GOAL 1: RAISE ACADEMIC QUALITY

Objective 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

External review program follow-up:

- **Middle States:** Launch a two-year review of graduate programs in preparation for submission of the Periodic Review Report (2014)
- **NCATE/School of Education:**
  - Train four SOE faculty in new NCATE accreditation processes
  - Educational Leadership: develop rubrics to address the requirement to present three years of data on common assessments
  - English Language Arts: respond to guidance from NCTE on resubmitted application for NCTE recognition
  - Middle School Mathematics: file for national recognition by NCTM
  - School Counseling: respond to anticipated guidance from CACREP on resubmitted application for CACREP recognition
  - Social Studies: engage in a self-study in lieu of filing for NCSS program recognition (to address the conflict between NCSS requirements and NYS standards)
- **ASHA/Speech Communication Arts and Sciences:** participate in the scheduled ASHA accreditation review of the CUNY Au.D. consortial program; host the ASHA evaluation team on the BC campus as part of the multi-site CUNY visit (October)
- **ADA/CADE/Heath & Nutrition Science:** prepare self-studies for the didactic program in dietetics (DPD, i.e., the undergraduate nutrition program) and the dietetic internship (DI) in anticipation of 2012 ADA/CADE evaluation team visit

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

- **Organize for Institutional Effectiveness:** Plan transition to a five-school academic structure effective July 1, 2011
  - launch and conclude national searches for four deans with Witt Kieffer
  - elect chairs of Accounting, Economics, and Finance and Business Management Departments on September 1, 2010 (inaugural date)
  - create up to four academic departments within the School of Education effective September 1, 2011 (inaugural date)
- **Strategic Plan:** Develop and approve the College’s next Strategic Plan to replace the Strategic Plan 2005-2010
- **Facilities Master Plan Amendment:** Obtain Board of Trustees approval for a Facilities Master Plan Amendment (developed in partnership with CUNY Design &Construction and Pfeiffer Partners)
- **Image Branding and Marketing**
  - hire a Senior Director of Communications; reorganize the Office of Communications to effectively implement the image branding and marketing campaign
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- Implement the new image branding and marketing campaign including recruitment materials for students entering in fall 2011, a subway and bus ad campaign, and a newly redesigned college website featuring new graphics standards

**New Program Proposals:**
- **Anticipated Graduate Program Proposals:** M.F.A. program in Cinematic Arts; M.S. program in Entertainment Industry Management; M.A. program in Cinema Studies (Film); M.A. program in Human Resource Management (Psychology)
- **Anticipated Undergraduate Program Proposals:** B.S. program in Actuarial Mathematics and B.S. program in Financial Mathematics [Note: upgraded from “concentrations” in the B.S. program in Mathematics, as originally submitted, Mathematics]; B.A. program in Chinese (Modern Languages and Literatures); B.A. program in Asian Studies and B.A. program in Italian American Studies (Interdisciplinary)
- **Anticipated SED Approval:** M.A. program in Economics changed to M.S. program in Business Economics (SED approval expected, July 2010)

**External Recognition:** Continue to promote widely the outstanding accomplishments and attributes of our students, faculty, programs, and activities and seek external recognition that reflects on the College and the University

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

- Create a new budget model for the academic division starting in FY 2012 that corresponds to the five school structure to be implemented on July 1, 2011
- Establish an Implementation Committee to review and prioritize the recommendations of the report of the President’s Task Force on Retention and Graduation Success; develop, publish and execute the initial phase of a Retention and Graduation Success Implementation Plan (Objectives 3.5, 4-4.3)

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

- % of instructional FTEs offered partially online or totally online, % of instructional FTEs offered totally online, and % of instructional FTEs offered partially online will increase
- Develop a mission and goals for expanded online course and program offerings within the Strategic Planning effort (Objective 1.2)
- **Library/ATT:**
  - develop and launch LOOP 3 (the Library Online Orientation Program, module 3, an online library instruction program customized for transfer students) and incorporate links to all LOOP modules in existing Blackboard courses
  - continue extensive technology workshop program for faculty, staff, and students
  - continue to support CUNY Blackboard as the primary instructional delivery platform and continue to experiment with Sakai as a local alternative
- **ITS:**
  - equip more of the legacy infrastructure to accommodate technology-assisted teaching—renovate an additional 8-10 smart classrooms
Objective 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**

