

**The City University of New York**  
**John Jay College Performance Year-End Results**  
**2009-2010 Academic Year**

John Jay Goals & Targets	Year-End Results
<b>Goal 1: Raise Academic Quality</b>	
<b>Objective 1: Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix.</b>	
<ul style="list-style-type: none"> <li>• The college will continue to strengthen its liberal arts programs by developing new majors. Two majors, Law &amp; Society and Philosophy, will be approved next year. At least 3 letters of intent will be submitted for majors in Anthropology, Sociology, and Latin American &amp; Latina/o Studies; 3 others will be in initial stages of consideration.</li> <li>• NYSED will approve &amp; register the MA in International Crime &amp; Justice. New courses for the program will be approved by college governance.</li>   <li>• The newly unified Centers for Research, Policy &amp; Practice will develop interdisciplinary research projects, evaluate public policy, and transmit findings in scholarly publications, the media, development of public policy, and training.</li>   <li>• Admissions standards for the Criminal Justice MA will be reviewed and new standards adopted.</li>   <li>• The college will run 4 workshops to assist faculty with publication strategies &amp; with connecting research to teaching. Incentives will be used to spur grant-seeking.</li> <li>• The Pre-Law Institute will develop programs that expose students to legal careers, bring them in contact with attorneys for networking &amp; mentoring, and increase their understanding of law school application processes.</li>   <li>• Facilities Management will create 6 new research labs for faculty and graduate students in the Science Dept.</li> <li>• The Forensic Science MS program will complete the FEPAC accreditation process.</li>   <li>• The college will strengthen its outreach &amp; dissemination of information on research &amp; programs by maintaining the caliber of its publications.</li>   <li>• Public Relations will continue to promote faculty scholarship, organize press briefings, Book &amp; Author programs, and student forums to foster recognition of the college's</li> </ul>	<ul style="list-style-type: none"> <li>• Proposal for BA in Philosophy approved by college governance. Proposal for BA in Law and Society completed and submitted to UCASC. Letters of Intent for Anthropology and Latin American and Latina/o Studies approved by college governance.</li> <li>• MA in ICJ registered. 5 new courses approved by college governance. Program received 36 applications AY 2009-2010; 6 students admitted in spring 10, an additional 17 in fall 2010.</li> <li>• Success demonstrated by grants from Ford and MacArthur Foundations, U.S. Departments of Homeland Security, Education, and Defense, and NYC Department of Corrections; interdisciplinary conferences held on humanitarian international intervention, National Safety Network, police leadership, stop and frisk, and girls in the juvenile justice system; interdisciplinary publications including a two-volume edition of <i>Criminal Justice Ethics</i> co-sponsored by the CHR and the CCJE; media including op ed pieces, articles about center directors, and media education activities through the CMCJ; and training activities offered jointly with faculty in the Departments of Science, Psychology, and Protection Management.</li> <li>• CRJ MA implemented a GRE requirement for the fall 2010 admission cohort. Applicants are advised to strive for a combined score of 750+ with a score of 3 and higher on the analytical writing section.</li> <li>• Ran 4 workshops dealing with grant-writing and publishing attended by an average of 15 faculty members each.</li> <li>• PLI implemented 31 pre-law programs and initiatives, including: Pre Law Orientation (100 participants), Pre Law Listserv (over 240 subscribers), Facebook Fan Page (over 535 subscribers), Law Day (over 250 registrants), and Pre Law Boot Camps I, II, and III (over 150 participants).</li> <li>• 6 labs completed through combination of grant and tax-levy funding.</li>   <li>• FOS MS applied to FEPAC for accreditation. Application denied due to lack of assessment activities.</li> <li>• <i>John Jay Magazine</i> reached over 33,000 alumni; <i>@John Jay</i> disseminated college-wide tri-weekly each semester; <i>Research News @John Jay</i> (2 issues) disseminated at ASC and ACJS; online <i>Alumni Newsletter</i> reached over 6,000 alumni.</li> <li>• Faculty, administration, students and alumni were quoted in more than 1,366 stories in print and online; 10% of media coverage was in the <i>New York Times</i>.</li> </ul>

\* Please note that all acronyms are defined on the last page of this report.

expertise & research capabilities. A mailing list will be developed to promote these initiatives to potential donors, foundations & corporations.

- The college website will maintain a dynamic, content-rich site. Attention will focus on developing a template to analyze visitors to the site & their primary interests.
- FYE will complete an FOE self-study of programs & services for 1<sup>st</sup> year students.
- External reviews for Government (BA), *now Political Science*, & Forensic Psychology (BA) will occur. Security Management (BS) will prepare a self study.
- Outside evaluators will prepare reports for Forensic Science (BS) & the foreign languages curriculum.
- The BA/MA program will complete a self study.
- Office of Outcomes Assessment will assist graduate programs in developing guidelines to inform program reviews & improve academic offerings.
- The college will utilize a collaborative budget planning process, entailing program reviews, enrollment projections & financial estimates. The process will solicit input from the community to establish priorities & ensure that resources support college priorities.
- All sections of First Year Experience Learning Communities will incorporate the Subway Series into their curriculum.
- 20% of FYE LCs will start using student blogs.
- Center for English Language Support will oversee the programming & piloting of 15 interactive exercises to prepare students for the CPE.
- CELS will promote the E-Resource Center to students & faculty through email campaigns, workshops & class visits.
- The Math & Computer Science Dept. with OOA will develop an assessment plan for all courses using CASPER, the on-line student performance tracking system.

Hosted 3 *Book and Author Programs* to foster recognition of the College's expertise and research capabilities. Partnered with NY1 to hold a special televised forum on the 2009 NY County DA's race, attended by approximately 200 students. Developed a mailing list of about 300 key reporters for the media, as well as a small 'friends of the College' list of about 100 supporters.

- The College added iTunes U to its roster of homepage services, including YouTube, Facebook and Twitter. Google Analytics was instituted to track number of unique visitors and number of pages visited. Website had 6.3 million visitors with 17 million pages viewed.
- Due to budgetary constraints, FYE was unable to participate in the FOE Self-Study.
- External review of the Political Science BA (formerly Government) completed. Forensic Psychology self-study completed. Security Management BS revised based on previous self-studies and external reviews. Revision submitted to UCASC.
- As recommended by the FOS evaluation report, a science statistics course was created and added as a requirement of the BS. Outside evaluation of the foreign languages curriculum was delayed pending successful search and appointment of a new chair in fall 2010. Reviewed and clarified Gen Ed requirements for foreign language and procedures for testing and placement. Clarified policies for non-native and non-heritage speakers of Spanish and created a placement scoring chart. Implementation of plan for a more effective use of foreign language lab paused due to budgetary constraints.
- Descriptive data has been compiled for use in self study to be completed fall 2010.
- No guidelines have been developed.
- The budget process is in place and academic priorities inform budget decisions. For example, Academic Affairs input in budget planning process resulted in a pause of administrative hires in favor of completion of faculty hires. Exemptions to administrative hiring pause are made only for positions that support retention. Developed new adjunct budgeting process that builds the budget from a 3-year schedule demand model based on enrollments and from full time teaching capacity based on faculty workload reporting process.
- The Subway Series requires modification for full incorporation into FYE LCs next year.
- 3 LC classes (15%) and 3 FYS (40%) sections have used class blogs.
- 20 interactive exercises were programmed and piloted. Piloting indicated that 5 additional exercises need to be developed.
- Once quality assurance testing of the exercises is completed, a promotional campaign will be implemented.
- CASPER was used to track performance in Math 100 and 103; results used to improve instruction.

