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

- **Middle States:** deferred launch of review of graduate programs in preparation for submission of the Periodic Review Report (PRR, due 2014) until implementation of school structure in AY 2012
- **NCATE/School of Education:**
  - BC team (Dean, Director of Institutional Research and two faculty) completed NCATE accreditation training
  - Educational Leadership: developed assessment rubrics and collected initial data
  - English Language Arts: resubmitted NCTE applications and the English Education BA and MA were recognized with conditions. Report due 9/15/12
  - Middle School Mathematics: applied for NCTM recognition and received guidance for resubmission
  - School Counseling: resubmitted application to CACREP and received accreditation for two years
  - Social Studies: deferred self-study in lieu of filing for NCSS recognition (to address conflict between NCSS requirements and NYS standards) until Dean of Humanities and Social Sciences can partner with the Dean of Education in the effort
- **ASHA/Speech Communication Arts and Sciences:** Participated in ASHA review of CUNY Au.D. program; hosted ASHA evaluation team (October). Initial accreditation (five years) awarded effective February 2011
- **ADA/CADE/Health & Nutrition Science:** Self-study and curriculum alignment with new learning outcomes (communication and research) for the didactic program in dietetics (DPD, i.e., the undergraduate nutrition program) is in progress in anticipation of fall 2012 evaluation team visit. Self-study for the dietetic internship (DI) deferred until fall 2011 in anticipation of 2012 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
  - Concluded four national searches resulting in the appointment of a strong, diverse cadre of deans to lead the College’s four new schools effective August 1st
  - Elected chairs of Accounting, Economics, and Finance and Business Management Departments on September 1, 2010, as a consequence of splitting department of Economics into a three department sub-structure within the new School of Business
  - Approved creation of four academic departments (Early Childhood Education/Art; Secondary Education; Childhood Education; School Psychology/School Counseling/Educational Leadership) within the School of Education and assignment of existing School of Education faculty to the new departments effective September 1, 2011 (inaugural date), pending Board of Trustees approval (June 2011)
  - Appointed the Vice President for Student Affairs (September 2011), transferred the Women’s Center into the Student Affairs organization
  - Strategically reorganized Enrollment Management organization under the leadership of a new Vice President. Hired a Graduate Admissions Director, reconsolidated Student Financial Services with Financial Aid
- **Strategic Plan:** Launched and submitted to the Central Office the 2011-16 Strategic Plan for Brooklyn College (May 2011). Developed the plan under the aegis of a Steering Committee via broad consultation with campus and external constituencies both online and at multiple working group and town meetings
• **Facilities Master Plan Amendment**: Completed the Facilities Master Plan Amendment (developed in partnership with CUNY Design & Construction and Pfeiffer Partners and based on broad campus consultation) for Board of Trustees approval (anticipated submission September 2011)

• **Image Branding and Marketing:**
  - Hired Senior Director of Communications and Marketing (November); completed review of Office of Communications and Marketing; designed new organizational structure with appropriate levels of oversight and accountability to be implemented July 1, 2011
  - Implemented first phase of new branding and marketing strategy, including recruitment materials for students entering in fall 2011 and a subway and bus ad campaign. Redesigned college website will be released in fall 2011

• **New Program Development:**
  - **Graduate Program Proposals**: Film will circulate letters of intent for three Master’s programs in summer 2011; letter of intent for the M.A. program in Human Resource Management (Psychology) has been circulated and full program proposal will be submitted fall 2011; the restructured M.S. in Business Economics is pending Board of Trustees and SED approval in summer 2011
  - **Undergraduate Programs Approved by SED**: B.S. program in Actuarial Mathematics, B.S. program in Financial Mathematics, B.S. in Multimedia Computing, joint A.S. in Earth and Planetary Sciences-B.S. in Geology (with KCC)

• **Macaulay Honors College**: Planned staff and service enhancements and enlarged MHC space to accommodate the targeted cohort of 60 students in fall 2011 (actual fall 2011 enrollment 78)

