GOAL 1: RAISE ACADEMIC QUALITY

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

College Target 1: Resources will be shifted to University flagship and college priority programs to support the University's commitment to become a research-intensive institution

Organize for Institutional Effectiveness (new initiative, fall 2009):
- Vice President for Enrollment Management position created and national search concluded in appointment of Dr. Stephen Joyner, effective June 1, 2010
- The division of Enrollment Management has been reorganized to create a stronger, more cohesive administrative service area
- Conducted broad college wide consultation, sought University approval, and announced (May 2010) the creation of a five-school academic structure (Humanities and Social Sciences; Natural and Behavioral Science; Visual, Media and Performing Arts; Business; Education) to be effective July 1, 2011; engaged a search firm to conduct four dean searches in fall 2010; initiated chair-led discussion of dean position descriptions
- Proposed to the Board of Trustees the formation of two new academic departments (Accounting; Finance and Business Management) effective September 1, 2010 which will join the existing Economics Department in the new School of Business
- Finalized proposal for creation of four academic departments that will form the basis of the re-constituted School of Education (NCATE recommended restructuring) for college governance review and Board of Trustees approval in fall 2010 (proposed effective date July 1, 2011)
- Division of Student Affairs created an Office of Residence Life, a one-stop Student Activities Central service center, an Office of Civic Engagement and Voter Empowerment, a Student Assistance and Referral Office, and re-organized its Governance Orientation Leadership and Development Office (Target 20, 31)
- Office of Finance, Budget and Planning/Comptroller created the Office of Student Financial Services to bridge the gap between the Office of the Bursar and the Office of Financial Aid (Target 31)

Facilities Master Plan (new initiative, fall 2009): Review of current space assignments and future instructional and research needs in process. Resulting plan (fall 2010) will address swing space issues (Tow Performing Arts Center and Roosevelt Science complex) and identify space assignments in support of the proposed new school structure

Faculty: 13 new faculty appointed in 2010-11 in key areas, including Psychology (4), Economics/Business (2), Science (4), and English (MFA)

Honors Academy: a coordinated application process (including faculty retreat to read and score applications) and a new Honors Academy website address issues of program visibility and clarity; space needs are being addressed in Facilities Master Plan activity; peer mentoring expanded to serve all first-year learning communities; student applications for prestigious honors and awards doubled

International Education and Study Abroad (new initiative): announced creation of new Office of International Education and Global Engagement to increase support for study abroad and international linkages, and initiated search for Senior Director

Science: Design phase for Roosevelt science complex was launched; successful pilot SCALE UP classroom implemented and is now guiding instructional lab requirements for new science complex; research relationship with Brooklyn Botanical Garden and the New York Aquarium finalized; campus recruiting brochure for doctoral program in Chemistry revised and reissued

CUNY School of Public Health: Charter participant in this flagship, collaborative initiative
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Curriculum:
• Film: laid groundwork for the creation of seven graduate programs in film production that will be embedded in a working film lot at the Steiner Studios. Initial fundraising efforts have been successful and lease conversations are underway
• Theater: department faculty currently engaged in curriculum revision, based on consultant report
• New Programs: SED approved the jointly registered Kingsborough Community College A.S. in Biotechnology/Brooklyn College B.A./B.S. in Biology program, the M.A.T. for Earth Science Teacher (7-12) and the Alternative Certificate (TRANS B) version and the certificate program in Non-Profit Fiscal Management. Pending CUNY and SED approval is the joint KCC A.S. in Earth and Planetary Science and the BC B.A./B.S. in Geology. Articulation agreements: A.S. in Digital Filmmaking at Westchester Community College with B.A. Film concentration in production; A.A. in Philosophy at LaGuardia with B.A. in Philosophy; A.A. in Communications at LaGuardia with B.A. in Speech; updated A.S. in Health Science at Queensborough with B.A./B.S. in Health and Nutrition Sciences

Postponed Or Deferred Initiatives (as of fall 2009):
• Launch a thorough review of graduate programs in keeping with Middle States recommendation—pending formation of new schools and arrival of deans to direct school-based review, deferred until fall 2011
• Identify funding and recruit two Visiting Professors in Curriculum Development and Pedagogy (on assignment to the Center for Teaching) and Mathematics Instruction (Mathematics) to lead efforts to modernize and revitalize instruction in these programs—deferred pending recommendations of President’s Task Force on Retention and Graduation Success (new initiative, fall 2009—Targets 13, 15,16 and 17)