- Search for 14 full-time faculty for fall 2011, including strategic hires in business (3), science (3), film (1), education (2), and endowed chairs in Philosophy and English
- Review and revise tenure and promotion policies to align with new school structure and articulate the role of school deans with respect to faculty hiring, promotion, and tenure
- Develop a mid-tenure review process for all new faculty in their 6th semester of employment
- Continue and expand the training program for new department chairpersons; continue extensive faculty development programs of the Wolfe Institute, the Roberta S. Matthews Center for Teaching, etc.
- Plan a portal resource for adjunct faculty to address Middle States observation about improving orientation and increasing development opportunities for part-time faculty

2.2 **Increase faculty research/scholarship**

- Report of faculty scholarship and creative works for 2010 will increase by 2% over 2009 in number of contributors and number of scholarly and creative works produced
- Provost’s Seminar Series will be expanded and required as a post-sabbatical reporting mechanism for all sabbatical recipients
- Appropriate start-ups will be provided for new faculty in need of specialized research configurations
- Revise the ITS utility to improve the collection and reporting of faculty scholarship and creative works
- Develop a college-wide Scholarship of Teaching and Learning (SoTL) initiative

2.3 **Instruction by full-time faculty will increase incrementally**

- **Departmental Plans** to address an increase in the number of instructional FTEs taught by full-time faculty will be developed and submitted in June 2011 as an addendum to the annual report required of all academic departments. Plans to include a two-year curriculum map for departmental course offerings to facilitate planning for degree completion (Objective 4.3)
- **Larger Instructional Spaces:** Campus facilities supporting large classes are extremely limited. A Borough President’s initiative will create two new large lecture rooms in Whitehead Hall; the Facilities Master Plan will recommend and identify appropriate venues to accommodate larger classes (Objective 1.2)

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

- Work closely with the CUNY Office of Recruitment and Diversity and feeder programs to increase the pipeline of diverse candidates; focus on collaboratively identifying and recruiting faculty members of underrepresented groups at national conferences
- Examine the recruiting and retention practices of peer institutions to learn proven strategies
- Convene a Brooklyn College Diversity Task Force to prioritize and advise on implementation of recommendations resulting from the diversity climate survey conducted in spring 2010
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- Convene forums to discuss and establish the importance of faculty diversity for the Brooklyn College community

GOAL 2: IMPROVE STUDENT SUCCESS

Objective 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

- CUE-funds will support the following programs general education and basic skills programs: Pre-Freshman Academy; First-College Year (including learning communities, common reading, first-year seminar, peer mentoring); WAC; ESL lab and tutoring; Transfer Transitions (including transfer evaluation day and dedicated/enhanced sections of upper-tier core); enhanced central academic advisement for students with 0-60 credits; high-impact learning experiences for second-year and transfer students (including community-based and sustainability education); faculty development/the Center For Teaching; Learning Center peer-tutoring; CPE workshops, and Gateway Success

- Maintain or increase percentage of entering freshmen in learning communities/first-year seminars and track indicators (number of credits earned, retention rates)

- Communicate college-wide requirements: publish the comprehensive and current information assembled in 2009-10 by the Academic Foundations Committee on the portal and disseminate the information to all students, faculty, and advisement staff (Retention Task Force recommendation)

- Core: pilot enhanced sections of Upper-Tier Core dedicated to transfer students (peer-mentors, library orientation, and high-impact learning experiences); complete the Core learning outcomes assessment project initiated in 2009-2010

- WAC: test, revise, and promote use of the college-wide writing benchmarks for course design and outcomes assessment; support the English Department in planning and implementing initiative to improve English 1010 pass rates; provide a WAC workshop for School of Business faculty

3.2 Colleges will improve basic skills and ESL outcomes

- Percentage of non-ESL SEEK students who pass all basic skills tests within one year will increase by 2%; percentage of ESL students who pass all basic skills tests within two years will increase by 2%. All other metrics in this category will improve by 1%

- Review and refine admissions requirements for ESL and other specialized programs

- Conduct an external evaluation of the effectiveness of the ESL program in anticipation of increased recruitment of international students