• **Recognition: Faculty Achievements**–Professor Mac Wellman (English) named a CUNY Distinguished Professor; President Karen L. Gould received the United Way’s ‘Making a Difference Award;’ Woodrow Wilson Fellowships (3); National Endowment for the Humanities (2); Guggenheim Fellowship (1); Mirror Award for Best Commentary, Digital Media (1); Fulbright-Hays Seminars Abroad Program (1); Fulbright Senior Researcher Fellowship (1); the Preis fur International Poesie der Stadt Munster (1); and a finalist in the Pulitzer Prize in American History.  
  - **Student Achievements**– Rhodes Scholar (1), Jeanette K. Watson Fellowships (2), Benjamin A. Gilman International Scholarships (4), Fulbright Awards (3), New York City Urban Fellowship (1), Les Dames d’Escoffier New York scholarship (1), Academy of American Poets Prize (1), and William Lowell Putnam Mathematical Competition recognition for the highest score in the metropolitan New York section (1). The speech and debate team placed sixth in the International Forensics Association tournament in Hungary; a ‘Mark of Excellence Award’ from the Society of Professional Journalists was given to a team of broadcast journalism students who produced a piece on Bed-Stuy unemployment; and Justin Davis was cast in a recurring role on HBO’s award-winning series *Boardwalk Empire*. In the inaugural year of the Rosen Fellows Program (endowed by Florence Rosen, ’59) $5K was awarded to each of nine creative undergraduate research and scholarship projects.  
  - **Alumni Achievements**– 2010 OBIE Award for Best American Play (1), Pushcart Prize (1).  

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

• Conducted external reviews of Classics, History, and Philosophy. Approved multi-year plan for Judaic Studies. Theater submitted an updated plan; Physical Education and Exercise Science and Television and Radio are updating plan drafts; Africana Studies, Anthropology and Archaeology, Health and Nutrition Sciences, Psychology, Puerto Rican and Latino Studies are developing initial plan drafts.

• Created a new budget structure for the academic division starting in FY 2012 that corresponds to the five school structure to be implemented on July 1, 2011

• An Implementation Committee reviewed the May 2010 Report of the Task Force on Retention and Graduation Success and initiated action on nine high-impact initiatives (reported in Objectives 3-4.5)

1.4 **Use of technology to enrich courses and teaching will improve**
Increased the number of instructional FTEs taught partially online or totally online to 13.3%, with 2.3% taught totally online, and 10.9% taught partially online

Deferred developing mission and goals for expanded online course/program offerings until the creation of school-based alignment plans that interpret the 2011-16 Strategic Plan for Brooklyn College (Objective 1.2)

Library/AIT:
- LOOP 3 (the Library Online Orientation Program, module 3, an online library instruction program customized for transfer students) developed and scheduled for fall 2011 release. Incorporated links to all LOOP modules in existing Blackboard courses and logged 17,000 uses of LOOP1 and LOOP2 modules
- Offered 121 technology workshops for faculty, staff, and students. Modified programming (scheduling and content) based on user feedback
- Continued support of CUNY Blackboard as the primary instructional delivery platform (2000 courses); currently utilizing Sakai as a backup and to promote organizations and intellectual communities on campus

ITS:
- Renovated an additional ten smart classrooms to accommodate technology-assisted teaching
- Installed a department-wide high-speed storage repository in the Film Department for student film and video projects
- Installed advanced electronic feedback/voting technology in many computer classroom to enable the incorporation of that technology into instruction

SCALE-UP (Objective 3.3):
- Continued Physics 1100 pilot. Initial results: students in pilot sections scored higher on the force concept inventory than students in other sections; pass rates also improved
- Piloted Unified Science Bridge (USB) SCALE-UP pre-calculus (50 students) and initiated monitoring of retention, GPA, and retention in STEM majors. Initial results indicate improved pass rates, higher retention, and more credits attempted and completed by USB students