College Target 2: Draw greater recognition for academic quality

Program Accreditation and Selected Other Institutional Recognition:
• NCATE Accreditation and Special Program Recognition: NCATE Visiting Team found that the School of Education met all six standards (diversity at the target level) and recommended reaccreditation (anticipated action October 2010); School Counseling awaiting CACREP notification regarding site visit qualification; Educational Leadership and Teachers of Social Studies programs are preparing to file for reconsideration of special program recognition
• M.F.A. in English Program cited by Poets & Writer’s Magazine as 15th in the nation for graduating great authors and poets
• The Library Archive’s Kaplan Boxing Collection designated a national treasure by a National Endowment for the Humanities grant
• College named to President Obama’s Higher Education Community Service Honor Roll, with distinction—the second year for national recognition of our commitment to volunteerism and service learning

Faculty:
• A resource list promoting external fellowship opportunities has been added to the faculty portal; chairs are actively promoting these opportunities
• Distinguished Professors: Tania Leon (Conservatory of Music) inducted into the American Academy of Arts and Letters; Ursula Oppens (Conservatory of Music) received her third Grammy nomination. Other
• Prestigious Faculty Awards: Woodrow Wilson Career Enhancement Fellowship and CUNY Center for Puerto Rican Studies Fellowship (Vanessa Y. Perez Rosario, Puerto Rican and Latino Studies), NEH Fellowship and Getty Fellowship (Rachel Kousser, Art), Fulbright Fellowships (Carolina Bank Munoz, Sociology and Annette Danto, Film), American Anthropological Association Gordon R. Wiley Prize (Sophia Perdikaris, Archaeology and Anthropology)
• Endowed Chairs: Professor Stefano Ghirlanda (University of Bologna,) appointed as the Carol L. Zicklin Chair in the Honors Academy (2010–2012); established the Herbert Kurz Chair in Constitutional Rights.
• Alumni Awards: Rona Jaffe Foundation Writers Award (Helen Philips, M.F.A. ‘07)

Students:
• Awards and Fellowships: CUNY Jonas E. Salk (1), George W. Mitchell (1), Jeanette K. Watson (1), Fulbright (1), 100 Hispanic Women Young Latina Scholarship (1), Gilman Study Abroad Scholarship (2), French Embassy Teaching Assistantship (1), Biophysical Society Minority Travel Award (1), Women’s Educational
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Forum (1), New York State Women (1). Pending: Boren (1), Women’s Educational Forum (1)

• **Research**: Undergraduate Research Journal now soliciting submissions for Volume 2; undergraduate research projects are being promoted to second year students as part of high-impact learning program; master’s students actively participate in national professional conferences; undergraduate MARC and RISE students presented and won awards at the Annual Biomedical Research Conference for Minority Students

**Marketing Campaign, Enhancing College Image and Creating Strong Brand:**
Created an institutional branding and marketing campaign that will be launched in August 2010 to support recruitment and marketing efforts. Phase One, which was recently completed, included a new logo and tagline. Phase Two, which will be delivered in summer 2010, will include the creation of recruitment materials (e.g., viewbook, travel brochure, posters) and an image campaign (subway and bus ads). A virtual campus tour will go live in November, followed by a full redesign of the college website which will be completed in early 2011

*College Target 3: Program reviews, with analyses of enrollment and financial data, will demonstrably shape academic decisions and allocations*

• **External evaluations** of Africana Studies, Judaic Studies, Puerto Rican and Latino Studies, and Linguistics (interdisciplinary program) completed

• **Departmental Multi-Year Plan Status**: Final plans accepted–Film, Art, and Music; Final Plan Pending Acceptance Meeting–Speech; Draft Plans in Revision Phase–TV/R and PEES; Drafting Initial Plans–Anthropology, HNS and Psychology

*College Target 4: Use technology to enrich courses and teaching*

The percentage of instructional (student) FTEs offered partially or totally online increased to 11.5% (+1%), with 1.9% offered totally online and 9.5% offered partially online

• Classroom response systems are widely used to support instruction and administrative meetings. To facilitate use of response system technology without “clicker” units, a large concurrent user license of Turning Technologies has been purchased and is being installed in 40+ shared computer classrooms. An associated SCALE-UP pilot (large class engagement pedagogy) in Physics I and Calculus I implemented in spring 2010

• The College worked successfully with CUNY/CIS to implement the recent BlackBoard version upgrade. In addition, local alternatives (such as document drop boxes and file sharing) have been promoted to faculty and students in the event of an unavoidable interruption in BlackBoard services

• Library Online Orientation Program (LOOP) modules one (focused on orientation) and two (focused on research) have been implemented and taken by 1600 students as of late March. As a result, the English 1 library orientation program is now offered totally online. LOOP module three (focused on transfer and graduate students) is in development (Target 20)

• Library/ALT workshops (124) and Center for Teaching workshops focused on the effective use of technology tools for teaching, learning and research were offered

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

*College Target 5: Continuously upgrade the quality of full-time and part-time faculty as scholars and as teachers*

