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

- **Graduate Program Review (due with Middle States Periodic Review Report, June 2014):**
  - Launched review of master’s level graduate programs by publishing a guide to graduate program review that provides relevant data by program, department and school and poses questions on issues such as admissions, enrollment, and program quality (including entrance and exit criteria, time-to-degree, and faculty deployment). School-based reports due May 1, 2013; college wide implementation plan due February 2014.
  - Early program level assessments completed: MFA in Performance and Interactive Media Arts (School of Visual, Media, and Performing Arts), and Political Science introduced significant changes in the administration of its graduate programs, particularly at the 25 Broadway location (School of Humanities and Social Sciences).

- **School of Education Program Recognition:**
  - Data Collection Platform: TK-20 contract to allow adoption by other colleges finalized; training in progress; implementation of production system planned for FY12-13.
  - Program Recognition Filing Status: new SOE departments initiated efforts to obtain recognition for English Education Secondary Level, BA & MA; Mathematics Education Secondary Level, BA & MA; Mathematics Education Middle MSED; Social Studies Education; and Educational Leadership–School Building Level and School District Leadership. Final filings and revised applications for all programs based on faculty activity and/or professional association feedback are pending in AY 12-13.

- **Health & Nutrition Science:** Prepared self-study in anticipation of fall 2012 ACA/CADE site visit for the didactic program in dietetics (DPD, i.e., the undergraduate nutrition program); postponed ACA/CADE on-site evaluation of the graduate dietetic internship (DI) program until fall 2013.

- **Speech, Communication Arts & Sciences:** filed annual report with ASHA Council on Academic Accreditation; initiated a self-study (due February 2013) in preparation for December 2013 site visit.

- **School of Business** joined AACSBB as initial step in application for accreditation (five year process) and launched a search for Accounting Department Chair who will work with the faculty to enhance accounting programs and align more closely with AACSB standards.

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

- **Organize for Effectiveness:**
  - Implemented the five-school structure: inaugurated four new schools on August 1. Elected five school-based Promotion and Tenure Committees (September) and completed school-based reviews of all P&T candidates. In School of Education, elected four department chairs, four appointment and curriculum committees as well as school P&T committee, and completed Phase 1 of transition plan that focused on decentralizing and developing hub staff to serve as specialists in support of student and department needs.
  - Completed first phase of the transition to new school structure. Associate Provost for Faculty & Administration: reorganized administration of P&T process; provided a multi-session information program for new deans; worked with deans to clarify policies, procedures, and reporting within new structure. Associate Provost for Academic Programs: led the Graduate Deputies Council in collaboration with the Faculty Council Committee on Graduate Admissions and Standards in a comprehensive review of policy and practice as it applies to graduate students, with the goal of increasing transparency and eliminating redundancies.
• Widely publicized the creation of the new schools and the arrival of their distinguished academic leaders within the college community and beyond.

• Strategic Planning/School Alignment Plans:
  o Consultative initiatives to determine goals and objectives were launched in all schools. VMPA focused on how the school and its programs fit into the broader context of the arts in the borough; HSS conducted surveys and focus groups to determine critical areas of faculty development; SÖB developed a draft strategic action plan to achieve AACSB accreditation within five years; all NYS approved programs in SOE were reviewed in terms of local and state labor needs; NBS will complete its goals and objectives by January 2013.
  o Deferred the development of divisional (i.e., Cabinet-level) action plans that link to the Strategic Plan and the creation of a procedure for assessing and reporting on progress on college wide Strategic Plan Initiatives until fall 2012.

• Enhance Infrastructure:
  o Facilities Master Plan Amendment was approved by the Board of Trustees (9/7/11);
  o Initiated construction of the Leonard and Claire Tow Center for the Performing Arts;
  o Completed schematic design of the Roosevelt Science Commons; design development phase in progress;
  o Completed construction of new athletic field (dedication scheduled in early fall);
  o Design concept approved for a 35,000 square foot space for graduate programs in Cinema Studies at Steiner Studios;
  o Determined priorities for renovation of Ingersoll science facilities;
  o Application for re-zoning of the Nostrand Avenue property is in progress.

• Marketing and Communications:
  o Visual identity was fully integrated at the divisional level and partially implemented at the unit level. Achieved partial alignment with CUNY co-branding. Deferred brand architecture activity pending additional staffing.
  o Deployed new website with user-centric architecture and compelling content in January 2012; continued testing and refinement to be completed within a year. Deferred producing a three-year plan for development and maintenance of digital properties pending additional staffing.