<ul style="list-style-type: none"> <li>Center for the Advancement of Teaching will work with the Math &amp; Computer Science Dept. to develop workshops for incorporating technology into the curriculum, e.g. utilizing software such as Maple 12.</li> <li>CAT will work with faculty on using podcasting across the curriculum and will create tools to support faculty in the use of interactive technologies.</li> <li>CAT will create a series of workshops that focus on teaching and learning in the Web 2.0 culture.</li> <li>% of instructional FTEs offered partially or totally online will increase to 3.5%.</li> <li>The Inspector General track of the MPA program will be offered as a hybrid program; as a result, the number of graduate courses offered online will increase.</li> <li>DoIT will leverage video conferencing technology to extend the JJC classroom to remote locations.</li> <li>Using Student Tech Fees, DoIT will upgrade 1/3 of all classrooms with control panels to improve technology integration &amp; management.</li> <li>DoIT will promote John Jay's iTunes U facilities for use by all faculty members.</li> <li>DoIT will promote &amp; leverage Web 2.0 and instructional technology applications for classroom projects (i.e., Wiz IQ, Softchalk, Facebook, uTube, etc.).</li> <li>DoIT will facilitate online general technology training for all faculty, staff &amp; students.</li> <li>Using Student Tech Fees, the college will expand instructional video storage capacity to increase the amount of online video content.</li> </ul>	<ul style="list-style-type: none"> <li>CAT led a ½ day workshop for 40 Science and Math Department faculty on ways in which technology could be used to advise students, and on the significant role that online resources play in teaching and learning.</li> <li>CAT created podcasts for faculty development and posted online resources regarding interactive technologies that enhance the learning experience, including an introduction to the CUNY Hybridization Initiative. CAT Director received a \$250,000 FIPSE grant to research the effectiveness of using customized Kindle readers in introductory courses. The project will assess the impact on reading outcomes of this innovative way for students to save money on textbooks.</li> <li>CAT held 7 workshops entitled Generation@, each focused on one aspect of technology to enhance the teaching and learning experience. CAT's Educational Technology Specialist began to reach out to department chairs to introduce new technologies/methods of using technology for teaching; this effort was cut short due to budgetary constraints.</li> <li>% of instructional FTES offered partially or totally online declined 0.1 point from 3.4% to 3.3%</li> <li>The MPA-IG track was offered as a hybrid program; the number of online master's courses increased F08 to F09 from 9 to 15, a 67% increase.</li> <li>Capacity increased so that 15-30 video conferencing sessions can be accommodated per semester.</li> <li>Control panels were installed in all Haaren Hall classrooms.</li> <li>Conducted 4 "Tech Bites," 3 "Tech Shots," and 3 I-Tunes U demonstrations; 50 faculty, staff and students participated. Presented I-Tunes U to the JJ TAC. In concert with CAT and MPA, developed podcast on how to create podcasts.</li> <li>DoIT promoted and scheduled training sessions including 2 in WizIQ, 1 on Social Networking and 2 on Twitter, with a total of 15 participants. Trainers provided 7 in class application demonstrations with 110 participants. On demand, audio-visual staff also assisted faculty in creating media content to be hosted online and used on websites, You Tube and I-Tunes U.</li> <li>DoIT provided online E-training to faculty, staff and students on a first come first served basis, including Office Productivity, Technology Professional, and business and management skills training. The Blackboard student support group created an online student blackboard tutorial website.</li> <li>The equipment has been installed to support additional video content.</li> </ul>
<p><b>Objective 2:</b> Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity.</p>	
<ul style="list-style-type: none"> <li>The Provost's Office, in conjunction with department chairs, will run 20 searches for full-time tenure track faculty.</li> </ul>	<ul style="list-style-type: none"> <li>40 searches authorized. 14 of these deferred due to budgetary constraints. 3 searches failed. 3 appointments deferred to fall 2011. 20 new faculty members will join the college in AY 2010-2011; all but 2 were first choices. .</li> </ul>

- The Provost will set aside 3 lines for targeted hires of tenured associate professors with robust research agendas, large research grants & a history of accomplishment. Such faculty will be actively recruited.
- The Provost will establish a task to incorporate the scholarship of teaching and innovative teaching into the faculty personnel process.
- CAT will be moved to the Provost's Office to better serve faculty. CAT will create a series of workshops to support new full-time & part-time faculty, including a series of Master Teacher workshops; 3 to 5 faculty will be identified as CAT master teachers.
- CAT will establish a monthly teaching salon open to all JJC faculty.
- Thirty new faculty members will be nurtured via workshops during their first year. Workshops will address teaching, assessment & learning outcomes, the personnel processes, and balancing teaching & research. *First Year Experience = FYE*
- CELS, in collaboration with CAT, will run 2 workshops for faculty on helping students overcome linguistic challenges in reading & writing academic English.
- OAR will continue to encourage faculty to engage in scholarship. Faculty self-reports on research accomplishments will show a 10% increase.
- The Scholarly Excellence Reward Program, financed from grant revenue & providing reassigned time to 7 faculty, will be continued. The Research Assistance Fund, paid from indirect cost recoveries, will be given to 40 faculty.
- Distinguished Teaching Prizes will become more prominent through web-based announcements and college-wide publicity. Grants will be awarded to incentivize departmental teaching collaborations.
- % of instructional FTEs delivered in all courses by FT faculty will increase 1 percentage point to 45.9%.
- % of instructional FTEs in undergraduate courses delivered by FT faculty will increase 1.3 percentage points to 44.5%.
- Mean hours taught by FT veteran faculty will increase .2 points to 7.4.
- Mean hours taught by FT new faculty will remain constant at 7.0.
- AAO & AAC will work with departments to reaffirm the value of diversity. AAO will meet with departments that are hiring to examine affirmative action profiles & past recruitment experiences; to identify areas that need improvement, discuss best practices, encourage efforts to broaden searches, and develop more diverse applicant pools. Emphasis will be on departments with underutilization of protected classes.