• Expanded new faculty workshop series to include session entitled “Issues and Strategies in Classroom Management”

• Created and offered a six-session workshop series for new department chairs

• Brooklyn College faculty (trained in the Seldin method) offered a three-day intersession workshop for junior faculty on Teaching Portfolios

• Presentation of online student evaluation results was modified to facilitate use of these data for adjunct mentoring and personnel decisions

Submitted by President Karen L. Gould, June 16, 2010
• An extensive calendar of faculty development events was offered. *Highlights:* John Hope Franklin Memorial Conference (November 2009); Robert L. Hess Scholar-in-Residence Eleanor J. Sterling, Director of the American Museum of Natural History Center for Biodiversity and Conservation (March 2010). Provost’s Task Force on City-based and Sustainability Education and Core Faculty Conference promoted high-impact learning activity, assessment practice, and curriculum development

*College Target 6: Increase faculty research/scholarship*

• Scholarly and creative productivity in 2009 (as reported by 49% of full-time faculty): 37 authored books, 29 edited books, 110 book chapters, and 5 book prefaces/introductions; 272 peer-reviewed articles and 92 other articles and commentaries; 103 other creative and scholarly works; 492 conference presentations and invited lectures, of which 15 were published as proceedings
• A CUE Innovative Grant supported six fellows and senior faculty mentor to develop Brooklyn-engaged modules for general education and introductory courses, publication of results was a condition of the award
• A Provost’s Seminar series (3 sessions) provided a forum for faculty who had been on sabbatical in the divisions of social science and education, humanities, and the arts to report on their research
• The College provided 9 faculty, primarily in the sciences, with $883K in start-up funding

*College Target 7: Instruction by full-time faculty will increase incrementally*

Data regarding percentage of instructional FTES delivered by full-time faculty, percentage of instructional FTESs in undergraduate courses delivered by full-time faculty, and the percentage of instructional FTESs in graduate courses delivered by full-time faculty will be available in a supplemental report

• 13 lecturer lines were allocated to high need departments with the requirement that their full credit load be assigned to classroom instruction
• Computer Information Science published a two-year curriculum map for its projected course offerings and Classics implemented a pilot staffing allocation model that increased the number of full-time faculty teaching Core 1.1 Classical Cultures

*College Target 8: Recruit and retain a diverse faculty and staff*

• A diversity climate survey customized for faculty, staff and student audiences was conducted in spring 2010; results are being analyzed; the Diversity and Inclusion Implementation Plan Committee will review results and recommend initial implementation steps for fall 2010. Survey process and initial results were shared with the community on Faculty Day (May 24th)
• Proactive techniques (including personal letters as a follow-up to meetings and contacts made at professional associations and through alumni contacts of faculty and staff, spousal hires, and search waivers) were promoted as recruitment tools to diversify the applicant pool
• Expert training was provided to faculty search committees on best recruitment practices to enhance diversity and to faculty on the topics of accommodating different learning styles and dealing with students with psychiatric disabilities
• Efforts to increase staff diversity in job groups where underutilization exists in the AAP were continued

**GOAL 2: IMPROVE STUDENT SUCCESS**

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

*College Target 9: Provide students with a cohesive and coherent general education*

• *CUE funding supported Pre-Freshman Academy, Immerse (including ESL and SEEK), ESL Tutoring, CPE/Gateway/TOCA /entering student advisement, First College Year, General Education assessment and faculty development, Center for Teaching, Core Conference and gateway course success measures. High impact activity funded by CUE included: First-Year Learning Communities, First-Year Seminar, City-based*
and Sustainability Education Initiatives, Study Abroad, WAC *(Targets 10 and 11)*

- Of 744 non-SEEK entering first-time full-time freshmen in fall 2009, 501 participated in First College Year and STEM learning communities. First-year success courses offered in fall 2009 more than tripled; initiated tracking of one- and two-year retention rates for learning communities and first-year success courses that provide comparison data for a like cohort of unaffiliated students; diversity topic addressed in first-year success course unit, in a spring learning community and as a learning outcome that was specifically assessed in the first-year success course. Relation between liberal arts and career aspirations addressed in first-year success course and as topic of Core Conference keynote speaker
- The General Education Advisory Council reviewed and extensively revised the official bulletin statement regarding educational foundations requirements. The revised statement will appear in the faculty and student portals and the next online undergraduate bulletin
- Writing Benchmarks Task Force completed scaffolded rubric and incorporated feedback from W-course instructors into final document. WAC and Center for Teaching will widely distribute and evaluate usefulness in 2010-11
- Gateway Science initiatives included building of SCALE-UP classroom (fall) and SCALE UP method piloted in Physics and Calculus (spring); pre-Organic Chemistry workshop implemented and preliminary results indicate increased performance in Chemistry 51. Design for assessment of classroom response systems under discussion
- Community-engaged learning communities ran in fall and spring; Upper Tier Core pilot of a Brooklyn-based/community engaged course on the Jewish Diaspora was taught (spring); CUE Innovative Grant is supporting six faculty and one mentor in development of community-engaged modules for general education and introductory courses