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

- Nine new members will join the full-time faculty in fall 2011, including the Madelon Rand endowed chair (English). Three Visiting Professors, named in honor of Belle Zeller, Carol Zicklin (Honors Academy), and Jay Newman (Philosophy), will join the faculty in 2011-12
- Amended College Governance Plan to align promotion and tenure review process with new school structure and stipulate role of the five school deans in that process (pending Board of Trustees approval, June 2011)
- Developed, approved, and currently implementing a mid-tenure review process for all new faculty in their 6th semester of employment per Board of Trustees resolution (February 2011).
- Expanded training program for new department chairpersons to include seven sessions; continued extensive faculty development programs of the Wolfe Institute and the Roberta S. Matthews Center for Teaching
- Deferred planning a portal resource for adjunct faculty to address Middle States observation about improving orientation and increasing development opportunities for part-time faculty until 2011-12

2.2 Increase faculty research/scholarship

- Scholarly productivity of the faculty in 2010 remained stable, with 1141 reported works overall. Significant increases were reported in the categories of peer reviewed journal articles (8%), articles of all types (3%), and creative works (7%)
- Continued Provost’s Seminar Series as a post-sabbatical reporting mechanism at two spring events
- Invested $700,000 in start-ups for 8 new faculty who required specialized research configurations
• Established a college-wide Scholarship of Teaching and Learning (SoTL) special interest group. SoTL supported two research projects, one on student’s help-seeking behavior and the other on evaluating the impact of the student evaluation of faculty online process.

2.3 Instruction by full-time faculty will increase incrementally

• In fall 2010, full-time faculty delivered 47.2% of instructional FTEs, 44.0% of instructional FTEs in undergraduate courses, and 58.2% of instructional FTEs in graduate courses. Mean teaching hours of veteran full-time faculty were 7.5; mean teaching hours of full-time faculty eligible for contractual release were 6.8.

• Two-Year Curriculum Maps: Identified seven departments to engage in two-year curriculum planning with the expectation that these schedules will be published in fall 2011 (Objective 4.3).

• Departmental Plans addressing student contact with full-time faculty deferred until implementation of school structure in AY 2012.

• Larger Instructional Spaces: To address limited capacity for larger classes, renovation of a new large lecture room in Whitehead Hall, funded by a joint Borough President and City Council initiative, is in the planning stage. Capital budget included request for city funding to support renovation of the next large lecture room. The Facilities Master Plan Amendment identifies and recommends appropriate venues to accommodate larger classes going forward (Objective 1.2).

2.4 Colleges will recruit and retain a diverse faculty and staff

• Posted employment opportunities with various national feeder programs and recruited at national conferences and organizations to increase the pipeline of diverse faculty and staff candidates with the help of the CUNY Office of Recruitment and Diversity.

• Revamped search and recruitment practices to ensure a more consistent process from recruitment to hire. Offices of Diversity and Equity and Human Resources partnered on process revision and are developing specialized training for search committee chairs.

• Convened a Brooklyn College Diversity Task Force and members collaborated with the university to improve the representation and experience of underrepresented groups.

• Examined effectiveness of current faculty recruitment and diversity activities at two spring 2011 community forums (co-sponsored with CUNY).

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 supported: Pre-Freshman Academy; First-College Year (including learning communities, common reading, first-year seminar, peer mentoring); WAC; ESL lab/tutoring; Transfer Transitions (i.e., 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/Center For Teaching; Learning Center peer-tutoring; and Gateway Success.

• Of 909 non-SEEK first-time full-time freshmen in fall 2010, 71% participated in learning communities (+3%); 21 first-year seminars were offered in fall 2010 (+31%). Assessment results indicate that learning community and other affiliated students were retained at a 6% higher rate than unaffiliated students (Objective 4.2).