- 2 potential candidates were identified and pursued. No hires were made.
- The Provost established the TRST to learn about best practices at comparable institutions and to develop a strategic plan for instituting some of these practices at the College. The TRST revised Form C to allow faculty to provide information on methods employed to improve teaching and learning. Contingent upon approval, it will become part of the reappointment process for over 130 faculty in fall 2011, and over 20 newly appointed faculty for spring of 2011. The TRST developed a model for an improved teacher observation process, to be piloted in AY 2010-2011.
- CAT will report directly to the new Associate Provost for Institutional Effectiveness; scheduled to start in July. 3 recipients of and 2 nominees for the previous year's Distinguished Teaching Prize conducted CAT workshops on their best practices.
- CAT established Teaching Salon and conducted 5 salons with 6 participants total.
- An FYE for new faculty was established, with a series of 8 workshops, serving approximately 30 new faculty members.
- CELS held 3 faculty workshops. Individual faculty development was provided to members of the Philosophy, History, and Psychology Departments.
- [Data on publications being garnered by the OAR will be provided in June 2010.](#)
- The Research Assistance Fund provided grants to 15 faculty for a total of \$27,631. 7 faculty received Scholarly Excellence Rewards.
- The Provost's Office sent email announcements of the Distinguished Teaching Awards and Challenge Grants to all faculty. These awards were announced during the Distinguished Teaching Series workshops in the CAT; a slide announcing the awards was displayed on *Inside John Jay*. Two Distinguished Teaching Awards were granted; no challenge grants were awarded.
- [DATA unavailable until FINAL CUNY data report mid-July](#)
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- The following departments eliminated underutilization: Philosophy, Latin American & Latina/o Studies, Sociology, and SEEK. Underutilization rates decreased in the following departments: Forensic Science decreased from 1 to 0 in the African-American category, and from 10 to 0 in the Asian/Pacific Islander category; History decreased from 3 to 1 female; Pub Mgmt decreased from 5 to 3 female.

	Underutilization rates were mixed within Political Science and Law & Police Science.
<b>Goal 2: Improve Student Success</b>	
<b>Objective 3:</b> Ensure that all students receive a solid general education and effective instruction, particularly in the first 60 credits of study.	
<ul style="list-style-type: none"> <li>• The Gen Ed Taskforce will continue its work to reform Gen Ed. After community-wide discussion, the college will vote to endorse a new Gen Ed program model.</li> <li>• Division of Student Development and Undergraduate Studies will develop a required first year, academic, transition-to-college course to enhance students' academic study &amp; cognitive skills, and to strengthen engagement with the college. Four such courses will be piloted in F09 &amp; 4 in SP 10.</li> <li>• # of FYE LCs will increase from 12 to 26; over 600 first-time students will participate.</li> <li>• The college will expand its <i>Annual Celebration of Student Research</i> from 3 to 5 days to increase the visibility of student research. Student &amp; faculty participation will increase by 3%. Outreach to the college community and parents will result in increased attendance at the opening ceremony.</li> <li>• The Pre-Law Institute, as part of the CUE Initiative, will implement a series of intensive skill-building Pre-Law Boot Camps. Program content will be refined by the Director &amp; academic performance will be used to determine student eligibility. There will be a 10% increase in participation.</li> <li>• The Office of Honors Awards &amp; Special Opportunities will increase the number of students participating in special opportunities workshops by 5%.</li> <li>• 94% of entering first-time students will increase their <u>reading</u> basic skills test score over the summer.</li> <li>• 87.5% of entering first-time students will increase their <u>writing</u> basic skills test score over the summer.</li> <li>• 92% of entering first-time students will increase their <u>math COMPASS 1</u> basic skills test score over the summer.</li> <li>• 90% of entering first-time students will increase their <u>math COMPASS 2</u> basic skills test score over the summer.</li> <li>• 73% of associate degree students will pass all skills tests by 30 credits, an increase of 1.5 percentage points.</li> <li>• 77.5% of non-ESL SEEK BA students will pass all skills tests within 1 year, an increase of 2 percentage points.</li> <li>• 61% of ESL students (SEEK &amp; regular) will pass all skills tests within 2 years, an increase of 1 percentage point.</li> <li>• % of instructional FTEs in lower division courses delivered by FT faculty will increase 1.5 percentage points from 40.1% in FA 08 to 41.6%.</li> <li>• Pass rates on exit from remediation will increase: reading by 1.4 percentage points to 69%; math by 2.9 percentage points to 44%; writing by 2.4 percentage points to 68%.</li> </ul>	<ul style="list-style-type: none"> <li>• Gen Ed reform is on-going. Via the Gen Ed interactive website, the college community is providing feedback to the Steering Committee on 5 possible models.</li> <li>• The development of a required course is in progress and learning outcomes have been established. Four FYS were piloted in the following disciplines: Ethnic Studies, Speech, Anthropology, Counseling/Human Service. The pilots focused on the development of curriculum and assessment tools.</li> <li>• 592 students registered in 15 LCs.</li> <li>• <i>Celebrating Student Research and Creative Expression</i> spanned one week with poster sessions, panel discussions, paper presentations, art exhibits, and performances, for a total of 18 sessions and 187 presentations with 13 departments, 267 students, and 64 faculty mentors participating.</li> <li>• Pre-Law Boot Camps expanded from 1 program to 3 distinct programs. Overall participation increased by 72.8%, and persistence increased by 82.6%. Mean point gain in the writing assessment from <i>pre</i> to <i>post</i> Boot Camp in the intensive Pre-Law Boot Camp I was 6.202 points on a scale of 1 to 25. A benchmark score was established for the Boot Camp III Diagnostic LSAT Scores: Mean &amp; Median = 135.</li> <li>• Increased overall number of workshops from 9 to 13 (44% increase), and increased overall student participation from 154 to 253 (64% increase).</li> <li>• 96.0% of entering first-time students increased their reading basic skills test score over the summer, an increase of 2.9 percentage points.</li> <li>• 71.0% of entering first-time students increased their writing basic skills test score over the summer, a decrease of 15.1 percentage points.</li> <li>• 96.2% of entering first-time students increased their math COMPASS 1 basic skills test score over the summer, an increase of 5.4 percentage points.</li> <li>• 90.2% of entering first-time students increased their math COMPASS 2 basic skills test score over the summer, an increase of 3 percentage points.</li> <li>• 74.9% of associate degree students passed all skills tests by 30 credits, an increase of 3.4 percentage points.</li> <li>• 72.5% of non-ESL SEEK BA students passed all skills tests within 1 year, a decrease of 3 percentage points.</li> <li>• 42.9% of ESL BA students (SEEK &amp; Regular) passed all skills tests within 2 years, a decrease of 17.1 percentage points. <i>Note: N = 7.</i></li> <li>• <b>DATA unavailable until FINAL CUNY data report mid-July.</b></li> <li>• Pass rates on exit from remediation: reading decreased by 5.2 percentage points to 62.4%; math increased by 12.5 percentage points to 53.6%; writing decreased by 6.5 percentage points to 59.1%.</li> </ul>

