
Music BFA 119	15	100.0%	15	100.0%
Philosophy 360	2	100.0%	2	100.0%
Physician's Assistant 576				
Physics BS 4DC	2	100.0%	2	100.0%
Political Science 359	46	100.0%	34	73.9%
Pre-law 361	10	100.0%	8	80.0%
Psychology BA/BS 362/CFB	134	100.0%	115	85.8%
Psychology CF2/36B				
Romance Languages 130	16	100.0%	13	81.3%
Science 001/021/579	804	100.0%	655	81.5%
Social Science 025	40	100.0%	31	77.5%
Sociology BA 363	16	100.0%	13	81.3%
Theatre 146	25	100.0%	21	84.0%
Unknown	1	100.0%	1	100.0%

The City College of New York - Freshmen Retention Term 3 To Term 5 by Declared Division

Term 3 Declared Division

Intended Division	Architecture			Biomed			Education			Engineering			Gateway			Gateway to Engineering			Humanities & Arts			Sciences			Social Science			All		
	N	Term 5	Term 5 %	N	Term 5	Term 5 %	N	Term 5	Term 5 %	N	Term 5	Term 5 %	N	Term 5	Term 5 %	N	Term 5	Term 5 %	N	Term 5	Term 5 %	N	Term 5	Term 5 %	N	Term 5	Term 5 %	N	Term 5	Term 5 %
Education	.	.	.	.	.	.	107	80	74.8%	.	.	.	17	7	41.2%	.	.	.	33	29	87.9%	8	7	87.5%	5	4	80.0%	170	127	74.7%
Engineering	21	16	76.2%	2	2	100%	.	.	.	345	292	84.6%	38	20	52.6%	110	78	70.9%	16	15	93.8%	11	11	100%	6	5	83.3%	549	439	80.0%
Humanities	23	19	82.6%	1	1	100%	9	8	88.9%	4	4	100%	81	55	67.9%	5	4	80.0%	184	153	83.2%	3	2	66.7%	21	19	90.5%	331	265	80.1%
Nursing	.	.	.	.	.	.	4	1	25.0%	2	2	100%	25	16	64.0%	2	2	100%	3	3	100%	10	8	80.0%	2	2	100%	48	34	70.8%
Sciences	2	2	100%	55	51	92.7%	3	3	100%	26	20	76.9%	80	61	76.3%	15	9	60.0%	10	7	70.0%	189	155	82.0%	12	9	75.0%	392	317	80.9%
Social Science	.	.	.	1	1	100%	5	5	100%	.	.	.	109	83	76.1%	3	2	66.7%	12	10	83.3%	13	8	61.5%	103	82	79.6%	246	191	77.6%
Sophie Davis School of Medicine	.	.	.	67	66	98.5%	1	1	100%	22	19	86.4%	83	59	71.1%	8	8	100%	10	8	80.0%	212	177	83.5%	15	13	86.7%	418	351	84.0%
Undecided	136	118	86.8%	167	165	98.8%	60	45	75.0%	476	375	78.8%	800	545	68.1%	226	166	73.5%	252	189	75.0%	412	337	81.8%	223	176	78.9%	2752	2116	76.9%
All	182	155	85.2%	293	286	97.6%	189	143	75.7%	875	712	81.4%	1233	846	68.6%	369	269	72.9%	520	414	79.6%	858	705	82.2%	387	310	80.1%	4906	3840	78.3%

The City College of New York: Retention by Subpopulation
Fall Freshman Term 3 Declared Division: Gateway (2005-2008)

	Term 3		Term 5	
	N	%	N	%

Term 3 Cumulative GPA

	N	%	N	%
01: Less than 1.50	93	100.0%	16	17.2%
02: 1.50 to 1.74	65	100.0%	14	21.5%
03: 1.75 to 1.99	71	100.0%	38	53.5%
04: 2.00 to 2.24	133	100.0%	101	75.9%
05: 2.25 to 2.49	173	100.0%	134	77.5%
06: 2.50 to 2.74	191	100.0%	152	79.6%
07: 2.75 to 2.99	151	100.0%	116	76.8%
08: 3.00 to 3.24	164	100.0%	122	74.4%
09: 3.25 to 3.49	105	100.0%	78	74.3%
10: 3.50 to 3.74	57	100.0%	49	86.0%
11: 3.75+	30	100.0%	26	86.7%

Term 3 Declared Major

	N	%	N	%
Gateway 999	1230	100.0%	843	68.5%
IAS Education 887-888	1	100.0%	1	100.0%
IAS Pathway to EC Educ 026	1	100.0%	1	100.0%
Unknown	1	100.0%	1	100.0%

	Term 3		Term 5	
	N	%	N	%
Admit Phase				
01	59	100.0%	42	71.2%
02	44	100.0%	39	88.6%
03	48	100.0%	35	72.9%
04	47	100.0%	39	83.0%
05	53	100.0%	37	69.8%
06	25	100.0%	13	52.0%
07	23	100.0%	13	56.5%
08	12	100.0%	7	58.3%
09	5	100.0%	3	60.0%
10	8	100.0%	5	62.5%
11	4	100.0%	3	75.0%
12	2	100.0%	2	100.0%
Unknown	39	100.0%	31	79.5%
CUNY College 1st Choice				
01: The City College of New York	223	100.0%	157	70.4%
02: Hunter College	27	100.0%	21	77.8%
03: Barusch College	39	100.0%	29	74.4%
04: Brooklyn College	10	100.0%	9	90.0%
05: Queens College	5	100.0%	3	60.0%
06: Lehman College	6	100.0%	5	83.3%
07: New York City College of Technology	18	100.0%	13	72.2%
10: Bureau of Manhattan Community College	1	100.0%		0.0%
16: Kingsborough Community College	1	100.0%	1	100.0%
18: Unknown	39	100.0%	31	79.5%
Term 3 Cumulative GPA				
01: Less than 1.50	15	100.0%	2	13.3%
02: 1.50 to 1.74	16	100.0%	3	18.8%
03: 1.75 to 1.99	22	100.0%	9	40.9%
04: 2.00 to 2.24	48	100.0%	36	75.0%
05: 2.25 to 2.49	63	100.0%	56	88.9%
06: 2.50 to 2.74	68	100.0%	57	83.8%
07: 2.75 to 2.99	64	100.0%	50	78.1%
08: 3.00 to 3.24	37	100.0%	27	73.0%
09: 3.25 to 3.49	20	100.0%	17	85.0%
10: 3.50 to 3.74	13	100.0%	10	76.9%
11: 3.75+	3	100.0%	2	66.7%
Term 3 Declared Major				
Gateway to Engineering 015	369	100.0%	269	72.9%

	Term 3		Term 5	
	N	%	N	%
Term 3 Cumulative GPA				
01: Less than 1.50	22	100.0%	6	27.3%
02: 1.50 to 1.74	14	100.0%	6	42.9%
03: 1.75 to 1.99	17	100.0%	9	52.9%
04: 2.00 to 2.24	32	100.0%	28	87.5%
05: 2.25 to 2.49	35	100.0%	27	77.1%
06: 2.50 to 2.74	63	100.0%	52	82.5%
07: 2.75 to 2.99	60	100.0%	50	83.3%
08: 3.00 to 3.24	74	100.0%	61	82.4%
09: 3.25 to 3.49	82	100.0%	66	80.5%
10: 3.50 to 3.74	70	100.0%	63	90.0%
11: 3.75+	51	100.0%	46	90.2%
Term 3 Declared Major				
Art BA 111	104	100.0%	79	76.0%
Communication Film & Video 121/147	129	100.0%	94	72.9%
Comparative Literature BA 113	1	100.0%	1	100.0%
Electronic Design & Multimedia BFA	7	100.0%	4	57.1%
English BA 1AD	102	100.0%	86	84.3%
Film BFA 118	1	100.0%	1	100.0%
Film_Video 027	1	100.0%	1	100.0%
History 356	47	100.0%	38	80.9%
Humanities 024	12	100.0%	10	83.3%
Music BA 145	58	100.0%	49	84.5%
Music BFA 119	15	100.0%	15	100.0%
Philosophy 360	2	100.0%	2	100.0%
Romance Languages 130	16	100.0%	13	81.3%
Theatre 146	25	100.0%	21	84.0%

	Term 3		Term 5	
	N	%	N	%

Term 3 Cumulative GPA

	Term 3 N	Term 3 %	Term 5 N	Term 5 %
01: Less than 1.50	27	100.0%	6	22.2%
02: 1.50 to 1.74	24	100.0%	12	50.0%
03: 1.75 to 1.99	34	100.0%	16	47.1%
04: 2.00 to 2.24	80	100.0%	65	81.3%
05: 2.25 to 2.49	89	100.0%	74	83.1%
06: 2.50 to 2.74	120	100.0%	100	83.3%
07: 2.75 to 2.99	133	100.0%	112	84.2%
08: 3.00 to 3.24	119	100.0%	105	88.2%
09: 3.25 to 3.49	102	100.0%	95	93.1%
10: 3.50 to 3.74	72	100.0%	65	90.3%
11: 3.75+	58	100.0%	55	94.8%

Term 3 Declared Major

	Term 3 N	Term 3 %	Term 5 N	Term 5 %
Biology BS/BA 436/43F	33	100.0%	30	90.9%
Chemistry BS 446	6	100.0%	6	100.0%
Geology 4CI 431/439	2	100.0%	2	100.0%
Math BS/BA 442/44B	8	100.0%	7	87.5%
Math Science & Industry 445	3	100.0%	3	100.0%
Physics BS 4DC	2	100.0%	2	100.0%
Science 001/021/579	804	100.0%	655	81.5%

	Term 3		Term 5	
	N	%	N	%
Term 3 Cumulative GPA				
01: Less than 1.50	13	100.0%	2	15.4%
02: 1.50 to 1.74	9	100.0%	2	22.2%
03: 1.75 to 1.99	20	100.0%	8	40.0%
04: 2.00 to 2.24	18	100.0%	16	88.9%
05: 2.25 to 2.49	46	100.0%	35	76.1%
06: 2.50 to 2.74	44	100.0%	34	77.3%
07: 2.75 to 2.99	62	100.0%	52	83.9%
08: 3.00 to 3.24	44	100.0%	42	95.5%
09: 3.25 to 3.49	49	100.0%	44	89.8%
10: 3.50 to 3.74	49	100.0%	47	95.9%
11: 3.75+	33	100.0%	28	84.8%
Term 3 Declared Major				
Anthropology 351	6	100.0%	6	100.0%
Asian Latin Amer & Russian Studies	4	100.0%	4	100.0%
Black Puerto Rican & Jewish Studies	4	100.0%	3	75.0%
Economics 353	37	100.0%	25	67.6%
Economics BA/MA 352	3	100.0%	3	100.0%
International Studies 358	41	100.0%	36	87.8%
Management & Administration 355	46	100.0%	32	69.6%
Political Science 359	46	100.0%	34	73.9%
Pre-law 361	10	100.0%	8	80.0%
Psychology BA/BS 362/CFB	134	100.0%	115	85.8%
Social Science 025	40	100.0%	31	77.5%
Sociology BA 363	16	100.0%	13	81.3%

	Term 3		Term 5	
	N	%	N	%
Unemployment Rate				
01: Missing	1	100.0%	1	100.0%
03: 3.0% to 3.9%	16	100.0%	13	81.3%
04: 4.0% to 4.9%	73	100.0%	66	90.4%
05: 5.0% to 5.9%	60	100.0%	51	85.0%
06: 6.0% to 6.9%	25	100.0%	20	80.0%
07: 7.0% to 7.9%	7	100.0%	4	57.1%
Change In Unemployment Rate				
1: Missing	1	100.0%	1	100.0%
2: - 1.0% or More	38	100.0%	27	71.1%
3: - 0.1% to -0.9%	103	100.0%	92	89.3%
5: + 0.0% to 0.9%	33	100.0%	28	84.8%
6: + 1.0% to 1.9%	7	100.0%	7	100.0%
Admit Phase				
01	48	100.0%	44	91.7%
02	68	100.0%	58	85.3%
03	22	100.0%	15	68.2%
04	14	100.0%	13	92.9%
05	9	100.0%	9	100.0%
06	7	100.0%	5	71.4%
07	5	100.0%	4	80.0%
08	2	100.0%	2	100.0%
09	1	100.0%	1	100.0%
Unknown	6	100.0%	4	66.7%
CUNY College 1st Choice				
01: The City College of New York	162	100.0%	140	86.4%
02: Hunter College	3	100.0%	2	66.7%
03: Barusch College	10	100.0%	8	80.0%
07: New York City College of Technology	1	100.0%	1	100.0%
18: Unknown	6	100.0%	4	66.7%
Term 3 Cumulative GPA				
01: Less than 1.50	3	100.0%		0.0%
02: 1.50 to 1.74	3	100.0%		0.0%
03: 1.75 to 1.99	4	100.0%	1	25.0%
04: 2.00 to 2.24	7	100.0%	6	85.7%
05: 2.25 to 2.49	19	100.0%	17	89.5%
06: 2.50 to 2.74	16	100.0%	13	81.3%
07: 2.75 to 2.99	26	100.0%	22	84.6%
08: 3.00 to 3.24	31	100.0%	29	93.5%
09: 3.25 to 3.49	35	100.0%	32	91.4%
10: 3.50 to 3.74	28	100.0%	27	96.4%
11: 3.75+	10	100.0%	8	80.0%
Term 3 Declared Major				
Architecture 023/009	49	100.0%	34	69.4%
Architecture BS 514A	5	100.0%	5	100.0%
B Arch 5-yr degree 511	128	100.0%	116	90.6%

	Term 3		Term 5	
	N	%	N	%
Received Non Need Based Loan				
No	280	100.0%	273	97.5%
Yes	13	100.0%	13	100.0%
Unemployment Rate				
03: 3.0% to 3.9%	54	100.0%	54	100.0%
04: 4.0% to 4.9%	143	100.0%	137	95.8%
05: 5.0% to 5.9%	62	100.0%	61	98.4%
06: 6.0% to 6.9%	23	100.0%	23	100.0%
07: 7.0% to 7.9%	11	100.0%	11	100.0%
Change In Unemployment Rate				
2: - 1.0% or More	49	100.0%	48	98.0%
3: - 0.1% to -0.9%	174	100.0%	169	97.1%
4: No Change	1	100.0%	1	100.0%
5: + 0.0% to 0.9%	48	100.0%	47	97.9%
6: + 1.0% to 1.9%	21	100.0%	21	100.0%
Admit Phase				
01	109	100.0%	107	98.2%
02	45	100.0%	45	100.0%
03	40	100.0%	37	92.5%
04	14	100.0%	14	100.0%
05	17	100.0%	16	94.1%
06	7	100.0%	7	100.0%
07	3	100.0%	3	100.0%
08	7	100.0%	6	85.7%
09	2	100.0%	2	100.0%
10	2	100.0%	2	100.0%
12	1	100.0%	1	100.0%
Unknown	46	100.0%	46	100.0%
CUNY College 1st Choice				
01: The City College of New York	186	100.0%	180	96.8%
02: Hunter College	24	100.0%	23	95.8%
03: Barusch College	2	100.0%	2	100.0%
04: Brooklyn College	26	100.0%	26	100.0%
05: Queens College	8	100.0%	8	100.0%
06: Lehman College	1	100.0%	1	100.0%
18: Unknown	46	100.0%	46	100.0%
Term 3 Cumulative GPA				
01: Less than 1.50	1	100.0%		0.0%
03: 1.75 to 1.99	1	100.0%	1	100.0%
04: 2.00 to 2.24	2	100.0%	2	100.0%
05: 2.25 to 2.49	8	100.0%	5	62.5%
06: 2.50 to 2.74	20	100.0%	19	95.0%
07: 2.75 to 2.99	49	100.0%	49	100.0%
08: 3.00 to 3.24	57	100.0%	56	98.2%
09: 3.25 to 3.49	53	100.0%	53	100.0%
10: 3.50 to 3.74	55	100.0%	54	98.2%
11: 3.75+	47	100.0%	47	100.0%

	Term 3		Term 5	
	N	%	N	%
Admit Phase				
01	36	100.0%	28	77.8%
02	34	100.0%	28	82.4%
03	25	100.0%	19	76.0%
04	26	100.0%	18	69.2%
05	19	100.0%	15	78.9%
06	16	100.0%	12	75.0%
07	8	100.0%	6	75.0%
08	6	100.0%	3	50.0%
10	3	100.0%	3	100.0%
11	1	100.0%	1	100.0%
12	3	100.0%	1	33.3%
17	1	100.0%		0.0%
Unknown	11	100.0%	9	81.8%
CUNY College 1st Choice				
01: The City College of New York	56	100.0%	41	73.2%
02: Hunter College	67	100.0%	52	77.6%
03: Barusch College	14	100.0%	10	71.4%
04: Brooklyn College	12	100.0%	11	91.7%
05: Queens College	18	100.0%	10	55.6%
06: Lehman College	6	100.0%	5	83.3%
08: John Jay College of Criminal Justice	1	100.0%	1	100.0%
09: York College	2	100.0%	2	100.0%
12: Queensborough Community College	1	100.0%	1	100.0%
17: Bronx Community College	1	100.0%	1	100.0%
18: Unknown	11	100.0%	9	81.8%
Term 3 Cumulative GPA				
01: Less than 1.50	9	100.0%		0.0%
02: 1.50 to 1.74	5	100.0%	1	20.0%
03: 1.75 to 1.99	9	100.0%	5	55.6%
04: 2.00 to 2.24	12	100.0%	10	83.3%
05: 2.25 to 2.49	30	100.0%	25	83.3%
06: 2.50 to 2.74	30	100.0%	27	90.0%
07: 2.75 to 2.99	28	100.0%	24	85.7%
08: 3.00 to 3.24	28	100.0%	21	75.0%
09: 3.25 to 3.49	23	100.0%	16	69.6%
10: 3.50 to 3.74	11	100.0%	10	90.9%
11: 3.75+	4	100.0%	4	100.0%
Term 3 Declared Major				
EDUCACTION BA 002/022	188	100.0%	142	75.5%
EDUCATION Childhood BSED 922	1	100.0%	1	100.0%

	Term 3		Term 5	
	N	**%**	**N**	**%**
Admit Phase				
01	245	100.0%	214	87.3%
02	143	100.0%	115	80.4%
03	128	100.0%	105	82.0%
04	95	100.0%	73	76.8%
05	63	100.0%	48	76.2%
06	44	100.0%	36	81.8%
07	24	100.0%	16	66.7%
08	24	100.0%	19	79.2%
09	13	100.0%	10	76.9%
10	15	100.0%	11	73.3%
11	5	100.0%	5	100.0%
12	8	100.0%	6	75.0%
13	5	100.0%	4	80.0%
15	1	100.0%	1	100.0%
17	3	100.0%	3	100.0%
Unknown	59	100.0%	46	78.0%
CUNY College 1st Choice				
01: The City College of New York	678	100.0%	569	83.9%
02: Hunter College	35	100.0%	26	74.3%
03: Barusch College	39	100.0%	26	66.7%
04: Brooklyn College	18	100.0%	14	77.8%
05: Queens College	8	100.0%	5	62.5%
06: Lehman College	1	100.0%	1	100.0%
07: New York City College of Technology	33	100.0%	22	66.7%
09: York College	2	100.0%	2	100.0%
10: Bureau of Manhattan Community College	1	100.0%	1	100.0%
12: Queensborough Community College	1	100.0%		0.0%
18: Unknown	59	100.0%	46	78.0%
Term 3 Cumulative GPA				
01: Less than 1.50	24	100.0%	5	20.8%
02: 1.50 to 1.74	31	100.0%	9	29.0%
03: 1.75 to 1.99	53	100.0%	28	52.8%
04: 2.00 to 2.24	77	100.0%	60	77.9%
05: 2.25 to 2.49	99	100.0%	84	84.8%
06: 2.50 to 2.74	122	100.0%	105	86.1%
07: 2.75 to 2.99	129	100.0%	113	87.6%
08: 3.00 to 3.24	122	100.0%	103	84.4%
09: 3.25 to 3.49	96	100.0%	87	90.6%
10: 3.50 to 3.74	75	100.0%	73	97.3%
11: 3.75+	47	100.0%	45	95.7%

The City College of New York - Freshmen Retention Term 3 To Term 5

Cumulative Term 3 GPA	Inst. Grants									All		
	1: Term 3 Grants > Term 1 Grants			2: Term 3 Grants = Term 1 Grants			3: Term 3 Grants < Term 1 Grants					
	N	Term 5	Term 5 %	N	Term 5	Term 5 %	N	Term 5	Term 5 %	N	Term 5	Term 5 %
01: Less than 1.50	.	.	.	207	37	17.9%	.	.	.	207	37	17.9%
02: 1.50 to 1.74	.	.	.	167	47	28.1%	.	.	.	167	47	28.1%
03: 1.75 to 1.99	.	.	.	231	115	49.8%	.	.	.	231	115	49.8%
04: 2.00 to 2.24	.	.	.	409	324	79.2%	.	.	.	409	324	79.2%
05: 2.25 to 2.49	.	.	.	561	456	81.3%	1	1	100%	562	457	81.3%
06: 2.50 to 2.74	.	.	.	674	559	82.9%	.	.	.	674	559	82.9%
07: 2.75 to 2.99	2	2	100%	700	586	83.7%	.	.	.	702	588	83.8%
08: 3.00 to 3.24	.	.	.	675	565	83.7%	1	1	100%	676	566	83.7%
09: 3.25 to 3.49	1	1	100%	564	487	86.3%	.	.	.	565	488	86.4%
10: 3.50 to 3.74	1	1	100%	429	397	92.5%	.	.	.	430	398	92.6%
11: 3.75+	1	1	100%	282	260	92.2%	.	.	.	283	261	92.2%
All	5	5	100%	4899	3833	78.2%	2	2	100%	4906	3840	78.3%

The City College of New York - Freshmen Retention Term 3 to Term 5 by Earned Credits

	Cohort												All		
	Fresh Fall 2005			Fresh Fall 2006			Fresh Fall 2007			Fresh Fall 2008					
	N	Term 5	Term 5 %	N	Term 5	Term 5 %	N	Term 5	Term 5 %	N	Term 5	Term 5 %	N	Term 5	Term 5 %
Term 3 Cumulative Earned Credits															
01: 0 to 15 credits	104	42	40.4%	96	42	43.8%	119	60	50.4%	103	40	38.8%	422	184	43.6%
02: 16 to 18 credits	83	43	51.8%	113	73	64.6%	102	59	57.8%	87	50	57.5%	385	225	58.4%
03: 19 to 21 credits	164	112	68.3%	172	120	69.8%	148	106	71.6%	175	140	80.0%	659	478	72.5%
04: 22 to 24 credits	203	154	75.9%	276	229	83.0%	359	282	78.6%	340	267	78.5%	1178	932	79.1%
05: 25 to 27 credits	169	137	81.1%	231	198	85.7%	307	260	84.7%	279	239	85.7%	986	834	84.6%
06: 28 to 30 credits	124	109	87.9%	131	122	93.1%	180	168	93.3%	147	126	85.7%	582	525	90.2%
07: 31 to 33 credits	77	73	94.8%	85	82	96.5%	109	105	96.3%	123	111	90.2%	394	371	94.2%
08: 34 to 36 credits	34	29	85.3%	45	45	100%	31	31	100%	58	56	96.6%	168	161	95.8%
09: 37 to 39 credits	21	21	100%	22	21	95.5%	20	20	100%	20	19	95.0%	83	81	97.6%
10: 40 or more credits	10	10	100%	9	9	100%	17	17	100%	13	13	100%	49	49	100%
All	989	730	73.8%	1180	941	79.7%	1392	1108	79.6%	1345	1061	78.9%	4906	3840	78.3%

Probit 4 year model - The City College of New York - Freshmen - Retention to Term 5 (Term 3 GPA >=2.0)

```
Number of Observations Read        4301
Number of Observations Used        4301
```

            Response Profile

```
   Ordered                  Total
    Value       term5      Frequency

       1           1          3641
       2           0           660
```

Probability modeled is term5=1.

Hosmer and Lemeshow Goodness-of-Fit Test

```
Chi-Square       DF      Pr > ChiSq

   6.2854          8         0.6153
```

            Analysis of Maximum Likelihood Estimates

Parameter	DF	Estimate	Standard Error	Wald Chi-Square	Pr > ChiSq
Intercept	1	0.0231	0.1982	0.0136	0.9072
TOTAL_GRANTS_X	1	0.0210	0.00762	7.5552	0.0060
NEED_MINUS_ALL_GRANT	1	-0.00555	0.00596	0.8680	0.3515
t3_gpa_cumulative_x	1	0.2023	0.0517	15.3254	<.0001
apply_aid	1	0.1467	0.1039	1.9939	0.1579
rejected_isir	1	0.0171	0.1164	0.0215	0.8834
missing_need	1	0.0876	0.1798	0.2374	0.6261
male	1	-0.0741	0.0510	2.1108	0.1463
internat	1	0.4656	0.1940	5.7610	0.0164
student_of_color	1	0.1714	0.0687	6.2178	0.0126
athlete	1	0.4253	0.1480	8.2610	0.0041
macaulay_honors	1	0.7001	0.1579	19.6498	<.0001
undecided	1	-0.2214	0.0578	14.6720	0.0001
engineering	1	0.1256	0.0726	2.9925	0.0836
biomed	1	1.0267	0.1765	33.8479	<.0001
psychology	1	0.4760	0.1823	6.8162	0.0090
cuny_ccny	1	0.1107	0.0537	4.2516	0.0392
cuny_unk	1	0.0295	0.0890	0.1102	0.7400
y2005	1	-0.1591	0.0703	5.1217	0.0236
y2006	1	-0.0117	0.0693	0.0284	0.8662
y2007	1	-0.0218	0.0648	0.1134	0.7363

Association of Predicted Probabilities and Observed Responses

```
Percent Concordant      65.6      Somers' D     0.319
Percent Discordant      33.6      Gamma         0.322
Percent Tied             0.8      Tau-a         0.083
Pairs                2403060      c             0.660
```

            Classification Table

Prob Level	Correct Event	Correct Non-Event	Incorrect Event	Incorrect Non-Event	Percentages Correct	Sensi-tivity	Speci-ficity	False POS	False NEG
0.500	3641	0	660	0	84.7	100.0	0.0	15.3	.

	Cross-Validation Predicted	
	1	All
	N	N
term5		
0	660	660
1	3641	3641
All	4301	4301

Baseline

cohort=Fresh Fall 2008

Label	N	Mean	Sum
Retained to Term 3	1189	1.000	1013.943
Net Tuition Revenue	1189	4.584	4648.032
Tuition & Fees	1189	4.584	4648.032
Total Grants	1189	5.313	5386.807
Institutional Grants	1189	0.000	0.000
Government Grants	1189	5.313	5386.807
External Scholarships	1189	0.000	0.000
Federal Methodology Need	877	11.851	8877.652
Need Minus All Grants	860	5.004	3676.989
Applied for Aid	1189	0.928	940.771
Term 3 Cumulative GPA	1189	2.973	3014.264
SAT MV Score	1171	1021.360	1019654.949
High School GPA	1189	85.868	87065.489
Male	1189	0.470	476.357
Student of Color	1189	0.826	837.070
In State	1189	0.962	975.903
Out of State	1189	0.016	15.860
International	1189	0.022	22.180
Participated in Athletics	1189	0.045	45.591
SEEK Admit	1189	0.123	124.520
Undocumented Alien	1189	0.053	53.589
Rec'd Pell Award	1189	0.616	624.844

Actual

cohort=Fresh Fall 2008

term3	N Obs	Label	N	Mean	Sum
1	1015	Retained to Term 3	1015	1.000	1015.000
		Net Tuition Revenue	1015	4.604	4672.735
		Tuition & Fees	1015	4.604	4672.735
		Total Grants	1015	5.304	5383.399
		Institutional Grants	1015	0.000	0.000
		Government Grants	1015	5.304	5383.399
		External Scholarships	1015	0.000	0.000
		Federal Methodology Need	764	11.751	8977.743
		Need Minus All Grants	749	5.024	3762.604
		Applied for Aid	1015	0.932	946.000
		Term 3 Cumulative GPA	1015	2.965	3009.360
		SAT MV Score	998	1020.140	1018100.000
		High School GPA	1015	85.922	87210.400
		Male	1015	0.469	476.000
		Student of Color	1015	0.825	837.000
		In State	1015	0.960	974.000
		Out of State	1015	0.017	17.000
		International	1015	0.024	24.000
		Participated in Athletics	1015	0.043	44.000
		SEEK Admit	1015	0.121	123.000
		Undocumented Alien	1015	0.050	51.000
		Rec'd Pell Award	1015	0.621	630.000

The City College of New York: Retention by Subpopulation
Fall Transfer Cohorts (2005-2009)

	Term 1		Term 3	
	N	**%**	**N**	**%**
Type				
Transfer	4296	100.0%	2997	69.8%
Cohort				
Trans Fall 2005	723	100.0%	496	68.6%
Trans Fall 2006	755	100.0%	510	67.5%
Trans Fall 2007	838	100.0%	597	71.2%
Trans Fall 2008	872	100.0%	623	71.4%
Trans Fall 2009	1108	100.0%	771	69.6%
Gender				
1: Male	2005	100.0%	1404	70.0%
2: Female	2291	100.0%	1593	69.5%
Ethnicity				
1: American Indian/Native American	11	100.0%	6	54.5%
2: Asian	496	100.0%	375	75.6%
3: Black/African American	1070	100.0%	738	69.0%
4: Hispanic	1349	100.0%	910	67.5%
5: White	1002	100.0%	693	69.2%
6: International	368	100.0%	275	74.7%
Ethnic Status				
1: Student of Color	2926	100.0%	2029	69.3%
2: Caucasian	1002	100.0%	693	69.2%
3: International	368	100.0%	275	74.7%
Commuter				
1: Commuter	4131	100.0%	2885	69.8%
2: Dorm Resident	165	100.0%	112	67.9%
Residency				
1: In State (US Resident)	3651	100.0%	2526	69.2%
2: In State (Undocumented)	104	100.0%	82	78.8%
3: Out of State (US Resident)	173	100.0%	114	65.9%
4: International	368	100.0%	275	74.7%
Distance from School				
1: Missing	5	100.0%	3	60.0%
2: 0 to 5 miles	1464	100.0%	1022	69.8%
3: 6 to 10 miles	942	100.0%	654	69.4%
4: 11 to 15 miles	802	100.0%	540	67.3%
5: 16 to 20 miles	267	100.0%	192	71.9%
6: 21 to 50 miles	225	100.0%	159	70.7%
7: 51 or more miles	223	100.0%	152	68.2%
8: Foreign	368	100.0%	275	74.7%
SEEK Admit				
1: Yes	132	100.0%	78	59.1%
2: No	4164	100.0%	2919	70.1%
International Student				
1: International	368	100.0%	275	74.7%
2: Undocumented Alien	105	100.0%	83	79.0%
3: US Resident	3823	100.0%	2639	69.0%

	Term 1		Term 3	
	N	%	N	%
Participated in Athletics				
1: Yes	78	100.0%	58	74.4%
2: No	4218	100.0%	2939	69.7%
Term 1 GPA				
01: 0	300	100.0%	42	14.0%
02: 0.01 to 0.99	161	100.0%	49	30.4%
03: 1.00 to 1.24	108	100.0%	44	40.7%
04: 1.25 to 1.49	104	100.0%	49	47.1%
05: 1.50 to 1.74	141	100.0%	72	51.1%
06: 1.75 to 1.99	176	100.0%	116	65.9%
07: 2.00 to 2.24	280	100.0%	201	71.8%
08: 2.25 to 2.49	302	100.0%	218	72.2%
09: 2.50 to 2.74	376	100.0%	272	72.3%
10: 2.75 to 2.99	380	100.0%	311	81.8%
11: 3.00 to 3.24	473	100.0%	369	78.0%
12: 3.25 to 3.49	475	100.0%	400	84.2%
13: 3.50 to 3.74	466	100.0%	395	84.8%
14: 3.75+	554	100.0%	459	82.9%
Transfer GPA				
1: Missing	4077	100.0%	2820	69.2%
2: Below 2.00	12	100.0%	6	50.0%
3: 2.00 to 2.49	30	100.0%	27	90.0%
4: 2.50 to 2.99	28	100.0%	22	78.6%
5: 3.00 to 3.50	58	100.0%	45	77.6%
6: 3.50 and Above	91	100.0%	77	84.6%
Intended Division				
Education	226	100.0%	151	66.8%
Engineering	111	100.0%	87	78.4%
Humanities	485	100.0%	361	74.4%
Nursing	10	100.0%	9	90.0%
Sciences	218	100.0%	148	67.9%
Social Science	241	100.0%	164	68.0%
Sophie Davis School of Medicine	125	100.0%	97	77.6%
Undecided	2880	100.0%	1980	68.8%

	Term 1		Term 3	
	N	%	N	%
Intended Major				
African Studies	3	100.0%	2	66.7%
Anthropology	7	100.0%	5	71.4%
Art	74	100.0%	56	75.7%
Biology	118	100.0%	81	68.6%
Black Puerto Rican & Jewish Studies	4	100.0%	3	75.0%
Chemistry	24	100.0%	15	62.5%
Communications	76	100.0%	54	71.1%
Creative Writing	14	100.0%	8	57.1%
Dance	2	100.0%	2	100.0%
Early Childhood	61	100.0%	37	60.7%
Earth Science	8	100.0%	8	100.0%
Economics	19	100.0%	9	47.4%
Education	101	100.0%	71	70.3%
Engineering	111	100.0%	87	78.4%
English	54	100.0%	46	85.2%
Film Studies	38	100.0%	24	63.2%
French	5	100.0%	4	80.0%
History	39	100.0%	27	69.2%
Journalism	35	100.0%	27	77.1%
Languages	6	100.0%	5	83.3%
Linguistics	3	100.0%	2	66.7%
Math	17	100.0%	12	70.6%
Medicine	48	100.0%	37	77.1%
Music	98	100.0%	77	78.6%
Nursing	10	100.0%	9	90.0%
Philosophy	10	100.0%	6	60.0%
Physician Assistant	77	100.0%	60	77.9%
Physics	17	100.0%	10	58.8%
Political Science	47	100.0%	33	70.2%
Psychology	136	100.0%	97	71.3%
Sciences	34	100.0%	22	64.7%
Secondary Education	7	100.0%	3	42.9%
Sociology	25	100.0%	15	60.0%
Spanish	9	100.0%	6	66.7%
Teacher Education	57	100.0%	40	70.2%
Theatre	22	100.0%	17	77.3%
Undecided	2880	100.0%	1980	68.8%
Age				
02: 19 or under	747	100.0%	547	73.2%
03: 20	617	100.0%	436	70.7%
04: 21	543	100.0%	384	70.7%
05: 22	464	100.0%	325	70.0%
06: 23 & 24	660	100.0%	453	68.6%
07: 25 & 26	377	100.0%	234	62.1%
08: 27 to 29	367	100.0%	252	68.7%
09: 30 to 39	386	100.0%	270	69.9%
10: 40 or over	135	100.0%	96	71.1%

	Term 1		Term 3	
	N	%	N	%
Macauley Honors College				
1: Yes	19	100.0%	17	89.5%
2: No	4277	100.0%	2980	69.7%
CCNY Honors Program				
1: Yes	18	100.0%	16	88.9%
2: No	4278	100.0%	2981	69.7%
Applied for Financial Aid				
1: Yes	3284	100.0%	2254	68.6%
2: No	1012	100.0%	743	73.4%
Federal Methodology Need				
01: Non Aid Filer	1012	100.0%	743	73.4%
02: Rejected ISIR	63	100.0%	39	61.9%
03: Missing FM Need	45	100.0%	29	64.4%
04: $0 FM Need	239	100.0%	185	77.4%
05: $1 to $5,000	207	100.0%	112	54.1%
06: $5,001 to $10,000	667	100.0%	366	54.9%
07: $10,001 to $15,000	982	100.0%	706	71.9%
08: $15,001 to $20,000	639	100.0%	485	75.9%
09: $20,001 and Above	442	100.0%	332	75.1%
Federal Methodology EFC				
01: Non Aid Filer	1012	100.0%	743	73.4%
02: Rejected ISIR	63	100.0%	39	61.9%
03: Missing FM EFC	45	100.0%	29	64.4%
04: $0 FM EFC	1403	100.0%	936	66.7%
05: $1 to $4,617	959	100.0%	665	69.3%
06: $4,618 to $8,000	318	100.0%	225	70.8%
07: $8,001 to $15,000	252	100.0%	175	69.4%
08: $15,001 to $30,000	159	100.0%	123	77.4%
09: $30,001 to $45,000	46	100.0%	40	87.0%
10: $45,001 and Above	39	100.0%	22	56.4%
Total Grants				
1: $0 No Total Grants	1570	100.0%	1133	72.2%
2: $1 to $2,000	340	100.0%	254	74.7%
3: $2,001 to $4,000	335	100.0%	208	62.1%
4: $4,001 to $6,000	515	100.0%	355	68.9%
5: $6,001 to $8,000	547	100.0%	368	67.3%
6: $8,001 to $10,000	870	100.0%	584	67.1%
7: $10,001 to $12,000	102	100.0%	82	80.4%
8: $12,001 and Above	17	100.0%	13	76.5%

	Term 1		Term 3	
	N	%	N	%
Need Minus All Grants				
01: Non Aid Filer	1012	100.0%	743	73.4%
02: Rejected ISIR	63	100.0%	39	61.9%
03: Missing FM Need	45	100.0%	29	64.4%
04: $0 No Need After Grants	365	100.0%	217	59.5%
05: $1 to $2,000	553	100.0%	358	64.7%
06: $2,001 to $4,000	477	100.0%	331	69.4%
07: $4,001 to $6,000	290	100.0%	176	60.7%
08: $6,001 to $8,000	133	100.0%	82	61.7%
09: $8,001 to $10,000	290	100.0%	211	72.8%
10: $10,001 to $12,000	385	100.0%	292	75.8%
11: $12,001 and Above	683	100.0%	519	76.0%
Need Minus All Aid				
01: Non Aid Filer	1012	100.0%	743	73.4%
02: Rejected ISIR	63	100.0%	39	61.9%
03: Missing FM Need	45	100.0%	29	64.4%
04: $0 No Need After Aid	502	100.0%	272	54.2%
05: $1 to $2,000	663	100.0%	454	68.5%
06: $2,001 to $4,000	421	100.0%	290	68.9%
07: $4,001 to $6,000	307	100.0%	220	71.7%
08: $6,001 to $8,000	256	100.0%	190	74.2%
09: $8,001 to $10,000	322	100.0%	234	72.7%
10: $10,001 to $12,000	324	100.0%	234	72.2%
11: $12,001 and Above	381	100.0%	292	76.6%
Parent AGI				
1: Non Aid Filer	1012	100.0%	743	73.4%
2: Rejected ISIR	63	100.0%	39	61.9%
3: Missing PAGI	45	100.0%	29	64.4%
4: Below $30,000	2359	100.0%	1606	68.1%
5: $30,000 to $59,999	460	100.0%	321	69.8%
6: $60,000 to $89,999	178	100.0%	129	72.5%
7: $90,000 to $119,999	90	100.0%	63	70.0%
8: $120,000 and Above	89	100.0%	67	75.3%
Received Inst. Grant				
No	4219	100.0%	2946	69.8%
Yes	77	100.0%	51	66.2%
Received Pell Grant				
No	1990	100.0%	1432	72.0%
Yes	2306	100.0%	1565	67.9%
Earned Federal Work Study				
No	3711	100.0%	2593	69.9%
Yes	585	100.0%	404	69.1%
Received Need Based Loan				
No	3357	100.0%	2340	69.7%
Yes	939	100.0%	657	70.0%

	Term 1		Term 3	
	N	**%**	**N**	**%**

Received Non Need Based Loan

No	3572	100.0%	2478	69.4%
Yes	724	100.0%	519	71.7%

Unemployment Rate

01: Missing	24	100.0%	16	66.7%
02: Less than 3.0%	5	100.0%	2	40.0%
03: 3.0% to 3.9%	182	100.0%	121	66.5%
04: 4.0% to 4.9%	1429	100.0%	1019	71.3%
05: 5.0% to 5.9%	844	100.0%	575	68.1%
06: 6.0% to 6.9%	470	100.0%	335	71.3%
07: 7.0% to 7.9%	407	100.0%	290	71.3%
08: 8.0% to 8.9%	495	100.0%	348	70.3%
09: 9.0% to 9.9%	8	100.0%	4	50.0%
10: 10.0% to 10.9%	207	100.0%	132	63.8%
11: 11.0% or Higher	225	100.0%	155	68.9%

Change In Unemployment Rate

1: Missing	24	100.0%	16	66.7%
2: - 1.0% or More	624	100.0%	426	68.3%
3: - 0.1% to -0.9%	1612	100.0%	1114	69.1%
4: No Change	24	100.0%	21	87.5%
5: + 0.0% to 0.9%	784	100.0%	573	73.1%
6: + 1.0% to 1.9%	129	100.0%	85	65.9%
7: + 2.0% to 2.9%	169	100.0%	128	75.7%
8: + 3.0% to 3.9%	503	100.0%	351	69.8%
9: + 4.0% or Greater	427	100.0%	283	66.3%

Admit Phase

01	292	100.0%	232	79.5%
02	297	100.0%	224	75.4%
03	545	100.0%	393	72.1%
04	377	100.0%	268	71.1%
05	265	100.0%	188	70.9%
06	247	100.0%	170	68.8%
07	172	100.0%	112	65.1%
08	132	100.0%	88	66.7%
09	92	100.0%	59	64.1%
10	15	100.0%	8	53.3%
11	3	100.0%	3	100.0%
12	7	100.0%	2	28.6%
13	9	100.0%	7	77.8%
14	15	100.0%	13	86.7%
15	15	100.0%	11	73.3%
16	9	100.0%	5	55.6%
17	14	100.0%	8	57.1%
18	7	100.0%	4	57.1%
19	13	100.0%	6	46.2%
20	7	100.0%	5	71.4%
21	3	100.0%		0.0%
Unknown	1760	100.0%	1191	67.7%

	Term 1		Term 3	
	N	%	N	%
CUNY College 1st Choice				
01: The City College of New York	1994	100.0%	1436	72.0%
02: Hunter College	319	100.0%	222	69.6%
03: Barusch College	128	100.0%	88	68.8%
04: Brooklyn College	11	100.0%	5	45.5%
05: Queens College	23	100.0%	16	69.6%
06: Lehman College	27	100.0%	20	74.1%
07: New York City College of Technology	12	100.0%	7	58.3%
08: John Jay College of Criminal Justice	7	100.0%	2	28.6%
09: York College	2	100.0%	2	100.0%
10: Bureau of Manhattan Community College	8	100.0%	4	50.0%
11: College of Staten Island	1	100.0%		0.0%
12: Queensborough Community College	2	100.0%	2	100.0%
13: Medgar Evers College				
14: Hostos Community College	1	100.0%	1	100.0%
15: LaGuardia Community College	1	100.0%	1	100.0%
16: Kingsborough Community College				
17: Bronx Community College				
18: Unknown	1760	100.0%	1191	67.7%

Probit 5 year model - The City College of New York - Transfer - Retention to Term 3 (Term 1 GPA 1.75+)

Number of Observations Read	3482
Number of Observations Used	3482

Response Profile

Ordered Value	term3	Total Frequency
1	1	2741
2	0	741

Probability modeled is term3=1.