*College Target 10: Improve basic skills and ESL outcomes*

85.2% of non-ESL SEEK students passed all basic skills tests within one year (-6%); 71.4% of ESL students (SEEK and regular) passed all basic skills tests within two years (-17.9%). Summer test score improvements of entering first-time freshmen: 90.3% increased reading test score (-1.1%); 87.5% increased writing (essay) test score (+3.7%); 94.8% increased math COMPASS 1 test score (+2.6%); 98.7% increased math COMPASS 2 test score (5.2%)

- **SEEK:** To address change in Math skills passing score (fall 2008), additional remedial math tutorials and workshops in pre- and post-freshman summer session and faculty development have also been held to incorporate Critical Inquiry into the math workshop. SEEK program admissions criteria for fall 2010 were reviewed and revised
- **ESL:** ESL courses have been provided peer-mentors and career counselors on the model of the first-year success course. Program improvements included intensive tutoring opportunities for students in their fourth semester who have not passed skills tests within three semesters and revision of course curricula, lab materials and pedagogy in preparation for the new CUNY basic skills writing test. Initial training in learning outcomes assessment has been provided to the ESL program
- **Pre-Freshman Academy** effectiveness in raising pass rates is being tracked and evidence-based improvements have been introduced; a new baseline for COMPASS scores is being established

*College Target 11: Improve student academic performance, particularly in the first 60 credits of study*

79.6% (+1.4%) passed freshman composition and gateway mathematics courses with a C or better; 82.5% (+3.3%) passed freshman composition with a C or better; and 70.5% passed gateway mathematics with a C or better (-3.7%). 34% (+2.3%) of freshmen and transfers took one or more courses the summer after entry; the average number of credits earned by full-time first-time freshmen in baccalaureate programs in the first 12 months was 24.5 (+0.2%); 86.6% (+2.8%) of baccalaureate students declared a major by the 70th credit. Percentage of instructional FTEs in lower division courses delivered by full-time faculty will be issued as a supplement

- WAC Writing Fellows supported Eng 1 adjunct development in fall; SI was implemented in pre-Calculus. Learning Center tutors supported both courses

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- BOSC and CUE summer bridge program being revised to include a problem-based sustainability science experience; STEM Gateway learning community being revised to extend and complement the summer bridge experience
- Phase Two of Campaign for Student Success/Mellon implemented and high-impact programs promoted to students. Foundations of Excellence Transfer Focus self-study and self-improvement plan completed

College Target 12: Increase show and pass rates on the proficiency exam

- CPE show rate was 87.3% (+3%) and CPE pass rate was 95.5% (+1.1%)
- Faculty development program for CPE workshop instructors focused on Task 2 skills

College Target 13: Reduce performance gaps among students from underrepresented groups and/or gender and non-URM students

One-Year Retention Rate for Entering Class of Fall 2008: 71.4% for URN students, 81.6% for non-URN students (-10.1% gap); 77.3% for males, 78.3% for females (-1.0% gap). Percentage of semester credit hours earned of those attempted, fall 2009: 82.4% for URN students and 86.1% for non-URN students (-3.4% gap); 82.7% for males and 86.0% for females (-3.3% gap)

- President’s Task Force on Retention and Graduation Success (new initiative, fall 2009) examined retention and graduation of all students and determined that the success of all Brooklyn College students is significantly enhanced when students are affiliated with structured programs such as Honors Academy, RISE, MARC and SEEK. Task Force recommendations from the submitted report will be prioritized and timetable will be set by an Implementation Committee in fall 2010 (Target 15, 16, 17). URM and gender gap issues will be addressed in the implementation plan
- Funded science pipeline programs (e.g., RISE, MARC, CSTEP, LS-AMP) and the college's SEEK program continue to provide advisement, counseling and support to hundreds of qualifying students
- A Deutsche Bank Americas/Schott Foundation for Public Education grant was jointly awarded to the School of Education and the Political Science Department to create a recruitment hub for urban community teachers with a particular emphasis on black male teachers, who constitute the group most underrepresented in urban community schools
- As of fall 2009, the College is a member of HACU (Hispanic Association of Colleges and Universities) and faculty and students engaged in conferences, seminars and activities that bolster student retention

College Target 14: Show progress on implementing faculty-driven assessment of student learning