• Disseminated comprehensive college wide requirements document developed by the Academic Foundations Committee to all members of the college community via the BC WebCentral portal (Objective 4.1).
• **Core**: piloted three enhanced sections of Upper-Tier Core dedicated to transfer students (peer-mentors, library orientation, and high-impact learning experiences; one lower tier, two upper tier). 90% of students in transfer-dedicated Core sections reported that they knew how to access information about college policies extremely well, very well, or adequately, and many cited the first-semester cohort experience as a positive one. **Core Assessment Progress**: Philosophy conducted the most extensive lower-tier Core assessment, examining 650 student works from 22 sections. Content analysis of these assignments will be used in a future pilot of a program level critical thinking rubric. Upper-tier Core assessment was deferred until adoption of the new college assessment plan in 2011-12 (Objective 3.6)

• **WAC**: piloted revised college-wide writing benchmarks with Writing Fellows; supplied tutors to support pilot sections. A 3-day summer workshop targeted to all undergraduate instructors (i.e., in any field, full-time or part-time) offered a comprehensive overview of WAC principles and best practices

3.2 **Colleges will improve basic skills and ESL outcomes**

- 98.9% of non-ESL SEEK students passed all basic skills tests within one year; college data indicate that 96.8% of ESL students passed all basic skills tests within two years (based on late submission of passing Regents scores by 3 members of the cohort). Over the summer, first time freshmen increased their basic skills test scores by 76.2% in reading, 100% in writing, 100% in math COMPASS 1 (arithmetic), and 100% in math COMPASS 2 (algebra)

• **ESL**: Established admissions requirements for ESL program (automatic admission based on score of 32-49; scores of 24-31 are reviewed for ESL admission or referral to CLIP); placed peer tutors in ESL courses to support retention; deferred external evaluation of ESL program

• **SEEK**: Implemented structural changes to improve program effectiveness—increased counseling coverage and tutoring services, provided supplemental instructors and SI workshops to SEEK Core courses, implemented an online counseling appointment system. Hosted a CUNY program evaluation site visit and participated in the CUNY TDF Beat program

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

- Full-time faculty taught 39.1% of instructional FTES in lower division courses in fall 2008. In fall 2010, 81.6% of students passed freshman composition and gateway mathematics with a C or better, 83.1% of students passed freshman composition with a C or better, and 76.7% passed gateway mathematics courses with a C or better
- English Department incorporated a uniform grading initiative into all peer observations in English Composition, utilizing graded papers as the basis for establishing and communicating standards
- SCALE-UP Unified Science Bridge (USB) program anchored with Math 1011 was piloted in summer (Objective 1.4). 86% achieved a C or higher in their SCALE-UP Math 1011 course, as compared to 77% for comparison sections in the same session. Student reported that the USB program successfully integrated students into the College community as engaged learners and participants in campus life. Compared to all fall 2010 entering full-time freshman, USB students had higher 2nd and 3rd semester retention, attempted and earned more credits, and had a higher overall GPA
- Piloted a General Biology/General Chemistry first-year learning community for pre-health students; will introduce configuration changes in fall 2011 based on assessment
- Provided advisement workshops for unaffiliated rising sophomores to support them through their first solo registration process

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

- One-year retention rate for URM students was 80.5% (+9.1%); one-year retention rate for males was 80.8% (+3.5%). Gap indicator for one-year retention of URM/non-URM students was -2%. Gap indicator for one year retention of male/female students was -2%

Submitted by President Karen L. Gould

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

- History developed goals, completed assessment design, presented results at CUNY Assessment Conference. Puerto Rican & Latino Studies completed goal-mapping; Africana Studies initiated goal-mapping process
- Achieved significant progress in designing and implementing assessment activities in First College Year programs such as Learning Communities, Common Reading, IDS Freshman Seminar
- Drafted an Outcomes Assessment Plan to be reviewed in the context of the new school structure (2011-12). Publication of a companion Assessment manual will coincide with release of final plan.
- Deferred incorporation of assessment practices into review of graduate programs until implementation of school structure in 2011-12 (Objective 1.1)

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

Implementation Committee reviewed the May 2010 Report of the President’s Task Force on Student Retention and Graduation Success (Objective 1.3), and established nine priorities: (1) streamline transfer evaluation process; (2) improve and publicize transition support for transfers; (3) assemble and publish articulation agreements with primary transfer sending institutions; (4) comprehensively review means by which degree/program requirements are communicated; (5) establish a single annual effective date for all new programs/changes affecting degree requirements; (6) implement a two year curriculum mapping cycle; (7) expand freshman learning communities to more unaffiliated students; (8) continue to build coherent academic advisement; (9) continue/expand Smart-to-Finish programs for faculty advisors with particular emphasis on college policies and financial aid regulations related to course/program selection. Progress reported in Objectives 3-4.5