Hosmer and Lemeshow Goodness-of-Fit Test

Chi-Square	DF	Pr > ChiSq
12.1133	8	0.1462

Analysis of Maximum Likelihood Estimates

Parameter	DF	Estimate	Standard Error	Wald Chi-Square	Pr > ChiSq
Intercept	1	-0.1816	0.1603	1.2832	0.2573
TOTAL_GRANTS_X	1	0.00194	0.00822	0.0554	0.8139
NEED_MINUS_ALL_GRANT	1	0.0250	0.00535	21.7449	<.0001
term1_gpa_x	1	0.3141	0.0404	60.2952	<.0001
apply_aid	1	-0.2540	0.0880	8.3404	0.0039
rejected_isir	1	-0.1073	0.1949	0.3034	0.5818
missing_need	1	0.1053	0.2355	0.1999	0.6548
male	1	0.0984	0.0499	3.8797	0.0489
out_of_state	1	-0.2926	0.1186	6.0815	0.0137
internat	1	0.1044	0.1076	0.9409	0.3320
student_of_color	1	0.1823	0.0596	9.3584	0.0022
undecided	1	-0.0242	0.0535	0.2043	0.6513
engineering	1	0.3605	0.1891	3.6332	0.0566
age_25_plus	1	-0.2629	0.0553	22.5746	<.0001
y2005	1	0.00726	0.0766	0.0090	0.9245
y2006	1	0.0398	0.0768	0.2685	0.6044
y2007	1	0.0271	0.0728	0.1384	0.7099
y2008	1	0.0742	0.0725	1.0482	0.3059

Association of Predicted Probabilities and Observed Responses

Percent Concordant	61.7	Somers' D	0.241
Percent Discordant	37.6	Gamma	0.243
Percent Tied	0.7	Tau-a	0.081
Pairs	2031081	c	0.621

Classification Table

Prob Level	Correct Event	Correct Non-Event	Incorrect Event	Incorrect Non-Event	Percentages Correct	Sensitivity	Specificity	False POS	False NEG
0.500	2740	1	740	1	78.7	100.0	0.1	21.3	50.0

	Cross-Validation Predicted		All
	0	1	All
	N	N	N
term3			
0	1	740	741
1	1	2740	2741
All	2	3480	3482

Variables in Model	Probit Coefficients	Marginal Effects	Pr > Chi-Square
Total Grants	0.001935	0.000544	0.8139
Need Minus All Grants	0.024957	0.00701	<.0001
Term 1 GPA	0.314064	0.088215	<.0001
Applied for Aid	-0.25405	-0.07136	0.0039
Rejected ISIR	-0.10733	-0.03015	0.5818
Missing FM Need	0.105307	0.029579	0.6548
Male	0.098367	0.02763	0.0489
Out of State	-0.2926	-0.08218	0.0137
International	0.104387	0.02932	0.3320
Student of Color	0.182343	0.051217	0.0022
Intended Major: Undecided	-0.02419	-0.00679	0.6513
Intended Major: Engineering	0.360452	0.101245	0.0566
Age: 25 or older	-0.26291	-0.07385	<.0001
Year: 2005	0.007259	0.002039	0.9245
Year: 2006	0.039809	0.011182	0.6044
Year: 2007	0.027068	0.007603	0.7099
Year: 2008	0.074192	0.020839	0.3059

SCANNELL&KURZ,INC.

Baseline

cohort=Trans Fall 2009

Label	N	Mean	Sum
Retained to Term 3	906	1.000	710.112
Net Tuition Revenue	906	5.835	4143.258
Tuition & Fees	906	5.847	4152.310
Total Grants	906	4.502	3196.883
Institutional Grants	906	0.013	9.052
Government Grants	906	4.484	3184.075
External Scholarships	906	0.005	3.756
Federal Methodology Need	633	14.937	7433.628
Need Minus All Grants	612	8.934	4309.172
Applied for Aid	906	0.773	548.729
Term 1 GPA	906	3.053	2167.871
Transfer GPA	41	3.403	107.960
Male	906	0.460	326.684
Student of Color	906	0.687	487.500
In State	906	0.883	627.034
Out of State	906	0.039	27.465
International	906	0.078	55.614
Participated in Athletics	906	0.030	21.134
SEEK Admit	906	0.025	17.813
Undocumented Alien	906	0.029	20.239
Rec'd Pell Award	906	0.558	395.990

Actual

cohort=Trans Fall 2009

term3	N Obs	Label	N	Mean	Sum
1	709	Retained to Term 3	709	1.000	709.000
		Net Tuition Revenue	709	5.798	4110.653
		Tuition & Fees	709	5.815	4122.661
		Total Grants	709	4.517	3202.901
		Institutional Grants	709	0.017	12.008
		Government Grants	709	4.494	3185.893
		External Scholarships	709	0.007	5.000
		Federal Methodology Need	490	15.112	7404.960
		Need Minus All Grants	480	8.890	4267.224
		Applied for Aid	709	0.773	548.000
		Term 1 GPA	709	3.067	2174.450
		Transfer GPA	33	3.338	110.150
		Male	709	0.470	333.000
		Student of Color	709	0.683	484.000
		In State	709	0.887	629.000
		Out of State	709	0.034	24.000
		International	709	0.079	56.000
		Participated in Athletics	709	0.028	20.000
		SEEK Admit	709	0.025	18.000
		Undocumented Alien	709	0.030	21.000
		Rec'd Pell Award	709	0.553	392.000