- Undergraduate Programs: Sociology has gathered preliminary data; Political Science and History have established techniques and/or sought curricular changes to allow solid evidence to be collected; TV/Radio has established a comprehensive data collection infrastructure
- Graduate Programs: Performance and Interactive Media Arts (PIMA) has well articulated goals, conducted assessment activity and modified its goals; Art History is benchmarking graduate goals and developing appropriate evidence gathering methods
- Outcomes Assessment Plan: deferred pending development of college wide strategic plan in 2010-11
- Outcomes assessment has been formally integrated into the process of external evaluation of academic departments (Target 3)
- HHMI-recommended competency-based student outcomes in undergraduate science curricula deferred pending creation School of Natural and Behavioral Science

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

College Target 15: Facilitate students' timely progress toward degree completion

- President’s Task Force on Retention and Graduation Success (new initiative, fall 2009) recommended a series of improvements such as expanded academic advisement and improved articulation between 0-60
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advisement and major advisement, including investment of advisement resources in the new school structure. Task Force recommendations to be prioritized and timetable to be set by an Implementation Committee in fall 2010 (Target 13, 16, 17)

- First-year students, especially if they had difficulty in their first semester, are strongly advised to utilize intersession and summers to accumulate credits
- Transfer Evaluation Days continue to facilitate transfer credit evaluation and support program planning; automation and process change have improved process of evaluating students’ non-BC credentials; an Educational Benchmarking Inc. survey was administered to entering transfer students; completed a self-study of transfer student experience and related policies and practices. Recommendations include further modifications to transfer evaluation process; creation and implementation of assessment plans for all transfer services; and increased support for departments in designing services for transfer students

College Target 16: Retention rates will increase progressively

Fall 2008 First-time Full-time Freshmen One-Year Retention Rate: 77.9% (+0.7%); Fall 2007 First-time Full-time Two-Year Retention: 65.4% (-2.6%). Fall 2008 Full-time Transfers One-Year Retention Rate 75.5% (+2.6%); Fall 2007 Full-time Transfers Two-Year Retention Rate 64.3% (+1.1%). Sustained an annual upward trend of one- and two-year transfer student retention over the period 2004-2008

- President’s Task Force on Retention and Graduation Success (new initiative, fall 2009) strongly advocated gradual expansion of first-year learning communities to include all entering first-time, full-time freshmen, and continuation and expansion of Mellon-funded Second-Year Student Program. Task Force recommendations to be prioritized and timetable to be set by an Implementation Committee in fall 2010 (Target 13, 15, 17)
- Implemented CUE supported activities (Target 9) and Phase Two of the Campaign for Student Success/Mellon 0-60 Credit Initiative (Target 11)
- Entering student registration advisement services continued; two SMART-to-Finish workshops for faculty and staff advisers emphasized college wide requirements, academic policy and procedures

College Target 17: Graduation rates will increase progressively, in baccalaureate/masters programs

Fall-time first-time freshmen: 21.7% in class of fall 2005 graduated within four years (-1.5%); 43.3% in class of fall 2003 graduated within six years (-.4%). Full-time Transfers: 48.7% in class of fall 2005 graduated within four years (+3.9%); 52% in class of fall 2003 graduated within six years (-2.0%). Master's Students: 71% in class of fall 2005 graduated within four years (+0.4%)

- President’s Task Force on Retention and Graduation Success (new initiative, fall 2009) recommended that the College review and revise its method of communicating degree and program requirements; improve degree planning tools available to students, faculty and staff; and encourage students to file a formal degree audit after completing 75 credits. Task Force recommendations to be prioritized and timetable to be set by an Implementation Committee in fall 2010 (Target 13, 15, 16)
- Computer and Information Science published a two-year curriculum map to enable students to more effectively plan for graduation (Target 7)
- Coordination between college advising (0-60 credit program) and major advising supported by two SMART-to-Finish programs for faculty advisors (Target 16)
- The OnCourseAdvantage (TOCA) program, which provided a framework for a small cohort of students to progress toward timely graduation, has been discontinued (new Initiative, spring 2010); best TOCA practices and existing TOCA staff resources will be invested in a larger percentage of the student body through expansion of services provided to first- and second-year students in the Center for Academic Advisement and Student Success (CAASS)
- Graduate Studies reviewed all published policies and procedures and is providing training to graduate program deputies on best practices in graduate student advising, especially the academic probation process
Objective 5: Improve post-graduate outcomes

College Target 18: Professional preparation programs will improve or maintain high numbers of successful graduates

Teacher Certification Exams: 95% passed the LAST (+1%); 97% passed the ATS-W; 82% passed the CST exam (-5%). Uniform CPA Exam: 55.8% without an advanced degree passed at least one segment (+10.5%)

Graduate Exam Results Obtained by the College: GMAT: 481 (+12), the highest mean score since 2004-2005; LSAT: 141 (-9), probable selection effect based on increased number of test takers; MCAT 25.1 (-.3—based on revised data collection results); mean GRE: 930 (+12)