4.1 Colleges will facilitate students’ timely progress toward degree completion

- 33.9% of freshmen and transfers entering in fall 2009 took one or more courses the summer after entry. 90.9% of baccalaureate students declared a major by their 70th credit in fall 2010. Average number of credits earned in the first 12 months by full-time first-time freshmen entering in fall 2009 was 25.6. Ratio of FTEs to headcount in baccalaureate programs was 0.827
- Transcript Evaluation Reform: Re-engineered transcript evaluation process. Initial evaluation of transfer courses now included in acceptance letter. Deadlines for faculty review of unevaluated courses by the end of the student’s first year of enrollment were established and enforced (Objective 9.2)
- Degree Audit Process: Currently scribing updates to Degree Works to increase accuracy in the primary source for academic advising and degree audit (Objective 9.2)
- Foundations of Excellence Transfer Self-Study Actions: appointed a coordinator to serve as first responder for transfers in transition and convened a team of departmental first responders; increased students attendance at transfer evaluation day, and piloted enriched transfer-dedicated sections of three Core courses
- Disseminated comprehensive college wide requirements document developed by the Academic Foundations Committee to all members of the college community via the BC WebCentral portal. Utilized 'Smart-To-Finish' advisement workshops to provide this material to faculty advisors (Objective 3.1)

4.2 Retention rates will increase progressively

- Retention Rates:
  - Freshmen: one-year retention rate for first-time freshmen entering in fall 2009 was 81.9% (+4%); two year-rate for first-time freshmen entering in fall 2008 was 66.5% (+1.1%)
  - Transfers: one-year retention rate for transfers entering in fall 2009 was 76.5% (+1.2%); two-year retention rate for transfers entering in fall 2008 was 66.6% (+2.3%)
Of 909 non-SEEK first-time full-time freshmen in fall 2010, 71% participated in learning communities (+3%); 21 first-year seminars were offered in fall 2010 (+31%). Learning community and other affiliated students were retained at a 6% higher rate than unaffiliated students (Objective 3.1)

Formed First Year College Advisory Board (faculty from the five schools, Director of First Year College, representatives from Student Affairs, Academic Advising and Career Advising) to provide guidance/advice

**Magnier Center:**
- Increased internship placements by 46% and implemented an internship tracking system (Objective 4)
- Launched a series of webinars to expand the reach of Magnier Center training programs
- Concluded a comprehensive external review of Magnier Center programs

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

**Graduation Rates:**
- **First-Time Full-time Freshmen:** the four-year graduation rate of students entering in fall 2006 was 26.7% (+5%); the six-year rate of students entering in fall 2004 was 48.5% (+5.2%)
- **Transfer Students:** the four-year graduation rate of students entering in fall 2006 was 46% (-2.7%); the six-year graduation rate of students entering in fall 2004 was 53.9% (+1.9%)
- **Master’s Students:** the four-year graduation rate of students entering in fall 2006 was 73.1% (+2.1%)

**Curriculum Maps:** Seven departments to pilot two-year curriculum maps in fall 2011 (Objective 2.3)

**Objective 5: Improve post-graduate outcomes**

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

- **Teacher Certification Pass Rates** achieved: LAST—95%; ATS-W—98%; CST—89%. Significant improvements in CST English (+10%) and CST Students with Disabilities (+9%) achieved through curriculum revision based on assessment
- 45.4% of test-takers without an advanced degree passed at least one segment of the Uniform C.P.A. exam
- Brooklyn College alumni performed well on some of the graduate school placement exams relative to the prior year’s examinees. Mean LSAT score improved from 141 to 150; mean MCAT improved from 25.1 to 25.7; and mean verbal GRE score improved from 411 to 426. However, the mean GMAT score declined from 484 to 460; and the mean quantitative GRE score declined from 519 to 499