Probit 5 year model - The City College of New York Transfers - Factors Influencing Term 1 GPA Below 1.75

```
Number of Observations Read        4296
Number of Observations Used        4296
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Response Profile

Ordered Value	low_gpa	Total Frequency
1	1	814
2	0	3482

Probability modeled is low_gpa=1.

Hosmer and Lemeshow Goodness-of-Fit Test

Chi-Square	DF	Pr > ChiSq
8.9181	8	0.3492

Analysis of Maximum Likelihood Estimates

Parameter	DF	Estimate	Standard Error	Wald Chi-Square	Pr > ChiSq
Intercept	1	-0.9090	0.1508	36.3173	<.0001
TOTAL_GRANTS_X	1	0.0224	0.00762	8.6063	0.0034
NEED_MINUS_ALL_GRANT	1	-0.0321	0.00490	43.1081	<.0001
apply_aid	1	0.1882	0.0827	5.1742	0.0229
rejected_isir	1	-0.2836	0.2021	1.9692	0.1605
missing_need	1	-0.1584	0.2273	0.4858	0.4858
male	1	0.0842	0.0460	3.3525	0.0671
internat	1	0.0516	0.1071	0.2320	0.6301
student_of_color	1	0.2490	0.0590	17.7982	<.0001
undecided	1	0.0659	0.0534	1.5232	0.2171
physician	1	-0.3699	0.2186	2.8646	0.0906
biology	1	0.3228	0.1329	5.9018	0.0151
commuter	1	-0.2456	0.1193	4.2404	0.0395
cuny_ccny	1	-0.2090	0.0704	8.8229	0.0030
cuny_unk	1	0.00721	0.0777	0.0086	0.9261
athlete	1	-0.4561	0.1980	5.3058	0.0213
y2005	1	0.0842	0.0712	1.3978	0.2371
y2006	1	0.1955	0.0697	7.8697	0.0050
y2007	1	-0.1914	0.0787	5.9130	0.0150
y2008	1	-0.00994	0.0679	0.0215	0.8835

Association of Predicted Probabilities and Observed Responses

Percent Concordant	62.7	Somers' D	0.262
Percent Discordant	36.5	Gamma	0.264
Percent Tied	0.8	Tau-a	0.080
Pairs	2834348	c	0.631

Classification Table

Prob Level	Correct Event	Correct Non-Event	Incorrect Event	Incorrect Non-Event	Percentages Correct	Sensi-tivity	Speci-ficity	False POS	False NEG
0.500	0	3482	0	814	81.1	0.0	100.0	.	18.9

	Cross-Validation Predicted	
	0	All
	N	N
low_gpa		
0	3482	3482
1	814	814
All	4296	4296

Variables in Model	Probit Coefficients	Marginal Effects	Pr > Chi-Square
Total Grants	0.022368	0.005839	0.0034
Need Minus All Grants	-0.03214	-0.00839	<.0001
Applied for Aid	0.188153	0.049112	0.0229
Rejected ISIR	-0.28361	-0.07403	0.1605
Missing FM Need	-0.15841	-0.04135	0.4858
Male	0.084209	0.02198	0.0671
International Student	0.0516	0.013469	0.6301
Student of Color	0.248997	0.064994	<.0001
Intended Major: Undecided	0.065947	0.017214	0.2171
Intended Major: Physician Assistant	-0.36991	-0.09655	0.0906
Intended Major: Biology	0.322805	0.084259	0.0151
Actual Housing: Commuter	-0.24565	-0.06412	0.0395
1st Choice CUNY College: CCNY	-0.20904	-0.05456	0.0030
1st Choice CUNY College: Unknown	0.007209	0.001882	0.9261
Participated in Athletics	-0.45605	-0.11904	0.0213
Year: 2005	0.084196	0.021977	0.2371
Year: 2006	0.195521	0.051035	0.0050
Year: 2007	-0.19137	-0.04995	0.0150
Year: 2008	-0.00994	-0.0026	0.8835

Baseline

cohort=Trans Fall 2009

Label	N	Mean	Sum
Term 1 GPA < 1.75	1108	1.000	202.543
Net Tuition Revenue	1108	5.569	1127.887
Tuition & Fees	1108	5.583	1130.708
Total Grants	1108	5.448	1103.413
Institutional Grants	1108	0.014	2.821
Government Grants	1108	5.430	1099.841
External Scholarships	1108	0.004	0.751
Federal Methodology Need	790	13.102	1991.303
Need Minus All Grants	755	6.495	924.490
Applied for Aid	1108	0.826	167.312
Transfer GPA	43	3.212	25.262
Male	1108	0.474	95.935
Student of Color	1108	0.781	158.110
In State	1108	0.917	185.681
Out of State	1108	0.028	5.606
International	1108	0.056	11.257
Participated in Athletics	1108	0.014	2.932
SEEK Admit	1108	0.042	8.413
Undocumented Alien	1108	0.021	4.297
Rec'd Pell Award	1108	0.637	129.115

Actual

cohort=Trans Fall 2009

low_gpa	N Obs	Label	N	Mean	Sum
1	202	Term 1 GPA < 1.75	202	1.000	202.000
		Net Tuition Revenue	202	5.659	1143.218
		Tuition & Fees	202	5.667	1144.808
		Total Grants	202	5.404	1091.532
		Institutional Grants	202	0.008	1.590
		Government Grants	202	5.396	1089.942
		External Scholarships	202	0.000	0.000
		Federal Methodology Need	157	12.829	2014.231
		Need Minus All Grants	143	6.776	969.019
		Applied for Aid	202	0.822	166.000
		Transfer GPA	2	1.350	2.700
		Male	202	0.520	105.000
		Student of Color	202	0.728	147.000
		In State	202	0.906	183.000
		Out of State	202	0.025	5.000
		International	202	0.069	14.000
		Participated in Athletics	202	0.010	2.000
		SEEK Admit	202	0.040	8.000
		Undocumented Alien	202	0.015	3.000
		Rec'd Pell Award	202	0.668	135.000

Academic Roundtables Report

July 18, 2012

Introduction

The City College of New York convened a set of Academic Roundtables on May 11, 2011, involving a broad cross-section of the faculty as well as key members of the administrative staff. The purpose of the roundtables was to recommend actions for consideration as academic priorities for the College. These sessions were conceived as a next step from initial deliberations of an Academic Working Group, which for the past academic year has focused on different aspects of the College's current circumstances and future prospects. The Academic Working Group identified the four themes that would be addressed by the roundtables. These were: **(1)** improving student success; **(2)** improving faculty satisfaction; **(3)** developing a more supportive research environment; and **(4)** achieving a clearer alignment of resources and academic responsibilities.

Roundtable participants were welcomed by President Coico, who expressed her hope that the discussions would produce open dialogue regarding the actions that the College should be considering as vital elements of its strategic planning for the next several years. Participants were asked to view the roundtable discussions as an opportunity to stress actions that are particularly important to members of the faculty. These discussions would make it possible for the administration to ensure that core elements of the strategic plan would be aligned with faculty priorities.

The City College Academic Roundtables were facilitated by the Learning Alliance for Higher Education. Robert Zemsky, Professor and Chair of the Learning Alliance, outlined the process of the four roundtable sessions, which he facilitated along with his colleagues, Ann Duffield, Joan Girgus, and Gregory Wegner. During the course of the day, the concurrent roundtables discussed each of the four themes described above. This summary document identifies broad categories of proposed initiatives within each of the four themes, accompanied by representative examples of actions that the roundtables identified as possible means of achieving particular initiatives.

Roundtable Results

A. Improving Student Success

Retention and degree completion are important measures of educational success. One of the imperatives confronting the College is to increase the rate of persistence and degree completion among its undergraduate students. With a six-year graduation rate of approximately 35 percent in June 2009, 38.9 percent in June 2010, and 40 percent in June 2011, the College falls short of what is found both within CUNY and nationally [56 percent]. A recent analysis of undergraduate retention rates indicates that students are even less likely to persist if the College is not their first choice. Furthermore, a set of student focus groups convened prior to the roundtables indicated

that even students who have chosen the College as their first choice convey somewhat less enthusiasm about their educational experience than one might expect. The recommendations to improve student success that are described below are based upon the premise that the College will continue to be committed to its original and ongoing legacy of reaching out to those individuals who have not historically experienced the same degree of educational opportunity and advantage as other students.

Recommendations for increasing student success and representative examples of possible actions are listed below.

1. **Develop support systems to increase the likelihood that newly admitted first-year and transfer students will persist to and earn a degree from City College**

   a. Create an early-warning system for students who are experiencing difficulty and implement effective intervention strategies.

   STATUS: An **early warning system** consisting of mid-semester conferences and status reports for all students in **FIQWS** has been established to trigger intervention strategies as warranted for students. A resolution passed in **Faculty Senate** now requires faculty to give one graded assessment to students prior to the last day to request a withdrawal ("W") from the class so that students receive feedback on performance in the class.

   b. Strengthen the quality of advising that students receive throughout their college careers, to help them achieve both short-term and long-term success.

   STATUS: Advisors meet regularly as a college-wide group to better coordinate advising efforts and collaborate with each other as well as with the Office of Undergraduate Studies. An **advising assessment committee** with representatives from all units was created and charged with developing **common goals** for campus-wide advising and then designing an **assessment project** to measure the goals. A coordinator of the advising group was appointed to oversee and enhance transfer advising. An "Ask Edward" **on-line advising site** has been set-up.

   c. Provide all full- and part-time faculty with a list of academic support resources that can be provided to students. (*This is particularly important for first- and second- year students whose persistence is a significant challenge.*)

   STATUS: A project to compile the list of **academic support services** and to provide this list to students and faculty was completed. The list of academic support services is available on the City College **website** and has been **broadcast** to all faculty and chairs. This information also is handed out at **new student orientation**.

d.   Develop improved data systems throughout the College to support the processes of advising, monitoring, and academic progress.

STATUS: A project to review, compare, and correct curriculum data in the College's **degree audit software**, DegreeWorks™, with **departmental curricula** was completed, and a process to ensure systems are updated when curriculum changes are made has been established. A committee to improve communications to students regarding important college-wide grading dates has been developed.

e.   Initiate a process in which each department/program develops a plan for student graduation in eight semesters and then offers the courses that follow the plan.

STATUS: All departments have submitted **four-year degree completion plans**, which have been reviewed, reformatted for consistency, and modified to ensure that the plans all have the accurate number of credits, General Education courses, higher level courses, etc. As each department has finalized its plan, the curriculum displayed in DegreeWorks™ has been reviewed and corrected to ensure agreement. A process has been established to guarantee that all program modifications go through a single person and that person approves the curriculum changes and updates DegreeWorks™ at the same time. In addition, the plans will all be put on the City College web site and will be easily accessible to students. Students will be encouraged to print out the report generated by DegreeWorks™ on an annual basis and to meet with their advisors.

2.   **Provide increased mentorship (including peer mentorship) to support students in their academic persistence and success**

a.   Establish and implement procedures whereby students experience dedicated support and mentoring, as needed, throughout their undergraduate careers.

STATUS: A group of City Peers were recruited and trained this past year to mentor all first-year freshmen in their FIQWS classes. A transfer student orientation was held with an introduction to various resources available. First-time freshmen who also have completed College Now or other CUNY pre-college courses were invited to training and group opportunities. In the coming year, advisors will be taking more of a role as mentors. Student Affairs has now designed a process by which each incoming student will be assigned to a group of 20 students led by a trained student mentor. This student mentor will stay will the student all year. All incoming students will have the common experience. In addition, the College is developing a Career Development Program for STEM students – the STEM Career Development Institute – and will open the program

to up to 100 students this fall. Support will be solicited from faculty, staff and alumni.

b. Mentoring programs suggested include the following

  i. Establish a process to enable faculty, staff, and appropriate administrators to be assigned to serve as mentors/advisors for small groups of students; ensure that the process is guided by clear goals and measurable outcomes.

  STATUS: A faculty member from Education and an administrator from Environmental Health and Safety are developing a program that will encourage faculty and staff to provide both mentoring support as well as financial support in the form of scholarships to individual students.

  ii. Ensure that tenured faculty members mentor undergraduates on a regular basis.

  STATUS: An undergraduate research coalition has been formed; one of their objectives is to establish a handbook for mentoring undergraduate research. Workload guidelines have also been established that now recognize faculty mentoring.

  iii. Train and utilize student peer mentors (both undergraduate and graduate) to increase a sense of community within the classroom.

  STATUS: Student peer mentors are being used in FIQWS classes and CCAPP programs. In addition, the scalability of the PLTL model is being evaluated for other courses in the Gen Ed curriculum.

  iv. Help first semester freshmen and transfer students connect to support groups of peers, faculty and staff.

  STATUS: Several programs have been started to help new students connect to the College including expanded freshmen orientations, new Transfer student orientations, skill training programs for athletes having GPAs below a certain point, Peer Led Team Learning (PLTL) for chemistry students and on-line programs for math students. Student Affairs has designed a process where each incoming student will be assigned to a group of twenty students led by a trained student mentor. This student mentor will stay will the student all year. All incoming students will have the common experience. In addition, through the Black Male Initiative, support groups have been established to help underrepresented minorities. Discussions are underway with the Library to develop a training program for new transfer students on how to effectively use the library for research.

v. Provide appropriate and ongoing professional development to enhance and increase the effectiveness of mentors and mentoring programs.

STATUS: Training programs have been developed to help the peer mentors and the peer leaders enhance their effectiveness. In addition, training will also be provided to faculty, staff and alumni who volunteer to serve as mentors to students.

c. Develop shared faculty/student spaces to enhance a sense of community and to support mentoring opportunities.

STATUS: The Gateway Advising Center has adopted a Peer Led Undergraduate Study Hall (PLUSH) process and other venues for PLTL are being evaluated. A "safe space" has been created for students and the College is also working on creating a 24/7 room.

3. **Develop strategies to convey CCNY's unique and distinctive strengths to prospective students.**

a. Increase the College's reputation as the "College of First Choice" by:

i. Conveying a sharper set of messages to prospective students about what the College is—its unique strengths and heritage, and the range of opportunities offered to students.

STATUS: A new marketing and brand-imaging campaign is underway with a focus on prospective students. New recruitment and advertising materials have been completed and are being used for this recruitment round. In fall 2012, the top layers of the new web site containing the new messaging will be launched to support the brand marketing.

ii. Utilize the College's story, relating key elements of its history and the legacy of its students as a way to generate community pride and to attract appropriate students who will thrive at CCNY.

STATUS: The new campaign is designed to generate a sense of pride among current students and includes rebranding our students as strivers, which will again be reflected on the web site. Communication to and about students, such as the "Great Grads" program and the "CCNY Success Stories," have been created on posters and are displayed throughout campus.

iii. Work to distill and convey distinctive strengths of each of the academic programs as exemplified by successful graduates.

STATUS: A career exploration project to showcase successful graduates by major is underway. To date, over 100 students have responded and

posters have been created about the students. The Graduate Student Council organized an open event showcasing work "in-and-across" disciplines in our graduate programs. Coverage of our success with masters and PhD programs has increased.

    iv. Develop a cohort of trained volunteer alumni who will serve as CCNY Ambassadors to prospective students

b. Provide funding to support a branding and marketing campaign focused on distinguishing CCNY from CUNY.

STATUS: A branding and marketing campaign with differentiation as one objective is underway. Titling for the campaign focuses on City College as "the original, still meeting NYC needs."

c. Build an admissions process that allows CCNY to be more effective in recruiting the most promising undergraduate and graduate students from New York and the surrounding areas.

STATUS: A study has shown that student persistence and success are linked to students who are more prepared academically and have higher SAT and CAA scores. A proposal to raise minimum SAT scores without impacting the ethnicity/diversity of the student population in each of the schools/divisions was developed and endorsed by CLAS. In addition, the College has increased the number of honors students in both the Honors College as well as the Honors Program.

    i. Consider creating an application process that requires more of students than simply checking a box for "CCNY in t"he common CUNY application.

    STATUS: The common application for CUNY cannot be altered; however, an essay is required for application to the Honors College and Honors Program. The MyCITY online indication of early interest in CCNY, even before the application process, allows Admissions to target communications specifically geared to students' individual interests and backgrounds. In addition, City College has implemented a new on-line scholarship application and selection process. Selection criteria are identified in advance and various essays and information are required to be completed before a student is selected to receive a scholarship(s).

4. **Seek to attract students who exhibit characteristics most conducive to academic success at both the undergraduate and graduate levels.**

a. Evaluate the admissions process with the aim of developing a formula which will attract the types of students that have been successful at CCNY.

STATUS: A study has shown that students who are more academically prepared have a higher rate of retention and student success, and the College is increasing SAT scores (*See* 3.c.i. *above.*) in each of the schools/divisions without negatively affecting student ethnicity/diversity.   In addition, the average CAA has also increased. A strategy to better utilize scholarship money is in development. This past year, the number of honors students increased, and the College has recruited an even higher number for fall 2012.   A grant aimed at mentoring talented under-represented high school students interested in the STEM disciplines has been submitted. Analyses and tracking programs of students who took College Now courses and came to City College are being established.

b. Design challenging master's level programs and recruit excellent graduate students so that faculty interest in graduate programs is elevated.

STATUS: This past year, faculty have worked hard to enrich our program offerings and we have received approval for a dual BS/MS degree program in Chemistry, as well as new programs in three additional areas: an MS in Earth Systems and Environmental Engineering; an MA in Branding and Integrated Communications; and a BS and MS in Biotechnology. The College is also establishing three new multidisciplinary research groups: Media Arts; the Study of Global Change; and Urban Mathematics Education.

c. Highlight master's programs that are more career-focused (*i.e.*, professional master's degrees) to attract more graduate students.

STATUS: A multi-disciplinary program in Sustainability has been created and is now in its third year. The College now has a new Digital Art MFA program and has also now received approval for an MA in Branding and Integrated Communications, an MS in Biotechnology and an MS in Earth Systems and Environmental Engineering.

d. Develop and apply predictive models for student success and seek out more students whose characteristics are consistent with retention and degree completion at CCNY.

STATUS: Analyses of freshman retention and success have shown that creating cohorts or linking students to "communities" having similar interests also improved student success. For example, while the overall student 2005 cohort had a 40 percent 6-year graduation rate, the 2005 cohort that participated in athletic programs had a 49 percent 6-year graduation rate. Student Affairs is also working to help the transition for first-time, first-year freshmen by creating communities for students by assigning groups of twenty to a student mentor.

e. Consider incorporating an essay as part of the admissions process to CCNY to help faculty and staff better understand the qualities and characteristics of prospective students before they matriculate.

   STATUS: An essay has been incorporated into the new on-line scholarship application process and is also part of the Honors application process.

5. **Create an institutional climate that values effective teaching.**

   a. Engage in regularized sharing of best teaching practices; fully evaluate and learn from current teaching/learning pilot studies.

      STATUS: CETL has started hosting a best practices series for faculty. An advising blog has been set up for tracking best practices.

   b. Develop a reward system for outstanding teachers.

      STATUS: A President's Award for Outstanding Faculty Service to be awarded to one member annually in each division/school was developed. In addition, the President's Award for Excellence was developed. Both awards were approved by the Faculty Senate and will be announced at a Welcome Back Reception for faculty in the fall. The awards are intended to recognize outstanding faculty members for their significant contributions to students and to the College. Processes will be identified in each school/division to nominate faculty, including adjunct faculty for the service awards. A Faculty Administrative Fellowship was created and will be introduced in the fall to provide development opportunities for faculty interested in exploring administrative careers.

   c. Ensure that students encounter the most experienced faculty in their first and second years of study, for example, by assigning more tenure-line full-time faculty members to teach the Freshman Inquiry Writing Seminar (FIQWIS) Program.

      STATUS: Training programs are being developed to provide more support for the faculty who teach the content part of FIQWS and the faculty who teach the writing piece of FIQWS. In addition and in conjunction with the Pathways implementation, a plan is being developed for block scheduling for first-time, first-year freshmen.

   d. Create opportunities for faculty to develop and implement honors theses and capstone courses in all majors.

      STATUS: A two-year pilot program of capstone courses is underway in several Social Science departments, including assessment of their success. Additional departments are being encouraged to offer capstone or senior seminars. While feedback from students has been very positive to date, few departments have

actually agreed to participate in the pilot by offering a capstone course. In addition, one of the take-aways from this is that the seniors need to improve their writing skills.

6. **Support students in the process of planning and developing strategies for affording and completing a college education at CCNY.**

   a. Provide more effective information about how to navigate the College's resources utilizing print, web, and other social media platforms.
   STATUS: Our official Facebook page has about 30,000 hits monthly, up from 12,000, and many students use this to help them navigate City College. The President also communicates to students on a regular basis at the monthly round tables and through meetings with groups as needed and through written communications from the "Desk of the President."

   b. Create mandatory seminars on how to navigate the CCNY system and require students to attend them before they matriculate.
   STATUS: There currently is a student orientation, but discussions are underway regarding the development of an on-line or web-based student handbook as a tool for students to help them navigate CCNY. In addition, the new student seminar was re-imagined to make it more on-going and informative for students and to better meet student needs. While it used to be held at the beginning of each academic year for freshmen, new freshmen now have three semesters to accumulate an established number of "points" toward completion by attending various seminars or events, such as seminars on time management and note taking. Students select the seminars and events that meet their needs as well as their schedules.

   c. Inform students about the Free Application for Federal Financial Aid (FAFSA) and implement a strategy to aid students in completing and filing the FAFSA.
   STATUS: The Financial Aid Department provides information to students on the FAFSA and also provides on-going training and support to the financial aid supervisors and workers to enable them to help the students.

   d. Make on-campus housing more affordable and available.
   STATUS: Free housing in the Towers has been offered to the Macaulay Honors students this year. The majority have accepted this opportunity. In addition, Engineering is running a pilot program to provide subsidized housing to graduate students this year.

7. **Strengthen the culture of service to students.**

    a. Impress upon staff members in departments and in central administrative offices the need to treat students with courtesy and respect.

        STATUS: Customer service training has been conducted. Ensuring student friendly service has been incorporated into the goals for all senior managers. Customer service feedback cards were heavily used during the fall and the spring registration. Feedback indicated that these services were very much improved and lines were significantly shorter. Areas of concern continue to be with receiving timely responses to phone messages and timely payment of scholarship money. The results this past year from the student satisfaction survey indicated that more improvement is needed in the area of administrative services and the College is working to address this.

    b. Identify and train highly capable staff members who will provide excellent face-to-face service to students in every department of the College.

        STATUS: Student Affairs has started to use ACPA, which outlines the professional behavior and skill levels required for Student Affairs jobs. These skills and requirements for behavior are being incorporated into professional development modules as well as expectations for Student Affairs professionals.

    c. Require each department to convene an open house at least once during the academic year to familiarize students and faculty with all aspects of that department, including its offerings and its requirements.

        STATUS: The Provost requested all deans have an open town hall for students and faculty last year. In addition, the president continues to hold monthly open roundtable discussions for faculty, students, graduate students, and staff. This next year, Student Affairs will be working with Undergraduate Student Government to moderate a town hall each semester.

    d. Communicate more effectively with today's students by utilizing social media and other relevant platforms and technologies

        STATUS: The College utilizes Facebook, its college website and Inyourclass.com, a student developed site, to communicate to students. Participation in the College's new Facebook site has increased dramatically, from 12,000 hits per month to 30,000. The new web site will also offer an easy platform for departments and offices to easily use social media. Undergraduate Student Government is developing its own website and in addition, will be joining a college sponsored student government web site. Student Affairs is also leading an effort to design better communications for students. This would include a

screen saver that displays current student events with a goal of increasing student participation.

B. Improving Faculty Satisfaction

A requisite step in building a culture of greater student success is to ensure that the faculty feels a high degree of satisfaction in carrying out the College's mission. If the faculty of an institution feels a significant degree of dissatisfaction with the institution, students will likely perceive that dissatisfaction, which can in turn undermine the students' own sense of the institution as a place of positive growth and development. If students are to develop a sense of pride in CCNY, members of the faculty must also convey a genuine sense of pride and fulfillment in their work. The College needs to understand the commitments it makes to newly hired faculty members, and it must deliver on the promises it has made for research and scholarly support. Part of the challenge includes creating an environment that is more welcoming of faculty initiative than has been the case in the past – an environment that signals in every way that the vitality and engagement of faculty members in teaching, scholarship and service are the lifeblood of the College. CCNY also faces the challenge of building a faculty that more closely reflects the diversity of its student body. The roundtable discussions of increasing faculty satisfaction led to the action recommendations described below.

1. **Address disparities in the professional experience of different faculty members.**

   STATUS: A faculty survey was conducted this year and one of the issues addressed was consistency in the application of tenure and promotion guidelines. A recommendation has been made and endorsed by the Review Committee to develop discipline specific guidelines that can be distributed to all faculty within each discipline.

   a. Appoint a "Status of Women Faculty Committee" modeled after the MIT Committee that produced the 1999 report entitled, "A Study of the Status of Women Faculty in Science at MIT."

      STATUS: A group of women faculty met to share thoughts, ideas and concerns. The President formed a Council on Inclusion and Excellence. In addition to conducting a survey, the Council has been looking at best practices in academia. The Council will be issuing a series of recommendations to improve the culture and the climate of the college for all faculty, with a primary focus on women and under-represented minorities.

   b. Take proactive steps to increase the diversity of the faculty and academic administrators, through a recruitment approach that looks beyond the standard markers of academic distinction to consider the broader impact a given candidate could have as a member of a department and the institution as a whole.

STATUS: Three dean searches were conducted this past year using an external search firm. The search firm was advised of the importance of having a talented and ethnically diverse pool. In addition, three senior administrative positions were filled. While one of the dean searches will be redone, the search committees recommended a diverse pool of candidates to the president. *See B.1.a. about the* Committee on Inclusion and Excellence.

2. **Increase faculty diversity, recognizing the challenges for the College in terms of becoming more financially competitive**.
STATUS: The President's Council on Inclusion and Excellence and the Office of Diversity, previously the Office of Affirmative Action, are developing recommendations and strategies for enhancing faculty diversity through both recruitment and retention strategies. This past academic year, approximately 30 percent of the new faculty hires were under-represented minorities.

3. **Support faculty in all aspects of their careers as members of the CCNY academic community.**
    a. Invest more deliberate effort in faculty orientation to:
        i. Acquaint new faculty with the faculty handbook.
        STATUS: The Faculty Handbook is provided to new faculty. A committee will be established to update the faculty handbook.
        ii. Offer strategies for navigating the organizational and cultural environment of the College
        STATUS: A one-day Chair Training program was conducted by HR last year and a new training and development program for all new faculty will be implemented this year.
    b. Rethink institutional policies to create a more faculty-friendly approach to family leave and/or stop the tenure clock to accommodate the birth or adoption of a child (this may have PSC contract implications).
        STATUS: The Union has negotiated with the University Administration an extension of the paid-parental leave agreement and longer term arrangements are under discussion.
    c. Open an on-campus day care center that is open to faculty, student and staff children.
        STATUS: While there is an on-campus day care center, the center currently serves the children of students. A proposal submitted to enable 10 percent of the children served to be children of faculty was approved and the child care center will offer open spots to faculty for their children.

d. Implement a "Service Center" concept/strategy to provide technical research services to principal investigators and other faculty.
   STATUS: The Office of the Provost has obtained an agreement with the RF to establish a Recharge Center for Science and Engineering core facilities. This is under development.

e. Develop a post-tenure/mid-career program that allows tenured associate professors, in particular, to reinvigorate their research programs in order to qualify for promotion to full professor.

f. Continue to improve communication regarding all aspects of faculty members' professional lives within the College.
   STATUS: The Provost conducted a workshop on tenure and promotion policies and held an additional three panels for untenured faculty geared to providing practical advice and tips about preparing an academic body of work.

g. Establish a more transparent merit system for supporting faculty members – one that is based on criteria clearly defined and broadly affirmed among the faculty.
   STATUS: Increases in salary are governed by the PSC contract. The College has proposed a merit pool be incorporated in the new contract.

h. Design a robust faculty seminar series that draws upon the intellectual interests of the faculty, facilitates interdisciplinary participation, and draws students into a more academic dialogue across campus
   STATUS: Individual departments within the various schools/divisions have discipline-specific seminars geared for their respective faculty. Seed money has been offered to departments to sponsor inter- and intra-departmental seminars in order to facilitate cross disciplinary participation. A faculty committee worked with the alumni association to sponsor an event for all faculty to recognize an outstanding retired faculty member who had significant impact on the lives of his students. A program featuring the Civil Rights documentary "The Barber of Birmingham" plus a panel to discuss the documentary and key issues is being planned for the fall. Communications have been sent to all faculty along with a classroom guide to lead discussions. In addition, the planning group is in discussions about offering informal discussions with students on key issues, laws and policies.

i. Invest in housing in the neighborhood that can be rented to the faculty.
   STATUS: The University is supporting a few apartments for faculty moving to the New York City area and is pursuing other housing possibilities.

4. **Celebrate and reward faculty achievement.**

   a. Develop a broader and more resilient concept of the faculty role–a model that recognizes that different faculty members may have different emphases in the balance between teaching and scholarship at different stages of their careers

   b. Offer professional development to help faculty members become better teachers while also building a successful research portfolio and engaging in service.

   STATUS: This past year, CETL offered 109 professional development programs to faculty members; approximately 1239 faculty attended these events. In addition, a Faculty Administrative Fellowship was designed to provide experience to tenured faculty interested in getting administrative experience. Thirteen members of the faculty were publicly recognized for their accomplishments in a year-end letter to faculty and staff.

   c. Recognize faculty members publicly when they accomplish noteworthy things or receive awards or honors.

   STATUS: This past year, Distinguished Professor Ruth Stark was awarded the Sloan Public Service Award and a reception was held in her honor. A holiday reception was held and faculty displayed their recent scholarly and creative works for their colleagues.

   d. Establish a President's initiative that recognizes the achievement of faculty members, departments, or units that significantly advance CCNY in fulfillment of its core missions.

   STATUS: A President's Award for Outstanding Faculty Service to be awarded to one member annually at each division/school was developed. In addition, the President's Award for Excellence was developed. Both awards were approved by the Faculty Senate and will be announced at a Welcome Back Reception for faculty in the fall. Processes will be identified in each school/division to nominate faculty, including adjunct faculty for the service awards.

5. **Develop common and social spaces for faculty and/or students.**

   a. Provide a faculty pub from 2.00pm-5.00pm every weekday

   b. Strengthen the sense of connection among members of the academic community at every level, including the development of common venues and gathering places that are conducive to conversation.

   STATUS: HR and the Inclusion and Excellence Council offered an opportunity for faculty to self-select an affiliate group and discuss issues of common

interest. There has been an increase in the number of faculty receptions and displays and colloquia in addition to faculty awards and recognition events.

    c. Create incentives to increase the amount of time each week that faculty spend on campus and increase the student access to the faculty.
STATUS: The Workload Guidelines were updated and recognize student mentoring.

    d. Create two or more showcase physical spaces with state-of-the-art technology.
STATUS: A state-of-the-art technology cITy Tech Center was created for students.

    e. Use development of space to force cooperation among the support functions responsible for creating and maintaining the space.

6. **Develop procedures that are meaningful and supportive of faculty achievement and success.**

    a. Build a formal mentoring process that explicitly involves all faculty members in mentor-mentee relationships as a way of creating an academic community that is more supportive and inclusive

    b. Formally institute a step in the tenure review process in which the chair meets with a faculty member before the third-year review for a conversation to review the junior faculty member's progress, make suggestions and offer support prior to the formal third-year review.

    c. Provide the opportunity for the chair to serve as a mentor and advocate for untenured faculty members

    d. Develop a strategy for achieving a better culture of evaluation–both the "why" and the "how" of evaluation.
STATUS: The governance plan was changed this past year to stipulate that all tenured faculty in a department review tenure and promotion cases rather than just the faculty on the departments Personnel and Budget Committee. In addition, the schools/divisions are being encouraged to develop discipline specific tenure and promotion guidelines for faculty so that expectations are transparent and specific.

    e. Use outside assessors for teaching to ascertain whether a faculty member is effectively communicating what he/she wants the students to learn.

C. **Developing a more supportive research environment**

There is a clear expectation within the College that faculty research/scholarship constitutes one of the pillars of its academic strength. Despite the importance of research, the College has had

difficulty in providing an environment that supports faculty research in an effective and timely manner. A delayed or unfulfilled promise of support can have significant impact on a faculty member's research agenda and timeline for tenure. It is imperative for the College to find the ways of supporting the research potential of its faculty in more effective ways. The roundtable discussions on developing a more supportive research environment led to the following recommendations.

1. **Develop an infrastructure that supports progress and continued advancement in research across disciplines.**

    a. Develop a system of calculating workload that will provide time for research in a systematic way that gives individual faculty members the basis for planning; **STATUS**: New workload guidelines have been developed that enable release time for mentoring/supervision. Processes are being developed to establish an effective procedure for tracking of this release time. The Provost Office has also begun a planning process to establish metrics for research active faculty.

    b. Develop faculty-sanctioned procedures for <u>both</u> the allocation and reallocation of research space.
    STATUS: An inventory of space is underway and is about 65 percent complete. A comprehensive and transparent procedure for space allocation is being developed.

    c. Invest in the library's capacity to provide online access to research materials.
    STATUS: The Library has an on-line database which is sponsored by both CCNY and CUNY. The Library receives significant resources related to on-line research and CCNY has a state of the art system for document retrieval and delivery. The College also has a good inter-library loan process.

    d. Increase the number of staff members, such as laboratory technicians, to support the research process.
    STATUS: The number of tax-levy research associates and research assistants increased in 2010/2011. A new classification of research faculty has been developed and Human Resources will be working with the Provost Office and the Schools/Divisions to develop a process and criteria for implementation.

    e. Explore the use of federal work-study funds to create research assistantships in the social sciences and humanities.

    f. Increase the number of College-sponsored faculty colloquia.
    STATUS: All the schools and divisions are very active with respect to sponsoring faculty colloquia. The President's Office has offered seed money to the schools/divisions for inter-and intra-departmental seminars. An Urban Ecology committee was formed and sponsored a monthly seminar this past year.

g. Explore expanding the Spitzer School of Architecture's program that provides a faculty member with an editor or research assistance for one year for a book being written under contract.

   STATUS: This specific goal was accomplished. In addition, the Max Bond Center in the School of Architecture was created and a director was appointed.

h. Invest in staff for research core facilities which will aid the research enterprise.

   STATUS: This issue is part of the Recharge Center agreement to manage activities in the core facilities. Progress is continuing.

i. Develop a program of research and travel fund accounts for faculty.

   STATUS: A campus-wide competitive travel-fund program was established and has been well-received by faculty. An annual $150,000 fund is being established and faculty can apply for grants to attend meetings, seminars, etc.   The City Seed Grant Program is in its third year and a request for proposals has been sent to faculty; last year, 32 proposals were received and ten awarded. The Provost's Office is trying to increase the number of proposals received from the Humanities and Arts by expanding the criteria to include research and scholarly and creative works. The Provost 's Office has also formalized incentivizing accounts, with institutes now receiving 30 percent of their modified indirect costs and individual PI's getting 5 percent.

j. Develop a strategy to provide bridge funding for faculty in transition from one funding source to another.

   STATUS: A Faculty Research Advisory Committee (FRAC) was created to review bridge fund requests. To date, four awards have been given out to provide bridge funding. There are two established deadlines/review periods per year.

k. Provide help to faculty searching for new and different sources of funding.

   STATUS: A number of CETL workshops have been held to help faculty with this issue. This year, 184 faculty attended CETL's Grants Workshops. CETL also offered individualized assistance to 145 faculty.

l. Invest in doctoral student support.

   STATUS: CUNY funds five-year fellowships in Engineering (total 120–124 annually) and in the Science disciplines of Biology, Biochemistry, Chemistry, and Physics (total 400–490 annually committed by the CUNY Graduate Center CUNY-wide/approximately sixteen per year to CCNY). The Graduate Center provides seventy Graduate Teaching Fellowships (GTFs) per year to non-Science and Engineering PhD students at CCNY. CUNY funds an additional six five-year fellowships in Psychology.

2. **Formalize and adhere to procedures for providing new faculty with start-up space and equipment in a timely way upon their arrival to CCNY.**

   a. Inventory available space and facilities to ensure that a faculty member will be able to begin his/her research program upon arrival to CCNY.

   STATUS: An inventory of space and facilities has been started and is 65 percent complete. A number of departments have not responded or provided the necessary information to complete the survey.

   b. Develop a college-wide, uniform "Start-up Package and Commitments" template similar to the spreadsheets currently employed in some school/divisions; templates must include a timeline as to when promised items will be delivered to the new faculty member.

   STATUS: The Provost has advised the deans that, effective immediately, all start-up packages will be administered by the Provost's Office and a template that fully describes the start-up commitments has been distributed to departments for use. The Senior Budget Director is responsible for overseeing all start-up packages.

   c. Extend research support to adjuncts.

   STATUS: Discussions are ongoing to create a research professor position and to allow adjuncts to apply for seed grants. Non-teaching adjunct positions can be used to help support programs. In addition, adjuncts can submit proposals.

   d. Coordinate services to support the research environment and monitor compliance.

   STATUS: IRB, IACUC and Conflict of Interest have been integrated to help support the research environment of compliance.

   STATUS: A CUNY-wide IRB process has been developed. CCNY has a Human Research Protection Program (HRPP) Administrator on campus who is responsible for the IRB. This person is also responsible for IACUC and animal care and will assist with Research Integrity issues. This administrator will also track the research integrity training that is required for all PIs, researchers, post-docs and students doing research.

D. **Achieving a clearer alignment of resources and academic responsibilities**.

In order for CCNY to realize its future potential, it is important to align resource allocation with academic priorities. The purpose of the roundtables, and of the larger planning process of which they are a part, is to identify those actions that should become true priorities for the College as a whole along with its faculty, staff, and administrators. An important dimension of this challenge is to rethink current practices within the College with the aim of asking how one might approach

past practices differently. Part of the task is to build systems that yield a better understanding of how the College spends its money and what results those expenditures yield. Just as important is to make more effective use of resources currently available. For example, by distributing the utilization of classroom space more broadly through the five days of a workweek. As a college, CCNY cannot execute a plan for the future by simply asking people to begin doing things they don't currently have the resources to achieve. One of the key tasks in the years ahead will be to find new sources of funding for planning initiatives. The College must also, however, focus existing resources on the actions and programs that align most closely with the needs of an urban college in the twenty-first century. The roundtable discussions of the alignment of resources and academic responsibilities led to the following recommendations.

1. **Build systems that create greater transparency and accountability in budgeting**
   a. Work to achieve greater clarity and transparency in CCNY budgets, thereby helping instill a better understanding of institutional revenues and costs. **STATUS**: An on-line OTPS budget has been developed to be distributed to all departments at the beginning of the fiscal year. (This past year was slightly delayed because of new New York accounting procedures). The Finance Department is working on other financial budget reports, and the first department budgets reflecting tax levy and OTPS will be distributed to all departments prior to the fall 2012 academic year.
   b. Commit to improving data management and information transparency by employing a fully functioning data warehouse.
   c. Make an institutional commitment to report what things have been accomplished as a result of money spent. **STATUS**: The president issued the first President's Report this past year and sent a year-end letter to all faculty and staff highlighting major accomplishments for the year. In addition, the president presented the highlights of the year to CLAS and to the Alumni Association.

2. **Seek greater efficiency and eliminate redundancy.**
   a. Streamline the curriculum, with particular emphasis on reducing the number of courses that are similar in content. **STATUS**: Implementation of the University's Pathways initiative will result in some streamlining of the General Education curriculum. A Senior Advisor for General Education was appointed to coördinate and oversee the implementation of Pathways for the College and an implementation plan has been submitted to CUNY. The plan calls for the development of "language-intensive content-rich"

course pairings in the first three semesters in addition to FIQWS, which should facilitate bock scheduling.