<ul style="list-style-type: none"> <li>• % of students passing freshman composition with a C or better will increase 1 percentage point to 83.2%.</li> <li>• % of students passing math courses with a C or better will increase 2 percentage points to 63.2%.</li> <li>• CPE show rate will increase 1 percentage point to 85.3%.</li> <li>• CPE pass rate will increase 1 percentage point to 94.1%.</li> <li>• Through collaborative activities in support of the CJA, JJC expects to support 1-yr retention rates of URMs at partner schools, improving the pipeline &amp; retention at JJC.</li> <li>• The college will offer programs for URMs under the BMI initiative, renamed the Urban Male Initiative (UMI). Faculty &amp; staff will continue to enhance students' educational &amp; professional experiences by volunteering as mentors.</li>   <li>• Entering 1<sup>st</sup> year students at risk will be provided with targeted academic advisement. Students will be assigned an academic advisor and peer mentor.</li>   <li>• The % of credits earned/passed by URMS will increase 1 percentage point - to 82% for Hispanics &amp; 82.5% for Blacks. (<i>URM includes Black, Hispanic, Native American</i>)</li>   <li>• Faculty members from selected departments, in collaboration with OOA, will begin developing a rubric to assess capstone courses.</li>   <li>• Faculty in FYE Learning Communities will embed assessment into their course syllabi.</li>   <li>• In collaboration with FYE, CELS will develop assessment instruments to measure learning outcomes in 6 EAP LCs.</li> <li>• Faculty teaching in the Master's programs, in collaboration with OOA, will develop learning outcomes assessment tools for each program.</li> </ul>	<ul style="list-style-type: none"> <li>• % of students passing freshman composition with a C or better decreased .1 percentage points to 82.1%.</li> <li>• % of students passing math courses with a C or better decreased 1.8 percentage points to 59.8%.</li> <li>• CPE show rate decreased 2.8 percentage points to 83.6%.</li> <li>• CPE pass rate decreased 2.1 percentage points to 89.7%.</li> <li>• Collaborative activities in support of the CJA are underway. CUNY will give JJ IR direct access to CJA data through the CUNY IRDB.</li> <li>• The UMI Mentoring program held twice-monthly meetings to provide workshops, guest speakers, and panel discussions to advance UMI students professionally and to create a community among them (average of 7 students at each). UMI students with a GPA of at least a 3.0 and with an interest in research were provided an opportunity to be paid research assistants with John Jay faculty and staff. 5 students became research assistants.</li> <li>• The AAC reached out to 72 1<sup>st</sup> year students who were identified as having a high likelihood for dropping out based on CSI data. Contact was established with 16 (22%) of the at-risk students. All are still enrolled at the college and only 3 have GPA's below 2.0.</li> <li>• The % of credits earned/passed by URMS increased .2 percentage points – from 81.2% to 81.4%. % of credits earned/passed remained constant at 81% for Hispanics and increased 0.7 points to 82.2% for Blacks.</li> <li>• FOS, History, and English began the process of capstone assessment, developing instruments to survey student perceptions regarding learning. ICJ and HJS are developing rubrics to be piloted. CIS, Corrections, CRJ Management, CRJ BS, Criminology, Deviance Studies, Economics, English, Fire Science, Fire &amp; Emergency Services, Gender Studies, Political Science, Public Admin and Security Mgmt—have developed mission statements and goals and conducted curriculum mapping.</li> <li>• 18 faculty members attended assessment workshops, developed curriculum maps for their LC courses, and embedded assessment into their syllabi.</li> <li>• In collaboration with FYE, CELS has begun to develop assessment instruments to measure learning outcomes in 6 EAP LCs.</li> <li>• The MPA program developed learning outcomes assessment tools for its online courses.</li> </ul>
<p><b>Objective 4:</b> Increase retention and graduation rates.</p>	
<ul style="list-style-type: none"> <li>• % of freshmen &amp; transfers taking one or more courses in the summer after entry will increase by 1 percentage point to 17.7%.</li> <li>• The college will maintain the ratio of FTE to headcount for BA students at .80 &amp; for AS students at .79.</li> <li>• % of students declaring a major by 70th credit will remain at 100%.</li> <li>• Average # credits earned by FT first-time BA freshmen in the first 12 months will</li> </ul>	<ul style="list-style-type: none"> <li>• % of freshmen &amp; transfers taking one or more courses in the summer after entry increased 1.9 points to 18.6%.</li> <li>• BA FTE to headcount ratio increased .01 points to .817. AS FTE to headcount ratio increased .036 points to .822.</li> <li>• % of students declaring a major by the 70th credits remained constant at 100%.</li> <li>• Average # credits earned by full-time first-time BA freshmen in the first 12 months</li> </ul>