**5.2 Job and education rates for graduates will increase**

- In 2010 (a period marked by sustained economic downturn), over 90.3 % of recent graduates reported that they felt prepared for the future. 63.4% reported that they were already employed, and 73.6% of those who were employed were working in jobs related to their major. 32.6% of these respondents reported that they earned salaries in excess of $40,000
- Publicized student, faculty, and alumni achievements widely, notably through College News section of the home page. Identified "promoting the impact of Brooklyn College and its alumni on the community" as theme 4 in the Strategic Plan 2011-2016
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

- **Student Satisfaction** as reported in recent campus surveys:
  - *Freshman Mid-Year Survey* (January 2011): reported improved response for students finding out where to go for advisement, information about bills/other services, and a 5.7% increase in the number of students reporting that they study 11 or more hours per week
  - *Sophomore Registration* (May 2011): 88% of respondents agreed/strongly agreed that the workshop was helpful in preparing to register with WEBSIMS for the first time; 94% reported that they were comfortable using WEBSIMS on their own; 91% would recommend the workshop to others
  - *Magner Center* reported student satisfaction in the top two rankings on a five-point scale for the Finding the Right Major (92.65%) and Internships (93%) workshops based on 300 respondents for each workshop. Satisfaction with individual career counseling services was ranked in the top two rankings on a five-point scale by 100% of 100 survey respondents
  - *Scholars Program Senior Survey*: 99% of Scholars surveyed gave an Excellent rating to the “Senior Thesis Colloquium;” 100% said the Honors Academy seminars “improved their research skills;” 99% rated their “Education in Scholars” as Excellent
  - *Student Learning Center Survey* (387 respondents): 94% of respondents were very satisfied/satisfied with their experience; 96% were confident/very confident about achieving a better grade as a result of LC experience; 95% were likely to return for additional assistance
  - *2010 Annual Wellness Fair Survey*: Fair was rated as excellent or good by 93.75% of respondents
  - *Student Leadership Development Online Program* (January 2011): 73.68% rated the training as either excellent or good (38 respondents)

- **International Education and Global Engagement**: hired a Senior Director (appointment effective July 2011); program review and update deferred until 2011-12

- **Advisement**: prioritized and implemented initial activity in all advisement initiatives identified by the Retention Task Force (Objective 4)

- **Library/AIT**:
  - Completed extensive upgrades in the Library and the Library Café to support increased student utilization and demand, including a new computer instruction room and two new wireless-equipped group study rooms
  - Increased the number of available computers in the Library by 26%
  - Expanded the laptop loan program to students and faculty (including adjuncts); increased number of loaner machines by 408%; planned a mobile technology pilot based on iPad technology
  - Selected to participate in a national Return on Investment (ROI) study for academic libraries funded by the Institute for Museum & Library Services. Data gathering commences in fall 2011. Deferred the biennial Library/AIT user satisfaction survey until completion of the ROI study

- **Student Affairs**:
  - *Veterans*: hosted the third annual CUNY Veterans Conference and will publish resource guides for CUNY Veterans programs and students as post-conference deliverables
  - *Brooklyn Safe*: the Bike Safety Awareness Program (BSAP), funded by the BC Foundation’s Student Life Committee, reached over 150 students through its collaboration with the non-profit advocacy group, Bike New York, and the New York Department of Transportation
  - *A Healthy You*:
    - Recreation program in the new West Quad facility expanded to 92 hours a week. Provided community access through a competitive membership fee schedule
    - Formed the Advisory Committee for Student Health Information Promotion; created a Facebook page on health services; increased joint programming with health related student organizations such as Minority Association for Pre Health Students (MAPS)
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