    b. Emphasize and support the *Degree Works* project as a tool that allows students to understand clearly the degree requirement in their field of study, their progress toward fulfilling those requirements, and the steps needed to fulfill those requirements.

    STATUS: A project to reconcile DegreeWorks™ with each department's curriculum has been completed, and a procedure to modify a curriculum is being established to ensure that there is a single person responsible for approving curriculum changes and for updating DegreeWorks™. DegreeWorks™ will be updated at the same time the curriculum is changed. The Central Office is also using City College as a model institution on which to test DegreeWorks™ scribing for Pathways.

3. **Seek to achieve a better utilization of time and space.**

    a. Increase the proportion of space that is controlled and assigned by central administration; at least 65 percent of all space should be centrally assigned.

    STATUS: The number of class rooms assigned by centralized scheduling has increased.

    b. Develop and implement full-week teaching schedules to substantially increase classroom utilization from the current rate of 65 percent.

    STATUS: The percentage of FTEs offered on Fridays, evenings and weekends increased from 41.9 percent to 44 percent over the last year.

    c. Provide adequate parking to ensure a substantially greater faculty presence on campus Monday through Friday.

4. **Improve academic administration at both the department and College levels.**

    a. Inventory current issues/concerns/problems and identify whether the most effective solutions will result from problem solving at the unit or institution-wide level.

    STATUS: Many problems have been identified and resolved at the president's monthly roundtable discussions with faculty, students, graduate students and staff. Those electing to attend share concerns and/or interests.

    b. Review administrative responsibilities with chairs and identify those responsibilities that should be shifted from the departmental level to central administration.

    c. Establish a policy that only full professors should serve as department chairs.

    d. Increase the incentives and rewards for chairs.

        i. Give chairs more control over their budgets.

> **STATUS**: On-line department level OTPS budgets have been developed and will be distributed to all departments this fiscal year.
>> ii. Increase the level of capable administrative support.
>> iii. Provide each chair with an HEO support person.
>> iv. Create flexibility between faculty and staff lines.
>
> e. Connect faculty and administrative staff more purposefully so that both sides understand the other's respective needs.
> f. Determine how to change some of the cumbersome system-level structural issues.

Promising Progress and Next Steps

At the conclusion, participants in each of the four roundtable sessions conveyed a sense that the discussions had been rich, candid, and productive. The exchanges had avoided falling into a mode of simple complaint and focused instead on actions that have the potential to set CCNY on a different trajectory in the years ahead. The discussions had been generative not just of good thinking, but also of a positive spirit among the participants. No one left the roundtables expecting that the College would be able to act on every idea put forth in the conversations. Yet a pervasive impression emerged that these discussions contained the germs of ideas that could have a transformative impact on the City College of New York.

The next steps will be to bring the report of the roundtable discussions back to the Academic Working Group, with the aim of developing a list of top priorities that the College may wish to include during the development of strategic initiatives over the next several years.

J.13   Admission Criteria (Fall 2008-Fall 2012)

Fall 2012 Freshman Admission Criteria for non-ESL, current/recent U.S. high school graduates:

School/Division	Type	HS Average	SAT Total	English Units	Math Units	Science Units	Total Units
Education/Liberal Arts	Regular	80	950	2 (or SAT CR 500)	2 (or SAT M 500)	n/a	12
Education/Liberal Arts	SEEK	75	850	2 (or SAT CR 500)	2 (or SAT M 500)	n/a	n/a
Science	Regular	80	1000	2 (or SAT CR 500)	3 & Math Avg. >=80 (or SAT M 550)	3	14
Science	SEEK	75	850	2 (or SAT CR 500)	3 & Math Avg. >=75 (or SAT M 500)	n/a	n/a
Engineering[1]	Regular	85	1000	2 (or SAT CR 500)	3 & Math Avg. >=80 (no SAT exception)	3 & Science Avg. >=80	15
Engineering[1]	SEEK	80	850	2 (or SAT CR 500)	3 & Math Avg. >=75 (no SAT exception)	n/a	n/a
Architecture[2]	Regular	80	1000	2 (or SAT CR 500)	3 (or SAT M 550)	3	14
Architecture[2]	SEEK	75	850	2 (or SAT CR 500)	2 (or SAT M 500)	2	n/a

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[1] Subject to additional faculty review for completion of math and science units based on supplemental application.
[2] Subject to faculty review of "Creative Challenge" and space availability.

Fall 2011 Freshman Admission Criteria for non-ESL, current/recent U.S. high school graduates:

School/Division	Type	HS Average	SAT Total	English Units	Math Units	Science Units	Total Units
Education/Liberal Arts	Regular	80	900	2 (or SAT CR 500)	2 (or SAT M 500)	n/a	12
Education/Liberal Arts	SEEK	75	850	2 (or SAT CR 500)	2 (or SAT M 500)	n/a	n/a
Science	Regular	80	900	2 (or SAT CR 500)	3 & Math Avg. >=80 (or SAT M 550)	3	14
Science	SEEK	75	850	2 (or SAT CR 500)	3 & Math Avg. >=75 (or SAT M 500)	n/a	n/a
Engineering[1]	Regular	85	900	2 (or SAT CR 500)	3 & Math Avg. >=80 (no SAT exception)	3 & Science Avg. >=80	15
Engineering[1]	SEEK	80	850	2 (or SAT CR 500)	3 & Math Avg. >=75 (no SAT exception)	n/a	n/a
Architecture[2]	Regular	80	950	2 (or SAT CR 500)	3 (or SAT M 550)	3	14
Architecture[2]	SEEK	75	850	2 (or SAT CR 500)	2 (or SAT M 500)	2	n/a

[1] Subject to additional faculty review for completion of math and science units.
[2] Subject to faculty review of "Creative Challenge" and space availability.

Freshman Admission Criteria for Fall 2010 (for current U.S. high school seniors only):

School/Division	Type	HS Average	SAT Total	English Units	Math Units	Science Units	Total Units
Education	Regular	80	900	2 (or SAT CR 500)	2 (or SAT M 500)	n/a	12
Education	SEEK	75	850	2 (or SAT CR 500)	2 (or SAT M 500)	n/a	n/a
Liberal Arts	Regular	80	900	2 (or SAT CR 500)	2 (or SAT M 500)	n/a	12
Liberal Arts	SEEK	75	850	2 (or SAT CR 500)	2 (or SAT M 500)	n/a	n/a
Science	Regular	80	900	2 (or SAT CR 500)	3 & Math avg. >= 80 (or SAT M 550)	3	14
Science	SEEK	75	850	2 (or SAT CR 500)	3 & Math avg. >= 75 (or SAT M 500)	n/a	n/a
Engineering[1]	Regular	<85	1000	2 (or SAT CR 500)	3 & Math avg. >= 80 (or SAT M 550)	3 (incl. Chem. or Physics)	14
		>=85	900	2 (or SAT CR 500)	3 & Math avg. >= 80 (or SAT M 550)	3 (incl. Chem. or Physics)	14
Engineering[1]	SEEK	80	850	2 (or SAT CR 500)	3 & Math avg. >= 75 (or SAT M 500)	n/a	n/a
Architecture[2]	Regular	80	950	2 (or SAT CR 500)	3 (or SAT M 550)	3	14
Architecture[2]	SEEK	75	850	2 (or SAT CR 500)	2 (or SAT M 500)	2	n/a

[1] Students must meet these criteria to be considered; final decisions are made by the Grove School of Engineering admission committee based on the Supplemental Application (or Macaulay Honors application).

[2] Students must meet these criteria to be considered; final decisions are made by the Spitzer School of Architecture admission committee based on the Creative Challenge.

5/9/13

Freshman Admission Criteria for **Fall 2009** (for current U.S. high school seniors only):

School/Division	Type	HS Average	SAT Total	English Units	Math Units	Science Units	Total Units
Education	Regular	70	1100	n/a	n/a	n/a	n/a
		75	950	2 (or SAT CR 500)	2 (or SAT M 500)	n/a	12
		78	900	2 (or SAT CR 500)	2 (or SAT M 500)	n/a	12
		85	850	2 (or SAT CR 500)	2 (or SAT M 500)	n/a	12
Education	SEEK	73	850	2 (or SAT CR 500)	2 (or SAT M 500)	n/a	n/a
		78	800	2 (or SAT CR 500)	2 (or SAT M 500)	n/a	n/a
Liberal Arts	Regular	75	950	2 (or SAT CR 500)	2 (or SAT M 500)	n/a	12
		78	900	2 (or SAT CR 500)	2 (or SAT M 500)	n/a	12
		80	800	2 (or SAT CR 500)	2 (or SAT M 500)	n/a	12
Liberal Arts	SEEK	73	800	2 (or SAT CR 500)	2 (or SAT M 500)	n/a	n/a
		78	780	2 (or SAT CR 500)	2 (or SAT M 500)	n/a	n/a
Science	Regular	75	950	2 (or SAT CR 500)	3 & Math avg. >= 80 (or SAT M 550)	3	14
		78	900	2 (or SAT CR 500)	3 & Math avg. >= 80 (or SAT M 550)	3	14
Science	SEEK	73	850	2 (or SAT CR 500)	3 & Math avg. >= 75 (or SAT M 500)	n/a	n/a
		78	800	2 (or SAT CR 500)	3 & Math avg. >= 75 (or SAT M 500)	n/a	n/a
Engineering	Regular	<85	1000	2 (or SAT CR 500)	3 & Math avg. >= 80 (or SAT M 550)	3 (incl. Chem. or Physics)	14
		>= 85	n/a	2 (or SAT CR 500)	3 & Math avg. >= 80 (or SAT M 550)	3 (incl. Chem. or Physics)	14
Engineering	SEEK	78	850	2 (or SAT CR 500)	3 & Math avg. >= 75 (or SAT M 500)	n/a	n/a
		80	800	2 (or SAT CR 500)	3 & Math avg. >= 75 (or SAT M 500)	n/a	n/a
Architecture	Regular	80	950	2 (or SAT CR 500)	3 (or SAT M 550)	3	14
		85	850	2 (or SAT CR 500)	3 (or SAT M 550)	3	14
		90	800	2 (or SAT CR 500)	3 (or SAT M 550)	3	14
Architecture	SEEK	73	850	2 (or SAT CR 500)	2 (or SAT M 500)	2	n/a
		78	800	2 (or SAT CR 500)	2 (or SAT M 500)	2	n/a

Freshman Admission Criteria for Fall 2008 (for current U.S. high school seniors only):

School/Division	Type	Index	HS Average	SAT Total	English Units	Math Units	Science Units	Total Units
Liberal Arts/Education	Regular	300	78	850	2 (or SAT CR[1] 500)	2 (or SAT M 500)	n/a	12
		300	75	950	2 (or SAT CR 500)	2 (or SAT M 500)	n/a	12
		300	70	1100	n/a	n/a	n/a	n/a
		300	90	700	2 (or SAT CR 500)	2 (or SAT M 500)	n/a	12
Liberal Arts/Education	SEEK	n/a	73	800	2 (or SAT CR 500)	2 (or SAT M 500)	n/a	n/a
		n/a	78	n/a	2 (or SAT CR 500)	2 (or SAT M 500)	n/a	n/a
Engineering/ Science	Regular	300	78	900	2 (or SAT CR 500)	3 (or SAT M 550)	n/a	14
		300	75	950	2 (or SAT CR 500)	3 (or SAT M 550)	n/a	14
		300	90	700	2 (or SAT CR 500)	3 (or SAT M 550)	n/a	14
Engineering/ Science	SEEK	n/a	73	800	2 (or SAT CR 500)	3 (or SAT M 500)	n/a	n/a
		n/a	78	n/a	2 (or SAT CR 500)	3 (or SAT M 500)	n/a	n/a
Architecture	Regular	300	80	900	2 (or SAT CR 500)	3 (or SAT M 550)	3	14
		300	85	850	2 (or SAT CR 500)	3 (or SAT M 550)	3	14
		300	90	700	2 (or SAT CR 500)	3 (or SAT M 550)	3	14
Architecture	SEEK	n/a	73	800	2 (or SAT CR 500)	2 (or SAT M 500)	2	n/a
		n/a	78	n/a	2 (or SAT CR 500)	2 (or SAT M 500)	2	n/a

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[1] "CR" refers to the Critical Reading portion of the SAT, which replaced the "Verbal" portion in 2005.

J.14. Student Admissions Initiatives

Under the direction of the Provost, and in consultation with the Vice President for Finance and Administration, the Office of Admissions has developed a recruitment program aligned with CCNY's enrollment and fiscal goals.

Recruitment

- A team of recruitment professionals visits more than one hundred local schools, community organizations, and college fairs. In keeping with its mission of "access to excellence," CCNY also targets fifty high schools chosen for their diversity and/or academic excellence, and invites prospective applicants to distinctive on-campus events, campus tours, and other aggressive recruitment activities. CCNY assigns recruits from these high schools to individual Admissions counselors. To strengthen the college's commitment to the Greater Harlem, *i.e.*, Northern Manhattan and the Bronx, community, special recruitment efforts are made to engage local schools and community organizations.

- The Assistant Director of Graduate Admissions assists CCNY's graduate programs in their individual recruitment efforts, *e.g.*, information sessions, open houses, online advertising opportunities.

- In 2009, CCNY launched a customer relations management (CRM) system, Hobson's Connect™, and it is the means by which CCNY communicates with prospective and admitted freshmen and transfer students. The system's communication plan—targeted emails, phone calls, and personalized web pages ("MyCity")—ensures regular contact with students from their initial identification as prospective applicants through to enrollment. Recently, undergraduate non-degree, readmission, and graduate applicants were added to the Hobson's Connect™ system.

- In 2010, CCNY adopted Hobson's Apply Yourself™, an online graduate application system that allows the filing and tracking of applications from any location in the world. An electronic imaging feature enables faculty to review applications and render admission decisions remotely.

- CCNY's Office of Information Technology, Admissions, and the Summer Session Task Force, designed and launched the Summer Session Online Application.

Scholarships

- Working closely with the Office of Development and Institutional Advancement, the Alumni Association, and the City College Fund, Admissions has made more effective use of scholarship funds by focusing on those populations that support CCNY's mission. Examples include the President's Community Scholarship, which supports under-represented minorities living in Greater Harlem, and the New Era Scholarship, which targets eleven high schools known for their academic excellence.

- In 2008, CCNY hired a Manager of Scholarships to consolidate scholarship management. Previously, scholarships had been processed manually and standards were not consistent across the College. Subsequently, scholarships were leveraged strategically to attract high achieving students from New York City's specialized high schools, *e.g.*, The Bronx High School of Science, Brooklyn Technical High School, Stuyvesant High School. For further efficiencies, CCNY launched an online scholarship application, NextGen Scholarship Manager™, in 2010 to improve the application and award processes. As a result of efficient coordination, the Office of Admissions awarded $973,450 in 2011-2012, as compared to $81,300 in 2007-2008, and during the 2012-2013 academic year, 558 students applied for scholarships through NextGen™.

Transfer and Readmission

- To assist in the transfer credit evaluation process, CCNY uses several online systems, including the new CCNY Transfer Evaluation System (TES) and CUNY's Transfer Information and Program Planning (TIPPS) System. TES is a data base that maintains course equivalencies, which speeds the evaluation process, ensures consistency, and can send evaluations to students via email. TIPPS permits CUNY students to self-assess their courses prior to transfer. At present, CCNY has evaluated almost 90 percent of all CUNY courses.

- Following a review, Admissions reinstituted the practice of automatic readmission for CCNY students in good academic standing but who stopped out for one semester. As a result, more than 500 stop-outs enrolled—without completing forms—in fall 2012.

- To accelerate degree completion for military personnel, CCNY conceived a plan to increase the maximum number of transfer credits awarded for military training to 24. A draft resolution was presented to the faculty, which was approved and adopted in fall 2012.

J.15. Student Retention Initiatives

Since 2008, CCNY's Enrollment Management (EM) team has designed, implemented, assessed, and revised many of the following retention initiatives. In addition, representatives from Enrollment Management, Bursar, Financial Aid and Scholarships, and the Registrar meet as needed to resolve complex student issues and to define student tuition payment deadlines and class cancellations.

Initiatives

- The Select-A-Major (S-A-M) initiative encourages undecided students to declare a major before attaining junior status. This is particularly critical for recipients of New York State's [Tuition Assistance Program](#) (TAP), who must declare a major by "the first term of the junior year." CUNY, through its Performance Management Process (PMP), tracks selection of a major by 70 credits. In collaboration with CCNY's Office of Information Technology (IT), EM designed and implemented an online system to facilitate the declaration of a major. Each semester, EM alerts undeclared degree-seeking students and prompts them to select a major, "area of interest," or concentration, and to meet with their academic advisors, who have received official listings of these students from EM. The S-A-M Initiative contributes to the accuracy of student records and of the degree-audit program, [Degree Works](#)™.

- The Potential Stop-Outs (PSO) initiative seeks to increase re-enrollment and retention rates from one semester to the next. Each semester, registration of students in good academic standing, *i.e.*, undergraduate students >= 2.0 GPA and graduate students >=3.0 GPA, is scheduled approximately three to four months prior to the first day of the next semester, i.e., April for fall semester and November for spring semester. Although appointments are scheduled over a seven-day period, CCNY data reveals that almost 30 percent of the students with registration appointments do not enroll within the six-week period prior to the first day of classes. As an encouragement to register earlier, PSO is run at least twice during each enrollment cycle. From 2008 through 2012, the PSO initiative has resulted in an increase of approximately 7 percent in registrations.

- Introduced in spring 2013, the Home Stretch Scholarship provides financial support to qualified undergraduates who are within 18 to 21 credits of graduation, enabling them to complete their final semester or year without incurring additional debt. Eligibility requirements are both academic (GPA >=3.5) and financial need.

Services

- Implemented in 2010, the Peak Enrollment Service Delivery System is a high-impact, high-touch model designed to streamline registration and improve customer service during peak periods, *i.e.*, three weeks prior to the first day of classes. A key feature of the Peak Enrollment System is the Manager-On-Call Service, which places senior personnel on the frontline of the Enrollment

Services Center (Bursar, Financial Aid, Registrar). This initiative is an excellent training ground for staff, who must respond to issues that cut across departmental lines.

- Since 2010, students have been able to make their tuition payment plan arrangements online, thus eliminating the onsite Tuition Pay Services. This change has resulted not in greater student satisfaction.

- In 2011, CCNY introduced automatic zero bill validation for students without tuition and fee balances, with confirmations sent to the CCNY email addresses of students. This new process has eliminated the need for approximately 2,800 students to visit the Enrollment Services Center each semester.

- CCNY has streamlined the delivery of financial aid delivery, including the manual upload of financial aid awards to student records within the first week of classes.

- In May 2011, the Office of the Registrar integrated the Credentials Solutions Online Transcript Ordering system with its transcript production workflow. This system, which supplements the existing mail and in-person transcript functions, has improved processing time and generated additional, albeit modest, revenue for CUNY. The Registrar is exploring the option of retaining a percentage of this revenue to maintain and improve transcript-issuing services.

- In 2011, CCNY invested in an automated calling system to augment the email communication system in EM. Using the two systems, EM is able to convey critical enrollment and retention information to a broader range of students. The system is a cost-effective investment that can be extended to additional departments at minimal cost.

- In 2013-2014, CCNY will launch yet another a customer relations management (CRM) system, Hobson's Retain™, which facilitates focused communication in support of the College's retention strategies. The system identifies specific cohorts, *e.g.*, at-risk, potential scholarship recipients, and sends automated messages containing relevant information, *e.g.,* tutoring resources, application deadlines; tracks student progress through an Early Alert option; manages surveys documenting early alerts related to academic progress, attendance, and other impediments to progress; provides surveys to help track students' standing in current courses and advise of any academic alerts, supports sophisticated communication plans; and releases reminders of deadlines and due dates. Information collected from Hobson's Connect™ (prospective students) is passed to Hobson's Retain™, to maintain continuity with CCNY's MyCity "VIP" portal.

- To manage walk-in track efficiently during peak registration periods, CCNY is evaluating potential software vendors for an online scheduling product for the Office of Financial Aid. This project, Financial Aid Appointment Scheduling Tool (FAAST), has been funded through a grant from the CUNY Productivity Initiative.[2] Full implementation is slated for spring 2014.

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[2] The CUNY Productivity Initiative, an innovative plan whose goals are to generate more work at lower cost and to generate more revenue, with over $22 million saved and re-invested in the CUNY colleges. The initiative has been so successful that other university systems, including the University of Maryland, have used it as a model for their own programs.

J.16. Academic Advising Initiatives

Since 2008, efforts to improve advising at CCNY have focused on improving coördination between advising units and the quality of new student advisement. Founded in 2010, the Advisors' Group meets monthly to discuss concerns and resolve issues across units, and it is noted for its efficacy and professional leadership. In October 2012, a subcommittee of the Advisors' Group also hosted the first College-wide Faculty Advisor Training Day, which attracted more than fifty faculty members.

The CCNY Advising Assessment Committee was formed in May 2012 as an extension of a CUNY initiative to improve academic advising across the University, with an emphasis on assessment. To date, the committee has drafted a College-wide mission statement for academic advising and has begun to articulate measurable learning outcomes for advisement by academic year and credits. In addition, the committee is working on a College-wide Student Satisfaction assessment process, to be implemented in fall 2013, with support and guidance from the Office of Assessment. To learn more about best practices, a co-chair of the CCNY Advising Assessment Committee attended the national NACADA Assessment Institute in February 2013.

Three Presidential initiatives will improve the quality of advisement for entering new freshmen:

- CCNY developed four-year (120 Credit) graduation plans in every major that provide students with clear curricular paths to timely graduation.
- The College will pilot "block scheduling" options for the fall 2013 freshman cohort, which are defined by potential major interests and will guarantee course availability while streamlining the registration process.
- A second pilot will uncouple the New Freshmen Registration from New Freshmen Orientation, which will ensure that freshmen meet in late spring or early summer with their academic advisors. Pertinent orientation information will be provided at orientations in late August. This pilot will begin with the fall 2013 freshman cohort.

In preparation for the CCNY advising retreat in spring 2012, the College compiled information about the CCNY student/advisor ratio (fall 2011) and CCNY advising practices.

Table J16.1: CCNY Student / Advisor Ratio, Fall 2011

Advising Unit	Advisors	Students	Students per Advisor
Division of Humanities and the Arts	3	2,226	742
Division of Interdisciplinary Studies	5	599	120
Division of Science	4	2,065	516
Division of Social Sciences	2	2,148	1,074
Grove School of Engineering	8	2,214	277
School of Education	1	614	614
Sophie Davis School of Biomedical Education	1	442	442
Spitzer School of Architecture	1	323	323
Macaulay Honors College at CCNY	2	209	105
Gateway Academic Center	3	2,005	668
SEEK Program	5	830	166
Student Support Services Program (SSSP)	3	510	170
Total	**38**	**14,185**	**5,217**

The 2010 CUNY Student Experience Survey solicited student views on academic advising and online advisement, *e.g.*, DegreeWorks™, and City College has aggressively sought to meet student expectations through diverse initiatives.

Table 9B
Satisfaction with Academic Support Services
Senior Colleges

	Baruch	Brooklyn	City	Hunter	John Jay	Lehman	Queens	York	Total Senior	Total CUNY
	%	%	%	%	%	%	%	%	%	%
Indicate your level of satisfaction with each of the services listed below:										
Academic advising										
Very Satisfied	15	13	15	11	27	21	12	14	16	17
Satisfied	39	47	34	38	32	35	45	38	39	41
Neutral	20	19	21	23	25	22	24	19	22	21
Dissatisfied	14	14	15	18	10	11	13	17	14	13
Very Dissatisfied	11	8	16	10	6	11	7	12	10	8
Online advisement (e.g. DegreeWorks)										
Very Satisfied	8	10	11	17	27	15	11	21	15	15
Satisfied	39	38	26	42	33	24	39	37	36	36
Neutral	26	37	37	26	25	31	33	28	30	31
Dissatisfied	14	11	11	11	10	18	12	8	12	11
Very Dissatisfied	12	5	13	5	6	12	5	7	8	6
Tutoring services										
Very Satisfied	11	16	8	6	30	22	6	11	14	16
Satisfied	34	47	31	37	35	34	29	35	35	39
Neutral	31	28	40	35	27	28	52	31	34	31
Dissatisfied	13	7	15	14	6	12	8	14	11	9
Very Dissatisfied	10	2	5	8	1	4	5	8	6	5
Library facilities										
Very Satisfied	19	21	16	10	29	24	13	13	18	19
Satisfied	51	61	53	50	45	56	52	44	52	52
Neutral	18	16	24	30	22	14	30	25	23	22
Dissatisfied	7	1	5	6	3	5	4	12	5	5
Very Dissatisfied	5	1	1	4	1	2	1	6	3	2
Library services										
Very Satisfied	21	19	15	11	26	25	16	13	18	19
Satisfied	50	59	54	51	45	54	47	43	51	52
Neutral	20	19	26	32	24	16	31	29	25	23
Dissatisfied	5	2	4	5	4	4	4	9	4	4
Very Dissatisfied	4	1	1	2	1	1	1	7	2	2

See **section 2.12** and **section 5.8** for additional information about advising initiatives and specialized programs.

J.17. Information Technology Initiatives

Within the past four years, the Office of Information Technology (OIT) has dramatically expanded both facilities and service offerings that support the academic success. The most notable examples follow.

Initiatives

- OIT is developing a three-year Technology Strategic Plan to identify CCNY's technology priorities, with measurable goals, objectives, and project tasks, for the immediate future. To guide this effort, CCNY will convene a Strategic Planning Committee, comprised of faculty, students, and staff.

- The Business Analytics/Data Dashboard initiative will provide an objective framework for planning and executing long-term growth; evaluating metrics of day-to-day operations; discerning trends and patterns within decades of data in the legacy student information management system (SIMS).

- In fall 2014, the CUNY Advanced Science Research Center (ASRC) and the CCNY Science Research Building on the South Campus will open, and OIT is preparing for the extraordinary computing demands of this complex. The coordinated management of terabyte-per-day information throughput will require a state-of-the-art datacenter and network infrastructure, including an independent 'science DMZ ," which will optimize data throughput with enhanced network security to protect highly sensitive, continuous research, and development.

Services

- To support student success, OIT extended operating hours for some of the general-use computer labs and offers training sessions to students throughout the academic year.

- In fall 2011, the Service ("Help") Desk was relocated to the new cITy Tech Center, and support services, *e.g.*, CUNY Portal, Blackboard LMS™, laptops, wireless configuration and access, were enhanced. The Service Desk also serves as the central distribution point for campus-wide, site-licensed software to the CCNY community.

- CCNY deployed RemedyForce™, a cloud-based ticketing and change management system, designed around an information technology infrastructure library (ITIL) framework, to streamline support issues and response time.

- In spring 2013, OIT launched CityMail, a next generation online messaging and collaboration system for all CCNY students. CityMail combines the Microsoft™ cloud-based email system, office suite, calendar, address book, chatting capabilities with anti-virus/anti-spam protection and generous storage space (10GB email storage and 7GB SkyDrive file storage).

- To ensure that support services are of the highest quality, professional development for OIT staff is imperative. Since 2008, workshops emphasizing customer service and technical

competencies—desktop support, programming, networking, virtualization, unified communications, and security—have been routinely offered.

- In spring 2013, CCNY re-assigned supervision of the Center for Excellence in Teaching and Learning (CETL) to OIT.

Facilities and Infrastructure Upgrades

- CCNY increased the number of technology-enhanced ("smart") classrooms in Harris Hall, Marshak Science Building, North Academic Center (NAC), Shepard Hall, and Steinman Hall; and expanded wireless coverage in all college libraries. The typical smart classrooms are equipped with a computer, with the capability to connect a laptop, tablet, or mobile device; projector; sound system; podium with audio-visual (AV) controls and mobile device connections. Some specialized classrooms have additional enhancements, such as interactive whiteboards; large projection screens with high definition projectors; AV and network ports; wireless capability; and curriculum-specific hardware.

- In fall 2011, CCNY initiated a major renovation and expansion project to create the cITy Tech Center, a state-of-the-art computing lab and learning and training resource center, adjacent to the modest NAC computer lab. Located on the ground floor of the Cohen Library, the new facility houses over 300 workstations; ten media study rooms, equipped with dual flat panel displays, connectivity ports, whiteboard walls, and glass doors, that can accommodate up to six students; sixteen two-person study rooms with Windows and Mac desktops; three smart classrooms with dozens of workstations, high definition projectors, and, in the largest classroom, a podium with AV controls and mobile device connections; and open bays containing dozens of single-use desktop and wireless workstations. Each workstation is configured with CCNY's full complement of site-licensed software, including Adobe Creative Suite™, MathWorks MatLab™, Microsoft Office Suite™, SAS, and SPSS. This highly successful CCNY facility has become the premier hub for student computing needs, learning resources, and general-purpose teaching.

- CCNY has replaced and/or upgraded the network infrastructure, mission-critical servers, and desktop computers, resulting in an enhanced work environment for students, faculty, and staff.

- The college's Wide Area Network (WAN) fiber ring was upgraded from a 1GB to a 10GB circuit.

- OIT has leveraged CUNY-negotiated, cost-effective software licensing to offer SPSS, SAS, AutoCAD, McAfee Endpoint™ protection and encryption, MS Office™ (Windows and Mac platforms), Windows™ OS upgrades, CALs for Windows Server 2008™, Cisco Smartnet™ services, Mathematica®, Microsoft Windows 2010™ campus site licenses, and others. In addition, OIT has facilitated the purchase of annual subscriptions for specialized software packages, including Discover ACT, Medical Media Systems, and ArtStor.

- The college has assisted in the replacement of obsolete equipment, such as computers, laser printers, digital cameras, scanners, and video cameras, for numerous labs, classrooms, and departments.

- To comply with government regulations, OIT has installed specialized [accessibility equipment](#) to accommodate students with learning disabilities, thus improving their access to learning resources and services.
- The college installed self-service kiosks in the entrances of main campus buildings to provide convenient network access for students.

J.18. Center for Excellence in Teaching and Learning (CETL)

Since the 2008 MSCHE Self Study Progress Report, the Center for Excellence in Teaching and Learning (CETL) has expanded its outreach to faculty by over 200 percent in terms of program series, number of events and attendance. Several new program series were started, including Hybrid/Online, Hands-on Technology, CETL Core, CETL webinars, and Special Events. For example, the number of events offered per academic year has increased from 52 in 2008 to 109 in 2012, with concomitant increases in attendance by faculty.

The Office of the President has made part-time faculty training a priority for the 2012-2013 academic year, and is funding stipends for part-time faculty to attend specific CETL workshops and a new adjunct orientation, co-sponsored by the Personnel Staff Congress (PSC)-CUNY. Approximately 200 part-time faculty have taken advantage of these programs, with generally positive feedback reported.

In the last few years, more faculty have incorporated technology into their courses. Blackboard™ usage has increased significantly over this period, going from approximately 20 percent of courses using Bb to nearly 42 percent of faculty. (*See below*, "Courses Activated on Blackboard™.") CCNY also was awarded a Department of Education Title V grant, with a portion dedicated to the hybrid/online course initiative. In the past two years, over sixty faculty have been given training and support in converting their courses, and the total courses in these modes have increased over 400 percent, from 20 in 2010-2011, to 83 projected in 2012-2013.

CETL hosted the CUNY-wide Technologist Day in 2011 and the CETL Directors Winter Retreat in January 2012, as well as several smaller special events, *e.g.*, technology immersions. Moreover, CETL originated and presented in several panel discussions about hybrid/online implementation at the CUNY IT Conference in December 2011, 2012, and in 2013.

(CUNY IT Conference 2011)

Strategic Planning for Online: Potential for CUNY Campuses

Online teaching at CUNY is undergoing a transition from early *ad hoc* approaches to one whereby campus administrators and faculty are determining more focused, structured approaches for hybrid/online activities on their campuses. A recent CUNY-wide survey of campus administrators was conducted to delineate online strategies, policies and practices. Findings from this survey will be interwoven with insights from panelists to better stimulate a dialogue on achieving the potential for online teaching and learning throughout CUNY.

Janey Flanagan, Director of E-Learning, Borough of Manhattan Community College
Michelle Fraboni, Lecturer, Childhood Education / Online Teaching Initiative Coordinator, CETL, Queens College
Bruce Rosenbloom**, Director and Online Learning Coordinator-Title V, CETL, City College**

Since 2008, CETL's facility has been significantly upgraded via added technology, furniture, partitions and a new training center. Multiple-sized workshops can be accommodated via moveable furniture, and CETL can conduct simultaneous hands-on workshops in the partitioned training area.

In spring 2013, CETL was re-assigned to the Office of Information Technology.

Courses Activated on Blackboard™

The number of course sections activated on Blackboard™ increased from 22 percent in spring 2009 to 43 percent in fall 2012.

Chart J18.1: Blackboard™ (Bb) Activated Courses, Fall 2008-Fall 2012
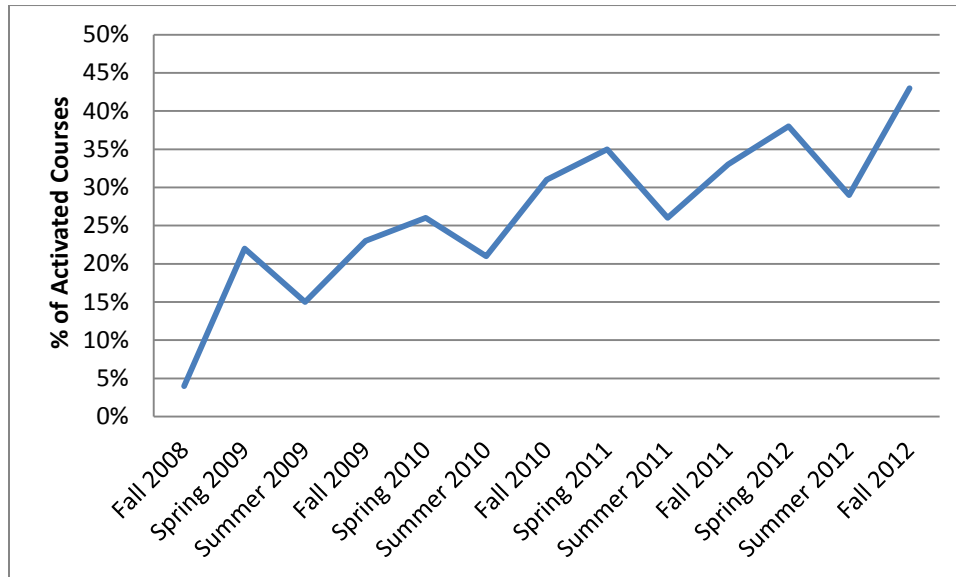
Table J18.1: CCNY (including Center for Worker Education) Courses Listed as Hybrid and Online

Fall 2010 – Summer 2011			
Semester	**Hybrid**	**Online**	**Total**
Fall 2010*	N/A	N/A	N/A
Spring 2011	15	5	20
Summer 2011	0	4	4
Total	15	9	24
Fall 2011 – Summer 2012			
Semester	**Hybrid**	**Online**	**Total**
Fall 2011	28	3	31
Spring 2012	9	7	16
Summer 2012	4	6	10
Total	41	16	57
Fall 2012 – Summer 2013			
Semester	**Hybrid**	**Online**	**Total**
Fall 2012	27	6	33
Spring 2013	29	8	37
Summer 2013	N/A	N/A	N/A
Total	56	14	70**

*   There were no special designations at the Registrar's Office for hybrid and online courses up to spring 2011

** The projected total number of hybrid/online courses for academic year 2012-2013 is 85.

Looking Forward: Goals for 2013-2017

CETL acknowledges its future challenges and opportunities:

- Expand hybrid/online throughout the CCNY curriculum with a concentrated focus on several departments and programs. CETL's goal is to train over 200 faculty in the conversion of their traditional courses to either hybrid or online formats. (Standard 10)

- Implement lecture-capture capability at CETL, with the ability to broadcast and archive faculty workshops at CETL. (Standard 10)

- Offer semester- and year-long faculty development workshops on technology in the curriculum for 100 faculty, to be selected by their departments (Standard 10)

- Apply for grants to extend the scope and resources of CETL to better serve CCNY faculty. (Standard 10)

- Hire a minimum of two instructional technologists for CETL to support faculty in hybrid/online development and implementation in their courses. (Standard 10)

J.19. Gateway Academic Center (GAC)

The Gateway Academic Center (GAC) was established in 2006 in response to the needs of the undeclared student. The mission of the Center is to equip the undecided student with all the resources needed to promote academic success by: coordinating developmental, supplemental and bridge coursework; mandating attendance at especially designed academic skills workshops for at-risk students; rigorously monitoring students throughout the first years of college life; mentoring students in course selection and in the choice of a major that reflects both their interests and strengths; sustaining an environment that stimulates students' intellectual curiosity; providing a firm foundation that will support them through the remaining years of undergraduate study. These goals are firmly aligned with Standards 8 and 9 of the Middle States Self-Study Report.

A major renovation to the GAC physical plant was completed in 2009. Formerly an undifferentiated open space, the GAC was redesigned to accommodate private advising sessions, individual and group study sessions, and an enclosed space created to function as a classroom. Wireless and equipped with a SMART Board, this room hosts workshops, classes, and seminars. Because of an increased emphasis on mandatory advising, tutoring, and workshop attendance, student traffic in the GAC has increased in terms of logged visits from 6,436 in 2009 to 9,926 in 2012.

Chart J19.1: **Gateway Academic Center Visits (2009-2012)**
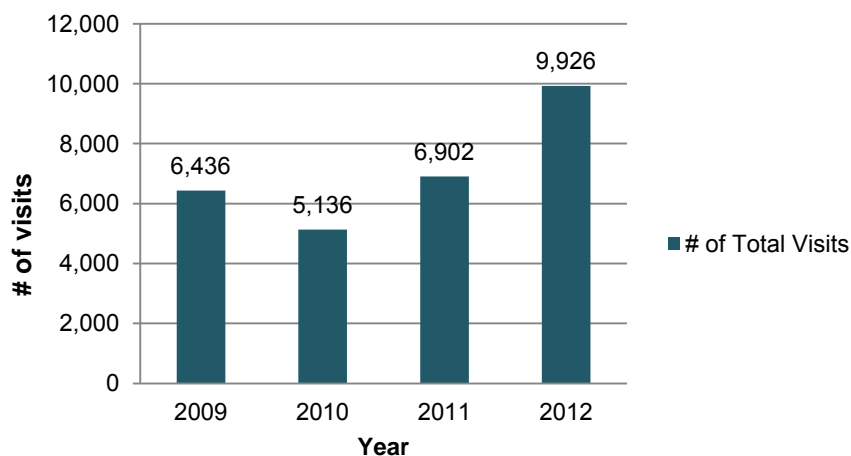
The SMART room is mainly used to serve two student constituencies: (1) students who are participating in the University Summer Immersion Program (USIP)[3] and who are attending mandatory homework labs; and (2) probationary students who are required to attend special sequential academic skills sessions until they achieve a minimum 2.0 GPA. CCNY launched both interventions within the last four years. These interventions have resulted in a statistically significant improvement in the percentage of GAC students who pass the entry tests necessary for admission to CCNY and in the percentage of enrolled students who recover from academic probation. Online registration for USIP controls for ineligible student participants and over-enrollments. Workshop rosters are easily generated.

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[3] The GAC offers the USIP throughout the year, *i.e.*, summer, fall, and spring

Chart J19.2: GPA Comparison Between Academic Skills Workshop Attendees and non-Attendees
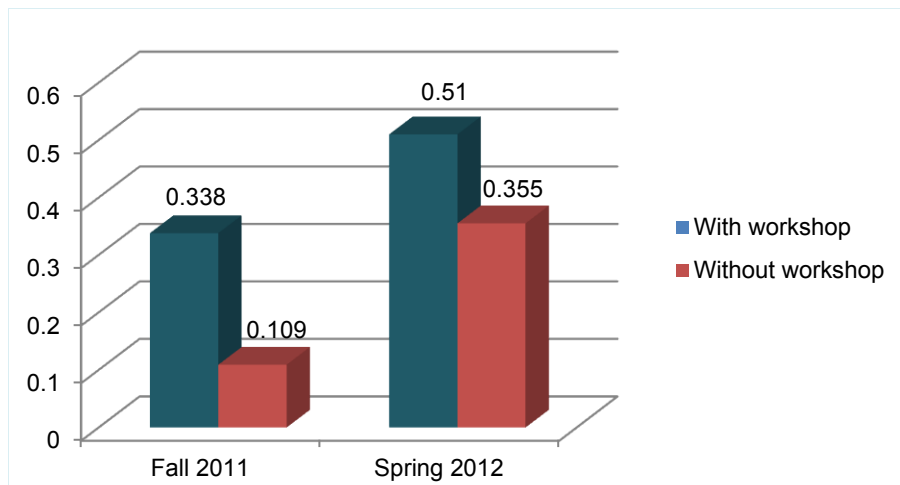
Table J19.1: GPA Comparison Between Academic Skills Workshop Attendees and non-Attendees

Probation	Fall 2011		Spring 2012	
With Workshop Intervention N = 143 students	Average Overall GPA increase	.338	Average overall GPA increase	.510
	Students who achieved a 2.0 or better	34% (48 out of 143)	Students who achieved a 2.0 or better	55% (63 out of 114)
	Students who dropped out	0% (0 out of 143)	Students who dropped out	20% (29 out of 143)
Without Workshop Intervention N = 44 students	Average overall GPA increase	.109	Average overall GPA increase	.355
	Students who achieved a 2.0 or better	26% (11 out of 44)	Students who achieved a 2.0 or better	54% (12 out of 22)
	Students who dropped out	0% (0 out of 44)	Students who dropped out	45% (20 out of 44)

In 2011 CCNY developed and installed a data base to track the GAC student cohorts. The collected student data, such as the number of individual student visits to GAC and resulting advisor's notes, are not available on the College's Student Information Management System (SIMS). This tracking is especially important for the pre-engineering cohort, which accounts for approximately one-third of GAC's student activity. Since less than ten percent of these hopefuls are accepted by the Grove School of Engineering, it is critical for GAC advisers to intervene and re-focus the career goals of the Engineering aspirants, who are not tagged in SIMS.[4] The new database enables the GAC to easily track and retrieve their numbers and to compile data on their progress.

For over twenty-five years, CCNY has "required" some type of freshman experience class. In the fall of 2011, the delivery of the New Student Sessions (NSS) was reconceived, with topical sessions—career planning, sexual harassment, text anxiety—offered on a rotating basis, at different times and days to

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[4] Of the ten percent who are admitted by the Grove School of Engineering, less than 5 percent will graduate. Every effort is being made across campus to help these "hopefuls" explore more realistic academic and career goals.

accommodate student schedules. Students are able to browse and register for available sessions online at the GAC website.

Goals for the new NSS are ambitious, covering not only academic and administrative policy but also providing opportunities for students to engage in the cultural, social, and intellectual life of the campus. To that end, cultural events such as plays, concerts and poetry readings, as well as talks by distinguished academicians or statesmen, are NSS accredited. Development of a mandatory "Technical Literacy" session is now underway, thus bringing up to five the total number of NSS required before the sophomore year.

J.20. SEEK Program

Established in the 1960s through legislation proposed by then State Assemblyman Charles Rangel, State Senator Basil Patterson, and Manhattan Borough President Percy Sutton, **SEEK** (Search for Education, Elevation, and Knowledge) became the first program of its kind in the nation and has remained the model for Higher Education Opportunity programs across the country. As specified in the CUNY SEEK Guidelines, SEEK's mission, "which is central to the University's mission, is to assist in providing equality of higher educational opportunity to students who otherwise would not have access." To be eligible for SEEK, students must demonstrate that they are both "academically and financially disadvantaged." Although the definition of financial need is set by New York State, academic unpreparedness is determined by CCNY. In addition to financial assistance, SEEK features an intensive summer program, tutoring, and counseling. SEEK students may earn baccalaureate degrees from all schools and divisions within CCNY.

The CCNY SEEK Counseling and Student Support Services, which reports directly to the Provost at the College level and to the CUNY Associate Dean of Special Programs at the University level, is an academic department within the College of Liberal Arts and Sciences (CLAS). The Director, who enjoys faculty status, is both the director of the program and the chairperson of the SEEK Department. The six department faculty, who are have non-instructional status, are responsible for providing personal and academic support services, including the teaching of a required, non-credit New Student Seminar for SEEK freshmen. The seminar focuses on the academic competencies and behaviors necessary for student success.

The New York State Legislature provides annual funding for all state-wide opportunity programs, *i.e.*, SEEK, Equal Opportunity Program (EOP), Higher Education Opportunity Program (HEOP), with the CUNY Office of Special Programs determining the specified number of students and the corresponding budget allocation. Additional funds provide for Supplemental Instruction, Other Than Personnel Services (OTPS), and financial aid covers the cost of textbooks and College activity fees.

While CCNY raised it admissions requirements for fall 2012, SEEK requirements have not changed since fall 2010. Since the decennial review, SEEK cohorts—and their proportional representation in the College's entering freshman class—have increased.

Table J20.1: Trends in Enrollment of SEEK and non-SEEK First-Time Freshmen

SEEK Freshmen	198	228	164	159	214	240
non-SEEK Freshmen	1,571	1,480	1,521	1,230	1,303	1,134
Total Freshman Enrollment	1,769	1,708	1,685	1,389	1,517	1,374
SEEK % of Total Freshman Enrollment	11.2%	13.3%	9.7%	11.4%	14.1%	17.5%

Although CCNY met or exceeded the freshman enrollment targets, the total number of SEEK undergraduates has fallen below projections for the last three years.

Table J20.2: Trends in SEEK and non-SEEK Enrollment

Academic Year/Term	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Fall (SEEK)	901	920	876	803	830	883
Spring (SEEK)	821	853	777	733	770	809
Annualized Average (SEEK)	861	886	826	768	800	846
Fall (non-SEEK)	13,636	14,482	15,432	14,750	15,259	12,229
Spring (non-SEEK)	10,201	10,621	1,175	11,477	11,604	11,737
Annualized Average (non-SEEK)	11,919	12,552	13,304	13,114	13,432	11,983

One of SEEK's primary assessment challenges is to identify specific learning outcomes that accurately reflect program goals. Nevertheless, assessment, both formative and summative, plays a critical rôle in evaluating the effect of interventions and services and in developing future plans and programmatic strategies. Data from a variety of sources are collected and analyzed, using a multiple-evidence approach. These data include student demographic and enrollment information, *e.g.*, SAT scores; academic performance, *e.g.*, GPA distribution by class standing, enrollment status, basic skills completion rates; grades in critical gateway and General Education courses; probation and dismissal rates; student progress, *e.g.*, credits attempted and earned, one- and two-year retention rates, graduation rates; and student satisfaction surveys. SEEK uses multi-year comparisons to identify changes and discern trends, which are then used to inform revised and new program initiatives.

In addition, SEEK collects student feedback from the SEEK Counseling Survey, distributed annually near the end of the spring semester. The survey assesses student satisfaction with counseling services and their counselors, as well as their understanding of their rôle as students. In spring 2012, 93 percent of the students expressed either strong agreement (48 percent) or agreement (45 percent) with the latter. SEEK launched an electronic version of the counseling survey in spring 2011. The response rate increased from 31.3 percent in 2011 to 45 percent in 2012. Other assessment instruments are SEEK's New Student Seminar course evaluations and an academic support services survey.

Improvements in student performance parallel improved graduation rates.

Table J20.3: SEEK and non-SEEK 6-Year Graduation Rates

Cohort	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
SEEK	27.5%	24.1%	20.9%	30.2%	32.9%	39.9%
non-SEEK	38.8%	40.4%	38.6%	41.4%	42.0%	42.5%

J.21. Student Support Services Program (SSSP)

CCNY's Student Support Services Program (SSSP) is a federal program for low-income first-generation undergraduates. The goal of the program is to increase the retention and graduation rates of students. Funds are awarded through a grant competition from the Department of Education to provide students with opportunities for academic development, acquisition of basic college competencies, and achievement of a baccalaureate degree. SSSP provides academic tutoring, advisement in course selection, information on financial aid and scholarships, assistance in securing financial aid and grant aid to students receiving Pell Grant.[5]

There are five program components: academic advising, tutoring, financial aid, mentoring, and co-curricular activities. A website of the Program is www.ccny.cuny.edu/sssp lists the activities, components and the achievements of the program. The program currently serves over 500 students in all major disciplines of the college, who are served by three full time advisors/counselors, a tutoring coördinator, an administrative assistant, the director, and a team of paid student tutors and peer mentors.

Assessment

SSSP conducts comprehensive assessment with identified success measures for each component of the program, with the previous year used as baseline. Outcomes assessment also is performed by CCNY Office of Institutional Research, the Federal Department of Education Annual Performance Report (APR), and feedback.

Recruitment of Students

Each September, Information Technology (IT) provides SSSP with a report of over 1,700 undergraduates. Each must satisfy the following conditions:

- new freshman, continuing, or transfer student
- US citizen or permanent resident
- fall semester registrant
- Pell grant recipient
- individual with SAT scores of 480 or below in Critical Reading, Math, or Writing; and a high school average of 82 percent to 90 percent
- current student with college GPA of 2.5 or below and a college major

SSSP invites identified students, by email, to an open house in late September, and those interested complete an application form that includes academic and financial information, as well as the reason for seeking admission to SSSP. Staff retrieve high school and college transcripts and official financial aid information. In addition, CCNY units may refer currently enrolled students directly to SSSP. During 2012-2013, sixty CCNY students attended the open house, and SSP accepted 124 students.

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[5] Department of Education Program Description website

Success Measures

Academic preparedness is measured by SAT scores; high school courses; type of high school, *e.g.*, public, independent, specialized, charter; academic major; CCNY courses; college GPA; attempted and earned credits; participation in a "bridge," summer, or winter program; demonstrated characteristics, *e.g.*, traditional/non-traditional, independent/dependent student, motivation; evident desire to participate actively in academic support programs; potential to enhance the SSSP student experience. A key indicator of success is the increases in the number of SSSP students retained at the College.

Academic Advising (9)

Each student in the program is assigned an advisor upon entry into the program through graduation or separation from the college. The advisor provides targeted advisement based on grade level, major, and financial condition. All facets of academic advisement, including monitoring student progress, referrals to tutoring services; recommendation letters for graduate school applications; major scholarships; referrals to career information and options; counseling for students facing personal, financial or academic issues and, if needed, referrals to CCNY's professional counseling services are addressed. In addition, SSSP counselors assist students who must write appeal letters for academic standing issues, financial aid, and housing. Counselors also serve as advisors to SSSP student clubs, such as The Leadership Society, The Fusion Club, and the Chi-Alpa-Epsilon Honor Society. The staff also identifies future mentors and tutors.

In fall 2012, advisors were trained in the use of [Advisortrac](#)™, a web-based application that improves and tracks students-advisor interactions. Each advisor completes the APR and calculates retention rates and six year graduation rates for their individual caseload.