<p>increase from 23.4 to 24.4.</p> <ul style="list-style-type: none"> <li>• DSD and Enrollment Management will adjust the hours of academic &amp; personal support programs and services to better serve students &amp; improve access.</li> <li>• Criminal Justice MA students will declare specializations within their first 15 credits.</li> <li>• The FOS MS program will implement mandatory advisement for all students.</li> <li>• The MPA program will implement specialization advisement.</li> <li>• 1-yr retention rates for FT first-time freshmen in BA/BS programs will increase 1 percentage point to 73.3%.</li> <li>• 1-yr retention rates for FT transfers in BA/BS programs will increase 1 percentage point to 75.1%.</li> <li>• 1-yr retention rates for FT first-time freshmen in AS programs will increase 1 percentage point to 64.1%.</li> <li>• 2-yr retention rates for FT first-time freshmen in BA/BS programs will increase 1 percentage point to 59.7%.</li> <li>• 2-yr retention rates for FT transfers into BA/BS programs will increase 1 percentage point to 68.3%.</li> <li>• The college will begin implementation of its strategic retention plan.</li> <li>• Baseline retention rates will be established for master's students.</li> <li>• DSD will explore funding sources to support college programs to increase retention rates.</li> <li>• DSD will create a Student Orientation Office and will recruit &amp; hire a Director of Orientation Programs.</li> <li>• DSD will collaborate with the Office of International Studies to develop &amp; expand orientation programs for international students.</li> <li>• 6-year AA/AS/AAS graduation rates will increase 1 percentage point to 25.3%.</li> <li>• 6-year BA/BS graduation rates will increase 1 percentage point to 43.7%.</li> <li>• 4-year BA/BS graduation rates will increase 1 percentage point to 22.2%.</li> <li>• 4-year MA/MS graduation rates will maintain the 10.9% gain in AY 08-09.</li> </ul>	<p>increased 0.4 points to 23.8.</p> <ul style="list-style-type: none"> <li>• OAS adjusted hours to accommodate student needs. Computer lab is open during the evenings M-W; one staff member is available at 8:00am. Counseling Services increased from 2-4 the number of full time counselors available until 7 PM on Tuesdays and Wednesdays.</li> <li>• Declaration of specializations will begin in fall 2010 when electronic submission will be available.</li> <li>• Instituted mandatory advisement by faculty for all FOS MS students.</li> <li>• Every MPA student must declare a specialization no later than the completion of 15 credits, and a declaration of specialization form must be submitted to the Registrar in order to continue in the program.</li> <li>• 1-yr retention rates for full-time first-time BA freshmen increased 2.6 points to 74.9%.</li> <li>• 1-yr retention rates for full-time first-time transfer BA students increased 3.3 points to 77.4%.</li> <li>• 1-yr retention rates for full-time first-time AS freshmen increased 4.2 points to 67.3%.</li> <li>• 2-yr retention rates for full-time first-time BA freshmen increased .9 points to 59.6%.</li> <li>• 2-yr retention rates for full-time first-time transfer BA students declined 4.2 points to 63.1%.</li> <li>• Due to a failed search for Associate Provost for Institutional Effectiveness, implementation of the retention plan developed by Keeling and Associates was delayed. It will be incorporated into the Master Plan, now under development, and implemented in stages over the next 5 years.</li> <li>• OIR developed baseline 1-, 2-, 3-, 4-year retention &amp; graduation rates for fall 2004-fall 2008 entering Master's students. 1-year retention rates ranged from 70-78%; 2-year graduation rates ranged from 30-36%.</li> <li>• DSD has planned revenue generating events and initiatives in HS and Career Services; both are in the process of securing approval to charge for events and certain services – i.e. Career Fair, document reproduction.</li> <li>• This item has been put on hold due to budgetary constraints.</li> <li>• This item has been put on hold due to budgetary constraints.</li> <li>• 6-yr graduation rates for FT first-time AS freshmen increased 2.3 points to 26.6%.</li> <li>• 6-yr graduation rates for FT first-time BA freshmen declined 1 point to 41.7%.</li> <li>• 4-yr graduation rates for FT first-time BA freshmen declined 2.2 points to 19.0%.</li> <li>• 4-year graduation rates increased for 4 of 6 graduate programs. The graduation rates for the 2 largest programs (CJ and MPA) were 8.3%, 10% above the 2003</li> </ul>
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	cohort graduation rates; however, overall 4-year graduation rates declined 3.6 percentage points to 61.9%.
<b>Objective 5:</b> Improve post-graduate outcomes.	
<ul style="list-style-type: none"> <li>• Graduates of the Forensic Mental Health Counseling MA program will pursue post graduation credentials (3,000 hours of experience) toward licensure.</li> <li>• The Dean of Graduate Studies, FMHC Program Director &amp; OIR will develop &amp; pilot a survey to track FMHC graduates.</li> <li>• The Office of Career Development Services will sponsor two new activities: 1) “class days” to promote career services in connection with class identity; 2) workshops to connect new majors with career opportunities.</li> <li>• Funding will be sought to expand CDS staffing.</li> <li>• OIR will continue with its schedule of graduating student and two-year alumni surveys. Furthering one’s education &amp; employment status are items included in the surveys.</li> </ul>	<ul style="list-style-type: none"> <li>• 20(48%) of 42 graduates responded to phone/email surveys; 8(40%) of respondents are engaged in activities toward the 3000 hours for licensure.</li> <li>• Due to other priority items, this goal has not been accomplished, but will be pursued in fall 2010.</li> <li>• Due to the vacancy of the director position, this item has been paused.</li> <li>• Due to the vacancy of the Director position, this item has been paused.</li> <li>• OIR 2008 graduating student survey revealed that 77% of BA recipients were employed within 4 months of graduation; 24% had applied to continue their education &amp; 12% were accepted to a program. For MA recipients, 79% were employed within 4 months of graduation; 21% applied to continue their education &amp; 10% were accepted to a program. The 2007 2-year alumni survey revealed that 78% of BA recipients were employed 2 years after graduation &amp; 60% reported that their job was directly related to their major; 38% were accepted to a program to continue their education. For MA recipients, 83% were employed 2 years after graduation &amp; 68% reported that their job was directly related to their major; 24% were accepted to a program to continue their education.</li> <li>* Across the 4 LSAT test dates in 2009, the mean LSAT score increased from 140.8 to 142.4; the number of students reporting LSAT scores increased from 86 to 106.</li> </ul>
<b>Objective 6:</b> Improve quality of student academic support services.	
<ul style="list-style-type: none"> <li>• FYE will use CSI survey data, LC early attendance rosters &amp; student registration data to identify &amp; refer students to academic advising/counseling/student support services</li> <li>• CELS will conduct a survey to identify areas for improving its academic support services.</li> <li>• CELS will promote the use of the E-Resource Center to faculty and students in EAP, English &amp; gateway courses.</li> <li>• The Academic Advisement Center (AAC) will hire 3 academic advisors in FA 09. Transition of academic advisement from the Counseling Dept. to AAC will be implemented in SP 10. An Academic Advising training program to build partnerships among faculty, staff &amp; other campus members will be developed.</li> <li>• College tutoring labs will be certified by the National College Learning Center Association &amp; tutors will complete a national certification training program.</li> <li>• The college’s wireless network will be upgraded to the newest generation of wireless</li> </ul>	<ul style="list-style-type: none"> <li>• 709 first-year students completed the CSI survey. Results were used to refer students for appropriate services.</li> <li>• CELS developed and administered a survey, administered to more than 100 EAP and non-EAP students who visit CELS. Data analysis is scheduled for early June.</li> <li>• CELS promoted the E-Resource Center as follows: <b>1)</b>10 class visits to EAP courses, reaching 250 students; <b>2)</b> Emails to faculty &amp; students in the following classes: ENG 100, reaching 262 students; GOV 101/599 students; SOC 101/370 students; CRJ 101/288 students; <b>3)</b> Email campaign for course tutorials increased page views from 319/week to 2003/week; <b>4)</b> Distribution of over 100 bookmarks and 200 flyers</li> <li>• Due to budgetary constraints, advisors were not hired, and academic advisement function was not transitioned from counseling. Due to budgetary constraints, the academic advising training program was not implemented.</li> <li>• This item was paused due to the medical leave of the key administrator and the lack of funding for a replacement hire.</li> <li>• The new wireless technology system was deployed prior to the start of the fall 2009</li> </ul>