- CST improvements have been achieved in physical education and social studies content. Test results for undergraduate early childhood dual certificate program in students with disabilities and for English language arts are both below 80%. Faculty are analyzing results; data-driven corrections will be developed
- Magner Center for Career Development and Internships tracking database project completed (Target 19)
- Pre-Health Advisory Council to in planning services for students preparing for careers in medicine and health professions was formed and has met

College Target 19: Job and education placement rates for graduates will rise

- College Survey Results: In fall 2009 (a period characterized by significant economic downturn), over 81.4% of recent graduates reported that Brooklyn College had prepared them for the future, with 69.8% of students (surveyed when they received their diplomas) reporting that they were already employed and 74.4% of those who were employed reporting that this job was related to their major. 38.8% of these respondents reported that they earned salaries in excess of $40,000
- CUNY Survey Results: In Spring 2010, CUNY administered a survey of baccalaureate recipients who had completed their degrees in 2006-07. 71.3% of alumni were employed; two-thirds of which in a job related to their undergraduate major. 28.3% of the employed alumni were in managerial positions. 40.5% of all alumni (including about half of those not currently employed) were currently pursuing further education. 89.1% of alumni felt that CUNY had prepared them for their job. 46.7% earned at least $40,000 in their current job
- Magner Center for Career Development and Internships tracking database project completed (Target 18)

Objective 6: Improve quality of student academic support services

College Target 20: Improve the quality of academic support services, academic advising, and use of technology to strengthen instruction

Out of 4.0, student satisfaction with academic support services was 2.93; with student services–2.76 (-.02); with access to computer technology–3.11 (-.12)

- CUE funded activities and 0-60 credits were implemented (Target 9, 11)
- Two SMART-to-Finish academic symposia were held (Target 16)
- 12 new smart classrooms were built (total smart classrooms=70); 30 first- and second-generation smart classrooms were upgraded to match the new feature set. Smartboards were installed in seminar rooms in all academic departments. A new general purpose computer classroom was built and the SCALE-UP lab was built and outfitted (Target 4, 9)
- Field Writing Tutor program continued; Learning Center acquired and used 3D Chemistry models to support organic chemistry preparation workshop
- Veterans Affairs program participation increased by 34%, with 73 additional veterans anticipated in fall 2010; over 350 students participated in the SERVA volunteer program
- Petrie Foundation emergency fund received 100 requests for support and more than 2/3 of the funds have been expended to date in the current funding cycle
- Division of Student Affairs restructured (Target 1) and created a new on-stop service point, Student Activities
Central. Town Halls were sponsored on a variety of topics; a first Student Affairs conference promoting Student Affairs as a career choice was held; expanded communications with students via Twitter, Facebook, etc.

- Library/AIT: increased the number of available computers by 15.5%; in response to student demand, library service was expanded by 13 additional hours each week and a laptop loaner program for students was initiated; a generous donation from the Everett family supported renovations and service improvements, including additional seats in the reference area, two new group study rooms, and a classroom for library/information literacy instruction (new initiatives)

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

College Target 21: Increase or maintain enrollment for degree programs; mean SATs/CAAs of baccalaureate entrants will rise

In fall 2009, the total enrollment was 17,094; the mean SAT of regularly admitted first-time freshmen was 1098 (+58); the mean SAT of regularly admitted first-time freshmen excluding ESL students was 1106 (+53); and the mean CAA was 87.0 (+1.1)

College Target 22: Achieve and maintain high levels of program cooperation with other CUNY colleges

Completed 91.4% of course evaluations in TIPPS (+0.8%); 22.2% of evaluated courses are designated as non-transferable (+0.6%).

- Implemented online web access to all Faculty Council approved articulation agreements from originating colleges
- SED approved the jointly registered Kingsborough Community College A.S. in Biotechnology/Brooklyn College B.A./B.S. in Biology program. Pending CUNY and SED approval is the KCC A.S. in, Earth and Planetary Science and the BC B.A./B.S. in Geology
- Articulation agreements: A.S. in Digital Filmmaking at Westchester Community College with B.A. Film concentration in production; A.A. in Philosophy at LaGuardia with B.A. in Philosophy; A.A. in Communications at LaGuardia with B.A. in Speech; updated A.S. in Health Science at Queensborough with B.A./B.S. in Health and Nutrition Sciences
- SEEK Program Collaborations: hosted the CUNY New Community College planning team on multiple occasions and shared information and materials regarding program content and pedagogical approaches and participated as a partner with LaGuardia in the FIPSE-funded Making Connections project—accomplishments will be highlighted at the Making Connections ePortfolios for Connectivity and Transfer Conference on June 18th
- In 2009-10, hosted 24 BMCC classes and 572 BMCC students on the Brooklyn College campus during underutilized periods (Target 32)