Success is measured by the increase in number students who meet see the advisor; number of students referred to tutoring; number of students who attend enrichment programs and participate in extra-curricular activities; number of students that apply for and receive scholarship; number of students retained; and number of students who graduate. Performance of outcomes is seen in the number of students retained, the number who graduate each year, and the number who pursue graduate degrees.

Academic Support and Tutoring (9)

Academic support and tutoring is offered in most first-level courses in the sciences—biology, chemistry, mathematics (Math 80-202), and physics—and in other courses, such as Psychology 102-215, economics, philosophy, foreign languages, and computer science. Group tutoring, in collaboration with CCNY's Coördinated Undergraduate Education (CUE) initiative, targets biology, mathematics, physics, and psychology courses. In the future, supplemental Instruction will be offered in Physics 207. Two writing instructors also assist at the CCNY Tutoring Center. Students are referred to tutoring by their counselor and may be assigned a tutor on a one-to-one basis for fourteen weeks, or they may "walk-in" to

receive tutoring on a one-time basis. Each semester 10-15 peer tutors, who are trained prior to the beginning of the semester, are available to students. Tutors are upper-division undergraduates who have earned GPAs of 3.0 or higher, and who are willing to tutor more than one subject. SSSP students also may attend tutoring sessions and centers across the College.

Program and Student Success

Program and student success is measured by the increase in the number of referrals; number of courses tutored per student; number of students demanding tutoring, frequency of attendance for each tutored course, improvement in course grade during the semester, retention of students for tutoring each semester, number of tutors available to tutor and match schedules, number of tutors returning. Performance of outcomes of tutoring are measured in terms of improvement of grades and increase in the completion of courses tutored. Performance of the center is also measured in the number of students that received a grade of *C* or above in courses tutored.

Financial Aid Program (9)

Students may receive financial assistance from several sources:

- Grant aid is available to students receiving Pell Grants. Students apply for additional grant aid through their advisors, who provide recommendations. The selection of students and a determination of the award amount are based on the applicant's personal statement, earned grades, enrolled credits, academic program plan, and unmet financial need.
- Qualified SSSP students serve as peer tutors ($10/hr) and peer mentors ($500/academic year). Nine peer mentors were hired in fall 2012.
- Students are encouraged to use SSSP as site for Federal Work Study awards, and eleven such students were hired in 2012-2013.
- The Zitrin Peer Mentoring and Tutoring Scholarship, an alumnus-funded award of $5,000, is offered to four students selected on the basis of academic excellence and community service.

In addition, SSSP hosts a financial aid workshop to inform students of Federal and State financial aid policies and available loans and scholarships (34 students attended). Success is measured by the increase in number of students receiving financial aid; and in the number applying for peer tutoring and peer mentoring positions.

Mentoring Program (9)

SSSP initiated a mentoring program in the fall of 2008. The purpose of the program is to provide entering students a contact with a successful upper-division student to ease the transition between high school or prior college and CCNY; to ensure student participation in all SSSP services; and to train all peer mentors. The training session, which is conducted by the SSSP director, presents various topics,

such as the definition of mentoring, types of mentoring, goals of the mentoring program in SSSP, the mentor/mentee commitment; confidentiality issues; campus resources; General Education requirements; and the SSSP Academic Program Plan. Each counselor recruits three peer mentors on the basis of academic record, major, and grade-level, and each peer mentor has a "case load" of seven to ten students. The peer mentors must commit to four hours per week that include face-to-face meetings, emails, club attendance, workshops, presentations, and other events, and they must maintain logs of all mentee contacts. Success is measured by the number of contacts with mentee, increases in the number of visits and participation in the services of the program.

Co- and Extra-curricular Activities (9)

Informational and developmental workshops, such as time management, pre-med preparation, and résumé development, are held each week to help students achieve their academic goals. Juniors and seniors also attend informational workshops on CUNY Pipeline Programs, CCNY graduate programs at CCNY, the graduate school application process, and the CCNY Career Recruitment Program. SSSP collaborates with various offices and programs—Career Center, CCNY Graduate Admissions, and the CUNY Pipeline Program—to ensure that SSSP students have current and accurate information.. **Success** is measured by the increase in the number of students that follow-up, apply, and complete requirements of the programs. A survey is sent to all participants of the Junior-Senior Experience Program to capture feedback.

An **Annual Award Ceremony** is held in May. For low-income, first-generation, non-traditional students from immigrant backgrounds, the annual award ceremony recognizes and reinforces their commitment. CCNY divisions of Humanities, Social Sciences, Science, Education, and Engineering present divisional awards to outstanding SSSP students. Graduating seniors and students with outstanding records are recognized with trophies and medals. Mentors, Federal Work Study students, and student aides receive certificates of appreciation for their contributions to the program. A reception is held for the college community, parents and significant others of the awardees. **Success** is measured by the increase in the number of students receiving awards, the number of awards, and the increase in the number of seniors who graduate.

SSSP collaborates with the SEEK Program to induct students to the **Chi-Alpha-Epsilon National Honor** Society once a year. A reception and recognition ceremony is held following the induction to which parents and significant others and leading members of the college and community are invited. **Success** is measured by the increase in the number of students inducted each year.

In spring 2013, CUNY awarded CCNY a grant to expand its successful peer-led team learning (PLTL) model to other STEM "gateway" courses in calculus, computer science, and physics. Planning and training has commenced at the College, and PLTL supported sections will begin in fall 2013. The original proposal, which outlines implementation phases, assessment plan, and research model follows.

Increasing Student Success: Peer-led Learning Communities in the STEM Disciplines

Why do some students succeed in the STEM disciplines and others do not? A common explanation cites individual talent, motivation, and capability, which reinforce the prevailing academic culture and pedagogical methods that rely on the unforgiving "weeding out" model. Such an approach discourages able STEM aspirants and ultimately forces many to leave the sciences for other disciplines (Seymour, 2000). With support through the CUNY Student Success Research initiative, City College (CCNY) proposes to alter this trend by **scaling up its proven peer-led team learning (PLTL) model to other STEM "gateway" courses** (calculus, computer science, physics); by introducing PLTL to a **Pathways** course (Exploring Chemistry *for non-science majors*); by testing and assessing the PLTL model; and by disseminating significant research innovations in PLTL scholarship. Under the oversight of the Senior Associate Provost, this project will:

- demonstrate the **effectiveness** of the PLTL model across the STEM disciplines;
- provide **training** and on-going **support** to PLTL faculty and peer leaders;
- create generic and discipline-specific PLTL **procedures** and **materials**;
- align **curricular maps** and **learning outcomes** across the STEM disciplines;
- increase the **success** and **persistence** of students in the PLTL courses;
- employ a **new research model** (comparative linear regression) to demonstrate the **impact** of the PLTL model on **student learning** and **retention**;
- disseminate **research findings** across CUNY and through external professional groups; and
- conduct **professional development workshops** to promote the adoption of the PLTL model by other faculty teaching "gateway" and Pathways courses at CCNY and other CUNY colleges.

►**What is the Peer-led Team Learning Model?**

CCNY founded the **Peer-led Team Learning** (**PLTL**) model in response to concerns about low success rates in general chemistry, in which only 38 percent of the enrolled students earned grades of A, B, and C (Gosser, 2001). In PLTL, peers lead weekly, two-hour **study group sessions** to discuss and debate the course material and to engage in problem solving and model building; the sessions are integral to the course and complement the course lectures and recitations. Students who have succeeded in the course are then recruited to serve as peer leaders in subsequent semesters. During the semester, specially trained faculty and PLTL course assistants oversee the peer leaders, who (1) help to prepare the content presented at the weekly study group sessions and (2) take a one-credit course in leadership.

In this supportive, peer-to-peer environment, students learn actively, make mistakes without fear, and discover the value of persistence. Currently, over 700 CCNY students enrolled in general chemistry benefit from 20,000 hours of workshops (700+ students x 28 workshop hours) each semester. At present, **the percentage of participating PLTL students achieving grades of A, B, and C at CCNY is 70 percent**.

The development and dissemination of the PLTL model was initially supported by the National Science Foundation (NSF). Thereafter, a CCNY-led coalition of national universities replicated CCNY's PLTL model in over 200 courses at 150 institutions, at which more than 2,000 peer leaders directed weekly study group sessions for over 20,000 students. Subsequent studies in Chemistry examined both A, B and C grades, as well as exam grades, validating the original reports (Hockings, 2006; Wamser, 2006; Lewis, 2011). Preliminary studies indicate programmatic compatibility with other STEM courses, such as computer science (Horwitz, 2009). All of the successful PLTL implementations included the following **critical components**: (1) study group sessions were an integral component of the course; (2) peer leaders received leadership training and reviewed course and study group session content with faculty; (3) materials for workshops were challenging and encouraged collaborative work; (4) faculty were involved; (5) facilities were appropriate; and (6) the PLTL community was recognized as a valuable part of the college mission.

►**Project Objectives**

CCNY proposes to increase student success substantially in STEM and to advance PLTL scholarship significantly by:

▪ **integrating PLTL into "gateway" courses in several STEM disciplines**

> In the past, most PLTL implementations have been limited to a single course at the sponsoring institution. Such resource-driven decisions have prevented the PLTL model from effecting increases in student success across the disciplines, with some key courses continuing to report low performance rates. This proposal will create a **multi-disciplinary PLTL community** in calculus, physics, and computer science that encourages student success and offers an exceptional assessment opportunity.

▪ **fostering science literacy among non-science majors**

> To date, all PLTL implementations have been in "gateway" courses for science majors. However, science literacy—the knowledge and understanding of scientific concepts and processes—among non-science majors is critical, if they are to make informed decisions, participate in civic and cultural affairs, and achieve economic productivity in the future. The proposed PLTL **Pathways** course—Exploring Chemistry—will develop **analytical thinking** and **scientific literacy** through peer-led discussions of concepts and real-world applications.

▪ **using a comparative linear model to assess PLTL**

> Prior research, utilizing controls such as the SAT math score and high school GPA, has confirmed the effectiveness of the PLTL model in improving student success. However, these

researchers have used multi-linear regression models, which make incorrect assumptions regarding the data. This proposal will employ a **comparative linear model**, adapted from the biological literature, to eliminate flawed assumptions and produce a more accurate analysis of student performance data and PLTL innovations.

- **evaluating the effectiveness of the PLTL model in other STEM disciplines**

    Controlled studies of PLTL and non-PLTL student performance using regression methods have been restricted to chemistry courses. This proposal will result in the first **controlled studies of PLTL in calculus**, **computer science**, and **physics**, as well as in a new **Pathways** course.

Table J22.1: Implementation Timeline and Plan: Spring 2013-Spring 2014 (18 months)

Spring/Summer 2013	Fall 2013 (320 PLTL students)	Spring 2014 (320 PLTL students)
- faculty development workshops - development of disciplinary materials for PLTL weekly study group sessions - recruitment of peer leaders - peer-leader orientation for fall 2013 - research and evaluation	- PLTL communities (32 peer-led groups, 320 students) - leadership course and content preparation for peer leaders - weekly meetings of PLTL faculty, course assistants, peer leaders - assessment of PLTL and non-PLTL cohorts, peer leaders, and faculty - revision of materials and training - peer-leader orientation for spring 2014 - research and evaluation - present emerging research findings	- PLTL communities (32 peer-led groups, 320 students) - leadership course and content preparation for peer leaders - weekly meetings of PLTL faculty, course assistants, peer leaders - assessment of PLTL and non-PLTL cohorts, peer leaders, and faculty - research and evaluation - present summative report - host CUNY-wide professional development workshops about the PLTL model for CUNY faculty

Spring 2013/Summer 2013

CCNY will offer a **two-day intensive faculty development workshop**, led by Dr David Gosser (Chemistry), campus professionals, and three experienced peer leaders. Participating faculty will gain a deeper understanding of the PLTL model through engagement with the current peer leaders and **topical sessions**: An Overview of the PLTL Model, Leadership and Pedagogy for Peer Leaders, Developing PLTL Study Group Session Materials, and Understanding the Comparative Linear Regression Model: Assessing PLTL Student Performance.

Faculty, in consultation with Dr Gosser, will create **multi-discipline materials** for their courses and the study group sessions, followed by formative testing with a group of students. Additionally, course materials will be aligned with student **learning outcomes** developed by the Division of Science as part of CCNY's self-study for the Middle States Commission on Higher Education (MSCHE).   Additional **assessment materials** will be prepared for both PLTL and non-PLTL cohorts in collaboration with the Director of College Assessment, Dr Kathy Powell-Manning, and evaluators from Columbia University.

In late summer, Dr Gosser, course assistants, and several experienced peer leaders will provide a rigorous **orientation** to the new peer leaders, and the fall 2013 materials will be posted on the **PLTL web site** (www.pltl.org).

CCNY's Office of Institutional Research (CCNY IR) will provide **baseline data** to the external evaluators, who will administer **pre-questionnaires** to PLTL faculty, course assistants, and peer leaders. **Feedback forms** from the faculty development workshops and the peer leader orientation will be developed, disseminated, collected, analyzed, and presented before the beginning of the fall 2013 semester.

Fall 2013

Each of the fall 2013 PLTL courses—CSC 102 (Introduction to Computing), MATH 201 (Calculus I), PHYS 207 (General Physics), and CHEM 110 (Exploring Chemistry/**Pathways**)—will have one faculty mentor, one course assistant, and eight peer leaders; each peer leader will support one 8-student PLTL study group. **Enrollment in particular course recitations or labs will establish the PLTL and non-PLTL cohorts**. Throughout the semester, PLTL faculty will meet weekly with their course assistants and peer leaders to review content for the next study group session, progress within the study groups, experiences of the peer leaders, and related matters. In addition, Dr Gosser and his PLTL colleagues will periodically observe study groups in action. He also will offer a semester-long **leadership course** to the fall 2013 peer leaders and will coordinate an **orientation** for spring 2014 peer leaders in November 2013.

During the semester, the external evaluators will administer **pre-and post-questionnaires** to PLTL faculty, course assistants, peer leaders, and students; and will observe several study group sessions.

In January 2014, Drs Gosser and Powell-Manning, in collaboration with the external evaluators, will conduct **formative evaluation** of the PLTL materials and the PLTL implementations. The PLTL team will prepare and release a report of significant, albeit preliminary, **research findings**.

Spring 2014

As in the fall 2013 semester, enrollment in particular course recitations or labs will establish the PLTL and non-PLTL cohorts, who will have access to revised materials through the updated **PLTL web site**. During the semester, PLTL faculty will meet weekly with their course assistants and peer leaders, and Dr Gosser and the PLTL team will periodically observe study groups in action. He also will offer a semester-long **leadership course** to the peer leaders. The external evaluators will administer **pre-and post-questionnaires** to PLTL faculty, course assistants, peer leaders, and students; and will observe several study group sessions.

A **summative report** will be available in August 2014, and CCNY will sponsor professional development workshops soon thereafter.

►**Research Model and Assessment**

A notable contribution in PLTL studies has been the introduction of multi-linear regression models to PLTL research to control for potential differences in ability between the two groups (PLTL versus non-

PLTL) (Hockings, 2008, Wamser, 2006). Measures of ability that are well correlated with performance in chemistry have been utilized, such as SAT math scores or high school GPA. They begin with an equation of the type:

$$\text{Grade} = \alpha \times \text{SAT(Math)} + \beta \times \text{Group} + \varphi \times \text{Gender} + \text{Int}$$

where the numerical course grade is a function of SAT score, gender (M or F), and group (PLTL or non-PLTL).

However, since gender and group are categorical variables, they take a value of either 0 or 1. This means, in effect, that they can only influence the intercept of the linear equation, and not the slope. As a consequence, multi-linear models assume all such lines are parallel (Figure 1a). While this has been a common assumption in several prior PLTL studies, an examination of actual data in graphical format shows
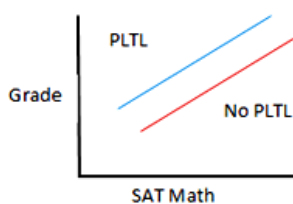
Figure 1a. Multi-linear regression   Figure 1b. Actual data trends
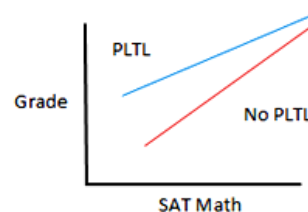
that this assumption is in general not true (Figure 1b). Figure 1b is based on a preliminary analysis of data in Organic Chemistry and General Chemistry courses (Gosser, 2011).

This is understandable, in that students who have a very high measure of prior ability, *e.g.*, SAT Math score, are likely to earn a high course grade, whether or not they participate in PLTL. Fitting this type of data by multi-linear regression results in a fit that *overestimates* the impact of PLTL at the high end of prior student ability, and *underestimates* the impact at the lower end.

A method of analysis that does not make the assumption of parallel lines can be found in the biological literature (Zar, 1884). This method, **comparative linear regression**, uses traditional statistical measures to discern whether linear fits, *i.e.*, $\text{Grade} = \alpha \times \text{SAT(Math)} + \text{Int }\}$, of two different data sets have significantly different slopes or intercepts. Thus, we can directly compare groups, *e.g.*, PLTL versus non-PLTL, and specific populations, *e.g.*, PLTL-Women versus non-PLTL-Women, to achieve a truer measure of the impact of PLTL.

CCNY will analyze the performance of students in each course utilizing the **comparative linear regression model**. Students will be assigned to PLTL and non-PLTL cohorts by **random distribution** within each course, which will ensure wide overlap in prior ability between the cohorts and will lead to a robust analysis. Both cohorts will receive the same class problems and examinations, and all examination scores will be collected and analyzed by comparative linear regression.

►**External Evaluation**

The external evaluation of this project will be conducted by Dr Ellen Meier and the **Evaluation Group** of the Center for Technology and School Change (CTSC), Teachers College, **Columbia University**. CTSC has partnered successfully with CCNY in the past on Department of Education, Title V, and HSI-STEM grants.

The **scope of work** for the Evaluation Group includes (1) design and administration of **pre- and post-questionnaires** to PLTL faculty, course assistants, peer leaders, and students; (2) conduct **focus groups** with PLTL faculty, course assistants, and samples of peer leaders and students; (3) **observe selected PLTL study groups**; (4) **analyze student data**, *e.g.*, SAT Math, high school GPA, course grade, CCNY GPA (source: CCNY IR); (4) provide **formative findings**; and (5) collaborate with project personnel on the writing of a **summative report**. The Evaluation Group will support CCNY's PLTL team in determining the effectiveness of the implementation of the project and examining strategies for institutional adoption of PLTL.

►Dissemination Plan

The project will maintain a web site devoted to this CUNY initiative, with descriptions of project goals, activities, materials, research, and assessment, with links to the web sites of the Center for PLTL and CCNY's Division of Science. In addition, CCNY and its Center for Excellence in Teaching and Learning (CETL) will offer a CUNY-wide faculty workshop in fall 2014.

J.24.   CCNY Laboratory Projects

Faculty Labs and Offices

#	Projects	Building	Room	Department	Estimates	Date of PO (Sent)	Commitment Allocation	Account (FY 2013)					Pay to Date (Actual)	Commitment Balance	Scope	Design	Construction	Start Date	Date of Completion	% Completed	Comments
								RF	TAX LEVY	GROVE	SOPHIE DAVIS	OTHER									
1	JANS (OFFICE)	Marshak	1211B	Science											100%	100%	100%			100%	
2	JERUZALMI (OFFICE)	Marshak	1219	Science	$ 2,982.00	15-Nov-12	$ 25,000.00	$ 2,982.00					$ 2,982.00	$ 22,018.00	100%	100%	100%		27-Jul-12	100%	Job Completed (Occupied)
3	JERUZALMI (LAB)	Marshak	1221	Science	$ 101,405.94	12-Jan-12	$ 105,000.00	$ 111,226.98					$ 111,226.98	$ -6,226.98	100%	100%	100%		27-Jul-12	100%	Job Completed (Occupied)
4	REZA KHAYAT (LAB)	Marshak	1127	Science	$ 12,543.94	15-Oct-12	$ 20,000.00	$ 12,493.00					$ 12,493.00	$ 7,507.00	100%	100%	100%		9-Nov-12	100%	Job Completed (Occupied)
5	HARRIS STUDENT TECH CENTER	Harris Hall	6	Sophie Davis	$ 242,325.18		$ 250,000.00			$ 250,000.00			$ 250,000.00		100%	100%	100%		16-Nov-12	100%	Job Completed (Occupied)
6	ZHAN CENTER	Steinman Hall	B-20	Engineering	$ 122,700.00		$ 125,000.00					$ 125,000.00	$ 125,000.00		100%	100%	100%		24-Oct-12	100%	Job Completed (Occupied)
7	ZHAN CENTER	Steinman Hall	B-21	Engineering											100%	100%	100%		24-Oct-12	100%	Job Completed (Occupied)
8	ZHAN CENTER	Steinman Hall	B-22	Engineering											100%	100%	100%		24-Oct-12	100%	Job Completed (Occupied)
9	ELMORE (OFFICE)	Nac	7/223	Psychology			PPS		✔						100%	100%	100%	12-Nov-12	19-Nov-12	100%	Job Completed (Occupied)
10	RAGNUATH (LAB)	Marshak	115	Sophie Davis	$ 171,300.00		$ 171,300.00				$ 171,300.00		$ 171,300.00		100%	100%	100%		0-Jan-00	100%	Job Completed (Occupied)
11	MARK EMERSON (LAB)	Marshak	522	Science	$ 39,939.51	30-Sep-12	$ 35,000.00	$ 54,539.03					$ 52,133.53	$ -17,133.53	100%	100%	100%		19-Nov-12	95%	Punch list - Transformer
	Sub Total:				$ 693,196.57		$ 731,300.00	$ 181,241.01			$ 421,300.00	$ 125,000.00	$ 725,135.51	$ 6,164.49							
12	ANDREAS KOTTMANN (LAB)	Marshak	907	Sophie Davis	$ 33,617.24		$ 85,000.00	$ 33,617.24	✔				$ 33,617.24	$ 51,382.76	100%	100%	100%	27-Oct-12	23-Nov-12	95%	Awaiting black curtain purchase
13	ITZAK MANO'S (LAB)	Marshak	707	Sophie Davis	$ 151,487.60		$ 160,000.00	$ 151,487.60	✔				$ 151,487.60	$ 8,512.40	100%	100%	70%	TBD		70%	707 used (currently) as a classroom
14	KYLE McDONALD (LAB)	Marshak	923	Science	$ 86,801.68	15-Nov-12	$ 63,000.00	$ 72,084.62	✔				$ 72,084.62	$ -9,084.62	100%	100%		Finance			Space available Feb. 10th, 2013
15	HICKERSON (LAB)	Marshak	813	Science	$ 81,561.60	28-Sep-12	$ 88,000.00	$ 71,589.05	✔				$ 71,589.05	$ 16,410.95	100%	100%	95%	19-Nov-12	Mid Dec	90%	IT
	Sub Total:				$ 353,468.12		$ 396,000.00	$ 328,778.51					$ 498,365.95	$ 97,634.05							
16	AGUSTE (LAB)	Steinman Hall	508	Bio Engineering	$ 627,500.00		$ 250,000.00			$ 562,500.00		$ 65,000.00	$ 23,003.00	$ 226,997.00	100%	90%					To meet with CUNY for review
17	AGUSTE (MICROSCOPE)	Steinman Hall	508C	Bio Engineering											100%	90%					To meet with CUNY for review
18	AGUSTE (MICROSCOPE)	Steinman Hall	509	Bio Engineering											100%	90%					To meet with CUNY for review
19	AGUSTE (OFFICE)	Steinman Hall	508A	Bio Engineering											100%	90%					To meet with CUNY for review
20	AGUSTE (STUDENTS)	Steinman Hall	508B	Bio Engineering											100%	90%					To meet with CUNY for review
21	CILES (LAB)	Marshak	105	NOAA-CREST / EAS	$ 1,503,645.00							$ 1,503,645.00	$ 18,135.00		100%	50%					
22	CILES (LAB)	Marshak	107	NOAA-CREST / EAS											100%	50%					
	Sub Total:				$ 2,131,145.00		$ 250,000.00			$ 562,500.00		$ 1,568,645.00	$ 41,138.00	$ 226,997.00							
23	COREY DEAN'S (LAB)	Marshak	328	Science	$ 121,102.91	15-Nov-12	$ 120,000.00	$ 116,234.66	✔				$ 4,868.25	$ 115,131.75	100%	100%					Asbestos 4.19.13
24	HORVITZ (LAB)	Marshak	1323	Psychology	$ 572,000.00		$ 500,000.00	$ 63,345.00	✔				$ 25,363.00	$ 474,637.00	100%	98%					CUNY Approved
25	JEOL-TEM	Marshak	22	Science	$ 163,087.44	1-May-12	$ 200,000.00	$ 39,844.44	✔				$ 123,243.00	$ 76,757.00	100%	100%	95%		10-Dec-12	95%	Electrical work
26	ELMORE	Nac	7/307A	Psychology	$ 30,000.00		$ 200,000.00	$ 35,950.00	✔				$ 29,950.00	$ 170,050.00	100%	100%					Sound Booth (7weeks)
27	ELMORE (LAB)	Nac	7/320A	Psychology					✔						100%	100%					POISED for Success
28	ELMORE (LAB)	Nac	7/320B	Psychology					✔						100%	100%					POISED for Success
29	ELMORE (LAB)	Nac	7/310	Psychology				$ 12,000.00	✔						100%	100%					POISED for Success
30	ELMORE (LAB)	Nac	7/310A	Psychology					✔						100%	100%					POISED for Success
31	LYNCH/SIRCAR	Nac	7/210	Psychology	$ 7,000.00		$ 10,000.00	$ 8,500.00	✔					$ 10,000.00	100%	100%					Furniture / doors
32	MICHAEL PIASECKI (LAB)	Marshak	826	Engineering	$ 121,606.87		$ 110,000.00	$ 121,606.87	✔					$ 110,000.00	100%	100%					
33	RATNA SIRCAR'S (LAB)	Marshak	806	Psychology	$ 141,391.87		$ 250,000.00	$ 117,846.38	✔				$ 106,666.23	$ 143,333.77	100%	100%		12-Nov-12	1-Feb-13		
34	RATNA SIRCAR'S (LAB)	Marshak	824	Psychology	TBD		$ 250,000.00	TBD	✔					$ 250,000.00	5%						
35	RUGLASS (OFFICE)	Nac	7/230	Psychology			PPS		✔						100%	100%	99%	12-Nov-12	19-Nov-12	99%	(Occupied)
36	RUGLASS	Nac	7/222	Psychology	$ 35,500.00		$ 100,000.00	$ 6,600.00	✔				$ 30,000.00	$ 70,000.00	100%	100%					Door Frame
37	RUGLASS	Nac	7/223A	Psychology	TBD				✔						100%	100%					Door Frame
38	HEIN (ON HOLD)	Nac	7/237	Psychology																	
39	JANS LAB (ON HOLD)	Nac	1/211A	Science					✔						100%	100%					
	Sub Total:				$ 1,191,689.09		$ 1,740,000.00	$ 521,927.35					$ 320,090.48	$ 1,419,909.52							

Needed Spring 2013 : $ 521,927.35

J.25. CCNY In-house Projects

Year 2007 - List Of In-House Projects

1.) Child Development Center New Kitchen Cabinets………...............01/2007

2.) MR-510 Research Lab Renovation/ SDSBE……………...........01/2007

3.) NAC 7/107 Engineering Science Computer Lab…………...........01/2007

4.) Steinman 628 Engineering School………………………...........01/2007

5.) CCNY - Commencement Planning…………………..…………...02/2007

6.) Marshak Gamma Unit Protecting Room……………..………...02/ 2007

7.) NAC 6/295 Professor Brinkman Math Lab………………..……02/2007

8.) Baskerville Student Clubs 2nd & 3rd Floors……………..……….02/2007

9.) MR-103 NMR Lab………………………………………………03/2007

10.) MR-107 NOA-Crest Office (On-Hold)……………………..…03/2007

11.) Wingate Lockers, Showers & Toilet Rooms………….…………04/2007

12.) NAC 7/207 Psychology Dept. Painting…………………….......04/2007

13.) ADM-205 Scope of Work……………………..……………..05/2007

14.) Shepard 50 Human Resources Renovation………………………05/2007

15.) Shepard 53A/B Human Resources/ Phase 2……………….......05/2007

16.) MR-1208 Dr. Stark/ Ceruso' Offices……………….…….……05/2007

17.) MR-1207 Dr. Stark Research Lab Upgrade………….…………05/2007

18.) MR-1209 Dr. Stark Research Lab Upgrade……………….......05/2007

19.) MR-1010 Chemistry Lab Upgrade…………………………….052007

Year 2007 - List Of In-House Projects (Continued)

20.) Shepard 062/ 063 Music Dept…………………………………...05/2007

21.) Steinman 1M2/ 1M3 Furniture Renovation………………………..05/2007

22.) NAC 1/110 Student Union Conference Room…………………….05/2007

23.) MR-802 Dr. Sharma Lab Upgrade……………………………......06/2007

24.) MR-1231 Dr. Zajc Lab Upgrade…………………………….......06/2007

25.) MR-1224 Research Lab Upgrade………………………………..07/2007

26.) MR-602 Engineering/ Transportation Rm………………….........07/2007

27.) MR- 713, 831 832, 833, 834, 835, 836 Minor Upgrades……..….07/2007

28.) MR-1206 Research Lab Upgrade……………………….........08/2007

29.) MR-15 Wellness Center Renovation……………………………...08/2007

30.) MR-927 Dr. Tadesco/ Luo Research Lab Upgrade…..…………..09/2007

31.) Marshak Emergency Management Plans….…………………...09/2007

32.) Marshak Elevator You Are Here Plans…………….….………..10/2007

33.) Steinman 1M8/ 1M9 Morton Denn Office………….......………..10/2007

34.) Harris 309 Office Renovation…………………….................11/2007

35.) Harris 412 Office Renovation …………………….................11/2007

36.) 145th Street Proposed Parking Lot………………….............12/2007

37.) NAC 1/125 Radio Station Swing Space…………….............12/2007

38.) Steinman 2M22 New Office Space …………….….............12/2007

Year 2008 - List Of In-House Projects

1.) NAC 5/212 CUNY-I Media Center……………………………01/2008

2.) NAC 7/304 Ellen Smiley Computer Center……………………01/2008

3.) Steinman B-41 Lighting Retrofit………………………………..02/2008

4.) Steinman 502 Engineering Clean-room………………………..02/2008

5.) Steinman 513 NOA-Crest Office………………………………..02/2008

6.) Steinman Dean Of Engineering Office renovation……………03/2008

7.) NAC 5/ 145 Dean Fred Raynolds Renovation…………..........03/2008*

8.) Campus Outdoor Furniture………………………………...04/2008

9.) CCNY-Commencement Planning………………………………04/2008

9.) MR-115 Animal Observation Room………………………….04/2008

10.) C/G 206 Humanities Computer Lab…………………….......05/2008

11.) MR-022 SEM Electro Microscope Lab………………….…...05/2008

12.) MR-1323 Horvitz 1st Phase Renovation………………………05/2008

13.) MR-1322 Autoclave/Dark Room renovation…………………...06/2008

14.) NAC 3/227-I Education Two Faculty Offices…………………..07/2008

15.) MR-1201 Dr. Yang Lab/ Dr. Pradhan renovation……………...07/2008

16.) NAC 5/212 CUNY-Training Center……………………………08/2008

17.) NAC 0/205 Public Safety Locker Room………………………..09/2008

18.) NAC 7/237 Psychology Center For Children…………………..10/2008

19.) Steinman 632 Engineering Graduate Room…………………..11/2008

Year 2009 - List Of In-House Projects

1.) Shepard-92 Renovation of Payroll Office……………01/20/2009

2.) ADM-205 Office design………………………………..01/10/2009

3.) MR-724 Selaques' Lab renovation…………………...01/29/2009

4.) MR-703 Rodriguez-Contreras Lab Renovation……..01/28/2009

5.) MR-1228 Dr. Biscoe Lab renovation…………………02/12/2009

6.) MR-524 Dr. Sharma's renovation……………………..02/15/2009

7.) NAC 7/217 Dr.Horvitz Office Renovation……………02/15/2009

8.) NAC -1/118 Hands-On Computer Lab………………..02/18/2009 *

9.) MR-1335 Dr. Sacha De Carlo's Lab…………………..03/12/2009

10.) NAC 4/150 Honors Center Furniture renovation…….03/05/2009

11.) NAC 5/211 Early Childhood Education Office………03/26/2009 *

12.) NAC 1/220 Gateway Advisement Center…………….03/03/2009

13.) Shepard Wing-E Air Compressor replacements ……04/09/2009

14.) CCNY-Commencement Planning……………………..04/20/2009

15.) Aaron Davis Hall-Theater-C Flooring ……………......04/23/2009 *

16.) Saudla Recycling Compactor…………………………05/05/2009

17.) MR-902 Steiner- Graduate Office……………………..05/16/2009

18.) NAC 4/201 Campus Safety Office Design…………..06/03/2009

19.) NAC 4/112 to 4/120 Economics 4-Packs …………...06/15/2009

Year 2009 - List Of In-House Projects (Continued)

20.) MR-925 & MR-926 Dr. Vorosmarty Office Space……07/05/2009

21.) NAC Student Cafeteria Microwaves…………………07/15/2009

22.) MR-906 Dr. Jeff Martin Lab renovation……………...08/04/2009

23.) Wingate 106 & 107 Veterans Office…………………08/31/2009

24.) NAC 4/201 Campus Safety Office Design…………..08/03/2009

25.) MR-1228 Dr. Zumei Bu's Lab renovation……………09/07/2009

26.) Shepard-16 Research Office…………………………11/03/2009

27.) Day Care Center Painting……………………………11/17/2009

28.) MR1320 Dean Of Science Office……………………11/24/2009

29.) MR-017 & 018 Women's Varsity Lockers……………12/15/2009

30.) MR-922 Dr. Karin Block Lab Renovation……………12/18/2009

* Indicates project was designed but it was not constructed.

Year 2010 - List Of In-House Projects

1.) NAC 1/210 Student Life New Carpet…………………….01/04/2010

2.) Marshak Café flooring ……………………………………02/18/2010

3.) MR-19 & 20 Student Lockers…………………………….05/10/2010

4.) MR-1313 Ghose Lab Renovation………………………...03/18/2010

5.) CCNY-Commencement Planning………………………...04/02/2010

6.) MR-1010 Chemistry Lab Renovation…………………….04/14/2010

7.) MR-037 Athletics Assessment room move...………..…...04/28/2010

8.) NAC 1/218 Office of Disabilities Renovation……………04/21/2010

9.) ADM-209 New Carpet ……………………………….…05/28/2010

10.) NAC Student Cafeteria Furniture…………………………05/14/2010

11.) NAC 1/114 to 1/115 Office……………………………..05/26/2010

12.) NAC 1/204 ID Office New Furniture…………………….06/30/2010

13.) MR-324 Dr. Lia Krusin's Lab Renovation………………..06/07/2010

14.) President's Office Furniture………………………………06/10/2010

15.) NAC 4/121 Economics Office……………..………………06/12/2010

16.) MR-325 Vitkalov- Lovell Offices………………………..07/03/2010

17.) Steinman 185 New Carpet ………………………………07/16/2010

18.) Shepard-15 Computer Lab ………………………………08/10/2010

Year 2010 - List Of In-House Projects (Continued)

19.) Steinman 424 Electrical Renovation……………………..08/17/2010

20.) Wingate 204/205 Comptroller's Office…………………..08/27/2010

21.) Shepard 301 & 302 Speech Offices……………………..09/07/2010

22.) Shepard 409 & 410 Sustainability Classroom…………..09/13/2010

23.) NAC 131, 132 & 133 Skadden Arps Renovation……….09/15/2010

24.) Skadden Arps Corridor doors…………………………..09/15/2010

25.) Shepard 109G President Paswell Office…………………09/16/2010

26.) Shepard 109A to F Renovation……………………………0930/2010

27.) MR-910 Transportation Kamga's Furniture……………..10/02/2010

28.) Marshak Landscape Forms Outdoor Benches………….10/26/2010

29.) NAC4/220C Teaching Academy Lab……………………10/14/2010*

30.) MR-1332 Horvitz-Ryan Space……………………………11/30/2010*

31.) NAC Corridor Doors……………………………………..12/20/2010

*Indicates project was designed but it was not constructed.

Year 2011 - List Of In-House Projects

1.) MR-1129 Dr. Tamargo' Lab (x-Ray Unit)………..…………..01/18/2011

2.) NAC 4/239 Fertuck Sound Rooms………………………….02/17/2011

3.) Harris-06 Relocations of Lockers & Vending Machines…..…….04/12/2011

4.) CCNY-Commencement Planning…………………………......04/15/2011

5.) NAC 7/237 Dr.Hien's Space…………………………………....05/01/2011

6.) MR-1323/ 1310 Horvitz Lab Concept………………………05/08/2011

7.) NAC 6/141 Social Science New Carpet & Painting…………….06/29/2011

8.) NAC 1/301 NAC Tech Center Renovation……………………...06/03/2011

9.) NAC 3V06 Gallery Space………………………………………….07/05/2011

10.) Shepard 101, 102 & 103 Dan Lemons Space…………………..07/30/2011

11.) Shepard -02 Continuing Education Renovation………..……….08/05/2011

12.) Shepard 550 A& B Colin Powell Center Renovations………...08/17/2011

13.) NAC 1/101B Safe Room Renovation…………………………09/15/2011

14.) ADM-300 President's Book Display………... …………………10/07/2011

15.) Shepard 154 Development & Institutional Advancement……10/25/2011

16.) ADM 304 & 306 Conference Rooms Renovations…………….11/03/2011

17.) Shepard Hall Art & Book Display Event………………………11/05/2011

18.) NAC 4/149 African Studies Office Renovation………………..11/01/2011

19.) MR-802 & 803 Lohman-Carnaval Lab Renovation…………..11/07/2011

20.) MR-819 Lohman Carnaval Graduate room……………………11/07/2011

21.) Adm 304A & B Debbie Hartnett Move…………………………12/07/2011

Year 2012 - List Of In-House Projects

1.) CG-109 Art Chairperson Office Ina Saltz…………………………..01/24/2012

2.) NAC 1/211 24/7 Room Student Affairs/ President's Office….. 12/25/2012

3.) MR-1221 Dr. David Jeruzalmi's Lab renovation…………………..03/21/2012

4.) MR-1127 Dr. Reza Khayat's Lab – Science Division…………….03/292012

5.) MR-105 & 107 CILES Lab Concept Engineering …………………..04/26/2012

6.) MR-522 Dr. Mark Emerson Lab – Science Division……………06/28/2012

7) NAC 4/225 B Mark Kam Carpet , Painting & Furniture…………10/20/2012

8) Shepard 408 Floor Humanities Art Department…………………11/25/2012

9) NAC 0/206 & 0/207 Public Safety Lockers ………………………12/20/2012

10) MR-907 Andreas Kottmann's Lab – Sophie Davis……………..12/22/2012

11.) Harris-06 Sophie Davis SBE Study Hall………………………12/ 28/2012

12) Shepard Hall Art & Book Display Event-2…..……………………12/10/2012

13) Steinman 216 Office Dean Mars Move to Engineering Office…12/20/2012

14) 24/7 Room Student Affairs/ President's Office……………………12/25/2012

Year 2013 - List Of In-House Projects

1.) Steinman C17A Couzis Lab……………..……………………………01/15/2013

2.) NAC 4/130 Wall Guards Railing …………………………………02/05/2013

3.) Shepard-01 Charles Rangel Center……………………………..02/27/2013

4.) ADM-301 President's Sound Doors……………………………...04/25/2013

5.) NAC 7/229 Poised For Success Relocation……………………04/25/2013

6.) NAC 7/307 Ellmore's Sound Booth – Psychology Dept………04/25/2013

7.) MR-022 TEM Microscope Room – Science Division…………04/25/2013

8.) MR-826 Michael Piasecki's Space – Engineering School….. .04/25/2013

9.) MR-926 Dr. Kyle McDonald's Lab – Science Division………..04/25/2013

10.) NAC 7/222 & 7/ 223 Ruglass/ Ellmore Office – Psychology...04/25/2013

11.) MR-328 & MR-211 Dr. Cory Dean's Lab – Physics Dept……..04/25/2013

12.) MR-806 Ratna Sircar's Lab – Psychology Dept…………….. 04.25/2013

13.) MR-824 Ratna Sircar Behavioral Lab……………….…To. Be Designed

14.) NAC 7/210 Lynch/ Sircar Office – Psychology Dept………....04/25/2013

.

15.) MR-813 Hickerson's Lab – Science Division…………………03/05/2013

16.) MR- 707 Itzhak Mano Lab – Sophie Davis SBE……………... 03/30/2013

17.) NAC 7/230 Ruglass Lab – Psychology Dept………………... 04/25/2013

18.) NAC 3/340 Writing Center……………………………………03/23/2013

Year 2013 - List Of In-House Projects (Continued)

19.) NAC 6/105 Reza Khanbilvardi Conference Room…………….04/25/2013

20.) NAC 4/225 Information Technology Office Renovation………04/25/2013*

21.) NAC 6/104 & 6/150 Economics/ Humanities Computer Labs.04/25/2013*

22.) NAC 4/201 Lt. White Office – Public Safety …………………..03/25/2013

23.) MR-031A   CUNY-ROTC Office Space………….…………….04/25/2013

J.26.   Sign Shop Projects

	2008	2009	2010	2011	2012	2013	Total
January	36	32	45	30	34	55	
february	38	49	63	22	71	56	
March	26	32	52	29	92	66	
April	39	36	40	31	39	22	
May	33	29	24	34	58		
June	40	18	6	17	37		
July	32	29	22	8	39		
August	30	22	35	45	55		
September	41	44	39	30	40		
October	51	25	52	34	62		
November	32	20	45	74	27		
December	27	44	23	10	33		
Total	425	380	446	364	587	199	2401

J.27. CCNY Green: Sustainability Initiatives

CCNY actively promotes sustainability, not only in traditional disciplines, such as Biology and Earth and Atmospheric Sciences (EAS), but also across its schools, departments, and offices. **A global challenge. A campus commitment.**

As per the CUNY Goals and Targets, each college "should have a functioning campus sustainability council and have a recognized, multi-year campus sustainability plan." CCNY's sustainability council, the CCNY Green Taskforce, is comprised of eight working groups of students, faculty, and staff who monitor energy, water, transportation, recycling, procurement, nutrition, and community outreach. The Vice President for Campus Planning and Facilities Management, Robert D. Santos, and the Environmental Analyst/Sustainability Coördinator, Cheila Benavides, serve as the Taskforce Chair and Co-chair, respectively.

Table J27.1: CCNY Green Taskforce Working Groups and Chairs

Working Group	Chair	Title
Campus Planning and Operations	Kyle Manley	Administrative Superintendent
Communications	Ellis Simon	Director of Public Relations
Community Affairs and Public Education	Anthony Achille	Director of Government and Community Affairs
Education and Research	George Smith	Coördinator of Sustainability in Urban Environment Program
Food, Auxiliary Services, Residence Hall	Kenneth Waldhof	Executive Director of Auxiliary Enterprises Corporation
Procurement	Mario Crescenzo	Director of Business and Finance
Student Engagement	Wendy Thornton	Executive Director of Student Services and Conduct
Transportation and Waste Management	George Varian	Supervisor of Mechanics

In 2011, CCNY completed a ten-year sustainability plan, Sustainable CUNY, which details achievements and goals for the coming years. Highlights include:

- completed phase I—installation of a curtain wall—of the HVAC system upgrade project of the Marshak Science Building
- switched boilers in the Marshak Science Building and the North Academic Center (NAC) from Number 6 fuel oil to natural gas
- completed the NAC building boiler plant heat exchanger assembly and pump upgrade
- continuation of comprehensive exterior renovations to Shepard Hall, which will result in energy savings and cost reductions
- retrofitted approximately 175 laboratory fume hoods with low-flow ventilation fans
- installed across campus low-flow plumbing faucets; multiple user-friendly hydration stations to decrease the use of plastic water bottles; energy motion sensors; high-efficiency lighting fixtures and switches; electric Dyson hand dryers in restrooms; and Direct Digital Control (DDC) Building Automation System
- implemented the Information Technology energy efficiency center
- replaced gasoline buses with energy efficient diesel, natural gas, and electric vehicles for CCNY's fleet
- invested in thirty-yard containers to separate garbage from recyclables

- partnered with the NYC Department of Sanitation to track all CCNY waste
- initiated the "Rethink and Reconsider" recycling campaign
- installed only certified recyclable computers, furniture, and carpet in the new cITy Tech Center
- aligned procurement policies with the goal of reducing <u>greenhouse gas emissions</u>, *e.g.*, purchasing Energy Star-rated appliances and equipment, environmentally friendly cleaning products
- increased the purchase of recycled products from 15 percent to 18 percent in 2011
- created an educational 60-foot "Sustainability Wall" in the NAC dining hall and a 70-foot wall that features environmental and sustainability research in the Marshak Gallery Café
- diverts e-waste to a third-party company
- encourages the use of public transportation, bicycles, carpools, and walking to decrease carbon emissions and offers reduced campus parking rates to those who drive hybrid fuel vehicles
- requires all on-campus service providers to comply with CCNY sustainable policies, *e.g.*, CCNY's food vendor buys seasonal produce from farmers within 150 miles of the campus
- recycles all used cooking oil (Metropolitan) into biodiesel fuel
- working with the <u>NYC Department of Environmental Protection</u> on a project that will replace over 800 campus restroom fixtures and meters
- partnering with Health Services to create the <u>Campus Connections Trail</u>—a walking, jogging, and cycling path around the CCNY campus

Academic

Since 2010, the Grove School of Engineering, the Bernard and Anne Spitzer School of Architecture, and the Division of Science have offered a joint [Master of Science in Sustainability in the Urban Environment](), the first such degree program offered in the US. The curriculum is designed to educate the interdisciplinary leaders needed to solve pressing local, regional, and global environmental challenges. In addition, the program has partnered with the [New York Restoration Project]() in managing 130,000 gallons per year of NYC's storm water runoff. Other degrees include Computer Science's Master in Information Science, which includes hands-on GIS applications related to environmental research, and the Grove School of Engineering and the Division of Science's Earth Systems Science and Environmental Engineering for undergraduates, which takes a systems-based approach to environmental sciences.

The CUNY Energy Institute, the New York NOAA-CREST Center, and CUNY's Environmental CrossRoads Initiative are located on CCNY's campus, where they offer expertise and opportunities.

In fall 2011, over one hundred CCNY students from the Bernard and Anne Spitzer School of Architecture and the Grove School of Engineering participated in the international Solar Decathlon competition, sponsored by the US Department of Energy, and created the [Solar Roof Pod](). The "Pod" investigated the re-use of space in densely populated urban environments by harnessing the power of the sun to produce clean energy.

Sustainable CUNY

CITY COLLEGE OF NEW YORK

10 YEAR SUSTAINABILITY PLAN

Table of Contents:

President Lisa S. Coico

Dear Students, Faculty and Staff,

I am pleased to report that City College of New York (CCNY) is making significant progress toward reaching the goals of becoming a sustainable campus. The comprehensive action plan we developed is already impacting everything we do in terms of our energy consumption, recycling, waste reduction, and purchasing practices.

The present action plan describes how we are enriching our curriculum and research practices, as well as enhancing the way we engage students in reaching our goals. We are reducing energy consumption through sustainable maintenance practices and automated systems controls. We are campaigning to decrease our consumption and increase our overall recycling. We are also stepping up our efforts in purchasing products that are environmentally friendly.

We recognize that as an institution of higher education, our role goes beyond adopting sustainable operating practices.   Therefore, we are committed to changing the way we teach, learn, conduct research, and live at CCNY by implementing leadership through example in our community.

An example of this commitment is our participation in the 2011 U.S. Department of Energy Solar Decathlon competition. More than 100 students from the Bernard and Anne Spitzer School of Architecture, and Grove School of Engineering were involved in designing and building a solar-powered home for high-density urban environments like New York City.   Aided by faculty advisors, alumni, and other supporters, the Solar Roofpod was a successful endeavor.

As Team New York, they developed the interdisciplinary problem-solving skills required to meet the challenges of sustainable design and living. They learned about construction management techniques, energy systems design, and about operation and sustainable materials and building products. Additionally, they raised awareness for sustainable design and solar-powered living through a successful communications campaign that garnered widespread media coverage.

Our ongoing sustainability commitment extends our impact far beyond the borders of our campus. Through students activities, research and serving learning courses, we are actively helping the surrounding community and other New York neighborhoods understand and meet their environmental challenges. Through our curriculum, research centers, key faculty and our masters degree in sustainability, we are preparing a new generation to address the challenges in a world where environmental concerns take on heightened importance.

My thanks to all at CCNY who have worked so hard to develop and carry out our campus sustainability master plan and to Sustainable CUNY for their leadership and counsel. I look forward to updating you on our progress in the coming years.

Sincerely,

Lisa S. Coico
President

The City College of New York Overview

Campus Mission Statement

"Committed to rethink and adapt the way we teach, learn, conduct research, and operate as an institution."

CCNY will work to lower its carbon footprint by reducing its greenhouse gas emissions, increasing our recycling and sustainable planting. We will ensure campus sustainability by fostering environmentally sound habits and behaviors across the campus while engaging the Harlem community. CCNY will carry out this mission by exercising leadership in education and research, always mindful of our urban setting and the needs of the richly diverse population that we serve.

Campus Description and Scope

The CCNY campus occupies 35 acres along Convent Avenue from West 130th Street to West 141st Street in New York City. The five original buildings were designed by George B. Post and are considered some of the finest examples of neo-Gothic architecture at any institution in the United States. Today the campus consists of 16 buildings totaling approximately 3 million square feet, and an additional 400,000 square feet are under construction on the southern area of the campus and scheduled for completion by the year 2014.

Founded in 1847, CCNY was the first free public institution of higher education in the United States. By upholding high admissions standards and requiring a high level of accomplishment for obtaining a degree, CCNY continues its commitment to accessibility and excellence in both undergraduate and graduate education.

Wingate Hall

City College is one of the most diverse institutions in the United States, with over 85% of our students identified as members of ethnic minorities. Through its divisions of Humanities and the Arts, Science, Interdisciplinary Studies, and professional schools of Biomedical Education, Engineering, Architecture, and Education, CCNY provides its diverse student body of over 16,500, with opportunities in academic, creative, and professional fields.

Many programs at CCNY create unique opportunities for all students, especially those from under-represented groups, to fully participate in research, scholarship, and community service.

CCNY Campus Map

CCNY Campus Map

Plan Summary

This plan has been prepared under the guidance of the CCNY Sustainability Taskforce. Leadership is provided by CCNY's President, Dr. Lisa S. Coico.

The bulk of the greenhouse gas reductions will be achieved through projects addressing energy consumption. However, the campus community, faculty, staff and students, will be asked to make behavioral changes that will help reduce our emissions. It is our goal that these actions not only help CCNY reduce its carbon foot print, but that it will create an important connection for students between what they learn in the classroom, and the impact they have on their physical environment.