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

- % of students passing gateway courses with C or better will improve by 2% in English composition and 1% in gateway Mathematics

- English Department will develop and implement a plan to raise the percentage of students passing Eng 1 with C or better to the CUNY senior college average

- Pilot a unified summer science bridge program anchored with Math 1011 and incorporating a science-math link to relate math concepts to hands-on science experience; track student performance and assess effectiveness

- Pilot General Biology/General Chemistry first-year learning community for pre-health students; track student performance and assess effectiveness

- Increase central academic advisement services for unaffiliated students in the second year of study (Retention Task Force recommendation)
3.4  **Show & pass rates on CUNY proficiency exam will increase**

Show and pass rates on the CUNY proficiency exam will increase by 1%.

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

- One-year retention rates for URM students will increase by 3%; the one-year retention rate for males and the % of credit-hours attempted that are earned by URMs and males will improve by 1%
- The Retention Task Force Implementation Plan will address and assign priority to specific actions to close existing gaps, with a particular emphasis on one-year retention rates (Objective 1.3)

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

- Increase the number of undergraduate departments with clear program-level learning goals/objectives mapped to courses
- Incorporate assessment principles and practices in the review of graduate programs (Objective 1.1)
- Develop a new Outcomes Assessment Plan and a companion version of the Assessment manual, aligned with new strategic plan and new school structure and including a more active oversight role for Faculty Assessment Task Force

**Objective 4: Increase retention and graduation rates and ensure students make timely progress toward degree completion**

In 2009-2010, the Report of the President’s Task Force on Student Retention and Graduation Success included a comprehensive set of recommendations to improve retention and graduation rates of Brooklyn College undergraduate students. An Implementation Plan that prioritizes college investment in recommended action and establishes a timetable will be developed and published in fall 2010 and the initial phase of the program will be implemented (Objective 1.3)

4.1  **Colleges will facilitate students’ timely progress toward degree completion**

- Increase the percentage of freshmen and transfers taking one or more courses the summer after entry by 1%. Increase the average number of credits earned by full-time first-time freshmen to 25
- Reform transcript evaluation process for entering transfer students to ensure that a full evaluation is conducted prior to their first registration (Retention Task Force recommendation, Objective 9.1)
- Refine the degree audit process in the Registrar’s Office; incorporate increased utilization of the full feature set of DegreeWorks degree planning tool (Retention Task Force recommendation, Objective 9.1)
- Implement action items emerging from Foundations of Excellence Transfer Self-Study, including appointing a coordinator for transfer student services to serve as first responder for transfers in transition, increasing the number of transfer students attending transfer evaluation day, piloting enriched transfer-dedicated sections of upper-tier core, convening a team of departmental first responders to transfers in transition, and holding a town hall for entering transfer students (Retention Task Force recommendations)
- Use 'Smart-To-Finish' advisement workshops and the BC WebCentral portal to disseminate the comprehensive college-wide requirement document assembled by the Academic Foundations Committee (Objective 3.1)

4.2  **Retention rates will increase progressively**
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- Improve one- and two-year retention rates of full-time first-time freshmen by 2%; improve one- and two-year retention rates of transfer students by 1%
- Maintain or increase percentage of first-time full-time students enrolled in learning communities/first-year seminars
- Convene a faculty Committee on the First-Year Experience to advise on Pre-Freshman Academy and First College Year Programs
- Magner Center:
  - track and increase first- and second-year, and transfer student use of internship placement services (Retention Task Force recommendation)
  - pilot a series of webinars including Internships, Finding The Right Major, and Job Search to expand the reach of high-impact educational services

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

- Improve four- and six-year graduation rates of full-time first-time freshmen by 3%; improve four- and six-year graduation rates of transfer students by 1%; improve four-year graduation rate of graduate students by 2%
- Require academic departments to publish two-year curriculum maps, including plans for increasing the number of instructional FTEs taught by full-time faculty, to facilitate planning for degree completion (Retention Task Force recommendation, Objective 2.3)
- Undergraduate Programs:
  - Use ‘Smart-to-Finish’ workshops to continue improved communication between central advising and departmental advising staff (Retention Task Force recommendation)
  - Establish and widely publish a single annual effective date for all program and degree requirement changes to avoid confusion and facilitate advisement and degree planning (Retention Task Force recommendation)
- Graduate Studies:
  - Initiate a two-year review of graduate programs in preparation for submission of the Middle States PRR (2014, Objective 1.1)
  - Prepare for transition to school structure: continue training graduate deputies; continue placing students on probation as quickly as needed; continue working within governance to refine college rules and regulations with regard to master’s students