College Target 23: Meet 95% of enrollment targets for College Now, achieve successful completion rates, and increase the students who participate in more than one college credit course and/or pre-college activity

Total CN enrollment was 879 (+120); 84% earned an A, B, or C in summer and fall 2009 (+3% over 2008-09); 36% of CN participants were previously enrolled in CN high school and college credit courses

- Expanded role and responsibilities of part-time staff member to include offsite course coordination to improve training, orientation, and communication with HS-based liaisons and CN instructors
- Continued to collaborate with BC ERIS [BMI] program faculty to survey and share ERIS program materials with male CN program participants
- Implemented planned full selection of pre-college and college courses for high school students in Teagle-funded Leading to College Program

Submitted by President Karen L. Gould, June 16, 2010
Objective 8: Increase revenues and decrease expenses

College Target 24: Alumni-corporate fundraising will increase or maintain current levels

With regard to the reported CAE Gift Income Summary (line 20), the College will report approximately $11 million for FY ’10, as opposed to $7,095,776 for FY ’09; an increase of 55 percent. A final weighted rolling average for FY2010 will be available in July

- “Foundation for Success,” a new comprehensive fundraising campaign with a goal of $200M, was planned and publicly launched on May 13th at the Brooklyn College Night Gala at the Steiner Studios
- Opened negotiations with Steiner Studios on location of proposed graduate programs in film and secured a $5 million lead donation
- Initiated a series of focused appeals targeting alumni from 1970-1985 in order to recapture an alumni cohort that has not been philanthropically active
- A detailed operational and strategic plan for the Brooklyn College Foundation was prepared as part of the Foundation for Success campaign effort. The BCF Strategic Plan will be reviewed and updated annually
- Two new endowed chairs were announced: the Kurz Chair in Constitutional Rights and the Rand Chair in English Literature

College Target 25: Achieve revenue targets including those for Adult and Continuing Education

PACE revenues increased 0.92% as of May 31st. Marginal programs in childcare, personal improvement, real estate, test preparation, arts and recreation, part time ESL, and communications that were not profitable were discontinued. The economic climate also contributed to lower enrollments in senior citizen and youth programs. Enrollment as of May 31st was 4,497

College Target 26: Lower or hold constant the percentage of tax-levy budget spent on administrative services

In FY2009, 25.6% of the College’s total budget was spent on administrative costs (-2.7%); 6.3% on general administration; 9.8% on general institutional services (-1.4%); 9.5% on maintenance (-1.4%)

College Target 27: Have and implement a financial plan with a balanced budget

The College continues to have and implement a financial plan with a balanced budget

College Target 28: Contract/grant awards will rise

The estimated weighted rolling average for grants and contracts is $13.7M (+5.13%). A final weighted rolling average of grants and contracts for FY2010 will be available in July

- For the third year, total grant submissions exceeded 200 proposals. Yield for FY 2009 was 53% (+7.5%). Workshops and events continued to support increased submission/enhanced quality of submitted proposals
- The Office of Research and Sponsored Programs (ORSP) works closely with the Brooklyn College SCORE Advisory Committee to facilitate submission of collaborative research proposals in the sciences. Creation of a Research Advisory Board has been deferred until the new school structure takes effect in FY2012
- Sponsor Portfolio: Variety and number of public and private funders in the award portfolio increased; a 50-50 balance between institutional and research projects in the award portfolio continues to be a target

College Target 29: Improve indirect cost recovery ratios

To achieve the maximum indirect cost recovery ratio, the policy of not waiving overheads on grants that permit such charges is enforced

Submitted by President Karen L. Gould, June 16, 2010
College Target 30: Complete restructuring of philanthropic foundation to comply with CUNY guidelines and document participation in the CUNY Compact

The Brooklyn College Foundation structure fully complies with CUNY guidelines; it will continue to document its participation in the CUNY Compact

College Target 31: Student satisfaction with administrative services will rise or remain high

In 2010, student satisfaction with administrative services was 2.72 (-0.04) out of 4.0

- **West Quad Building** opened in fall and provides a central location for students to conduct all college business and state-of-the-art athletic and recreation facilities. Student services offices include a substantially expanded Enrollment Services Center (equipped with a DMV-style queue management system and an expanded call center)

- **Student Affairs** created an Office of Student Life and Housing Referrals (spring 2010) that is housed in and reports to the Director of the Student Center. Aside from providing housing referrals to students and programming activities that enhance campus life, the Office serves as the College’s liaison with management staff of the privately owned residence hall. To date, the Office has fielded 1805 queries (905 from enrolled students; 900 from prospective students). The residence hall will be completed in July and ready for students to occupy by fall 2010