The majority of CCNY's greenhouse gas emissions is mitigated through projects that address energy consumption across campus facilities such as: Participation in the New York Power Authority (NYPA) Peak Load Management Program, CUNY's renewable energy purchase program, campus-wide steam trap installation and maintenance, and Heating, Ventilating, and Air Conditioning (HVAC) system retro-commissioning.

Our energy reduction goals for the next five years target potential capital projects. We have already completed phase I of our HVAC system upgrade project for the Marshak building with the installation of a curtain wall around the 13-floor tower.

The old heat exchanger assembly and pumps in our NAC boiler plant have been renovated and steam-traps have been upgraded. Shepard Hall, a 1907 Gothic stone structure, is also undergoing a comprehensive exterior

Students by the North Academic Center (NAC)

renovation that will result in energy saving maximization and cost reductions. Recently, 175 laboratory fume hoods were retrofitted with low flow ventilation fans that reduce the potential of exhaust air being re-introduced into the air intakes.

CCNY also seeks to decrease carbon emissions by encouraging the use of public transportation, biking, carpooling, and walking. We provide accommodations for cyclist commuters and incentives to those who use hybrid vehicles for their commute to campus. CCNY has replaced regular gasoline buses with energy efficient diesel vehicles, natural gas, and electric vehicles for its fleet.

In the area of recycling, CCNY has invested in 30-yard containers to separate garbage from recyclables and e-waste is diverted through a third-party company. In addition, we have partnered with the Department of Sanitation of New York to track all waste that leaves our premises. This partnership allows us to accurately analyze our consumption habits and explore better "reduce and re-use practices". A new Data Center opened September 2011 with over 300 PC & MAC computers in the North Academic Building. All computers, carpets, and furniture are certified recyclable.

During the Spring of 2011, we kicked off our "Rethink & Reconsider" campaign that educates the college community about our recycling practices. Our food service contractor, Metropolitan, has also adopted our campaign in order to improve recycling in key locations around campus.

In an effort to reduce water waste, we have installed low flow plumbing faucets across campus and posted signs in bathrooms with contact information for reporting leaks or other problems. We have installed 3 eco-

New cITy Technology Center In the North Academic Center (NAC)

friendly hydration stations to decrease the use of plastic water bottles and promote the use of refillable water containers; we plan to install a total of 8 on campus, 5 more on Spring 2012.

CCNY Masters Program in Sustainability partners with the NY Restoration Project in managing 130,000 gallons/year of NYC's storm water runoff. The new CUNY Advance Science Research Center (ASRC) and the CCNY Reserch Building, currently under construction in our south campus, have incorporated solutions to reduce storm water runoff.

The Solar Roofpod on Marshak Terrace

CCNY's procurement program goals are to purchase the best quality goods and services at the best possible price from the most responsible vendors. We have aligned our procurement policies with the goal of reducing greenhouse emissions. These purchasing practices include buying Energy Star-rated appliances and equipment, increasing the number of alternative-fuel vehicles acquired, and buying at least 33% of all items purchased made with recycled materials. We purchase environmentally friendly cleaning products, and we include contract requirements with on-campus service providers to comply with CCNY sustainable policies. We have also implemented policies regarding the purchase of computers, carpets, and furniture that can be recycled.

Beginning Fall 2009, Metropolitan, our food vendor, implemented our policy of buying seasonal produce from farmers within 150 miles of campus. By Fall 2010, they had doubled the amount of locally grown produce they purchased and offered them in the newly renovated student café located in the Hoffman Lounge and in our new venue in the Marshak building, called the "Marshak Gallery Café."

CCNY's strategies in the area of Sustainable Outreach and Education are designed to expand on the foundation already in place,

which benefits from a faculty and student body committed to and aware of climate change issues. This helps to foster leadership in the culture of sustainability on campus and within the community, and helps to make sustainability an integral part of the academic curriculum and research practices.

We are preparing our students to meet the environmental challenges of the 21st century by engaging all of our resources in offering an undergraduate degree in Environmental Engineering and an interdisciplinary Masters of Science in Sustainability in the Urban Environment. During the past four years, we have hired additional top climate research scientists to join our already engaged faculty. Currently, we offer a course on Global Climate Change as part of the core curriculum for our non-science majors.

The University's Energy Institute which performs research on sustainable energy technologies, the New York NOAA-CREST center, and CUNY's Environmental CrossRoads Initiative are located in our campus. In addition, the Economics, Business, and Earth and Atmospheric Sciences departments are jointly developing an undergraduate major in Environmental Studies.

In Fall 2011, over 100 of our students participated in our first Solar Decathlon, a competition by the U.S. Department of Energy, challenging teams to design, build, and operate an affordable, efficient and appealing solar-powered house. The "Solar Roofpod" will return to campus for permanent installation, and serve as a sustainable design learning tool. Participation in this event is one of the many ways we focus on educating and training the next generation of professionals to compete in the fields of sustainable building and renewable energy.

Students assembling The Solar Roofpod in Washington D.C.

Action Plan by Pillar Area

Established by the Office of the President in 2007, The CCNY Green Taskforce consists of seven teams of students, faculty and staff. Guiding our efforts of becoming a more sustainable campus, CCNY Green monitors the areas of energy, water, transportation, recycling, procurement, nutrition, and community outreach.

Several tracking and reporting systems are used to monitor our progress toward achieving the goals for each area and the over-arching aim of reducing CCNY's greenhouse gas emissions by 30 percent by 2017 and to an effective level of zero by 2050.

CCNY periodically checks its progress toward achieving its energy goals by using a greenhouse gas emissions measurement tool developed specifically for this purpose. This measurement tool follows the guidelines of the World Resources Institute; this tool provides information on greenhouse gas emissions associated with mobile and stationary fuel sources, fugitive sources, process sources, purchased electricity and steam, as well as solid waste quantities, and greenhouse gases generated by commuters.

Figure 1 and 2 illustrate CCNY CO2 equivalent emission totals.

| | Scope 1 Emissions | | | | Scope 2 Emissions | | | |
| | Stationary Combustion | Mobile Source | Process | Fugitive | Indirect Emissions from Electricity | | | |
Fiscal Year	CO₂e (MT/yr)	CO₂e (MT/yr)	CO₂e (MT/yr)	CO₂e (MT/yr)	CO₂e (MT/yr)	Total Emissions (MTCO₂e)	Gross Square Footage	Emission Intensity (MTCO₂e/GSF)
2010-2011	8,861	462	2,449	0	24,024	33,350	3,145,655	0.0106
2009-2010	7,627	177	3,538	1,769	22,529	32,106	3,145,655	0.0102
2008-2009	8,871	278	3,538	1,769	22,553	33,474	3,145,655	0.0106
2007-2008	7,363	308	0.472	892	22,908	31,363	3,145,655	0.0100
2006-2007	7,260	308	0.472	892	23,526	32,077	3,145,655	0.0102
2005-2006	12,401	308	0.472	892	21,587	35,289	3,145,655	0.0112
2004-2005	12,638	308	0.472	892	23,297	37,226	3,145,655	0.0118

Figure 1. Source: O'Brien and Gere
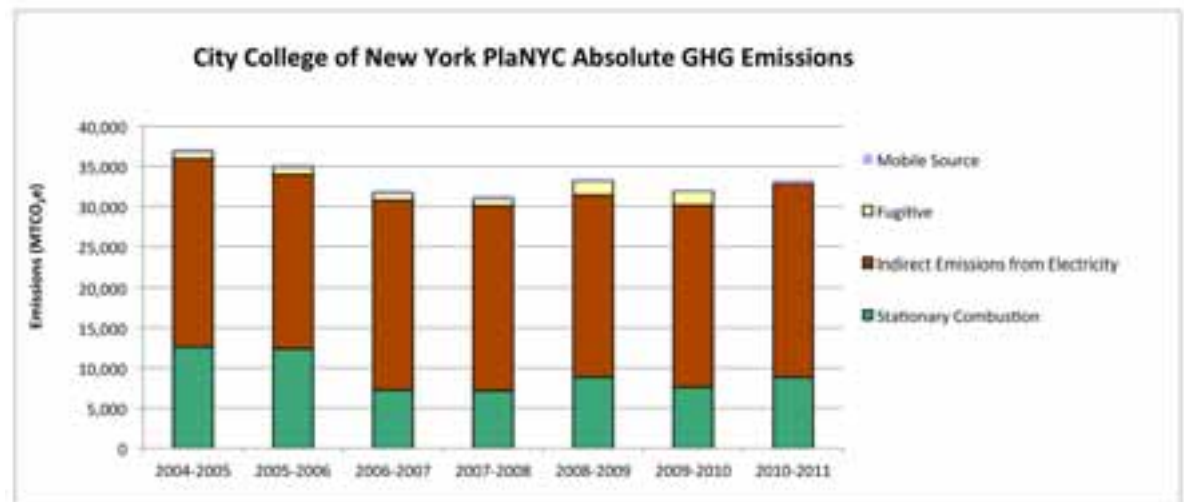
Figure 2. Source: O'Brien and Gere

Energy

- ◆ Completed Goals:
  - • Inventory of greenhouse gas emissions was completed.
  - • Switched Marshak and NAC building boilers from No.6 fuel oil to natural gas (with No. 2 fuel oil as backup).
  - • Installed energy motion detection sensors throughout 80 % of the campus.
  - • Central chiller plant controls have been upgraded.
  - • Implemented the Information Technology energy efficiency center.
  - • Completed the Marshak Building's curtain wall, or envelope, as first phase of our Heating Ventilation and Air Conditioning (HVAC) system improvement.
  - • Installed campus-wide Direct Digital Control (DDC) Building Automation System.
  - • Completed NAC building boiler plant heat exchanger assembly and pump upgrade.

- ◆ Goals in Progress:
  - • Upgrade vending machines to power down when not in use.

The campus infrastructure makes up approximately 80 percent of CCNY's energy consumption. Re-evaluating the way we use energy is our best opportunity to reduce our green house gas emissions. We can achieve our goals through conservation, renewable energy, accurate tracking, and behavioral changes.

CCNY / PlaNYC Energy Conservation Measures (ECM)

ECM No.	Energy Conservation Measure Description	Annual Electrical Savings (kWh)	Annual Fossil Fuel Savings (MMBtu)	Annual Energy Cost Savings ($)	Capital Cost ($)	GHG Reduction (MT CO$_2$E)	Simple Payback (yr)
	Table Near-Term Actions (1 to 5 years) - Energy Conservation Measures (ECM)						
1*	Lighting Fixtures and Controls	2,300,000	0	$253,000	$3,000,000	856	11.9
2*	Energy Metering and Monitoring	0	0	$ --	$500,000	0	n/a
3*	Campus-wide DDC Building Automation System	2,400,000	37,500	$744,000	$7,000,000	3,115	9.4
4*	Re-commission Central Chiller Plant Controls	1,990,000	0	$219,000	$300,000	738	1.4
5*	HVAC System Retro-commissioning (Compton-Goethals and Baskerville Halls)	123,000	450	$19,000	$150,000	72	7.9
6*	Steam Trap Maintenance Program	0	17,000	$218,000	$150,000	1,008	0.7
7	Boiler Heat Recovery	0	1,600	$21,000	$250,000	95	12.1
8*	Data Center Energy Improvements (NAC and Marshak)	333,000	0	$37,000	$150,000	124	4.1
9	Building Envelope Improvements	580,658	9100	$180,280	$4,500,00	754	0
	Totals	7,146,000	56,550	$1,511,000	$11,500,000	6,008	7.6

MMBtu = 1,000,000 Btu
MTCO$_2$E = Metric tons of CO$_2$ equivalent emissions

Source: O'Brien and Gere / Note: projects indicated with (*) identified for potential implementation
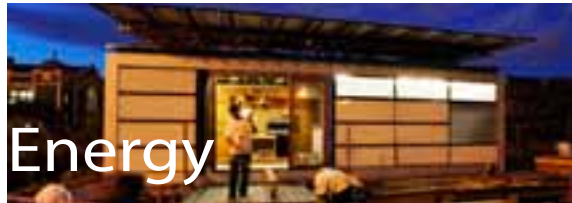
Energy

- ◆ Current Goals:
  - • Continue to install high efficiency lighting fixtures and switches.
  - • Replace all window air conditioner (A/C) units with Energy Star versions.

- ◆ Future Goals:
  - • Replace steam-traps in Marshak to reduce heat loss and enhance cooling when appropriated.
  - • Upgrade and update the Heating Ventilation and Air Conditioning System (HVAC) in Compton Goethals, Baskerville Hall and Steinman building.
  - • Replace all existing vending machines to Energy Star rating machines.

iMedia Study Room in the NEW cITy Technology Center (NAC)
All computers are energy efficient. The furniture, carpet and paint are certified recycled.

In order to support CCNY's commitment to PlaNYC, our greenhouse gas inventory program was developed following both the WRI/WBCSD and ICLEI greenhouse gas accounting protocols. These protocols were adopted by the Intergovernmental Panel on Climate Change for national-level greenhouse gas inventories.

Students in one iMedia Study Room in cITy Technology Center (NAC First Floor)

The Solar Roofpod investigated the reuse of space in dense urban environments by harnessing the power of the sun to produce clean energy.

Water

During periods of heavy rainfall storm water runoff exerts pressure on NYC's sewer infrastructure. CCNY currently partners with the NY Restoration Project which manages approximately 130,000 gallons of storm water per year to reduce combined sewer overflow into the Gowanus Canal. In addition, Team New York's Roofpod was designed to help mitigate water runoff from building's rooftops.

◆ Completed Goals:
- Three hydration stations have been installed in the NAC, Marshak, and Steinman buildings.
- Contact information for reporting leaks or other problems has been posted in bathrooms.
- Low flow toilets and faucets fixtures have been installed across campus.

◆ Current Goals:
- Installation of 5 additional hydration stations across campus.

◆ Future Goals:
- Develop education campaign to prevent water waste and minimize consumption.
- Assess possibilities to reduce storm water runoff.

Hydration Station in Marshak

Percentage of Hydration Stations & Low Flow faucets		
	Hydration Stations	Faucets
Completed	33%	80%
Planned	67%	20%

Hydration Stations sign

Transportation

CCNY benefits from its proximity to public transportation. Most of our students use public transportation to commute to campus; therefore, we are focusing our energy conservation activities on promoting walking, cycling, carpooling, and acquiring fuel efficient vehicles.
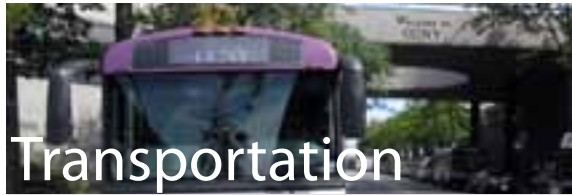
- ◆ Completed Goals:
  - Switched vehicles in our fleet from regular fuel power to fuel-efficient, hybrid or electrical vehicles.
  - Installed bicycle racks across campus to encourage cycling rather than driving.
  - Set up reduced parking rates to those who drive hybrid fuel vehicles to campus.
  - Run extended hours for the shuttle bus service to and from subways stations in order to encourage utilization of public transportation.

- ◆ Goals in Progress:
  - Meticulously collect data on fuel consumption and costs in order to help us understand our practices and therefore, help us reduce emissions.

- ◆ Future Goals:
  - Continue to conduct surveys to assess potential emission savings by changing driving patterns.
  - Purchase only fuel-efficient or hybrid vehicles when replacing or adding to the fleet.

CCNY Green electric Utility Vehicle

CCNY's Public Safety Hybrid vehicle - CCNY's Clean Air Technology Fleet

Recycling

An extensive recycling program and marketing campaigns are encouraging everyone on campus to recycle, reuse, and to consume less. We not only separate paper, plastic, and metal, but also properly dispose of e-waste, carpeting, batteries, and construction debris.

- ◆ Completed Goals:
  - Installed three hydration stations to decrease the use of plastic water bottles and promote the use of refillable water containers.
  - Donated computers and electronic equipment that were repaired for re-use rather than sent to dismantlers.
  - Installed electric Dyson hand dryers in restrooms to reduce paper waste.
  - Provided training to facilities and custodial staff to increase awareness of recycling and conservation practices.
  - Partnered with the Department of Sanitation of New York to track all waste that leaves the premises in order to analyze our consumption habits and explore better "reduce and re-use practices".
  - Recycled used cooking oil into biodiesel fuel (Metropolitan).
- ◆ Goals in Progress:
  - Launch a major recycling campaign with posters and advertisements on key locations such as offices, computer labs, restrooms, and cafeterias.
  - Study the areas where recycling efforts can be increased or modified, by continually evaluating the use of receptacles and locations across campus.
  - Install five more hydration stations and promote the use of refillable containers by launching a campaign during which students can trade-in a bottle of water in exchange for a refillable container.
  - Continue enforcing our recycling policies with food service vendors and contractors.
  - Adopt a comprehensive campus-wide double sided printing policy.
- ◆ Future Goals:
  - Use "CCNY Green" webpage and other social media as marketing tools to post updates and information about campus recycling practices.
  - Encourage all college departments to accept lightly-used furniture and equipment before purchasing new items.
  - Reduce the amount of electronic equipment that is discarded by establishing an agreement with a non-profit organization that will take it to repair and redistribute.
  - Continue to purchase products made from recycled materials, and educate the campus community that reducing waste is preferable to recycling.

CCNY Green Recycling Campaign   Artwork by Kenny Chen

Procurement

CCNY's procurement program goals are to purchase the best quality goods and services at the best possible price from the most responsible vendors in accordance with CUNY and NY State regulations. To the extent possible, CCNY is shifting its procurement policies to incorporate sustainability practices, packaging and utensils.

- ◆ Completed Goals:
  - Implemented "green only" cleaning products.
  - Increased purchase of recycled items form Staples from 15 % to 18 % for the years 2010 and 2011.
  - Purchased computers, carpets and furniture that can be recycled.
- ◆ Current goals:
  - Increase purchase of recycled items by another 3 %.
  - Continue to meet the college's paper needs while maintaining compliance with NYS Executive Order 4.
  - Obtaining best prices using existing General Service Contractors and EcoLogo certified brands.
- ◆ Future goals:
  - Continue to purchase computers and furniture that can be recycled.
  - Purchase rubber products made from recycled rubber where available, feasible and practical.

Our purchasing policies aim to comply with New York State's Executive Order 4 which requires purchasing sustainable products, such as: 100 percent post-consumer recycled paper products; Energy Star equipment, environmentally friendly hydraulic fluids for use on outdoor trash compactors; double-yield toner cartridges; "Green" cleaning and custodial products; and hybrid vehicles.

Our food service vendor, Metropolitan, has added sustainable clauses into the contracts negotiated with suppliers. They also comply with our policies on using environmentally friendly cleaning supplies and paper products for our dining rooms. Since the onset of our CCNY Green Taskforce, our dining rooms no longer use Styrofoam products, and we continue to research biodegradable packaging.

CCNY Green Recycling Campaign   Artwork by Kenny Chen

Sustainable Dining

- ◆ Completed Goals:
  - • Instituted a policy of procuring produce from within 150 miles of campus.
  - • Created a 60 foot "Sustainability Wall" in the cafeteria of the North Academic Building to engage and educate the campus community by displaying content about sustainable practices.
  - • Added a venue in the Hoffman Student Lounge, which sells organic, locally grown food.
  - • Developed a 70 foot wall gallery in the Marshak Gallery Café dedicated to exhibiting environmental and sustainability related research conducted by our faculty.

- ◆ Current Goals:
  - • Work with Metropolitan, to provide incentives to those who use their own refillable coffee mugs.
  - • Increase the number of recycling containers inside the main cafeteria.

At CCNY, sustainable dining means offering healthy, nutritious, and affordable meals and providing a service that minimizes its impact on the environment. To accomplish this, we source local, organic, and seasonal food through our vendor, Metropolitan.

NAC Student Dining sustainability wall

Marshak Gallery Café sustainability wall

Since 2007, Metropolitan has been complying with CCNY guidelines in reducing the environmental impact of its operations on campus. In addition, it has been purchasing green cleaning products for use in the cafeteria and kitchen areas. Metropolitan has also doubled the amount of locally grown produce purchased. In Spring 2010, after the Hoffman Student Lounge was renovated

it began selling organic, locally grown, wholesome and nutritious food. Later that year the Marshak Gallery Café opened offering the same sustainable products.

Metropolitan's waste oils are recycled for conversion to biodiesel fuel.

Sustainable Education & Outreach

CCNY's strategies in the area of Sustainable Outreach and Education are designed to foster leadership in creating a culture of sustainability on campus and within the community. This makes sustainability an integral part of the academic curriculum, research practices, and all extracurricular activities.

- ◆ Completed Goals:
  - • Implemented recycling campaign throughout campus.

- ◆ Current Goals:
  - • Reduce bottle water consumption by not only installing hydrations stations but promoting their use.
  - • Implement a policy on double sided printing in computer labs and decrease college's consumption through education.
  - • Use our "Sustainable walls" in NAC student dining area and Marshak Gallery Café to increase awareness by displaying educational content on climate change and sustainability.

- ◆ Future Goals:
  - • Create an undergraduate Environmental Studies Program that approaches complex environmental issues.
  - • Incorporate sustainable practices into events hosted and sponsored by CCNY or by external parties.

SOLAR RoofPod

- • Increase CCNY's participation in community activities related to the environment and sustainability.
- • Incorporate sustainability education into Urban Scholars and Upward Bound programs for middle school and high school students who can share what they learn about sustainability with their community.
- • Celebrate Earth Day to educate incoming students about our climate commitments.
- • Increase visibility of campus environmental clubs and their activities through Student Life services.

Student Engagement

Student participation and education are essential for CCNY in achieving its goal of becoming a sustainable campus. We strongly focus our curriculum on sustainability through interdisciplinary programs in order to prepare our students to meet the challenges of climate change.

This past year, over 100 of our students participated in a global competition organized by the U.S. Department of Energy requiring teams to design, build, and operate an affordable, efficient and appealing solar-powered house. The Solar Roofpod project encouraged students to investigate the reuse of space in dense urban environments, harnessing the power of the sun to produce clean energy, recycling storm water and developing rooftop gardens. The prototype exercised an example of eco-concious living through modern technology and engineering.

We encourage student engagement through our programs, faculty, scholarships and through our two "sustainable walls" located in the student dining areas of NAC and Marshak buildings.

Research

As CUNY's flagship campus for science and engineering, CCNY has a strong foundation in conducting research related to the environment, sustainability, and energy.

It is home to several research institutes that investigate issues in these disciplines, including the NOAA Cooperative Remote Sensing Science and Technology Center, the Center for Water Resources and Environmental Research, the Environmental Crossroads Initiative, the CUNY Energy Institute, the Institute for Urban Systems, the Institute for Municipal Waste Research and the University Transportation Research Center. In addition, several faculty members have research interests in these areas and are actively conducting their own investigations.

With the addition of key faculty to The Grove School of Engineering, new research institutes on sustainability are being developed on our campus. They include the CUNY Energy Institute, and the CUNY Environmental Crossroads Initiative. These programs are not only advancing knowledge and training graduate students, they are also designed

Dr. Marco Tedesco, Earth & Env. Sciences
Conducting research on glacier melting in Greenland

to involve undergraduates in research, particularly those from historically under-represented groups, as a way to encourage them to pursue advanced studies.

Expanding research in subjects such as environmental sciences, climate change, and sustainable energy is a priority for CCNY. Construction of the CUNY-CCNY Science Research Center on our campus, and CCNY's new status as a Ph.D. granting institution give us an edge in attracting top faculty, graduate students, and research funding dedicated to these areas.

Curriculum

CCNY addresses sustainability across the curriculum in two ways. First, a new general education requirement ensures that all undergraduates – not only those in the Science, Technology, Engineering, and Math (STEM) disciplines –receive a foundation in issues related to climate change. Second, we have been developing interdisciplinary academic programs designed to prepare students for the opportunities that a "green" economy will require.

Starting in the Fall 2009 semester, CCNY added a new course on global climate change requirement of the core program for all non-science majors. Engineering and Science majors are exposed to environmental coursework through the Earth and Atmospheric Sciences, and Biology departments.

In Spring 2010, the College introduced a new masters program, Sustainability in the Urban Environment, which leads to an M.S. degree in Sustainability. It draws on multiple disciplines such as architecture, engineering, science and economics. Students trained in the program work in teams to design and implement

Prof. C. Volkmann leads Team New York in building the Solar Roofpod

strategies for the development of sustainable water, land, air, food, energy, waste, construction, and transportation practices. In addition, they are prepared to work in a diverse professional setting involving collaboration, interaction, and communication with teams of scientists, engineers, architects and others. The Spitzer School of Architecture combines Landscape Architecture, Urban Design, and Sustainability to address urban environmental issues.

In Fall 2010 semester the Division of Science introduced an elective course, Science 31350, Health and Wellness Service Learning. The course objective is to educate students to

become more involved in the effort to reduce campus carbon emissions.

Currently, the Department of Earth and Atmospheric Science and the Department of Business are developing an interdisciplinary Bachelors of Arts program in Environmental Studies. The program will provide a broad foundation in the sciences and allow students to follow a specific track that will emphasize economics, social policy, or environmental regulation. They will be trained to work in interdisciplinary teams. Students who complete the program will gain an advantage for entry into graduate programs.

Community Development and Training

Community sustainability-related programs include a neighborhood beautification project through the Charles B. Rangel Center for Public Service. This project involves CCNY and Harlem CREW High School students working together to create a garden in a vacant lot on 140th Street between Lenox and Adam Clayton Powell Avenues.

The Colin Powell Center for Policy Studies offers a Community Engagement Fellowship for undergraduates of any discipline or major to design and carry out a project that addresses community needs in a sustainable way. The program seeks students who are involved with their communities, who value awareness of community concerns, and who hope to advocate for positive change through ongoing work with community organizations and leaders.

CCNY's Office of Continuing and Professional Studies (CPS) offers "green" training through online courses in partnership with Noble Strategy and Pro Train Online.

www.theknowledgebase.org/ccny/.

Urban and Governmental Affairs

CCNY is an active participant in the affairs of the Upper Manhattan communities that surround the campus, which include the neighborhoods of Harlem, Washington Heights, and Inwood. CCNY engages members of these communities through a variety of opportunities for promoting sustainable practices. Our involvement includes helping residents shred documents and encouraging recycling.

CCNY's lecture halls, dining halls, and other facilities are often used as venues for events hosted by community groups. These events present an opportunity to educate and encourage participants to adopt sustainability practices that keep the neighborhood green.

Through the Urban Scholars and Upward Bound programs at CCNY, we can educate middle school and high school students about sustainability by encouraging them to spread their awareness with a "green" message to family and friends. This can be achieved by integrating hands-on experience, such as field trips, into the curriculum.

U.S. Department of Energy Solar Decathlon Competition 2011 CCNY Solar Roofpod

Faculty and students are encouraged to participate in community sustainable activities. In Spring 2011, for example, CCNY's Division of Science students were involved in a Health and Wellness Service Learning Class that hosts a Farmers Market to provide fresh produce and teach the community about the benefits of a healthy lifestyle. In addition, CCNY will participate in community events that promote sustainability, or are organized by local environmental organizations.

CCNY's research on sustainable urban living includes efficient energy management, landscape irrigation, and energy-saving heating and cooling systems.

2Appendix A

Contributors and Advisors to the CCNY Plan

CCNY Green Task Force

Working Group	Chair	Title	Email	Phone
CCNY Green Task Force Co-chair	Robert Santos	Vice President for Campus Planning and Facilities Management	rdsantos@ccny.cuny.edu	(212) 650-8830
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Student Engagement	Wendy Thornton	Director, Student Services & Conduct	wthornton@ccny.cuny.edu	(212) 650-5426
Transportation and Waste Management	Gerry Miller	Chief Administrative Superintendent, Facilities	gmiller@ccny.cuny.edu	(212) 650-8687

J.29.   CCNY Campus Connections Health Trail

Use Your Campus as Your Gym

Campus Connections

Legend:

⭐ Starting/End point

🟥 Campus Connections Trail - **1.8 miles**

🟦 St. Nicholas Trail - **.60 miles**

🟩 Towers Trail - **1.2 miles**

If you're walking from the Train Stops...

- A C B D Trains at 145th St. to 135th & Convent (in front Spitzer) - **.50 miles**
- # 1 train at 137th St. to 135th & Convent (in front of Spitzer) - **.30 miles**

The faster your pace the more calories you'll burn!

STEP 1 - FIND YOUR PACE

Time yourself while walking any trail
Scan QR Code to know your Pace or visit
www.active.com/fitness/calculators.htm

STEP 2 - CALCULATE CALORIES BURNED

After figuring out your Pace
Scan QR Code to find out how many calories you burned
or visit www.walking.about.com/library/cal/uccalc1.htm

Scan QR Code to print your copy from SHS
http://www.ccny.cuny.edu/shs/upload/
Campus-Connections-Map-April-2013.jpg

The City College of New York

J.30.   New York City Department of Environmental Protection Water Meter Project at CCNY

| Building Name	Building Address	Service Address	Block #	Lot #	Account #	Meter #	Domestic or Fire Suppression	Meter Location	Meter Size	Meter Type	Install Date	MTU	Rate Code	ADF	Notes	Description
Aaron Davis Hall	129 Convent Avenue	Not in CIS spreadsheet	1957	1	Not in CIS spreadsheet	55903466	Domestic	Basement east wall (off Convent Ave)	4x3/4"	Hersey Compound	Not in CIS spreadsheet	Not in CIS spreadsheet	Not in CIS spreadsheet	Not in CIS spreadsheet	Not registering. Asbestos abatement issue here, meter flanges and other pipe covering in room show evidence of asbestos. Also a sprinkler service but no info.	Basement Meter Rm
Adminstration Building	221 Convent Avenue	Not in CIS spreadsheet	1957	105	Not in CIS spreadsheet	unmetered	Domestic	Basement east wall/north end (off St/ Nicholas Terrace)	N/A	N/A	N/A	N/A	N/A	N/A	6" unmetered domestic feed, not accessible for inspection due to pipe configuration in area/confined space.	
Adminstration Building	222 Convent Avenue	Not in CIS spreadsheet	1957	105	Not in CIS spreadsheet	51389986	Fire Sprinkler	Basement east wall/south end (off St. Nicholas Terrace)	3/4"	Not in CIS spreadsheet	Not in CIS spreadsheet	Not in CIS spreadsheet	Not in CIS spreadsheet	Not in CIS spreadsheet		
Alumni House (Not Occupied)	280 Convent Avenue	Not in CIS spreadsheet	2058	Not in CIS spreadshet	Not in CIS spreadsheet	Not in CIS spreadsheet	Not in CIS spreadsheet	Not in CIS spreadsheet	Not in CIS spreadsheet	Not in CIS spreadsheet	Not in CIS spreadsheet	Not in CIS spreadsheet	Not in CIS spreadsheet	Not in CIS spreadsheet	Did not visit during survey	Not in CIS spreadsheet
Baskerville Hall	250 Convent Avenue	Not in CIS spreadsheet	1957	200	Not in CIS spreadsheet	5736663	Domestic	Basement east wall (off Convent Ave)	6x1"	Hersey Compound	Not in CIS spreadsheet	Not in CIS spreadsheet	Not in CIS spreadsheet	Not in CIS spreadsheet	Baskerville Hall is on a looped system with Harris, Goethels/Compton, and Wingate Halls.	Basement Mechanical Rm
Baskerville Halll	250 Convent Avenue	Not in CIS spreadsheet	1957	200	Not in CIS spreadsheet	19896784	Fire Sprinkler	Basement north wall (off W 140th st.)	3/4"	Not in CIS spreadsheet	Not in CIS spreadsheet	Not in CIS spreadsheet	Not in CIS spreadsheet	Not in CIS spreadsheet	Baskerville Hall is on a looped system with Harris, Goethels/Compton, and Wingate Halls.	Basement Mechanical Rm
Boiler Plant (Demolished)	117 Convent Avenue	Not in CIS spreadsheet	1957	1	Not in CIS spreadsheet	Not in CIS spreadsheet	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Demolished	
Compton/Goethals Hall	1617 Amsterdam Avenue	1617 Amsterdam Avenue	1957	200	9000146707001	51382299	Fire Sprinkler	Basement west wall (off Amsterdam Ave.)	3/4"	Neptune/Trident	01/01/80		130	0		Basement Meter Rm
Compton/Goethals Hall	1617 Amsterdam Avenue	1617 Amsterdam Avenue	1957	200	9000146707001	31927497	Domestic	Basement west wall (off Amsterdam Ave.)	4 X 3/4"	Neptune/Trident	01/01/80		310	75.95		Basement Meter Rm
Compton/Goethals Hall	1617 Amsterdam Avenue	1617 Amsterdam Avenue	1957	200	9000146707001	31927264	Domestic	Basement north wall (off W 140th st.)	4 X 3/4"	Neptune/Trident	01/01/80		310	82.47		Cellar Meter Rm
Compton/Goethals Hall	1617 Amsterdam Avenue	1617 Amsterdam Avenue	1957	200	9000146707001	51382300	Domestic	Basement north wall (off W 140th st.)	3/4"	Neptune/Trident	01/01/80		130	0.54		Cellar Meter Rm
Compton/Goethals Hall	1617 Amsterdam Avenue	1617 Amsterdam Avenue	1957	200	9000146707001	51416104	Fire Sprinkler	Basement west wall off old main to oild boiler	3/4"	Not in CIS spreadsheet	Not in CIS spreadsheet	Not in CIS spreadsheet	Not in CIS spreadsheet	Not in CIS spreadsheet		
Day Care Center	119 Convent Avenue	Not in CIS spreadsheet	1957	1	Not in CIS spreadsheet	Not in CIS spreadsheet	Domestic	Basement west wall off old main to oild boiler	N/A	N/A	N/A	N/A	N/A	N/A	1" unmetered brass service good condition, meter can be installed here if needed.	
Eisner Hall (Demolished)	161 Nicholas Terrace	N/A	1957	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Demolished	N/A
Harris Hall	1589 Amsterdam Avenue	Not in CIS spreadsheet	1957	200	Not in CIS spreadsheet	33122056	Fire Sprinkler	Not in CIS spreadsheet	Not in CIS spreadsheet	Not in CIS spreadsheet	Not in CIS spreadsheet	Not in CIS spreadsheet	Not in CIS spreadsheet	Not in CIS spreadsheet	Not in CIS spreadsheet	Basement Mechanical Rm
Harris Hall	1589 Amsterdam Avenue	1589 Amsterdam Avenue	1957	200	9000146707001	31914741	Domestic	Basement south wall (off W 138th St)	4 X 3/4"	Neptune/Trident	01/01/80		310	376.86		Basement Mechanical Rm
Marshak Hall	181 Convent Avenue	181 Convent Avenue	1957	100	5001007067001	V52239998	Fire Sprinkler	Basement east wall (fd off Convent Ave)	6 X 1"	Proread	02/04/06	2217890	310	28.97		Convent Ave
Marshak Hall	181 Convent Avenue	181 Convent Avenue	1957	100	5001007067001	V52239999	Fire Suppression	Basement west wall (fd off St. Nicholas Terrace)	6 X 1"	Proread	02/04/06	2487545	310	30.85		Convent Ave
Marshak Hall	181 Convent Avenue	181 Convent Avenue	1957	100	5001007067001	V52240020	Fire Sprinkler	Basement west wall (fd off St. Nicholas Terrace)	3/4"	Proread	02/04/06		310	-	6" Detector check w/ 3/4" bypass meter to cover sprinkler service.	Convent Ave
Marshak Hall	181 Convent Avenue	181 Convent Avenue	1957	100	5001007067001	V84011343	Domestic	Basement east wall (fd off Convent Ave)	8" x 2"	Neptune Compound	02/04/06		310	-	6" Detector check w/ 3/4" bypass meter to cover sprinkler service.	Lower Level Pool
Marshak Hall	181 Convent Avenue	181 Convent Avenue	1957	100	5001007067001	V84011342	Domestic	Basement west wall (fd off St. Nicholas Terrace)	8" x 2"	Neptune Compound	02/04/06		310	-	8" Detector check w/ 3/4" bypass meter to cover sprinkler service.	Lower Level Pool
Marshak Hall	181 Convent Avenue	181 Convent Avenue	1957	100	5001007067001	V52239997	Fire Suppression	Basement east wall (fd off Convent Ave)	3/4"	Proread	02/04/06		310	-	8" Detector check w/ 3/4" bypass meter to cover sprinkler service.	Lower Level Pool
North Academic Center	160 Convent Avenue	160 Convent Avenue	1957	200	148637001	56002495	Domestic	Basement south wall (off W 135th St)	6"x1"	Hersey Compound	Not in CIS spreadsheet	Not in CIS spreadsheet	Not in CIS spreadsheet	Not in CIS spreadsheet	Asbestos abatement issue here.	Boiler Rm
North Academic Center	160 Convent Avenue	Not in CIS spreadsheet	1957	200	Not in CIS spreadsheet	N/A	Fire Sprinkler	Basement south wall (off W 135th St)	N/A	N/A	N/A	N/A	N/A	N/A	8" unmetered feed	
North Academic Center	160 Convent Avenue	Not in CIS spreadsheet	1957	200	Not in CIS spreadsheet	N/A	Domestic	Basement east wall (off Amsterdam Ave)	N/A	N/A	N/A	N/A	N/A	N/A	6" unmetered domestic feed, 8" unmetered sprinkler	
North Academic Center	160 Convent Avenue	Not in CIS spreadsheet	1957	200	Not in CIS spreadsheet	N/A	Domestic	Basement north wall (off W 138th St)	N/A	N/A	N/A	N/A	N/A	N/A	4" domestic feed and 8" unmetered sprinkler	
Shepard Hall	259 Convent Avenue	Not in CIS spreadsheet	1957	105	Not in CIS spreadsheet	51389986	Fire Sprinkler	Basement east wall / south end (off St. Nicholas Terrace side)	3/4"	Not in CIS spreadsheet	Not in CIS spreadsheet	Not in CIS spreadsheet	Not in CIS spreadsheet	Not in CIS spreadsheet		Basement Wing C
Shepard Hall	259 Convent Avenue	Not in CIS spreadsheet	1957	105	Not in CIS spreadsheet	N/A	Domestic	Basement east wall/north end (off St/ Nicholas Terrace)	N/A	N/A	N/A	N/A	N/A	N/A	6" unmetered domestic feed. Not accessible for inspection due to pipe configuration in area/confined space.	
Spitzer Building	141 Convent Avenue	141 Convent Avenue	1957	1	4001024725001	E17792366	Domestic	Basement west wall (off St. Nicholas Terrace)	4x3/4"	Elster Compound	01/04/08	2188021	310	7.01		Basement Meter Rm
Spitzer Building	141 Convent Avenue	141 Convent Avenue	1957	1	4001024725001	H05540786	Fire Sprinkler	Basement west wall (off St. Nicholas Terrace)	3/4"	Hersey	01/04/08	99999999	310	0.03		Basement Meter Rm
Steinman Hall	275 Convent Avenue	Not in CIS spreadsheet	1957	129	N/A	N/A	Domestic	Basement north wall (off W 140th St, aka St. Nicholas Terrace Side)	N/A	N/A	N/A	N/A	N/A	N/A	8" unmetered domestic feed	
Steinman Hall	275 Convent Avenue		1957	129												
Steinman Hall	275 Convent Avenue	Not in CIS spreadsheet	1957	129	N/A	N/A	Domestic	Basement West wall (off Convent Ave side, C-2 Concrete Lab	N/A	N/A	N/A	N/A	N/A	N/A	8" unmetered domestic and 6" unmetered sprinkler. Both are located 25 ft up. CCNY will need to put in permanent metal platform w stair/ladder access.	
Storehouse	504 West 140th Street		2071	27											Did not visit during survey	
The Towers	401 West 130th Street		1957	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Did not visit during survey. CCNY does not manage this property.	
CCNY ASRC Building	85 St. Nicholas Terrace		1957	1	7001039993001	V84018706	Domestic		8 X 2"	Proread	01/06/12		120	0.06	Did not visit during survey.	
Wingate Hall	200 Convent Avenue	Not in CIS spreadsheet	1957	200	Not in CIS spreadsheet	N/A	Domestic	Basement east wall (off of Convent Ave side)	N/A	N/A	N/A	N/A	N/A	N/A	4" unmetered domestic service.	

J.31.   CCNY Greenhouse Gas Emissions (1992-2015)

Table D-7

The City College of New York

New York, New York

Summary of 1992-2015 Greenhouse Gas Emissions - WRI/WBCSD Protocol

	Scope 1 Emissions										Scope 2 Emissions				Scope 3 Emissions							
	Stationary Combustion				Mobile Source				Process	Fugitive	Indirect Emissions from Electricity				Commuting Emissions				Solid Waste Emissions	Total Emissions	Gross Square Footage	Emission Intensity
Fiscal Year	CO_2 (MT/yr)	CH_4 (MT/yr)	N_2O (MT/yr)	CO_2e (MT/yr)	CO_2 (MT/yr)	CH_4 (MT/yr)	N_2O (MT/yr)	CO_2e (MT/yr)	CO_2e (MT/yr)	CO_2e (MT/yr)	CO_2 (MT/yr)	CH_4 (MT/yr)	N_2O (MT/yr)	CO_2e (MT/yr)	CO_2 (MT/yr)	CH_4 (MT/yr)	N_2O (MT/yr)	CO_2e (MT/yr)	CO_2e (MT/yr)	(MTCO$_2$e)		(MTCO$_2$e/GSF)
2014-2015	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		#DIV/0!
2013-2014	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		#DIV/0!
2012-2013	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		#DIV/0!
2011-2012	9,309	0.836	0.017	9,309	367	0.021	0.009	370	1.089	0.000	18,075	6.724	0.859	18,483	4,291	0.322	0.255	4,377	0.000	32,539	3,145,655	0.0103
2010-2011	9,762	0.898	0.021	9,762	454	0.026	0.011	458	2.449	7.076	18,528	6.893	0.881	18,945	4,291	0.322	0.255	4,377	253.638	33,804	3,145,655	0.0107
2009-2010	8,222	0.818	0.026	8,222	175	0.0099	0.0044	176	3.538	1,769	17,861	6.64	0.85	18,264	4,291	0.322	0.255	4,377	157.962	32,969	3,145,655	0.0105
2008-2009	9,785	0.896	0.020	9,785	273	0.0155	0.0068	275	3.538	1,769	17,399	6.47	0.83	17,792	4,291	0.322	0.255	4,377	1,654	35,655	3,145,655	0.0113
2007-2008	7,923	0.718	0.015	7,923	393	0.0223	0.0099	396	0.472	892	17,952	6.68	0.85	18,357	4,291	0.322	0.255	4,377	1,509	33,455	3,000,311	0.0112
2006-2007	7,864	0.769	0.023	7,864	393	0.0223	0.0099	152	0.472	892	20,992	9.27	1.41	21,622	4,291	0.322	0.255	4,377	1,509	36,417	2,951,273	0.0123
2005-2006	13,399	1.322	0.041	13,399	393	0.0223	0.0099	244	0.472	892	19,271	8.51	1.29	19,849	4,291	0.322	0.255	4,377	1,509	40,271	2,969,051	0.0136
2004-2005	13,586	1.365	0.045	13,586	393	0.0223	0.0099	396	0.472	892	20,787	9.18	1.39	21,411	4,291	0.322	0.255	4,377	1,509	42,172	2,924,364	0.0144
2003-2004	13,290	1.280	0.036	13,290	393	0.0223	0.0099	152	0.472	892	21,237	9.38	1.42	21,874	4,291	0.322	0.255	4,377	1,509	42,095	2,924,364	0.0144
2002-2003	13,795	1.355	0.041	13,795	242	0.0223	0.0099	244	0.472	892	20,334	8.98	1.36	20,945	4,291	0.322	0.255	4,377	1,509	41,762	2,870,419	0.0145
2001-2002	15,854	1.418	0.028	15,854	393	0.0223	0.0099	396	0.472	892	19,273	8.51	1.29	19,852	4,291	0.322	0.255	4,377	1,509	42,880	2,670,149	0.0161
2000-2001	18,296	1.636	0.033	18,296	151	0.0223	0.0099	152	0.472	892	17,254	7.62	1.16	17,772	4,291	0.322	0.255	4,377	1,509	42,999	2,670,149	0.0161
1999-2000	19,042	1.703	0.034	19,042	242	0.0223	0.0099	244	0.472	892	18,445	8.15	1.24	18,999	4,291	0.322	0.255	4,377	1,509	45,063	2,670,149	0.0169
1998-1999	17,047	1.524	0.030	17,047	393	0.0223	0.0099	396	0.472	892	18,972	8.38	1.27	19,542	4,291	0.322	0.255	4,377	1,509	43,763	2,670,149	0.0164
1997-1998	17,906	1.601	0.032	17,906	151	0.0223	0.0099	152	0.472	892	19,077	8.43	1.28	19,650	4,291	0.322	0.255	4,377	1,509	44,486	2,670,149	0.0167
1996-1997	18,708	1.673	0.033	18,708	242	0.0223	0.0099	244	0.472	892	19,233	8.50	1.29	19,811	4,291	0.322	0.255	4,377	1,509	45,541	2,670,149	0.0171
1995-1996																						
1994-1995	22,762	2.035	0.041	22,762	151	0.0223	0.0099	396	0.472	892	21,045	9.30	1.41	21,677	4,291	0.322	0.255	4,377	1,509	51,614	2,827,616	0.0183
1993-1994																						
1992-1993	26,106	2.352	0.049	26,106	393	0.0223	0.0099	396	0.472	892	20,786	9.18	1.39	21,410	4,291	0.322	0.255	4,377	1,509	54,690	2,827,616	0.0193

City College of New York GHG Emissions
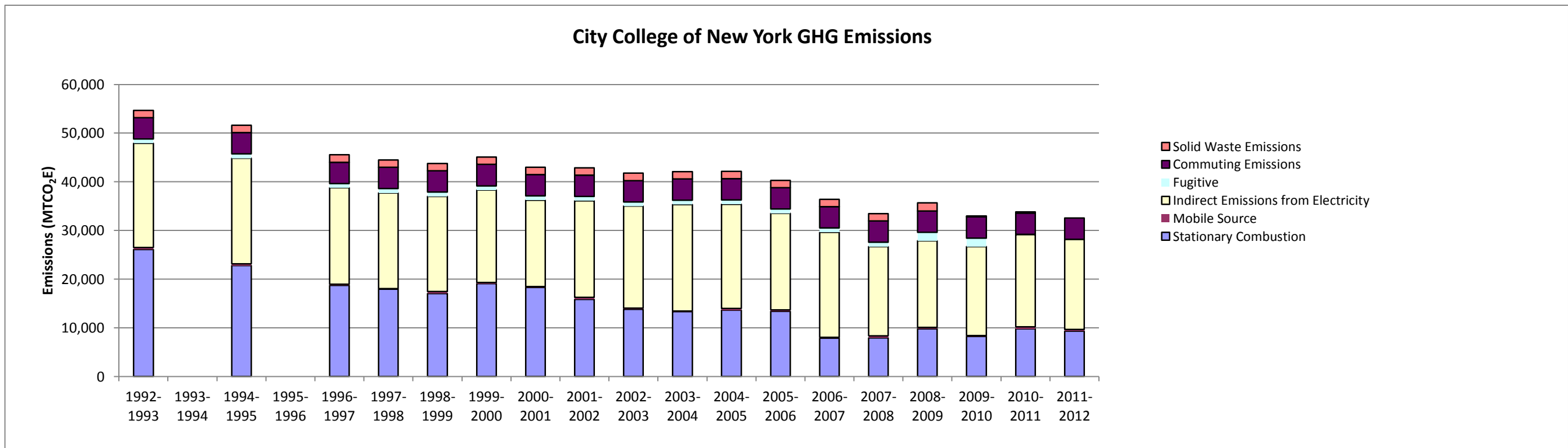
J.34. CUNY Advanced Science Research Center and CCNY Science Research Building

Opening in 2014, the CUNY Advanced Science Research Center (ASRC) and the CCNY Science Research Building will bring the nation's largest urban public university—and its flagship college, CCNY—to a landmark moment in its decade-long, multibillion-dollar commitment to innovative science.

Located on CCNY's South Campus, the ASRC and the CCNY Science Research Building will open in 2014, and plans for staffing and outfitting the facilities are accelerating.

The ASRC will facilitate cutting-edge interdisciplinary research in nanotechnology, photonics, structural biology, neuroscience, and environmental sciences. In consultation with faculty researchers, CUNY is now in the process of finalizing the selection of the high-end instrumentation that will be housed at the center. Approximately 50 percent of the ASRC will be dedicated to core facilities, such as a clean room for diagnostics and fabrication and equipment for deposition and etching. In addition, the ASRC will house state-of-the-art imaging facilities: nuclear magnetic resonance spectrometers (NMRs), functional magnetic resonance imaging (fMRI), cryo-electron microscopes, transmission and scanning electron microscopes, and confocal and fluorescent microscopes. The top floor of the ASRC and a rooftop observatory will support research efforts in all aspects of remote sensing, including: sensor development, satellite remote sensing, ground-based field measurements, data processing and analysis, modeling, and forecasting.

The CCNY Science Research Building complements the ASRC, offering state-of-the-art facilities to interdisciplinary "clusters" in Structural Biology and Physics (first floor), Immunology and Photonics (second floor), Biology and Model Systems (third floor), and Organic Chemistry (fourth floor).

CCNY and the ASRC share the ground floor, which is dedicated to cryo-physics imaging, NMR imaging, EM imaging, and the vivarium. Together, the ASRC and the CCNY Science Research Building will provide over 400,000 square feet for cutting-edge research.

For renderings and floor plans, visit the CCNY Science Research Building.

J.37. Government and Community Affairs

To enhance its relationships with the Harlem and greater New York communities, CCNY has invested in its Office of Government and Community Affairs. The office now comprised oversees five principal areas: Government and Community Affairs, Grant Funded Programs, Events Management, Arts and Cultural Activities, and Aaron Davis Hall, and is committed to improving community partnerships, focusing on research and program development, and serving as a bridge between CCNY and its surrounding communities by sponsoring and supporting events and activities.

CCNY is located within Manhattan Community Board 9, but it also is active in Community Boards 10 and 12, because of the College's extended relationships with diverse organizations and local legislators.

External funding sources are derived from allocations from the mayor's office, the borough presidents, city agencies, and members of the New York City Council. Received funds are used to support various initiatives and improvement and enhancement projects.

Table J37.1: External Funding from New York City Government, Council, Boroughs, and Agencies

FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
$1,984,000	$2,863,000	$30,000	$2,350,000	$2,400,000	$840,000

Strengthening Ties with the Community

In 2010, CCNY established a task force of faculty, students, and members of the community to strengthen existing partnerships and forge new ones. Examples of the task force's progress include:

- The CCNY Community Collaborations Through the Arts Committee oversees special local projects with the John H. Finley Day School, Hamilton Grange Landmark Gallery, Dwyer Cultural Center, and Harlem Hospital. The activities include collaborations with CCNY's Department of Art Education and with CCNY students enrolled in "Quilt Making in American History," a Freshman Inquiry Writing Seminar (FIQWS).
- The 125th Street Business Improvement District (BID) asked CCNY to help the neighborhood improve its major corridor. CCNY is contributing its expertise and energies to the development of a community-based vision to preserve 125th Street.
- The Center for Harlem Studies, funded through an allocation from Council Member Inez Dickens, is dedicated to the history and future of the vibrant Harlem community. For example, in collaboration with the Center, the Colin Powell for Policy Studies offers a service-learning course—Media Arts and Communications/Film and Video Production: Research and Writing the Documentary—that uses the visual arts to record the oral histories of Harlem elders and to produce a documentary.
- In response to the Harlem community's expressed need for employment training and job placement, Government and Community Affairs asked the Continuing and Professional Studies Program to develop a certified nursing assistant program, which recently earned official approval

from the New York State Department of Education and will offer a "career ladder" for students interested in nursing and physician assistants programs.

Arts and Cultural Renaissance

In recent years, CCNY has experienced a cultural renaissance. The College appointed an Executive Director of Arts and Culture; regained supervision and managerial control of Aaron Davis Hall (ADH); created The City College Center for the Arts and established its board of trustees; and hired a Managing Director for ADH; designed new gallery spaces, *e.g.*, Windows on Amsterdam, for exhibitions; increased partnerships with community arts programs; developed the "I Am City" tee-shirt and button campaign; co-

sponsored "Jazz on the Plaza," a public music series, with Jazzmobile; and many other events and initiatives. In addition, Government and Community Affairs is working with Aaron Davis Hall to recruit performing artists interested in teaching courses in Continuing and Professional Studies.

In 2012, CCNY received $1 million in capital funding from the New York City Council for renovations to Aaron Davis Hall. The funds provided by the City Council will support projects to improve the building's interior. Additional capital funding for exterior and infrastructure is coming from CUNY.

http://www1.cuny.edu/mu/forum/2013/01/16/ccny-receives-1-million-for-renovations-to-aaron-davis-hall-2/

J.38.   Office of Government and Community Affairs Summary Report (April 2013)

OFFICE OF GOVERNMENT & COMMUNITY AFFAIRS PROGRESS REPORT

INTRODUCTION

The Office of Government and Community Affairs is the bridge between campus and community and liaison between the university and government. Over the past few years, our office has made tremendous strides in its outreach to the community and in its expansion continues to embrace the mission of the strategic plan by improving community partnerships, focusing on research and program development, serving as a bridge between the college and its surrounding communities.

Essential to City College is the relationship that we are able to maintain within the community and also on the local, state and federal levels. The City College of New York/ The City University of New York contributes to the development, education, economic advancement of the local community and that of our city and state. The Mission and Goals of the College outlined by President Lisa S. Coico offer a clear vision and path by which the college and the immediate community will develop. As a public university with public purposes, it also seeks to contribute to the cultural, social, and economic life of New York.

The City College of New York is located within Manhattan Community Board 9. Because of our extended relationship with community organizations and other local legislators, the college is also active in the neighboring community boards 10 & 12. The Office is committed to serving and working with various communities surrounding the college while continuing to develop meaningful partnership with local organizations. To ensure the growing relationship, the college participates and sponsors many events and activities that take placed throughout the year, financially and through human services.