• New Programs:
  150-credit B.S. degree program in Public Accounting and Business, Management, and Finance approved by CUNY and NYSED; drafted letters of intent for three new masters’ degree programs in Film (M.F.A., M.A., M.S.) and submitted to CUNY Academic Affairs for review; deferred further development of M.A. in Human Resource Management pending alignment with AACSB application.

• External Recognition: College: named one of the nation’s best values for undergraduate education by Forbes and the Princeton Review, which also named the college a Best Northeastern College and one of the greenest colleges in the country; 4 of our graduate programs named by U.S. News & World Report among the nation’s best; cited by Biofuel Digest as a national leader in biofuel research. Faculty: Jennifer Basil (Biology) named one of the nation’s 300 best professors by the Princeton Review; Stacey Brenner-Moyer (Chemistry) received a $450,000 NSF grant; Leaving the Atocha Station by Ben Lerner (English) named one of the best books of 2011 by the Wall Street Journal, the New Yorker, and the Boston Globe, among others; Tania Leon (Music) honored with the New York Governor’s Lifetime Achievement Award and received a Sphinx Medal from Justice Sonia Sotomayor; Ursula Oppens (Music) received her fourth Grammy nomination; Louis S. Asekoff (English) selected by Poet Laureate Philip Levine to receive the 2012 Witter Byner Fellowships. Students: Goldwater Scholar (1); Watson Fellowship (1); Salk Scholarship (1); Fulbright Fellowships (2); Gilman Scholarship (1); Finalist for the Arthur Ashe Jr. Scholar Athlete Award (1); Critical Language Scholarship (2) Alumni: The Root named Don Lemon ’91 the sixth most influential African American; Donald Kramer ’58 recognized for his work in Bermuda with an honorable commendation on the Queen’s List; Letty Aronson ’64

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received Best Picture Academy Award nomination; Arturo O’Farrill ’96, received his third Grammy nomination.

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

- College wide departmental reports, self-study, and external evaluation processes are currently under review to ensure alignment with new school structure.

1.4 Use of technology to enrich courses and teaching will improve

- The percent of instructional FTEs offered partially or totally online was 15.4%.
- **Library/AIT:** Piloted a text message reference service in spring; users and staff alike preferred the existing chat reference service; no further developments are planned.
- **ITS:**
  - Created 19 new smart classrooms and 3 new general-purpose smart computer labs. New features include simplified touchpad controls and systems that facilitate remote monitoring and management of smart rooms to improve access and reliability;
  - Built a new 25 seat SEEK instruction technology facility and a new 25-seat Computer Science programming studio able to host mainstream and robotics instruction;
  - Implemented a new equipment request and tracking system across the arts departments for student projects and provide a variety of personal multimedia tools and resources (camcorders, audio records, cameras) to arts, education, and social science programs to facilitate interactive and media-enriched learning. Beta-tested in TV/Radio & Film in fall; full production launched in spring 2012.
  - Supported SAKAI as an alternative online instruction platform.
- **Deferred:** school-based review of online course offerings until school-based plans that align with the strategic plan are developed.

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

- Of the 27 faculty searches (including three endowed chairs) completed for fall 2012, we hired thirteen (13) women, three (3) African Americans, five (5) Asian Americans, and two (2) Italian Americans.
- **Adjunct Faculty:** planning in progress for a GTFs/Adjunct Orientation Program; included adjunct faculty in Center for Teaching New Faculty Workshop (August 2011); conducted a survey to identify ways to better orient adjuncts to the college and enhance their teaching effectiveness; developing a website for faculty that will assist them in and out of the classroom.
- **New Chairperson Orientation:** Prepared a module for the 2012-13 New Chairpersons Orientation Program that presents different models of conducting teaching observations and of conducting formative assessments of teaching using CATS (Classroom Assessment Techniques).
- **Student Evaluations:** Fall response rate: 77.2%; spring response rate: 77.4%. Developed and distributed new graphs/tables to display and summarize students’ numerical ratings of faculty that will soon be available to chairpersons through a new web portal utility; received college governance approval to include a multiple-semester bar graph of student ratings of faculty in faculty personnel files for annual reappointment and P&T action.
2.2 Increase faculty research/scholarship

- Reported faculty scholarship activities for 2011 were 1211, a 6% increase over the previous year.
- Sabbatical Application & Reporting: Two Provost’s Seminar Series events were held in the spring semester; number of required sabbatical reports filed by the deadline increased by 13; reform of the application process deferred until release of NYS audit report.
- Faculty Start-ups: Committed $220K to 2 faculty with initial appointments in fall ’11 and $827.5K to 5 faculty with initial appointments in FY ’12-13. Invested $161.5K in 6 new faculty start-ups in FY 11-12.
- Allocated $30K in PMP incentive funds to support faculty travel and scholarly presentations.