- **Mobile Student Information Booth**: Student-operated Information Booth located in Boylan Hall extended services to James Hall via the "Mobile Information Booth". The mobile booth, regularly situated in James Hall three days a week, allowed the trained student staff to provide information about office locations and campus service resource availability, and to help students in determining where and how best to tackle an issue (300 mobile inquiries). The Mobile Information Booth concept will be expanded to support smooth transition and improved communications during the announced changes in academic structure and the physical plant over the next few years

- **Office of the Bursar** created a formal payment calendar and implemented corresponding communications campaign (posters, postcards, e-alerts, and automated and personal phone calls) regarding tuition payment due dates. Staff received customer service training. Results of the 2010 Office of the Bursar survey highlight the success of these initiatives. When asked about the friendliness of the staff, 87% indicated that the Bursar representative was very friendly or somewhat friendly. Only 7% reported that they are unaware that their courses can be cancelled if full payment is not received by the due date and there was a 6% reduction in the number of students who did not know their payment due date. To improve the flow of information, the office also implemented paperless billing

- **Office of Student Financial Services** (SFS) was created to bridge the Office of the Bursar and Office of Financial Aid. SFS advises students on how to pay for College and works with the Office of the Bursar to reconcile unpaid financial aid (Target 1)

- **Enrollment Services Center (ESC)** relocated to the new West Quad Center, a hub for student services. A new queue system accurately tracks student traffic and supports service improvements. Customer service and content training was provided for all ESC and call center staff. Spring 2010 ESC survey results indicate successful outcomes of these initiatives—an 8% across the board increase in satisfaction with all ESC services, with 65% of respondents strongly or moderately agreeing that call center staff are courteous and friendly compared to 51% of spring 2009 respondents. Survey results also demonstrate the success of the new, tiered approach to services, with 51% of respondents dealing with the Bursar only through the Enrollment Services Center and an increase of 9% in the number of students who contacted the Bursar’s Office via the call center versus in-person

- **Portal Services**: ITS-developed system releases include an automated graduate student application process for filing letters of recommendation; the articulation agreement database (Target 22); online appointments systems for Registrar, Financial Aid, Admissions, CAASS (academic advisement), Testing and Student Financial Services; and a pilot of an online tool that alerts affect students about class cancellations (SATIN)

- **ITS-Administered Customer Satisfaction Surveys** indicated that 85% of the users of the WEB public computing lab are very satisfied with services and 95% would use the facility again and recommend it to peers. Respondents to Help Desk satisfaction evaluations indicate that 93% of problems are completely resolved and 96% reported that the technician was courteous
BROOKLYN COLLEGE PERFORMANCE GOALS, 2009-2010

**College Target 32:** The percentage of instruction delivered on Fridays, nights, and weekends will rise, to better serve students and use facilities fully

The percentage of instruction delivered on Fridays, nights and weekends was 41.0 in fall 2009 (-1.7%). Efforts to increase college programming during these periods continued but these time slots are unattractive to our largely traditional college-age student body. The joint CUNY-BC transportation study (fall 2009) found that approximately 29% of our students arrive on campus between 9 and 10 AM four days a week and spend approximately 6 hours and 20 minutes on campus each day. The greatest number of students on campus at any one time appears to occur between noon and 1 P.M.

In 2009-10, hosted 24 BMCC classes and 572 BMCC students on the Brooklyn College campus during underutilized periods (Target 22)

**College Target 33:** Prepare and implement a campus risk management plan that is integrated with the University’s risk management program

A Brooklyn College Risk Management Plan, including risk control measures for on-going facilities upgrades, was prepared by the Risk Management Committee and submitted to the University

**College Target 34:** Make timely progress in CUNYfirst implementation

- Hosted the borough-training center, supported implementation by providing subject matter experts, UAT testers, and super users, and shared best practice in the use of the Talent Acquisition Module (TAM) across CUNY
- Created a campus project website, broadly publicized CUNYfirst weekly communiqués, collaborated on university-wide communications projects (e.g., brochures, posters) in weekly project sessions. Sharepoint site set-up in process
- Completed the course renumbering project, resolution authorizing the new course numbering system effective fall 2010, pending approval by the Board of Trustees, June 2010

**College Target 35:** Have a functioning campus sustainability council and a recognized, multi-year campus sustainability plan

- The Sustainability Council completed a ten-year Sustainability Plan that has been submitted to the University for review. Initial short-term goals of the plan have been implemented. Launch of the college’s sustainability website will immediately follow acceptance of the campus plan by the CUNY project team
- National Recognition: Brooklyn College was listed in the Princeton Review’s Green Guide to 286 Green Colleges
- The Provost’s Task Force on City-Based and Sustainability Education will be submitting its final report on related academic initiatives in June