In order to effectively accomplish our mission, the office is separated into five areas: Government & Community Affairs, Grant Funded Programs, Events Management, Arts & Culture, and Aaron Davis Hall. Our office has made many strides as they relate to the Standards detailed in the college's PRR Toolkit.

STRENGTHENING TIES WITH THE COMMUNITY

1. Task Force – In 2010 a special Task Force was established to include College faculty, students and community persons to discuss ways in which to improve partnerships and create new ones. From the first initial meeting, smaller committees were formed and these are some examples of the progress the committees have made:

    a. Dr. Myrah Brown Green organized a committee, City College of New York Community Collaborations Through the Arts, to include the John H. Finley Day School, Hamilton Grange Landmark Gallery, Dwyer Cultural Center, Harlem Hospital, and more. These organizations work with our Art Education Department and Freshman Inquiry Writing Seminar students.

    b. 125th Street Corridor Partnership - The 125th Street Business Improvement District requested the college's help to assist the neighborhood i9n upgrading and improving its major corridor. The BID seeks to develop a community-based vision to maintain the heritage of 125th Street, to help secure future cultural presentation

and production in Harlem and to encourage the ongoing revitalization of 125th Street. The partnership posed a wonderful opportunity for the college to increase its visibility in the community and a great way to get different departments involved in the creation and expansion of the endless partnerships that will originate from this collaboration. All can be involved in the project as it lies at the heart of the field of urban sustainability, which covers economic social and environmental concerns.

2. Center for Harlem Studies

   a. In 2008, the college received funding from Councilperson Inez Dickens for the Center. Our office created a small team to carve out initial objectives of the Center. The first priority was to capture Harlem's oral history. The next priority is to move the Center under a division so that it can be in a more stable environment with solid leadership. Part of the mission will be to establish a visual account of the history and the rich culture, that community and its individuals have produced over the years.

3. Continuing & Professional Studies [formerly Adult & Continuing Education]
   Please refer to the supplemental documents

   a. Although this area is under Dean Juan Carlos Mercado, aspects involve the community.

   b. Our office is working closely with Continuing & Professional Studies to support its mission and broaden the course base. Some of the artists who perform at Aaron Davis Hall are interested in teaching classes. We are developing a system whereby artists participate in an interview (WHCR), and teach or give a special lecture in Continuing and Professional Studies.

   c. In response to the community cry for short term employment training with a job placement component, Continuing & Professional Studies developed a certified Nursing Assistant program. Official approval from the State Education Department was recently granted. This will create a career ladder for the Nursing program and the established Physician Assistants program.

4. Grant Funded Programs

   a. The Urban Scholars After School Program is a pre-college enrichment program designed to improve the ability of students to succeed in high school and increase their access to a college education.

   b. The program runs year round and is geared primarily for high school students with academic need. The program consists of two components; the Academic Year, which is offered from October thru June; and Summer Enrichment, offered for six (6) weeks during July and August and usually spent on a different college campus.

c. The program serves 120 junior high schools students and 300 high school students. We provide them with college preparatory courses, tutoring, homework assistance, college tours and field trips throughout the academic year.

d. Over 98% of the students participating in the program go on to college.

5. Windows on Amsterdam: Community Art Gallery
   Please refer to the supplemental documents

   a. The Windows on Amsterdam community Gallery is located in the NAC Building, off Amsterdam Avenue. This gallery was established to serve as a meeting point for which artists can collaborate and expose our communities to the rich art and culture of its members and the city. Exhibitions in the gallery include works from community artists, faculty, staff and students (college and the surrounding public schools).

GOVERNMENT AND COMMUNITY RELATIONS
Please refer to the supplemental documents

The Office of Government & Community Affairs [formally the Office of Urban & Governmental Affairs] embraces the mission of the strategic plan by improving community partnerships, research and program development, serving as a bridge between the college and its surrounding. Essential to City College is the relationship that we are able to maintain within the community and also on the local, state and federal levels. The City College of New York/ The City University of New York contributes to the development, education, economic advancement of the local community and that of our city and state.

Additionally the Mission and Goals of the College outlined by President Lisa S. Coico offer a clear vision and path by which the college and the immediate community will develop. As a public university with public purposes, it also seeks to contribute to the cultural, social, and economic life of New York.
Mission & Goals:

- Offering ongoing community support, service, and training through its Centers, Institutes and leadership programs such as the Office Continuing and Professional Studies [formally Adult & Continuing Education].
- Hosting a broad annual array of celebrations, performances, lectures, symposia, and other events designed to celebrate culture and stimulate thinking and reflection

In an effort to effectively address one of President Coico's initiatives, The Office of Urban & Governmental Affairs was renamed the Government & Community Affairs. Coinciding with the name change, the structure of the Office of Government & Community Affairs was also changed to reflect the move towards facilitating community access and acceptance. A part of the restructure, the Office Government and Community

Affairs added two positions to address directly the integration, development, and exposure of Arts and Culture between the College and the surrounding community:

- Managing Director of Aaron Davis Hall
- Executive Director of Arts & Culture

Included in the supplement documents is both the Organizational Chart from 2010 and 2012. This shows the transitions and growth of our office as we create the basis by which we will accomplish our five year plan.

An integral part of our Governmental Affairs function is to create an opportunity by which the college community [faculty , staff and students] can participate and have a first-hand exposure and in depth discussions on issues that are important to them form a higher education point of view.

1. Lobby Day – Our office coordinates yearly trips to Albany to meet with State Senators and Assemblypersons.

    a. We take a group of students, faculty members, and staff to discuss budget cuts, the Tuition Assistance Program, and faculty decreases.

    b. We partner with Political Science and Student organizations to increase student participation to lobby state leaders about policy issues.

2. City Hall Hearings

    a. Four times a year, The City University through the office of City Relations participates in budget hearings at City Hall. These hearing include the Finance & Budget, Higher Education and Education committees.

    b. A group of students, staff and faculty attend budget hearings in support of Chancellor Matthew Goldstein's testimony, Peter Vallone Scholarships and Black Male Initiative program funding, and funding for other program initiatives.

3. Somos El Futuro Caucus/ Conference   www.somosnewyork.org

    a. A Spring and Winter conference geared towards involving students in the legislative process and various political, social and economic issues that affect us not only as a state but as a nation. The conference is offered in the Spring and the Fall

4. New York State Association of Black, Puerto Rican, Hispanic, & Asian Legislative Caucus Legislative Conference www.nysabprl.org

    a. A legislative conference held in the middle of the NYS Executive Budget season that focuses on giving the members of the great state of new york, a firsthand opportunity

to learn about the political issues that affect them, how they can get involved, understanding the challenges that face us, create and exchange of ideas and dialogue and so much more.

EXTERNAL FUNDING SOURCES [City and State]
Please refer to the supplemental documents

1. On an annual basis, the Office of Government & Community Affairs lobbies the state and city elected officials for funding to support various initiatives and projects initiated by the college.

   a. Funding requests usually fall under one of the two areas:

      i. Capital Funds (Reso-A) – capital improvement or enhancement projects that are funded through individual grants which are allocated by the Borough Presidents or members of the New York City Council. These projects are very important to the school community because they provide enhancements and upgrades to existing facilities.
         1. The college has been very careful to select projects for Reso-A funding that are important to providing the college community with necessary enhancements and upgrades to facilities with near future positive effects.

      ii. Discretionary (Expense) Funds – Optional and individual member funds that are appropriated to individual city agencies by the mayor and the City Council in the budget adoption process
         1. Discretionary funds are an important, but not a sustainable, source of funding especially for the programs that service or incorporate public service programs and organizations as well as benefit the advancement and education of the surrounding community.

2. Our effort to secure state and city funding has increased tremendously especially during the current economic market.   Below is a summary of the funding secured for FY 06 – 13.

FY 2006	$2,707,000.00
FY 2007	$1,095,000.00
FY 2008	$1,984,000.00
FY 2009	$2,863,000.00
FY 2010	$30,000
FY 2011	$2,350,000
FY 2012	$2,400,000
FY 2013	$840,000
Total Awarded:	**$14,269,000**

3. Our continuing development and outreach to legislators include:

   a. Regular participation at the Community Board 9 meetings.
   b. Provide progress updates to elected officials on the status of projects that have been funded by capital funds.
   c. Schedule of site visits to the campus as requested by elected officials.
   d. Continued participation in state and city government conferences, seminars, press conferences

ESTABLISH A PERFORMING ARTS CENTER
Please refer to the supplemental documents

In recent years, the college has experienced what many refer to as a cultural renaissance on campus. Two years ago we regained supervision and managerial control of The City College of New York's Aaron Davis Hall. The College hired Mr. Greg Shanck and our new Managing Director of Aaron Davis Hall. Culture and arts activity on campus has exploded with a new gallery space, increased partnerships with community arts programs and the wonderful events that have taken place at Aaron Davis Hall. The creation of The City College Center for the Arts is one more step towards becoming a major cultural force on our campus and throughout the city.

We have created a Board of Directors who will have their inaugural meeting this Spring 2013. Members of the Board include notable actors, philanthropists, musicians, and cultural executives. A partial list is included below:

- **Khalil Kain, Byron Lewis, Sylvia Wong Lewis, Stephen Byrd** , **Ruth Hendel** , **Stephen Hendel** and more..
  [The privacy of this list is appreciated]

Included in the supplemental documents is a full listing of the 2011 – 13 seasons at Aaron Davis Hall which will offer an insight into the progress that we have made in such a short time. The Performing Arts are alive and well at City College. We are now able to offer the college community along with the surrounding community an first hand educational experience to the performing arts and most of all it is accessible and affordable.

Though Aaron Davis Hall which have also established ongoing relations with community organizations, public schools, individual artist to produce and offer a range of events targeted at specific populations.

ENRICHMENT THROUGH CULTURAL AND SOCIAL EVENTS
Please refer to the supplemental document

1. In 2011, under the direction of Dr. Myrah Brown Green, Executive Director of Arts and Culture, we began to work on Campus Beautification through art.

   a. Wall Art Projection - Art images from faculty, staff and students and Harlem artists will be projected on the wall of the NAC Building.

b. "I Am City" is a university pride and unity development campaign that continues to grow in popularity. T-Shirts promoting the campaign were framed and displayed in several locations on campus.

2. Aaron Davis Hall is the college's premiere theater facility on campus. It hosts an ambitious, year-round calendar of events, most of which are open to the public, presents public performances and exhibitions by students as well as professional artists and serves as the cultural hub of upper Manhattan and Harlem.

   a. ADH is the only cultural facility of its kind between Lincoln Center and uptown Manhattan and is used by groups like Carnegie Hall, Dance Theater of Harlem, Ballet Hispanico, Harlem School of the Arts, Harlem Stage and so many other community-based and national recognized organizations.

   b. Received a grant to have a CUNY dance residency program. For its first season offering, ADH recruited celebrated tap-dancer Andrew Nemr for a series of performances.

   c. Presented its first "A Tribute to" concert

      i. The Tribute event is designed to highlight the achievement and contributions a City College employee, student or alumni has made to the performing and/or visual arts. It is Aaron Davis Hall's largest benefit with proceeds from ticket sales going to a City College existing or new scholarship program for students majoring in the arts.

      ii. ADH's inaugural tribute concert was held in honor of Ray Santos, celebrated Latin Jazz musician and CCNY professor

   d. Introduced a "Professionals in the Arts" series; cast members from the Broadway plays *Stick Fly* and *A Streetcar Named Desire* came to campus to address students

3. National Urban Health Conference

   a. Every year our office coordinates a Health Conference with our partners: Harlem Hospital, New York Academy of Medicine, New York Road Runners and the Greater Harlem Chamber of Commerce.

4. Jazz on the Plaza

   a. Last summer our office partnered with Jazzmobile, the first U.S. not-for-profit Arts and Cultural organization created just for jazz, to have "Jazz on the Plaza". Jazzmobile's mission is to bring jazz performance and educational programs to communities.

   b. Jazz on the Plaza was a month long music series that featured live jazz music on the college's NAC Plaza and was free and open to the public.

5. Book Signing and Reading featuring Terry Baker Mulligan, author, "Sugar Hill, Where the Sun Rose Over Harlem"

6. In addition to putting together several exhibitions in the Aaron Davis Hall Gallery and Windows on Amsterdam Art Gallery, Dr. Myrah Brown Green was able to curate a special exhibition, "Honoring Faith" that was able to travel to other campuses for viewing.

OPPOPRTUNITIES AND FORGING COLLABORATIONS THROUGH FACILITIES USE
Please refer to the supplemental document

With the facilities and resources available to the college, an important and ideal way to improve the college relations with its members and with the community, is through the ability to host, sponsor and collaborate on events. Through events held at the college, we are able to expose the college and the surrounding community to various educational, cultural and social opportunities that necessary may not have been available otherwise.

With over 1600 faculty, staff, and external events and an overall increase of 15% in the number of these events held at City College, it is imperative that the college has both the policies and resources to manage the ever expanding number of events in a professional and effective capacity. Outside of the classroom, events are the college's primary gateway to its sizable student body, faculty, staff and community at large, and it is absolutely vital that the college present itself in the best possible light. Utilizing a top-down approach, we recommend a three-phase program that will transform City College's existing event structure into a cohesive program that will be more efficient, on-par with industry peers, and have the ability to secure alternative revenue. The phases are:

1. Policy – Clearly define role of events on campus, including a reporting structure, which will be managed exclusively through the office of events management.
2. Education –
    a. Work with campus partners (physical plant, security, a/v, etc.) to outline and train existing personnel on proper protocol and procedures as it pertains to events on campus.
    b. In addition, educate current staff, faculty and students AND THE COMMUNITY on policy and procedures through a cohesive marketing plan and information available 24/7 via website.
3. Resources – Items necessary, including staff, to successfully implement phases 1 and

Attachments that supplement the Events management plan are provided:
- Annual Report – June 2012
- OEM Proposed Outline for Management of Events
- CCNY Events Handbook

CONCLUSION

The Office of Government & Community Affairs continues to progress and make many strides towards improving college and external community relations. We've enjoyed successive productive years marked by stronger outreach to the community and in our ambitious expansion of the availability of arts and culture on campus.

Standard	As it relates to our office	Please refer to
Mission and Goals	"Strengthening Ties with the Community" "Government & Community Relations" "Needs of the Community"	Attached report and supplemental documents
Planning, Resource Allocation, Institutional Renewal	"External Funding"	Attached report and supplemental documents
Institutional Resources	"Enrich…academic, cultural, and social events and expand participation" "find new sources of funding"	Attached report and supplemental documents
Leadership and Governance		Not Applicable
Administration		Not Applicable
Integrity		Not Applicable
Institutional Assessment	Assessment process that evaluates its overall effectiveness in achieving its mission and goals	Attached report and supplemental documents
Student Admission and Retention		*Not Applicable*
Student Support		*Not Applicable*
Faculty		*Not Applicable*
Educational Offerings	Continuing & Adult Education	Attached report and supplemental documents
General Education		*Not Applicable*
Related Educational Activities		
Assessment of Student Offerings		*Not Applicable*

J.39.   Office of Government and Community Affairs Five-Year Plan (2012-2017)

Office of Government & Community Affairs

Five Year Plan for Growth and Sustainability

2012 – 2017

1. *GOVERNMENT & COMMUNITY RELATIONS*

The **Office of Government & Community Affairs** serves City College by administering and maintaining the college's relationships with City, State, and Federal elected officials and government agencies, as well as civic leaders and representatives from community based organizations.

A. **Funding Accomplishments**

    i. Received Capital funding for

        a. Schiff House Day Care Center - $1.6M

        b. Student Activities Center - $1.5M

    ii. Awarded $729,000 in federal and state grants for our Urban Scholars and Liberty Partnership Programs

B. **General**

    i. Although we have demonstrated a commitment to the external community to include scholarships to high school students, partnerships with local organizations; we are committed to having stronger ties to our external community

        a. Expand and enhance our interactions with local and federal governments.

        b. Provide a leadership role in working with other institutions and governments to promote research.

        c. Increase City College's profile and activity to become a resource to government driven initiatives.

        d. Invest resources to strengthen relations capacity.

        e. Strengthen institutional relationships to enhance partnerships and broad advocacy initiatives.

        f. Provide support to Deans and faculty in developing relationships across various levels of government.

        g. Ensure that university initiatives that impact the community are developed and implemented in a consultative way with consideration of input from all stakeholders.

  h. Create and support good neighborhood practices.

  i. Expand Urban Health initiatives

C. **International Partnerships**

  i. Build stronger international ties in developing and expanding student exchange programs, and organizing research teams to travel in the next year to Cuba, Japan, Haiti and South Africa.

D. **Real Estate**

  i. Locate appropriate properties to facilitate space challenges on campus.

  ii. Locate appropriate Faculty housing

2. AARON DAVIS HALL

A. **Accomplishments**

  i. Developed and Introduced a season of exceptional performances that include: Daniel Beaty, Lillias White, and Melba Joyce and Carmen Bradford

  ii. Established an official box office

  iii. Identified capital improvements

  iv. Initiated branding discussions and marketing challenges

  v. Introduced the 1st yearly gala honoring a CCNY faculty, staff, or alumni in the arts (Ray Santos is the honoree)

  vi. Secured CUNY dance initiative partnership with Queens College

B. **Goals for Growth and Sustainability**

  i. Physical Structure

    a. Begin roof repairs and door replacements

    b. Install new sound and lighting equipment

  ii. Programming

    a. Launch Club Hour Film Series

      b.   Introduce Patron Membership program

      c.   Initiate Artist Residency program

      d.   Launch formal arts management and theater technical internship program

      e.   Launch summer programming

      f.   Introduce educational/family programming

      g.   Initiate Masters Lecture Series

      h.   Launch live concert streaming on WHCR and ADH Websites

      i.   Launch Student Choice series highlighting artists chosen by CCNY students

      j.   Initiate programming that directly connects with campus wide celebrations

iii. **Finances**

      a.   Increase ticket income to $120,000 and leasing income to $350,000 over 5 years

      b.   Raise $300,000 in unearned income from City, State, federal funds, foundations and corporation grants

      c.   Launch non-profit for fundraising purposes

iv. **General**

      a.   Develop Board of Directors

      b.   Re-name Theatres B & C

      c.   Develop full concessions with outside vendors

      d.   Initiate ADH newsletter

      e.   Initiate marketing/demographic study

      f.   Name a seat campaign in Marian Anderson Theater

      g.   Develop a Business Plan

3. *ARTS & CULTURE*

A. **Accomplishments**

    i. Launched 1st Cultural Arts Award (Faith Ringgold was our first honoree)

    ii. Launched 1st Cultural Arts Exhibition (Faith Ringgold Quilt Exhibition)

iii. Launched Wall Projections

iv. Organized Annual CCNY Honors Women in Arts & Culture

v. Organized Women's History Month Art Exhibition

vi. Opened a Community Art Gallery – Windows on Amsterdam

vii. Developed "Spotlight on Harlem" exhibition series celebrating work by Harlem based artists

viii. Collaborated with Student Affairs on the AIDS Memorial Quilt effort

B. **Goals for Growth and Stability**

   i. **Programming**

      a. Create book signing and reading series to include works by CCNY alums

      b. Launch Jazz Thursdays on the Plaza series in the Spring with music provided by WHCR 90.3 FM's guest artists.

      c. Acquisition of art for CCNY

      d. Launch a Committee for Harlem in the City series

      e. Continue growth of "I Am CITY" campaign

      f. Develop a Hip Hop in the Humanities & Arts Conference to feature Parisian photographer, Sophie Bramley. The conference will include panelists who specialize in Hip Hop history and culture.

      g. Launch week long Cultural Arts Extravaganza to include dance, music, art and lectures. Activities will take place on and off campus to include the Dwyer Cultural Center, Harlem Arts Alliance, Hamilton Landmark Gallery, and Harlem School of the Arts

      h. Launch the 1st Annual Science and Art Lecture and Workshop Series.

   ii. **Travel**

      a. Visit Michigan State University to discuss how CCNY can incorporate an Arts & Culture database to house our own Arts & Culture collections including visual arts, literature, and media.

      b. Visit Hampton University gallery to view the space and permanent collections. Hampton University is one of the most successful galleries in the country.

  c. Create a traveling exhibition. The first one will be the Faith Ringgold Quilt Exhibition

  d. Received special invite to the Chateau of the Dukes of Brittney Museum in Nantes, France to participate in an invitational exhibit.

 iii. **General**

  a. Redesign Aaron Davis Hall Art Gallery space

  b. Begin to document CCNY's permanent art collection

  c. Create Arts & Culture webpage

  d. Develop community resource handbook for those visiting CCNY to include restaurants, galleries, museums and other pertinent information

4. *EVENTS MANAGEMENT*

A. **Accomplishments**

 i. Effectively managed 1,120 events yearly

 ii. Instituted baseline for Office of Events Management

 iii. Established a networked database to manage

B. **Staffing** - Solidify staffing structure for the office

 i. AV Services – Events Management requires its own AV Services

C. **Technology**

 i. Develop and integrate an Events Management System/Database that can be used by the Office of Events Management and other entities and control space for special purpose use on campus

  a. Aaron Davis Hall Performing Arts Center

  b. Athletics

  c. Student Life

  d. Music

 ii. Integrate Events Management Database with room scheduling software that will be used by the Scheduling Office/Bursar's Office to schedule classes for the academic year.

   iii. Function in a mostly paperless environment [Paper use when needed only]. Most documents, forms, and list will be available online through the website.

  D. **Marketing**

   i. Execute a marketing plan that will promote the various spaces for special event use. Developing a plan that will identify and market dates that would typically be considered a down period for the university. Given the limited special purpose space, the college's needs will of course be priority.

  E. **Budget**

   i. The Events Management office will have an independent budget to facilitate its operations.

   ii. The budget can be supplemented by revenue

   iii. A competitive/aggressive pricing structure will be used.

  F. **Vendor/ Client**

   i. Execute a current vendor relationship list to supplement services that are not available at the campus. Services will range from party rentals, technology, event staff, conference planning, travel etc.

   ii. Have college entities setup individual billable accounts and direct access to vendors.

   iii. Periodic opportunities can be provided to showcase these services to the college.

   iv. As part of our community commitment/ awareness, we will make every effort to include services from the surrounding community.

5. *CONTINUING AND PROFESSIONAL STUDIES*

  A. In 1997, Adult and Continuing Education was established to bridge the gap between the college and Harlem community by offering continuing education to the community at convenient times and affordable prices.

   i. The basic mission remains the same, but has been expanded to meet market demands in the following areas:

    a. Sustainability programs

    b. Professional Development

    c. Credit repair for all income levels

B. **Accomplishments**

    i. Awarded the Bernard Harris Foundation in collaboration with Exxon Mobile Corporation grant that offers a phenomenal opportunity to middle schoolers.

        a. Sixth – Eighth grade students from schools in the Harlem community will work on STEM projects developed and taught by NOAA CREST faculty

        b. These students will reside in our dormitory facilities

    ii. CUNY Health Care Interpreter Training Program – Continuing & Professional Studies in collaboration with Health and Hospitals Corporation graduated 15 students who successfully complete the training program

    iii. Acquired State Certification to offer the Certified Nursing Assistant (CNA) program for 25 students at A. Philip Randolph Campus High School in Harlem

    iv. Received 2 Workforce Development Initiative grant for CUNY

    v. Completed design for a new program called City College Kids (CCK). Third and Fourth graders are taught science, math, and writing.

C. **Statistics**

    i. FY 2010 - 2011 yielded much lower enrollment numbers in the absence of direct program leadership, missed grant opportunities and fewer funding opportunities.

    ii. FY 2010 enrolled 5,800 students, and FY 2011 enrollment dropped by 37% to 3,675.

    iii. The annual operating budget in FY 2010 was $2,800,000, and FY2011 dropped by 23% with a total of $2,147,896.

    iv. With the appointment of a new Dean/Provost who understands the mission of continuing education and direct supervision of a new executive director, numbers are on the rise. Summer 2011 numbers prove that vision, teamwork, and marketing are paying off.

        a. Summer 2010 yielded a total enrollment of 125 and net revenue of $28,201, in tuition.

        b. Summer 2011 yielded a total enrollment of 261 and net revenue of $97,573, in tuition.

        c. Summer enrollment doubled since last summer and net revenue increased by 245%.

     d. The operating budget projection for FY2012 is $5,000,000 with an enrollment of 6000 students.

D. **Moving Forward**

    i. By 2016, the program aims to become **The School of Continuing and Professional Studies** to respond to the growing needs of training for new and emerging career professionals, businesses, corporations and community organizations.

    ii. CUNY's Dean of Health & Workforce Development, Bill Ebenstein asked Continuing & Professional Studies to develop a special RN program to include **unprecedented** interprofessional education that provides team based health care delivery. RNs will be trained with Physician Assistants.

    iii. Increase enrollment to 25,000 (from current enrollment of 3700)-where a senior college strategically located should be.

    iv. Create revenue stream of at least five million dollars.

    v. Secure a space off campus (in Harlem) to house healthcare training programs, including a state-of-the-art simulation lab for nurse training. Space will also create more classrooms and office space allowing us to expand.

    vi. Credit-bearing articulation agreements with The Grove School of Engineering, The School of Education, The Sophie Davis School of Biomedical Education, the Art Department, as well as other departments.

    vii. Collaborate with The Sophie Davis School of Biomedical Education to develop a Registered Nurse program thereby creating a model of healthcare training (nurses, Physician Assistants and doctors) that sets the trend for comprehensive healthcare delivery.

    viii. Collaborations with Engineering and Architecture to offer credit-bearing sustainability programs.

    ix. Create art programs utilizing renowned artists to teach classes to prospective artists.

    x. Create Intensive SAT Prep for grades 7-11, working with neighborhood schools and community school boards.

    xi. Develop revenue- generating culinary program in faculty dining room supported by the National Restaurant Association that offers healthy tasty menus.

    xii. Become sole training provider for major business.

    xiii. Take the lead in developing cutting-edge training for GED and low- level readers.

    xiv. Create employment contracts with internship and clinical providers.

xv. Develop scholarship opportunities for prospective students who cannot afford training.

Artist-in-Residence Program

City College's Aaron Davis Hall Center for the Performing & Visual Arts plans to announce a call for applications and guidelines for the Artist-in Residence Program. The Program hopes to enable emerging and established theatre artists – writers, directors, choreographers, and composers – to create and develop a new work. Its goal is to support a professional artist at the beginning of their career or an established artist who is moving into new creative roles in the development of new original work.

About the Residency

- Annual residency is from September 1st – June 30th
- 6 to 8 hours of rehearsal space per week in 3-4 hour blocks of time
- Work lights, shared locked storage space, rehearsal cubes, chairs, music stands, and table for rehearsals
- Administrative support including fax services, photocopying, and acting as a fiscal conduit

Project Criteria

- Proposals must be for a seed idea for a project or a piece in its beginning stage of development rather than a piece in its final stage of revision
- Projects previously produced are not eligible
- New projects in all performance disciplines including music, dance theater, spoken word, multi-disciplinary, and live performance that incorporate film and/.or video are eligible
- Artists and projects are selected based upon artistic merit and caliber or previous work
- Projects which embody diverse cultural perspectives are encouraged
- Projects may not be performed outside of ADH during residency period
- ADH maintains the right to present the premiere of the work at the specified time of their choosing.

Eligibility

- Emerging or established professional artists working in the performing arts
- Established artist must be in the early stages of a solo career or launching of a new company, or in the pursuit of a new creative direction or medium. This should be demonstrated in your application.

Showings

- Informal showing of the Artist work in process will be held in February or March of the residency period.
- The showings are an opportunity for the Artist to garner feedback for their work from sponsors, collaborators, supporters, and fans.

- Each Artist is given no more than one hour for their showings

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Application

Applications are reviewed and evaluated by a panel of arts professionals based on the Project Criteria and must include the following information:

- A completed application
- All pages, including promotional materials, must be submitted on plain white letter sized (8.5" x 11") paper. DO not submit glossy, thick or colored paper except for photos. Do not bind or place your application in plastic covers
- Documentation of current work and/or past presentation of work within the last 5 years; must include media packets containing reviews, press articles, and brochures
- Two (2) letters of recommendation or references and a headshot
- A DVD work sample of a prior unabridged performance with a narrative description providing the context and background for the work sample
- If the project requires use of equipment, attaché a statement outlining the technical support needed
- A list of upcoming performances of your work between the time of your application and September 1, 2012

DEADLINE

- All applications must be hand delivered or postmarked by 5:00 pm on Monday, June 18, 2012.
- Application received after the date will not be considered
- Application materials will not be returned
- Mail complete application to:
-

Managing Director
City College's Aaron Davis Hall
160 Convent Avenue, Admin 205
New York, NY 10031

City College
Aaron Davis Hall Center for the Performing & Visual Arts
Artist-in-Residence 2012-2013

I.   Artist Description

   A. Artistic Discipline (check one):

   ❑ Dance　　❑ Theater　　❑ Music　　❑ Musical Theater　　❑ Visual Arts

   B. Are you applying as an individual or a group (check one):

   ❑ Individual　❑ Group

   C. Detail and describe the proposed project, please include the following information:

   i.   How will the residency be structured?

   ii. Detail residency benefits.

   iii. How will residency improve your growth?

   D. Artists applying as INDIVIDUALS: Please include narrative biography details professional work experience, training and education.

   Artists applying as COMPANIES: Please provide a description of your company's work, production history, and accomplishments.

   E. List the number of personnel or size of company you plan to involve in the project.

II.   Supplementary Materials:

   A. Documentation of current work and/or past presentations over last five years (brochures, press articles, programs, and/or reviews).

   B. A DVD work sample of a prior performance. This must be an unabridged representation of your work, **<u>NOT</u>** a montage of excerpts or "highlights" that have been edited.

   C. Include a budget for the project

   D. If the project requires use of any equipment, attach a statement outlining specific technical support needed.

   E. Include a headshot with two (2) letters of recommendation or two (2) references with contact information.

   F. Attach a listing of any upcoming performances that you or your company may be involved in.

J.40. Office of Government and Community Affairs Capital Funding (2006-2013)

NYC/NYS Reso-A Capital Funding
FY 06 - 13

Funding for 2006

Dept. of Transportation	$500,000	Manhattan Borough President
WHCR Radio Station	$1,300,000	Manhattan Borough President
Dominican Studies Institute	$907,000	City Council
Totals	**$2,707,000**	

Funding for 2007

NAC Classrooms Upgrade	$350,000	City Council
Dominican Archives and Library Unit Completion	$500,000	City Council
City College Architectural Center	$20,000	City Council
Dominican Archives and Library Program Expenses	$200,000	City Council
Sophie Davis School	$25,000	City Council
Totals	**$1,095,000**	

Funding for 2008

Charles B. Rangel Center	$110,000	City Council
Center for the Study of Harlem	$15,000	City Council
WHCR	$760,000	Manhattan Borough President
City College Architecture Center	$20,000	City Council
Center for Worker Education	$679,000	City Council
Sophie Davis School	$400,000	City Council
Totals	**$1,984,000**	

Funding for 2009

Aaron Davis Hall interior	$631,000	City Council
Aaron Davis Hall Programs	$3,500	City Council
Aaron Davis Hall upgrades	$630,500	Manhattan Borough President
Parent Learning Center	$100,000	City Council
Aronow Theater	$1,433,000	City Council
Sophie Davis School	$50,000	City Council
Center for the Study of Harlem	$15,000	City Council
Totals	**$2,863,000**	

Funding for 2010

Center for the Study of Harlem	$30,000	City Council
Totals	**$30,000**	

Funding for 2011

Fire House Renovations	$650,000	City Council
Alumni House Renovations	$650,000	City Council
Powell Hall	$1,050,000	State Assembly
Totals	**$2,350,000**	

Funding for 2012

Child Development Center	$1,600,000	City Council
Child Development Center	$800,000	City Council
Totals	**$2,400,000**	

Funding for 2013

Aaron Davis Hall	$400,000	Borough President
Zahn Center	$440,000	Borough President
Totals	**$840,000**	

Grand Total [FY 2006-2013]:   **$14,269,000**

J. 41. Continuing and Professional Studies Summary Report (April 2013)

CONTINUING AND PROFESSIONAL STUDIES – Outline & Summary

A.   In 1997, Adult and Continuing Education was established to bridge the gap between the college and Harlem community by offering continuing education to the community at convenient times and affordable prices. The office was renamed and is currently known as Continuing & Professional Studies.
       i. The basic mission remains the same, but has been expanded to meet market demands in
       the following areas:
              a. Sustainability programs
              b. Professional Development
              c. Credit repair for all income levels

B. **Accomplishments**
       i. Awarded the Bernard Harris Foundation in collaboration with Exxon Mobile Corporation grant that offers a phenomenal opportunity to middle schoolers.
              a. Sixth – Eighth grade students from schools in the Harlem community will work on STEM projects developed and taught by NOAA CREST faculty
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       i. FY 2010 - 2011 yielded much lower enrollment numbers in the absence of direct program leadership, missed grant opportunities and fewer funding opportunities.

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              c. Summer enrollment doubled since last summer and net revenue increased by 245%.

    d. The operating budget projection for FY2012 is $5,000,000 with an enrollment of 6000 students.

D. **Moving Forward**

  i. By 2016, the program aims to become **The School of Continuing and Professional Studies** to respond to the growing needs of training for new and emerging career professionals, businesses, corporations and community organizations

  ii. CUNY's Dean of Health & Workforce Development, Bill Ebenstein asked Continuing & Professional Studies to develop a special RN program to include **unprecedented** interprofessional education that provides team based health care delivery. RNs will be trained with Physician Assistants.

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  vii. Collaborate with The Sophie Davis School of Biomedical Education to develop a Registered Nurse program thereby creating a model of healthcare training (nurses, Physician Assistants and doctors) that sets the trend for comprehensive healthcare delivery.

  viii. Collaborations with Engineering and Architecture to offer credit-bearing sustainability programs.

  ix. Create art programs utilizing renowned artists to teach classes to prospective artists.

  x. Create Intensive SAT Prep for grades 7-11, working with neighborhood schools and community school boards.

  xi. Develop revenue- generating culinary program in faculty dining room supported by the National Restaurant Association that offers healthy tasty menus.

  xii. Become sole training provider for major business.

  xiii. Take the lead in developing cutting-edge training for GED and low- level readers.

  xiv. Create employment contracts with internship and clinical providers.

  xv. Develop scholarship opportunities for prospective students who cannot afford training.

J.45.   Division of Student Affairs Summary Report (February 2013)

Periodic Review Report 2013

Student Affairs

Major changes are occurring in Student Affairs to more significantly contribute to student success. We are facilitating student transitions, guiding their acquisition of advanced professional behaviors, providing comprehensive personal support and collaborating with all college constituents to enhance the vibrancy of campus life.

Office of the Vice President for Student Affairs
The City College of New York

Standard 3: Institutional Resources

The human, financial, technical, physical facilities, and other resources necessary to achieve an institution's mission and goals are available an accessible.

- The Student Affairs reorganization plan was approved in Spring 2012. The plan is supported by the CUNY Compact for Higher Education which enabled the creation of eleven new positions.

- The Department of Intercollegiate Athletics 2010-201 Strategic Plan identified a need to significantly increase revenue. A number of revenue streams support Athletics, the most substantial being the Student Activity Fee. An increase in the fee can only be accomplished through a referendum approved by the students. In April, 2012, a record turnout of CCNY students voted to increase the Athletics and Recreation portion of the Student Activity fee by $15.00 per full-time students, and $7.50 per part time students. This was the first increase in the Athletics and Recreation fee since 1985 and the first overall student fee increase at the College since 1996. The vote was definitive. The referendum was passed by a whopping 61%. The increased revenue is enabling us to better staff athletics, add recreation and fitness activities, re-tool the fitness center with state-of-the-art equipment and develop a robust communications and marketing effort that includes a comprehensive and interactive website.

- The Auxiliary Enterprises Corporation (AEC) manages the College's Dining, Catering and Vending businesses. Revenues are used to support student engagement programming. Historically, student organizations were not able to access AEC funds until the mid-October thus enabling very little AEC support for activities during the Fall term. Changes in the AEC accounting protocols in Spring 2013 are expected to enable an early September allocation to the USG and the Graduate Student Council (GSC), effective Fall 2013. The AEC provided $359,000 for student co-curricular and extra-curricular programming for the 2012-2013 academic year.

Standard 4: Leadership and Governance

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision making.

- A new online voting system and earlier planning by the Student Election Review Committee resulted in a significant increase in student voter participation for the USG elections. The GSC does not enjoy similar high voter turnout and participation rates. The division of Student Affairs is working with the GSC to increase its participation outcomes.

- New since 2008, are the regular meetings held between the President's Senior Staff and the USG's Executive Board. This enables the timely identification of what is working well, challenges and collaborative strategies for addressing concerns. The USG Executive Board and the Vice President for Student Affairs also meet regularly. New in Fall 2012 was the USG/Student Affairs Town Hall meeting. It was well attended and provided topics that were addressed with the President's Senior Staff.

- An open Town Hall meeting was hosted by the President's Senior Staff in Fall 2012. It was poorly attended and the vast majority of the student feedback was positive, indicative perhaps of the lack of a pressing student issue on campus during that time. Well attended is the monthly President's Roundtable with the general student population. A separate Roundtable is held for the undergraduate and graduate students. Positive feedback is received; issues raised are addressed and reported out at the next Roundtable.

Standard 5: Administration

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and supports the institution's organization and governance

- A review of institutional reports and conversations with students and colleagues led the division of Student Affairs to reorganize its work in Spring 2012. Three division-wide clusters were formed to focus on the following priorities: facilitate student transitions and instill advanced professional behaviors in students (Professional Development Institute), promote student and family involvement with the College (Campus Engagement) and provide comprehensive services to assist distressed students in managing the personal and social challenges that threaten academic persistence (Student Support Resources). Student Affairs departments are now working to align their goals and objectives with the division priorities. A number of methods to gauge effectiveness are being developed to include an assessment plan, student satisfaction surveys, growing social media communications with students, town halls. Moreover, Student Government's (USG) independently developed and implemented reviews of student services.

- In Spring 2012, the division instituted a budget proposal process to link funding to its priorities. The position of Budget Manager was established to develop and implement effective accounting controls and protocols and to provide technical assistance to the directors. The Budget Manager liaises with the division of Finance and Administration. A division finance team was developed to make sure that maximum efficiencies were derived from all of the division budgets and to create transparency. The team, led by the Budget Manager, consists of the Executive Director of Auxiliary Enterprises (AEC),

the Financial Accountant for the Student Services Corporation (SSC) and the Athletics Budget Manager.

Standard 6: Integrity

In the conduct of its program and activities involving the public and its constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

- Starting in Spring 2013, monthly training/supervision sessions will be required for all Student Affairs staff whose work necessitates routinely meeting with students privately. The supervision session will be a mix of information sharing on such topics as responding to serious disclosure by students and case studies of actual, complex student circumstances.

- The Director of the AccessAbility Center joined the Affirmative Action team in Spring 2012 as the Compliance Officer for the Americans with Disabilities Act of 1990 as amended in 2008 and Section 504 of the Rehabilitation Act of 1973.

Standard 7: Institutional Assessment

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance and accreditation standards.

- The division of Student Affairs is developing a process to ensure the continuous review of outcomes yielded by its reorganization plan. Training and technical assistance is being provided for the directors. A point person for assessment has been assigned.

- Training and technical assistance has been provided for all student service units regarding the establishment of annual student satisfaction surveys. The results of this effort are expected during the Spring 2013 term.

Standard 8: Student Admissions and Retention

The institutions seeks to admit students whose interests, goals and abilities are congruent with its mission and endeavors to retain them through the pursuit of the educational goals of the students.

- A new first year, new student orientation was piloted in Spring 2013 to increase the connectedness between new students and the College, instill in new students an expectation that they graduate within the timeframe determined by their academic program, start a developmental four-year approach to helping them learn advanced professional behaviors, enhance their readiness for class, start preparation for internships and other experiential learning opportunities and to move from a largely lecture style to interactive mode of delivering information. The new program titled,

Growth and Professional Support program GPS), provides first year students with a year-long orientation experience guided by peer mentors, called Navigators and Career Coaches of our newly developed Professional Development Institute (PDI). Most of the GPS offerings were delivered by the Navigators and Coaches. Each student established an E-Portfolio to help them monitor and catalog their academic and professional development experience. The students were also registered in College Central, an online internship and job search service that facilitates ongoing communication between the students, professional development staff and employers. The preliminary indicators are very promising. The satisfaction survey showed that the new students enjoyed their partnership with their Navigators and that the experience was very informative. Most important, 59% of the students returned to campus before the start of classes to attend their first professional development workshop, "Self Awareness and Assessment".