<p>technology.</p> <ul style="list-style-type: none"> <li>• Student email will be upgraded improving communication between students, faculty &amp; staff.</li> <li>• DoIT will develop a web application to allow students to reserve loaner laptops through the web.</li> <li>• DoIT will “recycle” older Student Technology Fee lab computers for use in club spaces.</li> <li>• DoIT will implement wireless printing to support laptop loaners &amp; personal machines.</li> <li>• DoIT will create and distribute a comprehensive JJC Student Technology Guide.</li> <li>• OIR will continue to administer its online undergraduate and master’s student experience surveys in the off-year in which CUNY does not administer the CUNY SES, allowing the college to track changes in student satisfaction.</li> </ul> <ul style="list-style-type: none"> <li>• DSD will use the results of a 08-09 survey to increase student engagement in athletic programs; collaborate with VP of Marketing &amp; Development to create a marketing plan for campus athletics; partner with the Health Office to develop personal health/wellness sessions.</li> <li>• DSD will continue to offer student leadership programs; will develop 5 collaborative efforts under the auspices of the Office of Community Service; will assess the Student Ambassador Program; will develop a campus life manual to review current policies &amp; practices; will review the Student Activities Board of Directors.</li> </ul>	<p>semester.</p> <ul style="list-style-type: none"> <li>• All student email accounts were migrated to the Microsoft Exchange 2007 email system.</li> <li>• The laptop site, launched on 02/01/10, became the sole source for borrowing laptops. Laptops have been reserved and loaned 2,078 times.</li> <li>• 16 computers were re-tasked and installed in student club locations.</li> <li>• The wireless printing system is in place and is scheduled to be launched in June.</li> <li>• The JJC Technology Guide is online at the JSTOP and is distributed at orientation.</li> <li>• OIR administered student experience survey in winter 2008-09; compared to the 2008 CUNY SES outcomes, satisfaction in all areas increased: academic support services increased .25 points from 2.96 to 3.21; student services increased .29 points from 2.76 to 3.05; access to computer technology increased .03 points from 2.98 to 3.01. CUNY 2010 SES data also reveal increases in all areas: .03 in academic support services; .01 in student services; .11 in access to computer technology. In spring 2009 satisfaction survey for Master’s students was piloted and yielded the following baseline satisfaction measures: academic support services student - 3.0; student professional development services - 2.6; access to computer technology - 2.8.</li> <li>• This item has been paused until fall 2011 due to a redirection of priorities. HS hosted six Health and Wellness Workshops with a total of 966 attendees. HS is in the process of reestablishing the Health Management Support program for fall 2010.</li> <li>• Over 1,200 faculty, students and staff participated in OCOSL initiatives: AmeriCorps: 14 \$1,000 grants for students; Hunger Banquet: 76 students and staff raised \$312; Treats for Troops: over \$11,000 in donations; Midtown Community Court Mentoring and Surgi Dolls: over 160 participants donating 1,075 hours. 18 Student Ambassadors participated in 20 events, serving more than 10 departments. The campus life manual is being reviewed by Student Activities Board of Directors and should be ready in fall 2010.</li> </ul>
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**Goals 3: Enhance Financial and Management Effectiveness**

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

<ul style="list-style-type: none"> <li>• The Office of Marketing &amp; Development will support Enrollment Management in the development of marketing initiatives for recruitment of first year, transfer, graduate &amp; international students.</li> <li>• The college will maintain current total enrollment levels in its degree programs.</li> </ul> <ul style="list-style-type: none"> <li>• SAT scores will increase 2 percentage points to 945.</li> <li>• CAA will increase .9 percentage points to 82.0.</li> <li>• Enrollment in OCPS programs will rise 2.5%.</li> </ul>	<ul style="list-style-type: none"> <li>• New recruitment materials (3 brochures and a 12-part direct mail campaign for undergraduate programs and 5 brochures for master’s programs) and a video tour were developed to promote the College to entering students.</li> <li>• Undergraduate enrollment increased 3.1% from 12,943 in F 08 to 13,346 in F 09; master’s enrollment increased 4.4% from 1,901 in F 08 to 1,984 in F 09; total enrollment increased 3.3% from 14,844 in F 2008 to 15,330 in F 2009</li> <li>• SAT scores declined 1 point to 942.</li> <li>• CAA increased 0.1 point to 81.2.</li> <li>• To date training and OCPS enrollments for 2009-10 were 9,485. For 2007-2008, the</li> </ul>
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<ul style="list-style-type: none"> <li>• TIPPS course equivalencies will remain above 99%.</li> <li>• In 09-10, the college will continue to build a presence at the 5 community colleges where the first dual admission/joint degree programs of the Educational Partnerships will open by increasing the number of JJC faculty guest lecturers to 10+; facilitating on-site availability of JJC student development personnel; establishing platforms for a virtual community via a dedicated website; organizing visits to JJC.</li> <li>• EP will implement a process for assessing the student experience of participants in the joint degree programs.</li> <li>• EP will initiate collaboration for opening 2 new dual/joint programs at BMCC (Criminal Justice &amp; Forensic Science) &amp; 1 at HCC (Forensic Financial Analysis).</li> <li>• EP will complete curriculum development &amp; the approval process for the dual/joint program in Forensic Science with KCC. The target opening date is SP 10.</li> <li>• EP will create at least 3 articulation agreements with CUNY institutions &amp; at least 3 with non-CUNY schools.</li> <li>• EP will collaborate with all 6 CUNY community colleges on marketing the “CUNY Justice Academy” and on securing external/grant funding.</li> <li>• College Now will enroll 95% of its enrollment target of 830 students, achieve a completion rate of 75%, and increase the number of students enrolling in more than 1 course. CN will work to strengthen existing partnerships by increasing school-based enrollment &amp; increasing programming opportunities. CN will also work to develop sequential activities of at least 21 hours, through pre-college activities such as Poets for Justice, Think College Now, Hip-Hop &amp; the Classics, and the Forensic Science workshops. CN will appoint an Assistant Coordinator, charged with implementing recruitment &amp; retention strategies.</li> </ul>	<p>total reported was 9,098, a 4% increase. For 2008-2009, the number was 16,612; however, this number included theater attendance.</p> <ul style="list-style-type: none"> <li>• TIPPS course equivalencies were 99.8%.</li> <li>• The CJA has a presence at all 6 community colleges, with 3,225 students enrolled; 8 guest lectures took place; due to budgetary constraints, no JJC liaison was hired to provide on-site student development and advisement; a dedicated website has been created. Hobsons is being used to communicate with CJA students at the partner campuses; a single-day, three-group visit of KCC students was held in fall 09 (75+ visiting students).</li> <li>• JJ CJA Director is outlining an assessment process. Assessment plan will follow. JJ OOA director will work with counterparts at the CJA schools to implement.</li> <li>• All three dual/joint programs identified have successfully opened.</li> <li>• KCC has paused FOS Proposal pending completion of revisions to its Gen Ed.</li> <li>• 5 CUNY articulation agreements and 2 non-CUNY agreements have been created; progress on non-CUNY is paced to the development of a new CRJ BS curriculum.</li> <li>• All six CUNY campuses participated in the development of the subway ad and have contributed information for JJC fundraising efforts, such as recent data relating to retention and graduation rates and student characteristics; information about program enhancements to bolster student engagement and goal orientation.</li> <li>• CN overall enrollment increased 18 points from 789 to 929. Enrollment in college credit courses increased 29 points from 532 to 685. Students earning a C or higher in CN high school or college credit courses increased 9 points to 92%; students earning a C or higher in college credit courses increased 11 points to 91%. Persistence, as measured by CN participants with previous CN enrollment, remained constant at 21%. To increase student preparation and awareness of college, five new sections of <i>Think College Now</i> and <i>Hip Hop and the Classics</i> were offered. JJC CN engaged in 10 more high school visits. Permission to search for Assistant Coordinator not yet granted.</li> </ul>
<p><b>Objective 8:</b> Increase revenues and decrease expenses.</p>	
<ul style="list-style-type: none"> <li>• The college will continue to hold Connect &amp; Reconnect events with alumni in the New York/metropolitan area, Washington, DC, and other locations where there are concentrations of alumni. The college will track attendance at events to determine the effect on annual campaign results. The annual campaign will consist of five mailings (2 soft included in the JJ Magazine &amp; 3 targeted). The college will continue to build the Scholars Circle (\$1,000+ donors) and host special events for this group. The planned giving program will be expanded.</li> <li>• The college will continue to develop strategies for highlighting our academic capabilities to attract corporate &amp; foundation support for our strategic initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Held 11 Connect and Reconnect events as well as alumni reunions in the NY metro area and Washington, DC that drew over 580 alumni. Event attendance was tracked to determine the effect on annual campaign, which consisted of 5 mailings (2 soft asks included in the <i>JJ Magazine</i> and 3 targeted mailings). Continued to market the Scholars Circle for \$1,000+ donors; 12 donors joined the Circle and 1 special event was held. The planned giving program was marketed through 2 mailings to age-appropriate alumni resulting in 6 inquiries as of 04/15/10.</li> <li>• Completed a Case Statement for Support to attract corporate &amp; foundation investment. The College built its internal capacity to solicit major gifts by hiring 3</li> </ul>