2.3 Instruction by full-time faculty will increase incrementally

- Full-time faculty delivered 45.4% of all instructional FTEs and 44.4% of instructional FTEs in undergraduate courses. Mean teaching hours of veteran faculty were 8.2; mean teaching hours of full-time faculty eligible for contractual release time were 7.3.
- Implemented increased oversight of class schedules and modifications of class limits in all schools in spring 2012. School of Business assessed its full-time faculty ratio in accordance with AACSB standards and established targets for compliance with AACSB standards on the number of full-time academically qualified and part-time professionally qualified faculty who will be teaching in the department and implemented to meet the standards. Curriculum mapping (a two-year schedule) completed in School of Visual, Media, and Performing Arts and incorporated into School of Business Assessment of Learning Plan.

2.4 Colleges will recruit and retain a diverse faculty and staff

- Implemented online workplace diversity training for key administrators and upper-level faculty members. Office of Diversity and Equity Programs sponsored a day-long Safe Space training provided by GLESEN (the Gay, Lesbian and Straight Education Network) on our campus for approximately 50 faculty and staff members.
- Presidential Advisory Committee was appointed and convened to discuss strategies to recruit and retain a more diverse faculty and staff. Several of the ideas generated by this group were implemented.

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

- Pathways: Engaged in Pathways initiative; submitted required college implementation plan (April). Faculty aligning existing curriculum with Pathways outcomes over summer; revised syllabi will be presented for Pathways review pending local governance approval in early fall;
- Learning Communities: Achieved 69% participation in first-semester learning communities by unaffiliated entering students (CUE funded). One-year retention rate of students who participated in learning communities was 6% higher than that of students who were unaffiliated with LCs or other special programs;
- First Year Seminar: Continued annual assessment of first year seminar within the first semester learning communities (CUE-funded); implemented a curricular change to 1 credit effective fall 2012; realigned semester learning community schedule to include first year seminar as an optional third course.
- CUE: CUE funds fully deployed to support undergraduate retention rates through First College Year, ESL, SEEK, transfer transitions, advising, peer-mentors for students in transition, WAC and gateway pass rate support (Objectives 3.3 and 4.2).
- Writing Across the Curriculum: Supported improved student writing outcomes (as assessed in Writing Intensive courses and Writing Intensive majors) with CUE funds. Faculty-developed School of Business
Assessment of Learning Plan addresses rubrics and measures for oral and written communications in accordance with AACSB standards.

3.2 Colleges will improve basic skills and ESL outcomes

- **ESL**: 86.2% of ESL students (SEEK and regular) passed all basic skills tests within two years.
- **SEEK**: 98.4% of non-ESL SEEK students passed all basic skills tests within one year.
  - *Basic Skills Math*: Redesigned June and summer basic skills math workshops based on results of new math exit instrument, and evaluated use of ALEKS (a nationally used, artificial intelligence math program for individualized learning and assessment) for improved outcomes, increased flexibility of delivery, and cost effectiveness;
  - *Counseling*: Brought counseling component into compliance with CUNY policy by implementing electronic evaluation of SEEK counselors, instituted a process and procedures for assessing counseling effectiveness, and expanded services to five days a week throughout the academic year; introduced an online system for SEEK students to schedule counseling appointments and enroll in seminars and workshops;
  - *English Composition*: Piloted 3 intervention strategies for SEEK students in ENG 1010—one regular session section for repeaters only, one regular section for first-time SEEK students only, and one winter intersession intensive for SEEK repeaters. Determined that intersession pilot results were not as successful as semester long interventions.

- **Opportunities for Student Success (OSS)**: attained an 85% pass rate in the OSS program; established a baseline for fall 2012 comparison.