- Career services are being substantially expanded to assist the College's retention efforts, increase the students' post-graduation success and to provide robust services for alumni. It was renamed, the Professional Development Institute (PDI) to reflect the new direction. The staff is being augmented by the addition of a PDI director, Internship Manager, two Career Coaches and an Administrative Assistant. It is challenged by the lack of an adequate facility. Space discussions are being held.

- A Student Affairs office was opened at the College's Center for Worker Education (CWE), its downtown campus to ensure that its students have comparable access to services offered at the main campus.

- The 589 bed residence hall, the Towers, has been challenged since its inception with achieving 100% occupancy due primarily to its high cost, rendered by its debt service, compared to less expensive off-campus options, As a result, the Towers residents include a small number of students from our sister CUNY campuses. In addition, the Towers hosted 10 Hunter College students, for a short period of time, who were displaced by Hurricane Sandy in Fall 2012. Over the past 18 months, Student Affairs partnered with the Towers management company, Capstone, to improve programming and the facility. Complementing the addition of well attended fun activities such as kayaking were the equally popular healthy living workshops such as, "Lights Out Sex Education". The newly launched Resident Reward program advances the development of community standards by offering prizes for residents who make service contributions to the community. Facility enhancements include the addition of a convenience store, new furniture, carpeting and a free laundry. Resident satisfaction has increased substantially, particularly in the areas of "Likely to recommend" and "Likely to Repurchase (return)". Significantly, 55 housing grants were made available to first year students accepted into the MacAulay Honors program. These factors led to a notable

increase in the occupancy rate, from 93% in September, fiscal year 2012 to 99% in September, fiscal year 2013.

Standard 9: Student Support Services

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for the students.

- Since 2008, the AccessAbility Center (AAC) experienced growth in the number of students served, services offered, staff and space. The AAC registered 423 students in the last three semesters. There was a 47% increase in the number of students who registered in Fall 2012 over Fall 2011. CUNY support has increased. It provided a full-time LEADS (Linking Employment, Academics and Disability) counselor to facilitate successful academic and career outcomes for students with disabilities. It also provided the Titanium software to track appointments and to maintain electronic case notes. AAC has employed a customized Microsoft Access Database to manage testing accommodations and has installed cameras to increase exam security. In 2011-2012, AAC proctored 531 accommodated exams. The Assistive Technology lab has continuously updated it software and is now staffed by a full-time specialist. AAC worked with the Provost's Office to add a statement about AAC services to syllabi. It is working with CELT on a second AAC presentation. In Fall 2012, ACC initiated an online survey to collect feedback from students that will help to determine future interventions and services. In partnership with the Office of Student Life and Leadership Development (OSLD), AAC encouraged over 1,000 students to register to vo te.

- Over the last 5 years, Student Health Services (SHS) has focused on enhancing the delivery of medical care, creating a Peer Health Advisor/Educator program, conducting student surveys, and improving the efficiency of processing immunization records. The physical space was renovated in 2009 enabling SHS to provide medical care two days a week, during the fall and spring semesters.   As a result, the number of medical visits increased from 114 to 551, from 2009 to 2011/2012; a 383% increase. Medical care services were augmented in 2011, by implementing on-site laboratory services.   In 2012, Student Health Services conducted an online College Health Needs Assessment Survey. 764 students responded, and the data revealed that 37.7% were considered slightly overweight to obese, 71.9% could not see a doctor due to a lack of money, 39.9% did not use birth control to prevent pregnancy, and 63.8% have not had a routine GYN exam in the last 12 months. Based on these findings, SHS contracted with a Women's Health Nurse Practitioner to provide GYN exams, and enhance STD lab testing. Another interesting, but not surprising outcome of this survey, was that only, 39.1% of the students who responded to this survey actually visited SHS. During the 2013 spring semester, SHS implemented a new software system to improve scheduling appointments for clinical providers, capture statistics, and

maintain patient notes. SHS continues to develop community-based relationships and refer students for medical services SHS does not provide.

- Collaboration with Enrollment Management has yielded improved efficiencies in processing immunization records by SHS on a timely basis. Since 2008, 70% of incoming freshmen and transfer students submit immunization documentation prior to the actual day of orientation, in comparison to approximately 30% before then. These efficiencies eliminated long wait times for students during orientation.

- Launched in January 2012, the CityONECard program adds a debit card feature to the CCNY ID that enables students and staff to use their ID to pay for dining, bookstore, vending and other college services. Dining Dollars, a declining balance account, may be used to purchase products in all of our dining venues. Students and staff who make a Dining Dollar Deposit of $50 or more receive a 5% bonus and are exempted from paying the sales tax, nearly 9% for a total savings of 14% on all purchases. Flex Dollars, a flexible spending account can be used in the dining venues, the Bookstore, the IT Tech Center and the Cohen Library. A Flex Card deposit of $500 or more will yield a 10% Bookstore balance.

- Dining services have been expanded and enhanced. In fall 2010, the Bare Planet Café, featuring healthy choice food selections was opened in the Hoffman Lounge in the NAC. In Fall 2011 the Asian Moon station and in Fall 2012 a Jamba Juice smoothie stations were added. A Food Service Advisory Committee was established in Spring 2011.

- The Counseling Center embraces a short-term therapeutic model (6-8 sessions) with a strong emphasis on case management as we link students to community resources. Clinical services were significantly increased using a budget neutral means, expanding the Graduate Clinical Training Program, which increased the number of counselors by 100%. In April 2012, the Counseling Center, under the umbrella of "Student Support Resources", started administering the Emergency Grants/ Loans program. Through this program, we have been able to assist eligible students in the face of financial hardships, with a one-time grant/ loan award to assist with housing, tuition, child care, transportation needs, and the like. These services have been essentially useful in serving those Hurricane Sandy Affected Students. Additionally the Counseling Center is forging new and strengthening existing alliances with healthcare providers in the Harlem Community. This has widened the path for our students to receive quality care, social/ financial benefit assistance and short-term emergency housing services. Moreover, we have enhanced relationships with Harlem Medical Center, St. Luke's Hospital, Mount Sinai (inpatient psychiatric / outpatient care clinics), Center of Urban Community Services—Single-Stop, The Ryan Health Center, American Youth Hostels, just to name a few. As a result of these partnerships we have successfully streamlined the

referral process for providing students with access to quality care. These agencies are committed to providing comprehensive healthcare services at minimal to no-cost to our uninsured/underinsured students, and respite housing. We remain optimistic that by meeting the collective needs of our students, they will be well positioned to succeed in their academic life and beyond.

- Prior to Fall 2008, international graduate students were allowed to register for only 6 credits. We now require them to register for 9 credits. A minimum of 9 credits is required to be certified as full-time students per immigration requirements. Registering for 9 credits not only put us in compliance but it also allowed students the opportunity to complete their degree requirements within a shorter period of time. In addition, we reduced the number of international students who fall out of legal status because they were withdrawing from courses without obtaining authorization from the Office of International Student and Scholar Services. The Registrar's Office will no longer process a course withdrawal for F1 students without authorization from our office.

- The Intercollegiate Athletic Department has encouraged our student-athletes to participate in the academic support programs featuring study and life skills workshops, leadership seminars, academic advisement and a centralized study area to increase student success and raise academic quality. The Athletic Department has instituted a threshold grade point average of 2.3 and below to identify "at risk" students referred to as the "Dream Team Student". These students as well as incoming freshman with average high school grades are referred to the Bounce Back Retention Program, Academic Advising and other counseling services. In 2011, 97 students-athletes earned a 3.0 or above and in 2012, 115 out of 234 students earned 3.0 or more. Our desired goal for 2013 is have more than 50% of the student-athletes above a 3.0 grade point average. We have achieved a 59% graduation rate for student-athletes that initially enrolled as full-time undergraduate degree-seeking students in 2005-06. Our desired outcome for first year student-athletes for the cohort of 200-2007 is increase above 60%. Our data will be collected at the end of the school year to evaluate our success rate. Seven CCNY 2011-2012 athletic teams qualified for the CUNYAC Quarterfinal; Women's Volleyball, Women's Tennis, Men's Soccer, Women's Soccer, Women's Basketball, Men's Volleyball and Men's Tennis. The Men's Indoor and Outdoor Track Teams won the CUNYAC Championships. Regional Recognition was earned by Fencing and Men and Women's Track. National Recognition was earned via the Track All American and Fencing "Woman of the Year". Forty eight Student-Athletes were honored with post season All-Star Awards.

In 2011, the Child Development Center's director received funding from the Central Office of Student Affairs and Auxiliary Enterprises Corporation to transform the Math and Science classroom into the Early Childhood Math and Science Learning Center. In

2012, a Master Degree candidate was hired part time to assist with the project. While engaging in the project, the student, an Early Childhood Education major, was taking math and science methods courses. The Early Childhood Math and Science Learning Center opens officially April 25, 2013. The College community will be invited to the opening. The Office of Government and Community Affairs secured a 1.6 million grant from the NYC council to renovate the Child Development Center's space. We are researching ways to maintain continuity in service during the repairs.

Standard 13: Related Educational Activities

The institutions programs or activities that are characterized by particular content, focus, location, mode of delivery or sponsorship meet appropriate standards.

The division of Student Affairs offers a number of substantial co-curricular learning experiences.

- The Counseling office administers two American Psychological Association (APA) training programs; the Psychology Fellowship, offered collaboratively with the Psych Center, trains CUNY clinical psychology doctoral students and the Psychology Externship program provides practical experience for students obtaining their Ph.D. or PsyD in clinical counseling psychology. It also offers a Social Work internship for second-year students who are obtaining a Master of Science in Social Work and the Mental Health Counseling Internship for second-year students obtaining a Master of Science in Mental Health Counseling.

- Since 2009, Student Health Services offered a peer education program to promote healthy living using CCNY students and since 2010, master's level interns from Columbia University's Mailman School of Public Health and the CUNY School of Public Health at Hunter College. From 2009-2012, per led programming and workshops increased by 33%.

- The Child Development Center offers supervised fieldwork opportunities.

- The AccessAbility Center provides internship opportunities for both Bachelor and Master level students who are obtaining degrees in the helping professions.

- The Office of Student Life and Leadership Development offer a number of structured leadership training programs, notably the Winter and Summer Retreats. Its work is accomplished through the effort of highly trained student teams who implement substantial College operations ranging from student club event registration, marketing and media design to community service. Student Life maintains a number of collaborative partnerships with Academic Affairs to provide a number of services such as the Same TV productions and the *Campus* publication.

- The division of Student Affairs offices frequently serves as the client for student projects, most frequently for the academic department of Media Arts and Communication and the Spitzer School of Architecture.

- The Professional Development Center (PDI) is working with all academic departments and the Office of Government and Community Affairs to catalog internship opportunities on its College Central website.   PDI seeks to assist the College in providing every student with at least one experiential learning opportunity starting in their second year.

J.46. National Academy Members at City College

Andreas Acrivos
Albert Einstein Professor Emeritus of Chemical Engineering and Mechanical Engineering
The Grove School of Engineering
National Academy of Science
National Academy of Engineering

Stephen C. Cowin
Distinguished Professor of Biomedical Engineering and Mechanical Engineering
The Grove School of Engineering
National Academy of Engineering

Morton Denn
Albert Einstein Professor of Science and Engineering
The Grove School of Engineering
National Academy of Engineering

H. Jack Geiger
Medical Professor Emeritus of Community Health and Social Medicine
The Sophie Davis School of Biomedical Education
Institute of Medicine

Marthe R. Gold
Arthur C. Logan Professor and Chair of Community Health and Social Medicine
The Sophie Davis School of Biomedical Education
Institute of Medicine

Myriam P. Sarachik
Distinguished Professor of Physics
Division of Science
National Academy of Science

Reuell Shinnar
Distinguished Professor of Chemical Engineering
The Grove School of Engineering
National Academy of Engineering

Sheldon Weinbaum
Distinguished Professor Emeritus of Biomedical Engineering and Mechanical Engineering
The Grove School of Engineering
National Academy of Science
National Academy of Engineering
Institute of Medicine

J.47.   Auxiliary Enterprise Corporation Financial Summary (FY 2011)

THE CITY COLLEGE AUXILIARY
ENTERPRISE CORPORATION
Financial Statements and
Supplementary Information
June 30, 2011 and 2010
(With Independent Auditors' Report Thereon)

THE CITY COLLEGE AUXILIARY ENTERPRISE CORPORATION

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(716) 634-0700

14 CORPORATE WOODS BLVD.
ALBANY, NY 12211
(518) 935-1069

INDEPENDENT AUDITORS' REPORT

The Board of Directors
The City College Auxiliary Enterprise Corporation:

We have audited the accompanying statement of net assets of The City College Auxiliary Enterprise Corporation (the Auxiliary) as of June 30, 2011, and the related statements of revenue, expenses and changes in net assets and cash flows for the year then ended. These financial statements are the responsibility of the Auxiliary's management. Our responsibility is to express an opinion on these financial statements based on our audit. The financial statements of The City College Auxiliary Enterprise Corporation as of June 30, 2010 were audited by other auditors, whose report dated March 18, 2011 expressed an unqualified opinion on those statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of The City College Auxiliary Enterprise Corporation as of June 30, 2011, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 3 through 7 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the

information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Taki & Co., CPAs, P.C.

Williamsville, New York
October 21, 2011

THE CITY COLLEGE AUXILIARY ENTERPRISE CORPORATION

Management's Discussion and Analysis

June 30, 2011 and 2010

The intent of management's discussion and analysis (MD&A) is to provide readers with a comprehensive overview of The City College Auxiliary Enterprise Corporation's (the Auxiliary) financial position as of June 30, 2011, and changes in its net assets for the year then ended. Since this MD&A is designed to focus on current activities, resulting changes, and currently known facts, it should be read in conjunction with the accompanying audited financial statements and related notes.

Financial Highlights

- The Auxiliary's net assets increased by $31,531 or 4%.
- Operating revenue decreased by $18,408 or 2%.
- Operating expenses increased by $84,813 or 18%.

Financial Position

The Auxiliary's net assets, the difference between assets and liabilities, is one way to measure the Auxiliary's financial health or financial position. Over time, increases and decreases in the Auxiliary's net assets are one indicator of whether its financial health is improving.

Statements of Net Assets

The following summarizes the Auxiliary's assets, liabilities, and net assets as of June 30, 2011 and 2010, under the accrual basis of accounting:

	2011	2010	Dollar change	Percent change
Assets:				
Current assets	$ 808,710	717,707	91,003	13%
Noncurrent assets	143,258	142,245	1,013	1%
Total assets	$ 951,968	859,952	92,016	11%
Current liabilities	$ 192,264	131,779	60,485	46%
Net assets:				
Invested in capital assets	143,258	142,245	1,013	1%
Unrestricted	616,446	585,928	30,518	5%
Total net assets	$ 759,704	728,173	31,531	4%

At June 30, 2011, the Auxiliary's total assets increased by $92,016 or 11%, compared to the previous year. The major components of this variance were attributable to an increase in cash and cash equivalents of $72,331 and an increase of $22,522 in commissions receivable.

At June 30, 2011, the Auxiliary's total current liabilities increased by $60,485 or 46%, compared to the previous year. The major component of this variance was attributed to a one time carpet installation fee of $24,039, and a one time retroactive labor wage adjustment of $30,518 for security services.

There were no other significant or unexpected changes in the Auxiliary's assets and liabilities.

The following illustrates the Auxiliary's net assets at June 30, 2011 and 2010 by category:

Net Assets

Statements of Revenue, Expenses and Changes in Net Assets

The statements of revenue, expenses and changes in net assets present the operating results of the Auxiliary, as well as nonoperating revenue and expenses, if any. The major components of revenue and expenses for the years ended June 30, 2011 and 2010, are as follows:

Revenue

	2011	2010	Dollar change	Percent change
Operating revenue:				
Commissions:				
Bookstore	$ 151,936	190,366	(38,430)	(20%)
Cafeteria	108,379	109,048	(669)	(1%)
Vending	84,669	101,021	(16,352)	(16%)
Other	14,099	30,486	(16,387)	(54%)
Parking fees	203,112	154,190	48,922	32%
Royalties	130,000	130,000	-	-
Donated space and services	92,425	87,917	4,508	5%
Total operating revenue	784,620	803,028	(18,408)	(2%)
Nonoperating revenue:				
Investment return	62	4,479	(4,417)	(99%)
Other	-	14,709	(14,709)	(100%)
Total nonoperating revenue	62	19,188	(19,126)	(100%)
Total revenue	$ 784,682	822,216	(37,534)	(5%)

The Auxiliary's total operating revenue for the year ended June 30, 2011 amounted to $784,620, a decrease of $18,408 or 2%, compared to the previous year. The major components of this variance resulted from a decrease in commission fees of $71,838, offset by an increase in parking fees of $48,922 due to a rate increase in staff parking fees.

Commissions, royalties and parking fees represented 45%, 17% and 26% of total revenue, respectively, and therefore, the Auxiliary is dependent on this level of support to carry out its operations.

There were no other significant or unexpected changes in the Auxiliary's revenue.

The following illustrates the Auxiliary's revenue, by source, for the year ended June 30, 2011:

Revenue by Source

Other commissions, 1%

Royalties, 17%

Parking fees, 26%

Donated space and services, 12%

Bookstore commissions, 19%

Vending commissions, 11%

Cafeteria commissions, 14%

Expenses

	2011	2010	Dollar change	Percent change
Operating expenses:				
Parking and security	$ 244,516	150,360	94,156	63%
Donated space	30,000	28,000	2,000	7%
Management and general	277,285	291,712	(14,427)	(5%)
Depreciation	14,407	11,323	3,084	27%
Total operating expenses	566,208	481,395	84,813	18%
Nonoperating expenses:				
Student services support	186,943	227,406	(40,463)	(18%)
College support	-	63,678	(63,678)	(100%)
Total expenses	$ 753,151	772,479	(19,328)	(3%)

Total expenses for the year ended June 30, 2011 were $753,151, a decrease of $19,328 or 3%, compared to the previous year. The major components of this variance related to a decrease in College support of $63,678 and student services support of $40,463, offset by increases in parking and security of $94,156.

There were no other significant or unexpected changes in the Auxiliary's expenses.

The following illustrates the Auxiliary's expenses, by category, for the year ended June 30, 2011:

Expense Category

Parking and security, 32%

Management and general, 37%

Depreciation, 2%

Donated space, 4%

Student services, 25%

Cash Flows

The statements of cash flows provide information about cash receipts and cash payments during the year. This statement assists users to assess the Auxiliary's ability to generate net cash flows, meet its obligations as they come due, and its dependency on external financing. The following summarizes the Auxiliary's cash flows for the year ended June 30, 2011:

Cash Flows

$274,628

$62

$(15,420)

$(186,939)

Operating activities — Noncapital financing activities — Capital and related financing activities — Investing activities

Economic Factors That May Affect the Future

There are no known economic factors that may influence the future, with the exception of student enrollment, which directly relates to the amount of revenue earned, as well as related expenses incurred.

THE CITY COLLEGE AUXILIARY ENTERPRISE CORPORATION
Statements of Net Assets
June 30, 2011 and 2010

Assets		2011	2010
Current assets:			
Cash and equivalents	$	755,326	682,995
Commissions receivable		45,042	22,520
Prepaid expenses and other receivables		8,342	12,192
Total current assets		808,710	717,707
Noncurrent assets - capital assets, net		143,258	142,245
Total assets	$	951,968	859,952
Liabilities			
Current liabilities:			
Accounts payable and accrued expenses		157,389	96,908
Security deposits		34,875	34,871
Total current liabilities	$	192,264	131,779
Net Assets			
Invested in capital assets		143,258	142,245
Unrestricted		616,446	585,928
Total net assets	$	759,704	728,173

See accompanying notes to financial statements.

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THE CITY COLLEGE AUXILIARY ENTERPRISE CORPORATION
Statements of Revenue, Expenses and Changes in Net Assets
Years ended June 30, 2011 and 2010

	2011	2010
Operating revenue:		
Commissions:		
Bookstore	$ 151,936	190,366
Cafeteria	108,379	109,048
Vending	84,669	101,021
Other	14,099	30,486
Parking fees	203,112	154,190
Royalties	130,000	130,000
Donated space and services	92,425	87,917
Total operating revenue	784,620	803,028
Operating expenses:		
Parking and security	244,516	150,360
Donated space	30,000	28,000
Management and general	277,285	291,712
Depreciation	14,407	11,323
Total operating expenses	566,208	481,395
Income from operations	218,412	321,633
Nonoperating revenue (expenses):		
Investment return	62	4,479
Other nonoperating income	-	14,709
Student services support	(186,943)	(227,406)
College support	-	(63,678)
Total nonoperating revenue (expenses), net	(186,881)	(271,896)
Increase in net assets	31,531	49,737
Net assets at beginning of year	728,173	678,436
Net assets at end of year	$ 759,704	728,173

See accompanying notes to financial statements.

THE CITY COLLEGE AUXILIARY ENTERPRISE CORPORATION
Statements of Cash Flows
Years ended June 30, 2011 and 2010

	2011	2010
Cash flows from operating activities:		
Cash receipts from:		
Commissions	$ 336,561	443,199
Parking fees	203,112	154,190
Royalties	130,000	130,000
Cash payments to/for:		
Employees' salaries and benefits	(110,381)	(105,232)
Vendors and other	(284,664)	(233,016)
Net cash provided by operating activities	274,628	389,141
Cash flows from noncapital financing activities:		
Security deposits	4	272
Due to College	-	(200,000)
Student services	(186,943)	(212,697)
College support	-	(63,678)
Net cash used in noncapital financing activities	(186,939)	(476,103)
Cash flows used in capital and related financing activities -		
purchase of capital assets	(15,420)	-
Cash flows from investing activities:		
Proceeds from sale of investments	-	66,521
Investment return	62	4,479
Net cash provided by investing activities	62	71,000
Net increase (decrease) in cash and equivalents	72,331	(15,962)
Cash and equivalents at beginning of year	682,995	698,957
Cash and equivalents at end of year	$ 755,326	682,995

(Continued)

See accompanying notes to financial statements.

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		2011	2010
Reconciliation of income from operations to net cash provided by operating activities:			
Income from operations	$	218,412	321,633
Adjustments to reconcile income from operations to net cash provided by operating activities:			
Depreciation expense		14,407	11,323
Changes in:			
Commissions receivable		(22,522)	12,278
Prepaid expenses and other receivables		3,850	(3,346)
Accounts payable and accrued expenses		60,481	47,253
Net cash provided by operating activities	$	274,628	389,141

See accompanying notes to financial statements.

THE CITY COLLEGE AUXILIARY ENTERPRISE CORPORATION

Notes to Financial Statements

June 30, 2011 and 2010

(1) Nature of Organization

The City College Auxiliary Enterprise Corporation (the Auxiliary) is a nonprofit entity organized to support certain student activities and provide facilities and auxiliary services for the benefit of the campus community of the City College (the College) of the City University of New York (CUNY or the University).

(2) Summary of Significant Accounting Policies

The Auxiliary's accounting policies conform to accounting principles generally accepted in the United States of America (GAAP), applicable Governmental Accounting Standards Board (GASB) pronouncements, as well as Financial Accounting Standards Boards (FASB) statements and interpretations, Accounting Principles Board Opinions, and Accounting Review Boards of the Committee on Accounting Procedures issued on or before November 30, 1989, unless those requirements conflict with or contradict GASB pronouncements.

For financial reporting purposes, the Auxiliary is considered to be a special-purpose government engaged only in business-type activities. GASB defines business-type activities as activities financed in whole or in part by fees charged to external parties for goods or services. Accordingly, the accompanying financial statements have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with GAAP, as prescribed by GASB. For financial reporting purposes, the Auxiliary is also considered to be a component unit of the University, as defined by GASB.

The significant GASB standards followed by the Auxiliary are summarized below:

- GASB Statement No. 34 - "Basic Financial Statements and Management's Discussion and Analysis - for State and Local Governments." This statement establishes the presentation format for general-purpose governments and requires that the financial statements consist of management's discussion and analysis, basic financial statements and required supplementary information.

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(2) Summary of Significant Accounting Policies, Continued

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- GASB Statement No. 40 - "Deposits and Investment Risk Disclosures." This statement establishes and modifies disclosure requirements related to the following investment and deposit risks:

  - Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations.

  - Custodial credit risk:

    - Deposits - risk that the Auxiliary will not be able to recover deposits or will not be able to recover collateral securities that are in the possession of an outside party in the event of failure of a depository financial institution.

    - Investments - risk that the entity will not be able to recover the value of the investment or collateral securities that are in the possession of an outside party in the event of failure of the counterparty (the party that pledges collateral or that sells investments to or buys investments from the entity) of a transaction.

  - Concentration of credit risk is the risk of loss attributed to the magnitude of the Auxiliary's investment in a single institution or issuer.

  - Interest rate risk is defined as the risk that changes in interest rates will adversely affect the fair market value of the investment or deposit.

  - Foreign currency risk is the risk that changes in exchange rates will adversely affect the value of the investment or deposit.

(a) Net Assets

The Auxiliary's resources are classified into the following net asset categories:

Invested in capital assets - Capital assets, net of accumulated depreciation and outstanding principal balances of debt, if any, attributable to the acquisition, construction, or improvement of those assets.

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(2) Summary of Significant Accounting Policies, Continued

(a) Net Assets, Continued

Restricted - non-expendable - Net assets subject to externally imposed stipulations requiring the Auxiliary to maintain them in perpetuity.

Restricted - expendable - Net assets whose use is subject to externally imposed stipulations that can be fulfilled by the actions of the Auxiliary or the passage of time.

Unrestricted - All other net assets, including net assets designated by actions, if any, of the Auxiliary's Board of Directors.

At June 30, 2011, the Auxiliary had no restricted net assets.

(b) Cash and Equivalents

Cash and equivalents are comprised of highly liquid instruments with original maturities of 90 days or less.

(c) Capital Assets

Capital assets are stated at cost at the date of acquisition or fair value at the date of contribution, if donated. In accordance with the Auxiliary's capital asset policy, capital assets are defined as any asset with a useful life of at least two years and a cost or value at the time of receipt of $1,000 or more for computer equipment and $5,000 or more for all other assets. Depreciation is computed using the straight-line method over the estimated useful life of the asset and is not allocated to the functional expense categories. The estimated useful life of equipment is five years. The estimated useful life of building improvements is 25 years.

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Revenue is recognized when earned and are primarily derived from agreements with certain unrelated organizations to provide the College with bookstore, ATM and cafeteria and beverage services, and fees charged for the use of parking facilities.

Bookstore commissions represent income earned under a contract with an unrelated organization to operate and maintain the campus bookstore. The terms of the contract, which expired on June 30, 2010 and were extended to June 30, 2012, provide the Auxiliary with annual commissions equal to an amount based on a percentage of the unrelated organization's sales at the campus bookstore.

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(2) Summary of Significant Accounting Policies, Continued

(e) Donated Space and Services

The Auxiliary operates on the campus of the College and, utilizes office space and certain services made available to it. The cost savings associated with such arrangements are recorded as donated space and services and are recognized as revenue and expenses in the accompanying financial statements based on the fair value of such facilities and services (note 6).

(f) Functional Expenses

The costs of providing the various programs and other activities have been summarized on a functional basis in the statements of revenue, expenses and changes in net assets. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

(g) Use of Estimates

The preparation of financial statements in conformity with GAAP requires management to make estimates and judgments that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

(h) Subsequent Events

The Auxiliary has evaluated events after June 30, 2011, and through October 21, 2011, which is the date the financial statements were available to be issued, and determined that any events or transactions occurring during this period that would require recognition or disclosure are properly addressed in these financial statements.

(i) Income Taxes

The Auxiliary is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code (the Code); therefore, no provision for income taxes is reflected in the financial statements. The Auxiliary has been classified as a publicly supported organization that is not a private foundation under Section 509(a) of the Code. The Auxiliary presently discloses or recognizes income tax positions based on management's estimate of whether it is reasonably possible or probable that a liability has been incurred for unrecognized income taxes. Management has concluded that the Auxiliary has taken no uncertain tax positions that require adjustment in its financial statements. U.S. Forms 990 filed by the Auxiliary are subject to examination by taxing authorities. The Auxiliary is no longer subject to tax examination for the year ended June 30, 2007 and prior.

(3) Cash and Equivalents

Custodial credit risk of deposits is the risk that the Auxiliary's deposits may not be returned in the event of a bank failure. At June 30, 2011, $560,733 of the Auxiliary's bank balance of $778,527 was exposed to custodial credit risk as it was uninsured and uncollateralized.

(4) Capital Assets

At June 30, 2011 and 2010, capital assets consisted of the following:

	2011			
	Beginning balance	Additions	Disposals	Ending balance
Equipment	$ 27,013	15,420	-	42,433
Building improvements	148,000	-	-	148,000
Less accumulated depreciation	(32,768)	(14,407)	-	(47,175)
Capital assets, net	$ 142,245	1,013	-	143,258

	2010			
	Beginning balance	Additions	Disposals	Ending balance
Equipment	$ 27,013	-	-	27,013
Building improvements	148,000	-	-	148,000
Less accumulated depreciation	(21,445)	(11,323)	-	(32,768)
Capital assets, net	$ 153,568	(11,323)	-	142,245

(5) Royalty Agreement

On July 28, 2008, the Auxiliary entered into a contract with an unrelated organization, which allows the organization to sell its brand of products exclusively at the College. The terms of the contract provide the Auxiliary with annual royalties of $130,000 for a period of ten years ending on June 30, 2018.

(6) Donated Space and Services

The Auxiliary utilizes certain facilities and professional services provided by the College. The estimated fair values of facilities and salaries are included in the accompanying statements of revenues, expenses and changes in net assets. Professional services and facilities for the years ended June 30, 2011 and 2010 amounted to the following:

	2011	2010
Professional services	$ 62,425	59,917
Facilities	30,000	28,000
	$ 92,425	87,917

J.48. Student Services Corporation Financial Summary (FY 2011)

THE CITY COLLEGE AUXILIARY
ENTERPRISE CORPORATION
Financial Statements and
Supplementary Information
June 30, 2011 and 2010
(With Independent Auditors' Report Thereon)

THE CITY COLLEGE AUXILIARY ENTERPRISE CORPORATION

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*   *   *   *   *   *

TOSKI & CO., P.C.

CERTIFIED PUBLIC ACCOUNTANTS

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14 CORPORATE WOODS BLVD.
ALBANY, NY 12211
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INDEPENDENT AUDITORS' REPORT

The Board of Directors
The City College Auxiliary Enterprise Corporation:

We have audited the accompanying statement of net assets of The City College Auxiliary Enterprise Corporation (the Auxiliary) as of June 30, 2011, and the related statements of revenue, expenses and changes in net assets and cash flows for the year then ended. These financial statements are the responsibility of the Auxiliary's management. Our responsibility is to express an opinion on these financial statements based on our audit. The financial statements of The City College Auxiliary Enterprise Corporation as of June 30, 2010 were audited by other auditors, whose report dated March 18, 2011 expressed an unqualified opinion on those statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of The City College Auxiliary Enterprise Corporation as of June 30, 2011, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 3 through 7 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the

information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Taki & Co., CPAs, P.C.

Williamsville, New York
October 21, 2011

THE CITY COLLEGE AUXILIARY ENTERPRISE CORPORATION

Management's Discussion and Analysis

June 30, 2011 and 2010

The intent of management's discussion and analysis (MD&A) is to provide readers with a comprehensive overview of The City College Auxiliary Enterprise Corporation's (the Auxiliary) financial position as of June 30, 2011, and changes in its net assets for the year then ended. Since this MD&A is designed to focus on current activities, resulting changes, and currently known facts, it should be read in conjunction with the accompanying audited financial statements and related notes.

Financial Highlights

- The Auxiliary's net assets increased by $31,531 or 4%.
- Operating revenue decreased by $18,408 or 2%.
- Operating expenses increased by $84,813 or 18%.

Financial Position

The Auxiliary's net assets, the difference between assets and liabilities, is one way to measure the Auxiliary's financial health or financial position. Over time, increases and decreases in the Auxiliary's net assets are one indicator of whether its financial health is improving.

Statements of Net Assets

The following summarizes the Auxiliary's assets, liabilities, and net assets as of June 30, 2011 and 2010, under the accrual basis of accounting:

	2011	2010	Dollar change	Percent change
Assets:				
Current assets	$ 808,710	717,707	91,003	13%
Noncurrent assets	143,258	142,245	1,013	1%
Total assets	$ 951,968	859,952	92,016	11%
Current liabilities	$ 192,264	131,779	60,485	46%
Net assets:				
Invested in capital assets	143,258	142,245	1,013	1%
Unrestricted	616,446	585,928	30,518	5%
Total net assets	$ 759,704	728,173	31,531	4%

At June 30, 2011, the Auxiliary's total assets increased by $92,016 or 11%, compared to the previous year. The major components of this variance were attributable to an increase in cash and cash equivalents of $72,331 and an increase of $22,522 in commissions receivable.

At June 30, 2011, the Auxiliary's total current liabilities increased by $60,485 or 46%, compared to the previous year. The major component of this variance was attributed to a one time carpet installation fee of $24,039, and a one time retroactive labor wage adjustment of $30,518 for security services.

There were no other significant or unexpected changes in the Auxiliary's assets and liabilities.

The following illustrates the Auxiliary's net assets at June 30, 2011 and 2010 by category:

Net Assets

Statements of Revenue, Expenses and Changes in Net Assets

The statements of revenue, expenses and changes in net assets present the operating results of the Auxiliary, as well as nonoperating revenue and expenses, if any. The major components of revenue and expenses for the years ended June 30, 2011 and 2010, are as follows:

Revenue

	2011	2010	Dollar change	Percent change
Operating revenue:				
Commissions:				
Bookstore	$ 151,936	190,366	(38,430)	(20%)
Cafeteria	108,379	109,048	(669)	(1%)
Vending	84,669	101,021	(16,352)	(16%)
Other	14,099	30,486	(16,387)	(54%)
Parking fees	203,112	154,190	48,922	32%
Royalties	130,000	130,000	-	-
Donated space and services	92,425	87,917	4,508	5%
Total operating revenue	784,620	803,028	(18,408)	(2%)
Nonoperating revenue:				
Investment return	62	4,479	(4,417)	(99%)
Other	-	14,709	(14,709)	(100%)
Total nonoperating revenue	62	19,188	(19,126)	(100%)
Total revenue	$ 784,682	822,216	(37,534)	(5%)

The Auxiliary's total operating revenue for the year ended June 30, 2011 amounted to $784,620, a decrease of $18,408 or 2%, compared to the previous year. The major components of this variance resulted from a decrease in commission fees of $71,838, offset by an increase in parking fees of $48,922 due to a rate increase in staff parking fees.

Commissions, royalties and parking fees represented 45%, 17% and 26% of total revenue, respectively, and therefore, the Auxiliary is dependent on this level of support to carry out its operations.

There were no other significant or unexpected changes in the Auxiliary's revenue.

The following illustrates the Auxiliary's revenue, by source, for the year ended June 30, 2011:

Revenue by Source

- Other commissions, 1%
- Royalties, 17%
- Parking fees, 26%
- Donated space and services, 12%
- Vending commissions, 11%
- Cafeteria commissions, 14%
- Bookstore commissions, 19%

Expenses

	2011	2010	Dollar change	Percent change
Operating expenses:				
Parking and security	$ 244,516	150,360	94,156	63%
Donated space	30,000	28,000	2,000	7%
Management and general	277,285	291,712	(14,427)	(5%)
Depreciation	14,407	11,323	3,084	27%
Total operating expenses	566,208	481,395	84,813	18%
Nonoperating expenses:				
Student services support	186,943	227,406	(40,463)	(18%)
College support	-	63,678	(63,678)	(100%)
Total expenses	$ 753,151	772,479	(19,328)	(3%)

Total expenses for the year ended June 30, 2011 were $753,151, a decrease of $19,328 or 3%, compared to the previous year. The major components of this variance related to a decrease in College support of $63,678 and student services support of $40,463, offset by increases in parking and security of $94,156.

There were no other significant or unexpected changes in the Auxiliary's expenses.

The following illustrates the Auxiliary's expenses, by category, for the year ended June 30, 2011:

Expense Category

- Parking and security, 32%
- Management and general, 37%
- Donated space, 4%
- Depreciation, 2%
- Student services, 25%

Cash Flows

The statements of cash flows provide information about cash receipts and cash payments during the year. This statement assists users to assess the Auxiliary's ability to generate net cash flows, meet its obligations as they come due, and its dependency on external financing. The following summarizes the Auxiliary's cash flows for the year ended June 30, 2011:

Cash Flows

	Operating activities	Noncapital financing activities	Capital and related financing activities	Investing activities
	$274,628	$(186,939)	$(15,420)	$62

Economic Factors That May Affect the Future

There are no known economic factors that may influence the future, with the exception of student enrollment, which directly relates to the amount of revenue earned, as well as related expenses incurred.

THE CITY COLLEGE AUXILIARY ENTERPRISE CORPORATION
Statements of Net Assets
June 30, 2011 and 2010

Assets		2011	2010
Current assets:			
Cash and equivalents	$	755,326	682,995
Commissions receivable		45,042	22,520
Prepaid expenses and other receivables		8,342	12,192
Total current assets		808,710	717,707
Noncurrent assets - capital assets, net		143,258	142,245
Total assets	$	951,968	859,952
Liabilities			
Current liabilities:			
Accounts payable and accrued expenses		157,389	96,908
Security deposits		34,875	34,871
Total current liabilities	$	192,264	131,779
Net Assets			
Invested in capital assets		143,258	142,245
Unrestricted		616,446	585,928
Total net assets	$	759,704	728,173

See accompanying notes to financial statements.

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THE CITY COLLEGE AUXILIARY ENTERPRISE CORPORATION
Statements of Revenue, Expenses and Changes in Net Assets
Years ended June 30, 2011 and 2010

	2011	2010
Operating revenue:		
Commissions:		
Bookstore	$ 151,936	190,366
Cafeteria	108,379	109,048
Vending	84,669	101,021
Other	14,099	30,486
Parking fees	203,112	154,190
Royalties	130,000	130,000
Donated space and services	92,425	87,917
Total operating revenue	784,620	803,028
Operating expenses:		
Parking and security	244,516	150,360
Donated space	30,000	28,000
Management and general	277,285	291,712
Depreciation	14,407	11,323
Total operating expenses	566,208	481,395
Income from operations	218,412	321,633
Nonoperating revenue (expenses):		
Investment return	62	4,479
Other nonoperating income	-	14,709
Student services support	(186,943)	(227,406)
College support	-	(63,678)
Total nonoperating revenue (expenses), net	(186,881)	(271,896)
Increase in net assets	31,531	49,737
Net assets at beginning of year	728,173	678,436
Net assets at end of year	$ 759,704	728,173

See accompanying notes to financial statements.

THE CITY COLLEGE AUXILIARY ENTERPRISE CORPORATION
Statements of Cash Flows
Years ended June 30, 2011 and 2010

	2011	2010
Cash flows from operating activities:		
Cash receipts from:		
Commissions	$ 336,561	443,199
Parking fees	203,112	154,190
Royalties	130,000	130,000
Cash payments to/for:		
Employees' salaries and benefits	(110,381)	(105,232)
Vendors and other	(284,664)	(233,016)
Net cash provided by operating activities	274,628	389,141
Cash flows from noncapital financing activities:		
Security deposits	4	272
Due to College	-	(200,000)
Student services	(186,943)	(212,697)
College support	-	(63,678)
Net cash used in noncapital financing activities	(186,939)	(476,103)
Cash flows used in capital and related financing activities -		
purchase of capital assets	(15,420)	-
Cash flows from investing activities:		
Proceeds from sale of investments	-	66,521
Investment return	62	4,479
Net cash provided by investing activities	62	71,000
Net increase (decrease) in cash and equivalents	72,331	(15,962)
Cash and equivalents at beginning of year	682,995	698,957
Cash and equivalents at end of year	$ 755,326	682,995

(Continued)

See accompanying notes to financial statements.

THE CITY COLLEGE AUXILIARY ENTERPRISE CORPORATION
Statements of Cash Flows, Continued

		2011	2010
Reconciliation of income from operations to net cash provided by operating activities:			
Income from operations	$	218,412	321,633
Adjustments to reconcile income from operations to net cash provided by operating activities:			
Depreciation expense		14,407	11,323
Changes in:			
Commissions receivable		(22,522)	12,278
Prepaid expenses and other receivables		3,850	(3,346)
Accounts payable and accrued expenses		60,481	47,253
Net cash provided by operating activities	$	274,628	389,141

See accompanying notes to financial statements.

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THE CITY COLLEGE AUXILIARY ENTERPRISE CORPORATION

Notes to Financial Statements

June 30, 2011 and 2010

(1) Nature of Organization

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ATM commissions represent income earned under a contract with an unrelated organization for offering automated teller machine services. The terms of the contract, which expire on August 2013, provide that the Auxiliary receives $0.70 per ATM transaction.

(2) Summary of Significant Accounting Policies, Continued

(e) Donated Space and Services

The Auxiliary operates on the campus of the College and, utilizes office space and certain services made available to it. The cost savings associated with such arrangements are recorded as donated space and services and are recognized as revenue and expenses in the accompanying financial statements based on the fair value of such facilities and services (note 6).

(f) Functional Expenses

The costs of providing the various programs and other activities have been summarized on a functional basis in the statements of revenue, expenses and changes in net assets. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

(g) Use of Estimates

The preparation of financial statements in conformity with GAAP requires management to make estimates and judgments that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

(h) Subsequent Events

The Auxiliary has evaluated events after June 30, 2011, and through October 21, 2011, which is the date the financial statements were available to be issued, and determined that any events or transactions occurring during this period that would require recognition or disclosure are properly addressed in these financial statements.

(i) Income Taxes

The Auxiliary is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code (the Code); therefore, no provision for income taxes is reflected in the financial statements. The Auxiliary has been classified as a publicly supported organization that is not a private foundation under Section 509(a) of the Code. The Auxiliary presently discloses or recognizes income tax positions based on management's estimate of whether it is reasonably possible or probable that a liability has been incurred for unrecognized income taxes. Management has concluded that the Auxiliary has taken no uncertain tax positions that require adjustment in its financial statements. U.S. Forms 990 filed by the Auxiliary are subject to examination by taxing authorities. The Auxiliary is no longer subject to tax examination for the year ended June 30, 2007 and prior.

(3) Cash and Equivalents

Custodial credit risk of deposits is the risk that the Auxiliary's deposits may not be returned in the event of a bank failure. At June 30, 2011, $560,733 of the Auxiliary's bank balance of $778,527 was exposed to custodial credit risk as it was uninsured and uncollateralized.

(4) Capital Assets

At June 30, 2011 and 2010, capital assets consisted of the following:

	2011			
	Beginning balance	Additions	Disposals	Ending balance
Equipment	$ 27,013	15,420	-	42,433
Building improvements	148,000	-	-	148,000
Less accumulated depreciation	(32,768)	(14,407)	-	(47,175)
Capital assets, net	$ 142,245	1,013	-	143,258

	2010			
	Beginning balance	Additions	Disposals	Ending balance
Equipment	$ 27,013	-	-	27,013
Building improvements	148,000	-	-	148,000
Less accumulated depreciation	(21,445)	(11,323)	-	(32,768)
Capital assets, net	$ 153,568	(11,323)	-	142,245

(5) Royalty Agreement

On July 28, 2008, the Auxiliary entered into a contract with an unrelated organization, which allows the organization to sell its brand of products exclusively at the College. The terms of the contract provide the Auxiliary with annual royalties of $130,000 for a period of ten years ending on June 30, 2018.

(6) Donated Space and Services

The Auxiliary utilizes certain facilities and professional services provided by the College. The estimated fair values of facilities and salaries are included in the accompanying statements of revenues, expenses and changes in net assets. Professional services and facilities for the years ended June 30, 2011 and 2010 amounted to the following:

	2011	2010
Professional services	$ 62,425	59,917
Facilities	30,000	28,000
	$ 92,425	87,917