<p>including: Supporting Student Success; Building a Strong Faculty; Reimagining our Academic Programs; Expanding our Campus. The college will also focus on fund raising for its Centers and Institutes.</p> <ul style="list-style-type: none"> <li>• The college plans to meet its productivity savings by reducing costs for credit card payments &amp; printing and by leveraging use of non-tax levy funds.</li> <li>• Office for Continuing and Professional Studies anticipates a 2.5% increase in revenue.</li> </ul> <ul style="list-style-type: none"> <li>• The unified Centers for Research, Policy and Practice will engage in efforts to obtain additional external funding.</li> </ul> <ul style="list-style-type: none"> <li>• Absent any additional CUNY allocations for Administrative Services, the college will hold constant the current % of its tax levy budget that is spent on admin services.</li> <li>• The college will continue to develop its balanced financial plan before the fiscal year begins &amp; continue to monitor expenditures to ensure adherence to the plan.</li> <li>• Contract grant/awards provided by faculty and staff for 09-10 will increase 8%.</li> <li>• OCPS is pursuing stimulus funding projects at the federal, state &amp; local levels; OCPS will continue to respond to grant solicitations and submit proposals for foundation &amp; private support.</li> <li>• Indirect cost recovery as a ratio of overall grant/contract activity will rise from 10.1 in 08-09 to 10.5 in 09-10.</li> </ul>	<p>new development staff who have been working with centers on fundraising strategies. The 2009 Educating for Justice Gala raised approximately \$577,000 with over 300 attendees; \$225,000 of this amount will be used to provide laptops and 4-year scholarships for 25 incoming honors program students.</p> <ul style="list-style-type: none"> <li>• Revenue targets have been met through the collection of tuition and fees from students associated with increased enrollment of entering freshmen.</li> <li>• As of 03/31/10, OCPS revenues totaled \$706,605, in line with anticipated annual revenues of \$723,000, a decrease of \$139,209 from 2008-2009, accounted for by a decrease of enrollment in the paralegal program.</li> <li>• OCPS subscribed to the Foundation Centers Associates Program, which allows center directors to ask Foundation Center specialists to research specific funding needs. OCPS hired a consultant to support strategic fundraising plans; the Ford Foundation grant to the CMJ demonstrates the success of this approach. Current grant funds are being used to leverage new program development; i.e. the Dean and the CMJ Director are working with the USDOJ to pilot a media education program for law enforcement; thereafter the Center hopes to offer the program on a fee-for-hire basis. Grants received by all Centers brought \$176,961 in released time and indirect cost recoveries.</li> <li>• Administrative services as a percentage of total tax levy budget decreased 0.5 points to 23.9%.</li> <li>• The original and mid-year financial plans were submitted to the University and are monitored monthly.</li> <li>• Contract grant/awards provided by faculty and staff for 09-10 <b>increased/decreased X% from \$ 00.00 to \$00.00. Data available mid-July</b></li> <li>• U.S. Department of Education, Office of Safe and Drug-Free Schools, awarded a \$768,000 Emergency Management for Higher Education grant—the largest in the nation—to OCPS for the development of the CUNY All Campus Emergency Management System.</li> <li>• Indirect cost recovery as a ratio of overall grant/contract activity <b>rose/declined... from XX.X in 08-09 to XX.X in 09-10. Data available mid-July</b></li> </ul>
<p><b>Objective 9:</b> Improve administrative services.</p>	
<ul style="list-style-type: none"> <li>• The college has completed the agreed-upon restructuring of its philanthropic foundation and will continue to document participation in the CUNY Compact.</li> <li>• OIR will continue to administer its online undergraduate &amp; master’s student experience surveys in the off-year in which CUNY does not administer its SES, allowing the college to track changes in student satisfaction.</li> <li>• Facilities Management will focus resources and manpower toward those areas identified as needing improvement by the SP 09 Faculty/Staff Survey.</li> </ul>	<ul style="list-style-type: none"> <li>• Restructuring completed. Compliance with Compact achieved by allocating \$140k from the Foundation for purchase of textbooks to be put on reserve in the library.</li> <li>• OIR administered student experience survey in winter 2008-09. Compared to the 2008 CUNY SES, outcomes satisfaction with non-academic administrative support services increased .07 from 2.89 to 2.96. CUNY ‘10 SES data also reveal an increase of .01. A spring 2009 satisfaction survey for Master’s students yielded the following baseline satisfaction measure: non-academic administrative support services – 2.7.</li> <li>• Manpower and resources have been re-focused to the public areas of the campus in response to the survey. Corridors, hallways, stairwells, classrooms, main lobbies</li> </ul>