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

- Over the summer, 63.6% of first-time freshmen increased their basic skills reading test (>25 students); 66.7% increased their basic skills writing (essay) test score over the summer (>25 students); 95.8% increased their COMPASS Math I scores; 87.2% increased their COMPASS Math 2 scores. 39.6% of instructional FTEs in lower divisions courses were delivered by full-time faculty.
- **English Composition**: 81.7% of students passed freshman composition with C or better;
- **Gateway Mathematics**: 82.2% of students passed gateway mathematics with C or better;
- **Unified Science Bridge (USB)**: Assessment of USB program modifications are in progress to determine effect of revised scale-up model on student outcomes. Cohorts under review were dissimilar; expect that a new 1-year retention rate will be established the baseline fall ’12.
- **STEM**: Established new baseline pass rates for first-semester STEM learning community pre-health students, based on curricular changes made following fall 2010 assessment;
- **Center for Academic Advancement and Student Success (CAASS)**:
  - Piloted Student Central (a system for shared tracking of student advisement from admissions through graduation) in CAASS; when fully implemented across advisement and student service venues, the system will assure consistent advisement across the campus and throughout the student’s career;
  - In process of establishing school liaisons in the Center for Advisement and Student Success (CAASS); assessed student satisfaction with advisement in CAASS; expanded workshops for lower division students in support of their transition to the major and self-registration.
3.4 Colleges will reduce performance gaps among students from underrepresented groups and/or gender

- URM/non-URM 1-year retention gap was -2.9%; male/female 1-year retention rate gap was -2.6%.
- Initiated a major restructuring of the ERIS program—including benchmarking successful programs, assessment, and program building; all special programs targeting underserved populations convened in spring to share best practices and leverage resources.
- Implemented Phase II of recommendations of the Task Force on Student Retention and Graduation Success (Objective 4.0) within administrative units of the Associate Provost for Academic Programs (advisement initiatives) and the Vice President for Enrollment Management (Transfer Student Services Center and new process for evaluating transfer courses).

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

- Introduced a Learning Outcomes Assessment Status Rubric that will allow us to document the presence, persistence, and quality of assessment of student learning in our graduate programs as part of the graduate program review activity in anticipation of Middle States PRR submission (Objective 1.1).
- History, Sociology, and Political Science are gathering evidence. Health and Nutrition Science reviewed and implemented its assessment strategy in anticipation of upcoming site visits.
- History completed its assessment plan. School of Business drafted an Assessment of Learning Plan in conformity with AACSB standards that is under review and will be adopted in fall 2012.
- In School of Education, implemented initial phase of data collection required for resubmission to Educational Leadership Constituent Council for recognition of the Educational Leadership program (Objective 1.1).

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

- Implemented Phase II of recommendations of the Task Force on Student Retention and Graduation Success (Objective 4.0) within administrative units of the Associate Provost for Academic Programs and the Vice President for Enrollment Management as described in Objectives 3.4, 4.1-4.3.
- Bulletin production process completely revised and publication gaps closed. Electronically published undergraduate and graduate bulletins for 2011-12; bulletins for 2012-13 in final phase of production.

4.1 Colleges will facilitate students’ timely progress toward degree completion

- 29.4% of freshmen and transfers took one or more courses the summer after entry; 86.1% of baccalaureate students declared a major by the 70th credit; average number of credits earned by full-time, first-time freshmen in the first 12 months was 25.1; ratio of FTEs to headcount was 0.822.
- Curriculum Mapping: School of Visual Media and Performing Arts has completed its 2-year curriculum map; draft School of Business Assessment of Learning plan addresses curriculum mapping;
- Transfer Evaluation Process: Improved process for international and graduate students by incorporating the electronic process used for undergraduate transfers. Cross-trained transfer evaluators on international course evaluation to increase available staff resources.
- Degree Works: routine updates continued; planned and allocated additional staff resources to support scribing needs associated with the transition to CUNYfirst and Pathways effective FY 12-13.

4.2 Retention rates will increase progressively

- Retention Rates: Freshmen: 82% 1-year retention rate; 70.4% 2-year retention rate. Transfers: 77.3% 1-year retention rate; 67.8% 2-year retention rate.
- Transfer Student Services: Hired a Manager of Transfer Student Services in Enrollment Management; opened a Transfer Student Center (Objective 9.2), and implemented a new Transfer Student Articulation and Processing system (Objectives 6.1, 9.2)
Internships: Magner Center reorganized on a liaison model to serve five schools; revised goals and objectives to align with the Strategic Plan; and created three-year plan to improve quality of services and assess effectiveness of learning outcomes (Objective 5.2).