Objective 5: Improve post-graduate outcomes

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

- Improve LAST and ATS-W pass rates by 1%
- Complete analysis of CST results; design and implement data-driven curriculum interventions in students with disabilities and English language arts curricula; achieve at least an 80% pass rate in all CST categories
- Maintain the 55.8% of students who passed at least one segment of the Uniform C.P.A. exam
- Continue to collect and publish post-graduate examination results—GMAT, MCAT, LSAT and GRE

5.2 Job and education rates for graduates will increase

- Reported satisfaction on regularly administered college surveys to recent graduates and alumni regarding graduate outcomes and job placement will remain high
- Publish information about post-graduate outcomes reported in college and CUNY surveys on the Brooklyn College home page
Objective 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

- **International Education and Global Engagement:** hire a Senior Director; review and update program mission and goals to develop this activity as a signature college program; create at least one new articulation agreement with an international partner; increase the number of students participating in international education programs

- **Advisement:** implement advisement initiatives cited in **Objective 4**

- **Library/AIT:**
  - upgrade learning facilities in the Library and the Library Café—open new computer instruction room and two new wireless-equipped group study rooms
  - increase the number of available computers in the Library
  - expand the student laptop loaner program and introduce a new faculty laptop loaner program
  - conduct the biennial Library/AIT user satisfaction survey

- **Student Affairs:**
  - **Veterans, Its Your Turn** will sponsor a comprehensive, targeted orientation experience for students of the Veterans Program
  - **Brooklyn Safe,** cosponsored in partnership with BikeNewYork, the Brooklyn College Foundation Student Life Committee and the BC Student Center Residence Life Interns, will provide education and information on bicycle safety, commuter safety and the neighborhood
  - **A Healthy You** will address student wellness issues through a variety of activities including promoting use of the expanded hours of the new West Quad sports and recreation facilities
  - **Petrie’s Partnership for Success,** a collaboration with School of Education and the Magner Center, will assist needy students in obtaining internships that develop professional presentation skills
  - **Athletics** will promote community access to West Quad sports facility and community support of campus teams and institutionalize the “Home of the CUNYAC Cheerleading Conference”
  - **Student Affairs Assessment Committee** will be convened and charged with assuring that all events are widely communicated, well-planned, organized and evaluated

- **Student satisfaction** with academic support services will increase

**GOAL 3: ENHANCE FINANCIAL AND MANAGEMENT EFFECTIVENESS**

Objective 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

- Increase total enrollment by 2%
- Improve mean SAT scores and mean CAAs of regularly admitted first-time freshmen

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

- Percentage of course evaluations completed in TIPPS will remain high
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- Departmental review of CUNY courses designated as non-transferrable will continue
- Continue to provide space for BMCC classes during targeted underutilization periods
- Joint BC-KCC Student Affairs NASPA Internship Project will provide nationally recognized student affairs career development experience to BC and KCC students under the auspices of NASPA—Student Affairs Administrators in Higher Education

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

- Meet 95% of enrollment targets for College Now, achieve successful completion rates and increase the number of students who participate in CN college and precollege offerings
- Develop an effective sequence of pre-college to college-credit activities
- Serve a representative population of NYC Department of Education students, with a specific plan for recruiting and retaining minority males

Objective 8: Increase revenues and decrease expenses

8.1 Alumni-corporate fundraising will increase or maintain current levels

- Increase Brooklyn College Foundation (BCF) fundraising by 10% using a weighted, rolling three-year average
- Design a configuration for BCF fundraising to support the new school structure
- Meet or exceed the proceeds of Brooklyn College Night (May 2010) at the May 2011 annual gala event

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

- Achieve revenue targets
- Conduct a thorough review and program assessment of PACE (continuing education program)

8.3 Colleges will improve or maintain sound financial management and controls

- Maintain the percentage of tax levy budget spent on administrative services
- Continue to make timely deposits with the University Controller
- Continue to be responsive to accounting and external/internal audit findings and develop action plans to resolve any findings