- Fall 2010 Enrollment: total enrollment—16,912; FTEs—12,385; first-time freshmen—1,157; transfers—1,449; total undergraduates—12,804; new graduates—1,155; total graduates—4,108
- Mean SAT score of regularly admitted freshmen was 1113, excluding ESL students. Mean CAA of regularly admitted first-time freshmen was 86.3
- Adjusted transfer admissions GPA criteria for fall 2010 to improve student success
- Enrolled 4240 students in Continuing Education Program (PACE) as of April. Program was right-sized (i.e., identified course and program offerings were cancelled in spring 2011) as the result of a fiscal review

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

- 98% of TIPPS course evaluations were completed; 23.1% designated as non-transferrable
- Collaborated with BMCC to offer BMCC classes at BC during targeted periods (Objective 9.3)
- Joint BC-KCC Student Affairs NASPA Internship Project hosted and provided mentoring to nationally selected student interns. Interns attended their first national professional conference (NASPA 2011)
- Supported major CUNY initiatives—5% of BC faculty teach at the Graduate Center; Brooklyn College partners in Au.D., School of Professional Studies, and School of Public Health offerings

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

- Enrollment: total enrollment (high school and college credit courses)—944; 85% of participants earned an A, B, or C in high school and college credit courses; an estimated 33% of participants were previously enrolled in College Now programs
- Brooklyn College Now exceeded its enrollment targets (both college and pre-college) and continued to serve a population reflective of enrollments and participation trends in its partner schools. Factors affecting persistence rates include the addition of several new first time partners and a one-time reduction to a single semester program by a long-term partner site that typically enrolls for two semesters. Attention to recruitment
Objective 8: Increase revenues and decrease expenses

8.1 Alumni-corporate fundraising will increase or maintain current levels

- Subject to final year-end tally, the BCF is projected to raise some $9.6 million in cash and pledges during fiscal year ’11, and a further donation of over 5,000 rare books and manuscripts valued at over $15 million, together representing a 165% increase over FY ’10 (Objective 9.1)
- Consulted incoming deans and designed a modest expansion of BCF staff to open a new gift market in the area of corporate and private foundations. All fundraising staff (research, major gifts, principal gifts, etc.) developed work plans that anticipate the needs of the new schools for review by the deans
- Proceeds from Brooklyn College Night 2011 were $439K and exceeded the previous total by $15K

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

- Program revenue as of April 2011 for the Continuing Education Program (PACE) was $1,647,206. A fiscal program review resulted in right-sizing offerings through cancellation of identified courses and programs effective Spring 2011.

8.3 Colleges will improve or maintain sound financial management and controls

- 25% of the college budget was spent on administrative services: 6.1% on general administration; 10% on institutional services; 8.9% on maintenance and operations costs
- Continued making timely deposits with the University Controller
- Resolved initial delays in CUNYfirst accounting entries

8.4 Colleges will implement financial plans with balanced budgets

Implemented a financial plan with a balanced budget

8.5 Contract/grant awards will increase

- The weighted, rolling three-year average of grants and contracts awarded in FY 2011 through March 2011 is $11,726,044. The final figure for FY 2011 will be available after June 30th
- Submitted 200+ proposals in FY 2010-11. Achieved a 51% proposal yield in FY 2010 (5% increase over FY 2009). Continued program of workshops that encourage and support grant submission

8.6 Indirect cost recovery ratios will improve

Indirect cost recovery as a percentage of overall activity was 15.4% in FY 2010. Enforced disallowance of waivers to achieve maximum indirect cost recovery

Objective 9: Improve administrative services
9.1 Colleges will make progress within a declared capital campaign

- Made substantial progress on our declared capital campaign with $9.6 million in gifts and pledges received as of June 1st and a rare book collection valued at approximately $15 million. Gifts and pledges represent significant progress in the Campaign for Success categories of Fostering Innovation in Teaching and Research and Modernizing our Facilities. One $2.5 million gift enabled the BCF to purchase a key block of land completing the Brooklyn College campus (Objective 8.1)
- Cinema Studies: raised $500K (in addition to $5 million raised in FY ’10) and significantly advanced discussions with an “A” list of prospects; engaged the Mayor’s Office in soliciting donors and hosting two donor conferences, at the Bloomberg Foundation (June 2011) and at Gracie Mansion (fall 2011)
- Deferred activity on the campaign category of Institutional Effectiveness and Leadership until the arrival of the new deans in 2011-12