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

Graduation Rates: Freshmen: 24% 4-year rate; 48.4% 6-year rate. Transfers: 47.3% 4-year rate; 56% 6-year rate. Master’s: 72% 4-year rate.
Curriculum Mapping: Visual, Media and Performing Arts completed its curriculum map; School of Business Assessment of Learning draft plan addresses curriculum mapping (Objectives 2.3, 4.1).
Pathways: Engaged with Pathways initiative; curriculum revision to align with Pathways outcomes in process in summer; revised syllabi will be submitted for review pending local governance approval in fall ’12;
Advisement: Implemented advisement and related data management initiatives outlined in Objective 3.3, including phase 1 of data management systems for advising and petitions. Under aegis of SMART to Finish, faculty advisors and CAASS staff regularly convene to improve advisement support; release of data management tools piloted in CAASS to faculty advisors and special programs scheduled for fall 2012.

Objective 5: Improve post-graduate outcomes

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

School of Education Pass Rates: LAST—98%; ATS-W—99%; CST—92%. Revised undergraduate physical education curriculum to align with standards and transferred program to Physical Education and Exercise Science department for further development; concerns in undergraduate early childhood education being addressed within the new department.
Accounting: 35.7% of first-time baccalaureate test takers and 11.1% of test takers with advanced degrees (> 25 students) passed at least one segment of the Uniform C.P.A. exam; School of Business Assessment of Learning Plan addresses curriculum revision (including changes in C.P.A. exam) and assessment issues (including standards within the major).
Post-Graduate Exam Results:
  o In 2010-11, GMAT=450; LSAT=148; MCAT=25.8; GRE(V)= 421; GRE(M)=517; GRE(combined)=938. Data Limitations: Reported results from testing sources are provided only for those test takers who grant permission to share their scores, do not identify test takers as either current students or alumni, and often do not provide information about cohort size.
  o Continued program of workshops in support of post-graduate exam test-takers. Identified low-scoring issue in all exams (including CLA pilot) as critical reading/verbal reasoning; Center for Teaching workshops will focus on this area and will solicit faculty input for improvement.

5.2 Job and education rates for graduates will increase

Data Collection: Initiated a concerted database cleanup, involving Institutional Planning & Research, Alumni Affairs, Magner Center, and Associate Provost for Academic Programs, to improve post-graduate outcomes reporting in support of improved academic quality and increased external recognition (Objectives 1.1, 1.2);
Satisfaction: In 2011, over 94.7% of recent graduates reported that they felt Brooklyn College had prepared them for their future occupation. 66.9% reported that they were already employed, and 75.1% of those who were employed were working in jobs related to their major. 42.7% of these respondents reported that they earned salaries in excess of $40,000 per year.
Magner Center for Career Development and Internships (Objective 4.2):
  o Created, implemented, and assessed learning outcomes for all workshops;
  o Measured Magner Center benchmarks against NACE benchmarks and targeted improvements on 3-4 indicators;
  o Reorganized and developed staff as liaison specialists in support of the new five-school structure.

Submitted by President Karen L. Gould
June 13, 2012
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 with academic support services was 2.99 (2.90, 3.07); with student support services 2.94 (2.82, 3.07); with computer technology 3.14 (3.06, 3.22).

- **Advisement:** Implemented all CAASS advisement initiatives and data management activities (including establishing baseline for student satisfaction with CAASS services) outlined in Objectives 3-4.3. **School of Education** implemented four advisement/service hubs to support student success. **SEEK** assessed tutoring and advising personnel and procedures, restructured its Tutoring Center, and expanded service hours in all areas.

- **International Education and Global Engagement:** launched the Center for International Education and Global Engagement; 3-year plan (including goals and objectives) under development; 6 new articulation agreements developed and pending CUNY review and final approval.

- **ITS:**
  - Implemented a new “StudentCentral” student advising system to log student administrative interactions in fall 2011 with 11384 notes logged to date;
  - Implemented new Transfer Student Articulation and Processing system (Objectives 4.2, 9.2) in fall 2011;
  - Launched student sign-up facility and grade notifications via SMS text messaging in winter session with 1,082 students registered to date. Additional communications being adapted to allow continuation of text messaging services.
  - The new online Yearbook Management System allowed 1288 students approved for graduation to schedule, view, and cancel appointments for their senior photos.

- **Library/AIT:**
  - **Usage:** E-book usage of our largest e-book vendor increased by 10%; collection size remained stable. Laptop loan program continues to operate at 100% capacity.
  - **Library Instruction:** Phased out all in-class library instruction in ENG 1010; maintained high (85%) usage of the Online Library Instruction Program (LOOP); released LOOP 3 (specifically tailored to the needs of transfer students); began to develop a Research LOOP aimed at graduate students.
  - Completed data collection for The National Return On Investment Survey.