8.4 Colleges will implement financial plans with balanced budgets

Continue to have and implement a financial plan with a balanced budget

8.5 Contract/grant awards will increase

- Increase grants and contracts awarded (administered by the RF) by 5% based on a weighted, rolling three-year average
- Increase the quality of proposals by continuing to provide an array of in-house workshops for faculty. Increase the quantity of proposals by working with administrators, deans and chairs to encourage faculty submissions and by working with faculty to identify appropriate matches between research interests and funding opportunities
- Continue to diversify the sponsor portfolio to include an increased number of private/corporate sponsors and expand the federal, state, and city agencies; strive to create a balance between institutional and research
projects in the award portfolio

8.6 **Indirect cost recovery ratios will improve**

Continue enforcing the policy of not waiving allowed overhead rates so as to achieve the maximum indirect cost recovery ratio

**Objective 9: Improve administrative services**

9.1 **Colleges will make progress within a declared capital campaign**

Make significant progress in the areas of New Graduate Programs in Cinema, Institutional Effectiveness and Leadership, and Innovation in Teaching and Research declared as targets in the publicly launched $200M Foundation for Success campaign (May 2010)

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

- **Bursar:**
  - conduct a review of the refund process and modify procedures to improve student satisfaction
  - strengthen communication and collaborative relationships with the Office of Student Financial Services, Financial Aid, Registrar, and the Enrollment Services Center
  - proceed with Retention Task Force recommendations related to improving communications to students regarding how to finance their education and conducting financial literacy workshops at incoming student orientation
  - Continue customer service and content training for all Bursar staff

- **Enrollment Management:**
  - Reform transcript evaluation process for entering transfer students to ensure that a full evaluation is conducted prior to their first registration (Retention Task Force recommendation, **Objective 4.1**)
  - Refine the degree audit process in the Registrar’s Office; incorporate increased utilization of the full feature set of DegreeWorks degree planning tool (Retention Task Force recommendation, **Objective 4.1**)

- **ITS**
  - rollout the BC InfoCentral online information sharing system in student services offices to facilitate sharing information, news, and alerts with each other and with the ESC/Call Center
  - fully implement a new DMV-style queue management and activity tracking system to 20 user-service stations at the ESC and in surrounding offices.
  - create/implement new online services to clarify program opportunities (e.g., unified online honors programs application), communicate deadlines, or enhance student conveniences
  - support transition to the course numbering change effective in fall 2010 through a variety of online tools and displays

- **Student Affairs**
  - **Residence Hall:** refer students to the privately owned student residence hall for initial occupancy fall 2010; train Residence Life Advisors and Residence Life Advisor Assistants; provide support to BC students in residence hall; offer diverse cultural evening programs/activities in the Student Center to attract residence hall students
9.3 **Colleges will improve space utilization**

- Continue attempts to increase the percentage of FTEs offered on Fridays, evenings or weekends based on findings of the joint CUNY-BC Transportation Study and the Facilities Master Plan effort (Objective 1.2).
  
  N.B.: current usage patterns heavily dependent on the scheduling preferences of a largely traditional college age student population

- Increase PACE programming during targeted underutilization periods

- Continue to provide space for BMCC classes during targeted underutilization periods

9.4 **All colleges will improve Risk Management on campus**

Continue to participate in CUNY Risk Assessment Council and coordinate activity with campus Risk Assessment Committee; follow-up on identified items

9.5 **All colleges will make timely progress on CUNY FIRST implementation**

- Continue to work on all aspects of the CUNY FIRST implementation, providing subject matter experts, UAT testers, and super users. Also, will provide programming assistance to help meet university-wide HCM reporting needs

- Continue to host a CUNY FIRST training center on campus

- Inform the BC community about CUNY FIRST progress via our CUNY FIRST web site, regular email newsletters, and additional ERP town hall presentations as needed

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

- Continue to implement the College’s ten-year sustainability plan:
  - reduce waste
  - reduce water use
  - reduce energy use
  - expand “green procurement” initiative
  - reduce carbon footprint

- Review recommendations of the Provost’s Task Force on City-Based and Sustainability Education (allied research and instructional objectives)