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

- Bursar:
  - Streamlined refund process/automated IFAS batch load procedure to facilitate large refund batches
  - Continued interoffice collaboration to inform students of impending payment and cancellation deadlines
  - Offered financial literacy workshops at in-person registration and to student government leaders
  - Bursar and Enrollment Services Center collaborated on an annual customer service training program
- Enrollment Management:
  - Reformed transcript evaluation process for entering transfer students (Objective 4.1)
  - Currently scribing updates to increase accuracy in DegreeWorks, the primary source for academic advising and degree audit (Objective 4.1)
  - Reconsolidated Student Financial Services with Financial Aid to increase efficiency
- ITS:
  - Installed 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
  - Implemented a new DMV-style queue management and activity tracking system to 20 user-service stations at the ESC and in surrounding offices.
  - Introduced new online services that clarify program opportunities (e.g., unified online honors programs application), communicate deadlines, or enhance student conveniences
  - Supported transition to the course numbering change effective in fall 2010 through a variety of online tools and displays
- Student Affairs:
  - Residence Hall & Rez Life: referred 2,756 students to the privately owned student residence; the Rez Life program presented 27 events (14 in fall; 13 in spring); trained Residence Life Advisors (RA’s) were helped to create community and assisted in streamlining processes and procedures in addition to their duties in the Residence Hall
  - Co-Curricular Mapping: Peers to Engage Peers (PEP) engaged 2 CUNY CAPs, 2 work study students and 1 student aide in assisting and mentoring student organization leaders with room scheduling, organizational advisement and meeting management. Assessment results indicate improvement in communication, problem solving, time management and event planning skills. In addition, the overall GPAs have increased
  - New Student Orientation: expanded and improved the program expansion in collaboration with Enrollment Services increased participation at the spring 2011 event by 30% as compared to spring 2010
  - Commencement Enhancements: 2000 graduating students accessed a fully interactive graduation roadmap that guided them through the commencement process and invited them to informational
workshops; over 2200 students utilized the online ticket request system (CATRS) for both the new Masters and Baccalaureate ceremonies
- Convocation Program: 1330 entering freshmen, transfers, and graduate students attended the Presidential Welcome. This enhanced Campus Experience Program resulted in registration of over 1000 new students in the Civic Engagement Passport Program

9.3 Colleges will improve space utilization
- Offered 40.2% of FTEs on Fridays, evenings or weekends. Attempts to increase classroom utilization during targeted periods (i.e., Fridays and weekends) were unsuccessful due to demonstrated scheduling preferences of a largely traditional college age student population
- Provided classroom space for 580 BMCC students in 35 sections during underutilized periods

9.4 All colleges will improve Risk Management on campus
- Actively participated in CUNY Risk Management Council meetings, training sessions, and other planned activities, including developing and finalizing policies and procedures
- Campus Risk Management Committee reviewed and updated the college’s Risk Management plan in consultation with affected departments and management representatives

9.5 All colleges will make timely progress on CUNYfirst implementation
- Worked on all aspects of the CUNYfirst implementation, providing subject matter experts, UAT testers, and super users. Provided programming assistance to help meet university-wide HCM reporting needs; served on Accounts Payable Core Team; assisted in validating and creating a model for COA structures related to inbound payroll
- Hosted a CUNYfirst training center on campus
- Informed BC community about CUNYfirst progress via our CUNYfirst website, and regular email updates

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
- Implemented short term-goals identified in the 10-year sustainability plan (Campus Sustainability Council)
- Coordinated plan updates with CUNY Sustainability project manager
- Increased “green” purchasing and paper recycling rates; reduced paper usage and total disposed waste
- Reviewed recommendations of the Provost’s Task Force on City-Based and Sustainability Education. Investigated leading edge sustainability curricula; developed and approved two new courses that align with identified models. Created a new integrated learning community focused on the Gowanus Canal in addition to existing place-based learning communities.