- **Student Affairs:**
  - **Athletics:** **Men’s and Women’s Swimming and Diving Teams:** Re-established swimming and diving teams designated as “All Stars” for second consecutive season; placed 4th and 5th place respectively in CUNYAC Championship. **Athletics Field:** Ribbon cutting ceremony scheduled in early fall 2012. Field will be utilized by the Men’s and Women’s soccer and Women’s softball teams. Outdoor track will also be available for cross-country team practices and members of the Brooklyn College community for general fitness purposes. **Service Hours:** Expanded recreation hours to 8:00 a.m. – 10:00 p.m. on Monday – Thursday, increasing facility availability by 8 hours per week.
  - **Health and Wellness / W.I.S.E. Initiative:** launched W.I.S.E. (Wellness Information through Student Education) in fall 2011 with $11,900 grant from the CUNY Vice Chancellor of Student Affairs; in fall 2011, over 300 new students successfully completed an online educational course covering alcohol awareness, sexual assault, and social responsibility. Extended the program to include residents of the Residence Hall and all varsity student athletes in April and May 2012.
  - **Center for Student Disability Services:** Successfully integrated the Office of Student Disability Services into the Division of Student Affairs during fall 2011. Center is actively involved in the Behavioral Education and Support Team (B.E.S.T.), which addresses issues related to challenging student behavior on campus, and contributed to the design of a guide for faculty to address challenging student behavior at the college. Center is developing an Assistive Technology Student Satisfaction Survey to help improve the quality of assistive technology resources currently available.
  - **Veterans Affairs Office** serves 195 registered students receiving military benefits and assists an additional 500 students who are veterans and families of veterans not currently receiving military benefits.
benefits. The Office is building a veteran friendly campus climate through programming such as "Race, Civil Rights and Military Service" that included the senior ranking African American female in the Marines as a guest speaker. An approved CUNY Veterans on Campus grant will provide the campus community with an online program to create awareness of veterans’ needs and concerns to be implemented in fall of 2012.

- **Major Campus Programs / Events:**
  - Domestic Violence Awareness Program: Women’s Center, in collaboration with the Student Center, led a 2-day forum in October 2011 observing National Domestic Violence Awareness Month. 86% percent of respondents to a program evaluation reported that the workshop completely met expectations.
  - Second Annual World Unity Day: Developed Unity Day program to promote an environment that welcomes all forms of diversity at the college and is conducive to the development of global citizens. Programming model was expanded to a week of events to increase community involvement and potential outreach and impact.
  - Created a new “social norming” campaign to increase student spirit, social integration, and general sense of belonging. “Bullying” in the campus context was the topic of a campus-wide forum including high school students from the community.
  - “SUBO Since 1962” Campaign: By the end of spring 2012, the social programming components have yielded attendance and participation of nearly 2,000 students as well as faculty, staff, and neighboring community.

- **Rez Life in the Big Apple:** Rez Life developed a training curriculum for Resident Assistants that includes conflict resolution, accurate and objective incident reporting, and community building skills. New Resident Assistants were hired for AY 12-13.

- **SERVA Program:** Successfully launched SERVA online system in January 2012, with ongoing update support from ITS to improve user ability; honored 27 SERVA volunteers for 100+ hours of service and training in spring 2012.

- **Student Assistance and Referral (SAR): The Petrie Emergency Grant Program:** BC Petrie (SAR/BCF) invited by The Carroll and Milton Petrie Foundation to submit for a renewal of current 3-year grant. Cited by the Petrie Foundation as a model program, and the only program invited to present at the first meeting of all current grant recipients (public or private). Close to $70,000 has been dispensed. A collaborative initiative with the School of Education, Magner Career Center, and SAR to provide professional resources to prospective teachers has been largely successful. *Shop for Success at Target:* The Shop for Success at Target voucher program was launched in fall 2011, and provided eligible students with resources needed to successfully compete in the job interviewing process.

- **Civic Engagement:**
  - Student Leadership Orientation and Executive Training: Provided a training session for the College of Liberal Arts and Sciences Student Government in March 2012. Topics included mutual respect, campaign policies due process, and privacy policies.
  - Initiated a student Passport to Success in collaboration with Academic Affairs. Twenty-six (26) students completed passports and received their certificates of completion.
  - Partnered with the Brooklyn Borough President on the Brooklyn Civic Engagement Forum where Brooklyn College students (21) made up over 80% of the students in attendance.
  - Annual Civic Breakfast helped teach over 160 students, ranging from the ninth grade to college seniors, about the “Power of Community through Activism.”