<ul style="list-style-type: none"> <li>• DoIT, with Enrollment Management &amp; Student Development, will create an Electronic Information and Services Center (The JJAY Stop) for the most commonly requested student information and services.</li> <li>• DoIT will implement a Contact Center system to better manage student service requests in the ONESTOP &amp; DoIT call centers.</li> <li>• DoIT will streamline in-person student requests by creating workflow enabled web applications, e.g., Change of Address, Certification of Enrollment, etc...</li> <li>• DoIT will empower students to address technical issues themselves with a customizable self-service knowledgebase - <i>Right Answers</i>.</li> <li>• Using the Student Technology Fee, the college will continue ongoing replacement of computers &amp; peripherals in smart classrooms, cyber lounges &amp; labs.</li> <li>• Through City Capital funding, DoIT will replace old web servers that service students with newer servers.</li> <li>• The Security Dept. (renamed Public Safety) will increase students' awareness of personal safety &amp; security by posting and distributing policies and holding workshops. The Security Dept. will institute ongoing customer service training for security personnel. Crime rates will remain low at the college.</li> <li>• % of FTEs offered on Fridays, evenings and weekends will increase by 3 percentage points to 40.3%.</li> <li>• The Risk Management Council will hold meetings to address issues identified on campus and those identified by the CUNY Risk Management Council, including internal controls, insurance &amp; liability, infectious disease protocols, and emergency preparedness.</li> <li>• The JJ FIRST campus team will continue to meet regularly and ensure full campus participation/involvement in all JJ FIRST required activities.</li> </ul> <ul style="list-style-type: none"> <li>• Facilities Management will ensure the college's Sustainability Committee and program are intact &amp; operational. The college will complete the sustainability plan as directed by the CUNY Sustainability Task force.</li> <li>• DoIT will reduce power utilization in the data center by consolidating servers using virtualization technologies.</li> </ul>	<p>and restrooms have been upgraded and given extra attention by maintenance staff.</p> <ul style="list-style-type: none"> <li>• JSTOP has become a major source of online information and self-service tools for students. As of 01/15/10, the site had 68,427 visits.</li> <li>• Call center project was realized and serviced 65,189 in 2009, and 35,323 students thus far in 2010 (Jan – May). ONESTOP serviced 77,223 students in 2009.</li> <li>• The five most in demand forms and documents were web-enabled. As of 01/10, over 10,000 visitors accessed them.</li> <li>• Since its launch in summer 2009, 677 unique students used the self service system to search for answers to 4,815 technical questions.</li> <li>• DoIT purchased and replaced 482 pieces of equipment comprised of computers, projectors, servers, printers and peripherals.</li> <li>• The college's five-year old application servers were replaced.</li> <li>• PS met with student government representatives and filmed an online public service message. JJC's first "Public Safety Day" took place on 4/22/10. PS is working with CUNY central to review JJC Clery Crime statistics; initial review shows a 25% reduction in burglaries from 2008 and a total of 16 reportable crimes.</li> <li>• % of FTEs offered on Fridays, evenings and weekends increased 3 points to 40.3.</li> <li>• RMC, which meets 4 times a year, is temporarily chaired by the EHS officer until an Audit Compliance Officer is hired. RMC reviewed 8 major risks at JJC: IT security; health &amp; disease; public safety, Clery Act compliance; identity theft; hazardous waste; and hazardous material exposure.</li> <li>• JJ FIRST team meets regularly to ensure required C1 activities are being completed. All HR staff has been trained in C1 functionality, vacancy notices have been posted thru new C1 format, and University report data is now entered in/retrieved from C1. C1 data cleansing is ongoing and MSS training will occur during summer 2010.</li> <li>• A new Sustainability Coordinator has been hired. The sustainability plan is complete. The committee has been revived and is meeting regularly.</li> <li>• The virtualization system is in place and consolidation of servers is complete; virtualized 10 administrative servers, thus cutting data center power usage by 6%.</li> </ul>
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## JJC 2009-2010 Year-End PMP Report Legend

*AAC = Academic Advisement Center*  
*ACJS = American Criminal Justice Society*  
*ASC = American Society of Criminology*  
*C1 = CUNY First; JJ First refers to the CUNY First team at JJC*  
*CAT = Center for the Advancement of Teaching*  
*CCJE = Center for Criminal Justice Ethics*  
*CELS = Center for English Language Support*  
*CHR = Center for Human Rights*  
*CIS = Computer Information Systems*  
*CJA = CUNY Justice Academy*  
*CMCJ = Center on Media, Crime and Justice*  
*CN = College Now*  
*CRJ = Criminal Justice*  
*CSI = College Student Inventory*  
*DoIT = Department of Information Technology*  
*DSD = Division of Student Development*  
*EP = Educational Partnerships*  
*EHS = Environmental Health and Safety*  
*FEPAC = Forensic Science Education Programs Accreditation Commission*  
*FOE = Foundations of Excellence*  
*FOS = Forensic Science*  
*FYE = First Year Experience*  
*FYS = First Year Seminar*  
*Gen Ed = General Education*  
*HCC = Hostos Community College*  
*HJS = Humanities and Justice*  
*HS = Health Services*  
*HR = Human Resources*  
*ICJ = International Crime and Justice*

*IG = Inspector General*  
*KCC = Kingsborough Community College*  
*LC = Learning Community*  
*MPA = Masters of Public Administration*  
*OAR = Office for the Advancement of research*  
*OAS = Office of Accessibility Services*  
*OCPS = Office for Continuing and Professional Studies*  
*OCOSL = Office of Community Outreach and Service Learning*  
*OIR = Office of Institutional Research*  
*OOA = Office of Outcomes Assessment*  
*PLI = Pre-Law Institute*  
*PM = Public Management*  
*PR = Public Relations*  
*PS = Public Safety*  
*RMC = Risk Management Council*  
*SES = Student Experience Survey*  
*TAC = Technical Advisory Committee*  
*TRST = Taskforce on the Recognition of Scholarly Teaching*  
*UCASC = Undergraduate Curriculum and Standards Committee*  
*UMI = Urban Male Initiative*  
*URM = Under Represented Minorities*  
*USDOJ = United States Department of Justice*