**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

Submitted by President Karen L. Gould

June 13, 2012
• In fall 2011, total enrollment was 16,835; total FTEs were 12,471; first-time freshmen numbered 1,153; transfers numbered 1,713; total undergraduates were 13,096; new graduates numbered 996 and total graduates were 3,739. Seats filled in Adult and Continuing Education courses in 2010-11 were 3,562.
• In fall 2011, mean SAT score of regularly admitted freshmen was 1,134 excluding OSS and 1,127 including OSS, mean SAT score of regularly admitted freshmen excluding ESL and OSS was 1,134 and mean SAT score of regularly admitted freshmen excluding ESL and OSS was 1,127. Mean CAA was 86.9 excluding OSS and 86.7 including OSS.
• Continuing Education (PACE, right-sized in spring 2011) limited enrollments to adult literacy program offerings supported by grants administered by CUNYRF.

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

• Participated in CUNY spring Collegiate Learning Assessment Pilot (CLA) and engaged in Pathways activities (Objectives 3.1, 4.3);
• Provided space for 35 BMCC classes (762 students) during targeted periods in AY 11-12. (Objective 9.3);
• Presented BC’s locally developed online student evaluation of faculty system to other campuses for potential adoption.

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

• Estimated total College Now enrollment in 11-12 was 959; in summer and fall 2011 84% of participants earned A, B, or C in College Now high school and college credit courses; in 11-12 an estimated 33% of participants had previous enrollments in College Now high school and college programs as reported in CUNY data book. Final program report and updated enrollment, success and persistence rates will be filed at the end of June 2012.
• Collaborated with CUNY College Now to shape revised program goals and activities for AY 12-13.

Objective 8: Increase revenues and decrease expenses

8.1 Alumni-corporate fundraising will increase 10%

• In FY 11, total voluntary support (weighted rolling average) was $18.7M; final income of the Brooklyn College Foundation will be released after closing of FY12.
• Opened a new gift market for fundraising in the area of corporate and private foundations;
• School fund-raising plans: designed and initially implemented plans for Visual, Media & Performing Arts, Humanities & Social Sciences, and Business. Natural & Behavioral Sciences and Education plans are in the draft stage.
• Proceeds of the annual Brooklyn College Night (May 2012) totaled $445,000, an increase of $25,000 over event income for the previous year.

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

• On track to reach the tuition revenue and IFR targets for 2011-2012; final results will be available in our year-end report.
• Effective June 30, 2011, Continuing Education was discontinued and no revenue target was set.

8.3 Colleges will improve or maintain sound financial management and controls

The percent of the total budget spent on institutional support services was 22.8%, a decrease of 2.2% over the previous fiscal year.

Submitted by President Karen L. Gould
June 13, 2012
8.4 Colleges will implement financial plans with balanced budgets that align their expenditures with their academic priorities
Brooklyn College implemented a financial plan with a balanced budget that aligns expenditures with academic priorities.

8.5 Contract/grant awards will increase

- Received $13.5M (weighted rolling average) grants administered by the RF in FY11. Grants and contracts awarded as of May 31 were over $11.5M; final report due in mid-summer. **Highlights:** faculty in Natural & Behavioral Sciences received an NIH R01 and an NSF CAREER award notification as well as an increase in number of SCORE grants received (including a new SC1 and SC2).
- Piloted a new program in collaboration with the CUNY Central Research Office (Jan.-June) featuring intensive peer review of proposal drafts, up-to-date information on sponsor requirements, and conversations with program officers.
- Proposal submissions remain consistent at a level of approximately 200+. Yield to date for FY11 is 45%.
- **Sponsor Portfolio:** Expanded federal, state and city portfolios. **Highlights:** NSF, National Endowment for the Humanities, NYS Higher Education Services Corporation, NYC Department of Youth and Community Development, Teraganix Inc, Biothera Inc, and Sun Harmonics Ltd.

8.6 Indirect cost recovery ratios will improve

Direct cost recovery as a percentage of overall activity was 16% in FY11, including awards made by federal sponsors that do not allow for the capture of full overhead rate of 57%.

**Objective 9: Improve administrative services**

9.1 Colleges will make progress within a declared capital campaign.

- Our **Foundation for Success** campaign total now stands at $154.9M, reflecting $10,280,177 raised in FY 11-12. Made particular progress in the area of Promoting Student Success, with over $1.7 M raised for the specific purpose of supporting students in financial need, as well as over $2.1M in unrestricted funds.
- **Graduate Programs in Cinema at Steiner Studios:** Obtained an additional $5.6 million commitment ($5 M from CUNY-sourced private funds; $600K from alumni); we are engaged in advanced discussions with the Mayor’s Office of Media and Entertainment and other private sources for an additional $6.7 million in support, and hope to sign an MOU before June 30.
- **Knohl Rare Book Collection:** Determined the assessed value of the collection at $15.3 million. It is anticipated that a comprehensive gift agreement will be signed before June 30th or shortly thereafter.

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

In spring 2012, student satisfaction with administrative services was 2.92 (2.83, 3.00).

- **Enrollment Management Transfer Student Services:** Hired a manager and opened a Transfer Student Center (housed in the West Quad) in fall 2011 (Objective 4.2); transitioned to a web-based transfer evaluation system in summer 2011 and added international courses to the system (Objectives 4.2, 6.1).
- **ITS:** Implemented online readmission workflow and comprehensive exam schedule (1,086 comprehensive applications processed to date). Design for the Student Academic Petitions System is in progress in collaboration with deans, Faculty Council committees, and registrar.
- **Student Affairs:**
  - **2012 Commencement (Baccalaureate and two Masters ceremonies):** Substantial preparation resulted in more personalized ceremonies based on the new school structure. For the first time, the names of 1,475 baccalaureate recipients were read individually and President and Provost individually greeted them. Two (2) personalized masters’ ceremonies were held.
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- Convocation (Presidential Welcome): In fall 2011, a “school deans meet-and-greet” was initiated as part of the orientation of new undergraduate and graduate students.
- Freshmen and Transfer orientations successfully implemented a peer model and incorporated automated outreach based on collaboration with ITS. Program participation increased 100%.
- Bursar: Continued automation to achieve a more time-efficient refund process; reconsolidated Student Financial Services and Student Financial Aid; worked with Executive Director of International Students to improve support for international students, and continued focus on customer service.

9.3 Colleges will improve space utilization

- The percentage of FTEs offered on Fridays, evenings and weekends was 39.2%.
- Began to align findings of the Facilities Master Plan with strategic actions to improve space utilization: using the ‘Existing Space Profile Appendix’ to identify unused or underutilized spaces for reassignment and/or future renovation; using the ‘Short Term Recommendations Appendix’ to identify and prioritize key projects that are associated with, or the result of, upcoming capital projects; and, using the general recommendations to guide priorities for in-house projects and in-progress capital projects.
- Continued to provide classrooms for BMCC classes during targeted periods—total of 35 classes and 762 students (Objective 7.2).
- Participated in the revision of CUNY wide space utilization guidelines.

9.4 All colleges will improve compliance with Board policies, Risk Management, collective bargaining agreements, and applicable laws

- In 2011-12, external audits resulted in unqualified opinions with no management comments.
- Submitted the college risk management plan, as revised by our risk management committee, to the University Office of Environmental Health, Safety, and Risk Management in April 2012.
- Participated in Risk Management task force; co-authored IT Disaster Recovery/Business Continuity recommendations report endorsed by the CUNY Business Continuity Council and IT Steering Committee.
- Tobacco Free Policy: Engaged in an aggressive campaign to ensure full compliance by September 4, 2012 effective date. Broadly representative campus implementation committee launched a communication and education campaign targeting all campus constituencies through various outlets. Since September 2011, restricted smoking to four specific and discreet outdoor locations on our sprawling 26-acre campus in preparation for full implementation. Engaged CUNY expertise in a campus visit where experts helped us identify our particular challenges and ways to adapt our practices as we move towards a total tobacco ban.

9.5 All colleges will make timely progress on CUNYfirst implementation

- All released budget and human resources functions are well integrated with college operations;
- Prepared for Wave 3 system migration by participating in CUNYfirst sponsored planning activities and conducting intensive campus BARFIT sessions;
- Completed an extensive data assessment and cleanup effort (ITS, Registrar, Bursar);
- Began exploring how campus-based supplemental systems can be implemented CUNY-wide to enhance the effectiveness of CUNYfirst.

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

The campus sustainability council reviewed and updated the ten-year sustainability plan and submitted the revised plan to the University Sustainability Project Manager on 4/16/12.